



# YOUTH LIVELIHOODS MENTORING WORKBOOK



August 2017  
Publication Number M0128

# **Youth Livelihoods Mentoring Workbook**

**August 2017**

**Publication No. M0128**

The Peace Corps is committed to providing access and reasonable accommodations to individuals with disabilities. Should you require this material in an alternate format, please contact the Office of Civil Rights and Diversity at 202-692-2139 or [ocrd@peacecorps.gov](mailto:ocrd@peacecorps.gov).

### **Acknowledgments**

The Peace Corps *Youth Livelihoods Mentoring Workbook* developed under the Let Girls Learn initiative (Peace Corps Publication No. M0128) is a compilation of activities that Peace Corps Volunteers and other youth workers can use and adapt to foster and maintain a mentoring relationship with youth in their community in order to build their livelihood skills. The activities have been selected according to their suitability in informal situations and their educational value, especially in the countries where the Peace Corps is serving.

Peace Corps Youth and Volunteerism Specialist Karen Scheuerer (Programming Unit), and Community Economic Development Specialist Adam Beebe (Programming Unit) conceived of the workbook concept, content, and unit themes.

Returned Peace Corps Volunteer and consultant Travis Burke and co-consultant Claudia Pompa created the workbook activities.

Beebe and Scheuerer led a collaborative editing process with major contributions from the following Peace Corps staff: Felicia Cenusă (PC/Moldova); Diana Djaloshi (PC/Albania); Merita Fehmiu (PC/Kosovo); Hyzri Halimi (PC/Kosovo); Ashley Hodgson (PC/Nicaragua); Raju Kandel (PC/Nepal); Davaabat Munkhnyam (PC/Mongolia); Teo Neparidze (PC/Georgia); Lisa Powers (LGL Regional Advisor); Lindita Redzeqi (PC/Macedonia); Tika Revishvili (PC/Georgia); Vinyela Rodríguez (PC/Costa Rica); Cris Rojas (PC/Ecuador); Leila Salimova (PC/Kyrgyz Republic); Stepan Shoyan (PC/Armenia); Iva Sinani (PC/Albania); and Monique Widyono (gender specialist).

Christine Chumbler, contractor, provided further editing and layout services.

## CONTENTS<sup>1</sup>

<b>About These Tools</b> .....	<b>1</b>
<b>About This Workbook</b> .....	<b>2</b>
Why Livelihood Skills? .....	2
The 12 Core Livelihood Skills in this Workbook .....	2
<b>Why Mentoring?</b> .....	<b>5</b>
What is Mentoring?.....	5
Benefits of Mentoring .....	5
Is Mentoring the Right Role for You?.....	6
<b>Important Considerations</b> .....	<b>8</b>
Gender Considerations.....	8
Cultural Considerations.....	9
Youth Participation and Community Support.....	10
Adaptation and Translation.....	11
Monitoring, Evaluation, and Reporting.....	11
Child Protection Guidelines.....	12
<b>ACTIVITIES</b> .....	<b>13</b>
<b>Unit 1: Self-Awareness</b> .....	<b>14</b>
Self-Awareness 1 Skills (E).....	15
Self-Awareness 2 My Existing Skills: A Self-Assessment .....	19
Self-Awareness 3 Positive Role Models .....	24
Self-Awareness 4 My Community, My Support (E).....	29
<b>Unit 2: Independence and Positive Self-Concept</b> .....	<b>34</b>
Independence and Positive Self-Concept 1 Confidence .....	35
Independence and Positive Self-Concept 2 Presenting for Success .....	40
Independence and Positive Self-Concept 3 Positive Work Mindset (E) .....	45
Independence and Positive Self-Concept 4 The Entrepreneurial Mindset (E) .....	50
<b>Unit 3: Goal Setting</b> .....	<b>55</b>
Goal Setting 1 My Life Goals .....	56
Goal Setting 2 Motivation .....	60
Goal Setting 3 Business Goals (E) .....	63

---

<sup>1</sup> (E) indicates a session specially focused on entrepreneurship skills.

Goal Setting 4 Training to Accomplish Goals .....	68
<b>Unit 4: Planning and Monitoring .....</b>	<b>73</b>
Planning and Monitoring 1 Action Plans .....	74
Planning and Monitoring 2 Building Business Plans (E) .....	79
Planning and Monitoring 3 Timelines .....	85
Planning and Monitoring 4 Monitoring and Evaluation.....	89
<b>Unit 5: Commitment.....</b>	<b>95</b>
Commitment 1 Persistence .....	96
Commitment 2 Risk-Taking (E) .....	101
Commitment 3 Capital and Investments (E) .....	107
Commitment 4 Preparing for the World of Work.....	111
<b>Unit 6: Decision Making.....</b>	<b>114</b>
Decision Making 1 Information Seeking (E) .....	115
Decision Making 2 The Decision-Making Process .....	120
Decision Making 3 Cost-Benefit Analysis (E) .....	126
Decision Making 4 Feedback.....	133
<b>Unit 7: Opportunity Seeking and Initiative .....</b>	<b>138</b>
Opportunity Seeking and Initiative 1 Opportunity Identification (E).....	139
Opportunity Seeking and Initiative 2 Initiative (E) .....	144
Opportunity Seeking and Initiative 3 The Marketplace Walk (E).....	148
Opportunity Seeking and Initiative 4 Being a Forward Thinker .....	153
<b>Unit 8: Higher-Order Thinking.....</b>	<b>157</b>
Higher-Order Thinking 1 Problem Solving.....	158
Higher-Order Thinking 2 Critical Thinking.....	161
Higher-Order Thinking 3 Teamwork (E) .....	166
Higher-Order Thinking 4 Adaptability (E).....	171
<b>Unit 9: Communication.....</b>	<b>175</b>
Communication 1 Active Listening.....	176
Communication 2 Getting Your Point Across.....	181
Communication 3 Managing Conflict.....	186
<b>Unit 10: Persuasion .....</b>	<b>190</b>
Persuasion 1 Customers, Clients, and Employers (E) .....	191
Persuasion 2 Credit and Loans (E) .....	196

Persuasion 3 The Competition (E) .....	200
Persuasion 4 Building a Team (E) .....	204
<b>Unit 11: Networking and Social Skills .....</b>	<b>208</b>
Networking and Social Skills 1 Networking (E).....	209
Networking and Social Skills 2 Peer Pressure and Peer Support .....	214
Networking and Social Skills 3 Working with a Partner or Employer (E) .....	219
Networking and Social Skills 4 An Introduction to Marketing (E) .....	225
<b>Unit 12: Self-Control .....</b>	<b>230</b>
Self-Control 1 Self-Control .....	231
Self-Control 2 Self-Discipline and Scheduling .....	235
Self-Control 3 Changing Goals.....	238
Self-Control 4 Innovation (E) .....	241
<b>Mentoring Best Practices .....</b>	<b>244</b>
Focusing on Relationships and Social Skills Development.....	244
Mentoring for at Least a Year.....	244
Bridging Cultural Differences .....	244
Establishing Formal Mentoring Programs.....	245
<b>Mentoring Checklist .....</b>	<b>246</b>
<b>Appendix.....</b>	<b>248</b>
Peace Corps Child Protection Policy (MS 648) .....	248
Attachment A to MS 648 Child Protection Code of Conduct .....	251
Letter to Parents About Mentoring.....	252

# About These Tools

---

This workbook is one of a number of tools produced by *Let Girls Learn* that is intended to provide Volunteers, staff at the Peace Corps' posts, and counterparts with guidance needed for them to feel comfortable, competent, and motivated to promote and implement activities that:

- Increase girls' leadership and overall perceived sense of agency
- Improve opportunities for girls to attain quality education
- Increase community engagement, including with men and boys, in support of positive, gender-equitable norms that facilitate girls' education and full participation in economic and community life

The programming highlighted in these tools takes tried-and-true Peace Corps activities and builds on them through the addition of evidence-based standards as well as tools and materials to support training and implementation. Peace Corps post staff may select from a targeted set of anchor activities that reflect the priorities identified in their project frameworks, meet a certain level of quality standards, and are easily implementable by Volunteers. These anchor activities have the following elements:

- Evidence-based: built on the evidence base in gender and community development, as well as the Peace Corps' experiences and best practices in six sectors (Agriculture, Community Economic Development, Education, Environment, Health, and Youth in Development).
- Sustainable: interventions are lasting and sustained over a period of time considering long-term, community-level ownership and sustainability, rather than one-time activities or events.
- Feasible: interventions that most generalist Volunteers can implement with community partners, based on community resources and the contexts where Volunteers live and work.
- Scalable: replicable by Volunteers and counterparts in different contexts and interventions that most Volunteers can be trained to implement using global standards for quality practice.
- Appropriate:
  - *Relevant and integrated*: relevant to the country context and specific gender issues and integrated into the existing projects targeting the same individuals, organizations, and communities.
  - *Age and sex/gender*: reflect understanding of and relevance for specific developmental stages, age, sex, and gender.
- Quality implementation: Volunteers and community counterparts implement the activity with integrity following the quality standards and checklists.

# About This Workbook

---

The Peace Corps Youth Livelihoods Mentoring Workbook is designed for a Peace Corps Volunteer to use when mentoring a youth (or small group of youth) in order to build their livelihood skills. The Peace Corps defines youth as young people between the ages of 15 and 24 who are transitioning from childhood to adulthood. Using this workbook will contribute to a young person's development of 12 core skills that evidence has shown increase the likelihood of leading to a productive livelihood. Each workbook unit contains three or four sessions that address one of these 12 skills.

Whether youth in the community aspire to a job, a career, or starting their own enterprise, the skills built through completion of this workbook will better prepare them to effectively identify, use, and communicate their strengths, relate to others, make decisions to achieve their livelihood goals, and positively contribute to their communities.

## Why Livelihood Skills?

“Youth livelihood programs engage and support youth most of whom are already economically active and focused on the immediate needs of their households in their pursuit of sustainable and socially constructive livelihood pathways.” USAID, Youth Livelihoods Development Program Guide

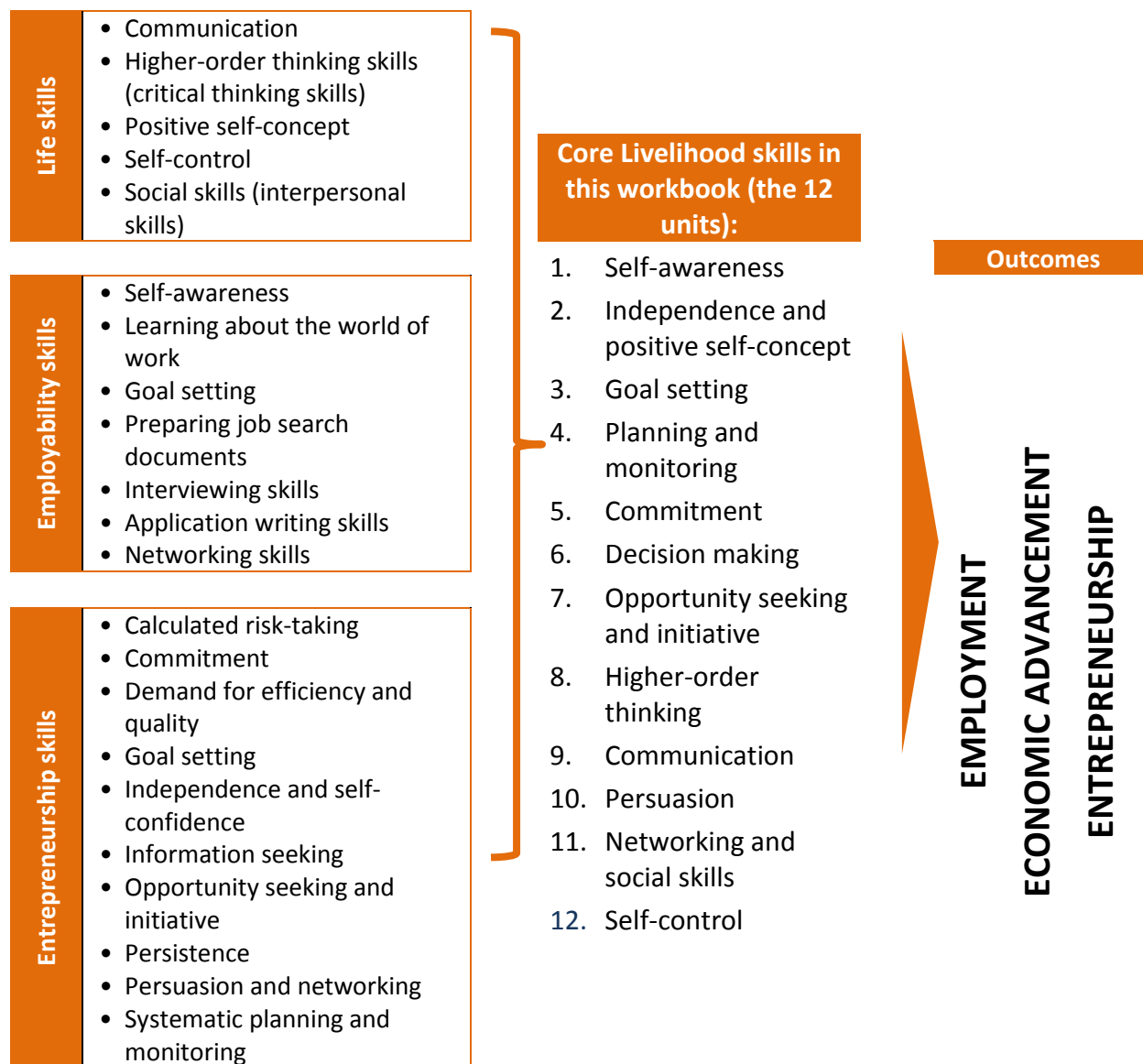
In many of the countries where Peace Corps Volunteers serve, a significant portion of the youth population is neither in school nor employed in the formal economy. Jobs that lead to careers are scarce, and even youth who do complete formal education often do not possess the skills that employers value most. The rapid global growth of the younger demographic combined with limited economic growth in many countries also means youth will need to create their own economic opportunities, but many lack the skills to do so. In certain contexts, young women face specific challenges related to seeking employment and participating in economic life, including gender norms and expectations about their role in the family and community.

A growing evidence base shows that livelihoods skills rival academic and technical skills in their ability to predict positive employment and earning outcomes. Youth may pursue a number of different activities to piece together a livelihood. Your role as mentor is to help youth develop the critical livelihood skills that will support them in their individual path.

## The 12 Core Livelihood Skills in this Workbook

The 12 core livelihood skills included in this workbook draw from well-established life skills, employability skills, and entrepreneurship skills that are highly correlated with productive livelihood. By no means is this a comprehensive list of livelihood skills. However, these skills are applicable across fields and contexts, and valuable for youth regardless of their specific employment, economic advancement, or entrepreneurship goals.





Each of the 12 units in this workbook begins with a definition of the core livelihood skill covered in that unit.

### How to Use This Workbook

This workbook was designed with maximum flexibility in mind. Choose the units and sessions that are most relevant to the youth mentee, his/her interests, and the realities of opportunities for youth in the community and beyond. The following are a few key considerations for how to use this workbook.

**Adapting sessions.** This workbook fosters discussion on livelihoods through activities. The sessions include a variety of exercises, questions, and prompts that encourage an open and honest discussion of livelihood topics. These are not meant to be exclusive. A mentor should not be afraid of “going off the page” and creating their own activities, questions, and prompts that are more relevant to their mentee’s specific situation.

**Key takeaways.** Each session ends with a space where the youth mentee may write a key takeaway or two from the session. Encourage the mentee to complete this section of each session; doing so will result in a rich list of takeaways they can refer to in the pursuit of their livelihood goals.

**Sequence of units and sessions.** The workbook units are intended to build upon one another, so working through them in order is generally recommended (but not mandatory). There are three main pathways through this workbook:

- **Work through all sessions,** unit by unit and session by session. This pathway is best for youth who have not previously participated in livelihood programs and who have limited livelihood skills.
- **Choose individual units and sessions.** For youth who have previously participated in livelihood programs or been part of a self-inventory of skills or similar assessment, choose the most relevant workbook units and sessions.
- **Select entrepreneurship-focused sessions.** Several sessions in this workbook specifically address entrepreneurship skills and are thus particularly well-suited for youth who are inclined to entrepreneurship as a possible livelihood. Look for the entrepreneurship marker (E) to identify these sessions.

**Vocabulary and language.** Each session includes a list of relevant vocabulary. These may be words that are unfamiliar to the mentor in the local language, so it is important to become familiar with them before starting the session with the mentee. Otherwise, the language used in the sessions is simple, recognizing that the language levels of Volunteers and the mentees may make conversation difficult if they stray too much into technical terms.

**Materials.** For each session, participants will need pens/pencils, the vocabulary bank, and this workbook. Some sessions require additional materials, which are noted in the session description.

# Why Mentoring?

---

Every young person has the potential for successful healthy development, and all youth possess the capacity for positive behaviors. Current research in youth development suggests that the supportive, caring adults in a teen’s life may be the most important developmental asset for their positive growth. Research from the Search Institute found that young people need people in their lives who express care, challenge growth, provide support, share power, and expand possibilities. Furthermore, there is strong evidence to suggest that effective mentoring, which is sustained over time, is high quality, and emphasizes skill-building between a young person and an adult,<sup>2</sup> may be a key resource in the lives of youth.

Mentoring brings value to mentees, who have an opportunity to gain wisdom from someone with experience who is able to see a bigger picture and who may possess another perspective. Caring mentors have the chance to invest themselves in someone who seeks what they have to offer.<sup>3</sup>

## What is Mentoring?

Mentoring is a relationship where a mentor, through support, counsel, friendship, reinforcement, and constructive example, helps another person (usually a young person) reach his or her work and life goals. Although many people may equate mentoring with friendship, mentoring has its roots in the professional world. Mentoring principles and practices have perpetuated the continuity of art, craft, and commerce dating back to ancient times where masters taught, coached, and guided the skills development of apprentices.

In a youth mentoring relationship, the mentor facilitates the development of a young person by sharing their expertise, values, skills, perspectives, attitudes, and knowledge of resources. This allows the mentee to build their own skills and knowledge and develop their future goals. Mentors emphasize the mentee’s growing self-reliance and seek to avoid the risk of overreliance or dependence on the mentor.

“Development” in a mentoring relationship is a means of identifying and encouraging growth. In mentoring relationships, the mentee’s personal and professional development goals should stay at the center of activities and conversations. Two-way development is encouraged through the sharing of resources and time with each other. Youth mentoring also gives the mentor a chance to enhance skills and knowledge areas by continuously reassessing and building upon those areas.

## Benefits of Mentoring

A variety of research has found several positive outcomes for mentees as a result of effective mentoring, including:

- Education: Youth who are being mentored are more likely to complete high school and pursue higher education.

---

2 Lerner, R., Christopher Napolitano, Michelle J. Boyd, Megan K. Mueller, and Kristina S. Callina. “Mentoring and Positive Youth Development.” Handbook of Youth Mentoring. Los Angeles. 2014 Second Edition, p. 17.

3 Triple Creek Associates. “Mentoring Guide for Mentors.” 2002.  
<https://d3n8a8pro7vhmx.cloudfront.net/aosa/pages/35/attachments/original/1408327939/MentorGuide.pdf?1408327939>

- **Career:** Effective mentoring has been proven to help youth find, prepare for, and succeed in work. Mentoring can expand one’s personal network, which can in turn help youth find and secure employment. Furthermore, youth can gain insights into the pros and cons of various career options and paths through mentoring relationships including constructive feedback on professional and personal development areas.
- **Psychological well-being:** Youth can improve self-esteem and life satisfaction as a result of ongoing and supportive mentoring relationships. Mentoring also helps increase self-awareness and self-discipline.
- **Healthy behaviors:** Youth who are being mentored are less inclined to engage in risky behaviors such as alcohol and drug use, and are more likely to use birth control and increase their physical exercise.

### Is Mentoring the Right Role for You?

By and large, youth appreciate mentors who are supportive, caring, and willing to assist them with activities that support academic, career, social, or personal goals. The longer the relationship continues, the more positive the outcome, and youth are more likely to benefit from mentoring if their mentor maintains frequent contact with them and also knows their families.

A potential mentor should consider these questions:

- What experiences and learning can I bring to the mentoring relationship?
- What are my own expectations for the relationship?
- Are there any obstacles that could impede the relationship’s development?

It is important to understand the expectations and assumptions that both the mentor and the mentee have about the mentoring relationship. They should begin with a discussion of each other’s goals for the relationship. How frequently they will meet in person? Will they communicate via phone or e-mail and set up a means of contact in case of an urgent issue? Addressing expectations at the beginning of a mentoring relationship helps avoid confusion about roles and responsibilities.

If a potential mentor has concerns about whether they are ready to take on this role, this basic mentor motivation inventory adapted from P. Caddick’s “Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook” can help them self-assess whether this is right for them. For each item below, the potential mentor should put a check in the “yes” column if the reason listed reflects why mentoring is appealing. If it is not, the potential mentor should put a check in the “no” column. Concrete examples can illustrate each answer.

My Motivation to Mentor	Yes	No	Examples
I like it when others seek me out for advice or guidance.			
Helping others learn is personally rewarding.			
I enjoy sharing my specific knowledge.			

Collaborative learning is fun.			
I am energized by working with people who are different than me.			
I seek out opportunities to further my own growth.			
I want to be a mentor because...			
My experience will contribute to this relationship by...			

Source: Adapted from Caddick, P. "Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook." 2009. [www.pcaddick.com/Mentoring%20workbook/Full%20mentoring%20workbook%20for%20PDF%20link.pdf](http://www.pcaddick.com/Mentoring%20workbook/Full%20mentoring%20workbook%20for%20PDF%20link.pdf)

# Important Considerations

---

## Gender Considerations

Gender-related norms and expectations play an important role in shaping relationships. The way boys and girls are socialized from early childhood influences so many things, including help-seeking behavior, expectations about the role and importance of friendships, valuing of intimacy and connection versus autonomy, and interactions with the opposite sex, including the role of authority figures and potential mentors who are of the opposite sex. Peace Corps Volunteers who are formal or informal mentors in their communities may want to consider how the above factors can affect relationships with their mentees. The mentoring relationship also provides an opportunity to assist mentees with negotiating gender-related barriers and challenges to achieving their full potential. The initial evidence in this area suggests that:

- Girls and young women may value building connections versus independence in relationships, relying on a mentor for support, while boys and young men may prioritize wanting to appear self-contained.
- Mentoring relationships may develop differently for girls and boys. It may take longer to build a relationship with girls and young women, but, in general, that relationship will last longer. Girls and young women tend to express greater satisfaction with longer-term relationships that focus on emotional support. This kind of support can be particularly important for girls in times of stress.
- For girls and young women, a mentor can provide an invaluable sounding board for identifying how they might deal with gender-related challenges including, for example, discriminatory school and employment practices and societal norms that impede their full participation in school and in the community.
- Mentoring relationships can also play a vital role in boys' and young men's lives, especially during critical transitional times. While boys and young men may focus more on action versus support and learning opportunities (i.e., practicing technical skills), the mentoring relationship also offers a safe space for them to work through any challenges they may be facing. Mentors also serve as role models for young men negotiating the role of masculinities in their lives.

It is important to consider the role of gender when thinking about matching mentors and mentees. In general, matching mentors with mentees of the same sex may provide significant benefits and safeguards. Matching mentors and mentees of the same sex is especially important in any situation where there may otherwise be a perception of a sexual relationship. In many contexts, it may be culturally inappropriate for girls and young women to have a male mentor. Matching with the same sex may also be particularly helpful for girls and young women who may not have had female role models in their lives. For both young men and women, having a mentor of the same sex can facilitate discussion around sensitive topics.

Mentoring activities related to livelihood skills might be affected by specific gender considerations. It is a good idea to use PACA or other participatory tools before beginning activities to better understand the different roles, strengths, needs, vulnerabilities, and aspirations of women and men, girls and boys, and the roles they are expected to take on in the family and in the community. In some contexts, young women may not be encouraged to pursue entrepreneurial interests or develop financial literacy skills.

They may face obstacles related to seeking employment or participating in decisions related to control over money. While this workbook is not intended to transform social and community gender norms, recognizing them allows a mentor to more effectively use activities in this workbook to support mentees in reaching their goals.

## Cultural Considerations

Mentoring offers Peace Corps Volunteers and mentees a chance to explore cross-cultural differences, expand perspectives on the world, and increase exposure to different cultures. Nonetheless, sensitivity is called for in adapting suggested activities to ensure that they are culturally appropriate. When considering cultural norms in a mentoring relationship, it can be helpful to think of different dimensions of culture, such as concepts of time, self, locus of control, and power distance. For each cultural dimension, potential mentors should explore where their host community falls on the cultural continuum and where their own cultural norms fall, and then consider ways to structure the mentoring relationship to close that gap and connect with their mentee.

Common cultural dimensions that can result in misunderstandings are listed below, along with ways to consider bridging the cultural divides. For more information on cultural dimensions, see the Peace Corps' *Culture Matters*.

### Concept of Time

Is the concept of time fixed or flexible? People with a fixed time perspective value deadlines and schedules; they view interruptions negatively, as something to be avoided, and expect undivided attention. To be late is bad. At the other end of the continuum, people with a flexible concept of time see interruptions as a part of life and schedules and deadlines as a loose guide. Late is simply late.

*Potential ways to bridge gaps:* If you and your mentee fall on different ends of this continuum, try to cross to their side of the continuum by not setting fixed times for meeting, but instead stop by to see them at home or after school. Invite them to stop by your home or place of work. Then, stop what you are doing when they show up and spend time together.

### Concept of Self

Is "self" defined individually or collectively (based on membership to a group/s)? People with an individualist perspective value self-reliance, personal freedom, and independence. Identity is a function of one's personal characteristics and individual achievements. At the other end of the continuum, people with a collectivist perspective value interdependence, and association with the group ensures well-being of the individual. Identity is the function of group membership.

*Potential ways to bridge gaps:* Especially in the beginning of the relationship, the mentor shouldn't press too hard for the mentee's opinions as this might be new for them. Instead the mentor might ask what their family thinks or how their friends approach something. The mentor could also offer a number of different ideas or options and ask them to select one, instead of expecting the mentee to generate their own ideas.

### Locus of Control

Is the individual in control of their life outcome, or is their future determined by fate? A person with an internal locus of control (self-determination) believes they can control or change their destiny. They typically think, "If I make the effort, I can do or be whatever I want. There are few things I can't change and must just accept." In contrast, a person with an external locus of control believes that people don't have control over their destiny. They might say, "There are limits to what I can do or be. There are many things I have to live with and accept."

*Potential ways to bridge gaps:* Although a mentor may want to encourage their mentee to think big and believe that anything is possible, it might be more prudent to explore what they believe they can influence. Start small and expand horizons slowly.

### **Power Distance**

Is power based on equality or hierarchy? People with an equal view of power often see power as achieved. Differences in power and status tend to be minimized. Everyone can voice their opinion regardless of status, and taking initiative is rewarded. People with a hierarchical view of power often see power as ascribed. Inequalities in power are a natural way of life and formality is a way of showing respect. It is not OK for people in lower positions of power to express their opinion, especially if it differs from that of authority, and taking initiative is discouraged.

*Potential ways to bridge gaps:* A mentee may treat the mentor in a hierarchical way, deferring to the mentor's ideas and not offering suggestions or ideas of their own. This may run counter to the egalitarian relationship the mentor is trying to foster. The mentor should work on this slowly by asking for their ideas before suggesting any, encouraging the mentee to write or draw their ideas before discussing them, or offering several options and asking them to choose one. The mentor should encourage and praise the mentee when they take initiative even in very small ways.

The evidence on cross-cultural or cross-racial mentoring relationships highlights value in the following:

- Find similarities or shared interests between mentors and mentees—this can be a better base for the relationship than simply cultural or ethnic similarities.
- Create safe opportunities to explore differences in order to expand exposure to those who are not the same.
- Find ways for a mentee to explore their racial or ethnic heritage within the mentoring relationship (Sanchez et al. 2014).

The Peace Corps is committed to providing a safe and positive environment in all aspects of work, especially when working with children and young people. Therefore, it is important that Volunteers who are mentoring youth review and follow the Peace Corps Child Protection Code of Conduct. Volunteers are also encouraged to review the code of conduct with their counterparts and their mentee's parents, included as the Code of Conduct in the Appendix.

### **Youth Participation and Community Support**

There are a few important youth development considerations to keep in mind when using this workbook:

- **Participation:** Youth participation refers to the contributions young people make to the design and implementation of policies and programs that affect them, their communities, and their nations. Youth programs are most successful when they increase youth engagement from tokenism to full partner-level contributions. Research has clearly demonstrated that the more involved youth are in making program decisions, in planning events and activities for their benefit and enjoyment, and in being actively engaged in program evaluation, the more successful those programs will be. Involving youth in decision making also provides them additional opportunities to learn life skills and interact with adults.
- **Community Systems Strengthening:** Quality youth development occurs both inside and outside youth programs. Youth are raised in their families, peer groups, schools, religious institutions,



and communities. Volunteers conduct Participatory Analysis for Community Action (PACA) programs to map these relationships and maximize their support. For example, Volunteers use permission slips to link host organizations, support parenting classes, and invite leaders to events and to support club participants.

The evidence on cross-cultural or cross-racial mentoring relationships highlights value in the following:

- Find similarities or shared interests between mentors and mentees; this can be a better base for the relationship than simply cultural or ethnic similarities.
- Create safe opportunities to explore differences in order to expand exposure to those who are not the same.
- Find ways for a mentee to explore their racial or ethnic heritage within the mentoring relationship.<sup>4</sup>

Volunteers may want to talk with the Peace Corps' programming and training staff to get suggestions of how to set up and structure time with a mentee with consideration for cultural norms.

There are additional Peace Corps resources that could be helpful in the context of youth mentoring. (To access these links, first sign into your PCLive account.)

- [Youth Mentoring Workbook](#)
- [Role of the Volunteer in Development, Volunteer as Mentor, toolkit #6](#)
- [Life Skills and Leadership Manual](#)
- [Working with Youth: Approaches for Volunteers](#)
- [Culture Matters](#)

### **Adaptation and Translation**

Since the workbook is designed to be used by a Peace Corps Volunteer mentor and youth mentee, the mentoring activities should be translated into the local language. This will allow the mentor and mentee to communicate more easily using the activities and reflection questions as a guide. Ideally, the mentoring activities will be bound in a notebook to ensure that the mentee has a place to write their ideas as well as a way to refer back to earlier activities. If mentoring activity workbooks are printed for youth, it is recommended that the Volunteer uses this to aid in communicating with their mentee. Posts should facilitate the translation of this workbook into local languages and ensure those translated versions are available to Volunteers.

### **Monitoring, Evaluation, and Reporting**

The importance of monitoring, evaluating, and reporting Peace Corps activities cannot be overstated. Monitoring and evaluation are critical for building a strong, global evidence base around positive youth development, gender education, and empowerment, and for assessing the interventions being implemented to enhance these.

At the global level, tracking progress using the Peace Corps' Standard Indicators (SI) and Cross-Sector Programming Priorities (CSPPs) forms the basis for our understanding of our program reach and its

---

<sup>4</sup> Sanchez, Bernadette, Yari Colon-Torres, Rachel Feuer, Katrina E. Roundfield, and Luciano Berardi. "Race, Ethnicity, and Culture in Mentoring Relationships." Handbook of Youth Mentoring. Los Angeles. 2014 Second Edition, p. 153.

effectiveness across diverse contexts. This is also important at the program level as the purpose of monitoring and evaluation is to track implementation and outputs systematically and determine when changes may be needed. Monitoring and evaluation forms the basis for modification of activities and assessing their quality.

Volunteers should report all of their activities to their posts and headquarters using the Peace Corps Volunteer Report Form (VRF) and refer to relevant Standard Indicators and CSPPs that align with the specific activity design and intent. As a reminder, all Volunteers doing activities in any of the six sectors that seek to promote gender equality or remove gender-related barriers to access or participation should report under the Gender Equality and Women's Empowerment/GenEq CSPP (GenEq).

### **Child Protection Guidelines**

As a foundation of all agency programs, the Peace Corps takes a serious and proactive approach to ensure all of its activities are safe for children and youth. This approach is outlined in the Peace Corps Child Protection Policy (MS 648), which holds Peace Corps staff and Volunteers to a high standard of responsibility for ensuring the safety and protection of the youth with whom they interact. The guidelines and code of conduct contained in MS 648 apply to children under the age of 18.

This publication provides guidance and suggestions to help Volunteers manage youth in a positive and safe manner. There are underlying principles and clear guidelines of which Volunteers must be aware and that must govern the activities described in this publication. Please see the full policy in Appendix A of this publication or, for employees, on the Peace Corps intranet.

# ACTIVITIES

---

# Unit 1: Self-Awareness

---

Self-awareness is the skill of being conscious of and understanding our emotions as they occur and as they evolve. It not only improves confidence and self-esteem, it helps us interpret the world and critically evaluate our role in it. Effective self-awareness informs all our decisions. In this workbook, self-awareness is developed through self-assessment and acknowledgment of the mentee’s role in the community.

Unit sessions:

- 1. Skills (E) ..... 15
- 2. My Existing Skills: A Self-Assessment ..... 19
- 3. Positive Role Models..... 24
- 4. My Community, My Support (E) ..... 29

## Self-Awareness 1

### Skills (E)

#### Session Objective

In this session, you will learn about skills and their role in the search for sustainable livelihoods. By the end of the session, you will be able to recognize the importance of skills and the differences in skill types; you will also know your own skills and learn which ones you want to develop.

#### Preparation

##### *Vocabulary*

- Skills—The ability to do something well
- Basic Skills—The typical skills needed to function in society, such as reading, writing, listening, speaking, and counting
- Livelihood—The various ways an individual earns money and supports himself/herself in order to achieve his/her personal and professional goals and live the way he/she desires.
- Livelihood Skills—The skills needed to achieve an individual’s livelihood goals
- Soft Skills—A broad set of skills that enable an individual to effectively navigate work and personal situations, work well with others, perform well, and achieve goals
- Hard Skills—Technical, vocational, and academic skills that enable an individual to perform the task-oriented aspects of a job
- Entry-Level Skills—The minimum skills required to gain entry into the world of work
- Entrepreneurial Skills—A set of specific behaviors and competencies that enable an individual to identify market opportunities and transform them into successful growth-oriented enterprises
- Technical Skills—The specialized mechanical, computer, mathematical, and scientific skills that are increasingly important for jobs in the modern era
- Skills Mismatch— A situation in which an individual’s skills don’t match the skills needed for available jobs and other economic opportunities
- Mentor—An experienced and trusted guide or advisor

#### Introduction

In this session, we will examine the role that various categories of skills play in your search for a sustainable **livelihood**. **Skills** are the ability to do something well. While skills are incredibly important in the search for livelihood, most employers note a major skills mismatch for today’s youth. A **skills mismatch** is a situation of imbalance wherein the level or type of skills available do not correspond with the labor market’s needs. If you are seeking employment or starting your own business, you need to have a number of skills, and to be trained in the skills that will help you throughout your life. The main goal of this session is to start thinking about your skills, how they are categorized, and how you can improve and use them to support your livelihood.

**Activity 1: Skills on the Job**

*Work individually*

Think about the skills you would need for these different jobs:

- Teacher
- Farmer
- Shop employee
- Businessperson
- Doctor

*Together with your mentor*

Discuss the skills with your mentor.

- Why do you think these skills are important?
- Are there skills that you haven't listed?
- How do these people use their skills? How did they get their skills?
- Are their skills specific to their work? Do they have overlapping (transferable) skills?

**Activity 2: Types of Skills**

*Work individually*

Think of possible types of skills you have currently, or could develop. Use the skills list provided at the end of this session to categorize and identify skills for livelihoods:

- Skills needed for work
- Skills needed for life
- New skills and current skills

Soft Skills	Hard Skills	Entry-Level Skills	Entrepreneurial Skills	Emerging Skills

*Together with your mentor*

Discuss these different skills:

- Do you think some skills overlap with each other? Which ones?
- Which skills do you think are most important?
- What is the difference between types of skills? How does knowing the difference help you?

### **Critical Thinking Questions**

Discuss with your mentor:

- Why do you need skills? How can they help you in your livelihoods?
- What do you think are the most important skills in business?
- Why does knowing your skills help you?
- How can you categorize your skills? Is this helpful?
- Do you know people who possess different skills? How can this help you in life? In livelihood?
- What are the emerging skills sought in your community? Your region? Globally?
- Where can we find training to develop skills we need to strengthen?
- What is the difference between soft and hard skills?

### **Key Takeaways**

Write down one or more key takeaways from this session:

**Activity 1 & 2: List of Skills (Add more skills as you think of them)**

Goal orientation

Dependability

Flexibility

Social skills

Initiative

Task management and prioritization

Team work and collaboration

Professionalism

Communication skills

Problem solving

Critical thinking

Decision making

Logical reasoning

Self-control

Self-confidence

Self-awareness

Positive attitude

Active listening

Writing skills

Speaking skills

Computer skills

Foreign language skills



## Self-Awareness 2

### My Existing Skills: A Self-Assessment

#### Session Objective

In this session, you will be introduced to self-awareness by identifying and valuing skills and acknowledging weakness to help build a positive self-image. At the end of the session, you will have recognized your skills and weaknesses, and completed a self-assessment.

#### Preparation

##### *Vocabulary*

- Weakness—skills that are difficult or not well developed and in need of improvement
- Self-assessment—an evaluation of one’s own skills, including both strengths and weaknesses
- Self-awareness—the ability to identify and express one’s own attributes, feelings, motives, and desires

#### Introduction

In this session, you will focus on skills, strengths, and weaknesses. As you learned in the first session, skills are an ability to do something well, from technical skills like knowing how to knit or sew, to personal skills like listening or empathy. Strengths are those skills you possess. **Weaknesses** are areas where you can improve your skills.

A **self-assessment** is an evaluation of your strengths and weaknesses, and how they affect your life.

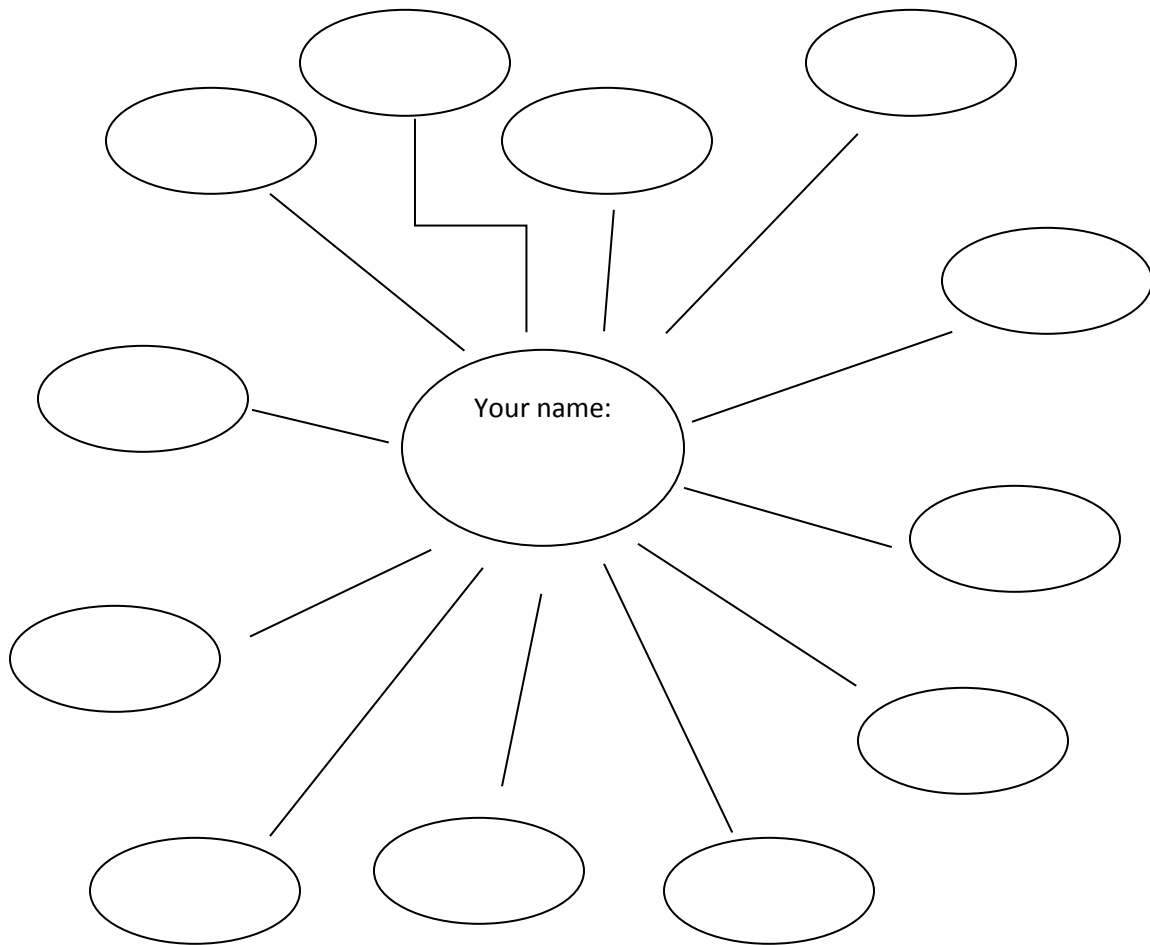
By conducting a self-assessment, you are practicing **self-awareness**, a conscious knowledge of your own character, and a core livelihood skill. Self-awareness is necessary in both your personal and professional lives; it helps you evaluate where you are, where you want to go, and the realistic steps you can take to reach your destination. If you are self-aware, you can better plan for and make changes as you become an adult. Entrepreneurs who have self-awareness can recognize when they need help in certain areas; employees who are self-aware understand their skills and can speak about them at length in job interviews. Completing this self-assessment will help you arrive at self-awareness, so that you can track how you are doing along your journey.

### Activity 1: Mind Mapping Strengths

*Work individually*

Below is a mind map, a visual representation of you (in the middle) and all of the skills you possess. Fill out the mind map by first writing your name in the middle circle. In each of the surrounding circles, write one skill you possess. The collection of these skills represents your strengths. Your skills may include:

- Soft Skills—Abilities like teamwork, initiative, confident speaking
- Hard Skills—Technical abilities such as computer skills, advanced mathematics, or engineering
- Other Skills—Languages spoken, artistic abilities, culinary skills



*Together with your mentor*

Discuss your skills/strengths.

- What strengths are you most proud of?
- What strengths do you think are most important?
- What strengths do you hope to add?
- How do you discover your own strengths? Do you have different strengths when you are with family? Friends? In the workplace?

**Activity 2: Skills and Their Effects**

*Work individually*

Next to each of the skills you wrote in the mind map, write down one way the skill positively affects one of the following aspects of your life

- Family
- Friends
- Education
- Work

*Together with your mentor*

Discuss how your skills affect the groups above.

Work together to fill out the sentences below, and discuss why those skills are important to each group.

Example: "Because I *am a good reader*, I can help *my family* by *reading stories to my sisters*."

Because I \_\_\_\_\_, I can help \_\_\_\_\_ by \_\_\_\_\_.

Because I \_\_\_\_\_, I can help \_\_\_\_\_ by \_\_\_\_\_.

Because I \_\_\_\_\_, I can help \_\_\_\_\_ by \_\_\_\_\_.

Because I \_\_\_\_\_, I can help \_\_\_\_\_ by \_\_\_\_\_.

Because I \_\_\_\_\_, I can help \_\_\_\_\_ by \_\_\_\_\_.

### Activity 3: Assessing Your Weaknesses

*Work individually*

Understanding skills you can build or improve is important to your self-awareness. Identify three weaknesses or areas where you face difficulties that you would like to improve. Think about the following questions:

- What are these weaknesses and why are they important?
- Do these weaknesses cause problems in your life?
- How do you know what causes you difficulties?

Weaknesses or areas of difficulty you'd like to improve:

---

---

---

---

---

---

*Together with your mentor*

Discuss the weakness you have.

- Where would you like to improve the most? Why?
- What skills do you feel you are missing?
- Why do you think it is important to know where you face challenges?

### Critical Thinking Questions

Discuss with your mentor:

- Why is it important to know your strengths? Your weaknesses?
- Why are self-assessments important? What can you learn from them?
- How can self-assessments help you in your livelihoods? In the search for work? In starting a business?
- Can you perform self-assessments regularly? Should you?
- How do self-assessments increase your self-awareness?

### Key Takeaways

Write down one or more key takeaways from this session:

## Self-Awareness 3

### Positive Role Models

#### Session Objectives

In this session, you will understand the importance of role models as guides, and recognize the similar traits you share with your role models.

#### Preparation

##### *Vocabulary*

- Positive role model—a person with skills, traits, values, and attitudes that you admire and wish to emulate
- Traits—distinguishing qualities or characteristics that define who you are

#### Introduction

In this session, you will identify role models in your life and examine how you can use role models to build a positive self-concept through shared traits, values, and skills.

**Positive role models** are people who you look to for inspiration, people who have faced challenges and overcome them. Positive role models can act as guides (much like mentors) throughout your life, whether you choose to find employment or go into business for yourself. By identifying your positive role models, you can also identify the traits they have that you believe will be important for your future.

**Traits** are the characteristics that define a person. Your role models can act as guides well after these sessions end. Positive role models can promote self-awareness if you recognize how they have faced similar challenges and have similar traits to you.

Role models exist in all forms. They can be businesspeople you admire, your favorite teachers, sports figures, or even groups of people who are making the world a better place. In business, it is good to develop positive role models, examine how they have faced challenges, and to imagine yourself in similar situations. Many companies and entrepreneurs have modeled themselves after their role models, trying to use the same traits that made their role models successful.

Positive role models can be found within your community—parents, teachers, leaders, successful businesspeople, and beyond. They all share similar traits that are worthy of respect and emulation. You should think of role models as signposts for how to behave properly, and consider that your personal traits may not be so different from those of your role models.

### **Activity 1: Traits I Admire**

*Work individually*

Think about the traits you admire. Select them from the list at the end of this session, or add your own:

- Why do you admire these traits?
- What do these traits mean to you?

*Together with your mentor*

Discuss these traits with your mentor.

- Which traits do you admire most? Why?
- How do people close to you represent these traits?
- What traits do you possess?
- Refer to the skills you identified in the mind map activity in the previous session. Do any of the skills you listed give you ideas of which traits you possess?

### **Activity 2: Role Models**

*Work individually*

Think of people who inspire you, or who you would consider as role models:

- Local role models in your community
- Regional role models in other nearby communities
- National role models
- Global role models

*Together with your mentor*

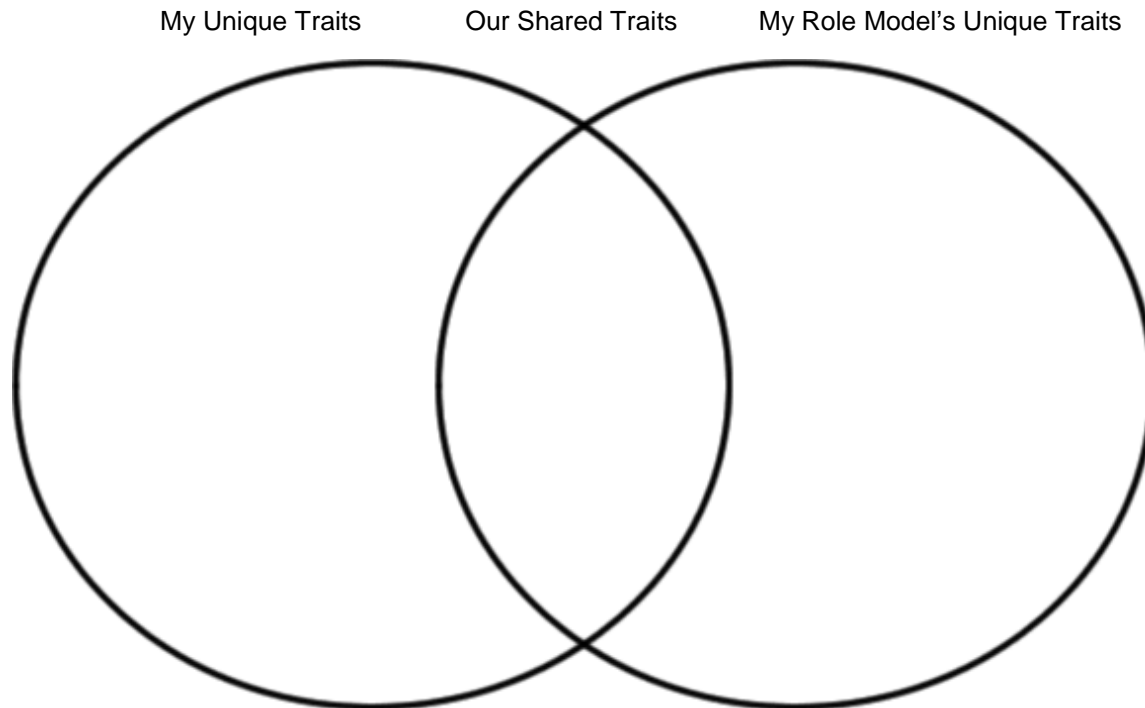
Discuss role models with your mentor:

- Why are these role models important?
- How do they represent the traits you chose?
- What makes them special? What have they accomplished?
- Why did you choose these role models? How can they help you as guides for the future?

### Activity 3: Venn Diagram

*Work individually*

Think of the traits you selected earlier in this session. Which of those traits do you share with your chosen role models? Put your separate traits in one circle and your role model's traits in the other. Where the circles overlap, write down your shared traits.



*Together with your mentor*

Discuss the traits you and your role models share:

- What are these traits?
- Why do you think you share these traits?
- What challenges have your role models faced that are similar to challenges you have faced?
- How can you be more like your role model?



## Critical Thinking Questions

*Discuss with your mentor:*

- How does having role models support your personal and professional development?
- How can you find positive role models?
- Who are role models in your community that can help with your personal and professional development?
- How can you recognize yourself in your role models?
- What challenges have your role models faced? How can you relate these challenges to your life?
- How does having positive role models increase your self-awareness?
- How might your role models change as you age?

## Key Takeaways

Write down one or more key takeaways from this session:

**Activity 1: Traits I Admire**

Accountable

Adaptable

Adventurous

Challenge-seeking

Charitable

Community-minded

Competent

Competitive

Cooperative

Courageous

Creative

Educated

Efficient

Ethical

Family-oriented

Friendly

Honest

Honorable

Humorous

Independent

Influential

Integrity-minded

Intellectual

Joyous

Leadership

Loyal

Open

Peaceful

Powerful

Principled

Punctual

Religious

Responsible

Self-reliant

Sociable

Spiritual

Stable

Strong

Teamwork-minded

Traditional

Truth-telling

Wise

## Self-Awareness 4

### My Community, My Support (E)

#### Session Objective

In this session, you will be introduced to the concept of community support: how to access it, what it means, and its different aspects. By the end of the session, you will recognize the benefits of support within your community and be able to identify the different types of support communities.

#### Preparation:

##### *Vocabulary*

- **Community**—any group of people who share something in common, such as a place to live, values, beliefs, experiences, interests, and goals
- **Community of practice**—a group of people who come together because of shared desire to learn about a specific field or area of knowledge
- **Community of trust**—networks that have developed a sense of trust in the worth of qualifications and institutions in a certain field or topic
- **Networking**—the process of exchanging information and building relationships with other individuals who share your interests or livelihood goals
- **Support**—assistance or encouragement, either financial, emotional, or physical in nature

#### Introduction:

In this session, you will focus on how your **community** can support you in your choice of livelihood. Identifying communities of **support** will be important to you, as often you may not realize you have varied pillars of support that can help you. Developing community support is an important aspect of self-awareness, as it will help you understand you are not alone, there is support for your ventures, and you can ask for help from multiple sources. Communities are groups of people sharing common characteristics. Different community groups surround you—your parents, educators, peers, fellow workers—and provide different support: financial, emotional, physical, training, and more. You may not recognize the different types of support you receive, but it is important to learn about potential support as you pursue your livelihood. Often, there are different community groups that may be beneficial to you of which you might not even be aware.

**Communities of practice** are networks that emerge from a desire to work more effectively or to understand more deeply among members of a specific group. These could be groups focused on youth business, agricultural improvement associations, or specific market groups focused on certain products.

**Communities of trust** are networks that have developed a sense of trust in the worth of qualifications and the institutions that deliver them. These communities might be professional associations, training groups, or certifying organizations that allow them to differentiate themselves from the crowd.

**Networking** is the process of interacting with others to exchange information and develop contacts, especially in regards to business. Other sessions will focus heavily on building and utilizing networks, but here the key is to recognize that networking is an important piece of accessing community support.

### Activity 1: Who is Your Support Network

*Work individually*

Think about the people who are part of the support groups your community:

Support Groups	Who is in them?	How do they support you?
Family		
Friends and Peers		
Educators		
Community Organizations		
Businesspeople and Other Organizations		

*Together with your mentor*

Discuss the varied communities with your mentor.

- Who makes up the support groups in your community? Who makes up your family? Your peers? Your community at large?
- What are those people doing? How do they support you?
- Can you approach the people in your community for support?
- Do different groups offer different types of support? Which are most important for your personal and professional development? For employment? For starting a business?
- What groups specifically can help you with starting a business? How?

## Activity 2: Recognizing Types of Support

Work individually

Think about starting a new business, starting a new job, or moving to a new city.

- Who are the community groups that can support you?
- What type of support can they give? Financial? Work-related? Emotional? Connections?
- What are the benefits of the different types of support?
- How would you approach each of these community groups for support?

Community Group	Type of support for a new activity
Family <i>e.g., Parents</i> <i>Siblings</i> <i>Relatives (Aunts and Uncles)</i>	e.g., My parents can introduce me to a friend who is looking for a new employee.
Friends and Peers	
Community Organizations	

*Together with your mentor*

Discuss the chart and the questions above.

- What are the various types of support? Why are each important?
- What types of support might be available in the community that you haven't yet imagined?
- Is one type of support more important to you than the others?
- What types of support are most important for starting a business? For employment?

### **Activity 3: Different Communities**

*Work individually*

Think of the following definitions, and what they mean to you:

- Communities of trust
- Communities of practice
- Networking

*Together with your mentor*

Discuss communities of practice and trust. Another mind map can be made for networking if appropriate.

- What are communities of practice?
- Why are communities of practice important?
- How can communities of practice help you in your livelihood pursuit?
- What are communities of trust?
- Why are communities of trust important?
- How can communities of trust help you in your livelihood pursuit?
- What is networking?
- Why is networking important?
- How does networking relate to understanding your varied community groups?

Optional mind map



### Critical Thinking Questions

Discuss with your mentor:

- How can your community support you?
- What types of community groups exist, and what type of support can they give?
- How can you access community support?
- What is networking? What are communities of practice? Of trust? How can they support you?
- How does knowing the support you can find in the community help you in your livelihood?
- How does knowing your community help with you self-awareness? Why is support important?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 2: Independence and Positive Self-Concept

---

A positive self-concept includes self-confidence, self-efficacy, self-awareness, and beliefs, as well as self-esteem and a sense of well-being and pride. As youth enter adulthood and become more independent, they will need to make more decisions, and possess confidence in those decisions. Independence is especially important for young entrepreneurs, as is an optimistic outlook. This workbook focuses on developing a new mindset and learning confidence-boosting behaviors.

Unit sessions:

- 1. Confidence ..... 35
- 2. Presenting for Success ..... 40
- 3. Positive Work Mindset (E) ..... 45
- 4. The Entrepreneurial Mindset (E) ..... 50



## Independence and Positive Self-Concept 1

### Confidence

#### Session Objectives

In this session, you will identify confidence as a positive identity trait to support you throughout your transition into adulthood. By the end of the session, you will recognize confidence as an important aspect of self-concept, and develop ways to increase your self-confidence.

#### Preparation

##### *Vocabulary*

- Challenge—a task or situation that requires you to test the limit of your abilities and sometimes step outside of your comfort zone
- Confidence—belief in your abilities to accomplish a goal
- Positive statements—thoughts or words that focus on your skills and strengths
- Preparation—taking the time and effort to plan and get ready for a specific task or event

##### *Additional materials*

- Flip chart

#### Introduction

In this session, you will examine how you assess yourself and your level of **confidence**—your own self-assurance, or belief in yourself—and how to increase that level. When you feel more confident, others also view you as more confident. Identifying and valuing self-confidence are elements of a positive identity and assets in your development. A positive identity and self-confidence make you more likely to engage in positive behaviors and avoid negative, destructive behaviors.

As you go through adolescence, you experience changes in the following four categories:

- Physical—Changes in body size and characteristics
- Mental—Changes in thinking abilities
- Emotional—Changes in the experience and expression of feelings
- Social—Changes in relationships to people

Building confidence requires that you understand these changes and develop systems to mitigate their negative effects. This session works on building that confidence and developing the systems that you can use to reinforce positive self-concepts.

Sometimes, people lack confidence simply because they are unprepared for an event. As you enter adulthood, you face new and unfamiliar situations that may make you feel less confident. However, through **preparation**, you will become more ready to handle these stressful situations.

Often, like many youth, you may have negative self-thoughts, especially during the onset of your adolescence. Turning negative thoughts into **positive statements**, or thoughts or statements that remind you of your good qualities, is a powerful tool.

### Activity 1: Preparation Prevents Poor Performance

*Work individually*

Think of challenges you have faced in the past, and how you prepared for them.

- What were the challenges?
- What did you do to prepare for them?
- Were you able to overcome them?

Now think of some challenges you might face in the future.

- What are some challenges you could face when working?
- What are some challenges you could face in your personal life?
- Are there specific actions you could take to prepare for them?

Challenge	Preparation
e.g., Job Interview	Study the requirements, learn about the position, dress and act professionally
e.g., Getting married	
e.g., Having a baby	

*Together with your mentor*

Discuss how preparation can build confidence in the examples above.

- Why does preparing help develop confidence?
- How would preparing help you for each individual challenge?
- Is it possible to prepare for every challenge?
- What strengths do you possess that can help your preparation?

**Activity 2: Negative to Positive Statements**

*Work individually*

Think about negative statements you have heard, or sometimes think to yourself. Change them into positive statements.

- Do you believe these negative statements? What about the positive statements?
- What makes a statement negative? What makes it positive?
- Why would positive statements help build your confidence?

Negative Statement	Positive Statement
e.g., I never do any worthwhile work.	e.g., My work is important.
e.g., My peers don't like me.	e.g., I have good friends who value me.

*Together with your mentor*

Discuss how to build confidence through positive statements and reinforcement.

- How can you think positively? How does this build your confidence?
- How do negative statements make you feel? Positive statements?
- Can you think of how this would work in a livelihood sense?

**Activity 3: Self-Portrait**

*Work individually*

Draw a self-portrait that reflects your positive aspects. Include images that represent your strengths.



- How does a self-portrait build confidence?
- What do you value in yourself? How can you visually represent these strengths?
- How do you think others see you?

*Together with your mentor*

Discuss how a self-portrait represents strength and self-confidence.

- How do you view yourself?
- Do you think that your friends view you this way? Your parents? How would the people you care about draw you?
- Why did you include these items or strengths? Why are they important to you?
- Why is this self-portrait important to build confidence?

**Critical Thinking Questions**

Discuss with your mentor:

- Why is confidence important? How can self-confidence help in your personal and professional lives?
- What systems can you use to increase your confidence?
- How can confidence relate to the business world? To entrepreneurship? To education?
- How does increased confidence affect your livelihood?

**Key Takeaways**

Write down one or more key takeaways from this session:

## Independence and Positive Self-Concept 2

### Presenting for Success

#### Session Objective

In this session, you will come to recognize the importance of professional presentation, and how presentation helps develop a positive self-concept.

#### Preparation

##### *Vocabulary*

- Professional dress—clothing that is different from your everyday clothing and culturally appropriate for formal situations
- Posture—the way you hold or position your body when standing and sitting
- First impressions—the words a person would use to describe you to someone else after their first encounter with you
- Professional language—a way of speaking that is more culturally appropriate in formal situations
- Presentation—the way you appear to other people, especially in a professional context

#### Introduction

You may already recognize that you use different language and presentation forms in different situations. Different communities will have different norms for dress and language, but you will always need to be able to impress future customers or employers. You may not feel you can be confident in the presence of elders, but by presenting yourself as professional, you develop a positive self-concept that helps get you out of your comfort zone and enables you to see yourself as valuable and serious.

**Professional dress** and **posture** are parts of a **first impression** that others make before we even begin speaking. **Professional language** then reinforces that impression. If you are seeking employment or to start your own business, you should try hard to make good first impressions, and continue to present yourself in a professional manner throughout your career.

You can view your professional **presentation** as a shield or costume, which once put on, allows you to be more confident, to see yourself as a positive member of society who should be respected. You can work with your mentor on this presentation, even doing mock interviews or networking events during this session.

### Activity 1: Dressing Professionally

*Work individually*

Think about how you would dress for a job interview or in a business environment.

- How would you dress if working? When getting ready for an important event?
- What are you presenting with your dress?
- What do people think if you are dressed casually in these instances? If you are dressed professionally?
- How does your dress affect people’s thoughts about you?

*Together with your mentor*

Discuss how dressing professionally changes people’s perceptions.

- What would an employer think if you wore casual clothes to an interview?
- How does dressing professionally make you feel?
- What is professional dress in your community?
- Why would professional dress build your confidence?
- What is meant by “first impressions”?

### Activity 2: Speaking Professionally

*Work individually*

Think about how you would speak in a job interview or in a professional setting.

- Would you use the same sort of language you use with your friends?
- What sort of language would you use?
- Can you make an impression with your words?
- What is appropriate language? What is inappropriate language? Why does this matter?

Read the greeting, introduction, question, and farewell statements that you might say to your good friends. For each of these statements, write down the words you would use in the same situation with your family, elders, an employer, or a customer.

	Greetings	Introductions	Asking Questions	Farewells
Friends	e.g., “Hi!”	“I’m Arina.”	“What do you do?”	“See you!”

	Greetings	Introductions	Asking Questions	Farewells
Family				
Elders	e.g., "Good morning."	"My name is Arina Novak."	"What is your current role?"	"Thank you very much, and I look forward to hearing from you."
Employers				
Customers				

*Together with your mentor*

Discuss how speaking professionally changes people's perceptions.

- Why do you use different types of language with different groups?
- Do you think it is important to speak professionally? Why or why not?
- How do employers' or customers' impression of you change with your language?
- How do you greet a person professionally? How do you introduce yourself? How do you say goodbye?



### Activity 3: Presenting Professionally

*Work individually*

On the first figure below, draw the type of clothes you wear when dressing casually. On the second figure, draw the type of clothes you would wear for work or a professional event. Include words and phrases you would use in each situation.

- How would you dress?
- How would you style your hair, nails, or other aspects of your appearance?
- How would you stand or sit? Why is this important?
- What do you think of your professional presentation?
- How does presenting professionally build confidence?

Me when I dress casually



Me when I dress professionally



*Together with your mentor*

Discuss how the differences between the above drawings demonstrate professionalism, and how presenting yourself professionally builds positive self-concept.

- Why is it important to present yourself professionally?
- What does how you stand or sit say about you?
- How should you act in professional settings?
- Why do you think that presenting yourself professionally helps build your positive self-concept?
- How do your dress, words, and presentation create a first impression?
- Why do you think entrepreneurs want to present themselves as being professional?

### Critical Thinking Questions

Discuss with your mentor:

- How does a professional presentation help you achieve success?
- Do you feel different when you are acting professional? Does it build your confidence?
- Think about your first impressions of others. Do you think of them differently if they dress or speak professionally? Why might this be helpful in business?
- How do you relate presenting for success to positive self-concept?

### Key Takeaways

Write down one or more key takeaways from this session:

## Independence and Positive Self-Concept 3

### Positive Work Mindset (E)

#### Session Objectives

This session introduces a positive work mindset that supports self-confidence. At the end of the session, you will recognize the benefits of a positive work mindset and of self-care.

#### Preparation

##### *Vocabulary*

- Positive work mindset—encouraging thoughts and attitudes about a job and your ability to do the job well
- Positivity—a tendency to focus on the good or desirable aspects of a situation (instead of the negative aspects)
- Negativity—a tendency to focus on bad or undesirable aspects of a situation (instead of the positive aspects)
- Self-care—the process of taking the time to identify your own physical, mental, and emotional needs and dedicating time to fulfilling those needs

#### Introduction

While this session may focus on those seeking employment, there are still themes that can support you if you are a young entrepreneur. Developing a **positive work mindset** is important for those who see work as beneficial and something to control in life. You may have held informal jobs that you did not like, but seeing these entry-level positions as learning experiences helps foster positive changes in life. If you live in a highly agricultural community, you may see aspects of the harvest or farming as boring and unexciting. How can you positively change your work? Can you think of changes in how you work? In how you sell crops? In how you farm?

Negative attitudes may come from outside factors—you may think of yourself as a poor performer in school because your parents did not do well in school. Or you may think that setbacks you have experienced are due to a flaw in your character, when actually these attitudes could be caused by something external.

In many jobs, you may not see yourself as an agent of change, but if you are professional and offer potential solutions, you may make changes. Or you can see how superiors react, and think about what you liked and did not like in that reaction. Empowering yourself to make changes will help you throughout your life.

When you don't take care of yourself, your work suffers. This is important to learn: how to create positive changes in your life and be able to separate yourself from your work when possible. Entrepreneurs might see work taking over their lives and get frustrated, which is exactly why you may need to practice **self-care**. Self-care may take different forms in different communities, but time for reflection or exercise is universal, as is sufficient sleep. When you feel better, you perform better.

### Activity 1: Negativity and Positivity

*Work individually*

Think about a job or task you have had that you disliked doing, then fill out the chart with positive and negative thinking:

- Did thinking about how much you disliked it help you?
- What made the task so bad? Was there any way to change it?
- Was there a way to change from negative thoughts to positive thoughts?
- Could a positive attitude change the task?

Negative Statements	Positive Changes
e.g., My work is boring.	e.g., I can think of ways to improve my work and make it more interesting.

*Together with your mentor*

Discuss how a positive attitude helps develop a positive work mindset.

- What are jobs you have to do, but do not like?
- Do you think you will like every job? What can you learn from each job?
- Why is it important to look at work as a learning experience?
- Do negative thoughts help you? Why would thinking positively help you at work?

**Activity 2: Acting Professional and Finding Solutions**

*Work individually*

When you have problems with your parents, family, or friends, you may often believe those problems cannot be fixed. Yet, somehow, you will find ways to deal with them. Imagine a problem with someone in your life, and how you would deal with it professionally. Use these methods to help react to the following situations:

Potential problem	How would you deal with this problem in a professional manner?
You have a problem with your parents.	
You have a problem with a coworker.	
You feel your job or school is too easy or hard.	
You feel you are not being valued.	
You don't have enough time for work or school.	
You think you are missing opportunities in life.	

*Together with your mentor*

Discuss how to find professional solutions within your country's context.

- Why is it important to address problems professionally?
- How do you address problems? Why is it important to find potential solutions?
- Do you expect change to happen immediately?
- Do you try to view problems from all sides or only your own? Why would this be important?
- How does addressing problems and finding solutions help you develop a positive mindset?

### **Activity 3: Taking Care of Ourselves**

*Work individually*

You may sometimes be so focused on work that you forget to take care of yourself. Think about how you practice self-care:

- Do you have time to do what you like outside of work or school?
- Do you have a community outside of work or school?
- Do you get enough exercise?
- Do you get enough sleep?
- How does taking care of yourself make you a better worker?

*Together with your mentor*

Discuss how self-care is important when developing a positive work mindset.

- Why do you think that taking care of yourself is important?
- How does your life outside of work affect your work?
- Why is it important to make time for yourself?
- Do you feel different if you don't have time for yourself? How do you treat others?
- Why might self-care be especially important if you are an entrepreneur and run your own business?
- Why would practicing self-care support your independence and positive self-concept?

### Critical Thinking Questions

Discuss with your mentor:

- Why should you develop a positive work mindset?
- How does a positive work mindset help you in your livelihoods?
- Why is it important to be positive at work? How can you make sure that you are professional at work?
- Does separating your private life from your work life help you maintain a positive attitude?
- What can you learn from bad experiences? Are you able to make changes?

### Key Takeaways

Write down one or more key takeaways from this session:

## Independence and Positive Self-Concept 4

### The Entrepreneurial Mindset (E)

#### Session Objectives

This session is intended to introduce you to the way an entrepreneur thinks. This session can be used specifically for entrepreneurs or in general. At the end of this session, you will recognize the benefits of thinking like an entrepreneur for both finding employment and starting your own business.

#### Preparation

##### *Vocabulary*

- Initiative—taking action before being asked to by others or forced to by circumstance
- Entrepreneur—a person who seeks opportunities and takes the initiative to transform these opportunities into profitable business situations
- Entrepreneurial mindset—the set of attitudes and beliefs entrepreneurs possess
- Innovation—coming up with a new or better idea, product, system, or way of doing something
- Optimism—hopefulness, positivity, and confidence in successful future outcomes
- Passion—a high level of excitement, commitment, and interest in something (such as a business idea)
- Welcoming change—the ability and willingness to accept new situations, opportunities, outcomes, and possibilities

#### Introduction

**Entrepreneurs** around the world think and act in a very specific way. The **entrepreneurial mindset** (and the behaviors that support it) can be taught and practiced. You may already possess this mindset, but if you do not, you can learn. This mindset works just as well if you are seeking employment, because these same behaviors are beneficial for everyone in the world of work. Multiple definitions of the entrepreneurial mindset exist, but nearly all agree on the following 10 behaviors:

- Persistence
- Opportunity-seeking and initiative
- Fulfilling commitments
- Demand for efficiency and quality
- Taking calculated risks
- Goal setting
- Information-seeking
- Systematic planning and monitoring
- Persuasion and networking
- Independence and self-confidence

None of these behaviors is a specific hard skill, but all of these behaviors can support you in business or employment.



While you may be overwhelmed if you try to learn and practice all these behaviors at once, you can take the time to master them. The most important lesson from this session is to start thinking like an entrepreneur in every aspect of your personal and professional life.

### Activity 1: What is the Entrepreneurial Mindset?

*Work individually*

The following is a list of behaviors that make up the entrepreneurial mindset, including a description of what it looks like to demonstrate each behavior. Think of examples of how you could demonstrate these behaviors in your daily life.

Persistence	Sticks with an activity when most people tend to abandon it	e.g., People know that if I say “yes” and agree to do something, I will not rest until I fulfill my promise.
Opportunity-seeking and initiative	Seeks opportunities and takes the initiative to transform them into business situations	
Fulfilling of commitments	Keeps promises, no matter how great the personal sacrifice	
Demand for quality and efficiency	Tries to do something better, faster, or cheaper	
Calculated risk-taking	Taking well-thought-out risks is one of the primary concepts in entrepreneurship	
Goal setting	Sets goals and objectives that are meaningful and challenging (the most important behavior, because none of the rest will function without it)	
Information-seeking	Gathers information about clients, suppliers, technology, and opportunities	
Systematic planning and monitoring	Acts in a logical way (systematic), decides what to do (planning), and checks along the way (monitoring)	
Persuasion and networking	Influences other people to follow him/her or to do something on his/her behalf	
Independence and self-confidence	Has a quiet self-assurance in his/her capability or potential to do something	

*Together with your mentor*

Discuss how the entrepreneurial mindset can be developed by practicing these behaviors.

- Why do you think these behaviors are important? Are there other behaviors you think are important for entrepreneurs?
- Which behavior do you think is the most important? Which is the least important?
- Which behaviors do you think you have already? Which behaviors are you learning?
- Why would an entrepreneur need to practice these behaviors?
- How do these behaviors promote independence and positive self-concept?

### **Activity 2: Who are Entrepreneurs?**

*Work individually*

Interview entrepreneurs in your community. Prepare your questions for the interview ahead of time. Include questions regarding the 10 behaviors in successful entrepreneurs identified above.

- Do you think they have certain behaviors that make them entrepreneurs?
- What makes entrepreneurs different from others in the community?
- What is one behavior that you think is important?
- How did they become entrepreneurs?
- What is their vision for the future? What are their plans?
- What is their most valuable lesson? What have they learned?

*Note: This interview may be prepared with the help of your mentor in one session, and discussed in another. If you have completed the professional presentation session, use the skills you learned earlier.*

*Together with your mentor*

Discuss what you learned about the entrepreneur and their behaviors.

- What was he or she like?
- What does this entrepreneur do? Is there something that makes this person different from regular business people?
- What are the important behaviors of the entrepreneur? How did they demonstrate them?
- Can you recognize an entrepreneur?
- What is it like to be an entrepreneur in your community?
- What does it take to be an entrepreneur?
- Do you have any business ideas?

### Activity 3: Start Thinking Like an Entrepreneur

#### *Work individually*

Think of a situation where you have encountered something new or thought of a business opportunity. Now think of the differences between how an entrepreneur thinks and acts in that situation and how a regular person might think and act.

- What is the situation?
- What would an entrepreneur do in this situation? Why do you think he or she would do this?
- What would a regular person do? Why?
- What are the differences between the two?
- How would you react?

Now fill out the chart to see how often you practice the entrepreneurial behaviors, with 1 for rare or no practice, and 5 for practicing the behavior every day.

I make plans and stick to them to achieve my goals.	1	2	3	4	5
I find opportunities where others see obstacles.	1	2	3	4	5
I fulfill my duties or tasks in life.	1	2	3	4	5
I try to produce high-quality work.	1	2	3	4	5
I think about risks before taking them.	1	2	3	4	5
I set goals for myself in my work, education, or community life.	1	2	3	4	5
I look for new information on a topic of interest.	1	2	3	4	5
I pursue my goals even when it seems difficult.	1	2	3	4	5
I develop strong networks in business and socially.	1	2	3	4	5
I am confident in my own abilities.	1	2	3	4	5

#### *Together with your mentor*

Discuss how to start thinking like an entrepreneur.

- The entrepreneurial mindset is learned; do you think you can learn it?
- Why do entrepreneurs react differently in certain situations than other people?
- What behaviors help entrepreneurs in new situations?
- If you wanted to be an entrepreneur, where would you start?
- Think about your answers in the chart above. Where and how can you improve?
- What can you learn from entrepreneurs?

### Critical Thinking Questions

Discuss with your mentor:

- Why is it important to start thinking like an entrepreneur?
- Why are entrepreneurial behaviors in demand from employers?
- How can you learn how to be more like an entrepreneur?
- How does thinking like an entrepreneur help develop your independence and our positive self-concept? Are entrepreneurs optimists? Are they confident? Why?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 3: Goal Setting

---

Goals are the oxygen to our dreams. They take us forward in life. Not only do goals keep us focused and motivated, they help us measure our progress. While youth may be familiar with some aspects of it, goal setting in a livelihood context is a critical adjustment. Setting goals, and learning the techniques needed to monitor progress to eventually accomplish those goals, is the takeaway from this unit.

Unit sessions:

- 1. My Life Goals..... 56
- 2. Motivation ..... 60
- 3. Business Goals (E) ..... 63
- 4. Training to Accomplish Goals ..... 68

## Goal Setting 1

### My Life Goals

#### Session Objectives

In this session, you will be introduced to goal setting as a livelihood skill. At the end of this session, you will have practiced long- and short-term goal setting and used the SMART system to set goals.

#### Preparation

##### *Vocabulary*

- Goals—something you want to accomplish or achieve in your personal or professional life
- Long-term goals—goals that usually take a long period of time to accomplish
- Short-term goals—goals that can be accomplished more immediately (usually less than one year)

#### Introduction

You may have many **goals**, especially **short-term goals**, but think about your **long-term goals** as well. Are they general? Vague? Setting specific goals makes it easier for you to achieve your goals, as you can look critically at them and think about what you can realistically achieve. Different people will have different goals, and much will depend on your community's context. You should become comfortable with goal setting, but also with the ability to change goals if needed. The goals you have during adolescence may not be the same ones you will have when you reach adulthood.

Later in this session you will use the SMART system to learn how to set specific, achievable goals. This will benefit you when it comes to your livelihood, as you will be better positioned to use specific goal-setting skills in business, employment, education, or life in general.

### Activity 1: My Life Goals

*Work individually*

Think of the long-term goals—10 years from now—you want to accomplish in your life. Rank those goals from 1 to 7, with 1 being most important to you, and 7 the least important.

Category	Goal	Rank
Career		
Financial		
Education		
Family		
Physical		
Community		
Hobbies		

Next, select the goal you ranked as being most important to you. Below, draw a timeline or a roadmap of what it will look like to achieve this goal. Include the various steps you might need to take.

*Together with your mentor*

Discuss how thinking about long-term goals helps us plan ahead.

- Why do you have these goals? Are some goals more important than others? Why?
- Are all these goals achievable? Which seem most difficult to achieve?
- Why do you think expressing your goals helps with many skills?
- Do you have other types of goals? What are they?

### **Activity 2: SMART Goals**

*Work individually*

Long-term and short-term goals benefit from the SMART system:

S: specific (what will happen?)

M: measurable (how much will happen?)

A: action-oriented (what do you need to do to make it happen?)

R: realistic (big, but possible)

T: time-based (when will the goal be achieved?)

Take a goal from the prior activity and use the SMART system to outline steps to achieve it.

<b>Specific</b>	
<b>Measurable</b>	
<b>Action-oriented</b>	
<b>Realistic</b>	
<b>Time-based</b>	

*Together with your mentor*

Discuss how to use SMART goals in order to increase goal setting.

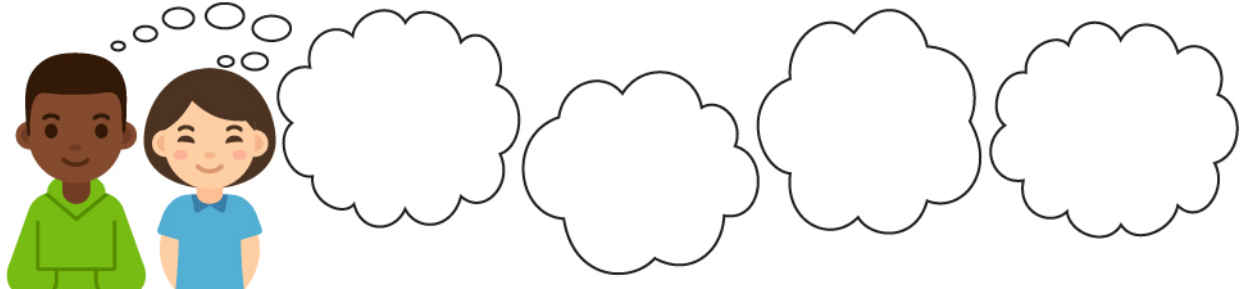
- Do you think the SMART system is effective or not? Why?
- Why should goals be specific? What is the difference between specific goals and general goals?
- Why is it important that goals be attainable? Can you set unattainable goals?
- Can you think of goals that are not relevant to your current situation or interests?
- How do you use goals in your life? Why would setting goals be helpful to your livelihood?



### Activity 3: Short-Term Goals

*Work individually:*

Life goals don't always have to be long term. Think of some short-term goals that you can accomplish in one month, six months, one year, or two years. Write each in a bubble, then think about how you could accomplish them.



*Together with your mentor*

Discuss how to use short-term goals to help with long-term goal setting:

- Why do you set short-term goals? How do they help you with long-term goal setting?
- What are important short-term life goals? What goals do you have coming up soon?
- Do all short-term goals have to be related to long-term goals?
- How can you plan to accomplish your short-term goals?

### Critical Thinking Questions

Discuss with your mentor:

- Why is goal setting an important livelihood skill?
- How does setting life goals help you with planning?
- What are your most important goals? How can you be sure to accomplish them?
- What are your least important goals? Why are they less important?
- How do short- and long-term goals work together?
- Why would entrepreneurs need to be good at goal setting?

### Key Takeaways

Write down one or more key takeaways from this session:

## Goal Setting 2

### Motivation

#### Session Objective

This session is designed to help you understand the motivations behind your life goals

#### Preparation

##### *Vocabulary*

- Motivation—the reasons and interests that shape your goals
- Inspiration—a person or thing that motivates you to achieve your goals

#### Introduction

Many people do not understand or think about their **motivations** for setting certain life goals. This means they are unable to examine their goals and understand why their goals are important to them. You should start to recognize the different types of motivation that define your goals.

Motivation can come from many different sources. You may be **inspired** by local or global leaders, or by your parents or friends. You may be inspired to fix something in the community, or by the thought of money or income. None of these motivations is wrong, but you need to understand them. Entrepreneurs and employees may have multiple motivations for starting a business or getting a job, but they recognize their motivations and make changes if necessary.

#### Activity 1: What are Your Motivations?

##### *Work individually*

Think about a long-term project you have completed; what motivated you?

- Did you want to impress or imitate someone? Did you want to impress yourself?
- What were your motivations? How did they work?
- Did others know your motivations?
- Was the project successful? Did your motivations make it successful?
- Did your motivations change as you worked on the project?

##### *Together with your mentor*

Discuss how motivations influence your goals.

- Why do you have certain motivations?
- What do your motivations say about you?
- Why do motivations change? Is this okay? Why or why not?
- How do motivations help you accomplish your goals?

## Activity 2: Types of Motivation

*Work individually*

What types of motivations do you have? Fill out the chart with possible motivations:

Personal	Physical	Emotional
Business	Family	Success
Educational	Peer-Related	Social or Community

*Together with your mentor*

Discuss the types of motivation.

- Are some motivations stronger than others? Which and why? Draw a star next to motivations from the above table that are the strongest for you.
- Can you set different goals for different motivations?
- What do our motivations tell you about your goals?
- Who is responsible for your motivations?
- Which are the weakest motivations and why?

## Activity 3: Open Discussion

*Together with your mentor*

Discuss how motivations inform our goals:

- Why should you understand your motivations?
- How do your motivations shape your goals? Is this a good thing? A bad thing? Why?
- Motivation can be inspired by people; who inspires you?
- Motivation can also be inspired by our community; what in the community inspires you?
- What is the most powerful motivation for you?

### Critical Thinking Questions

Discuss with your mentor:

- Why does understanding your motivations help with goal setting?
- Why is the ability to recognize your motivations an important skill?
- How can you recognize your motivations?
- How do motivations help entrepreneurs? How do they help you in your livelihood?

### Key Takeaways

Write down one or more key takeaways from this session:

## Goal Setting 3

### Business Goals (E)

#### Session Objectives

This session will introduce you to goal setting for use in business and livelihoods. By the end of the session, you will understand the use of goal setting in business, and practice setting long- and short-term objectives.

#### Preparation

##### *Vocabulary*

- Measurable—actions or plans that can be counted or tracked
- Visionary goals—long-term goals for a business that describe what the business will achieve if it is successful
- Objectives—a specific action that helps you accomplish a goal
- Milestones—a significant achievement or event in time that shows the progress you have made toward achieving a goal
- Consistency—comparing similar goals across time

#### Introduction

While business goals may seem only relevant for the young entrepreneur, setting business goals also works for the young person searching for work. Setting business goals is similar to setting life goals, and the main focus should be on realistic and **measurable** outcomes.

You may be looking to start a small or seasonal business or find entry-level employment, but you should still think about **visionary goals**—big goals that help improve planning and build confidence. Thinking long-term is helpful for both employees and entrepreneurs on any scale.

To arrive at long-term goals, you should focus on specific **objectives** that can be accomplished within the first few months or years. **Milestones** are significant achievements or events that, when they occur, are moments to evaluate the business.

You should practice setting goals for your own business, or for your career or educational hopes. Focus on business goals that are more measurable than life goals, as they focus on profit, employment, or other measurable aims. Realistic goal setting is a livelihood skill that will come in useful as you progress to adulthood.

If you are not interested in starting your own business, this session still can help you think about setting goals that can focus your livelihood. Or you can view this session as a chance to imagine how an entrepreneur thinks, and see whether entrepreneurship may be appealing to you.

### Activity 1: Visionary Goals

*Work individually*

Long-term business goals are the vision of any enterprise. There are four main categories:

- Service goals—Goals focused on customer satisfaction
- Social goals—Goals focused on helping the community
- Profit goals—Goals set to increase profit
- Growth goals—Goals focused on expanding the business' operations

Fill out the chart with visionary goals for one of the following business ideas:

- Fair trade coffee grower
- Internet café
- Veterinarian
- Small produce shop
- Restaurant
- Handicraft shop
- Tourism services

Service	Social
Profit	Growth

*Together with your mentor*

Discuss visionary goals and their impact on a business.

- What is the importance of visionary goals? Why would businesses use them?
- Do even small businesses have visionary goals? How can new, small businesses use visionary goals?
- What would be the most important goal for your business? What would be the least?

- Do you think these are the only categories? What other goals might there be?
- Why would thinking about the larger goals help you if you were looking to be employed at one of these businesses?

### **Activity 2: Smaller Objectives**

*Work individually*

Smaller objectives may be more useful when starting a business. Imagine you are running one of the businesses mentioned in Activity 1. Think about what objectives you would like to accomplish:

- What can you accomplish in the first month? Three months?
- What would you accomplish in the first year? First two years?
- What would be some major milestones when starting a business?
- How can you build consistency across objectives?

*Together with your mentor*

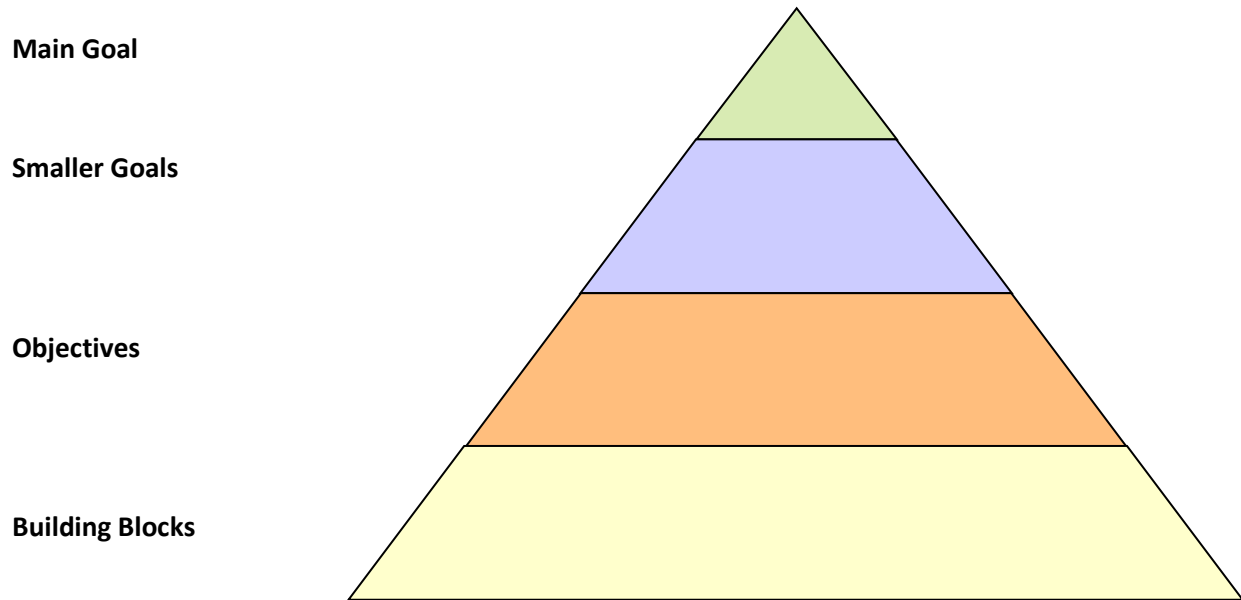
Discuss smaller objectives, milestones, and consistency in goal setting.

- Why are smaller objectives an important part of goal setting? How are they different from visionary goals?
- Why are milestones important? What do milestones tell you about your business?
- Why are early objectives different from long-term goals?
- Why is it important that your objectives be consistent? What can you measure with consistency?
- Why would smaller objectives be important if you only wanted to be employed at this business?

### Activity 3: Building Blocks

*Work individually*

Think about how to use smaller objectives to build toward a larger goal:



*Together with your mentor*

Discuss how to build toward long-term goals with smaller objectives:

- Why do smaller objectives help you accomplish larger goals?
- How do smaller objectives help your planning?
- How can you measure your success in achieving large goals?



### Critical Thinking Questions

Discuss with your mentor:

- What are business goals and why are they important?
- What are the most important business goals? Why?
- Why do businesses have visionary goals? How do visionary goals help them in their day-to-day work?
- Why is it useful to break goals down into objectives?
- How do objectives help you achieve larger goals?
- How does improving your goal-setting skills improve your business goals?
- What business goals do you have?

### Key Takeaways

Write down one or more key takeaways from this session:

## Goal Setting 4

### Training to Accomplish Goals

#### Session Objectives

This session introduces you to the idea of training to accomplish goals. By the end of this session, you will both recognize the value of training and develop a training plan.

#### Preparation

##### *Vocabulary*

- Training— The action of learning, developing, or improving a skill or behavior

#### Introduction

Some goals are easier to accomplish than others. You may not need **training** to accomplish some goals; it just comes naturally. But for difficult goals, you will need to develop training plans. This is true across a number of goals—physical goals, mental goals, community goals, or entrepreneurial goals. Training plans help you stick to a schedule that builds your skills day-by-day and month-by-month. Your task is to recognize the value of a training plan, and figure out the best training plan to accomplish your goals.

You may have many goals and find you need to organize your goals to accomplish all you want. This is the value of a training plan—it organizes goals into specific times and days when you can improve your skills.

Entrepreneurs and employers recognize the value of training; they see training as a search for improvement, and you should do the same. Training does not end with completion of schooling, but continues throughout your adult life.

## Activity 1: Your Goals

*Work individually*

Draw a picture representing your long-term goals:

- How do you represent your family goals?
- Your financial goals?
- Your personal goals?
- Your community goals?



*Together with your mentor*

Discuss this picture and the goals it represents.

- What are your goals? Why did you draw them as you did?
- Why are these goals important to you?
- How could your goals change as you grow older?
- Are these your only goals? What other goals do you have?

## Activity 2: Training

*Work individually*

Think about someone planning to climb a very high mountain.

- What is their training plan?
- What do they have to learn? What do they have to do first?
- Why is training important? How will it help them climb the mountain?
- What if they fail? What should they do next?

*Together with your mentor*

Discuss training plans and how they apply to our goals.

- Does the mountain climber have a plan? Does he or she train every day? Why is this important?
- What is consistency?
- Why is accomplishing your goals like climbing a mountain?
- If you fail, can you start again? What does that tell you about your training?
- How can this be useful for an entrepreneur? For their livelihood?

## Activity 3: Creating a Training Plan

*Work individually*

Think about how to develop a training plan:

Every day, I will

---

---

Every month, I will

---

---

Every year, I will

---

---

**Week 1**

**Week 2**

Week 3

Week 4

*Together with your mentor*

Discuss how training plans help you accomplish your goals and stick to a schedule:

- Why do you use training plans?
- How do training plans help you stick to a schedule?
- How can you track your progress on your goals through a plan?
- Why would entrepreneurs use a training plan? How would this help their livelihoods?

### **Critical Thinking Questions**

For general discussion:

- Why is it important to think about your goals in terms of training?
- Why is it important to have attainable goals? Can you train for very difficult goals?
- What is the hardest training you have ever done? What was the easiest? Do the goals accomplished at the end feel different?
- Who can help you with your training?
- How do entrepreneurs use training to accomplish goals? What about potential employees seeking jobs?

### **Key Takeaways**

Write down one or more key takeaways from this session:



# Unit 4: Planning and Monitoring

---

Planning and monitoring includes a set of specific skills in this workbook—building business plans, timelines, action plans—that are the hard skills that both young entrepreneurs and effective employees need. While some youth may excel at planning, monitoring also needs to be built into any venture, whether on the job or in business. This unit will help youth develop the skills to assess what’s going well and what needs improvement.

Unit sessions:

1. <u>Action Plans .....</u>	<u>73</u>
2. <u>Building Business Plans (E).....</u>	<u>78</u>
3. <u>Timelines.....</u>	<u>84</u>
4. <u>Monitoring and Evaluation .....</u>	<u>88</u>

## Planning and Monitoring 1

### Action Plans

#### Session Objectives

In this session, you will recognize the importance of action plans as a tool to plan for and achieve goals and tasks. By the end of the session, you will know how to write an action plan.

#### Preparation

##### *Vocabulary*

- Action Plan— a list of specific steps, activities, or tasks

##### *Additional materials*

- Flip chart

#### Introduction

In this session, you will learn what action plans are, why they are useful, and how you can create and use them. Action plans are important for all young people. You may have ambitious goals, but may often miss the interim steps to reach them. An **action plan** outlines the steps necessary to work toward and achieve goals. Action plans are useful because they can be easily implemented with entrepreneurs, or they can be used by youth seeking employment. Creating action plans will help you break down larger goals into accomplishable objectives, answer key questions about how to actually accomplish those objectives, and identify the best strategy to set your initiatives in motion. Furthermore, action plans are tools that can help you in your decision-making process in a variety of situations. While writing action plans, you will often find your goals become clearer, leading to better planning.

Action plans can be simple or complex. Entrepreneurs who have an end goal to see increased customers at their produce shops, for example, may have one larger action plan with this goal in mind, and several smaller action plans that show how to accomplish this step-by-step. If you are seeking employment, you may have a larger action plan for your end-goal position, with smaller action plans detailing how to get there.

The best action plans are **clear**, **current**, and **comprehensive**:

- Clear—What needs to be done and who will do it? When and where? With what resources?
- Current—Does it recognize new challenges and opportunities, and can it change?
- Comprehensive—Action plans note details, resources, timelines, possibilities, and potential problems to help entrepreneurs think through the steps toward their goals.



### Activity 1: The Hand Model

*Work individually*

Draw a large hand and label the fingers “what,” “who,” “when,” “where,” and “how.” Work with your mentor to come up with a specific example to work through (e.g., *Preparing for a project presentation or getting ready for a job interview*)

- **What** action is needed?
- **Who** will undertake this action?
- **When** will these actions take place, and for how long?
- **Where** will these actions take place?
- **How** will the action be accomplished? What resources are necessary?



*Together with your mentor*

Discuss the hand model.

- How can the hand model help you create fast action plans?
- How does the hand model help you remember the questions you need to answer?

## Activity 2: Written Action Plans

*Work individually*

Work on a written action plan in the table. Start by writing down one specific short-term goal.

- What action is needed to arrive at your goal?
- Who needs to do these actions?
- When does this person need to do them?
- Where will the actions take place?
- How will they do these actions? What resources do they need?

Short-Term Goal	What	Who	When	Where	How

*Note: If you have completed the goal setting sessions, use these goals to fill out the table.*

*Together with your mentor*

Discuss written action plans and how they can benefit your livelihood.

- How would you use this action plan in your business?
- How can an action plan identify the tasks that need to be accomplished first? What can wait?
- What benefits does the action plan bring? Has the action plan helped you identify tasks or items that may be missing?
- Is your action plan clear? Current? Comprehensive?

## Activity 3: Breaking Complex Goals Into Short-Term Goals

*Work individually*

Think about one complex goal, and how to break it down into smaller, short-term goals, each with specific action plans.

Name one complex goal: \_\_\_\_\_

In the table below, break the above complex goal into smaller short-term goals that can help you achieve the complex goal. For each short-term goal, come up with an action plan using what, who, when, where, and how like you did before.

Short-Term Goals	What	Who	When	Where	How

*Together with your mentor*

Discuss breaking down complex goals.

- How does identifying short-term goals help you accomplish larger goals?
- How can action plans help you identify specific tasks and actions that would be missed?
- Why is it important to think in terms of steps to accomplish larger tasks?

### Critical Thinking Questions

Discuss with your mentor:

- What is the importance of action plans? How do action plans help you plan and monitor your progress toward your goals?
- How can action plans help you define your goals?
- Why should action plans be clear, current, and comprehensive?
- How can developing an action plan help with your planning?

### Key Takeaways

Write down one or more key takeaways from this session:

## Planning and Monitoring 2

### Building Business Plans (E)

#### Session Objectives

This session will introduce you to business plans to increase your likelihood of successful planning. By the end of the session, you will recognize the use of business plans and have developed your own simple business plan.

#### Preparation

##### *Vocabulary*

- Business plan—a written document with specific goals and objectives—usually with a schedule or timeline—for starting and running a successful business
- Competitors—other businesses selling the same or similar products and services

##### *Additional materials*

- Flip chart

#### Introduction

**Business plans** are written documents that outline a business' goals, market, and timeline. Some entrepreneurs and business owners work without a business plan, but they are highly valuable for any business—from major corporations to informal vendors—as they help a business identify its primary reason for being. While business plans can be deeply complex, with financial projections and competitive analyses, a simple business plan that answers four questions can be equally as effective:

- What is your product or service?
- Who are your customers?
- When will things get done?
- When do you get paid and when are bills due?

Business plans can give you a method for thinking about these questions more specifically. You can decide on products, think critically about your customer base, develop timelines and specific actions to achieve milestones, and think about costs and profits. When discussing timelines and milestones, the more specific actions you can name to accomplish their goals, the more likely it is that you will succeed.

Business plans are not only for entrepreneurs. If you are not set on starting a business, you can still use a business plan to help strategize how you will find employment. Think of your product or service as what you can offer to an employer; a potential employee who has already thought about what he or she can deliver is more useful to an employer than one who has given the issue no thought.

### Activity 1: What is Your Product/Service?

*Work individually*

If you were to start a business, you must have a product or service to offer. Think about what product or service you would focus on:

- What product/service is missing from your community?
- What product/service could you realistically provide?

This is a simplified Business Model Canvas, a visual tool that helps young entrepreneurs think about their business in graphic terms. If you are seeking employment, you can still fill out the model with your own skills, who will help you find work, and your overall goals.

*For the young entrepreneur*

Key partners: Whose assistance, support, and help do you need?	Key activities: What is it you will do or sell?	Value proposition: What customer need or problem are you addressing? How is your idea unique from others?  Channels: How will you reach your customers?	Customer relationships: How do you establish relationships with customers and how will you interact with them?	Customer segments: What types of customers will you have? Which customers will be the most important?
	Key resources: What do you need to run the business?			

<p>Costs: What are the biggest costs for your business idea? Which resources will cost the most? Which activities will cost the most?</p>	<p>Revenue: How much will customers pay? How will they pay? Will anticipated revenue be greater than costs?</p>
---	---

*For the young job seeker*

<p>Key supporters: Who will help you find a job?</p>	<p>Key job search activities: How will you go about finding a job?</p>	<p>Value proposition: What is unique about you compared to other job seekers? Why should an employer hire you?</p> <p>Channels: How will you reach potential employers and let them know you are seeking a job?</p>	<p>Professional relationships: How will you act and interact during job-seeking activities (e.g., an interview)?</p>	<p>Industry segments: Which type of job and which type of company interest you most?</p>
	<p>Key resources: What do you need in order to apply for a job?</p>			

Costs: What will it cost you to keep the job? Think about transportation costs, attire, time away from family, etc.

Revenue: How much money do you want to make? How much do you think the jobs you seek will pay?

*Together with your mentor*

Discuss the product/service with your mentor.

- Why do you think this product/service is necessary?
- Why do you think you can provide this product/service?
- Why would an employer hire you to deliver this product/service?

### **Activity 2: Who are Your Customers?**

*Work individually*

Answer the following questions:

- Who is going to give you money or hire you? Who do you target?
- How many potential customers or employers exist?
- Who are your competitors? Who else offers this product/service? If you are seeking employment, who else might the employer hire? Why are you a better choice?

*Together with your mentor*

Discuss identifying customers or employers.

- Who are your customers or employers, and why do you need to know?
- Can you identify different groups of customers? Different groups of employers? Why would this be helpful?
- How does thinking through these questions improve your business plan?



### Activity 3: When Will You Get Things Done?

*Work individually*

Answer the following questions.

Future Plans—Think about how you want your business to grow, or what position you have at your work. Do you want to advance in your job? Do you want to expand into a second shop or store? Will you have started your business in one year, or will you still be working on getting it ready?

In one year, my business/employment will be \_\_\_\_\_.

In three years, my business/employment will be \_\_\_\_\_.

In five years, my business/employment will be \_\_\_\_\_.

Milestones—Think about the specific accomplishments in business or employment you want to achieve. Will you be hired? Getting a promotion? Selling your first products? Hiring new employees?

In the next three months, I want to accomplish \_\_\_\_\_.

In the next six months, I want to accomplish \_\_\_\_\_.

In the next 12 months, I want to accomplish \_\_\_\_\_.

Actions—What are the specific actions you must undertake to accomplish your goals from above? Do you need training? Do you need to find more customers? Do you need to produce a certain amount of products?

A specific action I can take is \_\_\_\_\_.

A specific action I can take is \_\_\_\_\_.

A specific action I can take is \_\_\_\_\_.

*Together with your mentor*

Discuss the timeline.

- What specific actions can you take to reach your goals?
- What is important about thinking what your business or employment will be in the future?
- Why are milestones important? How does thinking about specific actions help you accomplish them?

### Critical Thinking Questions

Discuss with your mentor:

- How does a business plan support your livelihood?
- What can a business plan tell you about how you think?
- Why is it important to develop a business plan?
- How can developing a business plan help with your planning?

### Key Takeaways

Write down one or more key takeaways from this session:

## Planning and Monitoring 3 Timelines

### Session Objectives

This session will introduce you to timeline structure planning and goal accomplishment. By the end of this session, you will learn the value of creating timelines to accomplish goals and establish the order of tasks to complete.

### Preparation

#### *Vocabulary*

- Schedule—a list of specific steps, activities, or tasks that are ordered by time and priority
- Task management—the process of identifying all the tasks that are necessary to achieve a goal, and then deciding the order in which it makes sense to complete each task

### Introduction

**Schedules** are a list of specific steps, activities, or tasks that are ordered by time and priority.

**Task management** will help you learn how certain tasks have to be accomplished before others can begin. Some tasks may be long term, and can take years to accomplish, while others might be much simpler and can be done in one day. The important thing to remember is that timelines can help you keep track of your planning and what you will need to do to reach their end goal.

If you have completed the goal-setting sessions, you will note a similarity to training plans. Training plans help you specifically train to accomplish certain goals, whereas timelines can be used for a number of plans, actions, and goals. Training plans typically focus on day-by-day improvement, whereas a timeline tracks the progress toward a goal and the order in which you must accomplish certain tasks or achieve milestones.

### Activity 1: Long-Term Timelines

#### *Work individually*

Think about the goals of your business or employment, then think about what tasks or actions need to be completed in order to achieve the goals. Outline the tasks that should occur during each year.

- What do you want to accomplish in Year 1? What needs to be done in that time to achieve these goals? In Year 2? Year 3?

#### *Together with your mentor*

Discuss how long-term timelines fit into planning and monitoring.

- Why is it important to recognize that some goals may take time?
- Why should you create long-term timelines to plan and monitor your progress?
- How can timelines show you the tasks you need to accomplish, and when to do them?
- How would you relate a long-term timeline to your business plan? Education plan? Employment plan? Life plan?

## Activity 2: Short-Term Timelines

*Work individually*

Think about a yearly timeline; what task do you need to accomplish in the year to achieve your yearly goals? Some tasks may last many months, while others may be only one day. Use the template as a short-term timeline.

- Which tasks may take multiple months?
- How can you plan events like the harvest or graduation?
- How would you note long-term tasks like school or work for an employer?

Task	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

*Together with your mentor*

Discuss how to use short-term timelines to focus on specific tasks during the year.

- How does the short-term timeline relate to the long-term timeline?
- How is the short-term timeline useful for planning? How can you track your tasks and accomplishments?
- Can you use this model to make shorter timelines lasting a month or a week?
- Why are these short-term timelines helpful in accomplishing larger goals?

### Activity 3: Task Management

*Work individually*

Think about the timeline aspects of your business or your employment. Fill out the tasks in the table below, and then the sentences showing the order of the tasks you wrote.

Short Term Tasks	Long Term Tasks

- Will some tasks last longer than others? Why?
- What tasks need to be completed before you can do others? What tasks can you complete while working on others?
- What are short term-tasks? Long-term?
- Which part of your entire timeline will take the longest?

In order to do \_\_\_\_\_, I have to complete \_\_\_\_\_.

In order to do \_\_\_\_\_, I have to complete \_\_\_\_\_.

In order to do \_\_\_\_\_, I have to complete \_\_\_\_\_.

In order to do \_\_\_\_\_, I have to complete \_\_\_\_\_.

In order to do \_\_\_\_\_, I have to complete \_\_\_\_\_.

*Together with your mentor*

Discuss how the timing and order of tasks fit together within a timeline:

- Why is thinking about short- and long-term tasks important? How can this help you write out your timeline?
- What are the tasks you named? Why do you think they are short or long term?
- How does noting those tasks you need to complete before starting another task help your timeline? How does this help your planning?

### Critical Thinking Questions

Discuss with your mentor:

- Why are timelines important for any planning?
- How can you include monitoring in your timelines?
- How could a business use a timeline to record progress toward goals?
- How does a timeline fit into a business plan?
- Why is the order of tasks important? How does this help you with your timeline?
- How do timelines help you see your goals as more realistic?

### Key Takeaways

Write down one or more key takeaways from this session:

## Planning and Monitoring 4 Monitoring and Evaluation

### Session Objectives

In this session, you will learn why monitoring and evaluation are critical skills for success in your livelihood.

### Preparation

#### *Vocabulary*

- **Monitoring**—the process of regularly reviewing your progress toward goals
- **Evaluation**—the process of determining successes and failures in achieving goals and using that information to change or modify your plans, if necessary
- **Frequency**—the number of times during a defined time period that you do a set action (such as monitoring and evaluation)
- **Key indicators**—something specific that can be measured in order to monitor progress, performance, or achievement (for example, of a goal)
- **Priorities**—goals, tasks, or responsibilities that are more important than others

### Introduction

Now that you have made business plans, action plans, and timelines, you need to monitor progress. **Monitoring and evaluation** are critical processes in any livelihood; by checking on progress, you can decide to either make the changes you need to achieve goals, or stick with your systems if they are working. The ability to make changes is very important when you find that something in your plan is not working. Often, people are scared to make those changes, but you should recognize that businesses make changes all the time, and monitoring and evaluating progress is a key part of the process. Goals are important, but you may also need to recognize that certain **priorities** may be more important than others.

**Frequency** of monitoring is important; there is a fine balance between over-monitoring and not accomplishing any goals and not tracking any progress. Certain evaluations should follow a schedule—monthly, yearly—to be able to compare progress across time.

Businesses and education use specific key indicators to track progress. You should learn to develop **key indicators** that will help your evaluation. These key indicators may change depending on the business or the sector, but they are useful in tracking what is really happening within a livelihood.

### Activity 1: Key Questions

*Together with your mentor*

Imagine you are running a small tea or produce shop, or use your goals from prior sessions. Work with your mentor to figure out how to monitor progress if you are not achieving your goals (*e.g., e.g., You aren't making profit or there aren't enough customers*). Fill in the chart below to learn how to monitor and understand the reasons you may need to change.

Questions	Yes	No	Reasons Why?
Are the goals being achieved?			
Will the goals be achieved in the timeline?			
Should we change the timeline?			
Do we have enough resources (team, money, time)?			
Are the goals still realistic?			
Should we change our priorities to achieve the goals?			
Should we change our goals?			



*Together with your mentor*

Discuss how to use key questions to evaluate progress.

- What do you need in order to monitor your progress? How do the key questions help you?
- What if your goals are not achievable? How can you change your tactics?
- How can the key questions help you figure out what is happening in your business?
- Can you change your plans if you find you are not meeting your goals?
- Why is the ability to change your plans important? How does monitoring help you to decide if you need to change?

### **Activity 2: Frequency**

*Work individually*

Think about the monitoring you have done in your own life.

- How often do you monitor your progress? In school? At work? At home?
- What do you think is the best frequency for monitoring a business?
- Can you set up specific monitoring times in your timeline?
- Do you think certain times are better to monitor progress than others?
- How can you keep track of monitoring?

*Together with your mentor*

Discuss the frequency of monitoring and how to use it in a timeline.

- What is the best frequency for monitoring? Why?
- Why does scheduled monitoring help a business?
- Can you compare your evaluations across time? What does that help you do?
- If a goal is not being achieved, should you monitor progress on that goal more?
- Can you monitor progress too much? Too little? Why?

### Activity 3: Key Indicators

*Work individually*

Businesses use key indicators to monitor their progress. Business leaders, employers, teachers, and even your mentor use indicators to measure your progress as well. What are some key indicators you could use for your business? For employment? For education? What are indicators that others would use to measure your progress?

- What indicators would help you see how your business is doing?
- Could you use sales? Income? Payments?
- Are there indicators for employment? Could you track the skills you learn?
- Are there education indicators?

Business Indicators	Employment Indicators	Education Indicators	Personal Indicators	Family Indicators
e.g., Number of daily customers	e.g., Number of interviews	e.g., Completion of final exams	e.g., Hours of work around home	e.g., Hours spent reading to siblings

*Together with your mentor*

Discuss how to develop key indicators:

- Why would a business use key indicators?
- What are some of the key indicators you thought of? Why are they key indicators?
- Can different indicators be evaluated at different times? How would you do this?

#### Activity 4: Making Changes

*Together with your mentor*

Take your business or goals from Activity 1 and fill out the chart below showing how you would monitor the situation and the changes you should make:

Example	Monitoring	Changes
e.g., Fewer customers seem to come in.	Track number of customers on a daily basis.	Lower prices of tea or increase customer base through advertising.

*Together with your mentor*

Discuss how to make changes based on monitoring results:

- Why would businesses need to make changes? Why is it important for those changes to be based on observable fact?
- What are realistic changes that you could make? What are unrealistic changes?
- How do changes help business (or employment) improve?
- Can you think of times where you made changes to improve yourself?

### Critical Thinking Questions

Discuss with your mentor:

- What is the value of monitoring and evaluation?
- How does monitoring fit into your business plan? Into your timeline?
- Why is it important to develop a schedule for monitoring?
- How can you keep track of monitoring?
- Why is it important to change your plans or priorities? How can monitoring help you do so?
- Is it scary to change plans? Does this mean you failed? Why or why not?
- What are key indicators and how can they help in monitoring and evaluation?
- Why is this skill important in your livelihood?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 5: Commitment

---

Commitment creates the leaders of the future. Any enterprise that is not driving forward, experiencing trial and error, or trying new things will not succeed. Commitment is necessary for the risk-taking and persistence that securing a livelihood requires. Youth need to be able to commit to decisions, take managed risks, and see them through. This unit focuses on how to prepare for and commit to managed risk.

Unit sessions:

1. <u>Persistence</u> .....	95
2. <u>Risk-Taking (E)</u> .....	100
3. <u>Capital and Investments (E)</u> .....	106
4. <u>Preparing for the World of Work</u> .....	110

## Commitment 1

### Persistence

#### Session Objectives

This session will introduce you to the value of persistence in securing a livelihood. By the end of this session, you will learn how to effectively use positive self-talk, value changing tactics, and recognize different types of communications in different situations.

#### Preparation

##### *Vocabulary*

- “If-then” statements—a way to figure out tactics: “If that happens, then I will do this”
- Positive self-talk—the words and messages you tell yourself that build optimism and a sense of positivity about yourself and your life
- Negative self-talk—words and messages you tell yourself that make you feel bad about yourself and your life
- Obstacles—a significant challenge or problem that stands in the way of achieving your goal
- Persistence—the ability to stick to a task and not give up, especially when it is difficult
- Tactic—a method or action for solving a problem

#### Introduction

Entrepreneurs and successful employees are incredibly **persistent**—they meet failures with new ideas and **tactics** to try and change the outcome. Persistence is a major skill for you to learn; you will confront many challenges—some financial, some emotional, some physical, and more—as you become an adult. It is important you learn how to adapt to move beyond failures and continue searching for success.

Persistent people rarely see only one method of solving a problem. They are confident they will eventually succeed. When frustration at failure arises, a successful entrepreneur or employee learns a lesson and changes their methods as soon as possible. Work on creatively engaging with problems, and developing a “never give up” attitude. You should realize that failure is never absolute, and that there may be multiple solutions to a given problem. This skill takes a lifetime to truly develop, but you are building a foundation that will support you throughout your lifetime.

### Activity 1: Positive Self-Talk

*Work individually*

Think about a hard problem that you faced in your life, then consider the thoughts you had while you were trying to solve it. Circle the positive self-talk examples below that can help you solve the problem.

I always fail.	I try hard to succeed.
These problems are too hard.	I am not good enough to solve this.
My friends say I am good at solving problems.	There are many solutions to this problem.
I will fail.	I will succeed.
I have solved problems before.	I have systems for problem solving.
This problem is too complicated.	This problem is easy.
I have prepared for this problem.	I can learn from this problem.
I can try, even if I fail.	Problems make me stronger.

*Together with your mentor*

Discuss how positive self-talk can help with persistence.

- Why is positive self-talk important?
- How does positive self-talk help you solve problems?
- If you fail once, does this mean you have failed forever? Why or why not?
- What examples of positive self-talk have you used?
- How does believing you will succeed help you actually succeed?

Discuss the importance of recognizing and stopping negative self-talk.

- What do the above examples of negative self-talk have in common?
- Why is it important to be able to recognize when you are engaging in negative self-talk?
- When you find yourself engaging in negative self-talk, what are some ways you can minimize or counter the negative thoughts?

**Activity 2: Changing Tactics**

*Work individually*

Draw an obstacle in your path. Think of ways around this obstacle. When you have discovered one tactic, add more obstacles. Continue to think of new tactics to overcome these new obstacles. Use “if-then” statements.



- If \_\_\_\_\_, then \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.



*Together with your mentor*

Discuss how to change tactics to overcome obstacles. Add a new obstacle each time you come up with a new tactic:

- Why does changing tactics help you find solutions?
- How can “if-then” statements help you find new tactics?
- How does changing tactics show your persistence?
- Is there only one way to solve a problem? Only two ways? Only three?
- Can you find examples of this in your own life? How did you change tactics?
- How does changing tactics relate to persistence? How could this technique be used in the business world?

**Activity 3: Never Give Up!**

*Work individually*

Think about people you admire, your heroes. Interview one of your local heroes about a time they showed persistence, and what they learned from their experience. Discuss the interview with your mentor.

Potential Questions:

- What obstacle did you face?
- What did you need to do to overcome it? Did you?
- What did you learn from the experience?
- Was this an important event in your life? Why?

*Together with your mentor*

Discuss how your heroes demonstrated persistence.

- What obstacles did these heroes face? How did they overcome them?
- Were they persistent? If so, how did they show it?
- Why are these people your heroes? Can you be like them?
- How can persistence help you in your livelihood?
- Do young people face many obstacles? Have you faced similar obstacles in life? At school? At work?
- Why do you think persistence helps when searching for a livelihood?

### Critical Thinking Questions

Discuss with your mentor:

- Why is persistence a quality that employers and entrepreneurs need?
- How can persistence help you? How can you learn persistence?
- Do you think that persistence is important? Why or why not?
- Why does positive self-talk help support your persistence?
- How can you use “if-then” statements to think about new tactics to solve problems?
- Why do you change tactics? Can you think of examples in work?
- How does persistence show your commitment to an idea or business venture?
- Why is failure sometimes important? What can you learn from it?

### Key Takeaways

Write down one or more key takeaways from this session:

## Commitment 2

### Risk-Taking (E)

#### Session Objectives:

This session will introduce you to the need for calculated risk-taking in securing a livelihood. By the end of this session, you will learn the value of strategic risk-taking and learn how to assess risks and ways to reduce impact.

#### Preparation

##### *Vocabulary*

- Risk—situations that could result in loss, injury, or danger
- Calculated risk—the decision to take a risk after first determining that the chance of a positive outcome is much greater than the chance of loss, injury, or danger
- Flexibility—the ability to change tactics in order to avoid or reduce risk
- Impact—the outcome or result (positive or negative) of taking a risk
- Risk analysis—the process of determining the chances of both positive and negative outcomes associated with a decision or action
- Risk management—method of strategically handling risk

#### Introduction

It may seem that many entrepreneurs are **risk-seeking**, but in reality, many employees and entrepreneurs are highly risk averse; they only take **calculated risks** where they have weighed the pros and cons of a situation and decided that the risk was worth taking. While they have taken on risk simply by being an entrepreneur or going into interviews, they seek to limit that risk to acceptable losses, or failures that they can afford.

You may naturally be more risk-prone than older generations, or you may feel more pressure to avoid risk and go along with the general group. Entrepreneurship is built around the idea of accepting and limiting risk, so you may need to think about risk strategically.

**Risk analysis** helps you identify the potential risks that affect you, what assets you could lose, how to use those assets to create the **impact** you seek, or what the negative impact might be.

**Risk management** is the method for strategically handling risk. There are several ways you can handle risk: by avoiding risk, by taking actions to reduce risk, or by trying to control the amount of risk you face. You could work with more experienced entrepreneurs, work with partners, do business in areas in which you are already skilled, or aim for low-investment opportunities. The main idea in this session is that risk-taking is a necessary commitment in a livelihood, but that risk must be understood and approached in a strategic manner.

#### Activity 1: Are You a Risk-Taker?

##### *Work individually*

Finish the sentences below. Think about how you feel about risk and how likely you are to try new things or challenge yourself.

When starting something new, I

---

---

In games of chance, I

---

---

When making a decision, I

---

---

During conflict or arguments, I

---

---

If I invest time or money, I

---

---

In social gatherings, I

---

---

If I had the opportunity to do something I've never done before, I

---

---

The wildest thing I have done is

---

---

I would rather \_\_\_\_\_ than

---

---

My favorite people are those who

---

---

Now think of a risk you have taken in your life (or if you can't, ask your mentor about a risk). Fill out the chart below on the positives and negatives of that risk, and what happened.

Risk:	
Positives:	Negatives:
Outcome:	

*Together with your mentor*

Discuss how risk-taking can be both positive and negative.

- Do you think you are a risk-taker? Why or why not?
- Is risk-taking exciting? Scary? Can it be both?
- When is risk-taking positive? When can it be negative?
- Do you take risks at all times or at certain times? Why and when?

## Activity 2: Risk Analysis

*Work individually*

Fill out the chart to perform a risk analysis on starting a new business, making a big investment of your time, or securing employment.

- What are potential risks? How can they be reduced? What are risks that can come from an employment search? Personal risks or securing a bad job?
- What assets would you risk? What would you not risk? Would your influence and reputation be harmed by turning down a job someone in your network found for you?
- What are likely impacts? What are the best outcomes? The worst?

Risks	Assets	Impacts

*Together with your mentor*

Discuss how to use risk analysis as a strategy to reduce risk.

- How can this analysis help you reduce risk? Does it identify all risks?
- Are there risks that may be unknown?
- Are there assets that you didn't list? Assets that you would not risk?
- Do you think entrepreneurs use risk analysis? Why or why not?
- Do potential employees use risk analysis? Do you think they should? Why or why not?

### Activity 3: Risk Management

*Work individually*

Think about risks you may face in certain situations.

- How can you reduce the risk?
- Is the risk avoidable?
- What are the chances (probability) of the risk affecting your business, education, or life?

Risk	Probability	Avoidable?	How can you reduce the risk?

*Together with your mentor*

Discuss risk reduction and how to effectively plan for risk:

- What risks are most likely? What are least likely?
- What risks can you plan for? What risks are unknown?
- What risks can you avoid? Is avoiding risk the best idea? Why would you NOT avoid risk?
- What are some risk reduction strategies you could use? How do they work?

### Critical Thinking Questions

Discuss with your mentor:

- What is risk-taking and why is it important for a young entrepreneur or employee?
- Why do you practice risk analysis? Why do you practice risk reduction?
- How is risk related to commitment? Is risk avoidable completely in life?
- What is the riskiest thing you have done? How did it turn out?
- Risk may involve losing time or money; are you okay with that? Why or why not?
- Do you think successful people are risk-takers? How do you think they manage risk?

### Key Takeaways

Write down one or more key takeaways from this session:



## Commitment 3

### Capital and Investments (E)

#### Session Objectives

This session will introduce you to the commitment of capital and investments in a business. By the end of this session, you will learn the value of capital and investments and recognize different types of entrepreneurship.

#### Preparation

##### *Vocabulary*

- Capital—wealth in the form of money (currency) or assets (something of value)
- Fixed costs—the costs of starting and running a business that do not vary with the level of business activity
- Investment—money spent or time dedicated to actions you hope have positive results (including an increase in capital)
- Means of production—the machines or ability to make something or add value
- Necessity entrepreneurs— individuals who turn to entrepreneurship because there are no or limited available jobs
- Opportunity entrepreneurs— individuals who turn to entrepreneurship because they identify an unmet need or opportunity in the market
- ROI—the “return on investment,” or the income an investment makes

#### Introduction

In many countries, youth have limited capital, and survive on subsistence agriculture, part-time work in the informal sector, and small gifts of money from friends and relatives. If this describes you, this does not mean you cannot invest in a business, but it may mean your business will operate on a small scale. You may have certain skills that have low **fixed costs** that you can market as services. Businesses with lower fixed costs, and that can be started and stopped according to opportunities, are the most likely to succeed in these cases. Commitment of any kind of savings, capital, or time may be frightening for you, and your task is to make the best decision possible.

You may need an immediate **ROI** because you have so little income, which may then keep you from reinvesting in your business. Planning the intelligent use of money is important to the success of continued entrepreneurial activities.

The lack of jobs in many countries leads some people to become **necessity entrepreneurs**, meaning they become entrepreneurs not because they have an idea or want to own a business, but because there are no other options. **Opportunity entrepreneurs**, on the other hand, are individuals who use their entrepreneurial mindset to identify and pursue unmet needs or new opportunities in the market. Investing in business is a major commitment for those with little available capital, so make sure you understand the issues and invest wisely. It’s important to evaluate whether you are pursuing entrepreneurship as a necessity entrepreneur or an opportunity entrepreneur, because each type of entrepreneurship has its own risks.

### Activity 1: Investment

*Work individually*

Think about your potential business and the investment needed to start and operate it.

- What are your fixed costs? Are they low or high?
- Do you need a physical space? Do you need physical goods?
- Do you operate every day? Every month? Part time?
- What costs might be hidden?
- Will you make back your investment? What is your ROI? How big will your investment be?
- Is your investment only in money? In time? Both?

*Together with your mentor*

Discuss initial and continuing investments.

- What is your investment? Why do you need to think about investment as commitment?
- Why is it important to think about all possible costs?
- Can you get an ROI that is not income? What about experience?
- Why is time considered an investment?
- If you cannot invest in yourself, who might be able to invest?

### Activity 2: Building Capital

*Work individually*

Capital for an entrepreneur is assets like money, goods, or means of production. List your current capital, potential goods and means of production, and potential costs that are part of a business.

Current Capital	Goods and Means of Production	Potential Costs
Other Sources of Capital		

*Together with your mentor*

Discuss the use of capital.

- Do you have any savings? Do you have any way to build up capital before starting a business?
- Do you have access to any other capital? What other sources of capital or goods might you have access to?
- What costs are part of your goods? Do you have to pay to store your goods or to start your services?
- Why do you need to think critically about how you use capital?
- Why is the use of capital a commitment to your business?

### **Activity 3: Entrepreneurship of Necessity vs. Innovative Entrepreneurs**

*Work individually*

Think about your potential business. Is it entrepreneurship of necessity (where there are no other jobs) or opportunity (where you are introducing new products or services)? Fill out the Venn diagram and think about how to plan a business for the overlapping area.

*Together with your mentor*

Discuss the differences and similarities between the two types of entrepreneurship.

- What sort of entrepreneur are you? Why do you think so? Can you start as a necessity entrepreneur and become an opportunity entrepreneur?
- Replicative entrepreneurs are those who copy the business idea of someone else. Can you think of examples of this from your community? Are they successful? How do they differ?
- How can you fit in the overlapping section? How does investment and capital matter in your type of entrepreneurship?
- How does this help you increase or decrease your commitment? Why is it important to know what type of entrepreneur you are, and what type you want to be?

### Critical Thinking Questions

Discuss with your mentor:

- What is capital? What is investment? How do they relate to commitment?
- Why is it important to think about capital and investment? How do you manage them?
- Is it frightening to invest? Is it frightening to be an entrepreneur? How can you make it less frightening?
- What are the differences between entrepreneurs of necessity and opportunity? Which are more successful?
- How can you ensure your commitment?

### Key Takeaways

Write down one or more key takeaways from this session:

## Commitment 4

### Preparing for the World of Work

#### Session Objectives:

This session prepares you to think about the world of work. By the end of this session, you will have identified possible programs to build your skills.

#### Preparation

##### *Vocabulary*

- Apprenticeship—on-the-job training alongside a seasoned professional in order to learn a very specific type of career or trade (e.g., carpentry, masonry, metalworking)
- Ideal candidate—an individual with the perfect set of skills, behaviors, and attitudes to perform highly for a specific job
- Internship—a temporary position or experience at an organization, either with or without pay, that provides new skills and work experience
- Vocational training—training for a specific career or trade (e.g., carpentry, masonry, metalworking)

#### Introduction

You are about to go through a major life change: from childhood to adulthood, from school to work. There is a large skills gap in many countries; potential employees lack the skills necessary to do the jobs that employers need. You may face a difficult path where you have to learn what skills employers want, study those skills, and find employment. This is a major commitment.

This session focuses on two discussions: Options that are available for increasing skills in the community, such as **apprenticeship** programs, **internship** opportunities, or **vocational training**; and an assessment of the skills you feel you have or need. Identifying where you are lacking, and where you are strong, is important for your livelihood planning. Do you need to get more skills? Do you feel confident to enter the world of work immediately? What jobs are you seeking? This session should help you begin to find the answers to those questions.

#### Activity 1: The Ideal Job Candidate

##### *Work individually*

Interview several employers or leaders in your community. Ask them to describe their ideal job candidate and the skills they are seeking.

- Potential questions:
- What jobs are available, and why haven't you been able to hire for them?
- What skills do new hires need? What do you want new employees to know?
- What is the most important skill? What is the least important?
- What do you think the future is for your business?
- Where can potential employees learn the skills they need?

*Together with your mentor*

Discuss the necessary skills your interviewee mentioned.

- What businesses are hiring? Why would you want this job?
- What skills did your interviewee mention? Why would these skills be in demand?
- What skills in your community are in demand? What skills in the region? Globally?
- How would an ideal candidate develop these skills?
- Do you see yourself as an ideal candidate? Why or why not?

*Note: This interview (or interviews) may be prepared with the help of your mentor in one session, and discussed in another. If you have completed the professional presentation session, use the skills you learned earlier.*

## **Activity 2: How to Gain or Improve Skills**

*Work individually*

Think about needing to improve or develop your skills. Use your previous interview to help think about necessary skills in your community.

- Did you learn all your skills at school? At home?
- Are there places in the community where you can do this?
- Are there vocational training options? Apprentice programs? Internship programs? Other programs?
- Why would you want to improve your skills when committing to work?

*Together with your mentor*

Discuss possible options to increase skills.

- What programs or possibilities exist to learn new skills or improve current skills?
- How does developing skills improve your commitment to work?
- Which skills are the hardest to develop? Which are the easiest?
- Are apprenticeships an option? What does an apprenticeship program look like?
- Are internships available? Does this type of experience exist in your country or community?
- Why would employers want an employee who continues to develop new skills? What does that say about the employee's commitment?

### Activity 3: The World of Work

*Together with your mentor*

Discuss the commitment necessary to enter the world of work.

- Do you feel prepared to enter the world of work? Why or why not? Is it frightening? Is it exciting?
- What do you worry about the most in heading to work? What makes you confident?
- Do you feel you have the skills necessary to be a success? Why or why not?
- What happens if you fail? What can you do to avoid that? Can you restart?
- Do you know your goals? Do you have plans? How does this help you in the world of work?
- Switching from schooling to work is a major change and a major commitment; how do you feel you will handle this? Do you have a support network?
- What makes you most excited?

### Critical Thinking Questions

Discuss with your mentor:

- How is the world of work different from school?
- What are the skills you bring to the world of work?
- How can you demonstrate your commitment to work?
- What do employers want? How can you transfer those skills to entrepreneurship?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 6: Decision Making

---

In its simplest sense, decision making is the act of choosing between two or more courses of action. This unit focuses on tools that can help youth become better and more efficient decision makers. Comparing costs and benefits, seeking and evaluating information, and interpreting feedback are all topics in this unit that inform decision making.

Unit sessions:

- 1. Information Seeking (E) ..... 114
- 2. The Decision-Making Process ..... 119
- 3. Cost-Benefit Analysis (E) ..... 125
- 4. Feedback..... 132



## Decision Making 1

### Information Seeking (E)

#### Session Objectives:

This session will introduce you to the need for information when making decisions. By the end of the session, you will learn the value of both seeking and valuing information, and then making decisions based on that information.

#### Preparation

##### *Vocabulary*

- Information seeking—efforts to actively obtain and make sense of information related to a specific question, topic, or subject matter
- Decision making—a livelihood skill involving the consideration of options and the selection of the best option based on available information
- Informed decision making—making a decision based on the results of information seeking
- Relevance—the usefulness of information
- Linkages—connections among different pieces of information
- Profit—financial gains for an opportunity
- Potential—the likelihood an opportunity will be a success

#### Introduction

To commit to a business or seek new employment may be frightening for you; **information seeking** is a way to decrease that anxiety. Many entrepreneurs see initial opportunities and then take it upon themselves the task of learning as much about the opportunity as possible. The same tactic works for finding employment—learning as much as you can about the potential opportunity. This can help you make decisions that can enable your success. In some communities, you may not have been taught this information-seeking skill in school, but you will need to recognize the value of searching for and processing information on your own. In addition, in some communities, there may not be much literature or records, and you will have to learn to seek information from others—adults, people in the industry, community members, and outside sources as available.

It is important for you to gather as much information as possible before making a decision, but the information needs to be **relevant**. You will need to learn and judge what information is relevant and what is not. You will also need to know what questions to ask, and of whom, and how to build on the information you learn. You may not have experienced this type of information seeking before, so you should work to improve your skills in it.

You may find it easier to create **linkages** in information. By focusing on key categories like **profit**, **potential**, or risks, you may be more likely to interpret information with a critical mind and use it to make informed decisions.

#### Activity 1: What Questions Should You Ask?

##### *Work individually*

Think about trying to learn about new opportunities for a business or for employment. What questions would you ask?

- History of opportunity? When did it start? Are there written records? Oral records?
- What is the job? Who has done it before? Why did they leave? What did they learn?
- What is the size of the opportunity? Are there many people who could be customers?
- Is there a chance of promotion? What can you learn on the job? Do you need training?
- Who are the customers? What do they want? What are they willing to pay?
- What is the business? Why do they want you? Why would you work for them?
- Who are possible competitors? Who are the suppliers? Who can support you?

*Together with your mentor*

Discuss how to ask the right questions.

- Why should you find out as much as possible about an opportunity? How much effort should you put into this search?
- Are these the best questions? What other questions could you think of?
- How could these questions help develop your business idea? How can these questions help you learn about the job?
- Why do you think information seeking is a part of decision making? How does this skill help entrepreneurs? How does this skill help job seekers?

## Activity 2: Who Should You Ask?

*Work individually*

Think about who you could ask to get more information. What information do they have? What questions could you ask?

- Family members
- People in the industry
- Potential customers
- Community leaders
- Possible competitors
- Possible supporters

Who?	Knowledge or Experience	Questions

*Together with your mentor*

Discuss how knowing who and what to ask is important to information seeking.

- Why would you ask certain groups of people? What would you ask them?
- What can you find out from people with experience that you may not have known before?
- How can their answers change your plans? Why is this important?
- Who are the most valuable people to talk to? Why?
- Why is this an important part of decision making?

### Activity 3: Putting Information Together—Creating Linkages

*Work individually*

Think about how to put information together; can you create linkages in information?

- What information links to profit?
- What information links to potential?
- What information links to risks?

Profit	Potential	Risks

*Together with your mentor*

Discuss how to create linkages in information.

- Why is it important to link information? Are there other links?
- How can this information help you decide where to seek more information?
- How can these linkages help your decision making?
- How do you think entrepreneurs create linkages? How do job seekers create linkages? What is their focus?

### Critical Thinking Questions

Discuss with your mentor:

- Why does information seeking help your decision making?
- What can you learn from information seeking?
- Is it important to seek information before you make decisions? Why or why not?
- What is the best information? The worst? Can you rank the relevance of your information?
- Why is it important to think about what questions you want to ask? To think about who you want to ask?
- Do you think information seeking is important to your livelihood? Why or why not?

### Key Takeaways

Write down one or more key takeaways from this session:

## Decision Making 2

### The Decision-Making Process

#### Session Objectives:

This session will introduce you to the different types of decision making and why decision making is a critical skill.

#### Preparation

##### *Vocabulary*

- Attachment—strong support or belief in something
- Intuition—a belief or knowledge that results from your instincts or gut feelings
- Reasoning—the act of considering logic, facts, and evidence to make a decision
- Decision-making process—a step-by-step method for making decisions

#### Introduction

Decision making is a necessary skill for all youth. You will be faced with many hard decisions as you grow up and need to have the skills and processes to make good decisions.

You may be at a turning point where you are starting to make decisions for yourself. You may make decisions based mainly on **intuition**—the “gut” response—but this may not lead to the best outcomes, especially when talking about livelihoods. **Reasoning** is a more critical method of decision making, as it takes into account information and facts.

Helping develop a **decision-making process** will give you a useful outline for how to make good decisions in the future. Also, you should note that not making a choice is still making a choice, even if you have trouble with making decisions.

Throughout this session, keep in mind the decisions you already make on a day-to-day basis—those you make at work, or with your family or friends. These may not seem like tough decisions, but it is practice in decision making, and this practice will help guide you through both this session and life in general.

## Activity 1: Reasoning and Intuition

*Work individually*

Think about decisions you have made in your life where you used reasoning (based on all the facts and information) or you relied on intuition (a feeling that you are making the right decision).

- Why would you use reasoning for some decisions? Why would you use intuition?
- Is reasoning or intuition better for making decisions? Why?
- Can you use both types of decision making?
- What is an example of reasoning in decision making? An example of intuition?
- Can you break down a decision that you have made recently, and discuss why you made it?

*Together with your mentor*

Discuss how reasoning and intuition play a role in decision making.

- What are the benefits of reasoning? What are the negatives?
- What are the benefits of intuition? What are the negatives?
- How would these types of decision making help an entrepreneur?
- Which decision-making style do you trust more? Why?

## Activity 2: Problems in Decision Making

*Work individually*

Many problems can affect decision making:

- Not enough information—When you don't know enough about a situation
- Too much information—When you know too much and have difficulty seeing what is important
- Too many “voices”—Too many people involved in the decision and all wanting their views heard
- Too much attachment—Feeling too attached to one side
- Too little attachment—Not caring about the decision

*Together with your mentor*

Discuss why these problems can negatively affect decision making.

- Why do you think these are problems? Are there ways you could avoid them?
- Can too much information be a problem? How?
- Can there be too many people to make effective decisions?
- Can you think of other problems that might affect decision making?
- How do you think entrepreneurs deal with these problems?
- What do you think is the biggest problem? Which is the easiest to solve?

### Activity 3: The Decision-Making Process

*Work individually*

The following chart is a helpful process for making decisions. It has specific steps to come to a good decision. It includes an example, but think of your own difficult decision, and work through the decision-making process.

Steps	Outcome
Possible Options	<i>e.g., Go to higher education or take a job.</i>
Timeline	<i>Higher education takes two years. I can start a job immediately. I need to make a decision in the next two months.</i>
Responsible Party	<i>I am responsible for both outcomes. Will my parents support me?</i>



Steps	Outcome
Information Gathering	<i>My parents want me to go to school. I can make more money at a job now. What do I know about the school? About the job?</i>
Risks	I may not go back to school and lose my skills. I may pay too much for education. What other risks are there?
Values	I value education. I want to support my family. How do I match my values with my choice?
Pros and Cons	Education may cost a lot but gives me more options. Work is good, but will I be stuck in my job without new skills?

Steps	Outcome
Making the Decision	Once I make my decision, I will support it entirely.

*Together with your mentor*

Discuss how the decision-making process can help us make smart decisions.

- Why is it important to have a process for decision making? How does this help you?
- Why is it important to think about multiple options? Timelines for decisions?
- Why should you know who is responsible for a decision? Is it different for decisions that you make as a group? For those you make as leaders?
- Why do you want to know the risks of the decision?
- Why are your values important when making decisions?
- How do you view pros and cons? Does this help in decision making?
- What should you do when you finally make a decision? Are your decisions always final?

### Critical Thinking Questions

Discuss with your mentor:

- Why is decision making an important livelihood skill?
- Why is decision making valued by employers and entrepreneurs?
- What are the different types of decisions you can make?
- What are some hard decisions you have made? Why did you make that decision?
- Why is it good to know what problems can affect your decision making?
- How do you make decisions?

### Key Takeaways

Write down one or more key takeaways from this session:

## Decision Making 3

### Cost-Benefit Analysis (E)

#### Session Objectives:

This session introduces you to using cost-benefit analysis in making better decisions. A cost-benefit approach helps determine if the associated costs of any given decision justify the related benefits. By the end of the session, you will recognize the need for cost-benefit analyses and know how to complete one.

#### Preparation

##### *Vocabulary*

- Benefits—the positive outcomes of a business decision
- Costs—the money, resources, or time spent to acquire something of value
- Direct cost—an expense when running a business that is directly related to good or service you are selling
- Indirect cost—an expense when running a business that cannot easily be assigned to a specific product or service, but that you still have to pay in order to run the business
- Cost-benefit analysis—a process for making a business decision whereby you determine whether or not the anticipated benefits of the decision are greater than the anticipated costs
- Pro-con analysis—comparison of costs and benefits without specific money values (useful for nonbusiness decisions)
- Quantify—to assign a number or cost to something

##### *Additional materials*

- Flip chart
- Handouts

#### Introduction

You will need to develop decision-making strategies to make healthy decisions and deal with hard choices in both your personal life and work. For the young entrepreneur, those stakes are raised even higher, as running a successful business requires constant decision making. For the job seeker, **cost-benefit analyses** can help determine whether or not a specific employment opportunity is worth the time, effort, and money needed to qualify for the job. A cost-benefit analysis compares **costs** and **benefits** over time (typically 12 months) to evaluate whether or not to make an investment. You may have little money to spend on entrepreneurial or employment efforts, but you may have a surplus of time. By beginning to think of actions in terms of cost and benefit, you move from vague ideas of generating income to actually considering how best to do so.

If this session feels too technical, substitute a **pro-con analysis**. This method simply relies on your knowledge of the advantages (“pros”) and disadvantages (“cons”) of a decision.

**Activity 1: Identifying Direct and Indirect Costs**

*Work individually*

Think about the costs of starting or improving a small business in the market, or, if you are seeking employment, the costs of training for, finding, and securing a job.

Improving a small business	Seeking employment
What are some of the direct costs (supplies, materials, salaries)?	What are some of the direct costs (tuition or school fees to gain skills, car or bus fares to get to and from work, cost of professional attire)?
What are some of the indirect costs (utilities, rent, advertising, taking out a loan)?	What are some of the indirect costs (time away from family, having to quit school, not being able to pursue other job opportunities)?

New or Improved Business or Training for Employment	
Direct Costs	e.g., A training course costs \$500.
	e.g., Buying tea-making supplies costs \$200.
Indirect Costs	e.g., Taking a job requires me to be away from my family during harvest season.

Total Costs	

*Together with your mentor*

Discuss direct and indirect costs with your mentor.

- What costs did you identify?
- How much do you think your time is worth? In other words, if you dedicate your time to one activity, what are the other valuable activities you can't do as a result of being occupied?
- What indirect costs can cause problems? Why do you need to consider indirect costs?
- What if the costs are too high to start a business? What if they are too high to find the right job?
- Why does quantifying the costs help entrepreneurs? Is it difficult to quantify some costs?
- How does quantifying costs help the job seeker? Does this make more sense as a pro-con analysis?

**Activity 2: Benefits**

*Work individually*

Think of possible benefits of starting the business or taking employment mentioned above:

- Direct income from selling goods or income from your job
- Knowledge of the workplace environment
- Developing new skills
- Increased customers
- Cheaper goods
- Increased skills and networking opportunities

New or Improved Business	
Direct Benefits	e.g., I learned the skill of welding.
Indirect Benefits	e.g., I have built a larger network of support.

Total Benefits	

*Together with your mentor*

Discuss the benefits of starting or improving a business or taking a job.

- What are the direct benefits? Are they easily quantifiable?
- What benefits may take time to appear?
- Why do you think some benefits are indirect?
- Can you predict benefits accurately? Why or why not?
- Which benefits are most important? Why?



### Activity 3: Running the Analysis

*Work individually*

Combine and compare the costs and benefits of starting or improving the business or taking a job.

New or Improved Business	
Costs	Benefits
e.g., I was not able to participate in the harvest.	e.g., I was paid \$150 for my work at the shop.
e.g., I bought tea-making supplies for \$200.	e.g., I served 40 customers and made \$400 in a week.
Total:	Total:

*Together with your mentor*

Discuss the cost-benefit analysis:

- Which total is higher: the costs or the benefits? What does this tell you about the possible investment?
- If you did this exercise across a time period, you would divide costs by benefits, giving you the amount of time needed to receive the benefits. Why is this important in business?
- Do one-time investments in capital or training produce benefits across time?
- If the costs are much higher than the benefits, what does that mean?
- Are there hidden costs or benefits you did not note?
- How could this analysis help young entrepreneurs? How would you use it?
- Does this analysis help job seekers? Why or why not? How would you use it?
- How does this help you evaluate business or employment decisions?

### Critical Thinking Questions

Discuss with your mentor:

- Why and when do you use cost-benefit analyses?
- How do cost-benefit analyses help your decision making?
- What are the important aspects of decision making that you can quantify with a cost-benefit analysis?
- Are there costs and benefits that cannot be quantified? How would you evaluate those?
- When have you made a decision where could you have used this skill?
- Outside of business, can you use this analysis in school? At home? At work?

### Key Takeaways

Write down one or more key takeaways from this session:

## Decision Making 4

### Feedback

#### Session Objectives:

This session will help you recognize how effective feedback can help you make decisions.

#### Preparation

##### *Vocabulary*

- Constructive criticism—feedback that is intended to help another person improve their skills or behavior
- Defensive—actively avoiding and rejecting feedback or advice from another person
- Feedback—informed advice or reactions to a person’s actions, ideas, or behaviors
- General statements—feedback that does not include specific examples

#### Introduction

**Feedback** is the reactions and advice that other people give you that can help you make better decisions. You may not be used to the idea of **constructive criticism**, but feedback can be negative. However, feedback helps test ideas, and failures or areas needing improvement can be identified and worked into more critical decision making.

You will encounter feedback throughout your adult life, and you will need to learn how to use feedback effectively to make decisions. Many people are immediately **defensive** about critical feedback, but it should be an opportunity to listen and make changes if necessary. With practice, you can learn that effective feedback gives specific examples and information instead of **general statements**. This will help you both with your decision making—taking in new information—and in giving feedback to others. Your task is to view feedback as an opportunity to help make better decisions and solve potential problems.

Feedback will help you in multiple ways. If you have learned about monitoring, feedback is a valuable part; if you have learned about goal setting, feedback can let you know how you are progressing on accomplishing those goals.

### Activity 1: Listening to Feedback

*Work individually*

Think about a time in which you received feedback on a decision or action.

- Listening: Hearing feedback means actually listening to the feedback, and not thinking about responses or defenses.
- Information: Find the useful information in the feedback, either positive or negative.
- Specifics: What were the specific recommendations or actions included in the feedback?
- Your understanding: Sum up the feedback to clear any questions.

*Together with your mentor*

What's the difference between constructive criticism and negative feedback? Think of a few examples based on some of the previous workbook topics.

Topics	Negative feedback	Constructive criticism
How you present yourself to others	<i>Example: You are so quiet and shy! You never talk to anyone. People think you have nothing important to say and that you are not very interesting.</i>	<i>Example: The next time you meet someone new, introduce yourself and ask that person one question about himself/herself. Then share your answer to that same question.</i>
Your role model(s)		
Your self-confidence		
Your life goals		
Your skills		
Your risk-taking		
Your persistence		

Discuss how to use feedback to improve.

- Is it difficult to accept feedback? Why should you not be defensive?
- What is useful information in feedback? How can this help you?

- Why do you want specific examples? How does that help you improve?
- Why do you want to sum up or restate what you heard? How can this help?
- What is the most important type of feedback? What can you do with feedback?
- How does feedback help you make better decisions?

## **Activity 2: Effective Feedback**

*Work individually*

Feedback is effective when it discusses specific actions you can change. Change the statements below to demonstrate more effective feedback, and then discuss.

“You are forgetful.”

“Your idea has problems.”

“You will not finish on time.”

“You are not helping me.”

“Your product is not useful.”

*Together with your mentor*

Discuss why effective feedback is better than general statements, and how that can lead to better decision making.

- Why do you want effective feedback? How can that help you?
- Why are general statements not helpful? Can you make decisions based on them?
- How can you give effective feedback?
- Can you give more examples of effective feedback? What decisions can you make with effective feedback?
- How does effective feedback help entrepreneurs? Job seekers?

### **Activity 3: Feedback for Better Decision Making**

*Work individually*

Think about a time you used feedback to make a better decision.

- What was the feedback? Why was it effective?
- What was the decision? How did feedback help you make it?
- Who gave you the feedback? Was that important?

*Together with your mentor*

Discuss how feedback can help with your decision making.

- How do you use effective feedback in your decision making? Is it helpful? Why or why not?
- How do entrepreneurs seek feedback? Why?
- Have you ever changed a decision completely because of feedback? What decision and why?
- Why is it important to have people you can trust give you feedback?

### Critical Thinking Questions

Discuss with your mentor:

- How do entrepreneurs use feedback? Where do entrepreneurs get feedback?
- Is feedback a form of information seeking?
- Is there a difference between effective and ineffective feedback?
- How do you listen to feedback? How would you give feedback?
- What is appropriate feedback? When is feedback appropriate and when is it inappropriate? Can you think of examples when feedback may not be appropriate? Why or why not?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 7: Opportunity Seeking and Initiative

---

Initiative and the ability to seek opportunities make entrepreneurs. Where others may see the status quo, the entrepreneur sees a chance to do business and acts on it. Employers also seek and quickly advance employees who are willing to take initiative and who are not afraid to take a chance. While, youth may not start out with the confidence necessary for initiative-taking behavior, this unit will offer them the space in which to develop these skills.

Unit sessions:

1. <u>Opportunity Identification (E)</u> .....	138
2. <u>Initiative (E)</u> .....	143
3. <u>The Marketplace Walk (E)</u> .....	147
4. <u>Being a Forward Thinker</u> .....	152



## Opportunity Seeking and Initiative 1

### Opportunity Identification (E)

#### Session Objectives

This session will help you identify opportunities and think critically about their possibility for success. By the end of this session, you will be able to connect people’s needs with opportunities and to critically evaluate potential opportunities.

#### Preparation

##### *Vocabulary*

- Opportunity (business)—the sale or production of a good or service that supports the start of a business or employment
- Characteristics—aspects of an opportunity that will contribute to its success or failure
- Customer personas—a profile or description that represents a specific type of customer
- Idea—a concept or thought that could lead to a business

#### Introduction

In this session, you will focus on the challenge of identifying potential opportunities. If you lack the ability to identify opportunities, it is often easy to fall into a “copycat” mode, mirroring businesses that already exist in the local context, even if the market is flooded. You may find you have trouble initially identifying opportunities, but it is a skill you can develop over time.

**Opportunities** in this context are the sale or production of a good or service that allows for the start of a business or job. This is a chance for you to think of new solutions to problems, or to identify potential sources of employment that you did not realize existed before. Often people confuse ideas with opportunities; opportunities are those ideas likely to succeed in a livelihood environment, while all ideas may not be successful or realistic in the context. As an entrepreneur, you are much more likely to succeed when you recognize a business opportunity and pursue it, rather than try to base a business around an idea. Job seekers are more likely to succeed when they recognize opportunities for work that match their skills, or when they research the job market, network, and find a position that they can fulfill. Drive and interest are also important, so you will need to recognize opportunities that you are passionate about.

You can begin to recognize possible opportunities through imagining what people need or want, and what they currently don’t have access to. From there, opportunities to solve these issues can be examined as “winning” or “losing” if they match certain **characteristics**: meet realistic expectations, are demand/market-driven, are within your skill set, have low starting costs, and provide a living wage or business opportunities for either the highest quality or cheapest product. Identifying winning characteristics will help you separate losing opportunities from winning ones, and can start you thinking critically about how to turn an opportunity into income.

### **Activity 1: “Painstorming”**

*Work individually*

Think of a place (or several places) in your community where people buy and sell things. Approach at least five people at these places—both sellers and buyers—and ask them questions to find out more about the market opportunities and needs that exist. For example:

- What products or services are missing? What are buyers looking for but cannot find?
- What do buyers want? Do all buyers want the same thing? Do buyers want different things? What problems or challenges do they face in the marketplace?
- What do sellers currently provide? What additional products or services do sellers think about providing? If sellers need help, what sort of help are they looking for? What problems or challenges do they face in the marketplace?
- How would buyers and sellers solve their problems?

*Together with your mentor*

Discuss the “painstorm” with your mentor.

- What is missing in the market? Why is that important?
- Are there any specific reasons that this problem exists? What are they? Can they be solved?
- How can a “painstorm” help us identify opportunities? Why is understanding the frustrations of potential customers important? The frustrations of potential employers?

### **Activity 2: Opportunities**

*Work individually*

After thinking of the “pains” above, think on the opportunities that they present.

- What opportunities are in your community? What opportunities are available in your country? In the world?
- Which opportunities are realistic? Which are simply ideas?
- How can you tell what is feasible (doable) versus infeasible (not doable)? Do you have the training or ability to take advantage of the opportunity?
- Are there opportunities in starting new businesses? In employment? At school? At home?

Opportunity	Feasible? Why or why not?	How do we take advantage?
e.g., People want high speed internet.	No—because there isn't enough infrastructure.	We can't, or have to think of different approaches.
e.g., The motorcycle repair shop needs a new assistant.	Yes—I have welding skills.	Meet the owner, ask about a job.

*Together with your mentor*

Discuss identifying opportunities:

- What other opportunities might exist that you have not listed?
- What can you look for when identifying opportunities? What helps you discover new opportunities?
- How can you tell a realistic opportunity from an idea? Can ideas be part of opportunities?
- Why are the buyers at the market? What are they looking for?
- How do sellers determine what to sell at the market? How do sellers determine buyers' needs and preferences?
- How do these people flow through the market? Do they gather at certain points?
- Are there different types of buyers and sellers at different times? Different days?
- Do buyers purchase food at the market to eat there? At home?
- Why does building personas help us understand the market? Understand our potential customers?

### Activity 3: Characteristics of Winning Opportunities

*Work individually*

The following characteristics help define potential successful opportunities for entrepreneurs. Select an opportunity from above and circle the characteristics that it shares. For job seekers, the best jobs will be those that share these qualities, as they are likely to do well.

Dependable <i>(Work is always there)</i>	Competitive <i>(Can compete with others)</i>	Attractive to new customers <i>(People want it)</i>
Repeat customers <i>(Customers return to business)</i>	Word of mouth <i>(People talking about it)</i>	Scalable <i>(Can grow)</i>
Uncomplicated <i>(Simple to operate)</i>	Focused <i>(Specific business focus)</i>	Large market <i>(Sells to everyone)</i>
Specific market <i>(Sells to specific customers or a specific product)</i>	High value <i>(Either high-profit or high-quality product)</i>	Low startup costs <i>(Doesn't require large investment)</i>
Demand driven <i>(Business sells as much as people want)</i>	Measurable <i>(Outcomes can be quantified)</i>	Lack of competition <i>(Few other competing businesses)</i>
Passion-based <i>(Based on love for business)</i>	Low fixed costs <i>(Doesn't cost much to start)</i>	Connection with clients <i>(People trust it)</i>
Ability to collect cash <i>(Can accept cash payments)</i>	Highest-quality product <i>(Best product)</i>	Cheapest option <i>(Lowest cost of product)</i>
Maximizes talent <i>(Uses best aspects of people)</i>	Skills <i>(Uses specific skills)</i>	Uses available resources <i>(Feasible and local)</i>
High return on investment <i>(Returns a high amount of income per money spent)</i>	Realistic <i>(Can be accomplished by you)</i>	Measurable <i>(Can be counted)</i>

*Together with your mentor*

Discuss the characteristics of winning opportunities.

- Why do you think certain characteristics matter? Do some matter more than others? Why?
- Why is it important that you are able to recognize these characteristics when searching for winning opportunities?
- Which characteristics are most important? Which are the least? Why?

- Can you think of other characteristics that might be more helpful in deciding whether an opportunity is a winner?

### **Critical Thinking Questions**

Discuss with your mentor:

- Do you think there are opportunities in your community? Why? Why not?
- Why is it important to understand the difference between opportunities and ideas?
- How can positive characteristics help you identify winning opportunities? Why should you look critically at opportunities to see whether they are winners?
- How would you characterize your own business idea? What pains does it solve? Where is it strong? What are its weaknesses?
- How does identifying opportunities help the job seeker? Why should a job seeker learn about winning and losing opportunities?

### **Key Takeaways**

Write down one or more key takeaways from this session:

## Opportunity Seeking and Initiative 2

### Initiative (E)

#### Session Objectives

This session will introduce you to initiative as a critical skill that can help you take advantage of opportunities. By the end of this session, you will be able to connect people’s needs with opportunities and critically evaluate opportunities.

#### Preparation

##### *Vocabulary*

- Actions—taking steps and making progress toward achieving a goal
- Improvements—an effort to make something better

#### Introduction

Initiative is the power to act before others do, and is the skill needed to take advantage of opportunities. It is important for both the entrepreneur and the potential employee; it is what entrepreneurs need to start a business, and employers seek employees who demonstrate that they can do more than just the initial job they were hired to do.

You can develop this skill by making difficult decisions and taking **action**. This does not mean to simply “jump without looking,” but to carefully evaluate problems and situations and figure out where the opportunities lie, and how to use them. This distinction is important, as the ability to evaluate critically is necessary in discussions of initiative.

Research has shown that those with career plans are more likely to take initiative. Once you decide where you want to go, you will need initiative to achieve your career and livelihood goals.

A major part of initiative is recognizing problems and taking steps to solve them without prompting from others. This may take you some time if you do not feel confident about taking on new responsibilities or making choices you feel should belong to elders or people in more advanced positions. Nonetheless you have the ability to make independent choices, and this is a necessary skill for adulthood.

#### Activity 1: Taking Action

##### *Together with your mentor*

Ask your mentor to provide you with situations in which he/she took initiative and one in which he/she did not take initiative. Discuss the questions below, then think about a time when you took action and made a decision.

- What was the situation? Who was involved?
- What was the decision you made or the action you took?
- What made you decide to take this action? What would have happened if you had done nothing?
- How did it end? What was the result of your initiative?

##### *Together with your mentor*

Discuss how taking action works with initiative.

- Why do you think initiative is important? How does taking action relate to initiative?
- How do you feel when you have made a decision?

- What happens if you have made the wrong decision? Is it sometimes better to have made a wrong decision than to not make one at all?
- Why do you think employers want employees who take initiative? Why would initiative be a good skill for entrepreneurs to have?

**Activity 2: Showing Initiative**

*Work individually*

Think about the following situations, how you could show initiative, and what would happen if you didn't.

Situation	With Initiative	Without Initiative
Your boss tells you to restock the shelves with fruit, but there is no fruit left in the storeroom.		
Your team is running late to turn in an important project (in school or work).		
Your boss wants you to contact your frequent customers to tell them about a new promotion, but you don't have the customers' mobile numbers.		
Your business needs to secure an important client.		
Your mentor wants you to interview an important business leader in the community.		

*Together with your mentor*

Discuss how to show initiative.

- Why would having a plan help you with initiative?
- Why is showing initiative important? How is it important to entrepreneurs? To employees?
- Does it help to know what would happen without initiative?
- Are there steps or actions you can take that help you build initiative? What could stop your initiative? How do you avoid that?

### **Activity 3: Seeking Improvements**

*Work individually*

Initiative means making improvements. Think about the following questions as guides to seeking how to make improvements.

- What would your customers or clients want you to improve? How can you improve quality?
- Who else could you help?
- Which small problems could grow into large problems?
- What slows your work or makes it more difficult? What do you often fail to achieve? What is frustrating to other team members?

*Together with your mentor*

Discuss how seeking improvements helps develop initiative.

- Why do you seek improvements?
- Do these questions help you identify where you can make improvements?
- How does seeking improvements show your initiative?
- Can you think of other questions or ideas that could help you find improvements?



### Critical Thinking Questions

Discuss with your mentor:

- Why is initiative an important skill for an employer? For an entrepreneur?
- How can you demonstrate initiative?
- How does taking action show initiative?
- Why does making a plan help with your initiative?
- How could initiative help with your livelihood? How does initiative help when you discover new opportunities?

### Key Takeaways

Write down one or more key takeaways from this session:

## Opportunity Seeking and Initiative 3

### The Marketplace Walk (E)

#### Session Objectives

To better understand customers, how markets work, and the opportunities for a young entrepreneur.

#### Preparation

This session may be longer than normal, or may have to occur on separate days depending on the size of the marketplace, distance from session location, and other factors. The mentor can meet you at the marketplace and work on the map while in the market, and focus on the activities in a subsequent session. The mentor should have some prior knowledge of the marketplace to help guide you, though you should take the lead in the session on identifying opportunities due to a likely more intimate knowledge of the marketplace.

This session may not be effective if you are younger than 14; the mentor must consider the risks and challenges of operating within the market, and the best way to minimize them. If necessary, you can do the mapping when you go to the market with a parent, and discussion can occur later during the session.

This session also may not work for girls and young women in certain cultural contexts. They may not be allowed to work in and/or visit the local market, in which case, this session may not be appropriate. The mentor should plan and adapt the session to the cultural context.

#### Vocabulary

- Marketplace—a space where vendors and customers come together to buy and sell
- Marketplace map—a physical map of the marketplace and the location of all things in the market
- Vendor—someone who sells goods or services
- Diversity—a variety of different types
- Flow—the way customers physically move through the market

#### Additional materials

- Flip chart

#### Introduction

This session focuses on the opportunities for both business ventures and employment in the marketplace, and those places in which you can apply your own initiative. The **marketplace** is a space where the market is located, where customers can browse and shop for goods and/or services at **vendors**, sellers of goods and services. In the marketplace, you must be an observer—a person who is not only watching the world around, but trying to understand the “whys” behind it.

In this session, you are going to figure out where shops/stalls/businesses are located, and why that is important. You should note where these businesses are, and if they are grouped together, or stand alone. Note as many characteristics of the market as possible. Who are the vendors? What are they selling, and how are they selling their goods? Who looks like they need help? Who has customers and who doesn't? Note prices for various items, if possible.

Note the people in the marketplace, the customers who are shopping for goods/services. Where are they located? How do they move through the marketplace? That movement is called **flow**. Also, take note of how they interact with vendors. Do they haggle? Are there set prices? You will create personas

of these customers, which will help you better understand who is buying what and why. You will also want to note the **diversity**—or variety—of the products; are vendors all selling the same items? Different items? Why? Is anyone selling something completely different? This will not only help the entrepreneur, but the job seeker—those businesses that are selling what people want are those that will need help, those that could potentially be sources of employment.

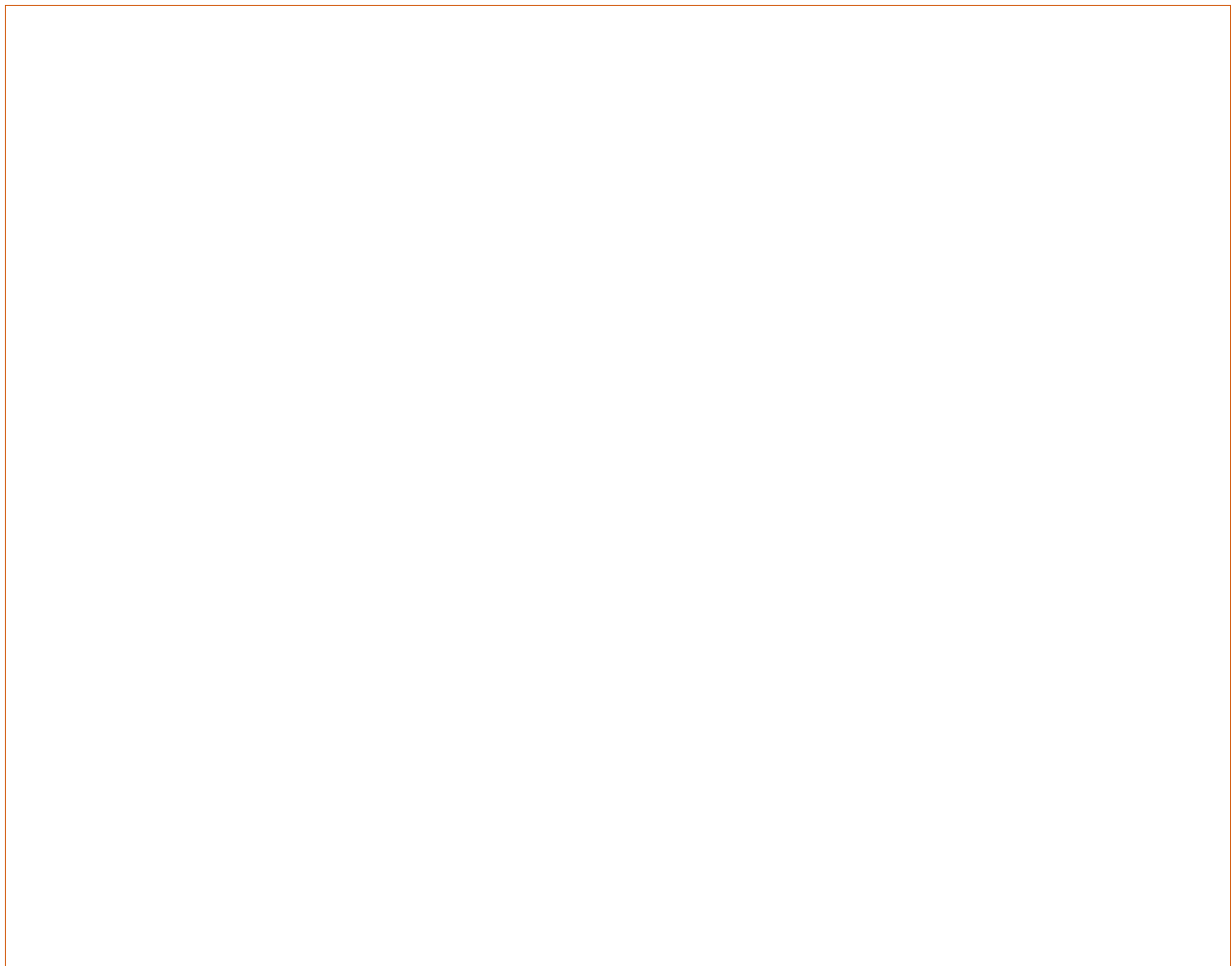
Finally, you will seek out those opportunities that exist in the marketplace. This session is dedicated to opportunity seeking and initiative, and it is best to know where there are possibilities for you to start a business, or recognize what businesses are successful. Pay close attention to what you feel the marketplace is missing. Maybe it is a simple tea shop for customers, or maybe it is a mobile repair store, or maybe something entirely new. Think about how you can match your skills to either working opportunities or innovative opportunities.

### **Activity 1: Mapping the Market**

*Work individually*

Draw out the market and note the following:

- Types of shops: what they are selling, where they are grouped, how they interact
- Where people gather, and how they move through the market



*Together with your mentor*

Discuss the map with your mentor.

- Why do you think these vendors are in the market?
- What are they selling? What prices are the goods?
- What is the market like: seasonal? Daily? Specific market days?
- Are the businesses grouped together? Why? Why not?
- Is the market informal? Formal? Why?
- Are there vendors selling without stalls?
- If you opened a business, where would it go in the market? Why?
- If you were looking for a job, which shop would you focus on? Why?

### **Activity 2: Personas**

*Work individually*

Think of possible customer personas at the market.

- Male or female?
- Age?
- What are they buying? Do they barter, trade, or haggle?
- Do they know exactly what they want, or do they browse for goods?
- What are the differences in customers? The similarities?

*Together with your mentor*

Discuss the different personas.

- Who is the typical customer? Do they match a persona?
- Why are those people at the market? What are they looking for?
- How do these people flow through the market? Do they gather at certain points?
- Are there different personas at different times? Different days?
- Do they buy food at the market to eat there? At home?
- Why does building personas help us understand the market? Understand our potential customers?
- How can customer personas help you recognize potential for employment? How could you approach a potential employer with this knowledge?

**Activity 3: What’s Missing?**

*Work individually*

Think of the missing businesses or vendors in the market, and the reasons why they might not be present. Add potential alternative businesses that could be there instead. Then, note the successful businesses, the potential jobs that may exist, and how you match up. When you’re finished, you’ll have a solid base of data on your local market.

Missing Businesses	Reasons Why They Could Be Missing	Alternative Businesses
Successful Businesses	Possible Jobs	How you match up

*Together with your mentor*

Discuss the missing businesses and possible opportunities.

- Why do you think certain vendors are missing? Why not?
- What opportunities do you see in the marketplace?
- What alternative businesses could exist?
- Why is it important to recognize missing opportunities?
- What are the successful businesses? Are they similar to each other? Different?
- How could you use your skills at a successful business?
- Why is it important to recognize what businesses are successful and which ones are not?

**Critical Thinking Questions**

Discuss with your mentor:

- What does mapping the marketplace help you understand?
- Why does the marketplace exist? What are people doing there?
- What is missing from the marketplace? Are there opportunities there?
- Why is it important to understand customer personas?
- Can you explain how understanding the marketplace provides opportunities?

**Key Takeaways**

Write down one or more key takeaways from this session:

## Opportunity Seeking and Initiative 4

### Being a Forward Thinker

#### Session Objective:

This session will introduce you to forward thinking as a skill to develop. By the end of this session, you will recognize the need for forward thinking and know different styles of leadership.

#### Preparation

##### *Vocabulary*

- Forward thinking—the ability to plan ahead and anticipate long-term goals, problems, and solutions
- Developer—a leader who increases their skills and the skills of those around them
- Doer—a leader who focuses on action and making things happen
- Manager—a leader who effectively directs various individuals working on a team
- Thinker—a leader who focuses on strategy and ideas
- Vision—an image of the future you want to achieve

#### Introduction

**Forward thinking** is much like goal setting, but includes the ability to see problems and potential solutions. Forward thinkers are obsessed with large problems—not simply the day-to-day obstacles, but the big issues they want to overcome. They see opportunities to make large changes, and have a vision for what they want their businesses and lives to be. You might currently be focused on short-term problems and opportunities, but you will soon want to think about the “big picture.”

Forward thinkers are leaders, but not all leaders are the same. Some are **thinkers**, who focus on strategy and new ideas. Some are **doers**, who focus on making things happen. Some are **managers**, who are able to effectively use their teams. And some are **developers**, who spend time increasing their skills and the skills of those around them. These styles can mix together, but it is important to recognize which style best fits you. You will be better placed to take advantage of new opportunities if you know how to use your leadership skills.

Forward thinkers have a **vision** about what they want to achieve, and are able to get a team to support them. You may not have this vision yet, nor a supporting team, but working toward this goal will give you an idea of where you need to improve.

#### Activity 1: The Problems You Want to Solve

##### *Work individually*

Forward thinkers do not focus only on immediate problems; they think about larger problems. What are the larger problems that you want to solve?

- What are the problems in your family? In your community? In your country? In the world?
- Why do you want to solve them? Why are these problems important to you?
- Why are these problems more difficult than short-term problems?
- How would you begin to solve these problems?

*Together with your mentor*

Discuss how thinking about larger problems helps develop forward thinking.

- Why does forward thinking look at large problems?
- Can you solve these problems alone? Who can help you?
- Why do you think working on larger problems helps develop forward thinking? Do you think forward thinking is important? Why or why not?
- How does thinking about larger problems help with your opportunity seeking and initiative skills?
- How could forward thinking help you as an entrepreneur?

**Activity 2: Leadership Styles**

*Work individually*

Forward thinkers are leaders, but they recognize they cannot do everything alone. Think of how you could fit into one of these leadership styles:

- Thinkers are focused on coming up with new ideas and plans to improve their teams. If you like coming up with plans, you may be a thinker.
- Doers are those who focus on taking action, and want to have a direct part of making things happen. If you like being a part of the action, you may be a doer.
- Managers are leaders who can effectively run their team—they lead by bringing out the best in people. If you like running a team, you may be a manager.
- Developers increase their skills and the skills of those around them—they lead through support. If you like being the best at a skill, you may be a developer.

*Together with your mentor*

Discuss how recognizing your style of leadership helps forward thinking.

- How does a thinker help his or her team? A doer? A manager? A developer?
- Why is it important to recognize your style of leadership?
- Are you forced to be only one kind of leader? Why or why not?
- How does your leadership style help develop your opportunity-seeking skills?



### Activity 3: Your Vision

*Work individually*

Draw your vision for a personal goal you want to accomplish in 20 years.

- What problems would you solve and how? What is your goal?
- How would you get people to support your vision?
- What new technology or innovation could help you? What do you think will exist by then?
- How will your experience help you?



*Together with your mentor*

Discuss how your vision is an important aspect of being a forward thinker.

- Why do you have this vision? Is it possible to achieve?
- What seems the most difficult to accomplish?
- How can you get people to support you? How can you get your team members involved?
- How does this vision relate to your leadership style?
- Why is this exercise important for forward thinking?

### Critical Thinking Questions

Discuss with your mentor:

- Why is forward thinking important? How can it help you discover new opportunities? How does it support your initiative?
- What kind of people are forward thinkers? Can you name some?
- How does forward thinking help the entrepreneur? How does it help you?
- Why is your leadership style important to forward thinking?
- Can you think of other ways to be forward thinking? What are they?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 8: Higher-Order Thinking

---

Higher-order thinking consists of problem solving, critical thinking, and decision making. At a basic level, this includes an ability to identify an issue and take in information from multiple sources to evaluate options in order to reach a reasonable conclusion. Higher-order thinking is very much sought by employers and is critical for any type of workforce success in all regions of the world. Therefore, problem solving, critical thinking, adaptability, and team work are all explored in this unit.

Unit sessions:

1. <u>Problem Solving</u> .....	<u>157</u>
2. <u>Critical Thinking</u> .....	<u>160</u>
3. <u>Teamwork (E)</u> .....	<u>165</u>
4. <u>Adaptability (E)</u> .....	<u>170</u>

## Higher-Order Thinking 1

### Problem Solving

#### Session Objectives:

This session will introduce you to problem solving as an essential skill in higher-order thinking. By the end of the session, you will both recognize the need for problem solving, and have developed a system for it.

#### Preparation

##### *Vocabulary*

- Problem solving—the process of identifying solutions to a difficult issue
- Appropriate solutions—reasonable actions to solve a problem
- Brainstorming—the act of generating lots of ideas by thinking together as a group
- Implementation—the process of putting a solution into action
- Root cause—the primary reasons for a problem

#### Introduction

**Problem solving** is the process of finding solutions to difficult issues. Problem-solving skills are part of higher-order thinking and fall within varied skill types. These skills will be incredibly important for you wherever you go in life. You may already have a basic idea of problem solving, but lack a specific process for reaching effective conclusions. In this session you will learn a roadmap to use to solve problems—a roadmap that can be modified as needed, but functions for any problem:

- Identify and define the problem—What exactly is going wrong? Is there a problem? What is the specific problem?
- Identify root causes—What is causing the problem? Where in the process? Why?
- Brainstorm alternative solutions—Think of possible ways to correct the problem. Which is best?
- Select appropriate solutions—Choose the best solution that weighs all costs and benefits.
- Implement and check impact—Enact the solution and monitor whether it has the predicted results.
- Monitor the progress toward the solution—Has the problem been solved? Why? Why not?

#### Activity 1: Identifying and Defining Problems and Their Root Causes

##### *Work individually*

Think about the problems you have solved in your life.

- What were the problems? Were they in school? At home? At work?
- Now focus on one particularly difficult problem. What was it? What did it involve?
- How would you describe the problem? Can you define it?
- What caused this problem? Were there other reasons for it?
- Who was involved in the problem? Did that make it worse or easier to solve?
- What was the problem's root cause? Did this differ from the problem itself?

*Together with your mentor*

Discuss the skills with your mentor.

- How did the problem start?
- Does the problem involve other people? How do other people make it more difficult or easier to solve a problem?
- What are typical problems that a business would encounter? An entrepreneur? An employee?
- Why is it important to recognize problems, and to understand their root causes?

## **Activity 2: Brainstorming and Selecting Appropriate Solutions**

*Work individually*

Think of possible solutions for your specific problem mentioned above.

- Are there multiple solutions? Which is best for you? Which for a group?
- Why are some solutions better than others? What makes a good solution?

*Together with your mentor*

Discuss the alternative solutions and the reasons for choosing the most appropriate one.

- Which is your preferred solution? Why?
- Which solution is most likely to solve the problem? Which is least likely?
- Does working with a group make problems easier to solve? More difficult? Why or why not?
- How would you implement your solution? Have you thought about possible outcomes? Are there any alternatives that could work better?
- Why would entrepreneurs brainstorm solutions? Why is brainstorming important?
- Why did you choose a specific solution? Is it the best? Why?
- What are the costs and benefits of certain solutions? How can you measure these?

## **Activity 3: The Problem-Solving System**

*Work individually*

Use the problem-solving system to help solve the problem you identified earlier.

- Problem
- Root cause
- Alternative solutions
- Select a solution
- Implement and check impact
- Monitor progress

Is the problem solved?

*Together with your mentor*

Discuss the problem-solving system:

- How did you identify the problem? How did you find the root causes?
- What alternative solutions did you find? Why did you select the one you did?
- What did you do to implement the solution? Did it work?
- How do you check impact and monitor progress?
- Why does monitoring the progress help you solve problems? What if the solution isn't working?
- How would this work in a livelihood setting? At a business? At school? At home?
- What challenges can you find with this problem-solving system? Would it work for you?

**Critical Thinking Questions**

Discuss with your mentor:

- Why do you need problem-solving systems? How do these systems work?
- What is important about identifying multiple solutions?
- How do you recognize costs and benefits of solutions? Is there a balance?
- How does the system differ if you are working in a group?
- Do you think entrepreneurs use this system? How can it help them?
- What problems can you solve now? What problems might be more complex? What skills might you need in order to solve some problems?
- Why is problem solving important? How does problem solving fit into higher order thinking?

**Key Takeaways**

Write down one or more key takeaways from this session:

## Higher-Order Thinking 2

### Critical Thinking

#### Session Objectives

This session introduces you to critical thinking as an essential skill to solve problems. By the end of the session, you will have practiced critical thinking and learned about changing perspectives.

#### Preparation

##### *Vocabulary*

- Critical thinking—thought that is purposeful, goal-directed, and uses evaluation
- Assumptions—thoughts that are accepted as truth without proof
- Brainteasers—a puzzle that can be solved with critical thinking
- Closed questions—simple questions that can be answered with “yes” or “no”
- Open-ended questions—questions that cannot be answered simply, and that lead to critical thought
- Perspective—a point of view that you have on a subject

#### Introduction

You have been exposed to **critical thinking** throughout this workbook by answering the session questions and having discussions with your mentor, but you may not realize this is a skill that is highly sought after when pursuing a livelihood. The goal of critical thinking is to challenge **assumptions**. It should inspire you to arrive at creative solutions, since the answers to many problems are not always obvious. Critical thinking is a difficult skill to master, but it does get easier if you practice it every day with multiple problems. **Brainteasers** are a fun and easy way to get you to consider how you think. **Open-ended questions** are powerful tools that encourage deeper thought, as opposed to **closed questions**, which are answered quickly. Open-ended questions may make you challenge your initial answers and defend why you think or believe something. They also help guide further conversation and dialogue.

**Perspectives** are important to consider. You may have a particular perspective that you have come to accept over time. However, changing perspectives may allow you to see problems in a different light, and come up with original, creative solutions you might not have been able to reach previously. The more you challenge yourself to think critically, the more you will develop the skill.

## Activity 1: Brainteasers

*Work individually*

Think about how to solve the following brainteasers (the answers follow the session):

- What do the numbers 11, 69, and 88 all have in common?

Answer: \_\_\_\_\_

- A man is standing on one side of the river, his dog on the other. He calls his dog and the dog comes to him without getting wet. There were no bridges or boats—how did the dog do it?

Answer: \_\_\_\_\_

- A boy and a doctor are walking down the road. The boy is the doctor's son, but the doctor isn't the boy's father. How is this situation possible?

Answer: \_\_\_\_\_

- Give me food and I will live and grow; give me water and I will die. What am I?

Answer: \_\_\_\_\_

- In a year, there are twelve months. Seven months have 31 days. How many months have 28 days?

Answer: \_\_\_\_\_

- If you were running a race, and passed the person in second place, what place would you be in now?

Answer: \_\_\_\_\_

- John's mother had three children. The first child was named April. The second was named May. What is the third child's name?

Answer: \_\_\_\_\_

- Before Mt. Everest was discovered, what was the highest mountain in the world?

Answer: \_\_\_\_\_

*Together with your mentor*

Discuss the brainteasers with your mentor. If you think the brainteasers are too English-focused, ask your mentor with help on more relevant brainteasers, or give him or her your own examples.

- Why did you answer the brainteasers as you did? Did you see how they can make you think critically?
- How does critical thinking help us solve brainteasers?
- Can you think of other examples of critical thinking riddles or brainteasers?
- Are some brainteasers harder than others? Why, or why not?



## Activity 2: Open-Ended Questions

*Work individually*

Think of turning the following closed questions into open-ended questions.

- What is your favorite food?
- What is your favorite subject at school?
- Is it important to be professional at work?
- Do you like work?
- Should you open a business?

*Together with your mentor*

Work with your mentor to evaluate the ways to build the above into open-ended questions.

- Why is this your favorite food? What are your reasons for supporting this?
- Why is this your favorite subject? Are there other opinions?
- What does it mean to be professional at work? Why is it important to be professional at work?
- Why do you like or dislike work? What are the benefits? The costs?
- Why should you open a business? Why not? What haven't you thought of in opening a business?
- What are good questions we can ask that make questions open-ended?
- Why are open-ended questions good for critical thinking?
- How can we ask open-ended questions when thinking about our livelihoods?

## Activity 3: Changing Perspective

*Work individually*

Think of a problem that you analyzed in a prior session.

- What was the problem? Did you have control over how to solve it?
- How could you evaluate the problem? How did you view the actors? Were you sure that you were right?
- What were the other sides or views of the issue? What if you looked at it through the eyes of another?

Now write down below how you and another person viewed the same issue—the key is to understand how the same issue can be viewed entirely differently through different perspectives. Imagine the differences, but also try to see where there may be similarities.

*Together with your mentor*

Discuss seeing through another perspective.

- What was the problem? Who was involved?
- How did you view the problem? How did the other person?
- What about your views was different? What was the same?
- Could you change the other person's perspective? Could you change yours?
- Does changing your perspective change how you view the problem? Why? Why not?
- How does changing perspectives lead to critical thinking?

**Critical Thinking Questions**

Discuss with your mentor:

- Can you recognize critical thinking questions?
- Why do brainteasers help improve our critical thinking? Open-ended questions? Changing perspective?
- What are some critical thinking questions you can ask?
- Why does critical thinking help you solve problems?
- How would critical thinking be helpful in business? At school? In your livelihood?
- How can you practice critical thinking in your daily life?
- How is critical thinking an important skill?
- How does critical thinking relate to higher-order thinking?
- Can we use critical thinking on every problem?

**Key Takeaways**

Write down one or more key takeaways from this session:

### Activity 1: Brainteasers

- What do the numbers 11, 69, and 88 all have in common?

Answer: They read the same whether right side up or upside down.

- A man is standing on one side of the river, his dog on the other. He calls his dog and the dog comes to him without getting wet. There were no bridges or boats—how did the dog do it?

Answer: The river was frozen and the dog walked on top of the frozen water.

- A boy and a doctor are walking down the road. While the boy is the doctor's son, the doctor isn't the boy's father. How is this possible?

Answer: The doctor is the boy's mother

- Give me food and I will live and grow; give me water and I will die. What am I?

Answer: Fire

- In a year, there are twelve months. Seven months have 31 days. How many months have 28 days?

Answer: They all do.

- If you were running a race, and passed the person in second place, what place would you be in now?

Answer: You would then take that person's place and thus be in second place

- John's mother had three children. The first child was named April. The second was named May. What is the third child's name?

Answer: The third child is John.

- Before Mt. Everest was discovered, what was the highest mountain in the world?

Answer: Mt. Everest was always the highest mountain in the world, even though it had not yet been discovered.

## Higher-Order Thinking 3

### Teamwork (E)

#### Session Objectives

This session will introduce you to the concept of teamwork and how to use this skill. By the end of this session, you will recognize teamwork as an essential skill, recognize the strengths and weaknesses of team members, and learn how to create healthy team dynamics.

#### Preparation

##### *Vocabulary*

- Teamwork—the combined action of a group of people
- Complementary skills—skills that different team members have to support each other
- Roles—jobs or positions on a team
- Team dynamics—how a team interacts and works with each other

#### Introduction

In this session, you will explore why teamwork is valuable in a livelihood context, and how it can benefit you just starting out in business. **Teamwork** is the combined action of a group of people. It is viewed as a critical higher-order thinking skill, and employers and entrepreneurs value it as a key soft, transferable skill. The ability to work in a team, to recognize strengths and weaknesses, and be critical of your own role in a team, is incredibly useful when pursuing a livelihood.

You may think about the idea of teamwork in sports or club terms, and know that to be a good team leader, you need to understand your team members. **Complementary skills** are those skills different team members have that support each other and can overcome individual weakness. Recognizing the value of different team members will help you form better teams throughout your adult life.

Different team members play different **roles**. There can be leaders, fact checkers, supporters, and challengers who make the team think through various problems. All roles are needed in a successful team.

Healthy team dynamics are an important aspect of teamwork. **Team dynamics** are the ways in which team members interact and work with each other. You can encourage healthy teams with openness and trust. Some communities may view teams as highly hierarchical, but the some of the best teams value each opinion and idea, because good ideas do not always come from the top.

### Activity 1: Problem Solving as a Team

*Work individually*

Think about problems that you were only able to solve in a group or team.

- What was the problem? Why did you need a team to solve it?
- How did the team help you solve the problem?
- Did different team members have different skills? What were their skills? What did you bring?

*Together with your mentor*


Discuss teamwork as a skill for problem solving.


- Why do some problems require a team? How is a team more effective than one person?
- Is working in a team easier or more difficult than working alone? Why? How can working as a team be improved?
- What are complementary skills? Are they important? Why or why not?
- How did you work with your team members? Was it difficult? Were you friendly? Frustrated?


### Activity 2: Different Roles of Teammates


*Work individually*

Think about a potential problem or challenge you might face in the future that would best be addressed by working in a team. If you are thinking about one day starting your own business, imagine potential business partners who might help you set up and run the business. Now imagine who might be the members of that team. For each team member, write down their strengths and weaknesses, and possible roles they could play on the team.

	Strengths
	Weaknesses
	Role

	Strengths
	Weaknesses
	Role

	Strengths
	Weaknesses
	Role

	Strengths
	Weaknesses
	Role

Now, think about your role in the team.

- How do the other team members view you?
- What do they see as your strengths? Your weaknesses?
- How do you fit in the team? How do you improve it?



*Together with your mentor*

Discuss healthy group dynamics and how they relate to teamwork:

- Why is it important to have healthy group dynamics? What do unhealthy teams look like?
- Why are the skills of openness, trust, support, and respect important?
- Can you learn something from each member of a team?
- Why do healthy teams achieve more goals?
- Can you think of other skills or ways to improve team dynamics?

**Critical Thinking Questions**

Discuss with your mentor:

- Why is teamwork important? How can it help you solve problems and achieve goals?
- What are healthy teams? What are unhealthy teams?
- Why is knowing strengths and weaknesses important?
- How is teamwork a skill? Why do employers and entrepreneurs value teamwork?
- How can teamwork help you achieve your livelihood?

**Key Takeaways**

Write down one or more key takeaways from this session:



## Higher-Order Thinking 4

### Adaptability (E)

#### Session Objectives:

This session introduces you to the concept of adaptability and why it is an important skill in both personal and professional situations.

#### Preparation

##### *Vocabulary*

- Adaptability—the ability to make changes when needed
- Creativity—the use of imagination to come up with new ideas or possibilities
- Options—a variety of possibilities for solving a problem or answering a question

#### Introduction

**Adaptability** is a key soft skill that entrepreneurs need and employers search for. It is the ability to make changes when needed, and comes in handy when discussing business, especially youth-run ventures. You likely live in a constantly changing environment. Adaptability is a skill that can help you deal with uncertainty, as you can change to match the situation.

Employers seek employees who can perform multiple jobs. You may not have all the hard skills needed for certain tasks, but if you are adaptable, will find ways to learn those hard skills. While advancing through a career, you will find yourself having to wear many “hats,” and adaptability is a skill that will help you meet new challenges.

The more you think **creatively** about different options, the more adaptable you will become. You can challenge yourself to think about what it would be like to have to adapt to new professions—what if you were a doctor who had to run a business, or a farmer who had to sell fruit at the marketplace? How would you adapt to the changed circumstances?

You can practice adaptability even during this session by changing the context—change the setting from your normal meeting place, or have your mentor switch roles with you and work with you through the session. You should seek to adapt to change, and not to view change as frightening but as a chance to challenge yourself.

### Activity 1: Arguing the Other Side

*Work individually*

Think about an argument or belief you support. Now come up with an argument that directly opposes your belief. Try to think about how to adapt to the new argument.

- What arguments do you make? What are the other side's arguments?
- What reasons do you have? What are the other side's reasons?
- What examples do you use? What are the other side's examples?

*Together with your mentor*

Discuss how arguing for the other side can increase adaptability.

- Was it difficult to argue for the other side? Why or why not?
- Does arguing for the other side help you see their point of view? Does it help you see the many ways in which we can believe in something?
- How does this change in your perspective help you become more adaptable?
- Why would this skill be important in your livelihood?
- How could you develop adaptability further?

### Activity 2: New Options

*Work individually*

Think of a livelihood scenario, and give yourself multiple options. See how each option leads to new options that can challenge you to adapt to new scenarios. Play around with the various options and possibilities that can exist or may happen—it's your future!



*Together with your mentor*

Discuss how adaptability leads to increased options.

- Why would a business want adaptable team members?
- Why does thinking about increased options help your adaptability?
- How would these options change if you had problems or obstacles?
- How many options can you think of? Why is it important to be adaptable to new scenarios?

### **Activity 3: Adapting to a New Scenario**

*Work individually*

Think of a new scenario where you have to continue adapting to new changes.

- My employer asks me to do a task I have never done before.
  
  
  
  
  
  
  
  
  
  
- My business has a problem I did not plan for.
  
  
  
  
  
  
  
  
  
  
- I started a new job but do not know how to do it.
  
  
  
  
  
  
  
  
  
  
- My business has a new client who wants something I have never done before.
  
  
  
  
  
  
  
  
  
  
- I have a timeline or goals that will not work.

*Together with your mentor*

Discuss how to adapt to new scenarios:

- Why is it important to have techniques to adapt?
- How did you adapt to the new scenarios?
- Why would businesses want someone who is adaptable? How can you demonstrate adaptability?
- How would adaptability help an entrepreneur?

### Critical Thinking Questions

Discuss with your mentor:

- Why is adaptability an important soft skill?
- What does adaptability mean to you? Can you improve your adaptability?
- How do you adapt to new scenarios at school? At work? At home?
- Have you been adaptable in your life? What were you like five years ago? One year ago? What do you want to be like in a year? Five years?
- Adaptability is closely related to creativity. How can you be creative? Why would creativity help in being adaptable?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 9: Communication

---

Communication is vital for all situations—from a small kiosk in rural Tanzania to a youth group in Macedonia’s capital. Whether expressing themselves in writing, orally, or through nonverbal communication, youth need to learn how to communicate effectively, how to promote their message, and how to engage properly with a range of people. Building confidence in communication skills, in listening, and in participating in the discussion around the importance of doing so is the main purpose of this unit.

Unit sessions:

1. Active Listening..... 175
2. Getting Your Point Across..... 180
3. Managing Conflict..... 185

## Communication 1

### Active Listening

#### Session Objectives:

This session will introduce you to active listening, a critical skill to develop for better communication. You will also practice paraphrasing—a critical aspect of active listening.

#### Preparation

The session on active listening requires close attention to better develop listening skills. Short stories or local tales can make this session more relatable for you and your mentor, so use them where you both see fit. Finally, different cultures have different norms of body language, eye contact, and nonverbal clues to demonstrate listening. Please use your own local context if discussing nonverbal communication.

#### Vocabulary

- Active listening—listening to another person or group to gain information while taking steps to find out more information
- Paraphrase—using your own words to restate something that has been written or said out loud

#### Introduction

Listening may seem like a simple skill, but active listening is an actual skill that can be improved. **Active listening** is the process by which an individual gets information from another person or group while taking steps to find out more information. This skill is necessary in livelihoods for a number of reasons: active listeners receive more information, make better connections, and demonstrate soft skills that employers seek.

Active listening may look different in your community, but there are certain basics that can be applied across the globe. Demonstrating concern and interest, giving verbal and nonverbal cues to the speaker, waiting to discuss an opinion or answer, asking open-ended questions, and **paraphrasing** are all techniques of active listening. Active listening requires a back-and-forth between the speaker and the listener, but—in contrast to animated conversation—the listener is withholding judgment and opinions, waiting to speak, clarifying uncertainties, sticking to one subject thread, and thinking critically about what is being said. You may have trouble initially practicing active listening, but you can improve your skill over time.

#### Activity 1: Demonstrating Interest

*Work individually*

Think about a time a friend or family member told you something interesting, sad, exciting, or funny:

- How did you know it was funny? How did you know it was sad?
- How did you react? Why did your friend tell you this?
- What questions did you ask?
- Did you tell your friend a story in return?

*Together with your mentor*

Discuss the story in terms of demonstrating interest.

- Did you listen to the entire story, or did you find your mind wandering?
- What parts of the story do you remember best? Why were these parts of the story so memorable?
- Were you already thinking of a story to tell back?
- What does it feel like to be interrupted? How would the speaker feel?
- How did you react to the story? How did your friend want you to react?
- How would expressing interest in what someone is saying make you a better listener? How would it make you better at a livelihood?
- How did you know if the person telling the story was paying attention to your reactions to the story?

**Activity 2: Paraphrasing and Providing Feedback**

*Work individually*

Paraphrase the following statements. You may want to use one of the numbered phrases to start.

**Example one:** I used to spend time with my friends nearly every day, but lately I have not. These days, the only thing my friends want to talk about is people they do not like. My friends spend hours disparaging our classmates, discussing the traits they don't like about each person, and coming up with mean comments they will say the next time they see the people they don't like. It seems like my friends can no longer have a good time without putting other people down. I have tried to change the conversation when I am with them, but they ignore me and continue to speak negatively about other people. I don't enjoy myself anymore when I spend time with my friends.

**Example two:** I have worked very hard on my math assignment from school but I still cannot figure out the answers. I even reread the textbook chapters from previous sessions, but I am unable to understand the math. No matter how hard I try, and how many times I reread the textbook, nothing seems to help. I feel like giving up and turning in an incomplete assignment. I am no good at math, so it is useless to dedicate my time to it. I used to want to work at the bank in town but since I am no good at math, I might as well give up that dream. I guess I am not really that good at anything, now that I think about it.

**Example three:** My father is not often at home. He works a lot and his job requires that he travels away from our town. When he is at home, he often drinks alcohol to relax. Because he drinks a lot of alcohol, his mood varies. Sometimes he is mad, sometimes he is happy, sometimes he cannot understand what I am saying when I talk to him, and sometimes he forgets everything the next day. I never know what to expect when my father is home. I do not like to invite my friends to my house because I am worried about how my father might behave and what he might say to them. I don't think my father cares very much about me or our family, but I feel bad because I know my father also works hard to provide for our family.

- What I'm hearing is...
- Sounds like you are saying...
- Is this what you mean...

*Together with your mentor*

Discuss how paraphrasing and providing feedback at appropriate times is active listening.

- How does paraphrasing show you are listening?
- How can paraphrasing increase the information you are getting?
- Why does feedback help understanding? How does it help both the listener and the speaker?
- How can feedback and paraphrasing keep discussions on track?
- How can feedback and paraphrasing help get better information, or correct errors?
- How could feedback and paraphrasing improve livelihood? Does it make better employees or businesspeople?

**Activity 3: Active Listening Practice**

*Together with your mentor*

Ask your mentor to tell you a story about where he/she is from. Listen actively to his/her story to ask specific questions that show you understood and are providing appropriate feedback. Do this several times to improve your ability.

- What was the story about? What is the difference when simply listening to a story and actively listening?
- What questions did you ask? How did you demonstrate active listening?
- What other techniques did you use to show you were listening?
- What can you learn from simply listening? How can this be beneficial in finding a livelihood?

**Activity 4: How I Give Feedback**

*Work individually*

Place a dot in one of the five boxes for each feedback element listed below. Then connect the dots. This will give you a feedback profile.

Feedback elements. When I give feedback how often do I...	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Consider whether or not the feedback recipient has control over the matter?					
Give specific feedback instead of general feedback?					
Think about my motivations or reasons for giving this feedback?					
Stress the positive aspects of the feedback recipient, not just negative aspects?					



Feedback elements. When I give feedback how often do I...	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Limit my feedback to the most important points instead of sharing all of my feedback at once?					
Try to describe why I feel the way I do instead of judge the feedback recipient?					
Give feedback that is gentle, caring, considerate, and friendly?					
Consider whether or not the feedback recipient is ready and interested in my feedback?					
Consider the appropriateness of the time and place when and where I provide the feedback?					
Ask the feedback recipient if he or she understands my feedback?					

For any feedback elements for which you gave yourself a 1, 2 or 3, think of ways you can improve this aspect of the feedback you give. Write down your ideas for improving your feedback here.

## Critical Thinking Questions

Discuss with your mentor:

- What is the difference between active listening and regular conversation?
- Why is active listening an important skill? Why do employers and successful businesspeople seek active listeners?
- Who are active listeners in your life? What makes them active listeners?
- How can active listening make you get more information from people?
- How does active listening work with the other skills you have?
- Can you think of examples of times when you could have used active listening?

## Key Takeaways

Write down one or more key takeaways from this session:

## Tips for How to Be an Active Listener

- Don't judge
- Wait to speak
- Show concern or interest
- Ask questions
- Paraphrase information
- Give feedback
- Stick to one subject
- Think critically
- Give verbal and nonverbal support

## Communication 2

### Getting Your Point Across

#### Session Objectives

This session will help you recognize how to effectively get your point across. By the end of this session, you will learn how to effectively communicate your thoughts and recognize different types of communication for different contexts.

#### Preparation

##### *Vocabulary*

- Effective communication—the ability to give information and arguments that are understood clearly by another person, and to receive information in return
- Point—an argument or view that one holds
- Criticism—disapproval or judgment, typically negative
- Reason—a cause or explanation for believing in a point
- Example—information that supports a reason
- Personal communication—communication that is familiar and not formal
- Praise—approval or admiration of an accomplishment or act
- Professional communication—formal communication that must be effective

#### Introduction

Effectively voicing a point of view or an argument is an essential part of communication. You may be quite good at this aspect of communication immediately, or it may take more time. Alternatively, it may be that you are good at arguing while still being unable to **effectively communicate** your **points**. In a livelihood context, you need to be able to separate different types of speech for different audiences, and to think critically about how to make the best argument or point at the right time.

You may also react differently to **criticism**, and may need to learn more effective methods for explaining yourself and why you did something.

Effective communication will help you in your livelihood when working with a team, customers, and employers. You will be better able to deliver information, both negative and positive, in a livelihood context. Finally, getting your point across effectively will require you to focus on and clarify why you believe something, and to ignore stress and emotions that may make your communication ineffective or put employers and potential customers off.

## Activity 1: Different Types of Communication

*Work individually*

Think about how you communicate with your friends, family members, people in the community, and people at work or potential employers and customers. Write down your thoughts on how to best communicate with the following groups.

- Friends (Professional/Personal)
  
- Family (Professional/Personal)
  
- School (Professional/Personal)
  
- At Work (Professional/Personal)
  
- Potential Employers (Professional/Personal)
  
- Potential Customers (Professional/Personal)

*Together with your mentor*

Discuss different aspects of communication.

- Why is each situation different?
- What are the expectations of each person?
- How do you change your manner of speaking with each group?
- What would happen if you spoke to a potential employer the way you speak to your friends?
- What would happen if you spoke to your friends the way you speak to an employer?

## Activity 2: Reacting to Criticism

*Work individually*

Think about situations in which you have been criticized or blamed for something.

- How did you react?
- Was there a better way to react?
- Can you explain your reasons for why you did something in a more effective way?
- Think about a situation in which you have been praised.
- How did you react?
- Could you react differently? Are there different situations that need different reactions?
- How did this make you feel?

*Together with your mentor*

Discuss how reactions to criticism can help make others understand your reasons and your point.

- Was the criticism justified? Does this matter?
- Was the praise justified? Does this matter?
- Do you respond to criticism differently in different situations?
- What are different ways to get your point across? Can you think of good ways to frame your argument or point?
- Is it important to respond in a calm manner? Is it important to be able to say “I’m sorry”?
- Is it important to react to praise well? What are different ways to react to praise?

## Activity 3: PREP—Point, Reason, Example, Point

*Work individually*

Think about a few situations in which you wanted to get your point across. Use the PREP system to help support your point.

- Point—Make your point clear and short.
- Reason—Give a reason to support your point.
- Example—Give an example or evidence that supports this point.
- Point—State your point again to make sure your audience understands you.

e.g., On the farm, choosing what to plant.

*Point: We should plant more beans this year.*

*Reason: I think beans are a better crop for our farm.*

*Example: Last year, beans grew better than other crops, and they have more protein.*

*Point: Therefore, I think we should plant more, better-producing beans on the farm.*

Work Situation

Point:

Reason:

Example:

Point:

School Situation

Point:

Reason:

Example:

Point:

Community Situation

Point:

Reason:

Example:

Point:

*Together with your mentor*

Discuss how the PREP system helps you get your point across simply and effectively.

- How does making your point simple make you more effective at communication?
- How does your reason support your point?
- How can examples help your point?
- Why do we end with our point again?
- Does the PREP system simplify communication? Should you use it with every different social group?
- Can this system help you organize your thoughts? Do you make better arguments with it?

**Critical Thinking Questions**

Discuss with your mentor:

- Why is it important to understand different types of communication? How do different types of communication help you get your point across in different situations?
- Why is it important to understand how you react to criticism? How can this help you get your point across more effectively?
- What happens when you do not make your point effectively? How can you react to this?
- Why does having a system for making your points help you in your livelihoods?
- Why is it important that you learn how to make your points effectively?
- Does anger or shouting help you make your points? Crying or acting timid?
- Sometimes your points are more effective when you understand the arguments of others. Why is this? How can understanding someone else's point help you?

**Key Takeaways**

Write down one or more key takeaways from this session:

## Communication 3

### Managing Conflict

#### Session Objectives

This session introduces you to effective conflict management through communication. By the end of the session, you will recognize the importance of conflict management.

#### Preparation

##### *Vocabulary*

- Conflict—problems, disagreements, or arguments
- Stress—pressure or difficult experiences
- Nonverbal communication—the ways you express information or feelings without using words
- Clarity—direct communication resulting in complete understanding
- Conciseness—short communication, to the point
- Empathy—understanding another person’s perspective or point of view
- Open mindedness—accepting of other opinions or solutions
- Respect—admiration for another person or his/her traits

#### Introduction

Effective communication is difficult in stressful situations, and as you become an adult, you will find that stressful situations can lead to **conflict**. You will need to learn how to manage **stress** and conflict to be an effective leader and communicator. You will need to identify what causes conflict, and possess strategies to respond to conflict that help you solve the problem.

There are many skills for effective communication, and you may need to practice all of them: **nonverbal communication** to show openness or friendliness, **clear and concise** speaking to eliminate unclear statements, **empathy** to understand another point of view, **open mindedness** to accept different solutions, and **respect** to keep communication open.

You may have difficulty in conflict situations, but practicing over time will make you a better communicator, and better able to handle future situations. You may want to respond to conflict or disagreements defensively, or with criticism, but you instead learn how to respond with potential solutions or clear statements that support greater communication.

#### Activity 1: What Causes Conflict at Work?

##### *Work individually*

Think about times you are stressed at home or work or you’re involved in a conflict in some other situation.

- What was the situation? What caused the conflict?
- Were you angry at a coworker? A team member? A friend?
- How did you react? Did that help the situation?
- How did you manage the conflict?
- What could you have done differently? What would be more effective?



*Together with your mentor*

Discuss how conflict limits your communication.

- Why is conflict so powerful? How does it limit you in communication?
- What are your reactions to conflict? Can you change your reactions?
- Is it effective to respond to conflict with anger? With criticism?
- How well do you do in conflict? How well do others do in conflict?

**Activity 2: Responding to Conflict**

*Work individually*

Conflict and stress cause us to communicate poorly. Think about the conflict you discussed in the previous activity. What types of communication did you use? Write down the different types of communication that can either make conflict worse or help manage it.

	Poor Communication	Effective Communication
Nonverbal communication		
Type of speech and word choice		
Emotion		
Perspective or view		
Feelings toward the other individual		

*Together with your mentor*

Discuss tactics that help you respond effectively in stressful situations.

- What helps you communicate effectively when you are in conflict?
- How is nonverbal communication expressed in conflict?
- Why is your type of speech important when managing conflict?

- What roles do your emotions play?
- Why should you consider other perspectives?
- Why do you think that these tactics help us communicate?
- Can you think of other tactics to help lessen conflict and ease communication?

### **Activity 3: Practicing Effective Communication**

*Work individually*

Think about how you would respond in the following situations.

- A teammate insults you.
- A coworker takes credit for something you did.
- Your boss criticizes you.
- One of your teammates is always late.
- You have a deadline, and you don't have enough time to finish everything.

*Together with your mentor*

Discuss the situations and how to best respond effectively.

- Why do these situations cause conflict? Can you think of other situations that might cause conflict?
- Why is it important to communicate effectively in these situations?
- Would you have different responses for different situations?
- What are the best ways to manage conflict in each situation?
- How does managing conflict in a reasonable manner help you communicate more effectively?

### Critical Thinking Questions

Discuss with your mentor:

- Why is it important to manage conflict effectively? How does this improve your communication?
- Why does conflict cause poor communication? How do you react to conflict?
- What do you think is the most important aspect of effective communication?
- Why would entrepreneurs want to be effective communicators? Why would job seekers?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 10: Persuasion

---

The power of persuasion is of extraordinary and critical importance. Learning how to gain influence and persuade others to our way of thinking is an essential soft skill, particularly for entrepreneurs. But overall, persuasion is a beneficial skill for any livelihood. Whether convincing customers to buy goods, employers to hire, investors to believe, or teammates to accept new ideas, these all are part of persuasion. In this unit, the conversation is built around how to persuade teammates, customers, and possible creditors.

Unit sessions:

- 1. Customers, Clients, and Employers (E) ..... 190
- 2. Credit and Loans (E) ..... 195
- 3. The Competition (E) ..... 199
- 4. Building a Team (E) ..... 203

## Persuasion 1

### Customers, Clients, and Employers (E)

#### Session Objectives

This session will help you recognize how to persuade and pursue clients, customers, and employers. By the end of this session, you will have learned several methods for persuasion.

#### Preparation

##### *Vocabulary*

- Concern—a worry or matter of interest
- Persuasion—using reason to convince people to agree with you
- Quality—measure of worth or value
- Quantity—number of items or units

#### Introduction

Understanding the **concerns** of customers, clients, and employers is necessary to persuade them to buy into a new business or hire you for a job. The skill of **persuasion** is not simply for salespeople, but for all entrepreneurs—you have to think of how to persuade customers to try a new product or invest in a service. If you are convincing an employer to hire you, persuasion is still necessary. You need to persuade them that you are the best possible candidate for the work.

You should learn who your potential customers or employers are and what they want, since this will help you begin to think of how to best persuade them to “invest” in you. Any business has to either offer the highest quality or the lowest price, so youth need to know what their customers are seeking. Any employer wants to hire the most reliable, highest-**quality** worker they can afford, and you want to be that hire. Both employers and customers have concerns over costs, timeliness, reliability, and trust, and your aim is to make the decision as easy as possible for both groups.

The skill of persuasion is highly sought after by employers and entrepreneurs alike, as it has direct impacts on customer numbers and relations. In this session, the key is not trying to simply make a sale or get hired, but to practice the art of persuasion for better performance.

### Activity 1: Who Are Your Customers? Who Are Your Employers?

*Work individually*

Who are your clients or customers? If you are seeking employment, who are your potential employers? What do they want? What don't they want? Create customer/employer profiles with as much information as you can think of.



Who am I?

What do I want?

What do I not want?



Who am I?

What do I want?

What do I not want?



Who am I?

What do I want?

What do I not want?

*Together with your mentor*

Discuss why knowing your potential customers/employers is important.

- Why do you want to know your customers? How does it help to know potential employers?
- Why should you know what your customers don't want? What employers don't want?
- Can you find someone who has worked for a certain employer before? Why did they leave?
- How does knowledge of customer needs and dislikes help you persuade your customers?
- How does this knowledge help your business? How would it help your job search?

## **Activity 2: Persuading Customers, Persuading Employers**

*Work individually*

Persuasion is the ability to convince people to agree with or follow you. Think about a situation in which you used persuasion to convince others.

- What arguments did you use?
- What was the situation? Who was involved?
- Did one type of argument work better than others? Why do you think it worked?
- How would you use persuasion on potential customers? How would you use it on potential employers? Can the same type of persuasion be used?
- Do your customers want quality? Or quantity? How would you convince them that you offer the best quality or the lowest price?
- Does your employer want reliability? Resourcefulness? Loyalty? Low costs? What would get them to hire you?

*Together with your mentor*

Discuss how to persuade customers and employers.

- Why is persuasion important when working with potential customers?
- Why is persuasion necessary when seeking a job?
- What do you need to do to persuade a customer?
- What do you need to do to persuade an employer?
- How do you get a customer to believe that you have what they need? Do you have to believe this as well?
- Do you have to believe in yourself when you are "selling yourself" as the best hire?
- What is the most difficult aspect of persuasion? What is the easiest?
- Are there other ways of persuasion? What do you think works best? What does not work?

### Activity 3: Effective Persuasion

*Work individually*

The most effective persuasive arguments for customers revolve around the following concerns:

- Time—How will you save your customers time?
- Money—How will you save your customers money? Why would they think buying your product is a good use of their money?
- Stress—How will you reduce your customers' stress?
- Security—How will your customers know to trust you?
- Ease—How can you make your customers' lives easier? How easily can they get your product?

For employers, the concerns are the same, but the reasoning is a little different.

- Time—How fast will this new employee be ready?
- Money—How much will this new employee cost me? Will he or she be worth it?
- Stress—How much relief will this new employee bring?
- Security—Can I trust this new employee?
- Ease—Will this new employee fit easily into my business? Will I have to waste time training or explaining things over and over?

*Together with your mentor*

Discuss how to use the themes above to persuade customers or employers. See if you can sell your mentor on your product or get him or her to hire you.

- Why is it important to be able to use the themes of persuasion?
- How can you show that you understand your customers' concerns?
- How can you demonstrate you understand a potential employer's concerns?
- How would you answer the concerns above?
- What do you think is the most important concern? Why? Which is the least?
- How would an entrepreneur answer these concerns? How would a job seeker?



### Critical Thinking Questions

Discuss with your mentor:

- Why is persuasion a livelihood skill?
- Why does understanding your customers and their concerns help with persuasion?
- How does understanding potential employers help to get a job?
- Are there examples of poor persuasion?
- Why should you take your customers' concerns seriously? Why should you take an employer's concerns seriously?
- Do you feel comfortable with persuasion, or is it difficult? Why or why not?

### Key Takeaways

Write down one or more key takeaways from this session:

## Persuasion 2

### Credit and Loans (E)

#### Session Objectives

This session will show you how to persuade creditors to give you loans for your business. At the end, you will have evaluated whether or not you need a loan, and developed a strong pitch to get one. This session is specifically for entrepreneurs, though you can adapt it if you are seeking a personal loan.

#### Preparation

##### *Vocabulary*

- Credit—the ability to get goods or services before paying for them
- Loan—an amount of money borrowed from a creditor
- Interest—money paid at a predetermined rate for use of credit
- Repayment rates—timeline and amount to be repaid for credit, usually with interest
- Pitch—a brief and persuasive speech (usually only a few sentences)

#### Introduction

**Credit** and **loans** are critical aspects for any business, and even more so for young entrepreneurs. Personal loans may also be necessary in your community if you are seeking money for something you cannot afford right away, or to support you through higher education or on the job search. Sources of credit in developing countries are often difficult to find, or have incredibly high **interest rates** on their loans. You should critically evaluate your need for a loan in your business before thinking about credit. **Repayment** rates can ruin businesses, and loans from family members can hurt relationships. If you have a business that is sporadic, or features extremely low fixed costs, you may not need a loan. You should be able to convince your mentor that you need a loan before even looking for credit. Truly evaluate your need and whether a loan makes sense, and then work to make sure you get the best loan possible.

You should think about repayment rates, timelines, income, and profit realistically. Also, there may be other options you haven't thought of, such as cooperatives, prizes and competitions, or sponsors.

If you have decided to go through with a loan, work on creating the best **pitch** possible. Businesses that seem like good investments get better rates, because the creditor may believe there will be more business in the future, or believes the investment is secure. Therefore a pitch must be as persuasive as possible. Work with your mentor to evaluate and critique your pitch until it truly does convince your mentor that the investment is reasonable.

### **Activity 1: Types of Loans or Credit Available**

*Work individually*

What types of loans or credit are available in your community? What is your level of trust for each? Are there other options, especially for those not looking at starting a business?

*Together with your mentor*

Discuss the different types of credit and loans.

- Why would you need credit?
- Who is most trustworthy? Who would you rather take a loan from? Why?
- Why is trust important? Why is it important to know the different types of credit available?
- Is it difficult to get credit in your community? Is it more difficult to get credit as a young person?
- What are the repayment options that creditors offer? Why is this important?

### **Activity 2: Credit and Loans—Do You Need Them?**

*Work individually*

Taking on a loan is a serious responsibility and you should consider it carefully.

- What are the costs of taking a loan?
- Why might a loan be a good thing? Why might it be a bad thing?
- What are the responsibilities of taking a loan?
- Do you need a loan? Is your venture going to provide enough income to repay the loan?
- What are the costs of your business? Does your business run all year or part of the year?
- Think carefully about repayment; will you be able to repay the loan? If you are borrowing money from family or friends, will that change your relationship?

*Together with your mentor*

Discuss how to critically examine the need for credit.

- Why do you need a loan? Are there ways you can lower your costs to avoid taking a loan?
- How do you evaluate loans? How do you evaluate potential income to repay the loan?
- Are there different types of loans that may work better for your business?
- What are the dangers of credit? What are the positives?
- Have you thought critically about repayment? Why is this important?

### Activity 3: Making Your Pitch

#### *Work individually*

If you have decided you need credit, you need to make a pitch to the creditor as to why lending you money would be a good idea.

- Business idea and why it will work—Persuasive arguments why your idea is worth the loan. If you are seeking a loan outside of business, you need to be able to say why you need this money.
- Loan amount—How much do you need? Why?
- Fixed costs and production costs—How will you spend the money?
- Income and profit—What is your expected profit? How much will you make? How will you repay the loan?
- Expected growth—Will your business expand? Will you need more money?
- Goals—What are the goals of the business? Why should the creditor think this is a good idea?
- Problems—What happens if you can't repay the loan? What problems could you run into? How will you solve these problems?
- Repayment rates—What is the rate that you plan to repay? When should payments be due? What rates are too high?

#### *Together with your mentor*

Discuss how to build a persuasive pitch.

- Why is it important to persuade your creditor? Why do they have to believe that you will succeed?
- Why is it important to know all the reasons and facts for the pitch? How can this help you get a loan?
- Why is it important to persuade yourself that your loan is necessary before getting it?
- How does creating a successful pitch help you think through your business?
- Why would a successful pitch help you get better repayment rates?
- Should you just accept any repayment rate for a loan? How can these rates harm your business?

## Critical Thinking Questions

For general discussion:

- Why is persuasion useful when discussing loans and credit?
- Why is it important to critically evaluate potential loans?
- How does your belief in your business support your persuasive arguments?
- Why is it important to make persuasive arguments in your pitch?
- Can you use your pitch in other situations? Why?

## Key Takeaways

Write down one or more key takeaways from this session:

## Persuasion 3

### The Competition (E)

#### Session Objectives

This session will start you thinking about the competition in both business and for work. By the end of this session, you will be able to critically evaluate your competition. This session can be used specifically for entrepreneurs or in general.

#### Preparation

##### *Vocabulary*

- Entry-level position—a job for someone just starting in the labor market
- Market research—knowledge of the market, including buyers, sellers, competition, and other market actors
- Pricing—how to determine the best price for an item in order to keep customers, maximize profit, and sell quickly

#### Introduction

While you may be thinking of starting an innovative business where there is no competition, it is more likely you will head into a crowded market. Because of replicative entrepreneurs, many of the businesses in developing countries are exactly the same. Therefore it may be even harder for your business to stand out at the beginning, since it lacks the long-term trust built between customers and owners.

If you are looking for a job, unless you have very particular skills, you will likely face competition in the job market. You have to be able to distinguish yourself in some way from a likely crowded field.

You can stand out through researching the competition to figure out where you can exceed. In some communities, the competition may be a cooperative or an organization that controls the specific sector. You will have to work to persuade the organization to trust you, which you can do with your skills and **market research**. A potential employer needs to be able to trust you to get the right work done, and this will require research as well.

You should not view competition as bad or limiting, but as a challenge to overcome. Many communities do not have the “cut-throat” nature of competition in the United States, and you would be best served to adapt to local culture and context.

The large amount of competitors is a good reason for you to think about partnering with a competitor, or even working for one for some time to learn the business. It will increase the chance of success, and give you a better insight into the market.

### **Activity 1: Who is Your Competition?**

*Work individually*

Think about the possible competition for business or employment in your community. Who or what is out there?

*Together with your mentor*

Discuss the competition:

- Who are your competitors?
- Are they big businesses? Small businesses?
- Are they skilled job seekers? Does an entry-level position help you gain skills and trust? Do you have a work background that can help you stand out?
- Where are the businesses located?
- Are they part of a larger organization like a co-op? Do you have to get into this organization to start your business?
- Are potential employers organized? What jobs are you looking at?
- Who is the best? Who is the worst? Why?
- Why is it important to know who your competition is?

### **Activity 2: What Do They Offer?**

*Work individually*

- What are they selling and for how much?
- What is the quantity? What is the quality?
- Are your competitors trying to provide the best price or the best product?
- Can the price be lower? Higher? Why did they decide on this price?
- If they are offering a service, what makes them good at it? Do they offer anything special that another business cannot?
- If you are seeking a job, you still need to know about the businesses you are considering.
- What do they sell? Why? Is it a high-quality product or service? Or the cheapest option?
- Whom have these businesses hired in the past? What type of employee are they looking for? Do you have the basic skills necessary for the work?
- What is the wage? Can you survive on this wage?
- Do you offer anything special that would get you hired? Do you have any connections in this business through your networking? Often getting noticed is the toughest part of any job search, so do you have resources that can help you?

*Together with your mentor*

Discuss understanding the market as understanding your competitors.

- How can you persuade your competitors' customers to buy from you?
- Why are they buying from your competitors? What comparative advantages do your competitors have?
- Do other potential employees have comparative advantages? Why should a business hire them and not you?
- Are there limits on the prices? Do they offer deals? Do they bargain and trade?
- Are there limits on what a business can pay? Are you matching your skills to the wage? Is this an entry-level position, and what does that mean?
- Why do you think understanding how your competitors use pricing might be important?
- Why do you think understanding potential employers' perspectives might be important?

**Activity 3: What Can You Learn?**

*Work individually*

Observe and research your competitors. Write down as much information as you can. Ask them to talk with you and – if possible – learn some of the business. Let them know you are interested in possibly entering the business.

- What can you learn from your competitors?
- How can you persuade them to talk to you?
- What is the most important thing you can learn? Why?
- Are they very competitive or open to helping new businesses? What does this tell you?
- Can you meet with other job seekers? Can they help you? Will they? Who else can help you?
- Why is market research important?

*Together with your mentor*

Discuss how to interpret and use the research on the competition.

- Why should you research the competition? What does the research help you do?
- What is something unexpected you learned? What is the most important thing you learned?
- How can you find out more? Is it possible to find a mentor in your competition?



### Critical Thinking Questions

Discuss with your mentor:

- Why do you evaluate your competition when talking about persuasion?
- How can you be persuasive to your competition? How can your competition persuade you?
- Why is knowing the competition important for entrepreneurs? For job seekers?
- How would it be important for someone looking for work?
- Is competition a bad thing? Why or why not?
- Can you be friendly with the competition? Can you help each other? Why or why not?

### Key Takeaways

Write down one or more key takeaways from this session:

## Persuasion 4

### Building a Team (E)

#### Session Objectives

This session introduces you to the value of recruiting, building, or becoming a member of a strong team. By the end of the session, you will recognize the benefits of strong team dynamics.

#### Preparation

##### *Vocabulary*

- Position—a team member’s job title or set of responsibilities
- Role—a job or position on a team
- Toxic work environment—a team environment where the members dislike the work and/or the team

#### Introduction

This session is more focused on entrepreneurs who have the ability to build a team, but can also be used if you are seeking to become a member of a team. You may, when building teams, often look first at your friends. But when trying to build a strong team, friends may not be the best people for the **position**; they may not have the right skills or the right attitude. You should look to find the best people for a position—those with the skills and traits that make them ideal for the **role**. If you are seeking a job, you should try to evaluate the skills you bring to a team, and how you can best fit in.

You will likely not immediately have the necessary capital, funding, or skills to recruit or be as recognized as the top talent, but your passion and persuasion can make a difference. Many young people who are developing skills see new ventures as somewhere to learn and improve, and you can take advantage of that.

Your team needs to work together well, and this requires addressing problems immediately and professionally. A “**toxic work environment**” where team members dislike each other and do not like the work will cause a venture to fail.

### Activity 1: Who Do You Want?

*Work individually*

Building a great team means finding the right people for the right roles. What are the traits you would want for the following roles? Where would you put yourself if you are seeking employment?

Sales	Financials	Management	Operations	Research

*Together with your mentor*

Discuss the roles in a strong team.

- Are these the only roles? What roles do you think you would need in your business? What role would you play? Why would a business need that role?
- Why do you want certain traits in certain roles?
- Would it be good to have a salesperson who hates talking to people? A manager who is disorganized?
- What might be the negative qualities of each role?

### Activity 2: How Do You Get Them?

*Work individually*

Think about trying to recruit a really strong team.

- How can you make your idea attractive to potential team members?
- If you don't have much money, what can you offer instead?
- If you can't get the exact person you want, would you bring on someone else?
- How do you think your team will work together?
- How can you use your persuasion on team members?

Think about finding a position on a strong team.

- How can you make yourself attractive to potential team members?
- If you don't have many skills, what can you offer?
- Businesses often can't hire exactly who they want; how can you persuade them to hire you?
- How do you think your team will work together?
- How can you use your persuasion on employers?

*Together with your mentor*

Discuss recruiting or joining a strong team.

- How can you get the best people when you are just starting?
- How can you be a productive team member if you are in an entry-level position?
- Do you need the best person in every single role or position? What roles are critical?
- What critical role could you fill in a team?
- What happens if you cannot pay your team? What can you use to make people want to work for you?
- What happens if the job isn't your ideal position? What happens if the wage is too low?
- Do people want to work for an idea? Do they want to work for someone who is excited about the business? Do you?
- Why is persuasion a valuable skill when building a team? How does persuasion work when you are seeking a job?

### **Activity 3: Open Discussion**

*Together with your mentor*

Discuss how teams interact and why persuasion is important.

- What makes a strong team? What makes a weak team?
- Can a team have strong members and weak members? How can team members help each other?
- What is a "toxic work environment?" How do you avoid that?
- Why is it important to be honest with your team or your employer? Why is it important to address problems immediately and professionally?
- How does persuasion fit into building a strong team? How does persuasion also keep the team working?

### Critical Thinking Questions

Discuss with your mentor:

- Why do you want to build a team? What are the characteristics of a strong team?
- What is easier with a team? What is more difficult?
- Why is persuasion a good skill to use when building a team?
- Why is persuasion necessary when seeking employment?
- Which is more important: recruiting for the position or for the person? Why?
- How do you think a business views you? Why is this important? How can you convince them to view you as a potential great team member?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 11: Networking and Social Skills

---

Networking is about making connections and building enduring, mutually beneficial relationships. Relationships are the catalyst for success. People do business with those they like and trust. Networking provides the most productive, most proficient, and most enduring tactic to build relationships. In fact, 47 to 80 percent of employees worldwide claim that they secured a job through their social network. In this unit, youth will learn to view networking as goal-oriented, and learn how and with whom to network.

Unit sessions:

1. <u>Networking (E)</u> .....	208
2. <u>Peer Pressure and Peer Support</u> .....	213
3. <u>Working with a Partner or Employer (E)</u> .....	218
4. <u>An Introduction to Marketing (E)</u> .....	224

## Networking and Social Skills 1

### Networking (E)

#### Session Objectives

This session introduces you to the crucial role networking can play in helping achieve a livelihood. By the end of the session, you will recognize the value of networking.

#### Preparation

##### *Vocabulary*

- **Networking**—the process of exchanging information and building relationships with other individuals who share your interests or livelihood goals
- **Informational interview**—a meeting with an employed professional to ask advice about a career, a business, a job, or other employment information of interest to the job seeker
- **Practice**—going over in advance what you want to say, what points you want to make, and how you will say it
- **Presentation**—the way you appear to other people, especially in a professional context
- **Professional networks**—connections within business or the community
- **Social circles**—connections with friends and family

#### Introduction

You may have little experience in **networking** or not recognize that you already have a network. You may already have experience with a personal network of friends, family, and various figures in the community, but not realize this can lead you to further networking opportunities. Most people around the globe learn about job opportunities through their networks, not from job sites, newspapers, or other media, which may even be nonexistent in a particular community.

Networking is different from simply expanding a social circle; it is directed at making contacts that can help you in your livelihood. Youth in many contexts are not seen as serious or capable, but networking helps dispel this idea, especially if you are professional and ambitious regarding building a solid network.

Networking also supports you if you are an entrepreneur, who needs to know your customers, suppliers, fellow entrepreneurs, sources of support, competition, and more.

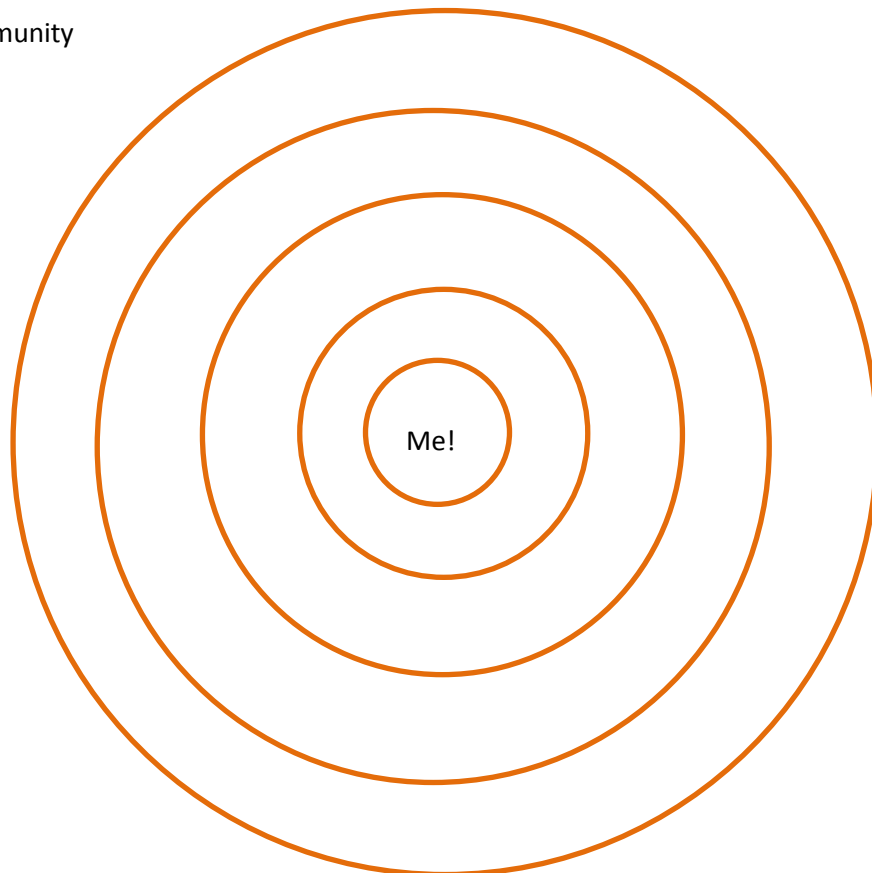
Even if networking doesn't lead to a job offer immediately, it can provide an opportunity to learn more about a sector, make connections in a potential market, or "get one's name out there." Employers and customers are more willing to work with someone they have met before and trust. **Informational interviews**—interviews outside of job-seeking with people in a targeted business sector—can lead to more knowledge and connections.

## Activity 1: Who Do You Know?

*Work individually*

Mind map who you know and then extend the map to include others that may know your connections, but whom you haven't yet met. Use a previously described goal such as starting a specific business or finding a specific job to help focus your networking mind map.

- Friends
- Family
- At work
- At school
- In the community



*Together with your mentor*

Discuss how to develop this personal network into a professional network.

- Who do you know? Who would you like to know?
- How do you know if you have made a connection with someone and built a relationship? Give an example.
- How does recognizing the connections between people help develop a network?
- Why would a network be important?
- Who in your mind map may be best able to help you with finding a job, internship, or other work experience? With starting a business?



## Activity 2: Prepare, Practice, and Present

### *Work individually*

The key to networking is understanding the purpose of your networking. What do you want to get from it? Do you want a job offer? To meet people who can connect you to job offers? To meet other people who are in your line of work? To meet the competition? Always have a plan when you have a networking opportunity, and stick to it.

Think about how to prepare, practice, and present when networking.

- How should I prepare?
- What should I practice?
- How can I present myself?

Fill in the blanks below with how you would do the 3 Ps for a networking opportunity with an employer.

● Prepare:

● Practice:

● Present:

### *Together with your mentor*

Discuss how preparing, practicing, and presenting can help with directed networking and making contacts.

- What are the strengths and skills you want to share with others?
- Think about one personal story you could share with people to develop a connection.
- What should you prepare? What can you learn about a person or company before networking?
- How can you practice what you want to say? What do you want to make sure to say? How do you introduce yourself? How do you finish the meeting?
- Why is your presentation important? What do “first impressions” say about you? How can you make people take you seriously without even speaking?

### Activity 3: The Bullseye of Connection

*Work individually*

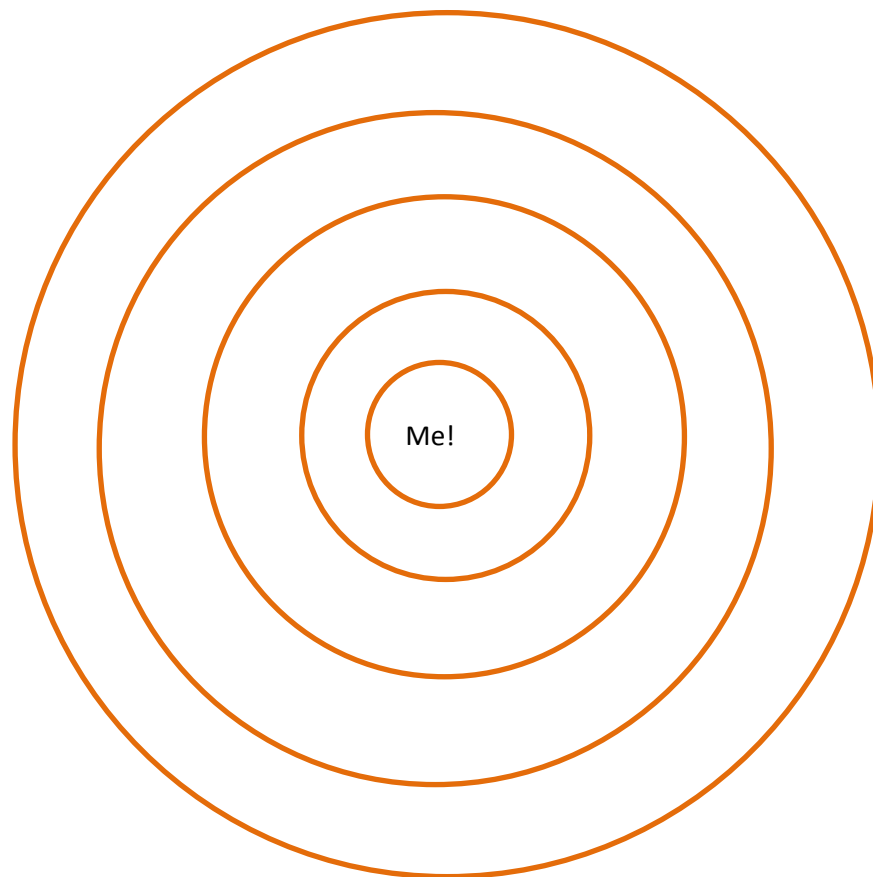
Figure out who you want to connect with, and how you can use your current connections to reach those people. Fill out the bullseye with your close connections in the first ring, their connections in the second ring, and the connections you want in the third ring. Then imagine the contacts you could make outside of the ring.

1<sup>st</sup> Ring: Close connections

2<sup>nd</sup> Ring: Their connections

3<sup>rd</sup> Ring: The connections I want

4<sup>th</sup> Ring: New connections



*Together with your mentor*

Discuss how connections can lead to other connections, and how to make critical connections.

- How can your personal network connect you to other rings?
- How can you learn who you want to connect with? Why is it important to make critical connections?
- How can learning about your connections help with new livelihood connections?

### Critical Thinking Questions

Discuss with your mentor:

- Why is networking important? How can you network?
- Why is it important to have specific goals with your networking?
- How do you make connections or friendships?
- Why is it important to prepare, practice, and present? How can preparation, practice, and presentation help us in networking?
- What are the networks you already possess? How can they help you? What is the difference between a personal network and a professional network?

### Key Takeaways

Write down one or more key takeaways from this session:

## Networking and Social Skills 2

### Peer Pressure and Peer Support

#### Session Objectives

This session introduces you to how peer pressure and peer support play a role in our social skills, and how to improve that support. By the end of this session, you will learn how to either push back against or use peer pressure, and how to develop peer support.

#### Preparation

##### *Vocabulary*

- Peer—a person of around the same age as you
- Peer pressure—influence from a peer group to act a certain way
- Peer support—positive influence from your peer group
- Peer support networks—groups of positive peers who want to help your
- Negative peer pressure—negative influence from your peers; while typically bad, you can use this peer pressure as a challenge to do better
- Positive peer pressure—positive influence and support from your peers

#### Introduction

**Peer pressure** is something we all have experienced. You are likely in the toughest period of peer pressure: adolescence. Peer pressure can lead you to taking on new challenges or avoiding them. Peer pressure can come from many sources (even parents or community leaders) but for youth, the most powerful form comes from actual **peers**. Criticism of new ideas and activities can lead you to abandon your plans. Yet criticism, if well thought out, can help you design better plans or discover errors in your planning.

**Peer support** is a positive influence on you from your peers. Peer support can challenge you and make you feel they are more able to accomplish your goals. **Peer support networks** are necessary for you as a young entrepreneur who may not feel as confident or supported in the decisions you are making. These networks can also support you through the difficulty of finding a job.

This session falls under networking and social skills because peer support can lead to new networking opportunities, and the social skill of pushing back against peer pressure is important for budding entrepreneurs or those starting to find a livelihood. It is also important to stay positive about the choices you are making, and to avoid getting pressured into making poor decisions.

## Activity 1: Peer Pressure

*Work individually*

Think about a time you were peer pressured into doing something you did not want to do. How did you react? What did it feel like?

- Who pressured you?
- What activity did they pressure you about?
- What arguments did they use to pressure you?
- How did you respond? Did you resist? What did you do?
- Looking back at this situation, do you wish you had reacted differently?
- What could you do in the future to push back against this peer pressure?

*Together with your mentor*

Discuss how peer pressure works and how to push back against peer pressure.

- Why do people use peer pressure in your community?
- Do you think peer pressure is effective? What is the most difficult part about pushing back against peer pressure?
- Can peer pressure only come from your friends?
- What are some methods you can think of to resist peer pressure?
- Why is peer pressure talked about in social skills?

## Activity 2: Peer Support

*Work individually*

Think about a time when you experienced peer support. What was the difference between peer pressure and peer support? How did peer support make you feel? How can you give peer support?

- Who supported you?
- What activity did they support you in?
- What arguments did they use to support you?
- How did you respond? Did you accept the support?
- What could you do in the future to receive more peer support?
- How could you give more peer support?

*Together with your mentor*

Discuss how peer support works with social skills.

- What is the difference between peer pressure and peer support?
- How does peer support make you feel?
- What are other methods to express peer support?
- Why would we talk about peer support when we discuss social skills? When we discuss networking?
- How can entrepreneurs use peer support? How can job seekers use peer support?

### Activity 3: Recognizing Peer Support Networks

*Work individually*

Think of five peers who support you, and fill out the chart showing this. Then think of five peers who pressure you and methods to push back against their peer pressure.

Supporter	Type of Support	Peer Pressure	How to Push Back

*Together with your mentor*

Discuss how to recognize support and how to push back against peer pressure.

- Why is it important to recognize those who support you?
- Do your supporters give different types of support?
- How can you use this support in your livelihood?
- Why is it also important to recognize peer pressure?
- How can you use peer pressure to perform better?
- How does peer support work with your social skills? Can you use peer support to help you develop networks?

### Critical Thinking Questions

Discuss with your mentor:

- Why are peer pressure and peer support so important?
- How can you act as a peer supporter?
- How do peer pressure and peer support play a role in your livelihood?
- Why is a peer support network important?
- How do entrepreneurs and successful people react to peer pressure?

### Key Takeaways

Write down one or more key takeaways from this session:



## Networking and Social Skills 3

### Working with a Partner or Employer (E)

#### Session Objectives

This session will help you recognize the benefits of having a partner or one-on-one employment relationship. By the end of the session, you will learn how to work with a partner in either entrepreneurial activities or to help you in a work environment.

#### Preparation

##### *Vocabulary*

- Partner—a co-owner or entrepreneur who is in business with you
- Collaboration—working together to come up with new ideas or solutions
- Complementary skills—skills that different team members have to support each other
- Roles and responsibilities—specific jobs or duties split between partners

#### Introduction

You may be excited to become an entrepreneur, but you may lack the experience that is a major predictor on the success of a business venture. Or you may want to work closely with a **partner** to increase your skills and find better work. Working with a partner is a viable option if you have the drive and work ethic, but lack the skills and experience to be successful. Working with a partner provides many benefits:

- Experience
- **Collaboration** and new ideas
- Support
- Greater networking and social opportunities
- Capital
- Complementary skills

However, a partner must be someone whom you can trust. Working with a partner who has very different expectations will complicate the business. Any business documents (if they exist) need to be very clear on ownership, **roles**, duties, and who is **responsible** for what. This way, conflicts are easier to resolve, though you must be willing to make necessary compromises to find the best solution for both yourself and your partner.

If you are seeking employment, a partner—or a close one-on-one working relationship—can be approached like you approach your mentor. You can learn from him or her, and use their experience to help you advance and work through difficult issues and hard times. Or you may find you are the only employee of a business, and you need to be able to work one-on-one with the boss.

The best partners are those with **complementary skills**—skills that fill gaps in your own skills, or help your skills even more. These partners may not always be easy to find in your community.

Often, a young entrepreneur will partner with an older businessperson with more experience. This could be a learning opportunity, but you also need to make sure you know enough not to be taken advantage of in the business, and to ensure that the partnership is clearly defined. This is also true for any employee/employer relationship where you might feel you have an imbalance of work and pay.

## **Activity 1: My Ideal Partner**

*Work individually*

Think about an ideal partner if you were to start a business.

- How would you describe him or her?
- What would be his or her characteristics and skills?

Or think about an ideal employer or mentor.

- What would he or she be like?
- What would be his or her skills?
- What would your relationship look like?
- What would you like to learn from him or her?

*Together with your mentor*

Discuss the characteristics of a good partner.

- How do you describe your ideal partner? What are their skills?
- What would you want in a partner? What do you need in a partner?
- What do you want in an employer? What would the perfect boss be like?
- What would you want in a mentor? Who would be a perfect mentor?
- What would you dislike in a partner? What would you dislike in an employer? In a mentor?
- How would you show complementary skills?

## Activity 2: Working With a Partner

*Work individually*

To work with a partner, you need to have very clear roles and responsibilities. How would you divide roles?

- Financial responsibilities?
- Networking roles?
- Team leaders?
- Selling your product?

### Roles and Responsibilities

Me

My Partner

--	--

If you have a mentor or employer, how would you break down roles and responsibilities? How would you ensure that the balance of work and effort remain fair?

Roles and Responsibilities	
Me	My Employer/My Mentor

*Together with your mentor*

Discuss how to divide roles and responsibilities.

- What roles are important? What responsibilities?
- Why is it important to divide them? Why is it important that your partner and you are very clear on who does what? Why is it important that you are clear with your employer? With your mentor?
- What do you owe your employer?
- What do you owe your mentor? How can you be an effective mentee?
- What roles can you share? What roles would you like to share?
- How do your skills match your roles? How does your partner match these skills? How does your mentor match those skills? Your employer?

### **Activity 3: Working Through Issues**

#### *Work individually*

Think of potential disagreements or issues that could come from working with a partner or one-on-one with an employer or a mentor. Think of an example from your own life when you had to work with someone and the two of you did not agree.

- Are there financial issues? Work issues? Other issues?
- What sort of language would you use?
- How would you resolve the conflict? How do you make sure that both sides are satisfied?
- What happens if you cannot find a solution?
- What issues would cause you to quit? How would you resolve them?

#### *Together with your mentor*

Discuss how to work through issues with a potential partner, employer, or mentor.

- Why is it important to have specific discussions on issues?
- Why is it important to use professional language with a partner? With an employer? With a mentor?
- What strategies do you know that would help you solve these issues?
- What happens if you are right and your partner is wrong? What if your partner is right and you are wrong?
- What happens when you know your employer is wrong?
- What happens when you don't take your mentor's advice?
- How do you think clearly defined roles and responsibilities help avoid problems?

## Critical Thinking Questions

For general discussion:

- What are the benefits of working with a partner? What are the negatives?
- What are the benefits of working with a mentor? What are the negatives?
- What are the benefits of working with an employer? What are the negatives?
- What can a partner do that you cannot? What can you do that your partner cannot?
- What can your employer or mentor do that you cannot? What can you do?
- Will a potential partner match your ideal? Is this important?
- Are employers always right? Can they match your ideals?
- Why should you seek out partners with complementary skills? Mentors with complementary skills?
- Is it important to have partners or mentors who may challenge your ideas? Why or why not?
- Why should you seek out employers who challenge or encourage you?
- What is the importance of clearly defined roles and responsibilities? How would you make sure these are defined?
- How do you deal with problems or conflict? What if your partner deals with conflict in a different manner? What if your employer does? Your mentor? How do you deal with those issues?

### Key Takeaways

Write down one or more key takeaways from this session:

## Networking and Social Skills 4

### An Introduction to Marketing (E)

#### Session Objectives

This session will introduce you to the concept of marketing. By the end of this session, you will have learned the basics of marketing, both for entrepreneurs and job seekers.

#### Preparation

##### *Vocabulary*

- Marketing—the business of promoting and selling products and services, including convincing potential employers or partners of your skills and value
- Advertising—active promotion of a product or service
- Process—the ease of doing business between buyers and sellers
- The 4 Ps—product, price, promotion, and place
- Promotion—discounts to sell more products and services
- Relationship marketing—one-on-one networking to provide goods or services to customers, building linkages to the business

#### Introduction

Markets are often fragmented, inefficient, and burdened by poor policy, but marketing is still a key part of an entrepreneur's skills. **Marketing** is the actual business of promoting and selling products and services; without marketing, you would likely have no business. Marketing is also important if you are seeking a job. You use your skills to market yourself to an employer: why they would want to hire you, why you are a good candidate, why you can do the job.

In your community, you may not be able to specialize in selling only one product, but need to diversify into selling many products at one location, or delivering many products. Diversification is a better strategy in many developing economies than specialization, so choose whatever the safest option is.

Ensuring that customers know about a product and how to buy it is the main work of marketing. The **4 Ps**—product, price, promotion, and place—will help you focus on how to let customers know what a product is, what its price is, any **promotions** that may help spread the word, where they can buy it, and the process of how they can buy it. You can use the 4 Ps as rough market research. The 4 Ps can also support your job-seeking, if you view yourself as the product, the price as your wage, promotions as special skills you bring or how you connect to a business, place as your actual hours of availability, and process as how employers can get you started.

**Advertising** may not be effective in some communities, but you should think about it as a potential method for bringing in more customers. You should also understand that you yourself are an advertisement, representing your business or any business you work for. Your enthusiasm for your business is important for exciting potential customers.

For many developing markets, **relationship marketing** will be the most effective. This is the development of trust between buyers and sellers, who then allow (typically through word-of-mouth) the seller to access a network of other customers or clients who seek the buyer's product or service. This requires consistency and strong social skills, but delivers long-lasting links between customers and a business.

## Activity 1: The 4 Ps

*Work individually*

Marketing requires your customers to want to buy your product. Think about how you can reach and inform customers with the 4 Ps below. If you are seeking employment, think how you can market yourself to employers with the 4 Ps.

<b>Product</b>	
<b>Price</b>	
<b>Promotion</b>	
<b>Place</b>	

*Together with your mentor*

Discuss how the 4 Ps can shape and help your marketing.

*If you are thinking about starting your own business:*

- Why is it important to have a better or cheaper product than others? Do you sell only one product or multiple products?
- How can you find out the right price to charge for your product?
- How does promotion work in the community? Is it based on word-of-mouth? Posters? Radio?
- What does your place of business look like? Is it easy for customers to reach? Why would place be important?
- How simple is the process to sell to your customers? Do you deliver the goods? Do the customers take them from you? Why is the process important?

*If you are a job seeker:*

- Why is it important for employers to view you as the product? How do you find out the right “price” for your skills and service?
- Promotion can be both your skills or how you connect to a business—which did you choose and why? How does a business view this promotion of skills?
- For job seekers, place is their actual availability, but also includes their appearance and professionalism. How do you demonstrate this? Is it important?
- Is it important to be able to adapt quickly to a job? How might a business view you if it is difficult to get you the right job, right hours, or right training?



## Activity 2: Advertising

### *Together with your mentor*

Think about a product or service you really like. Pretend that you have to sell this product or service to someone who doesn't know much about it. What would you say to convince this person that they should buy this product or service? Practice a marketing pitch with your mentor. An effective marketing pitch should:

- Be short
- Focus on the customer—how does the product or service make your customer's life easier?
- Explain the benefits of the product or service

### *Work individually*

Think about how advertising works. Advertising makes sure that potential customers know about a product and how they can purchase it. Can you name any major brands? How would you advertise in your community? Can you think of ways in which advertising would relate to job-seeking? Think about it in terms of advertising yourself to employers. How would you do this?

- How much does advertising cost?
- What type of advertising exists? Is it word-of-mouth? Radio? Posters?
- Does advertising work in your community? Is it worth it?
- Do any of your competitors advertise? Do they offer promotions? Does this work?
- How can you make your product different?

For the job seeker:

- How do you advertise yourself? Can you use your network?
- What would you choose to advertise? Your skills? Your pay? Your reliability?
- Advertising creates connections between consumers and a brand. How does this work when advertising yourself to employers?
- How can you differentiate yourself from other job seekers?
- What would you call your "brand?"

### *Together with your mentor*

Discuss the pros and cons of advertising.

- Does advertising make a difference in the community?
- If you had a service business that worked with small farmers, how would you advertise? How would you make sure people knew who you are and the services you offer?
- How would you advertise yourself to different businesses? What would you emphasize with a shop that sells fruit and vegetables? With a service-provider who helps people with new technology?
- How does knowing your customers help your advertising?
- How does knowing your potential employer help you advertise yourself?
- Do promotions work, or would you lose money? How could you promote yourself?

- Are you an advertisement for your product? How does advertising develop your social skills? How does advertising increase your networking opportunities?

### **Activity 3: Relationship Marketing**

*Work individually*

Marketing is built on relationships between buyers and sellers. Think about why you buy from certain sellers, then think about how you would market to potential buyers.

- What is relationship marketing? Why is it important to form relationships with your customers?
- How does relationship marketing build trust? How do you keep customers coming back?
- Do you think this kind of marketing is more effective? Why or why not? Would it be more effective in certain businesses?
- What are some examples of relationship marketing?

In a job-seeking context, relationship marketing comes from familiarity with the employer. Think about how you can improve your relationships with potential employers.

- Does your appearance matter? What about how you act and speak? If you have completed the sessions on appearance, think about those lessons.
- Why is your network incredibly important when doing relationship marketing? Why would potential employers trust you more if they know someone in your network?
- Why is relationship marketing effective for job-seeking? How does it work?

*Together with your mentor*

Discuss how relationship marketing can work to build a customer base or help you find a job.

- How do we develop trust? How do we manage relationships? Why is this important?
- Why do you think relationship marketing is effective? Is it effective for businesses that do not have money for advertising? Is it effective if you have little job experience?
- How is relationship marketing related to networking? How can you develop your skill in networking through this?

### Critical Thinking Questions

Discuss with your mentor:

- What is marketing and why is it important?
- How does marketing affect businesses?
- Why is it important to understand your customers, and how to market to them?
- How can you make sure customers know about your product? Your process? Your price?
- Do you think advertising is effective?
- How does relationship marketing work? How does your networking help with relationship marketing?

### Key Takeaways

Write down one or more key takeaways from this session:

# Unit 12: Self-Control

---

Self-control refers to one’s ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate behaviors. Self-control is an intrapersonal skill, one that is foundational to many others: It enables successful decision making, resolution of conflict, and coherent communication. This unit focuses on using self-control to change goals, create schedules, and even discuss innovation and its uses. These sessions build on the strategies youth have been developing throughout the workbook to help them manage self-control.

Unit sessions:

1. <u>Self-Control</u> .....	230
2. <u>Self-Discipline and Scheduling</u> .....	234
3. <u>Changing Goals</u> .....	237
4. <u>Innovation (E)</u> .....	240

## Self-Control 1

### Self-Control

#### Session Objectives

This session introduces you to the skill of self-control. This session involves many ideas addressed in previous sessions and should be completed toward the end of your time with your mentor. By the end of this session, you will have learned the value of self-control and completed several activities that promote it.

#### Preparation

##### *Vocabulary*

- Self-control—the ability to delay pleasure or reward and focus on a task
- Emotional intelligence—awareness and control of your emotions
- Forgiveness—letting yourself make mistakes and not punishing yourself for them
- Rationality—reasoning based on facts

#### Introduction

**Self-control** may be initially difficult for you, but it is one of the main indicators of success in livelihoods. Self-control falls under **emotional intelligence**, and successful entrepreneurs and employees have high emotional IQs. Self-control allows you to think **rationally**, make intelligent decisions with the future in mind, and achieve your goals.

Self-control skills are learned, and like any skill, take practice. Self-control is not simply denying yourself instant gratification, but also making a plan and sticking to it. If you fail, then you simply start again. This is an important lesson to work on—the idea that failure happens, and you simply make a “fresh start” and begin again.

For some, self-control means not letting yourself avoid difficult conversations or networking. To combat this, you can act with a confident persona, taking the danger of failure away from your “real” self.

Work on self-control, but remember that it is a lifelong skill to develop, one that is essential in securing a livelihood.

### Activity 1: Self-Control

Work individually

- Think about a situation in which you practiced self-control:
- What was the situation? Why did you need self-control?
- How did you maintain self-control? Was it difficult?
- Did you think about future goals? Did you reward yourself later for showing self-control?
- What does self-control mean to you?

Now think of two separate situations in which you showed and did not show self-control. What were the situations? Fill out the chart below with your two experiences. Which experience was better? What did you learn from the two experiences?

	With Self-Control	Without Self-Control
How did you react?		
What did you say or do?		
What was your goal?		
What was the outcome?		
What would you change?		

*Together with your mentor*

Discuss self-control in varied situations.

- Why is self-control important? How does self-control help in your life?
- Is self-control difficult? What tactics can you use to increase self-control?
- Why do you think self-control is an important livelihood skill?
- Can you think of other examples when you needed to practice self-control?

### **Activity 2: Activities That Build Self-Control**

*Work individually*

The following activities help build our self-control. Think about why that may be.

Meditation	Yoga
Anger management	Positive self-talk
Forgiveness of ourselves	“Fresh starts”
Sleep	Taking on different, successful personas
Eating healthy	Exercise

*Together with your mentor*

Discuss the activities that build self-control.

- Why do these activities build self-control?
- Which activity do you like best? Which do you like the least?
- How do you practice anger management? Positive self-talk?
- What does forgiveness of ourselves mean? How do you forgive yourself?
- What are “fresh starts” and how can you use them?
- What are personas? Why would they be helpful in practicing self-control?

### **Activity 3: Self-Control in the World of Work**

*Together with your mentor*

Discuss how self-control is important in the world of work.

- Successful professionals and employees have high emotional intelligence, and self-control is a key skill of emotional intelligence. Why would self-control be important in the workplace?
- How does self-control help an employee seeking employment?
- What does self-control mean in the business world? What are specific skills or activities that self-control can help with?
- How do emotions work with self-control? Can self-control help you be more rational? Why would that be important in your livelihood?
- How does self-control relate to your planning and goals?

### Critical Thinking Questions

Discuss with your mentor:

- What are the benefits of self-control? What are the negatives?
- Why do you think self-control is an important livelihood skill?
- How does self-control work in your life? What do you think of people who do not have self-control?
- When is it most difficult to keep self-control? Why?

### Key Takeaways

Write down one or more key takeaways from this session:



## Self-Control 2

### Self-Discipline and Scheduling

#### Session Objectives

This session introduces you to self-discipline and scheduling. By the end of this session, you will learn the value of self-discipline and how to create a schedule.

#### Preparation

##### *Vocabulary*

- Self-discipline—the ability to stick to a task or practice
- Routine—a familiar or regular set of activities
- Expertise—mastery of a skill

#### Introduction

You are likely in a transition period from very ordered time to independence, when you will be responsible for your own schedule. Different communities view time differently, but **self-discipline** skills ensure that you are able to spend your time wisely. This does not mean every minute of every day must be scripted, but it helps you find time to learn new skills or accomplish smaller goals that build toward larger ones.

Schedules are an important part of self-discipline. A schedule or **routine** that you develop can help you work through difficult times by providing you with something familiar.

**Expertise** in any skill, including scheduling and time management, is not gained in one day, but over time you will become better at whatever you practice. You must discover how to best manage your time during the day so that you build the necessary skills to succeed in your livelihood and in life.

#### Activity 1: Self-Discipline

##### *Work individually*

Think about your daily routine.

- What is something you do every single day, or every single week?
- How does this regularity relate to self-discipline?
- How can you put more self-discipline in your life?
- Why would increasing your self-discipline be a good thing?
- How could self-discipline be used to increase skills?

##### *Together with your mentor*

Discuss self-discipline as a method to develop good habits and new skills.

- What is something you do every day? Brush your teeth? Wash your face?
- If you wanted to learn a new skill, how would you do it?
- Why does self-discipline help us? Why is it an important skill to learn as we become adults?
- Do you have to practice something every day? How long until it becomes a routine?
- How would this help us with self-control?

## Activity 2: Your Schedule

*Work individually*

Fill out your daily schedule. Is there time to learn new skills in the day?

What can you also build in time for? Networking? Exercise? Health-related activities? Time with friends or community activities? These are a key part of your health and life as well.

7:00		16:00	
8:00		17:00	
9:00		18:00	
10:00		19:00	
11:00		20:00	
12:00		21:00	
13:00		22:00	
14:00		23:00	
15:00		24:00	

*Together with your mentor*

Discuss how scheduling can build self-discipline.

- Why are schedules helpful? How can you plan out your day?
- How can you achieve small goals throughout the day?
- Why do you think entrepreneurs use schedules?
- How can schedules help track our progress?

## Activity 3: Open Discussion

*Together with your mentor*

Discuss self-discipline and scheduling.

- If you wanted to learn a musical instrument, how would you do it?
- Does self-discipline seem easy or hard? Why?
- What skills can you improve with self-discipline?

- Can you make schedules for your week? For months? For years?
- How do you reach milestones through self-discipline?
- Why are routines important? How can they help you in difficult times?
- How would you arrange your perfect schedule?

### **Critical Thinking Questions**

For general discussion:

- What are the benefits of self-discipline?
- Do all entrepreneurs practice self-discipline?
- Is it sometimes fun or exciting to break from routine?
- When you break from routine, can you improve your thinking?
- Are you a morning person? A late-night person? How does this affect your schedule? Can you schedule certain activities to take advantage of this?

### **Key Takeaways**

Write down one or more key takeaways from this session:

## Self-Control 3

### Changing Goals

#### Session Objectives

This session helps you recognize the need to change goals to match changing circumstances.

#### Preparation

##### *Vocabulary*

- Adaptability—the ability to make changes when needed
- Attainable goals—goals that are realistic for you to achieve
- Life changes—major events such as having children or getting married

#### Introduction

Much of this session will echo the themes and lessons learned from the monitoring sessions, but with a specific objective to help you change and adjust your goals. In those sessions, you focused on making changes to your goals to adjust your planning. Here, you will learn that goals that seem permanent can change due to changes in your life. Goals set during one period of life may not be the same as you get older. Life changes occur, and you may find that you have new goals. The ability to change goals is important; you may think you have failed if you do not accomplish what you initially set out to do, but the skills you learn along the way are still important and can be used to accomplish your new goals.

You will need to learn to evaluate your goals as you age, and see whether they are still relevant. Avoiding negative self-talk and feelings of failure is a key aspect of self-control. You may view changing your goals as impossible or an admission of failure, but you have the ability to adapt to new situations. In many places, changes occur quickly, and being able to adapt is one of the key skills that employers seek and entrepreneurs need.

#### Activity 1: The Need to Adapt

##### *Work individually*

Think about potential goals you have already noted in prior sessions that you want to accomplish. You've monitored your progress, and now it seems you may not achieve your goals. What happens if you don't accomplish your larger goals?

- Why would certain goals be hard to accomplish?
- Have you failed? Why or why not?
- What could be reasons for not accomplishing goals?
- What changes could happen in life that cause you to not accomplish certain goals?
- Could getting married change your goals? Why and how? Could having a child? Could moving to a new community?
- What circumstances might make you think about changing your goals?

##### *Together with your mentor*

Discuss why not accomplishing your goals doesn't mean failure.

- What happens when you don't accomplish your goals?
- Are your goals always predictable? Is life?

- Who is responsible for your goals?
- Do our goals change as you get older? As you become more experienced?
- What are some goals that you have changed already?

**Activity 2: Changing Goals and Changing Tactics**

*Work individually*

Fill out the chart with possible goals, then imagine life events that cause you to have new goals. You are not changing aspects of the goals to make them more achievable as in the monitoring sessions, but changing your goals completely. How would you change tactics to accomplish these new goals?

- Why did the goals change?
- What new opportunities are in new goals?
- How do you change tactics? Did you waste time?
- What skills have you learned that can be applied to these new goals? Why is this aspect important?

Initial Goals	New Goals	Changing Tactics

*Together with your mentor*

Discuss how changing goals and tactics are a part of self-control.

- Can new goals be better than old goals? Why?
- Why does the ability to change and adapt demonstrate self-control?
- Why is it important to re-evaluate your goals as you get older?
- Why is your time spent on goals never wasted?

### **Activity 3: Open Discussion**

*Together with your mentor*

Discuss how changing goals still uses your skills.

- How does changing your goals show your commitment to self-control?
- How do you avoid negative self-talk when you realize you may not accomplish a specific goal?
- Why is it important to your life and livelihoods that you can change tactics?
- How do you separate important goals from unachievable goals or less important goals?
- What are the life changes that you will go through that may change your goals?
- Why would this skill be important to entrepreneurs or employers?

### **Critical Thinking Questions**

Discuss with your mentor:

- Why might you change goals?
- Are your goals always the same? Why or why not?
- What happens if you move? Get married? Have children? Get a new job?
- How does the ability to adapt your skills to new goals show self-control?
- Why is this skill important?

### **Key Takeaways**

Write down one or more key takeaways from this session:

## Self-Control 4 Innovation (E)

### Session Objectives

This session introduces you to the role that innovation plays in a business venture. By the end of the session, you will learn the value that innovation brings to the search for employment or entrepreneurship.

### Preparation

#### *Vocabulary*

- Research and development (R&D)—the study and time devoted to innovation

### Introduction

Innovation is an important aspect of any venture, and can be part of any essential livelihood skill. It falls here under self-control because of both the discipline needed to innovate and the self-control needed to actually move a product or service to market. You may have plenty of ideas but not know how to actually move them to market. Or innovation may not be possible in your community. Either way, and whether as an entrepreneur or an employee, you should have an understanding about innovation and see possible methods to exploit new innovations when you come across them.

Many innovators lack the ability to move a product to market; they either want conditions to be perfect, or they don't know how to make their product marketable. Better technology has often failed when competing against a more usable product. **Research and development (R&D)** is important, but so is understanding how and when to market.

You may not think your business can innovate, but you should know that any improvement you make to ease the experience for the customer—deliver faster, save money, and so on—is an innovation. The goal is to continue improving and innovating as you grow older and your potential business becomes a reality.

### Activity 1: What is Innovation?

#### *Work individually*

Think about innovations you have experienced—answer these questions with examples of local innovation in your community (e.g., new styles of farming or new seeds, mobile technology or the internet, new jobs that never existed before).

- What innovations have you experienced? What has changed just in your lifetime?
- What do innovations have in common? What makes them unique and different?
- Why do some innovations work and some fail? Can you give examples?
- Innovation is not just technology, it can also be new ways of doing things. Can you think of some examples?
- What are new innovations that have created jobs in your community? Are the jobs entirely new, or somehow adapted from previous jobs?
- How have mobile phones changed your community? How have other innovations changed your community?

#### *Together with your mentor*

Discuss what innovation is.

- Why do we seek innovation? Why is innovation important?
- How do we develop innovation? Does it take discipline to innovate?
- What do you think is the most successful kind of innovation?
- Can you think of innovation in services? In other aspects of a business?

### **Activity 2: Moving Innovation to Market**

*Work individually*

Innovation is great, but it needs to be marketable. People need to be able to buy the product or service. Think of some examples of innovation moving from research to sales.

*Together with your mentor*

Discuss moving innovation to the market.

- Why is it important that innovation reaches the market?
- What is difficult about getting innovation ready for the market?
- Are customers always ready for innovation? Why or why not? What does this mean?
- What are the most effective examples of moving innovation to market that you can think of?
- Could R&D people keep making something better and better?
- What aspects of self-control are present in moving innovation to market?

### **Activity 3: Open Discussion**

*Together with your mentor*

Discuss innovation, self-control, and entrepreneurship.



- Is innovation positive or negative? Why?
- How does innovation change markets?
- Innovative entrepreneurs are people trying to fill a new customer need, but sometimes the customers don't know how to use the innovation. How can entrepreneurs fix this? Is this important?
- R&D can last for years. How does an entrepreneur know when it is time to take an innovation to market?
- How does self-control play a role in our innovation?

### **Critical Thinking Questions**

For general discussion:

- Why is innovation important? What are the benefits of innovation? What are possible negatives?
- Have you ever come up with ideas for innovations that you wanted to implement? What were they?
- How are self-discipline and self-control part of innovation?
- Who are innovators?
- Do markets always accept innovation? Why or why not?
- Why do entrepreneurs and employers want innovation?

### **Key Takeaways**

Write down one or more key takeaways from this session:

# Mentoring Best Practices

---

There are several key practices that are emerging from the research on mentoring programs in a cross-cultural context. Drawing from leading evidence on naturally occurring mentoring and more structured mentoring programs, here are some recommendations on best practices in youth mentoring.

## Focusing on Relationships and Social Skills Development

Child Trends, a nonprofit research organization that focuses on children, youth, and families, conducted a synthesis of experimental evaluations of 19 mentoring programs for children and youth to determine how frequently these programs work to improve such outcomes as education, mental health, peer and parent relationships, and behavior problems, and what lessons can be learned to improve outcomes. Generally, mentoring programs that focused on helping children and youth with their education, social skills, and relationships were more frequently effective than those focused on behavior problems such as bullying or programs to reduce teen pregnancy (Beltz and Moore 2013).

## Mentoring for at Least a Year

In the same synthesis of experimental evaluations mentioned above, Child Trends also found that mentoring programs can be short term or long term, and that both types can work. However, programs that last at least one year seem to be effective more often than those that last less than a year. They found that youth achieved more of the targeted outcomes from the mentoring relationship when the mentoring relationship extended over a longer duration (Beltz and Moore 2013).

## Bridging Cultural Differences

Research has revealed that some mentoring relationships fail because mentors are unable to bridge cultural differences between themselves and their mentees. Sometimes mentors cannot effectively recognize the discrepancies between their own values and those of the youth and their families, or they may see the differences but don't know how to deal with them. Conversely, mentors' efforts to get to know their mentee's culture increase relationship quality. Some research has found that mentors and youth reported that they grew closer because of cultural differences. Mentors in those matches made efforts to get to know their mentees and their families, and they were sensitive to and respectful of cultural differences. Deliberate sharing of cultural experiences and discussion of cultural differences within mentoring relationships also appeared to enhance the quality of their relationships (Sanchez *et al.* 2014). Specifically, a few strategies to bridge cultural differences are below.

### Applying Intercultural Competency Skills

Mentors whose backgrounds or identities differ from their mentees must be adept at navigating cultural boundaries—personal, gender, racial, ethnic, and geographic. Mentors must maintain a dual perspective, seeing the mentee as an individual as well as part of a larger social context (Crutcher 2014).

### Adopting an Open-Minded Attitude

Active listening skills, honesty, a nonjudgmental attitude, persistence, patience, and an appreciation for diversity are particularly important with cross-cultural mentoring. The relationship will be strengthened when both the mentor and mentee explore their respective cultural values and work to better understand them with an open mind.

### **Seek Out Areas of Mutual Interest**

While research suggests that deliberate sharing of cultural differences can improve the quality of mentoring relationships, it's also important to find similarities in other dimensions, such as common interests or shared activities that the mentor and mentee can do together (Sanchez *et al.* 2014).

### **Establishing Formal Mentoring Programs**

If there is interest in the community in establishing a more formal and structured mentoring program for youth, here are some recommended resources to help get started.

#### **Elements of Effective Practice for Mentoring**

[www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/](http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/)

A collection of research-informed practices for youth mentoring programs. It promotes overall program quality and strong mentoring relationships by recommending evidence-based standards with benchmarks that programs can implement in delivering services, as well as many enhancements that can promote strong outcomes.

#### **Foundations of Youth Mentoring: Effective Strategies for Providing Youth Mentoring in Schools and Communities**

<http://educationnorthwest.org/sites/default/files/resources/foundations.pdf>

This guidebook identifies five critical foundations of successful youth mentoring and delivers specific guidance on how to optimize them in new and existing mentoring programs. It includes self-assessment questions, listings of other key resources, detailed checklists, and planning timelines.

#### **Generic Mentoring Program Policy and Procedure Manual**

[www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=90](http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=90)

This resource provides a template for a mentoring program to create its own customized manual to guide both policies and day-to-day services. The full version offers tips and advice for creating and refining effective policies and procedures. There is also a customizable template version (in Word format) that provides sample policies, procedures, and accompanying forms.

#### **Search Institute's Developmental Relationships Framework**

[www.search-institute.org/downloadable/Dev-Relationships-Framework-Sept2014.pdf](http://www.search-institute.org/downloadable/Dev-Relationships-Framework-Sept2014.pdf)

Search Institute uses the term "developmental relationships" to describe the broader conception of relationships that is the focus of new research and development agenda. They have identified 20 actions that make a relationship developmental, organized into a framework.

# Mentoring Checklist

---

Mentoring between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) has been proven effective in supporting youth to succeed (Garringer *et al.* 2007). While relationships with adults can support positive youth development, so can close connections with friends, siblings, and other peers. Research from the Search Institute found that young people need people in their lives who express care, challenge growth, provide support, share power, and expand possibilities. Through their research, the Search Institute identified the 20 actions below that lead to positive youth development (Search Institute 2016b). This checklist is designed to be used by Volunteers seeking to strengthen mentoring relationships with youth. It can also be used in mentoring programs, organized by Volunteers and their counterparts, to work with local adult or peer mentors to assess their mentoring relationships. The checklist should also be used by staff in supporting programming, training and evaluation of Volunteers engaged in mentoring.

## Express care

- Pay attention when you are with your mentee.
- Let your mentee know that you like being with her/him.
- Commit time and energy to doing things for and with your mentee.
- Make it a priority to understand who your mentee is and what she/he cares about.
- Ensure your mentee can count on and trust you.

## Challenge growth

- Help your mentee see future possibilities.
- Make it clear that you want your mentee to live up to her/his potential.
- Recognize your mentee's ideas and abilities while pushing him/her to strengthen them.
- Hold your mentee accountable for appropriate boundaries and rules.

## Provide support

- Praise your mentee's efforts and achievements.
- Provide practical assistance and feedback to help your mentee learn.
- Be an example your mentee can learn from and admire.
- Stand up for your mentee when needed.

## Share power

- Take your mentee seriously and treat her/him fairly.
- Ask for and listen to your mentee's opinions and consider them when making decisions.
- Understand and adjust to your mentee's needs, interests, and abilities.
- Work with your mentee to accomplish goals and solve problems.

### Expand possibilities

- Expose your mentee to new ideas, experiences, and places.
- Introduce your mentee to people who can help him/her grow.
- Help your mentee work through barriers that could prevent your mentee from achieving her/his goals.

*The following are actions that are also included as quality standards that Volunteers report on under the GenEq CSPP in the VRF:*

- Work with your mentee to identify specific goals for the mentee's future.
- Assist your mentee to address any barriers—including gender-related ones—to helping your mentee achieve her/his goals.
- Mentoring occurs during concentrated blocks of time over several months.

# Appendix

---

## Peace Corps Child Protection Policy (MS 648)

### 1.0 Purpose

The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

### 2.0 Authorities

22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

### 3.0 Definitions

(a) Child is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) Child Abuse includes four categories of abuse:

(1) Physical Abuse means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

(2) Emotional Abuse means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) Sexual Abuse means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) Child Exploitation means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) Child Protection is defined as all reasonable measures taken to protect children from child abuse.

(d) Employee means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) Volunteer means any Peace Corps Volunteer or Trainee.

#### **4.0 Policy**

- (a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.
- (b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.
- (c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.
- (d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.
- (e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to have violated this policy may also be subject to host country and U.S. prosecution.

#### **5.0 How to Report Violations**

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 *Confidentiality Protection*. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 *Office of Inspector General*.

#### **6.0 Roles and Responsibilities**

##### *6.1 Country Directors*

Country Directors are responsible for:

- (a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.
- (b) Responding in a timely manner to reports or allegations of child abuse committed by employees and Volunteers.
- (c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

##### *6.2 Office of Human Resource Management*

The Office of Human Resource Management is responsible for:

- (a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.
- (b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

##### *6.3 Office of Volunteer Recruitment and Selection*

The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

#### *6.4 Office of Safety and Security*

The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

#### *6.5 Office of Overseas Programming and Training Support*

The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

### **7.0 Procedures**

Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

### **8.0 Effective Date**

The Effective Date is the date of issuance.



## **Attachment A to MS 648**

### **Child Protection Code of Conduct**

In the course of an employee's or Volunteer's association with the Peace Corps:

#### **Acceptable Conduct**

*At minimum, the employee or Volunteer will:*

- (a) Treat every child with respect and dignity.
- (b) When possible, work in a visible space and avoid being alone with a child.
- (c) Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.
- (d) Promptly report any concern or allegation of child abuse by an employee or Volunteer.

#### **Unacceptable Conduct**

*And, at minimum, the employee or Volunteer will not:*

- (a) Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.
- (b) Practice corporal punishment against, or physically assault, any child.
- (c) Emotionally abuse a child.
- (d) Develop a sexual or romantic relationship with a child.
- (e) Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.
- (f) Use language that is offensive, or abusive towards or around a child.
- (g) Behave in a sexually provocative or threatening way in the presence of a child.
- (h) Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.
- (i) Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

## Letter to Parents About Mentoring

Dear Parents

I am writing to ask for your support in mentoring [name of youth].

As [name of youth]'s mentor, I will be spending a few hours each week with him/her getting to know each other, participating in constructive activities and discussing future goals. This will take place in [location of meetings].

My role as their mentor is to offer support, friendship, and respect while helping [name of youth] reach her/his potential. As a mentor, I am not there to take the place of a parent, guardian, or teacher. We will do constructive activities together to help [name of youth] gain confidence to achieve his/her goals.

With your permission and support, I look forward to mentoring [name of youth].

Sincerely,

[Mentor name]

### Frequently Asked Questions

#### *What is the Peace Corps?*

Since its establishment in 1961, the Peace Corps has been guided by a mission of world peace and friendship. The agency exemplifies the best of the American spirit by making it possible for Americans to serve around the world advancing development and building cross-cultural understanding. Through this unique approach to development, the Peace Corps is building strong relationships between our country and the people of our partner nations while making a difference in the overseas communities it serves, in the lives of its Volunteers, and back home in the United States. As of 2016, more than 225,000 Volunteers had served in 141 countries since 1961.

The Peace Corps advances its mission through the work of the Volunteers, both during and after their tour of service. Rather than providing monetary assistance to countries, the agency sends Volunteers to share their skills and experience while living and working alongside local individuals and communities. This day-to-day interaction gives Volunteers a unique perspective and the opportunity to partner with local communities to address their development challenges and to strengthen mutual understanding.

#### *How can you help my child?*

As [name of youth]'s mentor, I can help them make decisions and plan for the future. I will support them to stay motivated and focus on their goals, such as exploring career opportunities, or planning for university or other training. I will be available to listen and help them solve their problems. I can also introduce [name of youth] to new ideas, activities, and opportunities.

#### *Why does [name of youth] need a mentor?*

All youth need the support of caring adults to be successful, not only within their family but at school and in their communities. Having a variety of people positively involved in a young person's life provides them with new opportunities and experiences that will help them grow and gain self-confidence. You may remember adults in your life that helped you when you were young or someone who showed you a new way to look at your world.

*What is my role in the mentoring relationship?*

You can help by:

- Encouraging [name of youth] to keep mentoring meetings or contact me if she/he can't make a meeting.
- Be positive about the relationship, and let [name of youth] see you are happy that she/he has a mentor in her/his life.
- Ask her/him about how things are going. For example, "What did you do with your mentor today?"
- Listen and be supportive. Be patient and encouraging.
- Tell [name of youth] when you notice positive changes as a result of having a mentor. Your praise means a lot!
- Let me know about any important rules or times that your child is usually unavailable.
- Let me know if there is a significant change in your lives that may affect the relationship, such as a change in schedule or a loss in your family.

*What if you want to do an activity I disagree with?*

As a parent, you always have the right to withhold your child from any activities that you do not want them participating in. Please let me know if you have any preferences, such as a religious preference. We can work to find other activities that are acceptable.

Office of Overseas Programming and Training Support (OPATS)

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develop technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and distributed through the office's Knowledge and Learning Unit.

Volunteers are encouraged to submit original material to [KLU@peacecorps.gov](mailto:KLU@peacecorps.gov). Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.

Peace Corps  
Office of Overseas Programming and Training Support  
Knowledge & Learning  
1111 20th Street, NW, Sixth Floor  
Washington, DC 20526

[KLU@peacecorps.gov](mailto:KLU@peacecorps.gov)

Abridged Dewey Decimal Classification (DDC) Number 361