

**YOUR ACTION
PLANNING
AND
APPLYING
FOR A JOB**

TOPIC

6

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

Developed by: Wil Bom, VSO, Vijana na Ajira project, Zanzibar, Tanzania

In cooperation with: Teachers and co-facilitators of the 4 Vocational Training groups on Unguja and Pemba; Sophie Oonk of Randstad Netherlands who developed topic 5 'Discover your Business'; Kitty den Boogert, friend and former colleague, who checked the final version.

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Translation into English: Claire van Steennis, Anne Lavooij and Mr. Lavooij, Joep Kuijpers, Niek van Enkevort, Wil van Koningsbrugge, Clarice Belle and Warda Zaatat, Bob Bunker (e-volunteers in the Netherlands and the United Kingdom)

Design: Katie Wolgemuth VSO Dar es Salaam and students Grafisch Lyceum Utrecht, the Netherlands.

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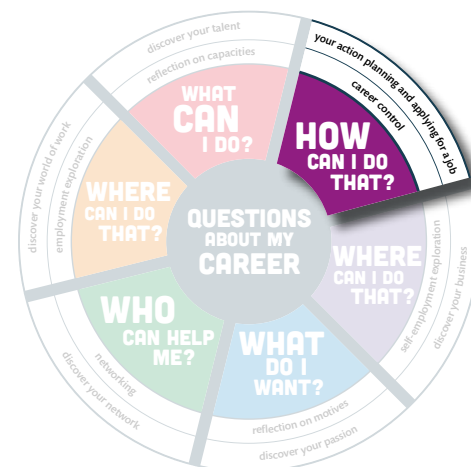
Tel.: (+255) 222600072 or (+255) 222600087

Email: vsotanzania@vsoint.org

Website: www.vso.nl/cbet and www.vsointernational.org/cbet

CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 6 YOUR ACTION PLANNING AND APPLYING FOR A JOB



CONTENT

This booklet 'Your Action Planning and Applying for a job' contains the materials for the 6th and last topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 6, separately instructions for each exercise and the worksheets.

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The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

GENERAL INTRODUCTION

CAREER DEVELOPMENT: HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

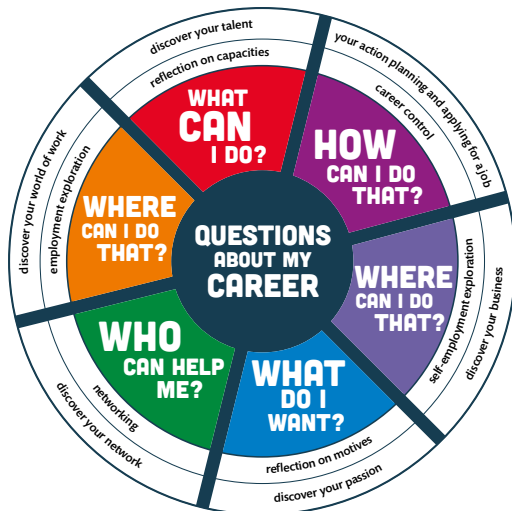
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.

Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected.

The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 6

OVERVIEW EXERCISES 'YOUR ACTION PLANNING AND APPLYING FOR A JOB'

Your Action planning and Applying for a job

In this booklet Topic 6 you will find 30 exercises about the career competence 'Your Action planning and Applying for a job': controlling your career.

Action planning and Applying for a job means: planning, controlling and adapting your way of learning and working, with the intention to streamline your career development. Students/jobseekers and job creators develop the skill to take initiative and responsibility. They acquire the skill to obtain, keep or change their position in the job market. They learn how to find a job, how to create a CV, and how to conduct an interview.

In the overview of Topic 6 you can find exercises in which participants will reflect on which stage of their career they are in and decide about the next steps; set S.M.A.R.T. goals on the short and longer term; encourage each other to make a new step; present themselves, their qualities and motivation; learn to search for a job, CV-writing and having an interview with an employer.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

Exercises: 'Your Action planning and Applying for a job'	Goal of the exercise	Activating method
6.1 Yes, I can	Youth assess themselves by evaluating their strong and weaker points. They make an action plan to practice the skill they want to improve.	Youth mark a list of qualities: very well (++) , sufficiently (+) and poorly/never used before (-). They choose their ten best qualities and three to improve. In pairs, they exchange their selection and they help each other to plan good action points to improve one skill.
6.2 Courage, dream and action	Youth think and talk about things they find difficult when it comes to planning. They dream about what they would like to do and they give each other suggestions what they can do about it.	Youth write down concrete planning points that are hard for them. Then they think how they wish their behaviour was like and what kind of actions they can take tomorrow, next week and in two weeks.
6.3 To make my semester- and week planning	Youth learn how to plan by assessing how much time they need to finish their assignments. They learn how to spread their workload - in a semester - over the different weeks.	First, youth need to know what kind of tasks they are supposed to do, when the tasks must be submitted or when the examination takes place. Then they make an estimation how much time it will take to achieve each task. Next, they divide the tasks over the number of weeks in the semester. During the semester they check their planning and adjust it when necessary.
6.4 A reflection	Youth experience that looking back on a certain period in their lives is a good way to recall the positive experiences that have occurred during that time. Looking back also stimulates to look to the future: it gives directions how to proceed.	Youth reflect on the past and they discover the meaning of doing this.

6.5 Reflection: the bicycle parts in our group	Youth reflect on the image they have of themselves, and how other people look at them.	Youth read a text about bicycle parts and think which part they themselves and the members of a subgroup look like. In subgroups, each participant will get feedback from a group member (and the trainer) why he/she looks like that part. What are the qualities of the various parts of this metaphor?
6.6 What type of education is available?	Youth explore the education system of Tanzania. Which courses are useful to take the next steps in their career?	After sharing their experiences with education so far, youth make, in groups of 4, a diagram of the educational system of Tanzania in the way they think it is. After that they compare it with the worksheet 'Paths of education in Tanzania'. On that worksheet, they make a green line showing what they have done so far and they look at the options how to continue. After that, they investigate the possibilities in their region and they collect all kind of materials from private and government educational institutes. They can use the results of their investigation for their action planning.
6.7 Where do I want to be in three years?	Youth learn to set long-term and short-term S.M.A.R.T. career goals.	First, participants brainstorm in pairs about the question where they want to be in three years. After that, they study the theory of setting S.M.A.R.T. goals. Having this in mind, they prepare a presentation about one of the criteria, first individually, then in pairs and finally in a little group. Finally, each participant set their long-term and short-term S.M.A.R.T. career goals. As homework they will talk about their goals with somebody in the family.
6.8 My Kilimanjaro climb!	Youth set long-term and short-term career goals.	Using the metaphor of climbing to the top of the Kilimanjaro, youth brainstorm about the concept of long-term and short-term career goals. After that, they read and discuss about tips and golden rules of goal setting. Then, all participants draw the Kilimanjaro on an A3 paper and they set their long-term and short-term career goals at each of the camps. The drawings are put on the wall and youth give feedback on the goals that are set by giving a compliment and a tip to one of their groupmates. As homework, participants will talk about their Kilimanjaro climb and their goals with somebody in the family.
6.9 My goals in my personal life and career	Youth set long-term and short-term goals they want to achieve between 1 and 3 years in their personal life and career.	By reflecting on what they have discovered already about their talents, passion and world of work, youth formulate their short-term and long-term goals. They reflect on dilemmas to deal with when personal goals in one's life are in conflict with career goals.
6.10 Me, myself and I	Youth reflect on who they are, what they want and who can be of help. They also identify the success and risk factors.	Youth describe themselves on the basis of several aspects. After having done so, they choose two discussion points. These are starting points for an individual interview with the trainer, a fellow group member or somebody from their network.

6.11 My network action plan	Youth set the first step in practicing a network conversation. They make a plan how to maintain their network and carry out this network action plan.	Using what they have learned in 'Discover your network', topic 4, youth prepare what kind of support they could ask a person in their network. As homework, youth practice this activity by contacting someone and they evaluate the conversation. Back in the group they share their experiences in groups of three and they round off their reflections with tips that they write on half A4. All the papers with tips are put on the wall. After that youth make an action plan for all the following network activities they want to perform. During carrying out the network action plan, they reflect on the results in the group.
6.12 Do you have a tip for me?	Youth give and receive tips as a stimulus to make a new step in their career.	Walking around in an open space in the classroom, youth think about an intention they want to work on for their career. When they meet somebody, they tell that person about their intention and ask: 'Do you have a tip for me?' When they got the tip, they change roles. After this they move on to the next person. In this way they give and receive more tips.
6.13 Here I am	Youth learn to present themselves.	Every participant gets a turn to present him/herself in the group. Ask youth to come to the front, look at the group mates and give a little presentation about him/herself. Only 2 or 3 minutes, without questions or feedback after each turn. Youth write down what they learned and after the last presentation there is some sharing in the whole group.
6.14 How do others look at me?	Youth reflect on their feelings, express them and become aware of the impact of their body language.	Sitting in a circle all participants reflect on their feelings of that very moment. In turn, they show through body language how they feel. Others give feedback what they see and what they think it means.
6.15 What keeps me busy?	Youth learn to present themselves.	Sitting in a circle, every participant gets a turn to finish a part of a sentence, like 'I feel..., I dream...'. All presentations are given in silence, meaning without questions or feedback from the group members. Youth write down what they find important and reflection takes place in the whole group.
6.16 Talent market	Youth learn to look upon a talent as a 'product' that could be of benefit for others. They will discover what 'the value' of their talents is on 'the market'.	With the help of some questions youth translate their talent(s) into a product. After sharing this in a group of four, each subgroup makes a market stall with their four products. On the market, they are going to present and recommend their products to others.
6.17 Pitch for my audience!	Youth learn to present themselves - talking about their good qualities - in just 60 seconds (no longer!).	With the help of some questions youth prepare their pitch at home. In class, they present their pitch to their group and at the end of the course once more to people from government and companies. In the reflection, they will get positive feedback and tips how to improve their presentation.

6.18 LinkedIn	Youth get familiar with LinkedIn and make their own profile.	First, youth explore several LinkedIn profiles and discuss what they like and don't like and give reasons why. In this way they create their own criteria and in accordance with them they make their own profile. In pairs, they give and get feedback on the profiles.
6.19 LinkedIn-CV	Youth make a Curriculum Vitae that matches their LinkedIn-profile.	Youth explore several LinkedIn CV's and discuss the criteria of a good CV for LinkedIn. They compare that type of CV with the usual CV. After that they make their own CV for LinkedIn and give and get feedback on it.
6.20 Social media	Youth assess their Facebook and Instagram profiles and learn about the risks.	In groups of 4, youth elaborate what kind of messages they will NOT post on Facebook or Instagram and why. They make several recommendations in groups of 4. In the whole group, they present their recommendations and together they make a top 10 list.
6.21 How do I choose the company that suits me?	Youth look critically at their qualities in relation to the job and company they like.	Youth read a text about the steps how to choose a company that suits them. They follow the 7 steps, share them with others and reflect on their actions in a subgroup or in an individual guidance session.
6.22 Who would I choose as a colleague, and why?	Youth learn about the procedure to apply for a job and the criteria for writing a letter of application and a CV.	In groups youth read a job description and discuss some anonymous application letters with a CV. They write down two points they like and two things they dislike/miss in the letters and the CV's. In the group, all the comments are collected. After that, they discuss the question 'Which candidate would get an invitation for a job interview and why?' Finally, they make a list of criteria for an application letter and a CV. They take a picture of that list or copy it in their notebook.
6.23 My job search!	In their search for a job, youth make use of all the steps they have taken in the previous lessons. All their new insights, qualities and wishes come together in an action plan: how to search for the ideal job in the most effective way?	First, youth organize all their materials from former career development activities. They read and discuss a text about how to conduct an effective job search. After that, they fill in 6 steps that summarize all former insights, qualities and wishes. Participants make an action plan for the job search and monitor their actions till they have got that job. In pairs or in an interview with the trainer, they reflect on the progress and the actions they need to take.
6.24 Job searching & hunting	Youth reflect on known and new strategies for job searching and hunting.	In pairs or groups of four, youth reflect on the activities they have done so far and they brainstorm about new strategies. After that, they look at a PowerPoint presentation about job searching and hunting, which was given at the Zanzi Job fair in 2015. At the end, youth compare the strategies mentioned in the presentation with their own list. Finally, they share in the whole group what they have learned about adding new strategies to their action planning.

6.25 Building a foundation for career success	Youth get an idea which kind of strategies could be of importance to develop a successful career.	In pairs, participants reflect and brainstorm about all the steps they have taken so far. They write those steps on a sheet. After that they get a PowerPoint presentation about building a foundation for career success. This was presented on the Zanzi Job fair in 2015. At the end, youth compare the strategies of the presentation with their own list and make some action planning about what they want to add or drop.
6.26 CV writing (1)	Youth learn about the criteria of a good CV and practice how to adjust their own CV to these standards.	After some questions and answers, youth listen and react to a PowerPoint presentation about CV writing. In groups, they reflect on some example CV's of people they do not know and they assess those CV's by asking: 'what is good, what can be better, and why?' Then they start writing their own CV and take it with them to the next session. In groups of three, they reflect on them and give and get feedback on what and how to improve.
6.27 CV writing (2)	Youth learn about the criteria of a good CV and practice how to adjust their own CV to these standards.	After some questions and answers, youth listen and react to a PowerPoint presentation about CV writing. In groups, they reflect on some example CV's of people they do not know and they assess those CV's by asking: 'what is good, what can be better, and why?' Then they start writing their own CV and take it with them to the next session. In groups of three, they reflect on them and give and get feedback on what and how to improve.
6.28 Writing an application letter	Youth learn about the criteria of a good application letter and practice how to write their own application letter and to update their CV to these standards.	After exploring the difference between an application letter and a CV, youth listen and react to a PowerPoint presentation about writing an application letter. In pairs, participants read the job description in a vacancy carefully and they write the application letter and update their CV in line with the job. In two pairs, they reflect on their draft, give each other feedback and improve the letter and the CV.
6.29 To apply for a job is to sell yourself	Youth practice how to prepare themselves for a job interview.	Youth who already did a job interview, get the opportunity to tell about it. An interactive PowerPoint presentation about how to apply for a job summarizes all the elements of a good preparation. Youth practice that preparation and reflect on this. They adjust a text about how to apply for a job, making use of the tips they have gathered themselves during the practicing.
6.30 How to succeed at an interview?	Youth understand what the key factors are of a successful interview and they practice some questions they find hard to answer.	Youth who already did a job interview, get the opportunity to tell about it. An interactive PowerPoint presentation about how to do a successful job interview, summarizes all the elements of a good preparation. After buzzing, chatting about fears and hard or hated questions, youth practice in short role-plays how to respond to such difficult questions. After reflection, they draw up some tips about the issues they have experienced.



YES, I CAN!

Goal

Youth assess themselves by evaluating their strong and weaker points. They make an action plan to practice the skill they want to improve.

Preparation

If it is necessary in your opinion, complete worksheet 6.1 'My qualities' by adding more qualities. Make sure you have enough copies of the worksheet. Fill in the worksheet for yourself and use your experience when youth need help to get clarification about certain qualities. Also, try to come up with examples of concrete situations to illustrate the various qualities.

Explanation

'It is important to reflect on your qualities at some time during your career development training. This evaluation helps you to sort out which qualities you possess, which you would like to improve, and how you would like to do that. Awareness of one's own qualities makes it possible to put your strong qualities into action and to improve your weaker points. That is why we do this exercise'.

Performance

- 1 Give each participant a print of worksheet 6.1 'My qualities' with the list of skills. Ask them to fill in to what extent they possess the various skills: very well (++), sufficiently (+) or poorly/not used before (-). Emphasize to take as little time as possible to think; the first thought is most often correct.
- 2 Let them reflect on their tick-list and ask them to write down on their worksheet their top 10 qualities and the one they want to improve.
- 3 Divide the group into pairs and ask them to share their assessment of their qualities. Ask them to give examples of situations in which they used their skills very well, sufficiently or poorly. Do they recognize these skills in each other? Let participants plan together how to practice and improve the quality that they do not possess very well.

Reflection

What do the youth think of this exercise? Did they discover new strengths? Which actions have come out of this exercise? Are they clear? Do they know when and where they will practice these skills? How are they going to make sure they will take action?

Tips

Youth often enjoy filling in lists. However, it is also important to have a conversation in pairs in order to give meaning to the listed items and to connect those qualities to concrete situations. The actions that are planned don't have to be very complex, as long as they are made explicit, concrete and measurable. Make sure to give enough attention, in the next class or during individual interviews, to the agreements youth have made with themselves.

COURAGE, DREAM AND ACTION

Goal

Youth think and talk about things they find difficult when it comes to planning. They dream about what they would like to do and give each other suggestions which actions they can do about it.

Preparation

Make free time at the end of the exercise to discuss the list with each participant individually or make a schedule on which date you will meet. Prepare this exercise for yourself first: 'How do you plan things or how difficult do you find it yourself to make a planning? Do you always follow your schedule and do you get everything done in time? Are you always well prepared, if so, how do you achieve that?' Make sure you have enough copies of worksheet 6.2 'Courage, dream and action'.

Explanation

'During school or training, we often discuss your improvement areas and learning objectives. We explain what should be done and we provide you with tips and tricks. However, eventually it is up to YOU to do something with it and that is not always easy. You know what you have to do and you are aware that you should work for it. But to motivate yourself to make a start and to keep going is the hardest! In this exercise, we will look what kind of difficulties you might find on your way. Important: there is no wrong answer in this exercise!'

Performance

- 1 Distribute worksheet 6.2 'Courage, dream and action' to each participant. Let them work individually.
- 2 **Courage:** Participants write down, in the left column, what they find hard with regard to their study. For instance: 'I find it hard to plan my homework', or 'I have difficulties doing my homework', or 'I find it difficult to come to school on time', or 'I find it hard to have my stuff in order'.
Dream: Reflecting on what they have written down; they write down in the right column what they would like to achieve. For instance: 'I want to learn how to plan my homework', or 'I would like to come to school on time'.
Action: In the middle column, participants write down first what action they can take tomorrow and then which step to take next week. If that has been done successfully, they can also write down which steps to take in two weeks.
Finally, at the bottom of the page, participants write down the following: 'If I succeed at least twice to work according to my plan, I will reward myself with ...!'
- 3 Divide the group into pairs or threes, and let participants discuss their lists. In this way they give each other constructive feedback.
- 4 Notify that in two weeks, participants will be asked individually or in subgroups to discuss their exercise and to reflect on the goals that they have achieved.

Reflection

How did the youth experience the exercise? The lists will be evaluated and discussed individually or in subgroups with the trainer, right after the lesson or following the schedule. During that session, reflection takes place on what has/has not been achieved, and participants will set new goals.

Tips

Let the youth know that it takes courage to write down what they find difficult. Tell them that this is a first step towards improvement. If you dare say to yourself what you find difficult, you often already know the solution for your problem, but you still find it difficult to act. Youth do not have to solve anything in this exercise. They are not expected to change their behaviour by tomorrow. The primary goal of this exercise is to become aware of obstacles and to give them the courage to talk about it.

TO MAKE MY SEMESTER AND WEEK PLANNING

Goal

Youth learn how to plan by assessing how much time they need to finish their assignments. They learn how to spread their workload - in a semester - over the different weeks.

Preparation

Make sure there are enough copies of worksheet 6.3 'Timetable - Actually spent minutes a week' and ask the youth to bring their agendas. Examine your own abilities regarding planning. Do you, as a trainer, make good week and semester schedules? Why/why not? What benefit do you have from a 'well organized' behaviour? What kind of disadvantages do you get when your behaviour is less organized? Research if and to what extent planning and scheduling fits the culture of Tanzania, the business culture, and the culture of the Vocational Training Centers.

Explanation

'To plan well is difficult and is something you need to learn. Luckily, there are some tips and tricks that can help you in your planning process. Begin with your agenda: write down all the data of your exams and the deadlines of assignments that must be submitted during the semester. Estimate how much time and effort those exams/assignments will take. Divide the workload for a semester over the weeks. This way you develop the basis of your semester and week schedule.'

Performance

- 1 Let the youth write down all the dates and deadlines of exams and assignments - for the coming semester - in their agenda.
- 2 Use this as a starting point to draw a planning.
- 3 Let the youth indicate how much time each assignment will take and let them divide the workload over the weeks of the semester.
- 4 Ask the youth to fill in weekly the schedule on worksheet 6.3 'Timetable-actually spent minutes a week'.
- 5 Together you can decide in which week of the semester you would like to discuss during class whether the plans made are accurate. If necessary, the planning can be adjusted and updated.

Reflection

Discuss with the youth if they agree with these planning strategies. Ask them what they think of it. Also, discuss their plan regularly to see whether it is realistic. If not, try to adjust the plan.

Tips

It is important that youth know that spending 120 minutes at homework, does not necessarily mean that they have actually studied for the full 120 minutes. It seems that most of the time only half of the time is spent efficiently. Discuss with the class how you can study more effectively and efficiently. Youth are encouraged to become more and more responsible regarding their learning process, hence, they should apply the knowledge and skills they have acquired to monitor this process of planning and time keeping. Advise the youth to pay attention to their planning every day. Ask youth to estimate beforehand how much time they need for a certain assignment. In retrospect, it can appear that one needs more or even less time for the assignment. Discuss what to do that the estimated time is equal to the actual time that is needed. Make sure that the youth write down in their agenda the dates of exams, meetings, excursions and when to submit their assignments. Let youth monitor each other and let them check the dates with the trainer.



A REFLECTION

Goal

Youth experience that looking back on a certain period in their lives is a good way to recall the positive experiences that have occurred during that time. Looking back also stimulates to look to the future: it gives directions how to proceed.

Preparation

Make sure every participant has a copy of worksheet 6.4 'A reflection'. Instead, you can also write the questions on the whiteboard and participants can write down their reflection in their notebook.

Explanation

'You learn, among other things, from looking back how things have gone in the past. One way to look back is through reflection. In a reflection, you indicate what you did, how you did it, what went well, what went less well and what you will do differently in the future.'

Performance

- 1 Ask the youth to think of last month. Let them try to think of all the things that they have done and about every single assignment that they had to do. Let the youth evaluate themselves individually, with the help of worksheet 6.4 'A reflection'. Ask the youth to answer the questions on the worksheet in their notebook.
- 2 Divide the group in pairs and let them discuss about their reflections together.

Reflection

Ask the youth what they think of this exercise to look back on the past. Is this a valuable tool and does it lead to more thinking about new steps for the future? Make an appointment for further discussion about the findings of the reflection.

Tips

Emphasize that this exercise is meant to bring out the positive aspects. Although youth are also asked to indicate the challenges, the main concern is to emphasize what went well. When you schedule in your course some individual debriefing sessions, then a good moment to plan this will be after this exercise.



REFLECTION: THE BICYCLE PARTS IN OUR GROUP



Goal

Youth reflect on the image they have of themselves, and how other people look at them.

Preparation

Set the tables in such a way that youth can work in subgroups of 4-6 and that they can all see each other. Assign a part of a bicycle to each participant, when you prepare this exercise. Think of positive feedback. You can give your feedback to everybody at the end of the exercise. Make sure you have enough copies of worksheet 6.5 'The bicycle parts in our group'.

Explanation

'It's useful to look back at a certain period in the past, also to look back at the way we work in this group: 'What was your contribution to this group? What went well?'. This we will do by using a metaphor, namely a bicycle. All parts of a bicycle have a function. Without pedals, for instance, you cannot go forward. Without handle bars you cannot cycle in the right direction. Without lights, you cannot ride in the dark and so on. We're going to compare our group with a bicycle. We do this by indicating which part of the bicycle fits yourself and after that which part of the bicycle fits the other members of your (sub)group.'

Performance

- 1 Divide the group in subgroups of 4-6 members. Let participants first read the text on worksheet 6.5 'The bicycle parts in our group' in which the bicycle components are described.
- 2 Ask them to show which part of the bicycle suits them best. Let them write down, on their worksheet, why they chose this part of the bicycle for themselves.
- 3 Let them also write down which bicycle part suits their subgroup members and why? It needs to be positive feedback.
- 4 Let them discuss in the sub group what they have written down and why? Let them give examples that illustrates the behaviour somebody has. What bicycle parts and feedback participants have in common? What is the same? What is different? Do you recognize what other group members tell about you?.

Reflection

During the reflection, you can choose to cluster participants who have received the same bicycle part as feedback. Write the number of participants that have the same bicycle part on the white board. Who are the luggage carriers? Who are the saddles? Etc. Are there parts that are over- or underrepresented? Can we give a meaning to the way this group is functioning? What did participants think about this exercise? Do they agree with the feedback they got from others? Did they discover things they previously did not know or that were unclear? Is there anything that still should be discussed, for instance how they felt during/after the exercise?

Tips

Tell participants at the beginning of the exercise that you also have completed the worksheet and that all youth will receive positive feedback from you at the end of the exercise. By doing this, you immediately create a positive atmosphere.

WHAT TYPE OF EDUCATION IS AVAILABLE?

Goal

Youth explore the education system of Tanzania. Which courses are useful to take the next steps in their career?

Preparation

Check the paths of education that are possible in Tanzania and have a close look at the educational opportunities in your own region/district. Also look at the vocational programs offered by private schools or NGO's that are also accredited by V(E)TA or NACTE. Make sure that you have enough copies of worksheet 6.6 'Paths of Education in Tanzania'. Look at your own route in education so far. Collect PR material from V(E)TA and NACTE or ask youth to collect this material. Make sure that you have enough markers, tape and sheets on the flipchart.

Explanation

'Good education on all levels is of great importance for the development of individuals and, of course, for the development of a country. Money that is spent for educational purposes on children, youth and adults, is easily earned back and doubled. What about the education system in Tanzania? How is it structured? What is our place as youth in the education system, and what kind of opportunities does (vocational) education offer regarding our career development? Let's find out today.'

Performance

- 1 Introduce the topic and have a group discussion about the importance of education based on the questions: 'What are your experiences with teaching and learning?' 'What are you good at, what is difficult?' and 'What did you like and dislike looking back at your school period?'
- 2 Divide the group into fours and challenge the groups to make a drawing of the various types of schools/course programs that form together the education system. Let the groups only mention the school types they know. Use the empty sheets of the flipchart. Let them draw the routes from childhood up until now and ask them to indicate the highest level they think that they can achieve. Then distribute worksheet 6.6 'Paths of Education in Tanzania' and ask them to compare their own route with the worksheets. What is different and what is similar?
- 3 Let everyone indicate individually with a green pen which education path they have followed until now. They can do this by drawing a green line on the paths of education on the worksheet or they can use the education path they have drawn on their sheet of the flipchart.

- 4 Make the youth exchange their results in their subgroup and let them discuss with each other what opportunities they have for further education. What are their aspirations, what could this mean for their education route?
- 5 Ask the youth to investigate in the region where they can do the study they like, as a next step (after they have finished their current course). Ask them to bring for the next lesson all PR-materials, admission requirements and the content of the program they have chosen.

Reflection

Ask participants what they have discovered. Have they gained valuable information? Which questions do they have now? How to get answers to their questions? Let them write down their findings and tell them that they can use the exercise and their findings of today when they are really registering a course.

Tips

If you or the participants have already collected material of private and public institutions, it is possible to do step 6 in class. Participants can first read the information about the study they like and later, they can present their findings.

WHERE DO I WANT TO BE IN THREE YEARS?

Goal

Youth learn to set long-term and short-term S.M.A.R.T. career goals.

Preparation

Print or write the questions of worksheet 6.7.1 'Where do I want to be in three years?' on the whiteboard or on a sheet. Make sure you have enough copies of worksheet 6.7.2 'Setting S.M.A.R.T. goals'. Worksheet 6.7.3 'My long-term and short-term career goals' can be multiplied or written on the whiteboard. Also, set a few career goals for yourself. Look in how far you have formulated your goals in a S.M.A.R.T. way. Have you ever been working so consciously on your career development? What did it bring you? Make sure to arrange the classroom in a way that youth can work easily together in pairs and larger groups.

Explanation

'You may wonder if setting goals for career development makes sense. Whether you can find a job is also depending on employment chances. You can have such a beautiful goal, but if there are no jobs... There is a lot of nepotism in the country and to find a job your cradle should have been in the right place. Also, the quality of education is not always suitable to prepare you well for work. So, why set goals? Indeed, you always should take into account all kinds of circumstances and factors that can hinder you to find a job that you like and that you are good at. However, to look around for a job without a clear picture or goal and just waiting to see if anything comes across, will have a rather negative effect. Setting realistic, concrete and achievable goals will help you to stay active and to follow a path that opens up more job opportunities, either as an employee or as a (small) entrepreneur. Also, the business community wants graduates who know what they want and what their qualities are. They like their employees to be full of initiative and qualified for the job. Therefore, we will discuss in this exercise which goals we can set for the short-term and the long-term. We will practice how we can do that in a S.M.A.R.T. way.'

Performance

- 1 Ask the youth to discuss in pairs the questions on worksheet 6.7.1 'Where do I want to be in three years?' Encourage the youth to brainstorm and explore their dreams and expectations about their future.
- 2 Introduce the theory on worksheet 6.7.2 'Setting S.M.A.R.T. goals'. Let participants study the theory in pairs and let them help each other to understand in what way good career goals need to meet those 5 criteria.

- 3 Divide the youth into 5 groups. Give each group one of the five S.M.A.R.T. criteria and ask them to answer the following questions:
 - What is the criterion about?
 - Why is it a good criterion?
 - What happens when your goal does not meet this criterion?
 - Give an example of a goal in which the criterion is properly applied and an example where it is not.
- 4 When each group has finished, they present their work to the whole group. After each presentation, questions can be asked and the group can discuss whether the examples are clear.
- 5 In the same pairs as in step 1 and 2, participants formulate their career goals over three years and they identify the steps they need to take to achieve their goals. They help each other to formulate their goals and sub-goals as S.M.A.R.T. as possible. Use worksheet 6.7.3 'My long-term and short-term career goals' or let them write their answers in their notebook.
- 6 Ask participants to ask somebody back home to share their long-term and short-term goals with. It is up to them whom they speak with (a parent, uncle or aunt, older sibling). Let them ask for feedback on the feasibility of their target(s) and whether the family member will support them to work on these goals.

Reflection

Ask the youth what they think of formulating their goals this way. Does setting a goal automatically mean that you will achieve it? Ask a few participants to share their career goal 'where I want to be in three years?' with the group. How do they ensure that they achieve their goals? Give positive feedback on the goals and do not correct them. That's for another time, now it is still a learning process. Check if everyone has a person in mind with whom he/she will discuss the goals. Agree on the date when this topic will be discussed again.

Tips

The key point to be made is that we greatly increase our chances of achieving our goals when we take the guidelines into consideration. Practice makes goalsetting better and it is important to pay regularly attention to the question in how far you are achieving your goals (yes/no/slightly). This reflection helps to achieve your goals, as it makes you aware whether you are on the right track or whether you should adjust your action. Also, your confidence grows when feasible and concrete goals are set. Move around the room and guide the participants; assist them if necessary. Don't tell them what to write, but rather ask them questions to stimulate their thinking process.

MY KILIMANJARO CLIMB!

Goal

Youth set long-term and short-term career goals.

Preparation

Learn more about how to set and achieve excellent S.M.A.R.T. goals. You can find a lot of tips and tricks online, but you can also read more about this on worksheets 6.7.2 'Setting S.M.A.R.T. goals'. Think about the way you use goal setting in your own career. Avoid speaking about theory only with your group, but find a way to involve the youth in the discussion by relating the topic of goal setting to their own experiences. To make the topic less abstract, you use in this exercise the metaphor of climbing the Kilimanjaro. Setting goals is like a long climb to the top, but once you are there, the view is stunning.

Choose for yourself which worksheets you want to use: worksheet 6.8.1 'Ten tips to help me achieve my goals' or worksheet 6.8.2 'The five golden rules of goal setting'. Make sure there are enough worksheets, markers, post-its, tape and A3 papers, so everybody can draw their own Kilimanjaro.

Explanation

'Mountain hikers have a clear goal, for example reaching the top of the Kilimanjaro. Mountain hikers know they need to prepare their climb well and they have to plan stopovers as they cannot reach the top in one go. They need to stay in basecamps which are spread over the entire route. This is necessary to get used to the altitude, the temperature and to get enough rest to proceed their journey. They also prepare their itinerary, clothing and food. They take the necessary tools with them and ask help from professional carriers.

Building a career has a lot of similarities with climbing the Kilimanjaro. In both scenarios, there is a need of developing clear goals and sub-goals. Today we are going to prepare our climb of the Kilimanjaro, by setting our long-term and short-term career goals.'

Performance

- 1 Explain to the youth the metaphor of climbing the Kilimanjaro to clarify their long-term and short-term goals.
- 2 Let the youth study one of the worksheets: worksheet 6.8.1 'Ten tips to help me achieve my goals' or worksheet 6.8.2 'The five golden rules of goal setting'. Let them discuss one of the worksheets in pairs.
- 3 Check in the whole group if the theory is clear.

- 4 Ask the youth to explore their short-term and long-term goals in pairs.
- 5 Give the instruction to prepare their own climb of the Kilimanjaro. Every individual draws their own Kilimanjaro with different basecamps along the route and a Tanzanian flag on top with their long-term goal on it. They can use the example of worksheet 6.8.3 'My Kilimanjaro climb'.
- 6 When participants have finished their drawings, they can put them on the wall.
- 7 Hand out one yellow and one green post-it to everybody in the room. When participants read each other's drawings and goals, they can give someone a compliment on the green post-it and a suggestion for improvement on the yellow post-it.
- 8 Ask the youth to find one person at home to share their long-term and short-term goals with. It is up to them with whom they are going to talk (a parent, uncle or aunt or older sibling). Let this person give feedback on the feasibility of the participant's goals and let them give tips on how he/she can achieve these goals.

Reflection

Ask the youth how they experienced this way of formulating goals. Does the fact that you set a goal automatically imply that you will reach it? Ask a few participants which suggestions or compliments they received. How do they feel about this feedback? Check if all have found a discussion partner with whom they can reflect on their Kilimanjaro drawing. Make clear when this theme of setting goals and taking actions to achieve them, will be discussed again.

Tips

A nice way to check if the theory is understood, is to ask a small group to draft some questions about the rules and tips on the worksheets which need to be answered by the rest of the class. Make sure that not only one participant is talking, but involve the whole group. Maybe it's necessary to point specifically to certain Kilimanjaro drawings, but an organic process in which everybody takes note of an equal distribution of compliments and tips is best.

MY GOALS IN MY PERSONAL LIFE AND CAREER

Goal

Youth set long-term and short-term goals they want to achieve between 1 and 3 years in their personal life and career.

Preparation

Select this exercise when you already have discussed thoroughly the other topics: Topic 1 'Discover your talent', Topic 2 'Discover your passion', Topic 3 'Discover your World of Work', Topic 4 'Discover your network' and Topic 5 'Discover your business'. Check if participants already have enough insight in their long-term and short-term goals. Have they paid some attention to formulate their S.M.A.R.T. goals? Look at exercises 6.7 'Where do I want to be in three years? How to set my career goals?' and exercise 6.8 'My Kilimanjaro climb!' and all the worksheets of previous classes related to these themes. Make sure there are enough copies of worksheet 6.9 'My goals in my personal life and career'.

Explanation

'Knowing what you want to achieve in your personal life and career will help you to set clear goals, to work on them and finally realize them. It is good to check what you want to achieve in your personal life, because career perspectives and personal experiences in your life are intertwined and influence each other. Today we are going to reflect on what we have learned about our talents, motivation and wishes. Afterwards, we will summarize which goals we want to set in our life and career.'

Performance

- 1 After the introduction of the theme, ask the youth to get their worksheets and notebook writings of the previous career development classes. Let them reflect, individually, on what they have discovered and written down.
- 2 Ask the youth to form groups of three. Encourage them to exchange their summaries by asking the following questions:
 - What did you discover about yourself and your wishes about your future life and career?
 - What does this mean for the goals you want to set?
- 3 Repeat previous learned lessons about goal setting and let the youth summarize their long-term and short-term goals. Afterwards, give a short explanation on how to fill in worksheet 6.9 'My goals in my personal life and career'.
- 4 Let participants individually fill in the goals on their worksheet. After completion, ask them to exchange their worksheets in pairs and to discuss the goals.
- 5 Ask participants to find one person back home to share their long-term and short-term goals with. It is up to them with whom they speak (a parent, uncle or aunt, older sibling). Let them ask for feedback about the feasibility of their goals and for suggestions how to realize these goals.

Reflection

Ask participants how they felt about setting goals for their personal life and career. Did it cause any obstacles/dilemmas? Who would like to share a dilemma/friction in the group? Do others recognize these dilemmas too? How do they cope with these dilemmas? Check if everyone has someone at home in mind with whom they want to share these goals. It is very important for the youth to discuss these dilemmas in their own network. In this way they get support to handle them. Plan when you will discuss this theme again in the career guidance class or in a personal conversation.

Tips

Reflect on your own life and explore how and when your personal goals in life influenced your career development. In what way did they strengthen each other? Were there dilemmas? If so, which were difficult to cope with? What did you finally do and which support did you receive from your social and work environment? What kind of support would you have liked to receive? What does this reflection mean for your personal life and career goals from now on? How can you be a positive example for your youth? Make sure to ask open questions and keep questioning the goals the youth are formulating.



ME, MYSELF AND I

Goal

Youth reflect on who they are, what they want and who can be of help. They also identify the success and risk factors.

Preparation

As a trainer, you can prepare this exercise by writing your own story. In this way, you are better prepared to listen to the reflection of the youth and you can better give your reaction. Make sure you have enough copies of worksheet 6.10 'Me, myself and I'.

Explanation

'It's good to be aware of who you are, which skills you have and what you want to accomplish. In this exercise, you will put this on paper. There are 4 themes about which you can tell something, namely about yourself, your wishes for the future, success and risks factors, and who can help you to achieve your goals.'

Performance

- 1 Hand out worksheet 6.10 'Me, myself and I' with the exercise, which will cover the following 4 themes:
 - Description of who he/she is, education, hobbies and talents;
 - Wishes for the future and final goals in mind;
 - Success and risk factors;
 - The network that can support the participant.
- 2 Ask the youth to write their story, having in mind a specific person to tell their story to.
- 3 Let them choose two points in their story they would like to discuss more in-depth with someone. With whom? Ask the youth to write the two points of discussion at the bottom of the page, at the end of their story.
- 4 Agree when and how these points will be discussed: either in the whole group or in a personal conversation with you, as the trainer.

Reflection

Ask what the participants think of this exercise. What was easy and what was difficult? Are there any tips they would like to share? Plan how they would like to work on their discussion points.

Tips

You should give the youth enough time to write their story. They can start writing in class, but they can finish their story at home if they lack time. Make sure there is full attention in the group. Encourage them to write in a sincere way and explain that this exercise is also a preparation for writing an application letter. Furthermore, formulating discussion points is important, since it helps them to identify the support they need and how their network can help them in this.

MY NETWORK ACTION PLAN

Goal

Youth set the first step in practicing a network conversation. They make a plan how to maintain their network and carry out this network action plan.

Preparation

Plan this exercise after you have discussed Topic 4 'Discover your network'. Reflect on what you've captured in these lessons and add some exercises if necessary. Ask the youth to bring the results of previous exercises regarding networking: their questions for support, their network drawings and the list of people who are part of their network. Summarized, ask them to take all their discoveries of Topic 4 'Discover your network'.

Make sure you have enough copies of worksheet 6.11.1 'My first network activity', worksheet 6.11.2 'My network action plan' and worksheet 6.11.3 'Carry out my network action plan'. Have flipcharts, markers and masking tape ready.

Explanation

'In previous lessons you've worked on formulating questions to ask support in your career development. In those lessons, we've learned a lot about building, maintaining and using a network. Today we are going to plan the network activities. First, you will prepare a networking conversation. Secondly, you will make a plan that will cover all the steps to be a successful networker.'

Performance

- 1 Ask the youth to select somebody in their network they would like to ask support from. Ask them what they want to gain from this contact. For further instructions, see worksheet 6.11.1 'My first network activity'. Let them prepare this task during class hours.
- 2 As homework, ask the youth to conduct the conversation with the person they have chosen. After having done so, let them write down their reflection on the same worksheet.
- 3 Discuss the results of 'My first network activity' in the next class. Divide the class in discussion groups of three people. Let the youth share their reflections they made as homework.
- 4 Ask the groups of three to draw conclusions and tips, which they summarize on a sheet. After finalizing this, they put their flipchart on the wall. Having looked at the sheets of the other participants, ask the whole group which tips they liked and why?

- 5 Ask every participant to develop a network action plan by changing the timeframe into a longer period, by adding more people and actions and by formulating specific questions how their career development can be supported by the persons in their network. See worksheet 6.11.2 'My network action plan'.
- 6 As homework, ask the youth to put their action plan into practice. For further preparation they can use worksheet 6.11.3 'Carry out my network action plan'. Ask them to reflect on their network activities, making a report of the results of their activities, see step 3 on the same worksheet.
- 7 Set a date when you are going to reflect on the results of the network activities which participants have carried out.

Reflection

Check, during the explanation, if there are any obstacles to do the exercise. Youth might find it scary to approach someone or perhaps they don't know how to evaluate his/her conversation. Ask the youth what they need to take the step of approaching someone. The same can be said about the action plan the youth made. How will the action plan help them to improve their networking activities? Do they need extra stimulus? Who can support them in this? Can the youth help each other? Could a WhatsApp group help them?

Tips

It is worthwhile to point out that networking is an interaction between 'giving and receiving'. When networking is done in the right way, it will give a boost to the participant's confidence and at the same time the people in the network will appreciate that they could offer support. Maybe you can take in each lesson some 15 minutes to reflect on the network activities participants have done: what have they learned from it, what can they improve or which follow-up steps will they take in the coming period?



DO YOU HAVE A TIP FOR ME?



Goal

Youth give and receive tips as a stimulus to make a new step in their career.

Preparation

Put all the tables and chairs aside to create an empty space, so that youth can move around. Set an example by demonstrating the exercise with 1 or 2 participants in front of the class.

Explanation

'We often help each other without even being aware of it. We usually say 'thank you' when someone really helps you out, but not when it is just a small thing. Nonetheless, it is good to say thank you in all cases, because it makes you aware what other people mean or could mean to you.

In this exercise you will walk around in a circle and you think about what you want this exercise/this day will bring you. Afterwards you will tell your intentions to a classmate and ask him/her for a suggestion. When you have received a suggestion, you will thank your classmate and you change roles. Keep on walking and do the same with a few other classmates.'

Performance

- 1 Let participants walk around in a circle and ask them to think about what they want this exercise/this day will bring them, e.g. 'At the end of the day/exercise I want to know/to be confident how to approach a person I don't know.'
- 2 Ask participants - after some time of thinking - to meet a classmate to share his/her intention with and to ask that person for a suggestion 'Do you have a tip for me?' When you have received a suggestion, thank your classmate and change roles. Now the other one will tell what he/she wants the exercise/day will bring him/her and asks for a suggestion.
- 3 Let the youth continue walking around and let them do the same with a few other classmates. Repeat this until all participants have given and received tips.

Reflection

What did the participants think of this exercise? How was it to think about the intentions of the exercise or the day? What about giving tips to each other? What did it bring them? Were there any tips the youth are going to use in real life?

Tips

This exercise can feel strange for participants. It's good to show an example and guide them how to carry out the exercise. Use your own intentions, which are real and authentic, as an example.



HERE I AM

Goal

Youth learn to present themselves.

Preparation

This exercise doesn't need specific preparation, however make sure the room is suitable to give a presentation.

Explanation

'Presenting yourself is something you can learn. It is learning by doing, so it is good to practice it often. This exercise is also very useful if you want to apply for a job. Stand in front of the class, make eye contact and you are ready to start.'

Performance

- 1 Participants take turns in standing in front of the group. Ask them to present themselves on themes like: Who are you? What are your hobbies? Where do you live? What kind of a career do you want? Give them some time to prepare their presentation in key-words. The presentation will take a maximum of about 1-2 minutes.
- 2 Ask the presenters to stand up calmly, to come in front of the group and to take their time to absorb the environment and to make connection with the group.
- 3 Then, the speaker starts the presentation with an introduction. For example: 'I am... my favorite hobby is...'
- 4 After finishing, the presenter will wait for a few seconds while standing, before he/she sits down quietly.
- 5 There can be a short applause, but there is no room for questions or feedback. That will come later after all presentations are finished.
- 6 Ask participants to reflect on their presentation and to write down what they have learned in their notebook.

Reflection

Ask participants what they think and feel about this exercise. What has this exercise brought them? How can they use what they have learned when they go to apply for a job? What would they like to do differently next time? Are there things they wouldn't change? Make sure there will be a next time to practice again!

Tips

Try not to determine the order of the presentations: who comes first and who comes after? Let the youth decide for themselves. Participants who have no problem with presenting, can break the ice and give a good example. To prevent the speaker from rushing, you can give the instruction to look everybody into the eyes - one by one - before starting the presentation.



HOW DO OTHERS LOOK AT ME?

Goal

Youth reflect on their feelings, express them and become aware of the impact of their body language.

Preparation

Put chairs in a circle, so people can see each other well. Please make sure that there are no tables in between.

Explanation

'People always communicate, even without using words. Body language even speaks louder than words. It shows the feelings you have. It is important to be aware of your body language during a job interview. In this exercise you will look at each other and we are going to guess the feelings each of us have by observing everybody's posture. Of course, we will give feedback on your posture. Which signals are you transferring with your body?'

Performance:

- 1 Let the youth be seated in a circle and ask them to take a posture that resembles most their feelings at that very moment. They can do this while standing, sitting or lying down.
- 2 When everyone has taken their posture, ask the youth to look carefully at each person.
- 3 Appoint a participant and ask the other group members to tell what they think of that person's posture and how they think he/she feels. Let them tell which signals they observe (body language). Let the participant respond and let him/her tell how he/she feels and whether he/she recognizes the impact of his/her body language. Then another participant takes his/her posture again and the others will observe and tell about the signals of the body language. Repeat this till all participants have got a turn to be observed.
- 4 Ask participants to reflect on the exercise and let them write down in their notebook what they have learned.

Reflection

What did participants think of this exercise? Did their interpretation of the body language match the feelings of the other person? If not, how come? How will body language influence a job interview? How to handle body language? Are there still things that need to be discussed about reading body language?

Tips

Make sure that the group feels comfortable with each other and that there is a safe environment before you start with this exercise. The trainer should also participate in this exercise by showing an example and by stimulating the group members to participate as well. It might also be useful to do this exercise at the beginning of a meeting to give participants the chance to express their feelings. Often, this makes you feel lighter. It is not always necessary to talk about the feelings shown. The most important thing is that people feel comfortable in the group or in the meeting. If you are aware of your feelings, they become less heavy.



WHAT KEEPS ME BUSY?



Goal

Youth learn to present themselves.

Preparation

Put chairs in a circle, without any tables, so people can see each other well. Look at the opening sentences that are listed in the 'Performance' section and think about other sentences you want to use.

Explanation

'We are not always aware of it, but we do present ourselves very often. When we visit a place for the first time, we present ourselves to people we do not know yet. When we walk in the street we present ourselves, because other people can look at us. Maybe you are not aware of it, but it does happen. You also present yourself when you go for the first time to a company for your internship. In that case you ask yourself what you should wear or whether and who you are (not) supposed to shake hands with. Presenting yourself is also very important in a job interview. We will practice this in the next exercise.'

Performance

- 1 Ask participants to complete a sentence that you start. Everybody gets a turn.
 - I am...
 - I dream...
 - I think...
 - I fear...
 - I know...
 - I believe...
 - I hope...
 - I do...
 - I remember...
 - I desire...
- 2 Repeat this exercise several times till everybody has completed 2 - 3 sentences. Keep up the pace. Give no comment or feedback in between the sentences, but don't rush.

Reflection

Ask the youth what they think of the exercise. What was easy? What was difficult? What did they learn about their way of presenting? Let them write down in their notebook what they have learned.

Tips

Being patient is very important in this exercise. The focus is on the here and now, so the youth should not come up with standard things to complete the sentence. On the other hand, make sure the participants do not take too long to give an answer. They should instantly express what is coming up. Use a random order and don't hesitate to give some participants more than two or three turns. Don't allow feedback or questions, as this will slow down the exercise. You can ask the group members to complete the sentences in such a way that it matches the situation and the goals of the group. This exercise could also be used as a warming up for a roleplay or an exercise for a job interview. The youth should finish the sentence by keeping in mind the situation they are in.

TALENT MARKET

Goal

Youth learn to look upon a talent as a 'product' that could be of benefit to others. They will discover 'the value' of their talents on 'the market'.

Preparation

Prepare this exercise by answering yourself the same questions that you will ask your group. 'Suppose you have some outstanding qualities, what may be its value if you would sell them on the market?' In this way, you can guide the youth better when they do the same exercise. Before you start, you write down the questions in the section 'Performance' on a flipchart or whiteboard. Make sure you have enough flipcharts, markers and masking tape. Put the tables and chairs in such a way that youth can work in subgroups of 4.

Explanation

'Look at your own qualities/talents as if they were products you are offering for sale. Other people may need your qualities and talents. The product you put on the market has a 'value'. People are willing to pay for it. Employers offer jobs to people on basis of their qualities.'

Performance

- 1 Ask participants to brainstorm about the qualities they want to put on the market. Let them individually write down their qualities in their notebook.
- 2 Let them answer in their notebook the following questions:
 - Suppose you are selling your quality/talent. Which of your qualities may be a good selling product?
 - Where would your product/quality be for sale?
 - How will your product/quality be presented?
 - What is your price?
 - Who are your buyers?
 - What do you mean to others?
- 3 Divide the group in groups of 4. Ask them to share their answers to the question which of their talents they have chosen as their best-selling product?
- 4 Ask them to set up a market stall in which they present and sell their 4 products. They use the answers given to the previous questions.
- 5 Give every subgroup time to present and 'market' their products to the whole group.
- 6 Write down all the products that are for sale on a big sheet of paper, so participants can see the qualities available in their group. Let them take a picture of the sheet.

Reflection

Reflect in your group how it felt to sell themselves as a product and how it was to emphasize their good qualities. Perhaps classmates can give each other tips how to sell themselves even better. How can they use this experience during a job interview or in a letter of application?

Tips

It can be tricky for the youth to make the transition to the idea of being a 'product'. Help them by giving examples: a strong person has a lot value, he could market his quality like a crane. What product would an intelligent person be? For instance, a book. What product would be someone who is clever with his hands? For instance, a set of tools or gloves. You could also imitate a real market. Split up the group in two: a group of sellers and a group of buyers. When all the products have been marketed, change roles and the buyers become sellers or vice versa.

PITCH FOR MY AUDIENCE!

Goal

Youth learn to present themselves - talking about their good qualities - in just 60 seconds (no longer!).

Preparation

Make sure you have enough copies of worksheet 6.17 'Presentation of my pitch' and hand out these questions for the elevator pitch a week in advance. This gives the youth enough time to get prepared. The more joyful, serious and realistic the setting is, the more relevant and interesting it will be for the youth to really make the best out of it. You could even consider shifting this exercise into the closing event of a course for which representatives of government, companies, trade and industry are invited. This event is an excellent opportunity for stakeholders to meet suitable candidates for jobs and industrial training.

Make sure the classroom is turned into the right setting for a pitch, so only chairs, no tables. If possible, bring a camera or video to record the pitches. Work out in advance the order of the pitches: for instance, alternate males and females. Select the person who is willing to do the kick off.

Explanation

'At the end of your course you will be presenting yourself, your qualities and the job of your dreams to the outside world. First, we do a trial in the group. At the end of the course, we invite representatives from government, companies, trade and industry to assess your pitches. The guests from the field will provide you with positive feedback. For now, you have a week to prepare yourselves.'

Performance

- 1 Hand out worksheet 6.17 'Presentation of my pitch' with the questions to prepare yourself. Participants can use these questions and add their own ideas. Emphasize that the pitch cannot take longer than 60 seconds.
- 2 Explain before the actual event the order in which the pitches will be presented and why you have picked this order. When asked for and with good reasons given, you can change the order.
- 3 After the preparation, start off with 5 pitches and give the participants (and guests) time to write down their comments after each pitch.
- 4 After 5 pitches you have a brief round of comments on the basis of the notes taken by participants (and guests).
- 5 When all the pitches are given, organize a big round of reflection to share all observations with the participants and give them feedback, tips and tricks to work on.

Reflection

The reflection consists of general feedback. Make sure participants (and guests) restrict themselves to positive feedback. After all, all participants have done their best to present their best qualities. Give tips on how to improve the pitches.

Tips

Create a WhatsApp group to stimulate each other in the preparation and to provide feedback on the pitch. Follow the debates and enter your own support. Make sure to make videos of the pitches, so that participants have a record of their own pitch. Make clear that the pitches are for their own use only and should not be distributed or published. Manage time very strictly: the pitches must not exceed 60 seconds. Set the alarm on your smartphone. When your organization or institution has a big network, it will not be difficult to invite guests from outside. Of course, you choose people in the area of practice the participants are trained for.



LINKEDIN



Goal

Youth get familiar with LinkedIn and make their own profile.

Preparation

Find a couple of LinkedIn profiles from people in your own network. Take note that the examples you choose are matching the level of your group. You can take examples of good and less good profiles. If you do not yet have a LinkedIn profile yourself, make one. Make sure there are enough computers/laptops in the classroom to work on during this exercise.

Explanation

'Using a LinkedIn profile, you can search for people who have a job you find interesting. You can ask them if they want to get linked to you. This is an excellent way of building your own network. People you do not know, but who have the same interests can also find your LinkedIn profile and they might consider a link with you. Many companies access LinkedIn to find profiles of people that fit the job descriptions of their vacancies. This exercise wants to show you the value of LinkedIn and helps you to draw up your own profile.'

Performance

- 1 Search for a few good and less good profiles on LinkedIn and show them to your group. Discuss what participants think of the profiles and together set some criteria for good profiles.
- 2 Ask participants to make their own profiles.
- 3 Form pairs and let participants look at each other's profile. Let them use the criteria to make improvements.
- 4 Let participants upload a recent picture of themselves.

Reflection

Reflect with participants what they think of LinkedIn. What did they like, dislike? Did they find it hard to create their own profile?

Tips

Show your own LinkedIn profile. Make one if you don't have one yet. You are their role model! If youth don't have a suitable photograph to upload, give them time to make a picture with their mobile. If you don't have enough computers/laptops or internet isn't working, print some LinkedIn profiles as an example. In this way, you can still discuss the different profiles and participants make a draft profile in their notebook. A follow-up of this exercise is exercise 6.19. 'LinkedIn CV writing' to complete the profile.

Further examination

This exercise can be repeated several times during the course, as the youth is making progress. They put up more experience and they develop their knowledge and skills. Therefore, some descriptions might need adjusting. In this way they learn to improve their profile and they experience the dynamics of social media. Gradually they are going to make better use of LinkedIn. Ask the youth every now and then if they have had any responses on their messages and if they themselves have worked on the expansion of their network.



LINKEDIN-CV

Goal

Youth make a Curriculum Vitae that matches their LinkedIn-profile.

Preparation

Find several good examples of CV's on LinkedIn. Draw up one yourself if you do not have one yet. Make sure every participant has access to a computer or laptop. If there are not enough computers/laptops available, participants can use flipcharts to write on.

Explanation

'A LinkedIn CV differs in content from an ordinary CV. LinkedIn is mainly used for networking and therefore you should write your CV for that purpose. Make sure to upload a recent photograph. People like to see whom they are dealing with. This exercise aims at making a suitable LinkedIn CV, a CV that shows your experiences, qualities, interests and motivation.'

Performance

- 1 Show several good LinkedIn CV's to the youth and discuss what makes them good. Summarize the criteria on a flipchart.
- 2 Let participants make their own CV's on the computer or laptop. If there are not enough computers/laptops, they can use a flipchart to make a first draft of their CV and they upload their draft later on their LinkedIn profile.
- 3 Form groups of four and let participants look at each other's CV. Let them use the criteria to make improvements.
- 4 If needed, let the participants upload a recent picture of themselves or let them take one with a smartphone.

Reflection

Discuss with the group what they like about the CV's they made. Which tips did they give to other members of the subgroup? Which tips did they get themselves?

Tips

This exercise is the follow-up of exercise 6.18 LinkedIn. Now the profiles are complete. You can do this exercise several times as LinkedIn profiles need to be updated all the time. Youth make progress, they develop more skills and they get more experience. Ask the youth every now and then if they have had any response from new contacts and if they themselves have worked on the expansion of their network.

SOCIAL MEDIA

Goal

Youth assess their Facebook and Instagram profiles and learn about the risks.

Preparation

Find newspaper articles outlining the negative relation between social media and job application or work. Hang them on the wall. Find social media examples that would put off any employer. Make sure there are enough flipcharts, markers and masking tape.

Explanation

'Many employers check Facebook and Instagram in preparation for the forthcoming job-interview with a candidate. It does happen that an application is turned down because of his/her social media profile. If you have uploaded mainly photographs of yourself partying and you are applying for a job with a heavy responsibility, your future employer might draw the conclusion you are not the right choice. So, take great care about your use of Facebook, Twitter, Instagram etc. Realize that not only your friends, but also everyone else can see what you publish. Publish your personal life to trusted friends only. You can apply the correct privacy settings. This exercise helps you to make the right decisions about what and what not to make public on social media accounts.'

Performance

- 1 Make groups of four and number them. Ask each group to come up with a list of experiences, actions, photographs etc. that should NOT be put on Facebook or Instagram. Let them transfer that list of 'don'ts' into a list of recommendations and let them write this list on a flipchart.
- 2 Let the groups put their sheets on the wall and let them present their recommendations. Give each group the opportunity to ask questions and give answers.
- 3 Discuss which recommendations are quite similar. Underline them and ask the youth if they have any recommendations to add that have not been mentioned yet.
- 4 Make together a top 10 of the most important recommendations. Why this choice? Why in this order?
- 5 Write down this top 10 on a new flipchart. Let the youth copy the list in their notebook or let them take a picture of it with their smartphone.

Reflection

Ask the youth if they are considering adjusting their Facebook or Instagram pages because of the discussion in this exercise and why. Which of the recommendations on the list do they want to apply?

Tips

You can show the inappropriate Facebook and Instagram pages you found yourself, but the youth can also search for those pages. If they do, they can assess the pages of their groupmates.



HOW DO I CHOOSE A SUITABLE EMPLOYER?

Goal

Youth look critically at their qualities in relation to the job and company they like.

Preparation

To be able to help participants in their climb to the job market, do this exercise yourself first. This makes you a good role model. Your experience might show them that there is no 100% guarantee that you find the perfect job. However, you also show them that the present position you have, is also a result of your own roadmap. Make sure you have enough copies of worksheet 6.21 'Roadmap to suitable work'.

Explanation

'Most of the time it is difficult to find a company that suits you 100%, a company that offer jobs that fit perfectly with your qualities and needs. To get this clear, you can use a roadmap. This shows you the steps to find an employer and a job that is the best possible match.'

Performance

- 1 Hand out worksheet 6.21 'Roadmap to suitable work' and ask participants to read it.
- 2 Form groups of four and let them find out how they are going to work on the different steps. Let them collect all their findings and conclusions they have earlier produced in other topics of this program on career development: 'Discover your talents', 'Discover your passion', 'Discover your World of Work', 'Discover your network' and 'Discover your business'.
- 3 Let them carry out all the steps, using all their former findings. Ask them to describe all what they should achieve following the roadmap.
- 4 Plan a date to discuss the results of the roadmap either in the subgroups, in the entire group or in a personal debriefing session with the trainer.

Reflection

Reflect with the whole group, a subgroup or an individual what they have achieved working on the steps. Which steps did they enjoy and which were hard to take? What does this tell them? How did they overcome difficulties? In which stage of the roadmap for finding a suitable employer are they now? Which next steps are necessary? Which actions can be planned? When will be the next debriefing?

Tips

This is a difficult exercise: it is about taking a step back to summarize and connect all the findings and achievements from earlier sessions in the career development program. Make a group WhatsApp to stimulate the youth to make progress and to help each other with questions. Let each participant make a plan of action that suits him/her.

WHO WOULD YOU CHOOSE AS A COLLEAGUE AND WHY?

Goal

Youth learn about the procedure to apply for a job and the criteria for writing a letter of application and a CV.

Preparation

For this exercise you need an example of a vacancy and several application letters with CV's (4-6 examples). Choose examples that fit with the youth' backgrounds. Make sure you have enough copies. Hang sheets on the wall with headings written on them like: 'positive issues', 'negative issues' and 'criteria for writing an application letter and CV'.

Explanation

'Applying for a job is also networking! Your letter introduces you to people who do not know you yet. Even if you don't get an invitation for a job interview, people have taken note of you, because of your letter and CV. Today, we pretend that we can select a new colleague. We will go through some application letters and CV's and we discuss what we would pay attention to when choosing that new colleague. Of course, everything we expect from others when they apply, we should also expect from ourselves.'

Performance

- 1 Make groups of four participants and distribute the vacancy and all the anonymous letters and CV's to each group.
- 2 Ask participants to read the vacancy and the application letters and CV's and ask them to discuss the following aspects:
 - Two positive points
 - What is missing and/or what do they consider to be negative aspects?
- 3 Let the groups present their comments and write them on the 'positive' sheet or the 'negative' sheet.
- 4 Ask the youth which candidates should be invited for a job interview and let them explain why.
- 5 Then write down on the sheet with 'criteria for a good application letter and CV' all the aspects the youth find important looking at candidates who apply for a job in the same area of expertise they have.
- 6 Let the youth take a picture of the last sheet with their smartphone or let them copy the text in their notebook.

Reflection

Ask the youth what they have learned in this exercise. Do they now have a different view on writing an application letter and a CV? How? What will they do better when they apply for a job?

Tips

Perhaps you have letters of application you wrote yourself in the past. They can be useful in this exercise. Rewrite them where necessary. Get letters from others, or search on the Internet. Maybe you can use also letters from your former participants; due to privacy reasons make sure that nobody can recognize the applicant. For vacancies, use the Recruit me agency of Tanzania or the Labour Market Information System (LMIS) of the Department of Labour of Zanzibar.

Further examination

Get the youth to find suitable vacancies themselves; ask them to write an application letter and a CV in line with the vacancy. Take in the letters and redistribute them among the group. Let the youth evaluate each other's letters using the criteria in the previous exercise and in exercise 6.28.

Ask the youth to write an open application letter to a company they find interesting. Let them send the letter and discuss later any response they have gotten.

MY JOB SEARCH

Goal

In their search for a job, youth make use of all the steps they have taken in the previous lessons. All their new insights, qualities and wishes come together in an action plan: how to search for the ideal job in the most effective way?

Preparation

Read worksheet 6.23 'How to conduct an effective job search?'. If necessary, make a tailor-made worksheet yourself that fits the level of your group. Stick to the 6 steps of the worksheet and adjust what is needed. Make sure you have discussed and practiced the steps in previous lessons and look carefully at the progress each participant has made. Decide what the participants need to take to class, such as completed worksheets, notes and other forms that make the progress visible like photos and videos.

Explanation

'The moment you start looking for a job in reality, everything you have learnt so far comes together. This exercise is a moment of reflection before you take off. What have you learnt so far that is helpful in your job search? To find a suitable job, you need to keep going on to develop yourself. Reflection helps to come up with fresh viewpoints about your talents, your passion and your aspirations.'

Performance

- 1 Ask the youth to take to class all the necessary materials. Write on the whiteboard what you minimally expect them to collect.
- 2 Hand out worksheet 6.23 'How to conduct an effective job search?' and ask them to read this roadmap thoroughly.
- 3 Ask them to start with step 1: self-assessment. Let them go through all the notes and worksheets concerning Values, Interests and Skills and document them correctly. These subjects have been discussed in topic 1 'Discover your talent' and topic 2 'Discover your passion'. Perhaps they want to compile an entirely new document for this exercise on the computer. But they can also put everything - handwritten - in a special career folder, called 'portfolio'.
- 4 Let the youth discuss the results of their first step with their neighbour. Questions to be answered are: Is the outcome efficient and clear? Are there still elements missing? What else do they have to find out and when will they do this?

- 5 Ask them to do step 2 and 3. First, they have to search in their notebook what they have already discovered concerning topic 3 'Discover your World of Work' and topic 4 'Discover your network'. They can look for job opportunities on different websites and by approaching their network. On top of that they need to get good feedback from experts in the field.
- 6 Let the youth discuss step 2 and 3 with their neighbour. By exchanging their searches and discoveries, they can help each other or give each other tips and tricks.
- 7 Ask the youth to do step 4 and step 5. They need to reflect on their CV's and application letters to see if they need any more training. They also need to think how they want to present themselves. In short, let them discuss first if they have enough job search skills to make their search successful, before they do the job search itself. On the worksheet, they can find various tips how to find a vacancy and how to come into contact with the company they have selected.
- 8 When the job search turns out to be successful, they can celebrate this in class. Ask them to thank everybody who helped them during their search.

Reflection

Ask the youth to share what they discussed in pairs with the entire group. What can they tell each other about the ideas, plans or tips they already have stored in their minds? Are there elements missing? What did they learn about planning and conducting a job search? How will they use their knowledge when searching for a job? What kind of support do they need? Will a personal debriefing session with the trainer be helpful?

Tips

Prior to this exercise, it might be necessary to have a group debate on job searching. What is it? What do the youth know about job searching? Which experiences do they already have with job searching? It is good to organize separate sessions for the 3 topics: applying for a job, CV writing and conducting a job interview. Plan these three sessions with your group. Organize individual debriefing sessions as well. Make sure that both participants and you as a trainer record the results and the further actions that come out of these sessions.

JOB SEARCHING & HUNTING

Goal

Youth reflect on the known and the new strategies for job searching and hunting.

Preparation

Look at PowerPoint presentation 6.24 'Job searching & hunting' and assess whether the content matches the level of your participants. This presentation was made at a Zanzibar Job Fair in 2015 and is addressing advanced youth. However, it also contains excellent tips for your own career and for the careers of your participants. Where necessary, make your own presentation. Decide how much your own strategy has evolved. Make sure you have flipcharts, markers, a projector, a screen and the PowerPoint presentation 6.24 'Job hunting & searching'.

Explanation

'Lifelong career development is one of the crucial tasks that modern societies require from their labour forces. The responsibility to find suitable jobs is more and more upon the shoulders of employees. Nowadays nobody can assure you that you will keep the same job during your entire career. You need to be pro-active and a manager of your own career development, always in charge to improve yourself, to develop your skills and always in search for the next steps in your career. What kind of strategies are there? In this lesson, we reflect on what we already are doing very well and which new strategies we can add.'

Performance

- 1 Divide the youth into groups of 2-4 and ask them:
 - to discuss what they have done so far to find a job.
 - to brainstorm about new strategies, what new ideas are coming up in their minds?
 - to put their responses in key words on a flipchart sheet.
- 2 Show PowerPoint presentation 6.24 'Job searching & hunting'. Ask participants to make notes about what they already do and what is new.
- 3 Let them discuss their notes in the same groups of 2-4. Ask them which new strategies they would use and which they would drop. Again, they can write everything down on their flipchart sheet.

Reflection

Ask the youth to share the group discussions and the results on the flipchart with the entire group. Which are the strategies they already use and which do they not use, and why? Would they use new strategies and why? How are they going to fit them into their action plans to make sure they will use them?

Tips

Prior to this session, it might be necessary to have a group debate on job security. What is it? Where do we see most (in)security? Why is that? What can they do about this?

BUILDING A FOUNDATION FOR CAREER SUCCESS

Goal

Youth get an idea which kind of strategies could be of importance to develop a successful career.

Preparation

Look at PowerPoint presentation 6.25 'Building a foundation for career success' and assess whether the content matches the needs of your participants. This presentation was given at the Zanzibar Job Fair in 2015 for a target group at a more advanced level. However, it also contains excellent tips for your own career and for the careers of the group you are training. Where necessary, adjust the presentation to your own ideas. Keep in mind how your own career has evolved and which strategies you used. Make sure you have flipcharts, markers, a projector, a screen and the PowerPoint presentation 6.25.

Explanation

'Lifelong career development is one of the crucial tasks modern societies require from their labour forces. Nowadays, nobody can be sure that you can keep the same job during your entire career. You need to be pro-active and a manager of your own career development, always in charge to improve yourself and to develop your skills, always in search for the next steps in your career. What kinds of strategies are there? In this lesson, we reflect on the things we already do very well and which new strategies we can add.'

Performance

- 1 Divide youth in groups of 2-4 and ask them to share the actions they have taken so far to improve their careers. Let them brainstorm about possible new actions or strategies. Ask them to put their ideas in key words on a flipchart sheet.
- 2 Show the PowerPoint presentation 6.25 'Building a foundation for career success' and ask the youth to make notes of what they already use and what is new for them.
- 3 Ask the subgroups to discuss any new strategy they can think of and how to incorporate them in their action plan. Again, they can write everything on their flipchart sheet.

Reflection

Ask the youth to share the sub-group results that are written on the flipchart with the entire group. Which are the strategies they already use and which are the one they do not use and why? Do they want to use new strategies and why? How are they going to fit them into their action plans? Is this a guarantee that they will use them?

Tips

Prior to the course, it might be necessary to have a group debate on job security. What is it? Where do we see (in)security most? Why is that? What can you do about it?

CV WRITING (1)

Goal

Youth learn about the criteria of a good CV and practice how to adjust their own CV to these standards.

Preparation

Look at the PowerPoint presentation 6.26 'CV Writing 1' and assess whether the content matches the needs of your participants. This presentation was given at the Zanzibar Job Fair in 2015 for a target group at a more advanced level. However, it also contains excellent tips for your own career and for the careers of the group you are training. Where necessary, adjust the presentation to your own ideas. Make sure you have a projector, a screen and the PowerPoint presentation 6.26.

Explanation

'A CV is an important document that you should have readily available when you are busy applying for a job. It is the basic document that is needed for every application and should always be updated in order to match the criteria of the job on offer. In this lesson, you learn which criteria a good CV should meet and on basis of this you will develop your own CV.'

Performance

- 1 Introduce the topic by discussing the need and importance of having a good CV.
- 2 Present PowerPoint presentation 6.26 'CV writing 1'. Make the presentation interactive, but don't slow down too much.
- 3 Divide the group in sub-groups of 4 and hand-out sample CV's. Ask them to assess these CV's: what do they like, what not, which elements appeal to them, what needs improvement?
- 4 Summarize the criteria of a good CV and write those criteria on the flipchart.
- 5 Ask the youth to develop their own CV, addressing all the criteria. The start can be made in this same lesson, but it can also be a homework assignment for the next lesson.
- 6 Once the CV's are made, divide the youth in groups of 3: A, B, C. A gives his/her CV to B, B hands his/hers over to C and C's CV goes to A. Ask participants to read the CV's with great attention and with respect. They write their feedback on it. Let the CV's rotate again and ask them to add more notes. When ready, all participants reflect on the feedback given by their group members. They can ask for clarification as well for suggestions what to improve. Reflect in the entire group on the most important findings and questions.
- 7 Give participants as homework the assignment to improve their CV's using the feedback they received.
- 8 Ask participants to submit the improved CV's to you, so that you can assess the final result, pretending it is a real CV for a job application.

Reflection

Discuss what the youth consider to be good elements in the sample CV's and ask them to come up with tips for improvement. Ask them if this exercise has given them ideas for their own CV's. Perhaps you can draw up together a list of do's and don'ts. Make sure that all questions and worries have been answered before you proceed to the next step of developing their own CV.

Tips

Find suitable CV's of people living and working in Zanzibar or Tanzania of the same level, a similar field of practice and background as your youth. You and the participants should be able to find them on the Internet. When you want to use a CV of one of your former participants as an example, you need to remove the contact details and his/her name. The CV needs to be anonymous and you need to ask that person for permission to use it. Make a planning when you are going to give feedback on the CV's that participants will hand-over to you. Tell them the date when you will return their CV with your feedback.

CV WRITING (2)

Goal

Youth learn about the criteria of a good CV and practice how to adjust their own CV to these standards.

Preparation

Look at the PowerPoint presentation 6.27.1 'CV Writing 2' and assess whether the content matches the level of your participants. This presentation was given at the Zanzibar Job Fair in 2015 for youth in vocational training programs. However, the presentation also contains excellent tips about writing a CV for target groups of different levels. In the presentation are examples of good and less good CV's. Do you understand the reasons why? Collect yourself some examples of CV's and look at the internet for other examples. Where necessary, adjust the presentation to your own situation. Think critically how much your own strategy on CV writing has evolved. Give the youth the assignment to bring their CV with them, assuming that they already have one. Make sure you have a projector, a screen and the presentation 6.27.1 before you start. Also, make sure that there are enough copies of worksheet 6.27.2 'CV writing'.

Explanation

'A CV is an important document that you should have readily available when you are going to apply for a job. It is the basic document to use for any application and it should be updated regularly. A CV must be in line with the criteria of the job on offer. In this lesson, you learn which criteria a good CV should meet and on basis of this you will develop your own CV.'

Performance

- 1 Ask the youth who has already made a CV and ask them to share their experiences. Discuss the need and importance to have a good CV.
- 2 Show PowerPoint presentation 6.27.1 'CV Writing 2'. Make your presentation interactive, but don't slow down too much.
- 3 Make groups of 4 and hand-out sample CV's. Ask the youth to assess the CV's: what do they like, what not, which elements appeal to them, what needs improvement?
- 4 Summarize the criteria and write them on a sheet.
- 5 Ask them to make their own CV, matching all the criteria. They can start with it in this very lesson, but they can continue working at it as a homework assignment for the next lesson. They can use worksheet 6.27.2 'CV writing'. In this worksheet, they will find the full description of the rules as shown in PowerPoint presentation 6.27.1 'CV writing 2'. Youth can take this worksheet home to finish their own CV writing. The worksheet can also be used as a checklist for giving feedback on CV's.

- 6 Once the CV's are made, divide the youth in groups of 3: A, B, C. A gives his/her CV to B, B hands his/hers over to C and C's CV goes to A. Ask participants to read the CV's with attention and with respect. They can make notes with feedback on the CV's. Let the CV's rotate again and ask them to add more notes. When ready, all participants reflect on the feedback of their group members. They can ask for clarification and they can give each other suggestions for improvement.
- 7 Reflect in the entire group on the most important findings and questions.
- 8 Give participants as homework the assignment to improve their CV's using the feedback they received.
- 9 Ask participants to submit their improved CV's to you, so that you can assess the end result, pretending it is a real CV for a job application.

Reflection

Discuss what the youth consider to be good elements in the sample CV's and ask them to come up with tips for improvement. Ask them if this exercise has given them ideas for their own CV's. Perhaps you can draw up together a list of do's and don'ts. Make sure that all questions and worries have been answered before you proceed to the next step: developing their own CV.

Worksheet 6.27.2 'CV writing' will be of help for participants to make their own CV and to give feedback to other CV's in the next lesson. After they have evaluated and improved their CV, you can ask the whole group what kind of dilemmas or questions are still there. Who can give tips?

Tips

The PowerPoint presentation already shows many characteristics of good and less good CV's. Don't show the answers before you have discussed the criteria with the group. It is an exercise of critical reading and thinking. Find suitable CV's of people living and working in Zanzibar or Tanzania with the same background and level of education and who work in a similar field of practice as your participants. You and the participants should be able to find those CV's on the Internet. When you want to use a CV of one of your former participants as an example, you need to remove the contact details and his/her name. The CV needs to be anonymous and you need to ask that person for permission to use it. Make a good planning when you are going to give feedback on the CV's that participants have submitted. Tell them the date when you will return their CV with your feedback.

WRITING AN APPLICATION LETTER

Goal

Youth learn about the criteria of a good application letter and practice how to write their own application letter and how to update their CV to these standards.

Preparation

Look at the PowerPoint presentation 6.28 'Writing an application letter' and assess whether the content matches the level of your participants. Find a realistic job vacancy in the sector in which your participants will want to apply for a job. Make sure you have enough copies of that vacancy. Ask your participants in advance to take their CV with them to this session.

Explanation

'When you apply for a job you need to send an application letter or cover letter, together with your CV, to the company. You have already made your basic CV as the document that you should have readily available when you are going to apply for a job. In this lesson, you learn which criteria a good application letter should meet and on basis of this you will practice to write an application letter and to update your CV in line with the criteria of the job on offer.'

Performance

- 1 Ask the youth who has already made an application letter and ask them to share their experiences. Explore the difference between a CV and an application/a cover letter.
- 2 Show PowerPoint presentation 6.28 'Writing an application letter'. Make your presentation interactive, but don't slow down too much.
- 3 Divide the group in pairs and hand-out the copies of the job vacancy. Ask the pairs to read the job description carefully and to discuss with each other about:
 - Do they like the job: what is nice about it?
 - What is interesting about the job/the company?
 - What are the needs of the company?
 - What kind of qualities and experiences are required?
 - Do the requirements match their qualities and experiences?
 - How can they prove that they are suitable candidates?
 - Do they have questions about the vacancy? Which?
- 4 Ask them to write in pairs an application letter, matching all the criteria, discussed in PowerPoint presentation 6.28 'Writing an application letter'. Ask them to update their own CV in line with the job on offer.
- 5 Once the application letters are written and the CV's are updated, ask them to share them with another pair. Let them give each other feedback: compliments and suggestions for improvement. Ask them to be concrete and specific.
- 6 Ask the pairs to improve the application letter (and CV) using the feedback of the other pair.

Reflection

Ask one or two pairs to share their improved application letter with the group. Reflect on the letters by using the criteria from PowerPoint presentation 6.28 'Writing an application letter'. Ask them if this exercise has given them ideas for their own application letters. Which kind of dilemmas or questions are still there. Who can give tips?

Tips

Instead of choosing a vacancy yourself, in advance you can ask the youth to find suitable vacancies themselves. Then you ask them to write individually an application letter and to update a CV in line with that vacancy. Let them share in pairs their concepts and give each other feedback. After reflection in the whole group they can improve their application and update their CV as a home assignment. Take in the letters next session and redistribute them among the group. Let the youth evaluate each other's letters using the criteria. Maybe they want to send the application letter and CV to the company? Give the tip to the youth that they need to store their origin basic CV next to the tailor-made ones for specific vacancies.

TO APPLY FOR A JOB IS TO SELL YOURSELF

Goal

Youth practice how to prepare themselves for a job interview.

Preparation

The PowerPoint presentation 6.29.1 'To apply for a job is to sell yourself' and worksheet 6.29.2 'How to apply for a job?', have been written for youth in vocational training courses, but they contain many tips that are useful for other groups as well. Adjust the presentation to the needs of your participants if required. Look for exercises in the toolkit that are helpful to practice the skills they need to apply for a job. You can find them especially in Topic 1 'Discover your talent', Topic 3 'Discover your World of Work', and Topic 4 'Discover your network'. Make sure there are enough copies of worksheet 6.29.2 'How to apply for a job?'.

Explanation

'When you get an invitation for an interview you have moved up a few steps in the application procedure. It means that the company thinks you are a suitable candidate and that they want to get to know you better. During the interview you have to sell yourself as the best man/woman for the job. The more you are really convinced that you meet the demands, the better you can convince others. This lesson wants to prepare you for an interview and teaches you how to conduct the conversation. We will also practice an interview in class.'

Performance

- 1 Ask the youth about their experiences with interviews, if any: what did they think that went well and what was difficult?
- 2 Show PowerPoint Presentation 6.29.1 'To apply for a job is to sell yourself'. Make your presentation interactive by giving small tasks during the presentation like:
 - Tips for preparing the job interview:
Let the participants discuss the tips first with their neighbour and then in the group. Do not slow down too much.
 - How do I introduce myself?
Give a practical exercise, do a short role-play in front of the group. Invite two participants to be the committee members and one participant as the candidate. Give them some time to prepare the exercise: Which job is available? How are they seated? Where sits the committee and where sits the candidate? How will the candidate be invited to come in? After this short preparation the candidate leaves the room and the preparation continues in the presence of the committee: How does the committee open the conversation? At which point will the question be asked: 'Can you tell us something about yourself?'. Then the role-play starts and one member of the committee invites the candidate to enter. The moment the candidate has presented him/herself and after the response of the committee, you stop the exercise and discuss how the candidate has introduced him/herself. What was good? Tips for improvement?

- What are your competences?

Divide the group into 4 sub-groups and give them a number. Each group will be invited to conduct a part of job interview. They have to give an answer to one of the four questions below. They practice the tips given in the PowerPoint presentation. Give them some time to prepare. Play the employer yourself. Invite the groups one by one to answer one of the following questions. Give each member of the subgroup a turn to answer:

- Tell me about your skills. (question for members of group 1)
- Which experience do you have for this job? (question for members of group 2)
- Can you give me some examples that you have the right attitude for this job? (question for members of group 3)
- What is difficult for you? What are your weaknesses? (question for members of group 4)

- 3 Hand-out worksheet 6.29.2 'How to apply for a job?' Ask participants to read the worksheet thoroughly and ask them to make notes of what they have found most important during the lesson. Let them write down tips for themselves in the margins.

Reflection

A short reflection during or after the exercise is possible, just do it in the way you find it useful. Ask participants what was new for them and what was important. Ask them which tips they have given themselves and how they will prepare themselves for a job interview next time. What will they do differently?

Tips

It is worthwhile to make a connection between the presentation and the experiences of the participants. Practice short role-plays as from theory alone participants do not learn much. When reflecting on a role-play, first allow the actors to cool down. Let them talk freely about their experiences. Keep the discussion and feedback positive. Compliment the actors on their courage to stand before the group. By playing the part of the employer yourself in the last exercise (in step 2), you can keep track on the speed to do the exercise. If you want to give some feedback on a particular point in your role as a trainer, make sure the youth understand that you no longer take the role of employer. You might want to use the time-out signal for this role-shift.

HOW TO SUCCEED AT INTERVIEWS?

Goal

Youth understand what the key factors are for a successful interview and they practice some questions they find hard to answer.

Preparation

PowerPoint presentation 6.30 'How to succeed at interviews?' was given for youth and jobseekers on the Zanzi Job fair in 2015. It contains many tips and rules that are useful for any other target group. Adjust the presentation to the needs and level of your participants, if required. If necessary, you can turn the PowerPoint presentation into a hand-out. Look for exercises in the toolkit that are helpful to practice how to apply for a job. You can find them especially in Topic 1 'Discover your talent', Topic 3 'Discover your World of Work', and Topic 4 'Discover your network'. Make sure you have enough copies of the PowerPoint presentation 6.30 'How to succeed at interviews?' Print 6 slides on one page.

Explanation

'When you get an invitation for an interview you have moved up a few steps in the application procedure. It means that the company thinks you are a suitable candidate and they want to get to know you better. During the interview you have to sell yourself as the best man/woman for the job. The more you are really convinced that you meet the demands, the better you can convince others. This lesson wants to prepare you for an interview and teaches you how to conduct the conversation. We will also practice an interview in class.'

Performance

- 1 Ask youth about their experiences with interviews, if any. What went well and what was difficult?
- 2 Show PowerPoint Presentation 6.30 'How to succeed at interviews?'. Make it interactive, but don't slow down. Give quick tasks like:
 - Buzzing, chatting in pairs about the biggest fears for a job interview
 - Brainstorming or buzzing, chatting in pairs about big mistakes.
 - In groups of four a discussion about:
 - What are the 2 questions that you would HATE most to answer at an interview?
 - Which 2 questions are the hardest to answer?

- Get the youth to do a practical exercise about the questions they hate or find the hardest to answer. Practice a short role-play in front of the group. Invite two participants as committee members and one participant as the candidate. Give them some time to prepare the exercise: Which job is available? How is the seating arranged? Where does committee sit and where the candidate? How will the candidate be invited to come in? After this preparation the candidate leaves the room and the preparation with the committee continues: How does the committee open the conversation? At what point will they ask either the most hated question or the question that is most difficult to answer? Then the role-play starts and one member of the committee invites the candidate to enter. At the moment that the candidate has answered the most hated or the most difficult question, and when the committee has responded, you stop the exercise and discuss the performance of the candidate. What was good? Tips for improvement?
- 3 Hand-out Presentation 6.30 'How to succeed at interviews?' Ask participants to read the presentation thoroughly and to make notes of what they have found most important during the lesson. Let them write down tips for themselves in the margins.

Reflection

Ask participants what they have experienced as new? What was important? Ask them which tips they have given themselves and how they are going to prepare themselves for a job interview next time. What will they do differently?

Tips

It is worthwhile to make a connection between the presentations and the experiences of the participants. Practice short role-plays as from theory alone participants do not learn much. When reflecting on a role-play, first allow the actors to cool down. Let them talk freely about their experiences. Keep the discussion and feedback positive. Compliment the actors on their courage to stand before the group.

WORKSHEET 6.1

MY QUALITIES

- 1 Cross to what extent you possess the following skills: very well (++), sufficiently (+) or poorly/not used before (-)

Listen	Read	Learn from mistakes	Give compliments
Control my feelings	Summarize	Admit mistakes	Make new friends
Set priorities	Make a work schedule	Handle opposition	Motivate myself
Work according to a plan	Set goals	Take decisions	Ask for help and advice
Give an oral presentation	Explain clearly	Adjust my behaviour	Deal with insecurities
Categorize	Work safely	Accept guidance	Accept feedback
Speak in a clear manner	Say no	Deal with different kinds of people	Make improvements
Give my opinion	Search for information	Work precisely	Read and understand forms
Show my commitment	Sell products	Concentrate myself	Solve problems

Discuss issues	Pick up a short message quickly	Help others
Deal with disappointments	Show interest in others	Stick to the rules
Receive compliments	Caring for others	Deal with work pressure
Give helpful feedback	Foresee problems and conflicts	Check if I do my work correctly
Work independently	Organize my own work	Set my limits
Contribute value to a group	Take risks	Fill in forms
Handle change	Correct mistakes	Pass on/give bad news
Listen to opinions of others	Make agreements	Handle my own weaknesses
Ask questions	Give advice	Do different activities

WORKSHEET 6.1

2 Make a top 10 of your best skills

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

MY QUALITIES

3 Make a top 3 of skills, you want to improve

- 1 _____
- 2 _____
- 3 _____

4 My action to practice and improve a skill is:
(where, when, how?)

WORKSHEET 6.2

COURAGE, DREAM AND ACTION

WHAT DO I FIND DIFFICULT?	WHAT CAN I DO?
	Tomorrow: Next week: In 2 weeks:
	Tomorrow: Next week: In 2 weeks:
	Tomorrow: Next week: In 2 weeks:

WHAT WOULD I LIKE TO DO?

If I succeed, I reward myself with: _____

WORKSHEET 6.3

TIMETABLE - ACTUALLY SPENT MINUTES A WEEK

Week: 1

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 2

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 3

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 4

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 5

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 6

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Week: 7

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

WORKSHEET 6.4

A REFLECTION

Looking back is asking yourself a few questions. You think about what you have done and how it went. You can use the following questions:

- What have I been doing?
- How did I handle it?
- How did I approach it?
- What will I do differently next time? Which method will I use in the future?
- What were my strengths?
- What am I good at? What were the strong points of my approach? What were my weaknesses?
- What went less well? What do I still need to work on? How to improve it for the future?
- How will I handle this? Which different approach will I use? Which conclusion can I draw?

What is your conclusion? How do you look back at everything? Write it down in your notebook.

WORKSHEET 6.5

THE BICYCLE PARTS IN OUR GROUP

The handle bars

The steering wheel leads the bike in the right direction and ensures that the bike will not swing on the road. The steering wheel in a group is a real leader who pays close attention to the tasks of the group and directs and adjusts when necessary.

The pedals

The pedals ensure movement. The pedals are the driving forces of a group and have a stimulating role. The pedals ensure that an exercise will be carried out and completed.

The light

The light ensures that the road is visible even when it gets dark. The light looks ahead and sees new opportunities even when there is a bump in the road. The light keeps the spirit high.

The shock absorber

The shock absorber tries to ensure that the trip goes smoothly. The shock absorber intervenes when there are problems in the group and seeks to solve problems for the group.

The saddle

The saddle functions as a support while cycling. The saddle is always there to help and solve problems. The saddle is available when needed by his/her group members.

The brakes

The brakes control the speed of the group. The brakes intervene when something gets out of control. The brakes notice when it gets hard for the group to follow the right track and intervenes. For instance, by asking questions when something is unclear.

The gears

The gears are the driving force of the group. The gears keep the attention in the group and ensure that the speed remains steady while making an exercise.

The wheels

The wheels keep the bike on the ground and in balance. The wheels stay clear-headed while at work and do not let themselves be distracted by other things or people. Instead they make sure that the exercise gets done.

The luggage carrier

The luggage carrier can carry a lot of valuable goods. The luggage carrier is quiet but does have a lot of interesting information for the group. However, his/her knowledge is not used as much as it should be.

WORKSHEET 6.5

THE BICYCLE PARTS IN OUR GROUP

NAME

First start with yourself, after that your classmates will follow

FUNCTION

Which part of the bicycle is this person?

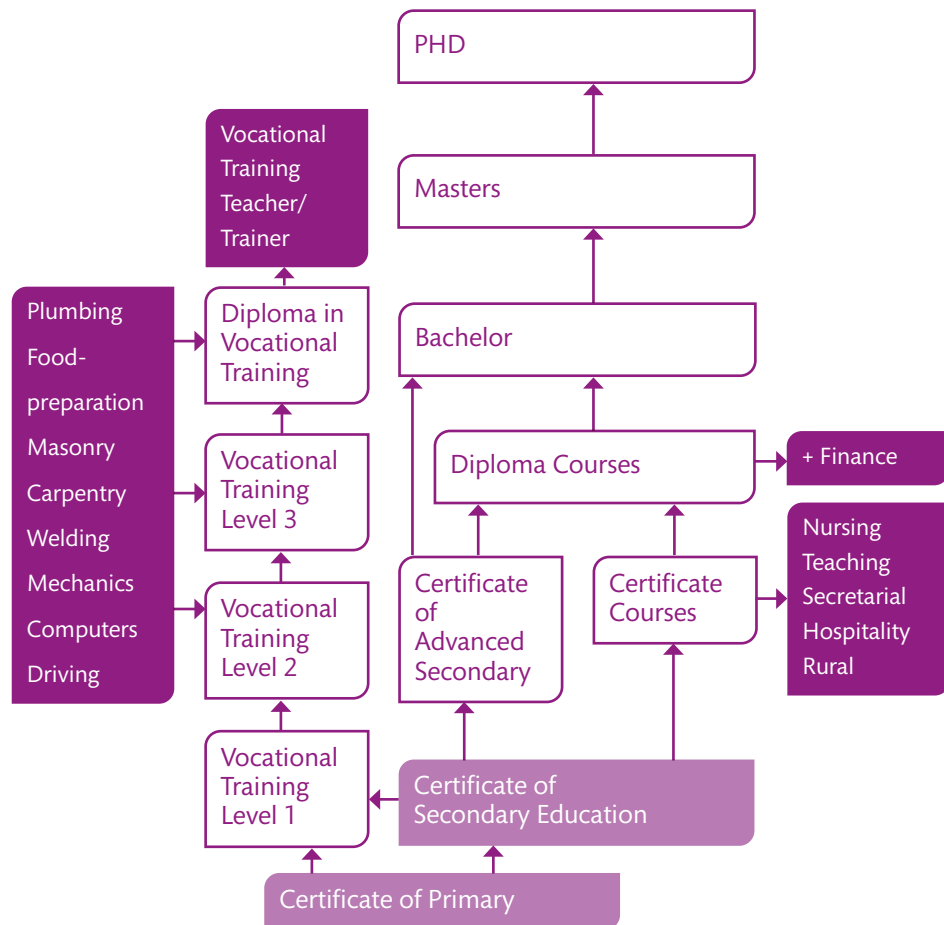
EXPLANATION

Explain why you think that this part represents this person?

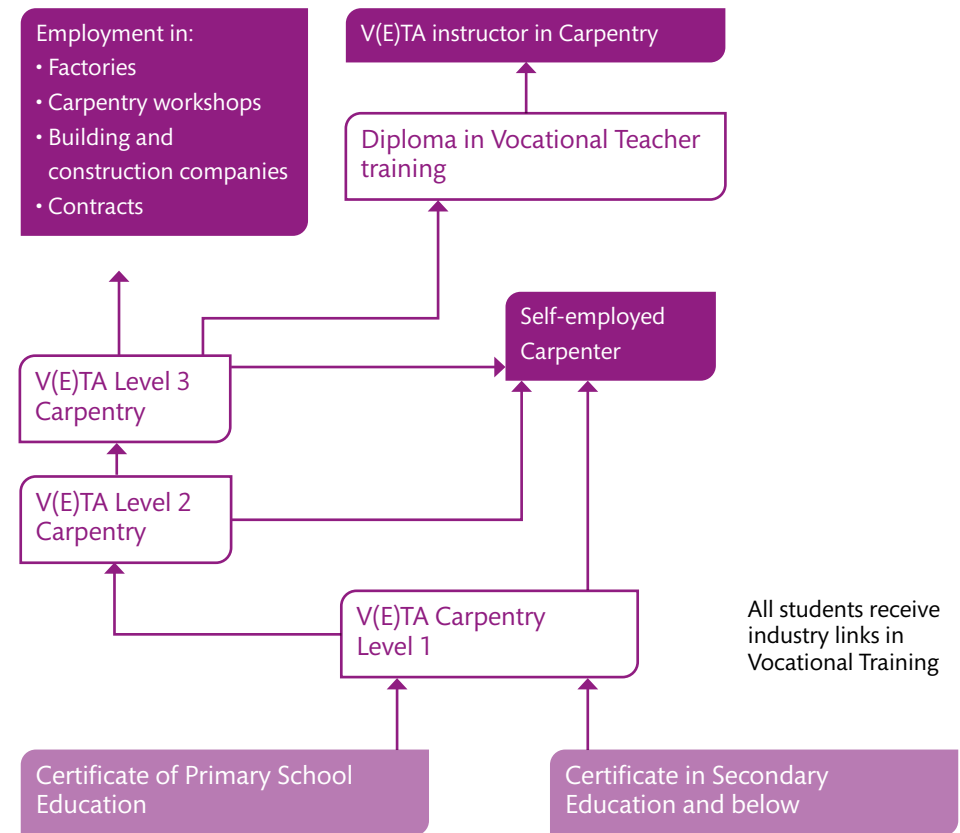
WORKSHEET 6.6

PATHS OF EDUCATION IN TANZANIA

The diagram shows the paths of education: from primary and secondary education up till the level of a university graduate or the similar level of a teacher of vocational training.



This diagram shows the path of vocational training and employment in Carpentry.



WORKSHEET 6.7.1

WHERE DO I WANT TO BE IN THREE YEARS?

Buzz, chat with a fellow student and discuss the following questions:

- Where do I want to be in the next 3 months, 6 months, 1 year, 3 years?
- What do I have to learn to get there?
- What steps should I take to plan and do these things?
- What abilities and experiences do I already have that will help me to take these steps?
- What challenges might be in my way and how can I deal with them?
- What should I do first, second and so on?

WORKSHEET 6.7.2

SETTING S.M.A.R.T. GOALS

S.M.A.R.T. is an acronym that represents a framework for creating effective goals. The five letters stand for the five qualities your goals should have. They should be Specific, Measurable, Attainable, Realistic, and Time-bound. The S.M.A.R.T. method is one of the most popular and effective tools for creating realistic and achievable goals. Learning how to set S.M.A.R.T. goals may increase your chances of success.

Specific

Measurable

Attainable

Realistic

Timely

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six 'W' questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable

Establish concrete criteria for measuring progress towards the attainment of each goal you set.

When you measure your progress, you check whether you stay on track and have reached your target. If so, you feel the happiness of knowing that you make progress, which encourages you to continue putting efforts in achieving your goals.

To determine whether your goal is measurable, ask questions such as.....

- How much? How many?
- How will I know when it is accomplished?

WORKSHEET 6.7.2

SETTING S.M.A.R.T. GOALS

Attainable

When you have identified the most important goals, you start to figure out ways to make them come true. You develop the attitudes, abilities, skills, and financial capacity to achieve them. You look back at earlier overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain almost any goal you have set if you plan your steps wisely and if you establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. Your goals should be described in such a way that they are within your reach, looking at your own capacities and at the conditions that are available.

Realistic

To be realistic, a goal must be described in such a way that you are both willing and able to work at it. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal is formulated in concrete terms, so that it is clear which steps you have to take and how.

A high goal is often easier to attain than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seem easy, simply because they were done with love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine whether you have accomplished anything similar in the past or ask yourself what conditions should be there to accomplish this goal.

Timely

A goal should be bounded within a time frame. Without a time frame tied to it there's no sense of urgency. If you want to lose 10 pounds, in which time span do you want to lose it? 'Someday' won't work. But when a certain point in time is set, for instance 'by May 1st', then you've set your unconscious mind into motion to begin working on the goal.

WORKSHEET 6.7.3

MY LONG TERM AND SHORT TERM CAREER GOALS

This is your opportunity to set a career goal that you want to work on in the next 3 years. Think about the buzzing and chatting you did in the beginning of this lesson with a fellow group member. Which career goal came up in that discussion that you - in all likelihood - expect to achieve in the next 3 years?

Examples of clear goals:

- 1 In 3 years I would like to be working as an IT technician
- 2 In 3 years I would like to be an administrative assistant in an office
- 3 In 3 years I would like to have a successful business fixing mobile phones
- 4 In 3 years I would like to manage my own tailoring business
- 5 In 3 years I would like to be running my own welding workshop

My long-term and short-term goals

In three years I would like to _____

My steps to achieve this long-term goal:

WORKSHEET 6.8.1

TEN TIPS TO HELP ME ACHIEVE MY GOALS

1 Make a commitment

Goals require commitment and dedication. There's no other way to do it. If you are struggling committing yourself to a specific goal, go back and start the process again. You may not have identified the right goal, or you may be lacking the necessary motivation to persevere.

2 Keep track of your progress

Just as important as putting all your goals on paper is keeping track of your progress regularly. You take note where you are now and you compare this point with where you want to be in the future. You draw conclusions what you need to do until your next check.

3 Break it down

It's good to have big and very ambitious goals, but many times, you can make them more attainable and realistic by breaking them down. A set of five smaller goals that will get you to your ambitious goal can be a lot more manageable and less overwhelming.

4 Get help

You may need external support to accomplish your goals or maybe you are struggling with the commitment factor and you need someone to hold you accountable. Although your goals may be personal, that doesn't mean that you have to do it alone. If you need help or support, ask someone you trust.

5 Be willing to revisit and revise

Your regular goal check is the perfect time to wonder if the path you're taking to accomplish your goals is effective. You may find that you have more clarity after you've looked critically at your goal. It's okay to make changes and modifications, as long as they support what you have set out to do.

6 Keep your eye on end result

Thinking about the big picture is important, especially with long-term goals. However, there will be times that you are so focused on what you are actually doing that you may forget the end result. In that case, it's necessary to take more time to keep in mind where you're going to. Envisioning your success can help to keep you motivated.

7 Be consistent

Consistency and routine can play an important role in achieving your goals. Be consistent when you check your progress, how you keep track of it and how and when you focus on your goals. The more regular the process of checking is, the easier it will be to keep going.

8 Let your goals grow up

Life changes and so will your goals. You may have a few long-term goals that span the next few years, but if you consider them to be set in stone, you may miss to modify your plan to fit current business, lifestyle and societal changes. In order to keep your goals relevant and realistic, let them change and grow just like you do yourself.

9 Focus on positive thinking

A cliché as it may be, positive thinking can empower you to have success. When you constantly think in a negative way, you may be sabotaging your entire goal process. Positive thinking and self-affirming mantras really can get you through the most challenging parts of achieving your goals.

10 Celebrate every success

You can't expect yourself to work steadily toward a goal without any kind of reward along the way. No encouragement is not only bad for your morale, but it can reduce the power of the entire process. Take time to celebrate every success for every goal achieved, no matter how big or small. It will build your confidence and commitment and it makes it easier to keep pushing on to achieve those large-scale future goals. What do you do to ensure your own success? Do you have certain habits that makes it easier to strive after even the most ambitious goals?

WORKSHEET 6.8.2

THE FIVE GOLDEN RULES OF GOAL SETTING

Have you thought about what you want to be doing in three or five years' time? Are you clear about what your main objective at work is now? Do you know what you want to have achieved by the end of the day?

If you want to succeed, you need to set goals. Without goals, you lack focus and direction. Goal setting not only allows you to take control of your life's direction; it also provides you a benchmark for determining whether you are succeeding. Think about it: Having a million dollars in the bank is only a proof of success if one of your goals is to pile up wealth. If your goal is to take responsibility to contribute to society and to show solidarity with vulnerable people, then keeping the money for yourself is suddenly contrary to how you would define success.

To accomplish your goals, however, you need to know how to set them. You can't simply say, 'I want' and then expect it to happen. Goal setting is a process that starts with careful consideration of what you want to achieve and ends with a lot of hard work to realize it. In between there are some very well-defined steps that unite the specific elements of each goal. Being familiar with these steps will allow you to formulate goals that you can accomplish.

1 Set goals that motivate you

When you set goals for yourself, it is important that they motivate you. This means that you have to make sure that the goals are important to you and that you are aware of the value they have for you. When you have little interest in the outcome or when the goals are irrelevant given the larger picture, then your chances to make your dreams come true are low. Motivation is a key to achieve your goals.

Set high goals that are related to high priorities in your life. Without this type of focus, you can end up with far too many goals, leaving you too little time to pay attention to them. Goal achievement requires commitment, so to maximize the likelihood of success, you need to feel a sense of urgency and have an 'I must do this' attitude. When you don't have this attitude, you risk putting off what you need to do to realize your goals. This in turn leaves you feeling disappointed and frustrated with yourself, both of which are de-motivating. And you can end up in a very destructive 'I can't do anything or I am not successful in anything' frame of mind.

Tip

To make sure your goal is motivating, write down why it's valuable and important to you. Ask yourself, 'If I were to share my goal with others, what would I tell them to convince them that my goal is worthwhile?' You can use this motivating value statement to help you if you start doubting yourself or lose confidence in your ability to actually make the goal happen.

WORKSHEET 6.8.2

THE FIVE GOLDEN RULES OF GOAL SETTING

2 Set S.M.A.R.T. goals

You have probably heard about S.M.A.R.T. goals. But do you always apply the rule? The simple fact is that goals that are supposed to be powerful, should be designed in a S.M.A.R.T. way. There are many variations in what S.M.A.R.T. stands for, but the essence is that goals should be:

- **S**pecific.
- **M**easurable.
- **A**ttainable.
- **R**elevant.
- **T**ime Bound.

Set specific goals – Your goal must be clear and well defined. Vague or general goals are not helpful because they don't give sufficient direction. Remember, you need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end.

Set measurable goals – Include exact numbers, dates, actions and so on in your goals so you can measure your degree of success. If your goal is simply defined as 'To reduce expenses' how will you know when you have been successful? Is the answer: In one month's time if you have a 1 percent reduction or in two years' time when you have a 10 percent reduction? Without a way to measure your success you miss the happy feeling that comes when know for sure that you have actually achieved something.

Set attainable goals – Make sure that it's possible to achieve the goals you have set. If you set a goal that you give no hope of achieving, you will only demoralize yourself and your confidence will decrease.

However, resist the urge to set goals that are too easy. Accomplishing a goal that you didn't have to work hard for can be an anti-climax at its best, and can also make you fear setting future goals that carry a risk of non-achievement. By setting realistic, yet challenging goals, you hit the balance you need. These are the type of goals that require you to 'raise the bar' and they bring the greatest personal satisfaction.

Set relevant goals – Goals should be relevant for the direction you want your life and your career to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want. Setting widely scattered and inconsistent goals, and you'll fritter your time – and your life – away.

Set time-bound goals – Your goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working towards a deadline, your sense of urgency increases and achievement will come so much quicker.

WORKSHEET 6.8.2

THE FIVE GOLDEN RULES OF GOAL SETTING

3 Set goals in writing

The physical act of writing down a goal makes it real and tangible. You have no excuse forgetting them. As you write, use the word 'will' instead of 'would like to' or 'might'. For example, 'I will reduce my operating expenses by 10 percent this year', not 'I would like to reduce my operating expenses by 10 percent this year'. The first goal statement has power and you can 'see' yourself reducing expenses, the second lacks passion and gives you an excuse if you get side tracked.

Tip 1

Frame your goal statement positively. If you want to improve your retention rates say, 'I will hold on to all current employees for the next quarter' rather than 'I will reduce employee turnover'. The first one is motivating; the second one still has a get-out clause 'allowing' you to succeed even if some employees leave.

Tip 2

If you use a To-Do List, make a template that has your goals at the top. If you use an Action Program, then your goals should be at the top as well. Post your goals in visible places to remind yourself every day of what you intend to do. Put them on your walls, desk, computer monitor, bathroom mirror or refrigerator as a constant reminder.

4 Make an action plan

This step is often lacking in the process of goal setting. You get so focused on the outcome that you forget to plan all the steps that are needed along the way. By writing down the individual steps and then crossing off each one after completion, you become aware that you are making progress to achieve your ultimate goal. This is especially important when your goal is big and demanding, or long-term.

5 Stick with it!

Remember, goal setting is an ongoing activity and not just a one-step instrument to reach an end destination. Build in reminders to keep yourself on track, and make regular time-slots available to review your goals. Your end destination may remain quite similar over the long term, but the action plan you set for yourself along the way can change significantly. Make sure the relevance, value and necessity of the goals remain high.

Key Points

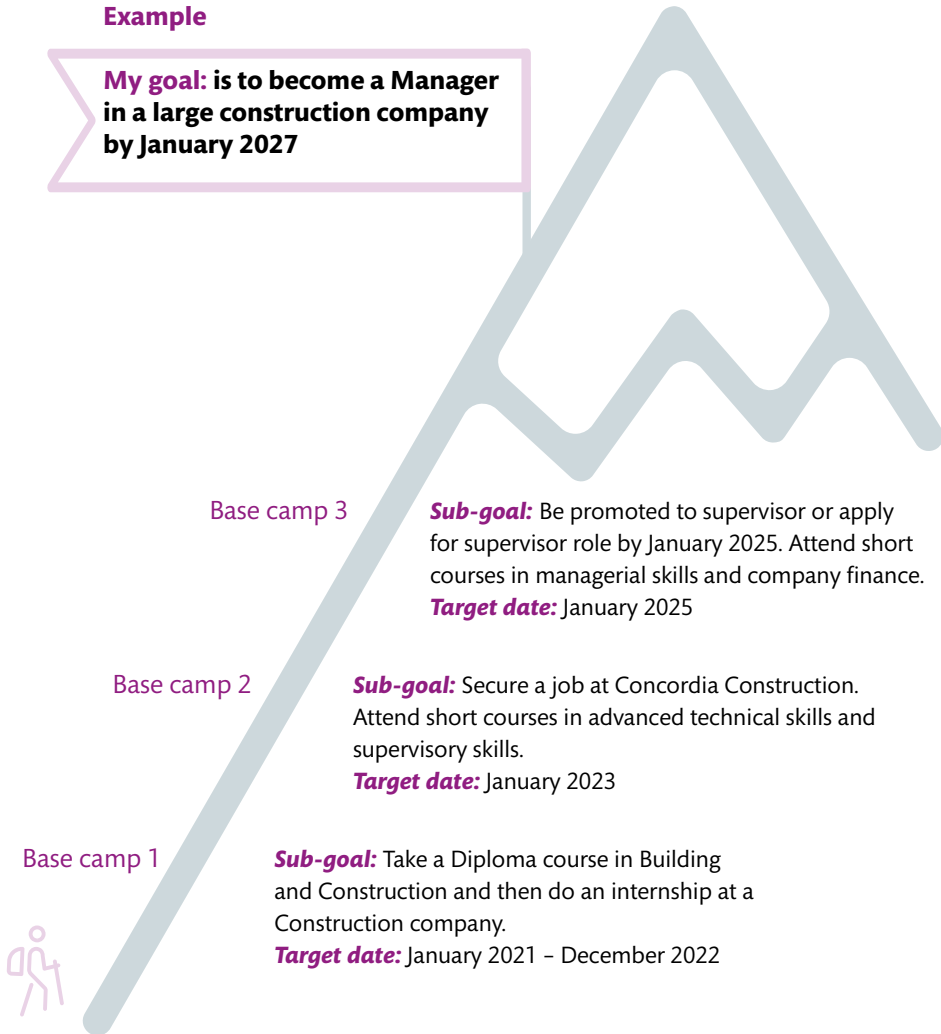
Goal setting is much more than simply saying you want something to happen. Unless you clearly define exactly what you want and understand why you want it in the first place, your odds of success are considerably reduced. By following the 'Five golden rules of goal setting' you can set goals with confidence and you will enjoy the satisfaction that comes along the route because you know what you have achieved and what you have set out to do. So, what will you decide to accomplish today?

WORKSHEET 6.8.3

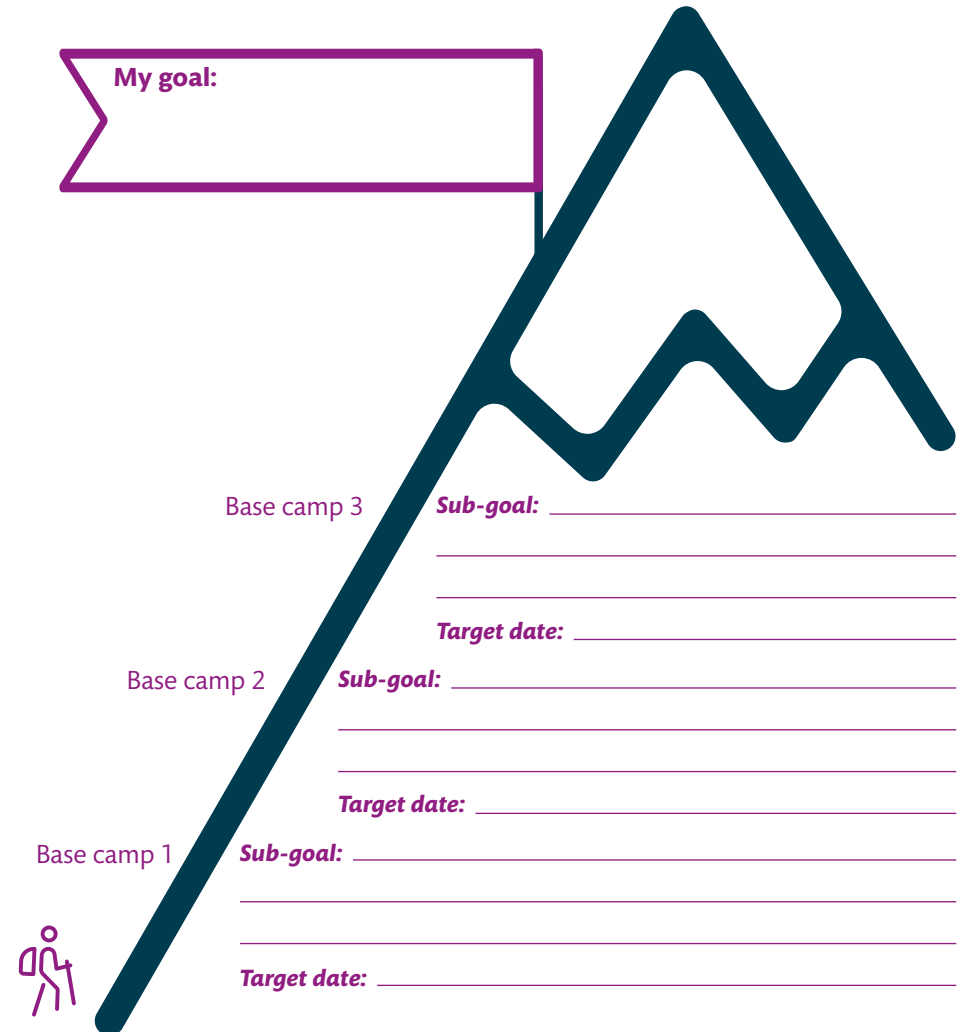
MY KILIMANJARO CLIMB

Example

My goal: is to become a Manager in a large construction company by January 2027



My goal:



WORKSHEET 6.9

MY GOALS FOR MY LIFE AND CAREER

The purpose of this worksheet is to help you to plan goals what you would like to achieve in your life over the next two years. Include goals concerning your career, your personal life and the community services you would like to offer. Fill in your goals in the boxes, for each period.



3 months

6 months

1 year

2 years



WORKSHEET 6.10

'ME, MYSELF AND I'

To reflect on what you have learned about your career development so far, time has come to tell a story about the topics below. Think about to whom you want to address your written story. Maybe you can write your story in the form of a letter you send them.

This is me!

- Name
- Age
- Your traits and characteristics
- Where you live and with whom
- Your family/friends
- Your current education
- Why you chose for your current education
- What you like to do in your free time
- Hobbies and interests
- Your talents/qualities
- Things you are not good at
- What your wishes are for the future
- What you have as a final goal in mind
- The steps you need to take to achieve your goal
- The order in which you would like to work on these steps

Success and risk factors

- The factors that make you successful
- What you need/want to achieve your goals
- The factors that create risks: what could stand in your way?
- The way you are going to tackle these obstacles

My network to support me!

- People around you who can help you
- Their role/tasks, the support they can give you
- The support or guidance you need to achieve your goals from the program Career Development

My discussion points related to my story

I would like to discuss more about:

I would like to do that with:

WORKSHEET 6.11.1

MY FIRST NETWORK ACTIVITY

Preparation

You've chosen people who can help you to shape your career. It may be difficult to ask for support, because of all kind of reasons: you do not know this person well, you don't like calling, or you don't want to bother other people. But the only way to address your network is by just doing it. And really, the more you do it, the better you become in it. So, we are going to start practicing it now!

Contact someone you know

You can ask this person for support straight away, but you could also first establish a relationship. When you want to start building up a relationship, you first ask how the person is doing, you pay attention to what he says and you show interest in what he does. The more you invest in this social interaction, the greater the chance that you get the support you need. You can ask what the person is doing and you check if you can be of help with something. After that you can ask for the support you need. Furthermore, it is important to maintain the relationship, so you can again ask this person a favour regarding your career development in the future. You will discover that many people like to be approached by you!

I am going to approach _____ (name person).

This is what I am going to do:

Reflection

After you have practiced asking for support, you will reflect on it and evaluate how it went. This will help you to find out what you learned from this experience. After all, practicing will improve your networking skills!

Answer the following questions:

How do you feel about this networking conversation?

WORKSHEET 6.11.1

MY FIRST NETWORK ACTIVITY

Did the networking give you the results you were hoping for? Yes/no, because:

What happened afterwards? Did the person whom you approached, contact you or did he/she take any actions?

What do you see as the next step towards this person or another person?

Are there more steps you can take to maintain contacts with the people in your network?

You can write down all the steps in a network action plan. This is a way to keep an overview of all the steps you took or want to take in the future.

WORKSHEET 6.11.2

MY NETWORK ACTION PLAN

Develop your network action plan

What are you going to do to maintain your relationships?

Fill in the top row with **whom** you are going to undertake action. Fill in the first column **when** (what week/year) you're going to do something. Fill in the other columns in the matrix what you're going to do and **what** kind of support you would like to receive.

With whom are you going to do something?			
When (T=Time) are you going to do it?	What are you going to do and what kind of support do you need?		
T1			
T2			
T3			
T4			
T5			

After you have made your plan of action, it's time to bring it into practice. You will approach your contacts. This can be exciting, because there might be people in your network you don't know that well. Maybe some people have a different background or a different perspective that you are familiar with, but these people are exactly the kind of people who can help you.

WORKSHEET 6.11.3

CARRY OUT MY NETWORK ACTION PLAN

Step 1 Prepare and plan who you are going to meet

Choose one person from your network action plan and answer the following questions:

- What type of person is the person you want to meet? You can think of gender, age, occupation, level of education, someone with a big network, a person who lives nearby or someone you share a certain kind of hobby or sport with.

- Where do you think you can meet this person?

- What would you like to learn from this person? Which questions would you like to ask?

- How will you try to get in touch with this person?

Step 2 Carry out the meeting

In other words: go to the location/event and try to get in touch with the person you have in mind. Ask him/her the questions you have prepared. Remember the lessons how to contact a new person and how to thank them afterwards. Make sure you make some notes for yourself about the result of the meeting.

Step 3 Repeat 1 and 2 with all the persons in your network action plan

When you've done all the activities from your network action plan, you write a small report about your experience. Include the following questions: Did you succeed to get in touch with the persons you had in mind? Did you get clear answers to your questions? What was most helpful? What information is missing? Who else could you approach to get the support you need?

In the following lesson a few group members will present their experience, using their report. Make sure you bring your report with you to the class. This experience could also be discussed in an individual session with your trainer.

WORKSHEET 6.17

PREPARATION OF MY PITCH

Prepare a strong, clear pitch to present yourself, your qualities and the job of your dreams. The pitch cannot take more than 60 seconds!

Below you find some questions to help you prepare your pitch.

- What would your close relatives and friends reply if you asked them what you are good at?
- For which problem are you the solution?
- If we would make a slogan about you, what quality would be emphasized?
- For what kind of job would you be willing to make certain sacrifices?
- What comes up in your mind immediately when you think of a profession or job?
- What will your employer miss when you are no longer working there?
- What is important in a job?
- What makes you special?

WORKSHEET 6.21

Step 1 Set out your career options

Draw up a job list of likes and dislikes. Usually the job you dislike is easier to put into words.

Step 2 Determine your qualities

List your qualities. What sort of a person are you? What distinguishes you from your family and friends? What makes you special? You need to know this about yourself as it helps you to find the job that fits your qualities. Do ask other people, who know you well, to help you drawing up this list. By doing so, you get a better picture of yourself.

Step 3 Draw up success stories

What have you done in your life that you are proud of? You can think of getting a difficult diploma; something you made with your own hands; a friend in need you helped etc. Come up with at least 5 stories. Check the lists you made in step 2 and determine which qualities were needed to achieve success. Draw up a list of these particular qualities and skills, as they are the ones that lead to success when you use them.

Step 4 Research suitable companies

Go and search for companies that fit your qualities. Consult various people and look at companies from a broad perspective. Ask family and friends what sort of a company they think would suit you. Talk to your teachers, use your network to find out about professions and branches of industry, read advertisements and make notes of what appeals to you. This all helps you to find out what sort of work suits you.

ROADMAP TO A SUITABLE JOB

Step 5 Make a selection

Now select the companies you want to know more about. Select only companies you think you would enjoy working for. Find out everything there is about this company. Ask your network if they know anybody working there. Approach that person and ask lots of questions about what it is like to work there. Ask if it is possible to become an apprentice for a short period.

Step 6 Trial and error

Get a foot in the door. Visit the company. Try hard to get the job. Ask if you can be an apprentice for a few days. In this way, you get first-hand experience of what the job is like and you discover whether this is indeed the company and job of your dreams. You might find out that the job doesn't suit you after all. That's how things go. Just draw your conclusions what did not feel good and why and go searching for the next experience.

Step 7 Do's and Don'ts

Don't

Sit still
Wait for what others tell you to do
Wait for a 100% perfect match

Do

Continue searching
Keep on trying
Use your network

WORKSHEET 6.23

HOW TO CONDUCT AN EFFECTIVE JOB SEARCH?

Are you prepared to plan and conduct an effective job search? Successful job seekers must have good skills to search for information and well-developed job-hunting skills. Three important factors for a successful job search are: awareness of your goals and skills, understanding of the labour market and a well-planned job search action plan.

Experts recommend that you begin an active job search six to nine months in advance of your target employment date (for students, nine months to a year before graduation). You started already your job search during the career development lessons. The following six steps are used to conduct an effective job search.

STEP 1 Begin with a self-assessment

The job search process begins with an identification of your values, interests, skills, accomplishments, experiences and goals. How can you seek a position if you don't know what you want from a job and what you can offer to prospective employers? Self-assessment, though a time-consuming process, provides valuable information to facilitate career decisions and it prepares you to market your background effectively.

Values

An awareness of what you find of value (qualities that are important and desirable) in a working environment, will help you exploring career goals and attaining greater satisfaction in your work.

Review the following list of values and check what is most important to you. Then rank your top five values in order of priority:

- Job security
- Working as part of a team
- Working independently with little supervision
- Contributing to get the best results
- Professional status
- Mental challenge
- Pleasant surroundings

- Challenging, stimulating co-workers
- Different daily tasks to accomplish
- Financial rewards
- Being creative
- Opportunity to learn new things

Interests

Interests, areas that arouse your attention or enthusiasm, are closely related to values and often trigger one's skills. You can identify what interests you by looking at themes in your life-activities that persist over time: consistent choices, recurring dreams, or the way you mostly spend your time. Try keeping a time-log or do examine in-depth your most enjoyable times. When after doing so, you are still not clear about your interests or you cannot rank them, consider a personal meeting with the trainer on career development. Talk also with your family, friends and people from your network about your interests. When they know you well, they can give you good feedback.

Skills

A skill refers to something you do well, including handling problems or having a hobby. The key to a successful job search is to recognize these skills and communicate their usefulness to a prospective employer, both verbally and in writing. Promote your skills as clearly as you can:

- Describe your skills in concise, unambiguous terms.
- Refer to actual experiences to demonstrate your skill level.
- Connect your skills concisely to the needs of a prospective employer.

Some of the most marketable skills are those which are applicable in a wide variety of work environments. These are known as transferable skills. For example, the ability to write effectively, to communicate without prejudices and the use of word processing or other computer skills are valued competences in the private as well as in public sector.

WORKSHEET 6.23

HOW TO CONDUCT AN EFFECTIVE JOB SEARCH?

STEP 2 Research and explore career options

The next step in the job search process is to explore the 'match' between your identified skills, interests, and values and the demands of employers and organizations. Research of articles about labour market developments and interviews with employers are two excellent tools for this exploration of supply and demands.

Perhaps the best way to explore career options is to try out the job you have in your mind through an internship, a part-time or summer job or volunteer opportunities.

On Zanzibar you can find out about job opportunities at the Ministry of Labour, using the Labour Market Information System (LMIS), in newspapers and on the website of recruitment agencies in Tanzania. Use also your own network.

STEP 3 Choose a career field, then target employers

After thoroughly researching possible careers/jobs, several field options will emerge as most realistic and attractive. These options should become your career or job search goals. Probably no single career will have the potential to utilize all your skills, so allow yourself to be satisfied to use some skills in your leisure time activities instead of in your job.

At this point, it is useful to get realistic feedback from experts in the field or trainers on career development to determine if your assessment is realistic. A meeting or two with somebody of a Career Centre, (jobseekers of Zanzibar can visit the Incubation Centre at KIST, Karume Institute of Science and Technology and the Ministry of Labour in Stonetown) is strongly encouraged to discuss your analysis and decisions. During this or any other moment in your job search, use frequently the available resources of the Career Centres in your district or what is close at hand in your school. Good research on employers and what they offer will not only give you the competitive edge, but it also helps you decide which employers you want to reach and which strategies you will use to contact them.

STEP 4 Prepare job search materials and develop job search skills

Once your job goals have been targeted, CV's and application letters can be tailored to reflect your qualifications as they need to be related to the interests of prospective employers.

While most job applicants are well aware of the need of well-prepared CV's and covering letters, many do not realize the need to spend an equal amount of time mastering job search skills. Those skills are necessary to be effective in today's market. Learning which job search strategies are productive, how to conduct an interview effectively, how to market yourself well, and how to handle salary issues once an offer is made may be the topics of regularly scheduled workshops offered by your Vocational Training Centre, Technical Institution, Career Centre, NGO or Zanzi Jobfair.

STEP 5 Plan and conduct job search campaign

Next, establish a target date for getting the job you want and decide how much time you can devote to your search. Some individuals believe they cannot afford to take time off from their studies or a demanding job. Others postpone it all the time. Whatever the reasons, the results are the same: your search will languish and you may miss job opportunities and the specific periods in which industry looks for new labour forces. So, get yourself organized early by setting aside a certain amount of time each week to work on your search. Use a calendar and a weekly planning schedule; work backward from your target date. The greater the number of contacts and interviews a job seeker has, the greater the number of job offers will be. Therefore, it makes sense to use multiple strategies.

WORKSHEET 6.23

HOW TO CONDUCT AN EFFECTIVE JOB SEARCH?

Strategies for your job search

A. Pursue advertised vacancies

The most commonly used job search technique is to respond to advertised vacancies, both in print and electronically. On Zanzibar jobseekers learn about vacancies by their network, but there are more sources:

- Labour Market Information System (LMIS) of the Ministry of Labour in Stonetown;
- Websites of Recruitment Agencies of Tanzania. Google!;
- Campus interviews;
- Newsletters from trade- or professional associations;
- Newspaper classified ads (most major cities are on-line);
- Employment services and agencies run by government (KIST, Karume Institute of Science and Technology in Stone Town) and for-profit businesses;
- Personnel department postings and phone lines.

Unfortunately, the most popular method for locating positions, namely responding to advertised vacancies, is not the most effective. According to an article in the Harvard Business Review, nearly 80% of the openings available at any one time are never advertised. Job seekers should respond to employment ads, but even more power should be put into efforts oriented towards establishing networks and identifying the hidden job market.

To increase your chances of success in responding to advertised vacancies, by telephone or letter, keep the following tips in mind:

- Do not waste time responding to positions you are very unlikely to get.
- Use your covering letter to answer all the requirements in the advertisement.
- Personalize your response as much as possible. Direct your materials to specific individuals, not 'To whom it may concern,' or 'Dear Sir/Madam,' unless the advertisements are blind newspaper ads (name of organization withheld). A quick phone call can often provide the appropriate names. In a blind ad, address your letter to a specific position title, (e.g., Dear 'Marketing Manager').
- Try to contact or write to the manager who will make the final hiring decision as well as to the recruitment officer named in the advertisement.

B. Develop a contact network

Once you have targeted a career or specific position, you should acquaint yourself with professionals in that field or organization. These professionals offer you an insider's view and can join your contact network, which can open doors that might otherwise remain closed. Your network can also consist of family members, friends, classmates, professors, and electronic discussion groups.

C. Contact employers directly

There are several methods and combinations of methods to contact employers directly:

- Send a letter of application and your CV to the Human Resources Department or to a specific manager. This direct contact method is most successful for candidates in high-demand fields (e.g., engineering and computer science). The success of this method can be greatly increased when letters are followed up by phone calls, which may result in an invitation to visit the employer.
- Contact managers in organizations by phone or letter to request an appointment. In a personal meeting you can discuss the information you have obtained from reading annual trade reports. For example, you can introduce your request in this way: 'I understand XYZ is planning to expand its foreign market. I am completing an international business degree and am very interested in this expansion. It seems a very progressive move. May I have 20 minutes of your time to discuss it?' Tell them that you want to make an appointment even if they have no positions currently available in their department. Some job seekers find it useful to state that they will be looking for a job in the near future, but that they are now just gathering information about organizations. Make clear that you do not expect to be interviewed for a job.
- During your meeting with a department manager or a HRM officer, emphasize your knowledge and interest in their organization.
- Always follow-up all interviews with thank-you letters, phone calls, and, when appropriate, ideas that have been revised based on information and tips provided by the managers.

WORKSHEET 6.23

HOW TO CONDUCT AN EFFECTIVE JOB SEARCH?

- Even if managers have no positions available, once they have had a personal interaction with you, they may think of you the next time they have, or hear of an appropriate opening. It is critical to stay in touch with these managers, at least on a bi-monthly basis.
- Many job seekers have used the strategy of 'interviewing to get information' to create new ideas about new positions. They did this by identifying organizational needs (through the interview, research, etc.) and by proposing that these needs could be addressed by their own skills.

D. Follow-up and record keeping

No matter what job search strategies you choose, follow-up and record keeping are important for success. Keep a careful record of all interviews, thank-you notes, referrals made and follow-up actions. Job seekers who fail to document this information often lose valuable contacts as well as credibility with prospective employers. You can make a file on your computer or use a special career notebook.

E. Be persistent

Job searching is hard work and there are times when you will get discouraged. But if you keep up with it, you can avoid feeling anxious and you will actually have more energy. If your search is not producing the results you would like have, avoid blaming yourself and try a new strategy. Do not be reluctant to submit your credentials on more than one occasion to an organization you would like to work for. This attitude demonstrates your enthusiasm and interest.

STEP 6 Obtain offer and continue to develop your career action plan

Congratulations! Your job search campaign has been successful. You have been offered a position you wish to accept. Send a note to all the people who helped you, relaying the good news. Remember to continue to use all six steps cyclically to assist you in your career progression or job change.

LOOK AT IT FROM THIS PERSPECTIVE

- How many vocational training centers, universities/secondary and primary give how many graduates per year?
- How many are graduated from your discipline alone?
- How many jobs are created per year?
- How many of these jobs are matching your qualifications?
- Do you understand what it means to compete?



WHAT DOES YOUR EMPLOYER WANT, JOB SKILLS?

- **Flexibility** - being able to cope with changes in a working environment
- **Enthusiasm** - being positive in workplace provides good energy and motivation
- **Reliability** - if employers know that you are reliable, they will entrust you with great responsibility, therefore increasing your skills and experience



JOB-SEARCH TIPS (3)

Create your own templates

Have copies of your CV and cover letter ready to edit. Thus you can change the content in such a way that matches the requirements of the job you're applying for. The contact information and your opening and closing paragraphs don't need to be changed.

Use job-search engines

Use the job-search engine websites to search the major job banks, company sites, associations, and other sites with job postings for you.



JOB-SEARCH TIPS (4)

Jobs by e-mail

Let the jobs come to you. Use job-search agents to sign up and receive job listings by e-mail.

Time savers

Strapped for time? Consider getting help writing or editing your CV. There are CV posting services that forward your CV to multiple job sites at one go. This can save hours of data entry.

References ready

Have a list of three references - including name, job title, company, phone number and email address - ready to give to interviewers...BUT, seek their permission to be your reference.



WHAT DOES YOUR EMPLOYER WANT, JOB SKILLS? (2)

- **Team work** - being valued as a key member of the team is the door to success!
- **Approachable** - positive character at any work place!
- **Initiative** - being the first to make a plan or take action.
- **Commitment** - being involved and responsible.



HOW TO GET THOSE SKILLS...

Making sacrifices takes you closer to your job!

- Volunteer work
- Internship
- Mentoring
- Be relevant - build your capacity in your area of expertise



DON'T STOP!

Be patient!

Be ready for a 2-6 months search. Months of hard work, rejection, insecurity, and maybe even depression. Keep calm and remind yourself that if you keep trying hard, you will eventually get it.

Discipline yourself!

Job hunting is a job in itself. Treat job hunting like a serious job in itself and give it your full work discipline. Plan your time and schedule.



DON'T STOP! (2)

Don't wait for the job to come to you – GO GET IT!

Going to a company and talking to people (especially the boss) is one of the most effective ways to get a job...in addition to the ads online.

Fill in your schedule!

It's a question of mathematics: the more people you contact, the sooner you will get the job you want.

Where's the growth?

Knowing the job market means knowing who is hiring.



JOB-SEARCH TIPS

Be prepared

Have an address, both postal and electronic or otherwise to be able to send and receive information. An e-mail address? A cell phone?

Be more than prepared

Always have an up-to-date CV ready to send - even if you are not currently looking for work. You never know when an opportunity to apply for a job or a call for an interview might come along.



JOB-SEARCH TIPS (2)

Don't wait

Don't wait for jobs to look for you. You look for jobs or you create them. Be proactive.

Get help

Make use of free or inexpensive services that provide career counseling and job search assistance such as college career offices, career fairs or your local public library.

Use your network

Be aware of the fact that many, if not most vacancies aren't advertised. Tell everyone you know that you are looking for work. Ask if they can help.



DON'T STOP! (3)

Network, network, network!

Let the world know that you are available for work. Discuss it with family, friends, teachers, neighbors, lovers, strangers, everyone! Don't ask people for jobs directly, ask for their help and advice.

Visit the institutions!

Extend your network to a larger group than you have now. Visit your old school, meet with the president and deans if you can, talk with your teachers, and get advice from your counselors and advisors.



DON'T STOP! (4)

Hit the books, again!

Keep your professional skills sharp while job hunting. Attend professional conferences, seminars, lectures and other meetings. Network with your peers!

Be flexible about what job you will take!

Keep this in mind. Those people who are more flexible about the job they will take, will increase their chances of getting a job. Often a job is not exactly what you are looking for, but it might still be a very good job for you for other reasons.



WORKSHEET 6.24

JOB SEARCHING & HUNTING

DON'T STOP! (5)

Don't put all your eggs in one basket.

Be diverse. Have a broad scope. Education is a life long activity. If you need to go back to school for a certificate or degree that will open the door to the career you really want, then you might want to consider that. Keep your career plans flexible so that you have a chance to grow in several directions and not in just one.



WORKSHEET 6.25

BUILDING A FOUNDATION FOR CAREER SUCCESS

AIMS OF THIS SESSION

- Identify what you like to change in your career
- Imagine where you want to be in 2-5 years
- Prepare yourself for success



DEFINE A CAREER GOAL

- The first step in the career development process is defining a concrete career goal
- You should make a decision to develop actively your career instead of leaving it to be sheer luck
- What is your view? Elaborate with your neighbour what your concrete career goal will be



MENTORING

A **mentor** is someone with substantial experience, talent or professional standing who nurtures the career of a mentee (e.g., apprentice, intern or under graduate).

- gain skills that one might not find in theory
- one-to-one approach that identifies one's weaknesses and strengths



BUILD UP YOUR PERSONAL NETWORK

- most of the job vacancies are never posted in journals, newspapers or on-line: the 'hidden job market'
- find the hidden jobs by using your personal or business contacts - your 'network': building your personal network is a long-term process, so start as soon as possible
- concentrate on developing relationships in a more personal atmosphere (e.g. during lunch time or coffee break). Thus, you will open the most precious resources you have to find the job you want.



INTERNSHIP

An **intern** is someone who works in a temporary position with an emphasis on training on-the-job

There are usually 2 types of internships:

1. Work experience internship
2. Research/dissertation internship



INTERNSHIP: WHAT DO YOU BENEFIT FROM IT?

- provides opportunities for you to gain experience in your field
- you can find out if you have an interest or passion in a particular career
- you will create a network of contacts



SOCIAL MEDIA

Tools for networking through social media:

- Facebook - to build up your network, has more than 300 million active users, consider your privacy!
- Twitter - can help you to make connections, find job listings and build a personal brand. This will help to boost your career and speed up your job search
- LinkedIn - a social media site for posting resumes/ CV's. It shows many contacts for building up your professional network



KEEP YOURSELF UP-TO-DATE

- Keep yourself up-to-date: think of your technical and non-technical skills, like project management, language skills, leadership and conflict resolution
- You should never look at your career as something static but as a part of a continuous learning process. Most professions require training as a regular part of their license requirements
- Keep track of new trends and technologies if you are serious about your career.



INTERNSHIP: WHAT DOES THE COMPANY GAIN?

- provides employers with cheap or free labour for (typically) low-level tasks
- the prospect of interns returning to the company after completing their education
- if so, then the ex-intern requires less recruitment costs and less training



VOLUNTEERING

Volunteering is the practice of people who work in a not-for-profit organization without payment for their time and services. The intention can be:

- to support the improvement of quality of life of people
- to develop skills
- to meet others and have fun
- to make contacts for possible employment



WORKSHEET 6.26

CV WRITING (1)

WRITING A CV THAT TALKS FOR YOU!

Creating a CV that works

- What should it look like?
- What should it include?
- Tips and more hints



CREATING A CV THAT WORKS

CV stands for 'curriculum vitae' which is a Latin phrase meaning 'story of your life'.

What should it look like?

- as short and to the point as possible - no shorter than a full page and no more than 3 pages
- written in a brief style - uses bullet lists rather than long sentences and paragraphs
- tailored to fit the needs of the company and the job position



WORK EXPERIENCE

Previous employment information can be titled 'Work history', 'Employment experience', or 'Relevant experience'

This should include the following details:

- names of the companies you worked for;
- city and state of each company;
- titles/positions you held;
- your employment dates for each job;
- duties you performed - be accurate and brief and highlight the duties that are most relevant to the position you are applying for.



WORK EXPERIENCE (2)

- Use powerful action verbs;
- List relevant volunteer experience and community service in a separate list;
- If you are a student, you might include summer jobs not relevant to the position, but highlight the skills you've improved in every job, i.e. teamwork, time keeping or taking responsibility.



CREATING A CV THAT WORKS (2)

What should it include?

- Name and contact information
- Objective, personal profile statement
- Education section
- Work experience
- Optional sections and references



NAME AND CONTACT INFORMATION

- Surname and all other names
- Date and place of birth
- Address where you live
- Mobile number
- Email address and website (if you have one)



OPTIONAL SECTION

Extra paragraph:

- Focus on leadership skills/projects carried out
- List of technical skills, i.e. computer skills
- List of honours/awards received (including date received, awarding body)

Some employers require a separate paragraph for references (otherwise, you may just put 'Available upon request')



TIPS FOR CREATING YOUR CV

- Design it in such a way that the employer can read it easily and can process information quickly;
- Use fonts consistently - use no more than 2 fonts and stay away from fancy fonts;
- Create emphasis by using **bold**, CAPITALIZATION, italics, and underlining - but do not mix methods or overdo them!
- Use the 20 Second Test (in which you could read the most important information).



OBJECTIVE

- Personal profile statement why you apply for this position
- Short and concise
- User-centred - tailored to the specific organization/company and position



EDUCATION

- Details about your educational history, including:
 - name of the institutions of your (in)formal education;
 - city and state of the institutions;
 - when you graduated or received the specific degree;
 - any minors and/or majors;
 - GPA (if lower than 3.0, omit it).
- Start your list with your most recent and highest education level and consider the previous levels of education;
- Make two lists: one for formal education and the other for informal education, short courses and training.



MORE HINTS

- Don't try to adjust the layout until you have finished the CV. When you've finished check it all, you will probably remember other items to insert;
- Your CV should be carefully checked for spelling mistakes or poor grammar (which make you look lazy or careless);
- Finally, when sending a hard copy of your CV, never fold it and always include the application letter;
- Always print the CV and application letter on the best available quality paper and send them in an A4 size envelope.



FINAL TIPS

- A good CV and application letter are marketing tools for yourself - but always tell the truth and don't exaggerate!
- Google, check the internet to learn from some examples.
- A good CV and application letter are no guarantee that you get the job. However, they do boost your chances considerably of getting that face to face interview and leaving 90% of the competition behind.



WORKSHEET 6.27.1

CV WRITING (2)

IN THIS WORKSHOP

- Introduction
- CV rules
- CV content
- Structure
- Examples



INTRODUCTION

The goal of a CV is to emphasize your strong points and to neutralize your weaknesses.



WHY?

- Avoid vague statements that are not specific enough to carry any weight or meaning;
- The personal profile needs to be punchy and should outline your personal characteristics and should be related to the job you're seeking or applying for.



GOOD EXAMPLE PERSONAL PROFILE STATEMENT

I am a motivated, adaptable and responsible computing graduate seeking a position in an IT company, who will utilize my professional and technical skills developed through past work experiences in this field. I have a methodical, customer-focused approach and a strong drive to see things through to completion.



CV RULES

- Keep it clear!
- Use accents: **Bold**, underlined, don't mix them up
- Make sure the content is relevant
- No typing errors!!
- Not too long and not too short



CV CONTENT

- Personal information
- Professional experience
- Education
- Optional information:
 - extra studies
 - additional tasks
 - skills and qualities
 - references
 - personal profile statement
 - hobbies



BAD EXAMPLE EDUCATION

1991 – 1992 Collingham Gardens Nursery
1992 – 1996 Stamford Primary School
1996 – 2002 Hall Green Secondary School
2002 – 2004 A-Levels Sandwell Sixth Form College

- English: A*
- Mathematics: C
- Biology: B
- Geography: A
- Business: C

October 2004 – June 2007 UCB, Birmingham BSc Psychology



WHY?

- The entries of this section need to be in the reverse chronological order (i.e. most recent first);
- Omit irrelevant and outdated education;
- Expand on important education (e.g. degree) and list some of the relevant modules;
- Don't forget: maintain the same structure and format throughout your CV!



CV CONTENT (2)

Questions to ask yourself when you want to add more information in your CV:

- Does it make me a more suitable candidate?
- Does it leave the reader with unanswered questions?
- Does it keep my CV clear/unambiguous?

If the answers are yes, no, yes: put it in!



BAD EXAMPLE PERSONAL PROFILE STATEMENT

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



GOOD EXAMPLE EDUCATION

2009 – 2013 BSc Computer Science (Hons) Aston University

- 1st Class Degree with Professional Placement

Relevant modules:

- Professional and Social Aspects of Computing (73%)
- Data Modelling and Database Systems (59%)
- Understanding Information Systems (93%)
- Information Security (67%)
- Human-Computer Interaction (80%)

2007 – 2009 BTEC National Diploma in IT Hall Green College

- Grade Achieved: Triple Distinction*

2000 – 2007 Bournville Secondary School

- 8 GCSEs at grades A*-C.



BAD EXAMPLE PROFESSIONAL EXPERIENCE

2011 – Present IT Support Assistant ABC Electronics Ltd.
2008 – 2011 IT Admin Dana Corporation
2006 – 2008 IT Assistant M&M Electric Vehicles Ltd.
2005 Cleaner K Lacey Ltd.
2003 – 2005 Housekeeper Plaza Hotel
2002 Packer Packaging Products Ltd.
2000 – 2001 Cleaner TB Group Inc.



WORKSHEET 6.27.1

CV WRITING (2)

WHY?

- For each entry the following is required: name of the company worked in, start and end dates (month/year format), job title and main tasks performed;
- Omit irrelevant or otherwise insignificant work experience;
- Do not use many jargon or technical terms (many readers will not understand);
- The presentation of the information (i.e. layout) is equally important as the content.



GOOD EXAMPLE PROFESSIONAL EXPERIENCE

Jun 2008 – Present IT Manager Maplins

- Mentoring and training new IT staff;
- Researching, installing and configuring new computer systems;
- Ensuring that all relevant licensing laws are adhered to;
- Keeping up to date with the latest technologies.

Oct 2003 – Jun 2008 IT Support Officer Ladypool Warehouse Ltd.

- Provided extensive IT support to internal and external stakeholders;
- Installed and configured computer hardware operating systems and applications;
- Monitored and maintained computer systems and networks;
- Resolved, diagnosed and solved network problems and relevant software faults.



FINAL TIPS

- A good CV is a marketing tool for yourself - but always tell the TRUTH and don't exaggerate!
- Google, check the internet to learn from some examples.
- A good CV and application letter are no guarantee that you will get the job. However, it does boost your chances considerably of getting that face to face interview and leaving 90% of the competition behind.



GOOD EXAMPLE PROFESSIONAL EXPERIENCE (2)

1999 – 2003 IT Admin West London Council

- Produced requirements documentation (diagrams and workflow);
- Maintained the computer network and information systems.

1996 – 1999 Various jobs Retail (sectors)



BAD EXAMPLE HOBBIES AND INTERESTS

I enjoy dancing, hiking, playing football, bird-watching and going to Church on Sundays.



WHY?

- Do not mention any irrelevant hobbies on your CV that do not add additional value to your application;
- Do not disclose political or religious affiliations;
- Avoid listing too many hobbies; when will you have time to focus on the job?



GOOD EXAMPLE HOBBIES AND INTERESTS

I enjoy reading non-fiction books, solving puzzles and socializing with friends and family.
(for a business analyst job)



WORKSHEET 6.27.2

CV WRITING

Introduction

A CV is a short overview of your education, your certificates and diplomas and the skills you have. It is very important to draw up a good CV, especially when the competition is high. It is important that your strengths are easily visible. A CV is all about emphasizing your strengths and neutralizing your weaker points.

CV rules

It is likely to come across a lot of competition when you are applying for a job. When there are a lot of applicants, the chance that your CV will only be looked at very briefly is great. It is therefore crucial that important information is easily visible.

Rule number 1

You should make it as easy as possible for the person reading your CV. Also, the layout is very important.

Other rules for a good CV

- Keep it clear and explicit
- Use fonts like bold or italic, but not too much
- Make sure that the content is relevant for the job you are applying for
- No typing errors!
- Don't make it too long (or too short)

CV Content

Now you know the rules, it is important to know what information you should put into your CV.

1 Personal data (name, address, telephone number, email, date of birth)

2 Professional experience

Work chronologically: the most recent work experience at the top. Add month and year. For each of your jobs, give a short explanation of your tasks/activities. Use max. 3 lines or use bullet points for each work experience.

3 Education

List your education including the name of the school. Also use month and year. Recruiters want to know how long it took you to finish your education, if you have any gaps, etc. Again, start with the most recent training and work back.

4 Additional information

You have to ask yourself if additional information is in fact relevant. Don't forget rule number 1, your CV has to be unambiguous and clear! Unnecessary information makes your CV ambiguous, vague, and unclear.

WORKSHEET 6.27.2

CV WRITING

Examples of additional information:

- Extra courses or studies. More knowledge means you are of more value. An extra course also shows that you are eager to learn and determined to succeed.
- Additional tasks: voluntary work, activities you did at a club or union.
- Skills: languages, computer skills, anything else you find relevant to add.
- Qualities: this is optional. You could list some of your qualities: team player, analytical, problem solver.
- Personal part: just like what is said about qualities, this bit is optional. It can be used to tell something more about your personality. You could add a section with hobbies. Hobbies can reveal something about your personality. Someone who lists playing chess and reading books might be more suitable for an office job than someone who lists skydiving and bungee jumping. You could also give a short personal profile at the beginning of your CV.

Questions to figure out whether you should add something or not:

- Does it make me a more suitable candidate?
- Does it leave the reader of my CV with unanswered questions?
- Does it keep my CV clear/unambiguous?

If your answers are yes, no, yes: put it in!

Structure

Now you know what information to add or to leave out. Next, it is important to find the right structure. The structure of your CV is of great importance to get a picture of your qualities as a candidate. Think about what you want to emphasize and put that first. The more at the bottom of the list, the less likely that it might be noticed.

If you don't have any relevant professional experience yet, it is a smart thing to start with your qualifications (education) and with some personal information.

WORKSHEET 6.28

WRITING AN APPLICATION LETTER

WRITING AN APPLICATION LETTER

- What is it?
- What should it look like?
- Tips and more hints



THE APPLICATION OR COVER LETTER

- A one-page document
- Addressed to the hiring manager
- It explains why you are an ideal candidate for the job
- How you could add value to the company
- It goes beyond your CV/resume



TEMPLATE APPLICATION LETTER (4)

Complimentary close
Respectfully yours,

Signature:
Handwritten signature (for a hard copy letter)
Typed signature



MORE HINTS

- Use several shorter paragraphs or bullets rather than one large block of text so that your letter is easy to read;
- Don't try to adjust the layout until you have finished the application letter as well as your CV. When you've finished check it all, you will probably remember other items to insert;
- Your application letter and CV should be carefully checked for spelling mistakes or poor grammar (which make you look lazy or careless);
- Finally, when sending a hard copy of your application letter, never fold it and always include your CV;
- Always print the letter and CV on the best available quality paper and send them in an A4 size envelope.



TEMPLATE APPLICATION LETTER

Contact information
Date
Salutation
Body of application letter

- First paragraph
- Middle paragraphs
- Final paragraph

Complimentary close
Signature



TEMPLATE APPLICATION LETTER

The first section
Information on how the employer can contact you.

Contact Information
Name
Address
City, State, Zip Code
Phone Number
Email Address

Date



FINAL TIPS

- A good CV and application letter are marketing tools for yourself - but always tell the truth and don't exaggerate!
- Google, check the internet to learn from some examples.
- A good CV and application letter are no guarantee that you get the job. However, they do boost your chances considerably of getting that face to face interview and leaving 90% of the competition behind.



TEMPLATE APPLICATION LETTER (2)

Salutation
Dear Mr./Ms. ...Last Name,

Body of the application letter

- Which position you are applying for;
- Why the employer should select you for an interview;
- How you will follow-up.

First paragraph of the body

- Why you are writing: the position you are applying for;
- Include the name of a mutual contact, if you have one;
- Request for an interview or appointment.



TEMPLATE APPLICATION LETTER (3)

Middle paragraphs of the body:

- What you have to offer the employer;
- Make strong connections between your abilities and the employer's needs;
- Mention specifically how your skills and experience match the job you are applying for. Interpret your CV, don't repeat it;
- Try to support each statement you make with a specific piece of evidence.

Final paragraph of the body:

- Conclude by thanking the employer for considering you for the position/the interview/appointment;
- Include information on how you will follow up.



WORKSHEET 6.29.1

TO APPLY FOR A JOB IS TO SELL YOURSELF

IN THIS WORKSHOP

- How do I introduce myself?
- Tips for preparing the job interview
- What are my qualities?
- Much needed qualities
- Questions



HOW DO I INTRODUCE MYSELF?

- Background
- Work experience (and tasks you performed)
- Most important knowledge and competences
- What do you want and look for in a job?



QUESTIONS AND PRACTICE

What do you want to ask, to discuss or practice?



TIPS FOR PREPARING A JOB INTERVIEW

- Read the vacancy well
- Know the company
- Know yourself and your qualities
- Ask questions!
- Be on time and dress smart



WHAT ARE MY COMPETENCES?

- Qualities
- Knowledge qualities (diploma)
- Skills qualities (experience)
- Behaviour qualities (examples)
- Don't be modest
- Weaknesses



TIPS

- Make your competences concrete
- Quantify where possible
- Tell what positive things other people have said about you
- Show that you find your qualities important
- Take care that your non-verbal and verbal communication about your qualities match



MUCH NEEDED QUALITIES

- Motivation
- Adaptability/flexibility
- Teamwork/working together
- Positivity: trust and optimism
- Confidence



WORKSHEET 6.29.2

HOW TO APPLY FOR A JOB?

Prepare yourself well!

A few things that are very important:

- Read the job description well; know something more about the company than what is written in the ad.
- Know yourself and know your strengths.
- Prepare questions to ask the person you have a job interview with.
- Be on time!
- Dress smart!

What do you say about yourself?

During the start of a job interview you will be asked to tell something about yourself. It is important to prepare this question well, so that you can give a good answer and leave a good impression behind of yourself. In a brief answer of about three minutes you can talk about:

- First, you tell something about your background, like where you grew up, what education you had. You can say something about subjects you particularly enjoyed while at school or things you were good at.
- If you have already worked somewhere, you can tell something about your professional experience, where you worked, what your job title was and which tasks and responsibilities you had.
- After this, you tell something about your competences.
- Finally, you say something about what you want and look for in a job, your motivation to apply for this job.

Your competences

You need to know what your strengths are. We call this your competences or qualities.

Thinking about yourself in terms of competences or qualities might feel a bit strange at first sight. Naming your positive characteristics might feel as if you're bragging a bit. But when you're applying for a job you should never be too modest or shy. You have to be able to sell yourself. Therefore, it is very important to emphasize your qualities.

Competences and qualities can be divided into knowledge, skills and behaviour or attitude. So, it is important to know what your competences and qualities are, but apart from that it is also important that you can prove that you really have these competences. Knowledge can be proved by diplomas. Skills can be shown by giving examples how much experience you have with something (like typing, sewing, talking to customers). Behaviour or attitude is a lot more difficult to demonstrate. The best way to do this is to give examples of situations in the past where you showed this behaviour or this attitude. Some examples of professional behaviour are: taking initiative, listening, being accurate, friendly or structured.

WORKSHEET 6.29.2

HOW TO APPLY FOR A JOB?

Your weaknesses

Apart from having positive competences and qualities, everybody also has his/her weaknesses. You should never say in a job interview that you don't have any weakness because everybody does. Expressing a weakness shows the employer that you can be critical about yourself. It also shows that you are able to deal with your weaknesses. Sometimes a weakness can be a quality at the same time. When you are a very critical person (which can be seen as a weakness), it can actually work out very well in a job where you need to work very accurately.

Which qualities are most wanted?

Every job will require different qualities, but there are a few that are important in every job. Try to remember these and mention some in your job interview, provided that you can prove that you really possess these qualities:

- Motivation/effort
- Flexibility/adaptability
- Working in a team
- Positivity: trust and optimism
- Confidence

Tips

Make your achievements concrete (When? With whom? Where? With which result?).

Make it as detailed as possible, use figures and dates where you can.

Tell which positive things other people have said about you: for example, my teacher always tells me I'm.... or my friends call me.....

Show that you find your qualities very important and that you value them.

Make sure that your non-verbal behaviour, your body language, reflect what you say. If you say you're enthusiastic or confident, you need to make sure that your body language shows the same!

WORKSHEET 6.30

HOW TO SUCCEED AT INTERVIEWS?

AIMS OF THE SESSION

- Help you to understand what are the key factors to successful interviews
- Explore some fears many people have of interviews
- Increase your self-confidence in conducting an interview
- Understand what employers are looking for when they call you for an interview



QUESTION

What do you fear most when you go for an interview?



BEFORE THE INTERVIEW

- Be confident, Hongera sana! Believe you can succeed
- Research as much as you can on the organisation - what do they want you to achieve in this role?
- Look at the job description in detail - match your experience with that
- Know absolutely everything about your CV/Application form - no slip ups on the day
- Practice with a friend



READY FOR THE INTERVIEW

- Sleep well
- Arrive well in advance - plan for heavy traffic/delays. Do NOT be late
- Try not to read up too much the night before - relax and get some sleep
- Dress professionally - if you are not sure; be safe and dress smartly (overdressed is much better than underdressed)
- Drink some water to calm down your nerves
- Look forward to it... You want this job...



THE ANSWER IS SIMPLE....

- Through careful preparation, we can get rid of most of our fears
- Acknowledge your weaknesses before you go for an interview
- Some fears are natural, but we also have to accept that some will be outside our control (e.g. what other candidates have to offer)



KEY THINGS NOT TO DO...

You make big mistakes when you:

- don't answer the question
- talk too much
- don't talk enough
- try to cover up your past / exaggerate your experience / lie about your experience
- forget that you REALLY want this job



ASK YOUR FRIEND

- What are the 2 questions that you would hate to answer at an interview?
- What are the 2 questions that you think the hardest to answer?



COMMON QUESTIONS IN AN INTERVIEW

Tell me a little about yourself?

There is no need to explain about your childhood, hobbies or primary school. Instead this is an invitation to convince the interviewer what you can offer the company due to your professional education, vocational training or internship experience. Yes, you can describe your co-curricular activities, your interests or part time work provided they have some relation with the job you are applying for.

As you have to prove your credibility for the job, it is important to explain how you have become attracted to this particular kind of job, company and what your key accomplishments are in the previous job. Again the time allotted to a particular candidate will be limited and hence one should make most of the interview by focusing on the above-mentioned points.



YOU WILL MAKE MORE CHANCE TO GET THE JOB WHEN YOU....

- make your competences concrete
- quantify where possible
- tell what positive things other people have said about you
- show that you find your qualities important
- are sure that your non-verbal and verbal communication about your qualities match



FACTS ABOUT INTERVIEWERS

- They believe you can do the job! You have shown this on your CV or application form
- They want to see the best in you - they are not there to scare you
- They might be bored before you enter the room. Your challenge is to wake them up with your brilliance!



COMMON QUESTIONS IN AN INTERVIEW (2)

What's your biggest weakness?

One should not confess something big but one should consider a weakness that is real, understandable, work related and relatively harmless. The interviewer is always in search for your ability of self-assessment and they want to see your commitment and your efforts for self-development. Select a weakness that can be looked at in a positive as well as in a negative way. Anyhow, your weakness should not directly be related to the job you are applying for.



COMMON QUESTIONS IN AN INTERVIEW (3)

What experience do you have in the field?

- Mention specific information related to the position you are applying for
- If you don't have any experience in the respective field, you just tell that you have completed your vocational training



HOW TO SUCCEED AT INTERVIEWS?

COMMON QUESTIONS IN INTERVIEW (4)

Do you consider yourself successful?

- One should always answer 'yes', followed by a brief explanation
- The best answer should be like this: 'Yes I can consider myself successful as I have achieved some of the goals that I have set and for the remaining goals I am well on track'



COMMON QUESTIONS IN AN INTERVIEW (5)

Are you a team player?

- Working together as a team is the key point in achieving a greater goal than one could have achieved individually
- So, reply quickly with a fine example of being a team player. You can present examples from your school days, your sports-team or from your vocational training period
- You can mention your previous work in which you assisted your colleagues in several team projects as a member or as a team leader



COMMON QUESTIONS IN AN INTERVIEW (6)

Tell me about your life at College or Vocational training

- School and vocational training are full of opportunities, so the interviewer wants to find out which qualities you have gained in that period to develop a good professional attitude
- No need to look at your past regretfully, pointing out any unsuccessful things. Rather present what you have learnt in a positive way, so that the interviewer can assess your capability. In all cases be honest, whether your experiences were good or not



COMMON QUESTIONS IN AN INTERVIEW (7)

What salary do you expect?

- A direct or odd answer can work to your disadvantage. Rather say something like: 'it's a tough question, but I think I have contributed the best of my ability in my previous job and I will do the same in every new job. So, the salary range should reflect the appreciation of my skills.'
- You can also continue in a different way (after having shown your qualities) by asking the salary range for this position. On the basis of this, you can express your expectations. Take a wide range.



A SUMMARY...

- Have confidence in yourself
- Prepare yourself as much as you can
- PRACTICE, PRACTICE, PRACTICE!
- Get feedback
- Try to enjoy it!



