

ABOUT

US AND THIS BOOK

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INTRODUCTION

ABOUT THE COURSE

Work Skills is a course designed for Myanmar adults. It provides a comprehensive introduction to essential skills for the workforce as well as practical activities for learners to practice these skills. In the process, it aims to promote professional attitudes and behaviors. Work Skills is designed primarily for a taught course but can be used as a self-study resource. It is written at an intermediate level of English and takes between 42 to 56 hours (excluding additional activities) to complete it. The course can be divided into 3 main skills categories 1) career planning and job applications, 2) key work skills, and 3) entrepreneurship.

Who is it for?

The book is useful for anyone interested in work skills. Specifically, it's for people who:

- Want to start or change their career path
- Are searching for or starting a new job
- Want to improve their work skills
- Work in a formal setting and hope to better understand appropriate workplace practices
- Want to start their own social enterprise

It is a useful resource for:

- Various classroom settings including community, religious and private schools, non-formal and vocational schools and programs.
- NGOs, government/corporate sectors

Components

Work Skills consists of a **Student's Book** and a **Teacher's Book**.

The **Student's Book** has seven units divided in 28 sessions. Each session should take between 90 to 120 minutes to complete. Each session covers a main skill, provides explanations for activities, exercises and practice, and offers discussion and reflection questions. Most sessions suggest

an additional activity which can be conducted outside the classroom.

At the back there is a resource package that includes a variety of tools, templates, self-assessment guides and additional explanations.

The **Teacher's Book** provides detailed teaching instructions and answers to exercises as well as additional explanations and examples. It also includes advice on how to use the book, explanations of methods used and an outline of the learning objectives for each lesson.

Structure and Methodology

The course can be divided into three sections:

1. Career planning and job applications are covered in unit 1 and 2. The two units prepare learners to effectively set career goals and conduct a job application process.
2. Key work skills are covered in units 3,4,5, and 6. These units build essential skills necessary for any work setting.
3. Entrepreneurship is covered in unit 7. This unit looks at the concept of entrepreneurship and the steps to start a social enterprise.

This book uses various teaching methods to achieve the desired learning outcomes while catering to the nature of the content and the different learning styles of students. It focuses particularly on an experiential learning methodology to allow students to use their acquired competencies in situations related to their own circumstances. The experiential learning methods used are:

- Practical activities including observation and practice
- Research including surveys and interviews
- Reflection through discussions, journals

How to use the book

- Use the units and sessions that most relevant to your course, curriculum and students.
- Take time to review the learning objectives before each unit so that you better understand the unit's aims and can communicate them clearly to the students.
- Read each session thoroughly beforehand. Some need additional resources or material.
- The book is written at a mostly high pre-intermediate or low intermediate level of English. Depending on your students' level, you might need to use the dictionary to translate some words.
- Some sessions require students to work in the same group throughout all activities.
- Check students' understanding using the questions provided in the teacher's pages.
- Time indications are approximate. Adjust time according to your students' abilities and needs.
- Additional activities can be used as homework, assignments or projects. They can be conducted individually or groups.

Recommendations for projects:

The topics and skills in some sessions overlap so that activities may be combined and assigned as larger projects. Some suggestions are:

- A mock job application testing all of the material learned from Unit 2
- A Team building project (and creation of action-plan) for all of Unit 4
- A social enterprise project for all of Unit 7

Projects are to be assigned at the beginning of the unit. Students work individually or in small groups based on the project type. Students conduct the projects throughout the units using the acquired knowledge and skills gained in

the unit/course. At the end of the unit students present their project results and conclusion.

Teaching methods

Reading

Reading is an integral part of the learning in Work Skills. The material explains new concepts and provides examples. The Teacher's Book also contains additional questions that the teacher may use to measure comprehension. Teachers can employ a variety of reading techniques such as: 1) teacher reads the text out loud, 2) one student reads out loud, 3) students read quietly.

Reading is sometimes in the form of a case study. Case studies give students real life exposure to the concepts covered in the book.



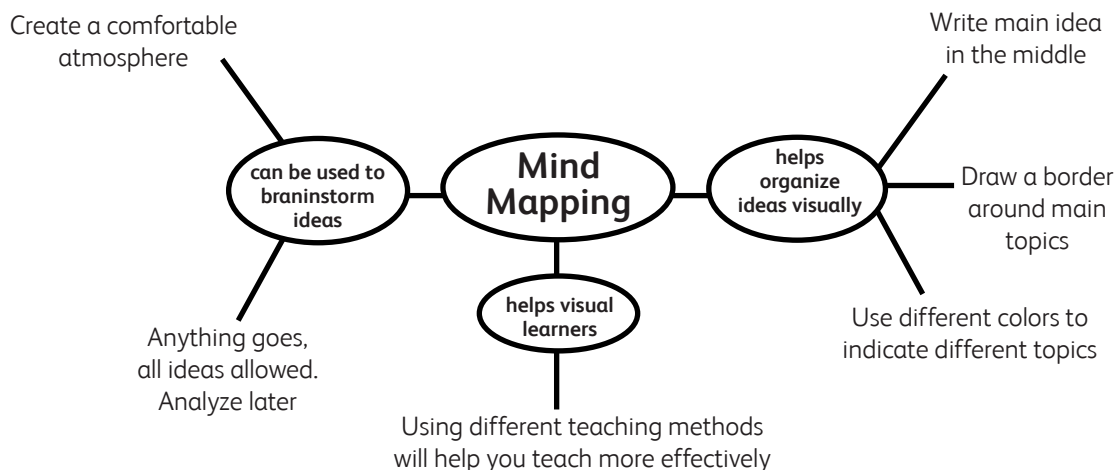
BRAINSTORM

Brainstorming is a process for generating ideas and solutions. It is also a helpful tool for teachers to check students' previous knowledge. It is usually done in a group setting, but participants can also brainstorm individually or in pairs. During effective brainstorming sessions every participant is encouraged to share as many ideas as they can. There should be no criticism or censure during the brainstorming session. Only when the session is over should ideas be further analyzed or discussed.



MIND MAP

Mind mapping is a technique used to visually organize information. Mind mapping enables students to see the links between different ideas



and concepts. It can also be used to generate ideas. Usually the main idea or topic is written in the center of a blank page. The participants add ideas leading off of the central concept, using lines to connect related ideas. Participants should be encouraged to write and draw freely - spelling and tidiness do not matter.

★ EXERCISE

Exercises give the opportunity to solidify information contained in the text. Students answer exercises individually, in pairs or in small groups. Once they have completed the exercise the teacher should ask students to share answers out loud or on the board for the whole class.

🧑 ACTIVITY

Activities give the opportunity to apply concepts and practice skills, including in real-life situations. These activities promote problem-solving, critical thinking, and teamwork. There are two types of activities. 1) Activities for the classroom focus on teamwork, debate, and presentations. 2) Activities for outside the classroom focus on research, observation, and analysis.

🔊 DISCUSSION

Discussions help students formulate ideas, share opinions and gain a deeper understanding of the information covered. Discussions can be done in large groups, small groups or in pairs. Students may not always agree with one another so respectful debate is encouraged. Teachers should create a friendly, supportive environment in which all students feel free to share their ideas.

💡 REFLECTION

Reflective questions are designed to encourage students to think about their own opinions and values. There are no right or wrong answers. Teachers should create a supportive atmosphere where all students feel free to share their thoughts. Reflections should be done individually and then be shared in pairs or in small groups.

Symbols used



This symbol means work in pairs.



This symbol means work in groups.



The clock symbols indicates an approximate number of minutes that the activity might take.



Use this page for your notes.

Learning objectives

UNIT	TOPICS	LEARNING OBJECTIVES
Unit 1: Career Planning	Session 1: Choosing a Career Path Session 2: Goal Setting	<ul style="list-style-type: none"> Understand their personal idea of success Evaluate their personal values Survey their likes and dislikes Inventory their current skill set Synthesize the information collected to determine a possible career/career field Understand the importance of goal setting Analyze goals and determine their effectiveness Create concrete and achievable goals for their future lives
Unit 2: Applying For a Job	Session 1: Job Search and CV Components Session 2: CV Writing Session 3: Cover Letter writing Session 4: Job Interview	<ul style="list-style-type: none"> Understand what a CV is for Create a CV with all the essential elements from scratch Edit CV content so it is concise and consistent Personalize their CV for a specific job and write an application cover letter Prepare for and confidently attend a job interview Follow up on their job interview
Unit 3: Communication	Session 1: Communication Basics and Crafting a Message Session 2: Business Writing Session 3: Writing Business Letter and Report Session 4: Presentations	<ul style="list-style-type: none"> Explain the communication process Craft and deliver messages Evaluate and select appropriate communication methods Communicate effectively in the business world Give presentations effectively presentation
Unit 4: Teamwork	Session 1: Team building Session 2: Meeting Agenda, Attending Meeting Session 3: Teamwork Etiquette Session 4: Action Plans	<ul style="list-style-type: none"> Explain the team building process Distinguish different roles and responsibilities in teamwork Set teamwork norms Create a meeting agenda Attend meetings professionally Explain etiquette for successful teamwork Create and implement actions plans

Unit 5: Taking Control	Session 1: Leadership Session 2: Problem Solving and Decision Making Session 3: Conflict Resolution	<ul style="list-style-type: none"> Analyze leaders' qualities and actions Distinguish leadership types Follow appropriate steps to effective problem solving Practice group decision making process Distinguish the various types of conflict Evaluate conflict resolution strategies Reflect on their conflict management and resolution skills
Unit 6: Time and Money	Session 1: Time Management Session 2: Budgeting Session 3: Budgeting for Fundraising	<ul style="list-style-type: none"> Plan time effectively Plan key actions for efficient time management Reflect on their time management habits Categorize different types of expenses Explain the basics of money management Create and maintain a personal budget Create financial plan for a fundraising event
Unit 7: Entrepreneurship	Session 1: Entrepreneurship: Meaning and Approaches Session 2: Entrepreneurship: Opportunities and Risks Session 3: Entrepreneurs Session 4: The Social Enterprise Session 5: Social Enterprise: Idea, Vision and Mission Session 6: Social Enterprise: Profits And Funding Session 7: Social Enterprise: SWOT And Marketing Session 8: Social Enterprise: Business Plan	<ul style="list-style-type: none"> Explain the meaning and approaches to entrepreneurship Identify the opportunities and risks in entrepreneurship Reflect on their entrepreneurial potential Get familiar with the functioning of social enterprise Practice persuasion and negotiation skills for a funding request Analyze their project using the SWOT analysis tool Select appropriate marketing techniques Develop and evaluate a social enterprise business plan



Use this page for your notes.

UNIT 1

CAREER PLANNING

This unit will cover:

Session 1

- 1.1 **Success:** What does success mean to you?
- 1.2 **Values:** What do you find most important in your life?
- 1.3 **Interests:** What do you like doing?
- 1.4 **Skills:** What skills do you have now?
- 1.5 **Conclusion:** Possible career path

Session 2

- 1.6 **Goal Basics:** Why set goals?
- 1.7 **Kinds of Goals:** When can I accomplish my goals?
- 1.8 **SMART Goals:** How can I accomplish my goals?
- 1.9 **Staying on Task:** How can I stay motivated?



By the end of this unit, students will be able to:

- Understand their personal idea of success
- Evaluate their personal values
- Survey their likes and dislikes
- Inventory their current skill set
- Synthesize the information collected to determine a possible career/career field
- Understand the importance of goal setting
- Analyse goals and determine their effectiveness
- Create concrete and achievable goals for their future lives

Session

1

1.1 Success: What does success mean to you?

Successful People



BRAINSTORM A: Name a person you think is successful.

B: What makes this person successful? *Write in the boxes.*

A successful person:

What makes this person successful:

Understanding success



BRAINSTORM C: What does success mean to you? *Write in the box.*

Success is:

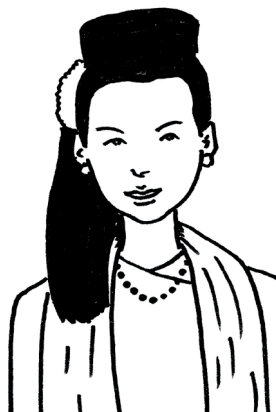
When considering careers, it is important to focus on your idea of success. Success means something different to everyone. Whether it includes experiences, social change, or money, your idea of success will vary from your peers.



DISCUSSION D: How will you know when you are successful? Share with a partner.



"I will know I am successful when..."



Session 1

1.1 Success: What does success mean to you?

Successful people



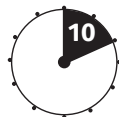
BRAINSTORM Begin by asking students to brainstorm individually about people they believe to be successful. Student answers may vary from celebrities to teachers and community members. Give them time to discuss with their classmates to share perspectives on success.

By brainstorming their ideas of success, students begin to determine elements that they believe makes people successful. **Possible answers:**

A: Steve Jobs, Vandana Shiva, Nelson Mandela, General Aung San, Barack Obama, Albert Einstein, Nay Toe, Angelina Jolie

B: He/she is talented and determined. He/She has problem-solving skills, clear goals/morals/ethics, good communication skills, and works together with others.

Understanding success



BRAINSTORM C: Students think individually, determine what success means to them, and list some indicators of success. **Possible answers:**

- Success is working hard to improve people's lives.
- Success is gaining the qualifications I need for a particular profession.
- Success is my achievements being recognised by others.
- Success is becoming an active community development leader.
- Success is becoming a school principle.
- Success is knowing my beauty salon is popular.
- Success is getting an education to contribute to my community.
- Success is being financially stable.
- Success is being famous.



DISCUSSION D: Students share with their partners to gain more perspectives. **Possible answers:**

- I have created a project to help my community.
- I have earned my diploma and started a school.
- I can provide a home for my family.
- I have more customers at my business than I can cater for.
- I can employ other people in my business and expand.
- Everyone wants to buy my product.
- I am rich/well known.

1.2 Values: What is most important in your life?

Self evaluation



MIND MAP **A:** Students will individually assess their personal values to help them understand what is most important in their lives. By taking time to look at their values, students can understand the type of career they need in order to feel fulfilled and accomplished.

B: By determining values that are important to them, students can discover the relation to their future life. Students individually create a list of values important to them and determine what the relationship will be to their career. **Possible answers:**

Value	Relation to career
Discovery	Field work, research, travel
Encouragement	Teaching, coaching
Freedom	Flexible work hours, set up own business
Creativity	Art, fashion, graphic and web design, project design, artisan trade
Ambition	People and budget management, career ladder

1.2 Values: What is most important in your life?

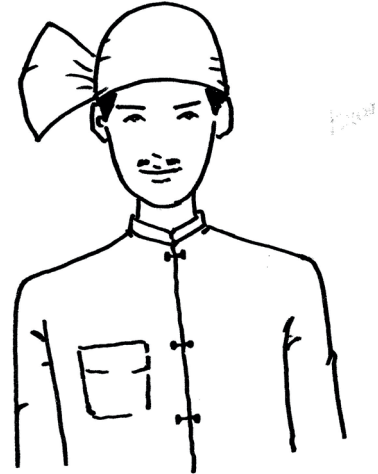
Self evaluation

MIND MAP A: What is most important in your life?

- Family
- Travel
- Service

By determining the values important to you, you can consider their relation to your future life.

Before choosing a career, it is important to assess your values, interests, and skills so your career choice will be enjoyable and fulfilling.



EXAMPLES:

Value	Relation to career
Family	Reasonable hours to allow time with family
Travel	New cultures, experiences, and people
Service	Helping others

B: Create a list of values important to you and determine what the relationship will be to your career.

Value	Relation to career




1.3 Interests: What do you like doing?

Favourite activities

 **BRAINSTORM** A: What are your interests? What do you do in your spare time? What holds your attention? Write your favourite activities in the space below.

Example: Reading

Likes and dislikes


 **MIND MAP** B: Be even more specific by thinking of the things you do and don't like. List your likes and dislikes in the chart below.

By determining your interests, you can make educated decisions about what career field you would be successful in.

Likes	Dislikes
Example: Research	Example: Travel away from home and family



Importance of knowing your interests

 **DISCUSSION** C. Discuss why it is important to look at your interests and hobbies as well as your likes and dislikes. How will this help you in the work force?



1.3 Interests: What do you like doing?

Favourite activities



BRAINSTORM A: Students brainstorm individually and write down their interests. Answers will depend on students. **Possible answers:**

Reading, poetry, writing, travel, exploring, adventure, sports, film and television, conversation, research, cooking, eating, learning about new things, meeting new people, making things, singing, etc.

Likes and dislikes



MIND MAP B: Students think individually and write down the things they like and dislike. Answers will depend on students.

Likes	Dislikes
<ul style="list-style-type: none">- News/current affairs- Religion- Art- Singing- Problem-solving	<ul style="list-style-type: none">- Group-work- Public speaking- Computers- Too much work; being too busy

Importance of knowing your interests



DISCUSSION C: In groups of four students discuss why it is important to look at their interests and hobbies as well as their likes and dislikes and how this will help them in the work force.

By taking the time to write down the things they like and don't like, students can determine what kind of activities they would like to do as a career. For example: If students find reading boring, becoming a bookshop manager may not be the best career option.

1.4 Skills: What skills do you have now?

Understanding your skills



MIND MAP A: Students think individually and complete the skills and experience chart.

How others see you



DISCUSSION B: Allow students time to discuss with their peers to discover and confirm their skills. When they finish, they share with a different partner.

Some students may not believe they have leadership skills, but their classmates may look to them for leadership regularly.

Evaluate your skills



REFLECTION C: Students will need to evaluate their skills and determine which of their skills are strong and which they need to build. This will provide a starting point for to determine what type of career field they may want to enter.

Additional Activity

If you have enough time in class you can have the students use Resource 1.A to learn about more skills and to rate themselves. If you don't have enough time, ask the students to do this at home.

1.4 Skills: What skills do you have now?

Understanding your skills

- MIND MAP** A. Complete the skills and experience inventory chart by listing skills you already have.

Studies	Work experience	Internships	Volunteering	Skills

How others see you

- DISCUSSION** B: Talk with your partner. You may not think you are good at a specific skill, but your classmates may think you're great at it. When you finish, share with a different partner.

By completing the Skills Inventory in Resource 1.A, you can determine the skills you have, skills you need to build, and skills you need to acquire before entering the work force.



Evaluate your skills

- REFLECTION** C: Look at your completed chart and evaluate your skills. Determine which of your skills are strong and which you need to build.



1.5 Conclusion: Possible career path

Thinking about your possible career



BRAINSTORM A: From looking at yourself and evaluating your values, interests, and ideas of success, what might be some possible careers or career fields for you?

Write your ideas in the space below.

Career fields

Careers

Additional Activity

Research your chosen career field. Look at possible positions or jobs. Identify requirements like education, experience, and skills needed for your desired position.



1.5 Conclusion: Possible career path

Thinking about your possible career



BRAINSTORM A: By evaluating their values, interests, and ideas of success, students think of possible careers or career fields for themselves. Answers will vary depending on students.

Example:

Career fields

- Service careers
- Education
- Social sciences
- Artistic careers
- Medicine

Careers

- Teacher
- Psychologist
- Health care professional (nurse, doctor, etc.)
- Architect
- Writer
- Designer
- Photographer
- Entrepreneur
- Researcher

Additional Activity

Students research their chosen career field and look at the possible positions or jobs. They identify requirements like education, experience, and skills needed for their desired position. If there is not enough time in class, set this as homework. You can guide them by suggesting relevant websites, newspapers, etc.

Session 2

1.6 Goal Basics: Why set goals?

Understanding the language of goals



ACTIVITY A: Students look at the pictures and individually complete the sentences.
Many possible answers. **Examples:**

1. His goal is to score a goal.
2. Her goal is to pass an exam/do well in class.
3. His goal is to quit smoking.

B: Students share their answers with their partners and complete the blanks. **Answers:**

1. To accomplish his goal of “scoring”, a soccer player must train and practice.
2. To pass the test, the student must study and practice.
3. To quit smoking, a person should be determined.

Session 2

1.6 Goal Basics: Why set goals?

Understanding the language of goals

 **ACTIVITY A:** Look at the pictures and complete the sentences.

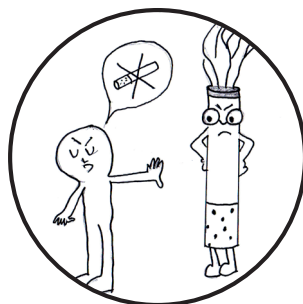


His goal is to _____

A successful person must learn to take initiative. You can't just wait for things to happen. They identify what they want to accomplish and they do it!



Her goal is to _____



His goal is to _____

Whether your goal can be accomplished today or years from now, it is important for you to understand what it will take.

B: Share your answers with a partner and together fill in the blanks.



1. To accomplish his goal of "scoring", a soccer player must _____
2. To pass the test, the student must _____
3. To quit smoking, a person should be _____

1.7 Kinds of Goals: When can I accomplish my goals?

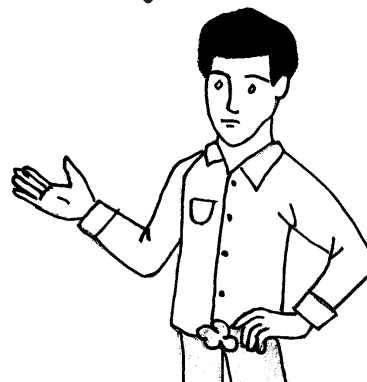
Long-term goals Vs. Short-term Goals

Long-term Goals

- Take a long time (5-10 years).
- Require additional steps.

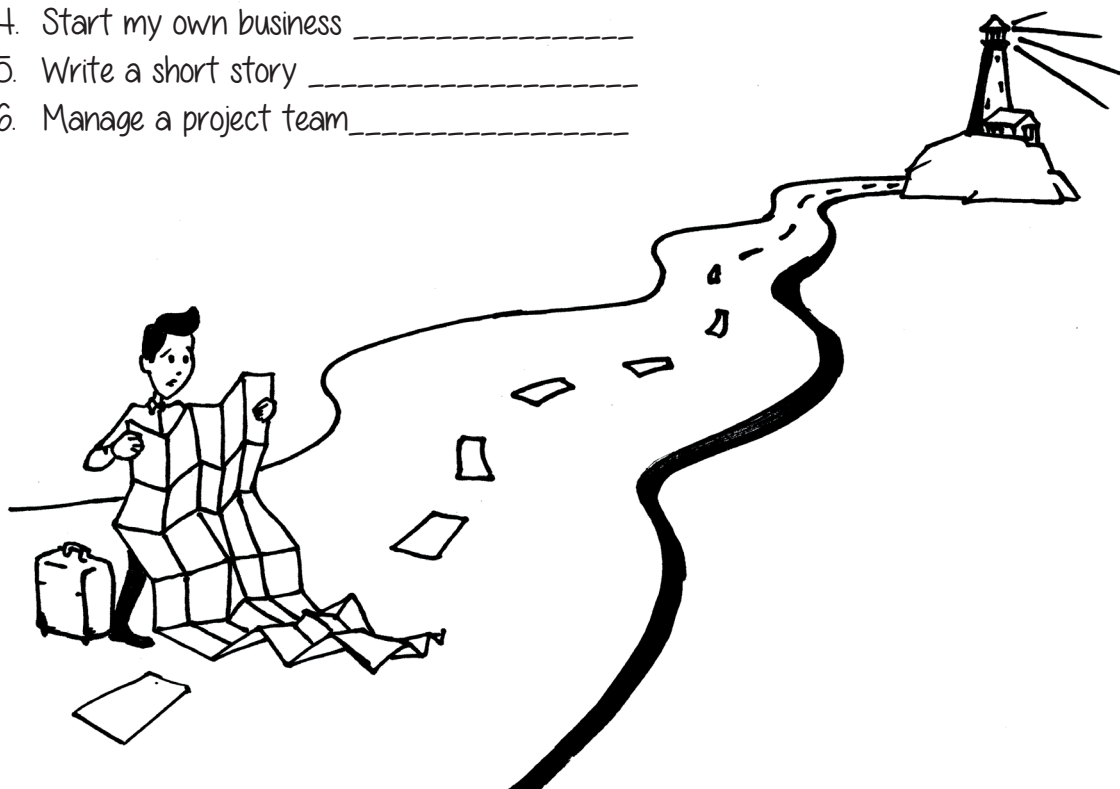
Short-term Goals

- Can be accomplished today or a year from now.
- Are also called action steps - steps leading to your long-term goals.



★ **EXERCISE A:** Look at the following goals and determine whether they are long term goals or short term goals. Write your answer in the blank.

1. Become a teacher _____
2. Finish reading a book _____
3. Become fluent in English _____
4. Start my own business _____
5. Write a short story _____
6. Manage a project team _____



1.7 Kinds of Goals: When can I accomplish my goals?

Long-term goals Vs. Short-term Goals



★ **EXERCISE A:** Students look at the following goals and determine whether they are long term goals or short-term goals. **Possible answers:**

- | | |
|-----------------------------|--|
| 1. Become a teacher | Long-term |
| 2. Finish reading a book | Short-term |
| 3. Become fluent in English | Long-term |
| 4. Apply at a NGO | Long/Short-term (depends on current skills and experience) |
| 5. Write a short story | Short/Long-term (depends on current skills and experience) |
| 6. Manage a project team | Long/Short-term (depends on current skills and experience) |

Looking at Goals



ACTIVITY B: Students look individually at Saw Htoo's short-term goals. They determine if they are clear and useful. They should also reflect on how the action steps could lead Saw Htoo to achieve his long term goal. **Possible answers:**

The action steps are vague and unspecific.

The action steps need more detail.

C: Students look again at Saw Htoo's goals and determine how he could improve his action steps to help him accomplish his long term goal. Discuss as a class.

Improving action steps



ACTIVITY D: Ask students to look at the changes in Saw Htoo's goals and discuss in groups.

1. How did his short term goals change?

Became more specific, detailed, he created categories or areas to focus his efforts.

2. How will the changes help him reach his goal?

By being specific, he can focus his efforts better.

Let students discuss and bring additional perspectives. Explain that because Saw Htoo's changes to his short-term goals are clearly defined, it makes it easier for him to know which steps to take next.

Looking at Goals



ACTIVITY B: Look at an example of a long term goal and the steps Saw Htoo will take to achieve it. Are his short-term goals clear? How would the action steps lead him to achieve his long-term goal?

After considering his skills, interests, likes and dislikes, Saw Htoo decides his long-term career goal is to become a **project manager at a local NGO**. He will have to complete a few steps before this can happen. We call these steps action steps or short-term goals. These steps/goals will help him move closer to his long term goal. Here is Saw Htoo's first attempt:

Action Steps:

Complete my schooling
Find placement at an NGO
Gain experience.

Each of his short term goals get him closer to his long term goal. Short term goals are like rungs on a ladder. Each step is important.

C: Look again at Saw Htoo's goals and determine how he could improve his action steps.



Improving action steps



ACTIVITY D: Saw Htoo reflected on his action steps and rewrote them again.



Look at them again and discuss how he could improve his short term goals to help him accomplish his long term goal.

Long term goal: NGO project manager

Short term goals:

Learn more

- Research NGO sectors that interest me. NGOs work towards a huge range of issues – health, community development, disaster relief, education, etc – and use many different methods
- Speak to a working project manager and ask to visit the office or a field project

Gain education and training

- Choose relevant subjects, study hard and graduate from school or college

Develop related skills

- Attend an international development evening class
- Attend an evening or weekend project management class


Practice skills

- Form a discussion group with classmates about national issues
- Follow social media pages and join discussion forums of interesting NGOs

Get experience

- Volunteer for some different types of NGOs
- Try to experience office and field work if possible
- Apply for entry-level or project officer positions at NGOs that are of interest

Application

 **ACTIVITY E:** By modelling Saw Htoo's career plan, write some action steps for becoming a teacher. Discuss as a class.



Long-term Goal: Become a teacher				
Learn more	Gain education and training	Develop related skills	Practice skills	Get experience

Application



ACTIVITY E: In groups of four, students model Saw Htoo's Career Plan and write some action steps for becoming a teacher. Students need to include the five categories listed: Learn More, Gain Education and Training, Develop Related Skills, Practice Skills, and Get Experience.

Students may suggest more ideas than the examples given.

Long Term Goal: Become a teacher				
Learn more	Gain education and training	Develop related skills	Practice skills	Get experience
<ul style="list-style-type: none"> - Meet teachers for different age groups and subject areas 	<ul style="list-style-type: none"> - Finish education 	<ul style="list-style-type: none"> - Spend time looking after children 	<ul style="list-style-type: none"> - Find opportunities to lead a group or share your skills with others, i.e. at your temple or church 	<ul style="list-style-type: none"> - Volunteer in a school or youth group
<ul style="list-style-type: none"> - Find out about the working hours required 	<ul style="list-style-type: none"> - Get a degree in the relevant subject area 	<ul style="list-style-type: none"> - Read more in the subject area I am interested in teaching 	<ul style="list-style-type: none"> - Join a discussion group or club that focuses on your subject area 	<ul style="list-style-type: none"> - Volunteer at an education NGO
<ul style="list-style-type: none"> - Find out the salary for a teacher in my area 	<ul style="list-style-type: none"> - Get a teaching qualification 	<ul style="list-style-type: none"> - Practice planning and time management skills 	<ul style="list-style-type: none"> - Join teaching groups or forums on social media or follow education pages in newspapers 	<ul style="list-style-type: none"> - Apply for my first teaching position

1.8 SMART Goals: How can I accomplish my goals?

What is a SMART Goal?



Students read the definitions of SMART goals

Evaluating SMART Goals



★ **EXERCISE A:** Students look at the example of a goal and list the five elements that make it a SMART goal. **Answers:**

- Specific: because the goal is about a specific occupation and sector of work (project manager; NGO; community development)
- Measurable: because the goal can be measure in terms of achievement (I will be...)
- Achievable: because it is possible to work for an NGO on community development
- Relevant: because the person is talking about themselves
- Timely: because it includes a date (by August 2018)

Note that SMART Goals exercises continue on the following pages.

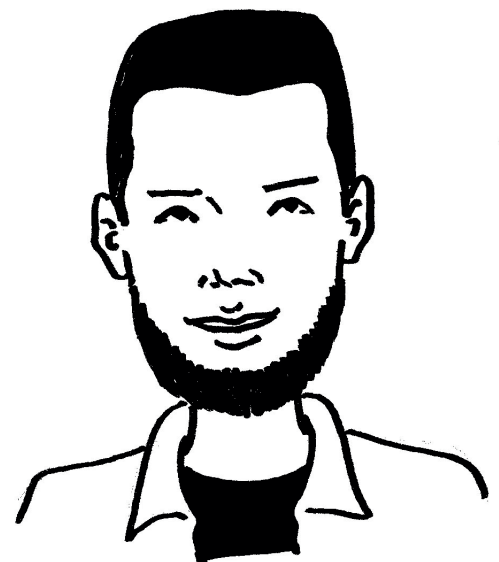
1.8 SMART Goals: How can I accomplish my goals?

What is a SMART Goal?

When writing your goals, make sure they follow the SMART criteria below:

S	SPECIFIC Goals should state clearly what you are going to do.
M	MEASURABLE Goals should be measurable so that you have a way to mark that you have met your goal.
A	ACHIEVABLE Goals should challenge you, but not be impossible. You must have some knowledge, skills, and abilities needed to achieve the goal.
R	RELEVANT Goals need to match your values, interests, and skills. Working on additional skills may be needed and can be added to your short term goals.
T	TIMELY Goals should have a deadline. Mid-goal check points are a good idea.

It's easy to say you want to do something or be something, but saying it doesn't make it realistic. The way we write our goals can help us accomplish them.



Evaluating SMART Goals

★ **EXERCISE A:** Look at the example of a goal and list the five elements that make it a SMART goal.

By August 2018, I will be a project manager at an NGO working on community development.

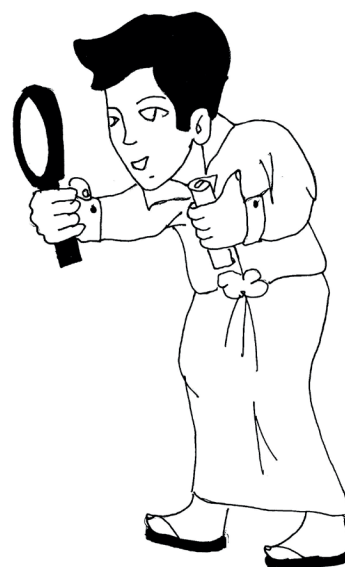
★ **EXERCISE B:** Look at the goals below and see if they are SMART or if they are missing an element.

Goal	SMART	Missing elements
Increase membership.	No	Specific, Measurable, Timely
80% of club members will attend meetings by 15 August, 2015.		
We need to improve recruitment of new members.		
By June, each member will have a task to increase community involvement.		
Build a new list of possible donors.		
Raise a million dollars by December.		

★ **EXERCISE C:** Take two of the non-SMART goals from the table above and rewrite them to follow the SMART goal requirements.

Goal 1: _____

Goal 2: _____



Additional Activity

Use the SMART Goal Worksheet in Resource 1.B to apply the requirements and make your goals SMART.

Use the Career Goals worksheet in Resource 1.C to set your career goals.

★ **EXERCISE B:** Students look at the goals below and see if they are SMART or if they are missing an element.

Goal	SMART	Missing elements
Increase membership.	No	Specific, Measurable, Timely
80 % of members will attend chapter meetings by 15 August, 2015.	Yes	
We need to improve recruitment of new members.	No	Specific, Measurable, Timely
By June, each member will have a task to increase community involvement.	Yes	
Build a new list of possible donors.	No	Specific, Measurable, Timely
Raise a million dollars by December.	No	Achievable

★ **EXERCISE C:** Students chose two of the non-SMART goals from the table above and rewrite them to follow the SMART goals requirements.

Student answers will vary. Example:

Goal 1: Increase membership = We need to improve recruitment of new members by 15 % in six months

Goal 2: Raise a million dollars by December = Create a fundraising campaign to raise \$500 by December 15th

Additional Activity

Students can use the SMART Goal Worksheet in Resource 1.B to apply the requirements and make their goals SMART.

They will then use the Career Goals Worksheet in Resource 1.C to set their career goals.

If there is not enough time in class, set this as homework.

1.8 Staying on task: How can I stay motivated?

Tips for staying motivated



Provide additional information and explanations if needed.

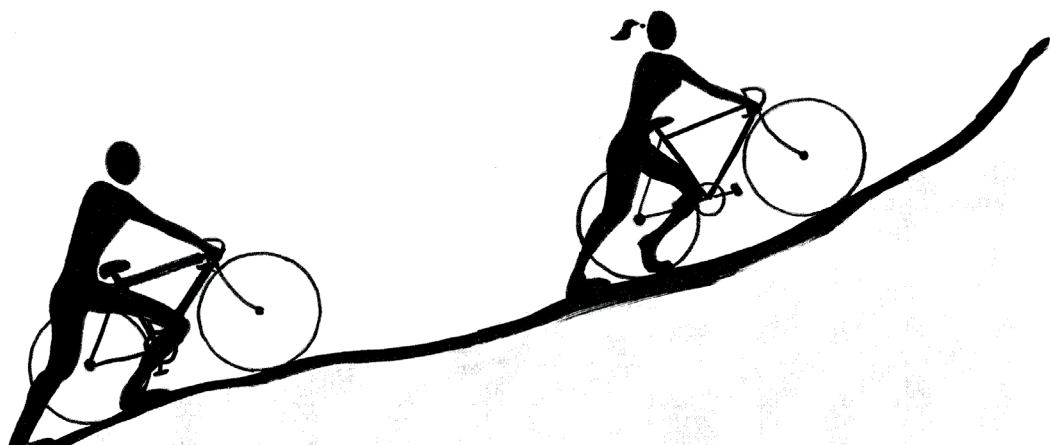
1.8 Staying on task: How can I stay motivated?

Tips for staying motivated

Stay Motivated

1. **Make reminders:** Do something to keep your goal in your mind: put a note on your mirror, post it on your wall, or set a reminder in your handset.
2. **Make yourself responsible:** Tell friends and family members about your plan. Make sure they are supportive. Negativity can kill progress.
3. **Keep a journal:** Write down your progress as well as your setbacks. Reflecting on your accomplishments and working through your obstacles will help you realize how much you are achieving.
4. **Prioritize:** Decide which goals should be done first. You may need to accomplish one before reaching another. Also, it could help you to start with the easiest goal and work to the hardest.
5. **Change your goals:** Goals are not permanent. They should change. As you are working toward your goal, you may realize that you need an extra step to accomplish your work.
6. **Reward yourself:** When you accomplish something that gets you closer to your goal, reward yourself. A small treat or a dinner with friends might be enough to keep you motivated.

It's easy to say you want to do something or be something, but saying it doesn't make it realistic. The way we write our goals can help us accomplish them.



UNIT 2

APPLYING FOR A JOB

This unit will cover:

Session 1

- 2.1 Job Search: Find and choose a job to apply for
- 2.2 What is a CV? Presenting your abilities
- 2.3 CV components: What do you include?

Session 2

- 2.4 Personal Summary: Introduce your abilities
- 2.5 Style: Writing CV content

Session 3

- 2.6 Writing a Cover Letter: What is it for?

Session 4

- 2.7 Interview: How to make it a success

By the end of this unit, students will be able to:

- Understand what a CV is for
- Create a CV with all the essential elements from scratch
- Edit CV content so it is concise and consistent
- Personalize their CV for a specific job and write an application cover letter
- Prepare for and confidently attend a job interview
- Follow up on their interview





Use this page for your notes.

Session 1

2.1 Job Search: Find and choose a job to apply for

Job search



BRAINSTORM

A: Ask students where they learn about job vacancies. In small groups, allow students to share stories about getting jobs if they have had a job. It is important for students to understand the different ways to learn about job vacancies. **Possible answers:**

Internet, friends and family, journals and newspapers, direct contact with organisations

Analyse a job vacancy



ACTIVITY

B: Read the job posting out loud and ask students to think in pairs about what kind of information can be found in a job posting.

C: As a class, list three types of information that you can find in a job vacancy. **Answers:**

1. Information about the company
2. Information about the job
3. Required skills

Session 1

2.1 Job Search: Find and choose a job to apply for

Job search



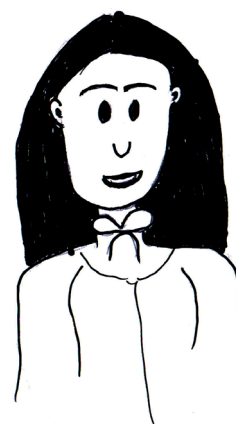
BRAINSTORM

A: Where do you look for job opportunities? *Write in the space below.*



Example: Internet

Sometimes people learn about vacancies through friends and family. Jobs appear in journals and newspapers, but they often include only limited information. They also appear online on organisation websites and on recruitment and job search sites. Jobs on the internet usually include lots of information - and most allow you to apply directly to the organisation by email.



Analyse a job vacancy



ACTIVITY B: Read the Project Officer vacancy on the next page. With a partner, think about the kinds of information you can find.



C: Write down three types of information that you can find in a job vacancy. Share as a class.

- 1.
- 2.
- 3.

Project Officer

Are you committed to community development and helping others? The environmental justice NGO TEPEX is looking for an experienced full-time Project Officer to be based in our Yangon office, with some travel to farming communities in Shan State.

Job description

- Assist the Project Manager in implementing Safer Seeds project activities
- Collect data and write field reports
- Support event planning and external communications
- Assist with project administration needs

Essential skills and experience

- University graduate or diploma holder
- At least one year of experience in related field
- Good command of written and spoken English
- Computer literate

We offer: Salary is negotiable

Start date: ASAP

Application deadline: 5pm, 24 May 2016

Apply: Please email your CV and cover letter to hr@tepex.org

D: Read the Hotel Receptionist vacancy. In pairs, brainstorm and list five things it has in common with the Project Officer job.



- 1.
- 2.
- 3.
- 4.
- 5.

Hotel Receptionist

We are a leading chain with hotels in over 80 countries worldwide. We are looking for an experienced Receptionist for our newly opened hotel in Yangon. Do you share our vision of providing the greatest comfort and luxury to guests?

Job description

- Deal with bookings and inquiries by phone, e-mail, letter, fax and in person
- Complete procedures when guests arrive and leave
- Prepare bills and take payments
- Deal with special requests from guests (like booking bus tickets or storing valuable items)
- Answer questions about what the hotel offers and the surrounding area
- Deal with complaints or problems

Job Requirements

- Any Bachelor or Master degree
- 2 years + experience customer service/front office
- Good written and spoken communication
- Good command of written and spoken English
- Computer literate
- Must be able to multi-task in a fast-moving and challenging environment
- Must enjoy working with people

Salary: Depends on experience

Location: Yangon

Apply: Email a CV and cover letter to recruitment@cave.com.mm

Start Date: 1st June, 2016

D: First in pairs and then as a class, ask students to read the second vacancy posting. Then list five things the postings have in common.

Five items the postings have in common:

- English skills required
- At least one year of experience required
- Diploma required
- Computer literate
- Description of the company

Apply for a suitable job



Read the Top Tips and encourage students to share experiences of when they have applied for an unsuitable job or course of academic study. Discuss what they could have done before applying to better understand the suitability of the course or role.

Additional Activity

If you have time in the classroom and access to the internet, look up some of the jobs students are interested in. This shows them the experience and skills required for them to obtain these jobs and will help them with their goal setting.

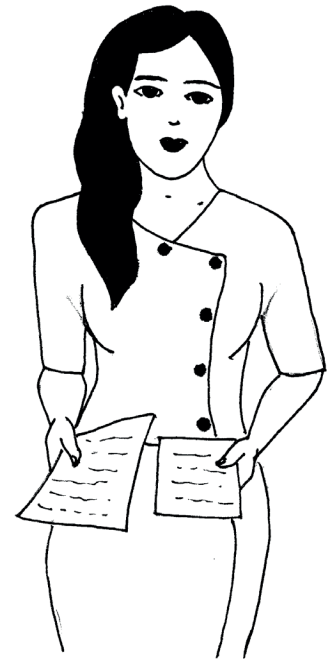
Use examples in Resource 2.A and bring in a newspaper or journal with job vacancies listed. This will help students know where to look and see what is required of them for different positions.

Apply for a suitable job

TOP TIPS!

'Before I apply' checklist

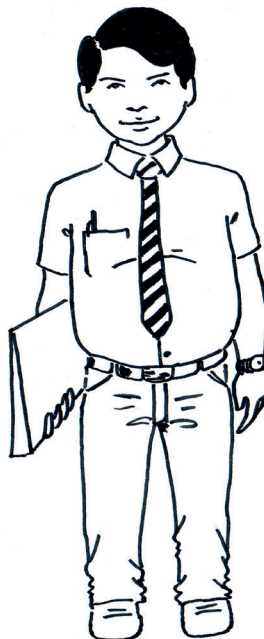
1. **Would the organisation/company and project area be a good fit for you?** Try to get a better feel for the organisation. Visit their website to find out about recent projects, activities and events – or call them for an informal talk.
2. **Is this the right job for your skills and interests?** Think about your self evaluation in Unit 1. If the job requires you to work in the field and interview lots of people but you want to be close to your family and have a quiet office environment you probably need to keep looking for a job.
3. **Do you have experience** that would show you can complete some or all of the tasks in the job description?
4. **Do you meet the job requirements** or have the education and skills listed? Unless you meet most of the 'essential' criteria it is unlikely that you will be offered an interview.
5. **Do you have enough time** to submit an application before the deadline?
6. Does the **start date suit** your circumstances?



Additional Activity

Take some time to look at job postings online or call employers who have posted in the newspaper to learn more about the skills needed for the career path you want to follow. Look at more examples in Resource 2.A.

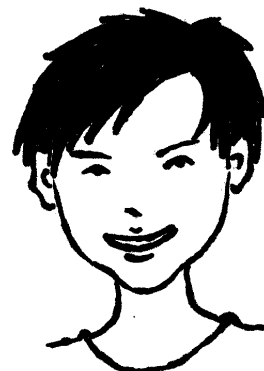
What did you learn?



2.2 What is a CV? Presenting your abilities

Getting familiar with the term 'CV'

CV is short for curriculum vitae which is Latin for 'course of life'. It is a document that a majority of employers require from applicants in order to evaluate their education, qualifications and skills before asking the applicant for an interview.



What do you know about CVs?

ACTIVITY A: Take a few minutes to evaluate what you already know about CVs. Are the sentences below true or false?

1. A CV is a document with information about you.
2. You use a CV to apply for a job.
3. You should put your photo on your CV.
4. Your CV should be 3 or 4 pages long.
5. It's OK to have spelling and grammar mistakes on your CV.
6. All information on your CV must be in full sentences.
7. Employers usually look at a CV for about 5 minutes.

2.3 CV components: What do you include?

Personal information

A: It is important to include the following personal information in your CV:

1. Full name
2. Address
3. Personal phone number (don't give your current office number)
4. An email address that you can access and check regularly

TOP TIPS!

Personal data

1. **Further information** like your age, gender, religion, marital status, height and weight are optional. You could include these if you really think the employer will want to see them.
2. Many people in Myanmar put a **photo** on their CV. Just a simple ID picture will be good. Look straight at the camera and use a plain background. Smile but look reliable and hard-working.

2.2 What is a CV? Presenting your abilities

Getting familiar with the term 'CV'



Students read and reflect on the definition of a CV. Provide additional explanation if necessary.

What do you know about CVs?



ACTIVITY

A: Allow students to answer individually and then go over the answers as a class.

Answers:

1. True – A CV is a document with information about you.
2. True – You use a CV to apply for a job.
3. Depends – You should put your photo on your CV.
Depends on the job you are applying to and in what country you live.
4. False – Your CV should be 3 or 4 pages long.
Length of a CV depends on the person's experience. However, limiting a CV to 1-2 pages helps the reader.
5. False – It's OK to have mistakes (spelling, grammar...) on your CV.
Mistakes on your CV can give potential employers the idea that you are careless or lazy. Always take extra time to check everything is correct and/or have someone else look over it.
6. False – All information on your CV must be in full sentences.
There are many different ways of presenting information on a CV. It is fine not to use full sentence so long as it is still clear what you are trying to say. This will help you say a lot about yourself in a limited space.
7. False – Employers usually look at a CV for about 5 minutes.
Most employers look at CVs for 30 seconds to 2 minutes.

2.3 CV components: What do you include?

Go briefly through the required elements for a CV. Allow students to ask questions.



Personal information



A: Emphasize the importance of including personal information on CVs. Employers can know how to address candidates (full name) and contact them (address, email, phone).

Work experience



★ **EXERCISE B:** Students work individually to list their past work experience, answering the questions about each of their experiences. Remind them that they must start with the most current job/education/volunteer experience and work toward the past (i.e. list experiences in chronological order with the most recent experience at the top). Encourage students to add their community service.

Example:

Receptionist (June 2013 - May 2015)

Khumu Community Clinic, Khumu, Ayeyarwady Region

- Receiving visitors
- Referring clients to doctor
- Keeping records

C: Students share with their partners to see more examples.

Education



★ **EXERCISE D:** Students list their education background, answering the listed questions about their education. Remind them that they must start with the most recent education experience and go back in time. Unless it is their highest degree, they should stop at high-school. **Example:**

Bachelor of Arts in English Language (2010-2014)

Yangon University, Yangon, Myanmar

- English literature
- English communication
- Translation

Work experience

★ **EXERCISE B:** When you are listing your past work experience, you should answer the following questions about each of your experiences:

1. When did you work there and for how long? Give the month and year of your start and end dates.
2. What was your title/position/occupation?
3. What was the name of the company?
4. Where was it?
5. Write 2-4 sentences starting with an action verb explaining your main tasks.



C: After answering the questions, share with your partner.

TOP TIPS!

Present your experience

1. **Start with your current experience and work backwards** so your most recent experience is the first thing employers see.
2. **Professional experience** should come first. If your work experience doesn't clearly link to the job you are applying for, think about the skills it *can* show. For example, if you worked in a bakery when you were a student, this could show you have experience dealing with money and customers, multi-tasking in a fast-paced environment, or working as part of a team.
3. **Community service and volunteering** is a great element to add to your CV. Even if it was unpaid it can still count as professional experience and shows that you are a motivated person who works to improve your country or society. Think about the skills you can present. Did you take responsibility for organising or coordinating events? Looking after a group of younger, older or vulnerable people? Motivating others?
4. If you have no work experience, go to the next section and begin with your **education**.

Education

★ **EXERCISE D:** When you are listing your educational background, you should answer the following questions about university, college and school:

1. When did you study and for how long?
2. What is the name of your school/college/university?
3. In which city is the school/university?
4. What is the program title and level?
5. What subjects did you study? (Don't list every class you've taken, just courses relevant to the job you are applying for)



TOP TIPS!

Show your qualifications

1. As you did with your work experience, start with your **most recent** qualifications and work backwards in time.
2. There is no need to mention primary education (before age 11).
3. If you have **professional qualifications** that you gained in school or training, this is also the place to mention these. For example: health and safety, first aid, information technology, accounting, bookkeeping, project management etc.

Languages

★ **EXERCISE E:** Language skills can make the difference when there are two similar candidates. List the languages you can speak and write, including your native language or mother tongue.

TOP TIPS!

Language proficiency

1. When you mention your first language, write “**native**” or “**mother tongue**.”
2. Can you speak a few words in the language, and get by with the most basic conversation? Write “**Basic knowledge**.”
3. Can you hold a long conversation in the language but cannot understand everything? Write “**Conversational**.”
4. Can you communicate (speak and write) in the language professionally? Write “**High proficiency**” or if you are really confident and able to communicate with complete ease, write “**Fluent**.”
5. If you have higher proficiency in **speaking or writing a language**, be sure to mention this.
6. If you have a **Toefl** or **IELTS** result, include this.

Other skills

★ **EXERCISE F:** Look back at your **Skills Inventory from Unit 1**. Select the five skills you are best at, and write them down. Try to mix communication skills and technical skills:

TOP TIPS!

Tempt employers with added value

1. This is a chance to **highlight** skills that potential employers might have missed in your work and education sections.
2. Don’t assume employers will know you have the most **basic skills**. For example, if you talk about IT, include internet, email and MS Office as well as programmes like Excel, Word and PowerPoint, or Adobe Photoshop and Indesign.
3. If you have a qualification that is **accredited**, or widely recognised as high quality, or took part in training delivered by a respected organisation, make this clear.

Languages



★ **EXERCISE E:** Students work individually to list their languages. Native languages should be listed first followed by second languages. All second languages should be followed by the students' level in that language. There are free tests online to score students' language acquisition or they can follow the information in the Top Tips box. If they have taken a language test, they should include their score for that exam.

Encourage students to be honest, as their employers will learn their real levels eventually.

Other skills



★ **EXERCISE F:** Encourage the students to look back at the Skills Inventory from Unit 1, when selecting their best skill categories. Advise students to mix communication skills and technical skills. Think individually . **Possible answers:**

- Computer Software: Internet, Email. MS Office – Advanced Excel, Word, PowerPoint.
- Communication: Strong verbal and written skills. Classes in English.
- Teamwork: Creates a positive work environment to improve efficiency.
- Creativity: Capable of finding new ideas. Excited to participate in new projects.

Interests



★ **EXERCISE G:** Remember in Unit 1, students worked on an interest list. Those items can be listed in this section of the CV. Their interests should connect back to their career objective. If they listed film-making, their interests and skills should reflect that. Choose one of the skills groups and focus interests on that word. **Possible answers:**

- Painting and drawing: Took drawing lessons for 3 years; winner of a local painting competition
- Drama: Actor and Director in a small theatre association
- Sports: Swimming, cycling, hiking
- Graphic design: Member of a student graphic design agency

References



★ **EXERCISE H:** Make sure students ask people who will give positive comments on their work. Remind students to inform and receive permission from their referee before listing them in their CV, so that they can be prepared in case they might be called.

Additional Activity

If time allows, you can bring in printed copies of different CV styles and pass them around the classroom for students to discuss in pairs or small groups. Encourage students to look at Resource 2.D to learn more about the difference between good and bad CVs.

Interests

- ★ **EXERCISE G:** Look back at your interests list from **Unit 1**. These items can be included in this section of your CV:

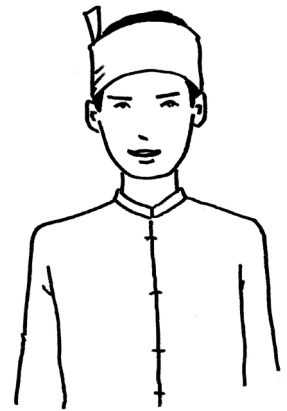
TOP TIPS!

All about yourself

1. This is a chance to show employers what sort of person you are **outside work**
2. It helps to **add small details** to show your interests are genuine. Don't just say you like reading – specify whether you enjoy current affairs, history or south Asian fiction. Maybe you belong to a book club? If you like sports, say which ones. Do you play for a team? If you like gardening, what do you grow and where? If you raised money for charity say which cause, what you did and how much you raised.

References

If you are offered a job, your new employer will want to speak to past employers or academic teachers to check your qualifications and skills are genuine. When your potential employer asks for references (usually two), you should also let your referees know that they are likely to be contacted soon.



- ★ **EXERCISE H:** Think carefully and answer the questions: *Who would your two references be? You can change your referees depending on the job you apply for but at least one should be recent.*

TOP TIPS!

Ensure good references

1. **There is no need to list references on your CV.** They take up space and your potential employer will let you know when they need them. Just write "References available on request".
2. When you leave a job or graduate from a course, don't just assume your manager or supervisor will give a reference. **Tell the person how much you enjoyed working with them and ask them to be your referee in the future.** Take their contact details and stay in touch so you are ready when asked for references.
3. If someone is going to contact your referee, remember that the person is doing you a big favour and may be busy. Let them know who your potential employer is and when to expect a call. Send them your CV with the job description and requirements to make their task easier.

Additional Activity

Take some time to look at examples of CVs online or share different versions of your CV with friends to get feedback and advice. Use Resource 2.D to learn more about the difference between good and bad CVs.

Session 2

2.4 Personal Summary: Introduce your abilities

Key information at the top

★ **EXERCISE A:** Look at your partner's CV and identify their key skills. Share with each other.



By now, you should have all the content you need for your CV. But because many employers won't read the whole CV, it's useful to summarise your skills right at the start. After your personal information, add a short paragraph that describes the key things you offer as an employee. Think of it as a headline or advert for yourself.

TOP TIPS!

Summarising your value

1. Your summary should be **clear and concise**: one or two sentences that describes your value as an employee.
2. Identify yourself, select relevant **skills, experiences** and **knowledge** and explain what you **offer** to an organisation or company.
3. You should **adjust** your summary for each job you apply for.

Examples:

Economics graduate with strong organisational skills and confidence in spoken and written English. Long-term volunteer experience with human rights group and a positive outlook on opportunities for civil society to make a difference in Myanmar.



Project advisor with experience at national and international NGOs. A passion for teamwork as well as fluency in Myanmar, English and French allows me to work efficiently on long and short-term projects with a wide range of partners.

Highly qualified, passionate teacher with experience in a range of classroom settings, including with disabled and vulnerable young people. I am confident in my ability to provide great, engaging lessons with very limited resources.



Session 2

2.4 Personal Summary: Introduce your abilities

Key information at the top



★ **EXERCISE** A: Students read and reflect on the explanation. Provide additional information as necessary.

Having a summary is important for students. It can show employers that they could be the right person for the job and their CV is worth reading. A summary should be written specifically for the job they are applying for. Students read and reflect on the examples

If students have never written summaries before, you may want to take some time explaining what a summary is (**summary**: brief statement or writing about something that only includes the main points and leaves out unnecessary details).

Have students work in pairs to review each other's personal summaries and get new ideas.

Creating your summary



ACTIVITY B: Students work individually to follow the steps to write parts of their summary. You may have to model one or two examples of a summary before they understand. Remind them that they are trying to write a summary with the current job they are applying for in mind. Students can use the job adverts on the previous pages if they don't have a real job they are interested in. As students complete the individual summary steps, walk around and monitor their progress. Then they can share their ideas with a partner.

Note that summary activities continue on the following pages.

Creating your summary



ACTIVITY B: Work individually and follow the three steps below to organize the parts that make up your summary. Then share with a partner.

Step 1: Identify yourself: List two adjectives and one noun that describe yourself.

Ambitious

Creative

Journalist

Step 2: Choose two pieces of experience or skills to share.

Skilled graphic designer

Excellent at team work

Step 3: How do you want to contribute? How can you help?

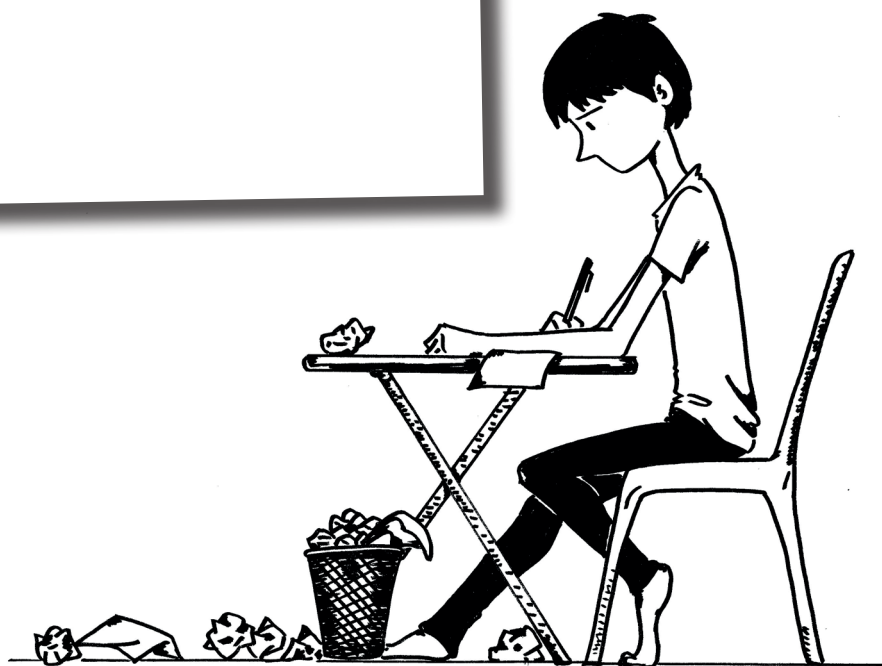
Provide a new perspective on Myanmar life

Share our experiences with the world

C: Combine the three steps from the previous activity to create your own summary.

"Creative and ambitious journalist, skilled graphic designer and excellent at team work. Passionate about providing a new perspective on Myanmar life to share with the world."

Now put them together to write a complete summary:



Additional Activity

Find two different jobs you would like to apply for. You can use those in Resource 2.A. Rewrite your summary for each job. Read the requirements of the role and company information carefully. Think about things you can highlight that would interest recruiters for each job.

Discuss with a partner.

C: Help students to combine the three steps into their own summary.

Additional Activity

For stronger students: Those who find writing a summary easy should focus on rewriting it for several different jobs. This can be set as homework if you don't have time in class.

2.5 Style: Writing CV content

Keeping things concise



★ **EXERCISE A:** Students reflect and compare the two examples. Students should understand that CV writing is different to academic writing. When they write their CV, they will not use full sentences. Since their CV covers a lot of information, using short verb phrases will make it easier for people to read. Emphasise the need to maintain clarity. Sacrificing too much information in order to save words can mean that students end up with a series of meaningless bullet points.

Concise style practice



Consistency is very important in a CV. Students need to keep the structure of their phrases and/or sentences the same throughout the document. Each student will focus on different skills, but some of their verb phrases will be similar.

★ **EXERCISE B:** After thinking individually, work as a class to edit the sentences into verb phrases.

Long form	Concise
I organized reports from different departments and submitted them to the regional director.	<ul style="list-style-type: none">Organized departmental reportsLiaised between departments and regional director
I worked with a team to create a campus cleaning project.	<ul style="list-style-type: none">Created campus cleaning project with a team
I researched organisations to apply for programs to benefit our school.	<ul style="list-style-type: none">Evaluated possible organisations to support school

By using incomplete sentences here, students allow the reader to see quickly the experience and skills they have. Remember that employers look at CVs around 2 minutes.

2.5 Style: Writing CV content

Keeping things concise

★ **EXERCISE A:** Working in pairs, look at the examples of CV writing style below.



How are they different?

English Language Instructor (March 2000-June 2004)

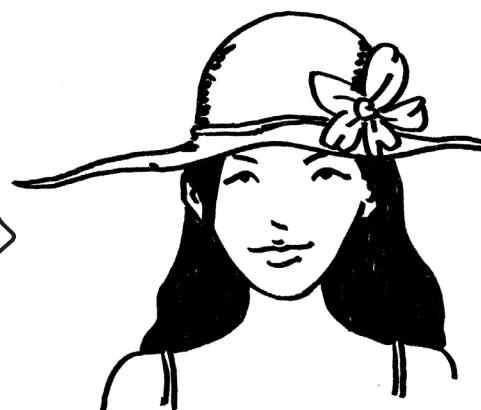
- Planned activities and taught classes
- Set exams and graded assignments
- Held regular conferences with students

English Language Instructor (March 2000 to June 2004)

I taught English writing for four years, during which I planned classes and activities, graded student papers, and prepared exams. I also met with students regularly for conferences and counselling.

Concise style practice

To be 'concise' means to give a lot of information clearly and in a few words. Being concise is important. However, keep enough detail for people to understand what skills or activities you are talking about!



★ **EXERCISE B:** Shorten the sentences below into concise CV ready statements

Long form	Concise
I organized reports from different departments and submitted them to the regional director.	
I worked with a team to create a campus cleaning project.	
I researched organisations to apply for programs to benefit our school.	

Consistent style practice

★ **EXERCISE C:** Work with a partner to look at the verb lists below. Are they consistent?



Sentences	Consistent? (Yes/No)
Reporting, translating, planning, research, implementing, set-up, informing	
Communicate, organize, to contact, develop	
To design, to cut, to frame, compile, to check	

TOP TIPS!

Make the most of limited space

1. There will never be enough room on a 2-3 page CV to say everything you want. CVs need to be **concise** and **consistent**.
2. To be **concise** means to give a lot of information clearly, using only a few words.
3. To be **consistent** means to keep the structure of your phrases and/or sentences the same throughout your CV. This helps your reader to understand what you are trying to say.
4. Be ready to **change your CV** for each job you apply for. Certain information may become more or less relevant to your application.
5. **Update your CV** as you get more education and training, do different jobs with greater responsibilities or try new activities outside work.

Your CV

★ **EXERCISE D:** Use a blank CV template in Resource 2.B to create a draft of your CV. If you already have a CV, take time to redesign or perfect it.

When you finish, share with a partner.

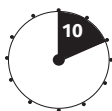
Additional Activity

There are various ways of arranging a CV:

- Chronologically
- Thematically/functionally
- Combined

Look at the explanation of the different kinds of CVs in Resource 2.E and choose the most appropriate CV arrangement for your circumstances.

Consistent style practice

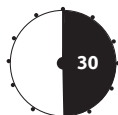


★ **EXERCISE C:** In pairs, students look at the list and evaluates their consistency.

Sentences	Consistent? (Yes/No)
Reporting, translating, planning, research, implementing, set-up, informing	No
Communicate, organize, to contact, develop	No
To design, to cut, to frame, compile, to check	No

Students try now to write a few short statements for their own CV. Again have students focus on the skills inventory and create short statements for the skills they already have.

Your CV



★ **EXERCISE D:** Using a blank CV template in Resource 2.B, students create a draft of their CV. If they already have a CV, they should then take time to polish and perfect it by adding a career objective and/or other missing parts . Give students plenty of time to gather their information and contact people to be their references. This assignment may take a week.

If students choose “Europass” template, encourage them to use Resource 2.C for how to fill in the template.

Additional Activity

Explain the different kinds of CVs to your students. Those who have produced a good CV already may want to try organising it in one or more different ways.

Session 3

2.6 Writing a Cover Letter: What is it for?

The importance of a cover letter



BRAINSTORM

A: Why is it important to include a cover letter? What does a cover letter show?
Brainstorm in groups. **Possible answers:**

1. Cover letters allow writing about how the candidate's experiences will benefit an organisation.
2. Cover letters allow students to give more detail about their experiences and skills than the CV.
3. Cover letters reflect the candidate's communication skills.

If some students are unsure of what a cover letter is, you can share the definition below:

A **cover letter** is a document sent with your CV to provide additional information on your skills/experience. It should not repeat the same information that is in the CV, but explain more about why you are interested in and qualified for the job you are applying to. It gives a chance to expand on the experiences that are most relevant to the employer.

Cover letter example



Note: the exercise instructions are on the next page.

Session 3

2.6 Writing a Cover Letter: What is it for?

The importance of a cover letter



BRAINSTORM A: Why is it important to include a cover letter? What does a cover letter show?



Your CV gives a summary of your work experience, education, and achievements. The cover letter allows you to show why you would be perfect for a job.



Cover letter example

November 16, 2016
David Smith
N 12, 47th street Yangon

Giving Hands (Myanmar)
Human Resources
38 Baho Road
Kamayut Township, Yangon

Dear U Lwin Maung Maung,

While researching non-governmental organisations in the Yangon area, I learned of the position at Giving Hands (Myanmar). I wish to be considered for the Project Manager position and have enclosed my curriculum vitae. I will graduate from the University of Essex in May 2016 with a Master's degree in Community Development and see this role as the perfect opportunity to put new skills to good use.

I currently work at Myanmar Youth Network as a Project Coordinator focusing on providing communities with children's books translated into native languages. I also volunteer at a local school, helping students practice their English. Additional experience has been gained through tutoring, field experiences, and volunteer work.

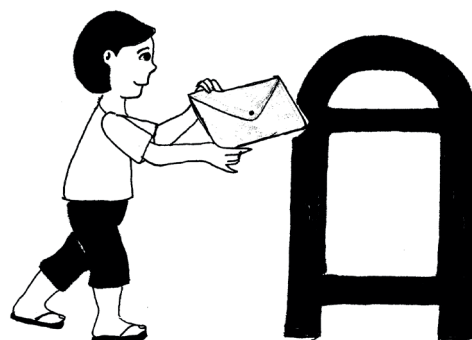
I am dedicated to the improvement of Myanmar. I believe that education can lift people out of poverty and provide opportunities to better individuals and the nation. I feel that your organisation's values are similar to my own and I would like to use my skills in partnership with your organisation to achieve success.

I would like to meet you in person for an interview and am available at your convenience. Thank you for your consideration and I look forward to hearing from you.

Yours sincerely,

David Smith

DISCUSSION B: Look at the cover letter example on the previous page and as a class discuss the purpose of each paragraph.



Application

ACTIVITY C: Look at the internship (below). In pairs, circle words that show the organisation's needs and underline the organisation's goals.



Project Hub Yangon is offering a full-time, three-month, paid internship to a Myanmar national with good English language skills and some relevant experience.

Project Hub Yangon is a new co-working space and business start-up in Yangon. We're building a community of entrepreneurs, freelancers, and start-up enthusiasts who wish to build sustainable businesses that will create value and solve some of Myanmar's pressing problems.

After a year of research, events and community building, we want talented staff to bring Project Hub Yangon to the next stage of its development. We're looking for a Myanmar national who is a problem solver: someone who can take initiative, solve problems creatively, and bring a range of skills to support our diverse activities.

Essential requirements

- Strong English and Myanmar language skills, both written and verbal
- Self-confidence and good communication skills
- University degree (a variety of education backgrounds are welcome)
- Familiarity with the internet and Microsoft Office software (please indicate if you are proficient with these, as well as other computer software)
- Has diverse interests and skills, and a passion which you like to pursue outside of work

Preferred:

- Have access to your own laptop computer for the duration of the internship

Preferred experience

- Organizing and managing events
- Marketing and communications
- Dealing with government regulations and red-tape
- Working with foreigners and in cross-cultural settings
- Managing multiple projects and meeting competing deadlines

ACTIVITY D: As a class, list both the Needs and Goals. It is important to think about whether they are in line with your own aims and interests.



NEEDS	GOALS

DISCUSSION B: Read the cover letter aloud with the students. Stop after each paragraph to discuss and explain what information the paragraph includes. Identify the wording that addresses the purpose of each paragraph.

Application



ACTIVITY C: Have students circle words that show the organisation's needs and underline the organisation's goals. When going through the job requirements, have them mark the requirements that they have. This will be helpful when writing their cover letter.

Project Hub Yangon is offering a full-time, three-month, paid internship to a Myanmar national with good English language skills and relevant experience.

Project Hub Yangon is a new co-working space and business start-up in Yangon. We're building a community of entrepreneurs, freelancers, and start-up enthusiasts who wish to build sustainable businesses that will create value and solve some of Myanmar's pressing problems.

After a year of research, events and community building, we want talented staff to bring Project Hub Yangon to the next stage of its development. We're looking for a Myanmar national who is a problem solver someone who can take initiative, solve problems creatively, and bring a range of skills to support our diverse activities.

Essential requirements

- Strong English and Myanmar language skills, both written and verbal
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- Familiarity with the internet and Microsoft Office software (please indicate if you are proficient with these, as well as other computer software)
- Has diverse interests and skills, and a passion which you like to pursue outside of work

Desired:

- Have access to your own laptop computer for the duration of the internship

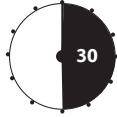
Preferred experience

- Organizing and managing events
- Marketing and communications
- Dealing with government regulations and red-tape
- Working with foreigners and in cross-cultural settings
- Managing multiple projects and meeting competing deadlines

ACTIVITY D: Help the class list the needs and goals. Preferred experience is not a requirement or a goal. Explain that students should hope to get an interview if they meet all the essential requirements. However, having the preferred experience will make them a more desirable candidate and give them an advantage, so it is very important to think about how they can demonstrate skills for this section.

NEEDS	GOALS
<ul style="list-style-type: none"> • Myanmar National • Good English language skills • Talented staff • Problem Solver • Essential requirements 	<ul style="list-style-type: none"> • Build a community • Create value • Solve some of Myanmar's pressing problems • Move to the next stage of development

Write your letter



★ **EXERCISE E:** Students will write a cover letter for an internship or job vacancy. Remind them that although the information in each new letter will change, they will use the same format each time and can use this letter as a template for future positions. Give students plenty of time to write and review their letter. This assignment may take a few days or a week. But remind them that they may have only a short time in reality to apply for a job.

Students can refer to the example of a cover letter on page 27 for guidance.

Letter headings

- Go through the style and requirements for heading a letter
- Applicant's name and address
- Recipient's name and address
- Date
- Dear xxxx. If the job advert indicated CVs should be sent to a particular person, use their name. Otherwise 'Dear Sir or Madam' is fine

Where did they learn about the position

Students explain where they heard about the vacancy, for example, in a newspaper, on a website, or from a friend or professional contact. Encourage students to mention a personal contact if they have one.

What do they want from the job and organisation?

Students need to avoid making demands but explain how they see the position benefiting them. This shows they have thought about the position and understand its worth to someone with their skills

What experience do they have that makes them perfect for this position?

- Look at the requirements for the position. This will help them know where to start.
- Each student has had different experiences, but how they explain those experiences should link to the job requirements listed in the vacancy.
- It may help to brainstorm some of the experiences from their CV and see how those skills may help them at their chosen position.
- Communication skills is a good place to start.

What can they offer to the organisation?

- How can students help them achieve their goals?
- Every organisation has a mission and the people they employ help them accomplish their goals to complete their mission.
- Students must show in this paragraph how they can help the organisation meet its goals.

Sign off politely

- They may want to say that they look forward to hearing from the organisation soon.
- Students should sign off depending on the type of organisation with a formal 'yours sincerely' or a less formal 'best regards'.

Write your letter

★ **EXERCISE E:** You are now going to write a cover letter. Use the internship on the previous page, the sample vacancies in Resource 2.A, or choose a job you are interested in applying for. Each question below helps with a different paragraph of the cover letter.

Letter headings: Your name and address, the organisation's name and address, today's date

Where did you learn about the job?

What do you want from this organisation?

What experience do you have that makes you perfect for this position?
Look at the essential requirements. This will help you know where to start.

What can you offer to the organisation? Connect to their goals. How can you help them achieve their aims?

Sign off politely.

TOP TIPS!

Keeping up appearances

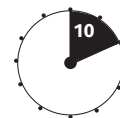
1. Attractive, **consistent design** makes CVs and cover letters easier to read and gives a good impression of your presentation and IT skills.
2. Don't use **colours**, except for your photo. They will be distracting and may not print properly.
3. Use a **single font**, with bold text for headers and plain text for the body of your CV.
4. Try to **avoid italics** or **underlining**.
5. Keep text **point size consistent**. Use large text to introduce key sections, e.g. work experience, education (15-20pt); a slightly smaller size for headers, e.g. when you introduce a job or qualification (12-14pt); and smaller text (10-12pt) for the rest.
6. Think of your **name and personal information** as a header for the whole CV. Make this bigger and bolder, with a different font.
7. Use a single font and point size for your cover letter (10-12pt).
8. Leave some **clear space**. Information that is grouped too closely together is harder to read and take in. A **margin** of 15-20mm will frame your CV and cover letter well.
9. If possible, **make a PDF** of your CV and cover letter before you send them. Different versions of Microsoft Word can distort your design. In a PDF, everything will stay in place.

Additional Activity

Research examples of cover letters online. Look into the difference between normal cover letters and speculative/spontaneous cover letters.



Remind students of the short time people may spend looking at their CV and cover letter. Therefore a CV that is neat and easy to read will give them an advantage. A well organised, professional looking CV will also give a good impression of the quality of work the student could produce as an employee.



Additional Activity

Encourage students to consider speculative/spontaneous cover letters (i.e. in fields where jobs are not typically advertised) as another way of contacting potential employers. Bring in sample cover letters to share with the class if time allows.

Session 4

2.7 Interview: How to make it a success

Get familiar with the process



DISCUSSION A: Give students a few minutes to think about the questions. Discussing the questions with a partner will help them work through some of the ideas. Answers will depend on students. Remind them that in an interview situation they should not devalue themselves. Talking about weaknesses is a time to show humility, and can be an opportunity to address how you can turn shortcomings into advantages. For example:

"I don't have a strong memory, so I carry a notebook and pen everywhere. I keep daily to-do lists and a diary that I monitor, ticking off completed tasks. I take notes in meetings and conferences, which I can also share with colleagues."

The person admits to having a weak memory but then demonstrates consistent attention in managing their daily workload, strong organisation skills and a team oriented attitude.

Prepare for the interview



REFLECTION B: Explain to students the importance of preparing well for the interview. Read aloud the texts on both actions and provide more explanation if necessary. The idea of preparing for an interview is like studying for school. Students wouldn't want to be unprepared for a test and they won't want to be unprepared for an interview. If they can't find any further information about the job or organization they can at least draw inferences or make guesses from the job announcement.

Action 1: Research

This can be difficult depending on the students' resources. The internet would ideally be the best place to find this information. If students have found out about the position from a friend or family member, then they should ask that person for more information or where they might be able to find some more information.

Action 2: Questions

Being engaging and participating in an interview shows interest in the organisation. Also, it may help them relax a bit to know about their interviewer before the real interview begins.

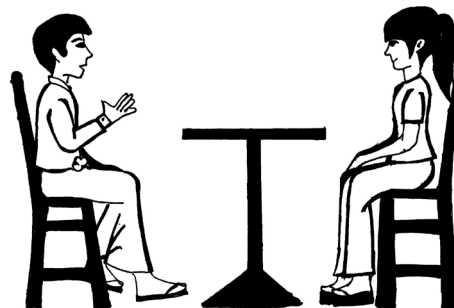
Session 4

2.7 Interview: How to make it a success

Get familiar with the process

DISCUSSION A: First, read the questions below. Take a minute to think about your answers. Then ask your partner and discuss.

1. What are your strengths and weaknesses?
2. What skills and experience can you bring to a job?
3. Where do you see yourself in 5 years?




Prepare for the interview

REFLECTION B: You can talk about your goals and strengths, but can you talk about how you fit in an organisation? Can you describe how you will benefit an organisation? When preparing for your interview, do the following:


ACTION	WHAT TO DO
Action 1: Research	<ul style="list-style-type: none"> You need to know what you are talking about for your interview, so research the organisation's background. If you have internet access, this is the best way to find this information (if available). Start by looking into their future goals and plans. However, you can also learn this information through people who work for the organisation. This will help you give better informed answers in the interview. You should also be ready to talk about the field, the organisation, and the position you are applying for.
Action 2: Questions	<ul style="list-style-type: none"> Think of questions to ask your interviewer. Being active during the interview gives a good impression of your level of interest in the job. It's a good idea to come prepared with at least three thoughtful questions to ask your interviewer. Ask about: <ul style="list-style-type: none"> Opportunities to grow within the organisation Projects they are currently developing Target beneficiaries or clients

Interview practice

 **REFLECTION C:** Take time to reflect on the questions (below) and think how you would answer them. Your answers should not be just one sentence. Try to explain your answers fully, using examples from your experience, as you would in an actual interview.

Most asked interview questions

1. What are your strengths?
2. What are your weaknesses?
3. Why are you interested in working for [insert company name here]?
4. Where do you see yourself in 5 years? 10 years?
5. Why do you want to leave your current company?
6. Why was there a gap in your employment between [insert date] and [insert date]?
7. What can you offer us that someone else can not?
8. Tell me about the accomplishment you are most proud of.
9. Tell me about a time you made a mistake.
10. Discuss your educational background.
11. Describe yourself.
12. Tell me how you handled a difficult situation.
13. Why should we hire you?
14. Why are you looking for a new job?
15. What are your salary requirements?
16. Give a time when you went above and beyond the requirements for a project.
17. Who are our competitors?
18. What was your biggest failure?
19. What motivates you?
20. Who's your mentor?
21. Tell me about a time when you disagreed with your boss.
22. How do you handle pressure?
23. What are your career goals?
24. What gets you up in the morning?
25. What would your employees say about you?
26. What were your bosses' strengths/weaknesses?
27. If I called your boss now and asked him what is an area that you could improve on, what would he say?
28. Are you a leader or a follower?
29. What makes you uncomfortable?
30. What are some of your leadership experiences?

 **ACTIVITY D:** Work in pairs to ask and answer at least ten of the questions above. First, partner A asks the questions and take notes while partner B answers aloud. Then, switch places.



You should be prepared to answer any of these questions. If you need to give an example, you should explain yourself the best way you know how. Be ready for the unexpected! Don't panic, instead take a moment to come up with your best answer.



Interview practice



REFLECTION C: Have students write answers to some of the questions. Make sure that more able students try the difficult questions like talking about their biggest failure. Remind them of the need to balance honesty with showing their failure as a learning experience. For example:

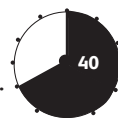
"It was my first time sending our newspaper to the printer, in the absence of the senior editor. All the equipment in our office failed, and the editor in chief, who was diabetic, began to suffer worrying symptoms. I had to find a balance between checking on him and concentrating on fixing the machines. The next day I hurried to buy the newspaper and found that our logo was missing from the front page! I went straight to my seniors, apologised and took full responsibility. I was really lucky that they were understanding. In the end, you have to learn from your mistakes but also concentrate on the next day's newspaper. I have definitely never let something like this happen again in my career!"

Give the students enough time to think and answer the questions. This activity can be given as homework.

These answers should not be just one sentence. Students should be prepared to answer any of these questions. But for their assignment, answer 1, 2, 3, 9, and 28. Questions 1 and 2 are standard and students discussed this at the beginning of the lesson. Question 3 gives them an opportunity to explain why they want to work for an organisation. Allow them to choose the company they want to answer the question for. Question 9 is a two part question. Employers want students to be able to admit they've made mistakes, but they also want to know how they fixed their mistake. It shows that students can be problem solvers. Question 28 is a trick question. Students should be able to be both a leader and a follower. It is about knowing the right time to take charge and understanding when they need to follow. Students should take the time to think about these questions. Explain to them that these answers don't have a single answer. They should explain their answers like they would to an interviewer.



ACTIVITY D: If time allows you can have stronger students do a simulation interview in front of the class. You could also start by modelling this activity with a friend or co-teacher.



After the interview



★ **EXERCISE E:** To stay in the mind of the interviewer and to set a good impression, candidates could send a thank you note or email following the interview. Below is a template for them to use. Take some time to explain the pieces of the email to students.

TOP TIPS!

When attending an interview:

1. **Don't be late.** Check the time and place of your interview beforehand and ensure you have plenty of time to get there. Take the organisation phone number in case you need to call.
2. **Know your CV.** Make sure you know everything on your CV. If a lot of time has passed since you wrote it, you need to study it. You could look bad if an interviewer asks questions about your CV and you struggle with the answers. You should be able to talk about yourself easily.
3. **Dress appropriately.** Whether you are interviewing at a ministry or a local clothing store, you need to dress appropriately for the position you are applying for.
4. **Be prepared.** Bring a folder containing extra copies of your CV, a copy of your cover letter to refer to and paper to take notes.
5. **Be calm and confident.** A firm handshake and plenty of eye contact demonstrates you are comfortable. Speak clearly in a confident voice, even though you may feel shaky.
6. **Clarify questions.** If the interviewer asks you a question you don't understand, ask for them to repeat it or explain their meaning. Answering the wrong question with the wrong answer can be damaging. Doing this is especially important if the interview is in a language in which you are not fluent.
7. **Give examples.** One specific example of your background is worth 50 vague stories. Prepare stories before the interview. Give examples that highlight your successes and uniqueness.
8. **Listen.** Make sure you are not only listening, but also reading between the lines. Sometimes what is not said is just as important as what is said.

After the interview

★ **EXERCISE E:** After the interview, it is important to stay on the mind of the employer. To do this, you could send the interviewer a thank you note or email. Use the template below.

Good afternoon, [interviewer's name],

Thank you for taking the time to talk to me yesterday about the [job title] position with [organisation name]. It was a pleasure meeting with you, and I enjoyed learning more about the role and the organisation.

After our conversation, I am confident that my skills and experiences are a great match for this opportunity. As we discussed, I believe my (background in / ability to) [skill or past job duty discussed in interview] will serve me well in [main job duty].

I am very enthusiastic about the possibility of joining the [company name] team and would greatly appreciate a follow-up as you move forward with the hiring process. If you need any further information, please do not hesitate to contact me by email at [email address] or by phone at [phone number]. Thanks again, and I hope to hear from you in the near future.

Best regards,

[Your name]

UNIT 3

COMMUNICATION

This unit will cover:

Session 1

- 3.1 Basics: What is communication about?
- 3.2 Crafting a message: How this is done

Session 2

- 3.3 Business Writing: What is it about?
- 3.4 Emails: For business

Session 3

- 3.5 Business Letters and Reports: How to write them

Session 4

- 3.6 Presentation: How to make it a success

By the end of this unit, students will be able to:

- Explain the communication process
- Craft and deliver messages
- Evaluate and select appropriate communication methods
- Communicate effectively in the business world
- Give presentations effectively





Use this page for your notes.

Session 1

3.1 Basics: What is communication about?

What is communication?



BRAINSTORM A: Students read the definitions of **communications** in the box and brainstorm all the words they associate with it. Students work in pairs and then share as a class. Write the answers on the board. Provide additional explanation or examples as necessary.

Possible answers:

- Talking, writing, listening, reading, understanding, sharing
- Information, messages, ideas, opinions, requests, explanations, answers
- People, friends, colleagues, family

Communication process



Read the explanation aloud. For better understanding, provide a demonstration with a student, giving the classroom as an example. Provide as many examples as necessary.

SENDER	The teacher
ENCODING MESSAGE	Formulating an order "Close your books"
CHANNEL MEDIUM	Speaking
DECODING MESSAGE	Interpreting the received order "Close your books"
RECEIVER/ AUDIENCE	The students
CONTEXT	In the classroom reading the text book

Session 1

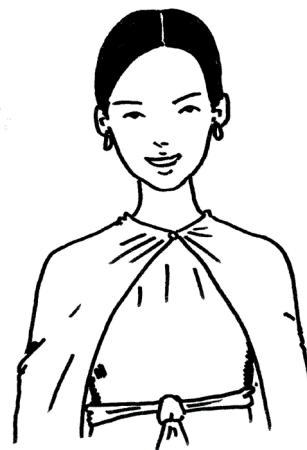
3.1 Basics: What is communication about?

What is communication?

BRAINSTORM A: Read the definitions of *communication* in the box and brainstorm all the words you associate with it. What and how do you communicate and with whom? Share with the class.

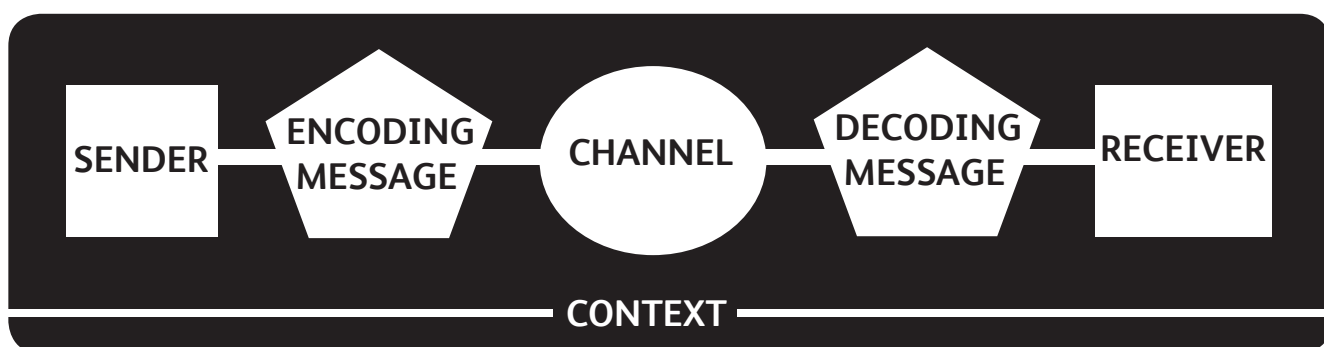
Communication is the successful conveying or sharing of information by speech, writing, or other means.

- Communication is used to express ideas and feelings.
- It is used to bring together cultures and resolve conflicts.
- Communication is used to send messages and connect places.



Communication process

Employers often list communication skills among the top skills they look for in candidates. Being able to effectively send, receive and interpret information through communication processes is necessary for every work environment.



SENDER	The person who is speaking or writing
ENCODING MESSAGE	The process of creating a message for transmission
CHANNEL MEDIUM	How the message is being sent (verbally, email, letter, commercial, report)
DECODING MESSAGE	The process of interpreting a received message
RECEIVER/ AUDIENCE	Who is listening to or reading the message
CONTEXT	How the message fits in; when and where will it be received

MIND MAP B: In pairs, make a mind map of all possible obstacles that can affect the communication process.



Understanding your audience

Your message might be very well formulated yet it might not match your audience. Their personal experiences and judgements can interfere with your message.

Before formulating a message and choosing the channel, it is important to think about the receiver/audience. Important things to consider about your audience are:

1. Knowledge of the topic:

Your message could be lost if your audience does not have enough knowledge about your topic. Or you can bore your audience if you are telling them things they already know.

2. Demographics:

Age, gender, education, income, class, marital status, etc. You can belong to many different demographics.

3. Attitudes, beliefs, and values:

Beliefs - Thoughts based on believed opinion or conviction

Values - Principles guiding behaviors

Attitudes - Ways of feeling and thinking about something

Demographics are statistical data relating to the population and particular groups within it. Though it's difficult to predict things that can distract from your message, taking time to think about your audience will help you write a clearer message.



**MIND MAP**

B: In pairs, students mind map all possible obstacles that can affect the communication process. **Possible answers:**

Language differences
Cultural differences
Physical: Noise, distance
Insufficient knowledge
Lack of interest or attention
No feedback
Poor encoding/expression
Poor decoding/understanding

**Understanding your audience**

Read the explanation aloud. Provide as many examples as necessary.

To check students' understanding, you can ask the following questions:

- How could messages be lost?
- Give three examples of a person belonging to different demographics.
- Give an example of how two people might have a misunderstanding because of their different beliefs, values or attitudes.

Understanding demographics



★ **EXERCISE C:** In pairs, students match the message with the appropriate demographic group. **Answers:**

- 1: c
- 2: a
- 3: b

★ **EXERCISE D:** In pairs, students match the products with the demographic groups they might target. **Possible answers:**



PRODUCT	AUDIENCE
Barbie	Mothers Fathers Children Parents
Sweet Home Mattress	Families Older people Parents
American Vision spectacles	Older people Students Parents Business people
Converse All Star shoes	Students Young people Children Athletes

Understanding demographics

★ **EXERCISE C:** In pairs, match the message with the appropriate demographic group. Consider the amount of detail and the level of language.



TOPIC: MALARIA

1. Malaria is a virus transmitted by the bite of infected mosquitoes.	a. Rural community members with no formal education
2. Malaria is a disease that affects human beings and causes fever.	b. Committee of doctors
3. Malaria is a mosquito-borne disease caused by a parasite. Falciparum is the most severe type.	c. Secondary school students

★ **EXERCISE D:** In pairs, match the products with the demographic groups they might target in their marketing and advertising. Remember that people can belong to more than one demographic, so you will use some of them more than once.



PRODUCT	AUDIENCE
Barbie	Example: Mothers, fathers, children, parents
Sweet Home Mattress	
American Vision spectacles	
Converse All Star shoes	

Mothers

Fathers

Older people

Athletes

Parents

Business people

Families

Children

Students

Young people



3.2 Crafting a Message: How this is done

The importance of the message



The sanitation project has been implemented, and subsequently terminated, by the government, and, as a consequence, has fostered and teased out relationships with multiple stakeholders.

I think he meant to say:
"The government has finished the sanitation work and has made relationships with lots of different people."




 **BRAINSTORM** A: Working in pairs, list all the reasons why messages may not serve their intended purpose or miss their target audience.



TOP TIPS!

We remember messages that are: impactful, clear, relatable, or a call to action

1. **Impactful:** has a strong effect
2. **Clear:** easily understood. Someone can easily summarize the message.
3. **Relatable:** enables the recipient to feel a connection to the sender
4. **A Call to Action:** is also effective. It invites the recipient to act on the message.

 **EXERCISE** B: Working in pairs, look at the messages and write in the table what makes them *impactful*, *clear*, and *relatable*. Is there a *Call to Action*?



Pencils of Promise: We believe every child should have access to quality education. We create schools, programs and global communities around the common goal of education for all. 100% of online donations go to Pencils of Promise programs. Donate Now.

Myanmar Youths In Action aims to inspire young people through open youth activities and non-formal learning in order to promote democratic and civil society and to encourage involvement in community development. We are calling for volunteers and officers for this organization to precede the projects and movements. If you are interested in this cause and believe that you are the leaders of tomorrow, join MYIA to create the change in the future.

3.2 Crafting a Message: How this is done

The importance of the message



BRAINSTORM A: Students work in pairs and list all the reasons why messages may not serve their purpose or get lost. Encourage the students to share their experiences. **Possible answers:**

- Messages are incomplete or unclear
- Messages are irrelevant or inappropriate to the audience
- Messages use inappropriate language



EXERCISE B: Working in pairs, students look at the messages and write what makes them impactful, clear, and relatable. Is there a Call to Action?
Possible answers (student table is on the next page):



MESSAGE	PENCILS OF PROMISE	MYANMAR YOUTHS IN ACTION
IMPACTFUL	It talks about the right of children to education. It discusses a need.	It looks at ways of promoting democratic societies and community development.
CLEAR	It uses simple language. It clearly communicates the message.	It uses simple language. It clearly communicates the message.
RELATABLE	Education is important to everyone.	The country's development involves all Myanmar people.
CALL TO ACTION?	It asks for a donation.	It invites people to join and make change.

Steps to creating a message




ACTIVITY C: Working in groups, students choose a message they want to deliver and follow the steps.

- Students pick one of the topic examples or choose their own.
- Students pick one or more of the audience examples or choose their own.
- Encourage the students to answer all the questions in each step.

Answers will vary.

MESSAGE	PENCILS OF PROMISE	MYANMAR YOUTHS IN ACTION
IMPACTFUL		
CLEAR		
RELATABLE		
CALL TO ACTION?		

Steps to creating a message

 **ACTIVITY C:** In small groups, choose a message you want to deliver and follow the steps on the next page. If you need some ideas you can use the topic and audience examples below:

Topics:

Environmental protection is needed

Buying handmade textiles supports women

Human Rights promotion is important

Organizational development is very useful

Healthy eating is advisable

Don't leave rubbish in the street

You need a really big new car

Audience:

Neighbours

Tourists

Rural community members

Diabetics

Students

Project officers

Drivers

Government officers

Step One: Brainstorm

- What is your point? What are you trying to say?
- Who do you want to tell?
- How do you want them to react to your message?
- What will be the result of their reaction?

Step Two: Analyzing your Audience

- What are their demographics? Who are you trying to reach?
- What are the audience's beliefs, values, and attitudes?
- What is the audience's current knowledge and understanding about your message?
- What could be achieved by their receiving and acting on your message?
- What will be the result of my message not reaching the audience?

Step Three: Crafting your Message

- What method of communication is most suitable for the message and your audience?
- What do you want the audience to remember after receiving your message?
- If you have many points to make, what is the main message that brings them all together?
- Look at your finished message. If the audience were asked to summarise it in one sentence, could they do it?

Method of communication

Choosing the right method of communication is a vital step. No matter how powerful your message, if it doesn't reach your audience it won't have an impact.



MIND MAP D: Working in groups, choose three of the demographics below. Using one of the messages on the previous page, create a mind map of how you would communicate with each demographic and why. You may want to use the same method for more than one group, and more than one method for each group.

Audience:



Methods:


Written: Letters, leaflets, newspapers, books, roadside adverts, training materials, t-shirts, stickers, banners...

Oral: Conferences, workshops, meetings, trainings, events, fairs, lectures, rallies, marches...

Electronic: Email, websites, blog, Facebook, YouTube, Twitter, online adverts, TV, radio, podcasts, instant messaging...

Method of communication




 **MIND MAP** **D:** Working in groups, students choose three of the demographics below. Using one of the messages from the previous activity, they then create a mind map of how they would communicate with each demographic and why. Students may use the same method for more than one demographic. **Answers will vary.**

What type?



Read the explanation aloud. Provide as many examples as necessary.
To check students' understanding, you can ask the following questions:
What is the most appropriate media for:

- Legal communication
- If you want to keep a record of messages/communication
- Negotiations
- Faraway audience
- Quick communications

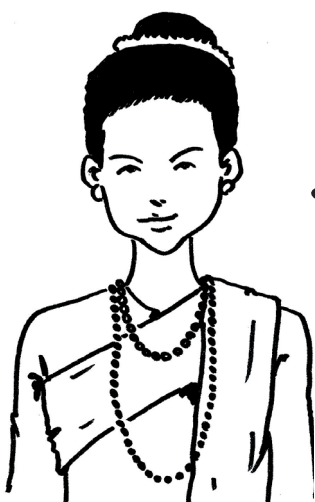
 **REFLECTION E:** In groups, students reflect on the advantages and disadvantages of each communication type. If you have enough time, write the answers on the board.



What type?

WHAT TYPE OF COMMUNICATION?		
USE WRITTEN MEDIA	USE ORAL MEDIA	USE ELECTRONIC MEDIA
<ul style="list-style-type: none"> Your audience doesn't have access to electronic media You don't need or want immediate feedback It is formal communication – e.g. legal papers or a conduct warning to an employee You don't want or need quick interaction with the audience You need a record of communication Your audience is located in many places or at far distance The situation needs more formality Your audience doesn't have access to electronic media – e.g. remote communities You want them to share your message – e.g. put your book in the village library or a poster in a communal area 	<ul style="list-style-type: none"> You are in the same room as the person you are communicating with. Why send an email? Your message is complex and needs an explanation Your message may be hard to accept and you will need to think on your feet to encourage the audience to accept it You want to use activities or training to reinforce your message Your audience is close or you have a budget for them to travel You want to encourage interaction to solve a problem You want to read the audience's body language or hear the tone of their response You want to collect quick feedback from the audience 	<ul style="list-style-type: none"> Your audience has reliable access You need to deliver a message quickly – e.g. you are responding to fast-changing dangerous weather on a Twitter feed You are physically separated from your audience – e.g. potential donors overseas You want to give the audience an opportunity to edit the message – for example make notes on a draft report You want your audience to interact – e.g. comment on or share a Facebook post You have no budget for distribution – e.g. you have a film but can't pay for it to be played on radio or TV Your audience is located in many places or at far distance

REFLECTION E: In groups, reflect on the advantages and disadvantages of written, oral and electronic communication. Share with the class.



Many organisations have dedicated communications staff. They may expect you to follow certain steps or policies before communicating on a sensitive issue. If in doubt, speak to the person in charge of communications or to your line manager.

It is always better to take some extra time to check, rather than make a mistake that will damage the reputation of your organisation and get you into trouble!

Session 2

3.3 Business Writing: What is it about?

The writing process



BRAINSTORM A: In pairs, answer these questions: *What is business writing? Where and when do you use it?*



No matter which message we are sending, there are key elements all writing should have. Let's briefly review the writing process.

BEFORE WRITING

DRAFTING

REVISION

BEFORE WRITING	DRAFTING	REVISION
<ul style="list-style-type: none"> Brainstorming Mind mapping Outlining Questioning <p>Choose techniques you know best to help you organise your thoughts.</p>	<ul style="list-style-type: none"> Start with an outline: An organized list that includes an introduction, key points and conclusion. Remember to introduce yourself and the topic and sign off in a polite and professional manner. Remember people are busy. Think of the shortest way to say what you want to say. Use plain language. Long words don't impress, they get in the way of clarity. 	<ul style="list-style-type: none"> Cut out repetition and irrelevant material. Granny test: Would your grandmother understand your communication? Replace jargon and terminology with plain language. Proofread: Check for spelling and grammar mistakes. Use a computer spell check – and your own brains!

Session 2

3.3 Business Writing: What is it about?

The writing process



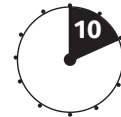
BRAINSTORM

A: Students work in pairs to answer the questions: 'What is business writing?' and 'Where and when do you use it?' **Possible answer:**

- Business writing is used to communicate formal messages in the workplace and professional environments.

Read the explanation aloud. Provide as many examples as necessary. To check students' understanding, you can ask the following questions:

- When do you proofread and why?
- What kind of words should you use?
- What should you do before starting to craft a message?



Organising your message



ACTIVITY **B.** Read the explanations out loud. Provide other examples if necessary. The example provides answers for **scenario A**. In small groups, students pick either scenario **B** or **C** and complete step 2.

Organising your message

Good organization helps your audience understand your message.
Good organization helps your audience accept your message.
Good organization saves your audience time.



ACTIVITY B: You can follow these two easy steps to stay organized before you write. Read the example for scenario A and then complete step 2 for scenarios B or C below.

Step 1: Establish your goal

What is the goal you want your message to accomplish?

This can have multiple parts – gaining awareness, support or participation for an issue, which then leads to changes, e.g.

Scenario A. Encourage your neighbors to request that the district administration open a children's playground in your neighborhood to increase children's fitness and independence.

Scenario B. Encourage shoppers in Yangon to buy crafts from your new shop, which has products handmade by rural villagers from Mon State, with whom you fairly share your profits.

Scenario C. Warn your seniors about a new report on bad practice in your industry and encourage them to release a statement about the company's own good record, as well as increasing checks on the conditions of factory workers.

Step 2: Think of questions your message must answer in order for the audience to help achieve your goal

1. Why do you want to share your message with this audience?
2. What do you expect from your audience? Do they need to help?
3. What will be the result if they don't get the message or respond?
4. What benefits will occur when the goal is accomplished?
5. How can we achieve the goal?

EXAMPLE Scenario A: Encourage your neighbors to participate in requesting that the district administration open a children's playground in your neighborhood to increase children's fitness and independence.

1. To motivate them to participate in requesting the playground
2. That they act and participate in order to improve the neighbourhood
3. The district administration will not feel the pressure of many local voices calling for a playground and will not act.
4. Children will have a space to play independently. They will be fitter, healthier and more sociable. There will be less traffic accidents as they no longer have to play in the street.
5. By signing and submitting a requested to the district administration

TOP TIPS!

Power of one

Limit yourself to one main topic per paragraph and one idea per sentence.

★ **EXERCISE C:** Working in pairs, try to identify some questions that the audience might want answered about the topics and purposes below.

The Border Consortium

The Border Consortium, a non-profit, non-governmental organization, is a group of partners working together with displaced and conflict-affected people of Myanmar to address humanitarian needs and to support community driven solutions in pursuit of peace and development.

Our goal is to prioritize women and marginalized groups, support displaced and conflict-affected communities to re-establish sustainable livelihoods through skills improvement, and create economic opportunities.

Yoma Bank

Yoma Bank, a well-established bank across Myanmar, works to also support farmers' livelihood by providing small loans to be repaid in small installments over up to two years.

If you are a farmer and are struggling to save money for next year's investment in seeds and farming products, contact us to request a loan.

Messages in business communication

💡 **REFLECTION D:** In the work place, there are various types of messages. Working alone, make a list of all types of business messages you exchange in your work or study life.

At school, I sent request messages to my teacher asking for sick leave or asking for an extension to submit homework.

At work, I send many reply messages to customers inquiring about future promotions.

Request message	To request, information, leave, help
Reply message	To reply to a request or a need
Report message	To report events, activities, progress
Information message	To send information about deadlines, promotions, events
Call to action message	To motivate for taking action

Additional Activity

Choose an occupation and find out the message types and example messages they frequently send. You can do this by interviewing a person with this occupation or read the job description for this occupation online. *Example: A receptionist sends: 1) Replies confirming or denying bookings and rooms availability. 2) Information messages to customers about promotions. 3) Report messages to supervisors about bookings, arrivals and check-out situations, and complaints.*

★ **EXERCISE C:** Working in pairs, students identify some questions that the audience might want answered about the topics and purposes below. Some possible answers:



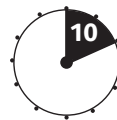
The Border Consortium

- How can The Border Consortium be supported?
- How does The Border Consortium choose its beneficiaries?
- Who supports The Border Consortium?
- What is the purpose of this message?
- What does The Border Consortium expect from the audience?
- How can I contact The Border Consortium?

Yoma Bank

- How does Yoma Bank choose its clients?
- What are the requirements for the loans?
- What is the purpose of this message?
- How can I contact Yoma Bank?

Messages in business communication



💡 **REFLECTION D:** Students work individually and list all types of business messages they exchange in their work or study life.

Additional Activity

Students choose an occupation and find out the message types and example messages they frequently send. Students can interview a person with this occupation or read the job description for this occupation online.

Some occupations to choose from: Teacher, Doctor, Manager, Accountant, Driver, Chef, HR Officer, Lawyer, Farmer, Nurse, Receptionist, Fitness Instructor, Graphic Designer, Artist, Architect, Journalist, Editor, Environmentalist...

3.4 Emails: For business

Structure



Read the explanation out loud. Provide examples if necessary.

★ **EXERCISE A:** Students work in pairs to read the two examples and identify the message elements. They write in the chart the words from the letter and the email that show purpose, detail, and the next step.



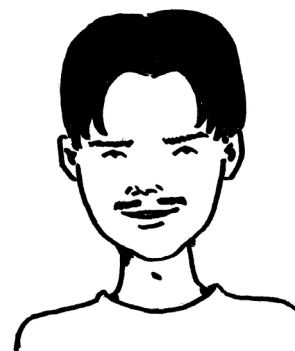
Note: Student table is on the next page.

	PURPOSE	DETAILS	NEXT STEPS
EXAMPLE 1	Request a teacher training from your organization	Loikow Education Academy wants to train their 18 newly recruited teachers in mid-May. They need a five-day training on basic teaching skills and topics.	Knowing the necessary arrangement for the teacher training
EXAMPLE 1	Inquiry about the possibility of booking five rooms in your hotel	A family needs five bedrooms: three double bedrooms and two triple bedrooms with breakfast. The duration is three nights starting from the 14th of May 2016.	Informing about the room availability and how to make the booking

3.4 Emails: For business

Structure

Business communication, like most writing, follows a format. When writing business letters and emails, the important part is to keep it short and to the point.



The three parts of business letters and emails are:

Part 1: the purpose

Your first part should state why you are writing: the purpose.

Part 2: details

The next part is the most important part of the letter. It should expand on the purpose stated in the first paragraph, adding details, background information, desired outcome, and whatever else is necessary to get your point across – but no more.

Part 3: the next step

The final part should restate your purpose and tell your reader what the next step in your communications will be.

★ **EXERCISE A:** Read the two examples and identify the three main parts of the message. In the chart on the next page, write the words from the letter and the email that show purpose, detail, and the next step. Work in pairs.



Example 1

February 15, 2016

Ms. Ei Ei Tun Shein
Thabyay Education Foundation ,
605 (A) San Yeik Nyein 6th Street,
Kamayut Township, Yangon

Dear Ms. Ei Ei Tun Shein,

I am a teacher at Loikow Education Academy. I am writing to request a teacher training from your organization.

Loikow Education Academy is a community college providing education to more than 1,000 students. This year we open two new branches in two villages in other townships. We recruited committed teachers and want to train them before the academic year starts. We need five days of training in teaching skills and topics. The number of teachers is 18. The period will be mid-May.

Please let me know what we would need to do in order to arrange the teacher training.

Sincerely,

Mr. Kyaw Nyaw

Example 2

On 19 March at 09.22 <nepyuaye@mail.com> wrote:

Subject: Hotel Booking

Dear Hotel Sunshine staff,

I am writing to inquire about the possibility of booking five rooms in your hotel.

My family and I would like to stay in your hotel for three nights starting from the 14th of May 2016. We need five bedrooms: three double bedrooms and two triple bedrooms. We would like to have breakfast every morning.

Please let me know if you have available rooms for the mentioned period. Also advise me on how to make the booking. I am looking forward to hearing from you soon.

Best regards,

Ne Pyu Aye

	PURPOSE	DETAILS	NEXT STEPS
EXAMPLE 1			
EXAMPLE 2			

Email etiquette

Emails are now a basic written tool of many professional organizations. It is important to remember that the way you email friends and family is not the way you will use email in the professional world.

Always respond: When someone takes the time to email you personally, take time to respond within a day or two. If necessary, set yourself a reminder to catch up on emails every day.

Use the subject line: Don't keep your readers and coworkers guessing. Use a subject title and make it appropriate.

Timeliness: If your job keeps you away from the computer and you are unable to respond quickly, let people know. Set up an auto-response or send an email out to coworkers letting them know when you will return to the office.

Professionalism: Your email reflects you as a professional. Keep your language and content respectful. Check spelling, grammar and clarity before you send. Also, make sure you use an email address that is professional sounding.

Email etiquette



Read the explanation out loud. Provide more information and examples, if necessary.

Additional explanation:

Always respond: if you are not able to respond within a day or two, you can either explain or apologise.

Use the subject line: Subject titles should not be very long but concise and clear, for example ***Application process inquiry, Rats seen in office, Discount price carrot seeds***

Session 3

3.5 Business Letters and Reports: How to write them

WRITING A BUSINESS LETTER



★ **EXERCISE A:** Students work individually and write a formal letter to someone they would like to invite to speak at their school about a topic of their expertise. They have to convince them that speaking at their school will not only benefit students, but benefit them as well.

First, students brainstorm the three parts and key details of the letter in the boxes provided. Then they write the letter. Some of the guest's topics of expertise could be:

- Public health
- Organizational management
- Political systems
- Myanmar constitution
- Religious diversity
- Career planning
- Loan applications

Session 3

3.5 Business Letters and Reports: How to write them

WRITING A BUSINESS LETTER

★ **EXERCISE A:** Write a formal letter to someone you would like to come speak at your school about a topic of their expertise. You are going to have to convince them that speaking at your school will not only benefit students, but benefit them as well. Start by brainstorming the parts and key details in the boxes below. Then write your letter in full:

1. Purpose:

2. Details

Background:


Benefits for students:

Benefits for speaker:

3. Next steps:

Sign off politely:

What is a business report?

 **MIND MAP** B: Working in pairs, mind map all the words you associate with *business report*.



Like CVs, applications, business letters and emails, business reports need to be clear and concise. Keep your focus on the message you are sending. The writing style used for business reports should present information without strong opinions, but as directly and truthfully as possible.



Structure and content

The content of a business report should answer one or all the following the questions:

1. What happened?
2. What is happening now?
3. Is there a way to make the current situation better?

Business reports are standard in the professional world. There are elements that must be included for your report to meet the expectations of those with whom you will be working.

Business reports can outline problems and solutions. A report is the best way for you to present data. It is the most formal communication.

Title of the report	Gives clear information about the contents of the report
Who requested it	The person or organisation receiving the report
Purpose	Explains the reasons for the report
Background/executive summary	Gives background information about the situation before the report
Procedure	Provides the exact steps taken and methods used for the report
Findings	Discoveries made during the course of the reporting period
Conclusion	Provides logical conclusions or opinions based on the findings
Recommendations	State actions that the writer of the report feels need to be taken based on the findings and conclusions
Style	<ul style="list-style-type: none">• Short paragraphs organized with headings• Bullet points to group ideas and make them clear• Consistent use of fonts and point sizes• Use graphs and tables to show data when appropriate• Include the date, your own name and contact details as needed

What is a business report?



MIND MAP

B: In pairs, students mind map all the words they associate with business reports. Using sub-topics like: structure, purpose, details, next steps, evidence, impact and finance to help organize their thoughts.

Structure and content



Read the explanation out loud. Provide more information and examples, if necessary.

Additional explanation:

- **Short paragraphs** should be organized with headings
- Use **bullet points** to make points clear

Application



★ **EXERCISE C:** Working individually, students pick one of the following scenarios and write a business report following the structure on the previous page. Alternatively they can write a business report related to their work or studies. This activity can be given as homework. After finishing, students can share their report with a partner.

Application

★ **EXERCISE C:** Pick one of the following scenarios and write a one-page business report following the structure on the previous page. Alternatively you can write a business report related to your work or studies.

Scenario 1

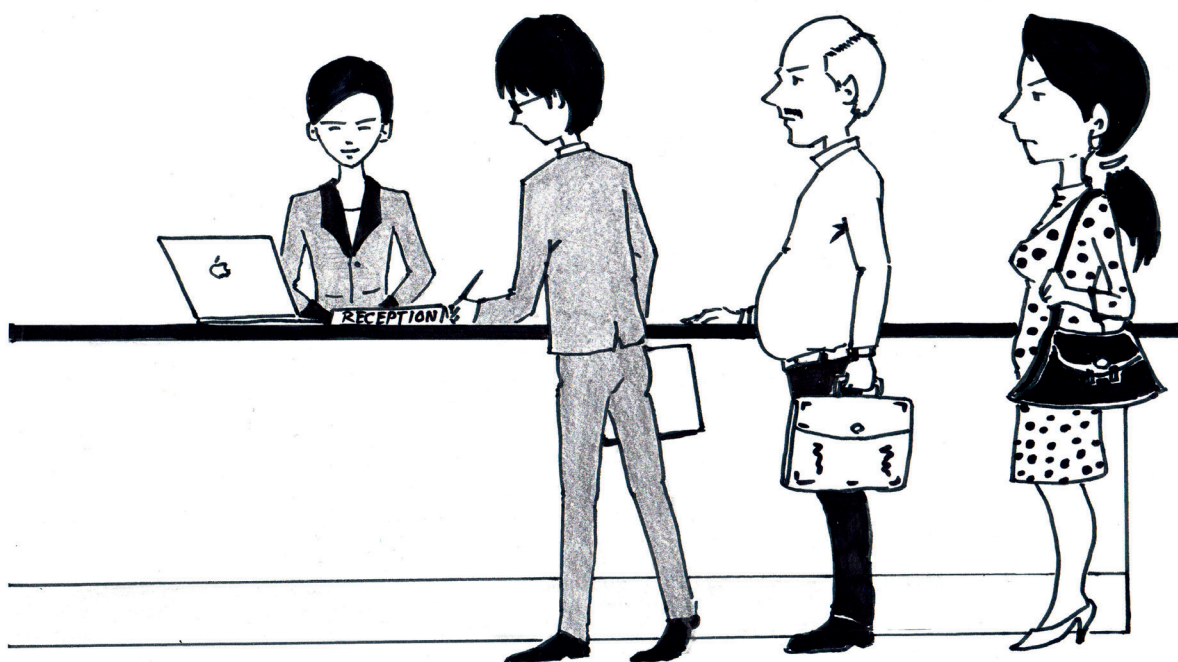
You work for a construction company. For three days you took a new investor to visit the project your company is working on. You were asked to report the details of the visit and the feedback of the investor on the project.

Scenario 2

You are the receptionist of a five-star hotel. The hotel director was absent for one week. In that week, the hotel received 30 more people than expected. Your report will include the details of this large number of guests and how you dealt with the situation.

Scenario 3

You work for a NGO. Your supervisor sends you on a field visit for five days to monitor the progress of a primary education project. Your report describes students' performance and teachers' attendance and how both can be improved.



Session 4

3.6 Presentations: How to make it a success

What is a presentation

BRAINSTORM A: Working in groups, brainstorm to answer the following questions.

1. What is a presentation?
2. What are the advantages of communicating through a presentation?
3. What is enjoyable about doing presentations?
4. What is difficult and challenging about giving presentations?

At some point in your academic and professional life, you will need to present information. We have already worked on developing your message, but here are some things to remember when speaking in front of people.



Plan and prepare

A presentation is like business writing. You should have a **purpose** supported by **evidence** and **conclude** with a **summary** and your ideal **next steps**. Before the day of the actual presentation you need to **plan, design, prepare, practice** and **refine** your **words** and **supporting materials**.

Phase One: Plan

Before you even start preparing your presentation there are some key things to consider:

- **Know the situation:** Does the venue have electricity? How long will you speak for?
- **Content:** Make sure you have all the information you need. It should be high quality and up to date. Collect material, do your research and check your facts.
- **Plan:** Outline your ideas and list them in a logical fashion. It may help to arrange them in the format below. Then gather stories and facts that support your idea. This will provide evidence.

PRESENTATION PARTS	THINGS TO INCLUDE
Beginning	Engage the audience, introduce yourself, do an icebreaker, outline your purpose and content, and create a slogan that summarizes your purpose.
Middle	Explain your key points. Use facts, stories, quotations, examples and data. Create repetition, eg: <i>She is our leader, our mother, and our friend.</i>
End (conclusion)	Summary and recommendations. Invite questions and feedback. You may want to share contact details or a PDF of your slideshow.

Phase Two: Prepare

- **List questions** that your presentation must answer in order for the audience to want to help you achieve your goal.
- **State a conclusion** to help remind people of what you want them to remember.
- **Create repetition** to help the audience remember. For example, use lists of 3 (e.g. "She is our leader, our mother, and our friend").

Session 4

3.6 Presentations: How to make it a success

What is a presentation



BRAINSTORM

A: Students work in groups and brainstorm to answer the following questions.

1. What is a presentation?

Possible answers: A presentation serves to provide information to a group of people.

2. What are the advantages of communicating through a presentation?

Possible answers: allows direct communication, interaction, questions and answers

3. What is enjoyable about giving presentations?

Possible answers: receiving feedback, interaction

4. What is difficult and challenging about giving presentations?

Possible answers:

- Keeping the audience's attention and interest
- Managing the space, tone and voice volume
- Coordinating body language
- Technology
- Providing accurate examples, facts, etc.

Plan and prepare



Read the explanation out loud. Provide as many examples as necessary. Additional explanations:

Phase One: Plan

- **Purpose:** If the audience remembers three things about the presentation, what would they be?
- **Questions:** List the questions your presentation will answer for the audience.
- **Audience:** Who are they? How many people? What is their knowledge level? What is their attitude to the topic? What can they do for you?
- **Language:** Will you need to allow time for translation or use simpler language?

Phase Two: Prepare

- **Research** and gather stories and facts that support your idea. This will provide evidence.
- **Evaluate** your audience: chose the language and information level to deliver.
- **Create** a slogan, as if it were a book title or a newspaper headline; one phrase that summarizes your purpose.



ACTIVITY B: Students choose three audiences from the boxes. Working in pairs, they discuss which presentation method they would use and give reasons why. Then they share with the class. **Possible answers:**

- With a projector using a slide show presentation prepared in advance: conference with delegates, students, government officers
- Using paper and marker pens on a flip chart: remote mountain communities, voters, young children at a playground, neighbours, older people, students
- Just yourself and your notes plus some small props you can carry in your usual work bag: tourists, young children at a playground, neighbours, older people



Design, practice and refine



EXERCISE C: Students refer to the presentation parts chart. Working in pairs, they make a presentation plan for one of the scenarios in 3.4C. Then they share with the class.



Read the explanation out loud. Provide more information and examples, if necessary.
Additional explanation:



Presentation language

Language has a lot to do with your audience. When evaluating the audience, students should decide in which language they want to deliver their ideas. This will impact the writing of their speech.

Students will need to speak in words that everyone will understand and shouldn't make assumptions about their audience. They should be ready to make changes or add explanation when they present. It's useful to summarize complex information into shorter phrases to reach the entire audience.

Encourage students to think about the way they stand and move, and make eye contact with their audience.



ACTIVITY B: Choose three of the audiences below. Working in pairs, discuss which presentation method you would use for each audience and give reasons why. Share with the class.

Audience:

Monks

Athletes

Voters

Deaf teenagers

Remote mountain communities

Neighbours

Tourists

Young children at a playground

Older people

Students

A conference with delegates

Your boss

Government officers

Methods:

With a projector, using a slideshow presentation prepared in advance

Using paper and marker pens on a flipchart

Just yourself and your notes plus some small props you can carry in your usual work bag

Design, practice and refine

Phase Three: Design, practice, refine

Now that you have defined your purpose, collected your content and have a rough outline, you can prepare for the presentation and perfect your delivery.

- **Simplicity:** Think carefully about what you need to include and what you can leave out. All your points should be important to the audience. Don't overwhelm them with too many words/long phrases.
- **Flow:** If you outlined your ideas and listed them logically, your path forward should be clear. You can visualise the logic of your content and the flow of the presentation.
- **Timing:** If you have 30 minutes, plan your presentation to last 20 minutes to allow for questions, unexpected interruptions or just being told you have less time than you thought.
- **Sketch:** Be creative. Even if you're making a slideshow for projection, draw out your slides on paper or a board first. You may decide you don't need a slideshow at all.
- **Style:** Your slideshow or other materials are there to complement your talk, not replace it. Use as few words with as much impact as possible and keep things simple. If you have internet access, visit www.ted.com where there are thousands of presentations to inspire you.
- **Type:** Sanserif fonts are designed to be easy to read at large sizes in a presentation. Try Arial or Helvetica and just use **bold** and plain. Keep to the same point sizes throughout.
- **Practise:** On your own and then try it out on your colleagues or friends. The more you do this the less nervous you will be on the day.
- **Refine:** Listen to feedback from your test audience and follow your instincts.



EXERCISE C: Working in pairs, make a presentation plan for one of the scenarios in 3.4C. Share with the class.



ACTIVITY D: Working in pairs, use the scenarios below to design a few simple slides with plenty of clean space. You don't need a computer, just use a pen and paper. Use the example slides below to guide you. For more tips see Resource 3.A.

Scenario a: 25 per cent of households in rural Sri Lanka are headed by women running their own small business. They work, look after children and take care of the home so they have no time for study.

Scenario b: 70 per cent of households in Yangon suffer power cuts during the dry season from November to June every year. This makes it harder to store meat and fish safely in hot weather.

Scenario c: Children aged 5-12 in England spend on average three hours per day watching TV instead of playing outside. They eat lots of snacks and get little exercise so they are becoming fat.

Example: "100g of dried fish contains 12g of salt which is twice the recommended daily salt intake for the average person. It can lead to health complications, so you should change your eating habits."

High salt content of dried fish:

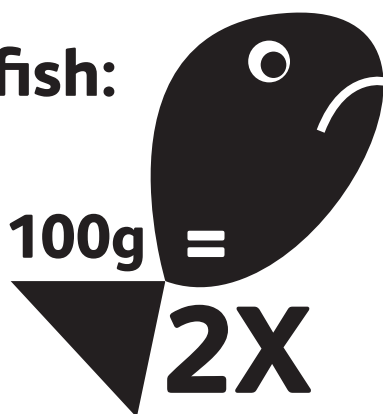
- 100g of dried fish contains 12g of salt which is twice the recommended daily salt intake for the average person, and can lead to health complications.
- Eating less can reduce likelihood of heart problems, strokes and cancer.
- Try using fresh or tinned fish which has a lower salt content
- Reduce salt slowly so you don't notice.

The **slide on the left** uses a serif font (letters with curly bits), and has a lot of text in full sentences over an image that isn't really relevant.

The **slides below** use sanserif fonts (simple letters with straight lines), contain key data, relevant illustrations, plenty of space and will be supported by more detail in your talk.

Salt Seminar Myanmar 2015

Dried fish:



Dried fish:

- 100g has 12g salt
- Twice your daily safe intake
- Can cause health issues
- What can we do?





ACTIVITY D: Working in pairs, students use the scenarios to design a few simple slides with clean space. If they don't have a computer, they can use a pen and a paper or flipchart. Students should refer to the example slides to guide them. Students can use the tips for PowerPoint presentations in Resource 3.A.



Present

Read the explanation out loud. Provide more information and examples, if necessary.

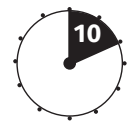


Application

ACTIVITY E: Working in small groups, students use one of the slides they created in exercise D to prepare a two minute presentation. If they have enough time, they can make a larger version. Then groups share their presentation.



REFLECTION F: Students think about their experience delivering the presentation. They can share what they found difficult about it and mind map ways to overcome these difficulties.



Additional Activity

Students prepare presentations and present them in following sessions. If there is not time for preparation in class, this activity can be set as homework.

For extra practice, students can use the elevator speech exercise in Resource 3.B.

Present

Phase Four: Present

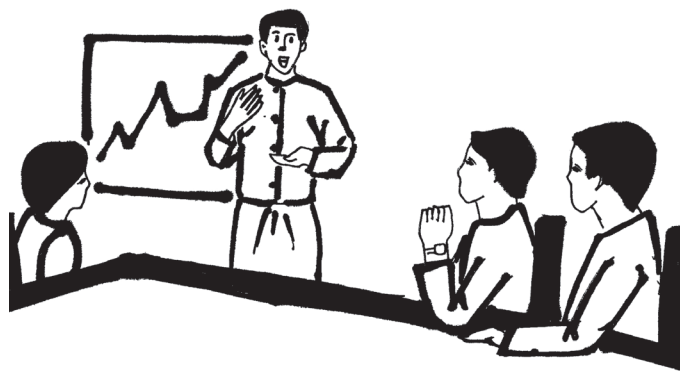
To make the most of your content, it's important to present confidently and keep your audience interested:

- **Dress:** Wear something appropriate to the occasion but also comfortable that you can move in and won't need to adjust all the time.
- **Visibility:** If you are going to use a slideshow, find a balance between lighting that shows the slides well but also allows you to be seen clearly. If you are using a flip chart or board, make sure the whole audience can see clearly what you are doing.
- **Relax:** Come out from behind the podium. Adopt a comfortable but confident pose. Use hand gestures to emphasise or point to your slides.
- **Start with a bang:** Engage the audience in the first two minutes. Shock them, make them laugh or let them know what is coming in the presentation. If you allow them to lose interest they will switch off and miss your messages.
- **Passion and knowledge:** If you don't have a passionate interest in your topic, make sure you know your subject well and you can talk and answer questions with assurance.
- **Speak:** Slowly and clearly. Pause between points. Glance at your notes when you need to but don't read a script – you will sound like a robot. If you have a translator, stop regularly so they can translate small sections easily. Check that people at the back can hear you.
- **Look:** Maintain eye contact with the audience – look out at them every few seconds.
- **Interact:** Invite questions or feedback throughout the presentation (if you are confident about controlling the pace) or leave time at the end. Don't forget to offer the audience your contact details or a PDF or your presentation.

Application



ACTIVITY E: Working in small groups, use the slides you created in Exercise D to prepare a two minute presentation. If you have time, make a large version of your slide on flipchart paper. A volunteer from each group should present to the class.



REFLECTION F: Think about your experience delivering the presentation. Share with a partner what you found difficult about it and mind map ways to overcome these difficulties.



Additional Activity

Going through the four phases, work individually to prepare a five minute presentation on a topic you know well. It could be a hobby that you enjoy, a cause you are passionate about or an academic topic you want to share. Present it to the rest of the class and take questions at the end.

For extra practice with giving short/quick presentations, use the elevator speech in Resource 3.B.

UNIT 4

TEAMWORK

This unit will cover:

Session 1

4.1 Team Building: How to do it

Session 2

4.2 Meeting Agenda: Techniques and steps

4.3 Attending Meetings: For business

Session 3

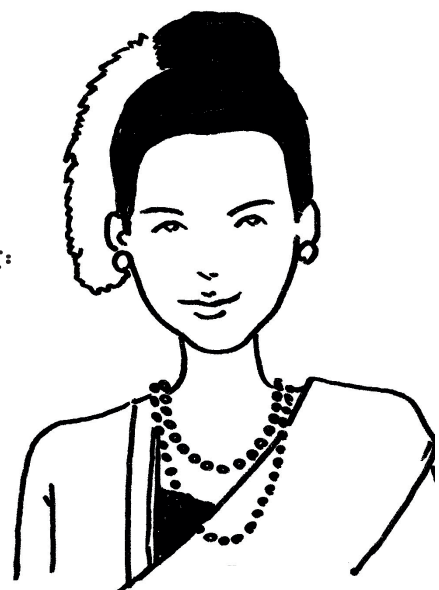
4.4 Teamwork Etiquette: Tips for great teamwork

Session 4

4.5 Action Plans: Steps to achieve goals

By the end of this unit, students will be able to:

- Explain the team building process
- Distinguish different roles and responsibilities in teamwork
- Set teamwork norms
- Create a meeting agenda
- Attend meetings professionally
- Explain etiquette for successful teamwork
- Create and implement actions plans





Use this page for your notes.

Session 1

4.1 Team Building: How to do it

Note: activities in this session are interconnected and would be beneficial if students perform all the activities in the same groups.

What is teamwork about?



MIND MAP A: Students read the definition of “teamwork” in the box and mind map all the times they were involved in such a process. **Possible answers:**

- In a work setting
- Preparing a students’ project
- Solving a family issue etc.

BRAINSTORM B: In pairs, students brainstorm *What is the importance of team work?* **Possible answers:**

- teams work harder
- teams produce more
- teams gather ideas
- teams are more efficient, etc.



What makes a team successful? **Possible answers:**

- communication
- collaboration
- trust
- understanding each others’ strengths and weaknesses

What is teambuilding?



Allow time for students to read. You can read aloud. Provide examples and explanations, if necessary.

Teamwork mission



ACTIVITY C: Using the SMART goal method from Unit 1, students outline the main goal for teams with the following missions. Work in small groups.

If your mission is to **help Yangon street children**, What is your main goal?

Possible answers: provide shelter to street children, find adoptive parents

If your mission is to **educate young women**. What is your main goal?

Possible answers: find scholarships for young women, or raise awareness of young women’s education

If your mission is to **provide low-interest loans to farmers**, What is your main goal?

Possible answers: start partnerships with interested banks

Session 1

4.1 Team Building: How to do it

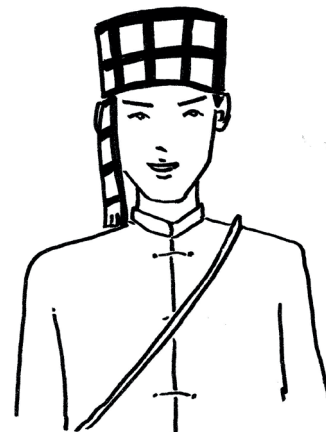
What is teamwork about?



MIND MAP A: Read the definition of “teamwork.” Working in pairs, mind map all the times you took part in teamwork.

Teamwork: is the process of working and collaborating with a group of people to achieve a common goal.

Every professional environment will require you to work on a team at various degrees. You may think, “Why teams?” Well, teams often work harder, produce more, and make happier employees. Teams allow for work and perspectives to be shared.



BRAINSTORM B: With a partner, answer the questions: *Why teams? What is the importance of team work? What makes a team successful?*

What is teambuilding?

Becoming part of a particular work team is not always a choice. Sometimes you will be placed within a team and sometimes you may have the choice to form or be part of a team. When building a team, and before your work starts, it's important to:

- **State your mission:** Clearly outline what it is the team needs to accomplish.
- **Define roles:** Each team member needs to have a responsibility that is different from the other team members.
- **Set norms:** It's important to have rules to guide the behavior and actions of team members.

Teamwork mission



ACTIVITY C: Knowing the mission helps team members to move in the same direction. Using the SMART goal method from Unit 1, outline the main goal for the following missions.

Your mission is to help Yangon street children. What is your main goal?

Your mission is educate young women. What is your main goal?

Your mission is to provide low-interest loans to farmers. What is your main goal?

Team members' roles

For work efficiency and effectiveness, each member needs a **specific task**. Your team will work better if people know their roles and those roles reflect their skills.

Roles and responsibilities are defined according to organizational structures and the nature of activities. When working as a team, having roles helps to move the work process along. The table below outlines some generic roles.

FACILITATOR	TASK MANAGER	REPORTER
<ul style="list-style-type: none"> • Explain the objectives and plans for the team. • Make sure everyone understands what to do: "Does anyone know how to get started?" • Coordinate between the team members. 	<ul style="list-style-type: none"> • Help keep the team on-task and give reminders: "The deadline for this is next week!" • Help for problem solving. • Make sure everyone in the team is performing their task effectively and efficiently. 	<ul style="list-style-type: none"> • Share your data with the team. • Be sure all team members have access to any notes and data. • Record team actions and decisions.

ACTIVITY D: In small groups, pick a mission and main goal from the previous activity and divide the roles among the group. Make a plan by filling in the team building chart in Resource 4.A.



Team members' roles



Allow time for students to read. You can read aloud. Provide examples and explanations, if necessary. To check their understanding you can ask the following questions:

- Who oversees the implementation of activities?
- Who manages data?
- Who motivates everyone?



ACTIVITY D: In small groups (of about 4 people), students will pick a mission and main goal from the previous activity and divide the roles among the group. Make a plan by filling in the team building chart in Resource 4.A.



Setting norms

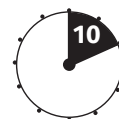


Allow time for students to read. You can read aloud. Provide examples and explanations, if necessary. You could encourage students to talk about their classroom norms.

Definition of “norms”: generally accepted standards of social behaviour.



BRAINSTORM E: Students look again at the favourite activities, likes and dislikes, and skills they recorded in Unit One. In pairs, they brainstorm how these relate to the role they play in a team.



Additional Activity

Personality quiz

If you have enough time in class, make the students take the personality quiz in Resource 4.B to understand what your personality looks like within a work team. Alternatively, students can do the test at home.

Encourage student to reflect on their results and evaluate their attitudes/ behavior/style when working in teams.

Setting norms

Norms should be set during the first meeting to ensure all other meetings run smoothly.

- **Logistics:** meeting time, place, length, and how often
- **Timeliness:** start time, finish time, lateness, and attendance
- **Courtesy:** listening, interruptions, participation, dealing with conflict, respect, and sharing the workload
- **Decision-making:** How to make decisions and reach agreements? How to show agreement?
- **Workload:** How will work be assigned? How will conflicts with existing workloads be settled?
- **Priorities:** How will we manage responsibility for on-time completion and equal distribution?
- **Standards of behaviour (norms):** How will we make sure the norms are followed?

REMEMBER: The team will work with greater commitment if they themselves create their own norms. Post the norms during each meeting. Add new norms as the team develops and new situations arise.



BRAINSTORM E: Look again at the favourite activities, likes and dislikes and skills you recorded in Unit 1. In pairs, brainstorm how these relate to the role you play in a team.

	ITEM	IN A TEAM
FAVOURITE ACTIVITIES	E.g. running club and football	Lots of energy and motivation, likes being with people
LIKES AND DISLIKES	E.g. likes leading discussions at university; dislikes being alone	Can lead people and activities and interact
SKILLS	E.g. checking other students' work and helping them	Attention to detail, critical, supportive

Additional Activity

Personality quiz

Within a team, different people have different personalities and behaviors (leader, caretaker, motivator and worker). Take the personality quiz in Resource 4.B to understand what your personality looks like within a work team.

Session 2

4.2 Meeting Agenda: Techniques and steps

What is a meeting agenda?

At some point, you might be expected to facilitate a meeting whether you are acting as a facilitator in the group or as another role. Planning for the meeting will help ensure the meeting is a success and maximize the benefits from the meeting time.

What is an agenda? An agenda is a document that does several things:

1. provides an outline for the meeting
2. provides topics for discussion
3. shows the time allowed for each topic
4. allows people to prepare and expect information
5. provides focus and acts as a checklist



Effective agenda? How do we go about making an effective agenda?

1. Inform those who you want to participate in the meeting. Ask for them to accept or decline your invitation. Then request information from those people who want to share something at the meeting. Give them a deadline of 3 days before the meeting so you can create the agenda.
2. Identify the goal of the meeting: What do you want to accomplish? If people have submitted topics for the meeting that don't directly connect to the goal, don't schedule them in your agenda. Schedule them after your meeting or in a different meeting.
3. Create the objectives of the meeting. These should be short statements that answer people's questions as to why they are meeting.
4. Schedule your topics. Things that take more time should be scheduled first. Remember, people might talk longer than you think they will. Use 15 minute increments to schedule your topics.

What to include in the agenda?

1. Participants and their roles in the meeting
 - a. **Facilitator:** leading the meeting
 - b. **Time Keeper:** alerting the facilitator to the time
 - c. **Notetaker:** keeping minutes and recording topics discussed; also takes attendance
2. The objectives of the meeting
3. Topics to be covered
 - a. Who will be presenting information
 - b. Time allotted for each topic
4. Additional information or reminders of upcoming events

ACTIVITY A: In small groups, pick a mission and main goal from the previous activity.

Imagine team members planning to hold a meeting and create an agenda. Alternatively, create an agenda related to your work or study life. You can refer to the example in Resource 4.C.

Session 2

4.2 Meeting Agenda: Techniques and steps

What is a meeting agenda?



Explain that using a meeting agenda is the norm in professional work settings. However, you can discuss that agendas may not always run as planned, due to unexpected issues. To check students understanding, you can ask the following questions:

- Do all agendas provide topics for discussion?
- Why should the meeting goal be clear to everyone?
- Why would you need a facilitator, time keeper and a note taker?



ACTIVITY A: Students remain in their groups, pick a mission and main goal from the previous activity and imagine the team members planning to hold a meeting. They will create an agenda for the meeting. Alternatively, they can create an agenda related to their work or study life. Refer to the example in Resource 4.C.



4.3 Attending Meetings: Participation

Keeping minutes: Being the notetaker



Allow time for students to read. You can read aloud. Provide examples and explanations, if necessary.

Attending a meeting



Allow time for students to read. You can read aloud. Provide examples and explanations, if necessary.

Meeting etiquette



You can discuss the norms and purpose of classroom etiquette to help explain the need for meeting etiquette. Provide examples and explanations, if necessary.



ACTIVITY A: Based on the group agenda, students simulate a meeting and assign a role for each member of their group. Alternatively, they can simulate a meeting related to their work or study life. While students are performing the simulation, go around, observe, take notes and give them feedback.



REFLECTION B: Ask the students to work in pairs and take some minutes to reflect on the challenges they met when conducting the meeting and how they could improve the meeting.



4.3 Attending Meetings: Participation

Keeping minutes: Being the notetaker

As the notetaker, you are required to record the things that occur during a meeting. People may misunderstand parts of a meeting because of their beliefs, values, and attitudes about what was said. Recording the minutes keeps the information unbiased, records decisions being made, assigns tasks, and helps establish accountability for the group.

How to keep minutes:

- Keep a copy of the agenda in front of you.
- Record tasks and who they have been assigned to.
- Record any votes or decisions made.
- Stay objective. This is not the place to voice your opinion.
- Attach additional documents received at the meeting for the organization's records.
- Don't try to write down everything people say; just assignments and decisions.

Attending a meeting

Even if you are not facilitating a meeting or taking notes, it is important to be an active participant. In order for decisions to be made, the organization needs to hear different perspectives. Your opinion is important, but also remember it is only important if it is relevant to the topics on the agenda and helps move the conversation forward.

Complaining without a suggestion of a resolution can be a waste of time. Know when your complaints have been heard and move on.

Meeting etiquette

Make a good impression on others at the meeting.

- | | |
|-----------------------|-------------------|
| • Be on time | • Don't interrupt |
| • Make introductions | • Ask questions |
| • Stick to the agenda | • No food |
| • Speak up | • No Phones |



ACTIVITY A: Based on your group agenda, simulate a meeting in small groups. Assign a role for each member. Alternatively, simulate a meeting related to your work or study life.



REFLECTION B: In pairs, reflect on the challenges of conducting a meeting. How could you improve it?

Session 3

4.4 Teamwork Etiquette: Tips for great teamwork

Active listening

Being a good team member is more than just doing your job tasks. You also need to respect your teammates, and the best way to do that is to listen. Some of us may think we are good listeners, but do you forget things people say? Most of us do. So, let's look at a few strategies we can use to be active listeners.

1. Pay attention

- Look at the speaker
- Watch their body language
- Don't prepare a reply in your head

2. Show you're listening

- Nod or smile
- Take notes
- Encourage the speaker by saying 'yes' or 'ah-huh'

3. Provide feedback

Our beliefs can change a speaker's meaning in our heads so...

- Ask questions
- Clarify meaning, don't assume
- Be respectful and honest

4. Don't judge

- Allow the speaker to finish
- Don't interrupt
- Understand that there are many perspectives

 **ACTIVITY A:** Ask your partner to share a story from their childhood. Go through the steps of active listening. After their story, summarize some of the main points. Go through the checklist. Did you listen actively?

ACTION	YES/NO
Pay attention	
Show you were listening	
Provide feedback	
Don't judge	
Respond appropriately	

 **REFLECTION B:** How do you feel about yourself as a listener?

Session 3

4.4 Teamwork Etiquette: Tips for great teamwork

Active listening



Allow enough time for understanding. You can also read out loud. Provide more explanation if needed. To check students' understanding, you can ask the following questions:

- How should you pay attention in a work conversation?
- What is the importance of feedback?



ACTIVITY

A: Students work in pairs and practice active listening for 5 minutes each. After each person's story, their partner will summarize some of the main points. Go through the checklist. You can start with a demonstration. Other topics could include:



- Future plans
- Favourite movie/novel
- Daily routine



REFLECTION

B: How do you feel about yourself as a listener? Encourage students to take time to reflect on their active listening. They can ask themselves some of the following questions:



- Did I follow all of what my partner was saying?
- Did I look as if I was concentrating? Why?
- How can I keep focused?

Talking and language



Allow enough time for understanding. You can also read the explanation and the example aloud.

★ **EXERCISE C:** In small groups, students choose a scenario and fill in the table. Think about the perspectives of all the team members. Then share with the whole class.

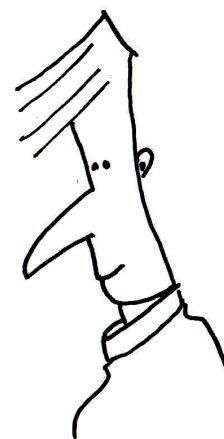


Issue	Consider	Don't say	Do say
Example: A one-year project is behind schedule	<ul style="list-style-type: none"> Is the person working very hard but struggling to deliver? Are they new to this type of work? Is it a very complex project? Does the person appear to be wasting time? Are they taking lots of days of coming late? 	<ul style="list-style-type: none"> Why is this project behind schedule? What is your problem? 	<ul style="list-style-type: none"> We've noticed the project is behind schedule. When can we get together and talk about how to get it on track? Tell us about how things are going so far. What is working well and what isn't? What do you feel are the barriers to keeping the project on schedule?
Team members have complained that a colleague is always late on Tuesdays and Thursdays	<ul style="list-style-type: none"> Why is there a pattern to the person's lateness? Do they just need a reminder to get to work a bit earlier? Are they in a difficult position, eg: caring for children or older people? Does your company offer flexible hours? 	<ul style="list-style-type: none"> Obviously you can't be bothered to turn up on time. Having trouble getting out of bed in the mornings, are we? 	<ul style="list-style-type: none"> We've noticed you are late on Tuesdays and Thursdays. Are you having difficulties getting in on time on those days?
You have noticed in meetings that a colleague's clothes are un-ironed and sometimes dirty	<ul style="list-style-type: none"> Was the person previously well dressed? Has their situation at home changed? Is there any other sign of a problem – absence, poor work, they seem depressed? 	<ul style="list-style-type: none"> You look really awful lately! Is your wife on strike? 	<ul style="list-style-type: none"> Let me know if I can ever help out with anything.
A junior team member has complained that their manager is scary and aggressive	<ul style="list-style-type: none"> What is your impression/experience of their manager? Are you in a position where you can help? Should someone else be informed about the issue? 	<ul style="list-style-type: none"> Handle the problem yourself. Well, I can't do anything about it. 	<ul style="list-style-type: none"> It would be best to inform a supervisor in order to resolve the situation.

Talking and language

Sometimes it's not what we say, but how we say it that causes conflict. It's important to choose our language carefully in order to show respect to our teammates.

However, don't let politeness obscure your true meaning. You can be direct in a polite and respectful way. Remember, listening is key. Give people a chance to share their own perspective.



Issue	Consider	Don't say	Do say
Example: A one-year project is behind schedule	<ul style="list-style-type: none"> Is the person working very hard but struggling to deliver? Are they new to this type of work? Is it a very complex project? Does the person appear to be wasting time? 	<ul style="list-style-type: none"> Why is this project behind schedule? What is your problem? 	<ul style="list-style-type: none"> We've noticed the project is behind schedule When can we get together and talk about how to get it on track? Tell us about how things are going so far. What is working well and what isn't? What do you feel are the barriers to keeping the project on schedule?
Team members have complained that a colleague is always late on Tuesdays and Thursdays			
You have noticed that a colleague sometimes smells of alcohol and acts unfocused at work.			
A junior team member has complained that their manager is scary and aggressive			

★ **EXERCISE C:** In small groups, choose one of the scenarios above and fill in the table. Think about the perspectives of all the team members. Share with the whole class.

Feedback and interruption

When working in teams, it is important to ask for feedback. Others want to share their ideas and you need those ideas for a team to work well. After discussion topics, ask for comments and feedback.

We also need to be careful not to interrupt. When we interrupt, we send the message that we don't care about what the speaker is saying. This not only hurts the speaker, but hurts future communications. Be careful when you want to speak up. Ask yourself these questions to know if your feedback is appropriate:

- Is now the best time to say something?
- Does my comment/question add more insight to the discussion?
- What do I hope to achieve by speaking now?

ACTIVITY D: Role play with a partner. Your partner begins telling an unusual fact or skill they think you won't know about them. When you think the time is right, interrupt them. Try different ways of interrupting politely and also rudely. Then switch and allow them to interrupt you.

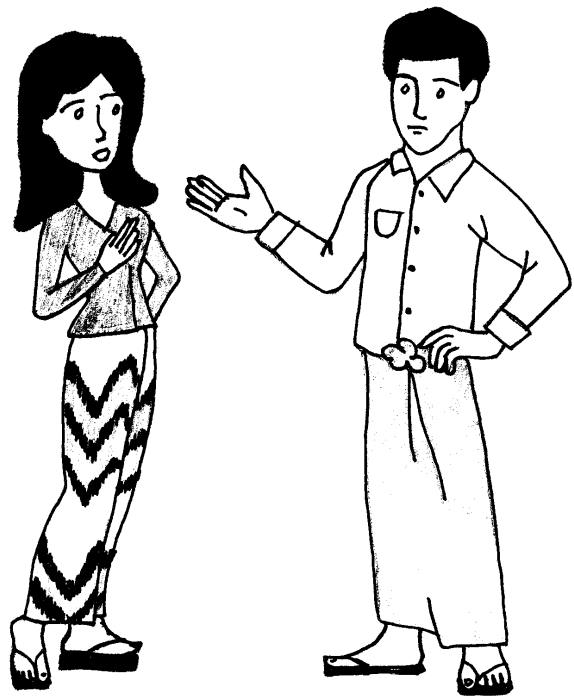
REFLECTION E: Did your partner interrupt you politely? What did they say or do to let you know they were trying to be polite?

Creating trust and respect

Your team will work better if you trust each other and show respect for one another.

By treating people the way you want to be treated and understanding everyone has value in your team, you will accomplish more. So how can you create trust?

- When you create norms, connect them to your values.
- Understand that everyone faces challenges and disappointments.
- Remember that the more diverse perspectives and skills your team has, the more you will accomplish.
- Get to know each other as people, not just coworkers.
- Play Together. It's okay to have fun and take a break. Share a joke, have lunch or a snack as a group, or play a game after work. Make sure it is something everyone can enjoy.



Feedback and interruption



ACTIVITY D: Students role play with a partner. The first student begins by telling an unusual fact or ability that they think their partners wouldn't know about them. When they think the time is right, the listener should interrupt them. Students should try different ways to interrupt politely and also rudely. After 5 minutes, students switch and allow the others to interrupt them. You can start with a demonstration.



Some facts could include:

- Cows can swim
- It snows at the equator
- Speaking more than one language increases one's IQ
- The glaciers are melting quickly

Some abilities could include:

- Training cats to jump
- Mastering sign language
- Teaching one's self to surf
- Learning to walk on your hands



REFLECTION E: Students reflect on the previous activity and answer the following questions:

- Did your partner interrupt you politely?
- What did they say or do to let you know they were trying to be polite?

Other questions they can ask themselves:

- Was I interrupting too often?
- Did my interruptions break the communication?



Creating trust and respect



To check students' understanding, you can ask the following questions:

- What is the importance of trust and respect?
- How can we build trust?

Session 4

4.5 Action Plans: Steps to achieve goals

Get to work!



MIND MAP A: With a partner, students mind map all the words they associate with “action plan” as well as when, why and how an action plan is used.

Possible answers:

Action plans are outlines of activities/tasks with deadlines

When: at the beginning of a project/program etc.

Why: to help organize and divide tasks

How: it should be shared and made available to everyone in the team

Effective action planning



To check their understanding you can ask the following questions:

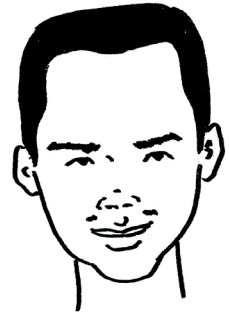
- How can an action plan lead to achieving goals?
- How do you ensure that your action plan is effective?

Session 4

4.5 Action Plans: Steps to achieve goals

Get to work!

After you've built your team, it's time for the team to start the work. Just like you did in Unit 2, your team needs a goal and needs to use the SMART Goals outline to create them.



MIND MAP A: Working in pairs, mind map all the words you

associate with *action plan* as well as when, why and how an action plan is used.

Effecting action planning

GREAT ACTION PLANS:

- Determine what you will need to meet the goal
- Provide a deadline for activities
- Identify people with whom you will need to coordinate and will rely on to contribute
- Anticipate problems and outline plan for solving the problem

Follow this step-by step process to ensure you have a comprehensive action plan:

Clarify your goal

- Ensure it is specific, measurable, achievable, relevant, and timely

Build a list of tasks

- Write down action steps that you may need to achieve the goal
- Action Steps: steps to get us to our goals

Organize your list into a plan

- Decide on the order of action steps
- Arrange your actions and ideas in sequential order
- Review this list and see if there are any ways to simplify it further

Allocate task and resources

- Identify and determine who will do what
- Determine and analyse resources needed

Identify risks and challenges

- What could go wrong?
- How can you minimise risk?
- How would you meet challenges?



Implementation and follow-up

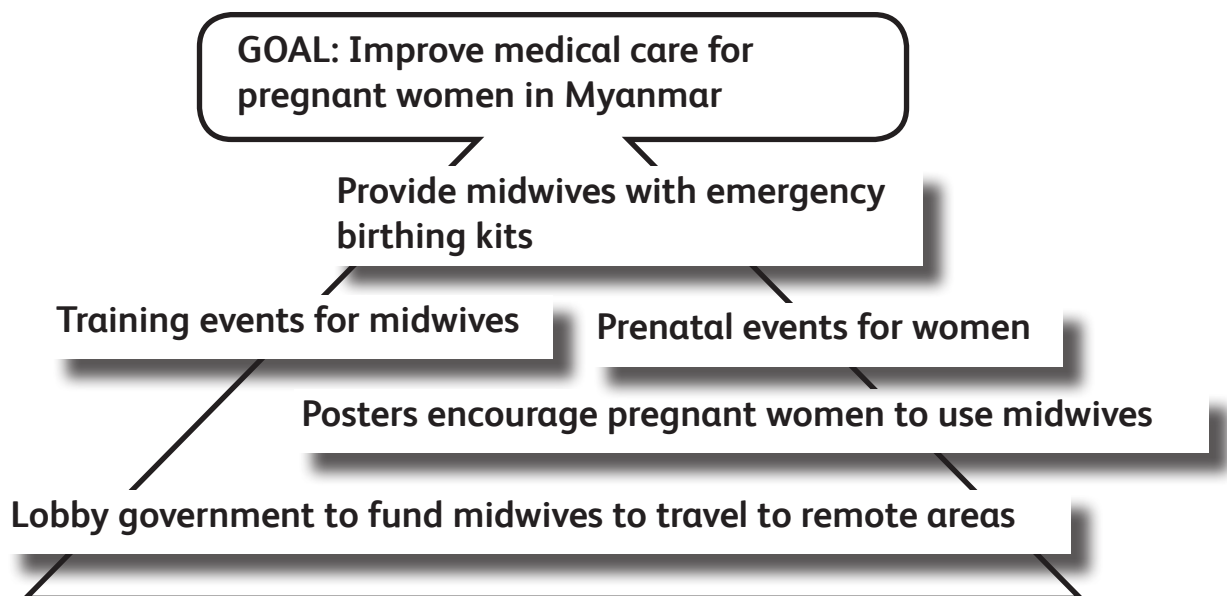
Monitor and manage the implementation

- Constantly check the progress of your plan
- Manage the key people and be mindful of deadlines
- Adjust your plan if necessary

Measure your success and evaluate your plan

- Has your action plan achieved the outcomes of your SMART goal?
- Was your action plan appropriate for your goals?

★ **EXERCISE B:** Look at the example plan below. What items do we need in order for it to become an action plan? In pairs, make notes of how you might do this.



★ **EXERCISE C:** Use the action plan chart in Resource 4.D to create an action plan for an imaginary project. Alternatively, you can use it for your current work and study activities.

Additional Activity

In groups, you will imagine that you work in an adventure travel company. At the company, you receive a request from a rich client (the teacher). The client wants to eat an egg at the top of Hkakabo Razi. You have two minutes to question the client before preparing the action plan. Share your action plan with the teacher and the other groups.

Implementation and follow-up



To check their understanding, you can ask the following questions:

- Why should we monitor the implementation of the action plan?
- When do you know that you achieved your goals?

★ **EXERCISE B:** Students look at the example and determine what items are needed in order for it to become an action plan. Then, they will make notes on how they might do this. **Answers:**



Needed items are:

- Deadlines
- Resources
- Owner: who will do what
- Risks and challenges

★ **EXERCISE C:** Students use the action plan chart in Resource 4.D to create an action plan for an imaginary project. Alternatively, they can use it for their current work and study activities. Students can work in small groups in the classroom and then share with the whole class. Alternatively, they can do it as homework.



Additional Activity

Divide the class in two or four groups for the activity. Each team has two minutes to question the client (you) before preparing their plan. Each group presents their plan to the client and to the other groups.

Directions for the client (teacher):

When answering the groups' questions, inform them that the client wants to eat an ostrich egg (only if they ask what sort of egg). The client wants the egg boiled (altitudes will make it difficult to reach the right temperature). They want to travel by helicopter rather than climbing (students may know this is impossible).

After presenting their plans, get students to reflect on the strengths and weaknesses. What could they have done better or differently?

If there's not enough time in class you can set this activity as homework.



Use this page for your notes.

UNIT 5

TAKING CONTROL

This unit will cover:

Session 1

5.1 Leadership: Meaning and styles

Session 2

5.2 Problem Solving and Decision Making: How to do it

Session 3

5.3 Conflict Resolution: Steps and tips

By the end of this unit, students will be able to:

- Analyze leaders' qualities and actions
- Distinguish leadership types
- Follow appropriate steps to effective problem solving
- Practice group decision making processes
- Distinguish between various types of conflict
- Evaluate conflict resolution strategies
- Reflect on their conflict management and resolution skills



Session 1

5.1 Leadership: Meaning and styles

Qualities of leaders



BRAINSTORM

A: Working in pairs, brainstorm and answer the following questions.



1. Name a leader

2. What qualities does this leader have?



ACTIVITY

B: In pairs, read the quotations below and list 10 qualities of great leaders in the chart on the next page. Add other qualities you know.



C: Once you have all 10, choose your top three to share with the class.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." - John Quincy Adams

"The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things." - Ronald Reagan

"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant." - Max DePree

"Presenting leadership as a list of carefully defined qualities (like strategic, analytical, and performance-oriented) no longer holds. Instead, true leadership stems from individuality that is honestly and sometimes imperfectly expressed." - Sheryl Sandberg

Session 1

5.1 Leadership: Meaning and styles

Qualities of leaders



BRAINSTORM A: In pairs, students will brainstorm about people they believe to be leaders and list the qualities that make them leaders. Give them time to discuss with their classmates to share perspectives on leadership.

Possible answers:

1. Name a leader

- Dalai Lama
- Aung San Suu Kyi
- General Aung San
- Ghandi

2. What qualities does this leader have?

- Determined
- Inspiring
- Committed
- Creative
- Honest
- Positive
- Confident
- Problem-solver

ACTIVITY B: In pairs, students read the quotations and list 10 qualities of great leaders and add other qualities they know. Allow time for students to read. You can read out loud. Provide examples and explanations, if necessary.



C: Once they have all 10, students choose their top three to share with the class.

Possible answers:



1. inspiring
2. support people
3. servant
4. visionary
5. honesty
6. confident
7. positive
8. committed
9. determinant
10. creative

DISCUSSION D: Students discuss, *Why do we want to understand the qualities of leaders? Possible answers:*



- Evaluate one's leadership skills
- Detect the right leader for the right tasks
- Follow the right/good leader

What makes a great leader?

ACTIVITY E: Students individually read the story of Nelson Mandela and determine aspects of his character that helped people see him as a leader.



F: In pairs, students identify the actions taken by Mandela that reflect our master list of leadership qualities.

1. Fought against the apartheid
2. Pushed hard for the congress and the protesters to follow Gandhi's non-violence approach
3. Mandela spent years in prison for equal rights.
4. Mandela was a strong force in keeping the calm and preventing a major civil war.

REFLECTION G: In pairs, students choose a well-known leader in their context or community and discuss the qualities and actions that make them leaders.

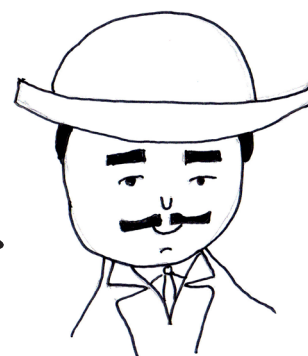


1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

DISCUSSION D: Why do we want to understand the qualities of leaders? As a class, discuss possible answers.

What makes a great leader?

Whether in business or in the community, there are many leaders. These people share qualities and skills that make people look to them for answers.



ACTIVITY E: Read the story of Nelson Mandela, and determine what aspects helped people see him as a leader.

F. Identify the actions taken by Mandela that reflect our list of leadership qualities.



- 1.
- 2.
- 3.

Nelson Mandela (Source: www.ducksters.com)

Nelson Mandela was a civil rights leader in South Africa. He fought apartheid, a system where non-white citizens were segregated from whites and did not have equal rights. He served a majority of his life in prison for his protests, but became a symbol for his people. Later he would become president of South Africa.

Mandela was born on 18 July, 1918 in Mvezo, South Africa. After his father died, he went to live with the chief of his community. He attended the College of Fort Hare and the University of Witwatersrand. Mandela got his law degree and connected with activists against apartheid.

Mandela became a leader in the African National Congress (ANC). At first he pushed hard for the congress and the protesters to follow Gandhi's non-violence approach. He started to doubt that this would work and started up an armed branch of the ANC. He planned to bomb certain buildings, but wanted to make sure that no one would be hurt. He was classified as a terrorist by the South African government and sent to prison.

Mandela would spend the next 27 years in prison. His sentence brought international attention to the anti-apartheid movement. He was released in 1990 because of international pressure. Once released, Mandela fought to end apartheid. In 1994, all races were allowed to vote in the presidential election and he won. Several times during the process, violence threatened to break out. Mandela was a strong force in keeping the calm and preventing a major civil war.

REFLECTION G: In pairs, choose a well-known leader in your context or community and discuss the qualities and actions that make them leaders.

Leadership actions



BRAINSTORM H: In pairs, look at these main leadership actions and add as many other leadership actions as you can think of.



Sharing a vision, a goal or a plan

Setting and celebrating goals

Offering ideas

Inspiring and encouraging others

Making suggestions and taking initiative

Helping make decisions

Listening to others

Helping others speak and share their ideas

Summarizing ideas, decisions and plans

Taking responsibility in tough or complex situations



Leadership actions



BRAINSTORM **H:** Working in pairs, students look at these main leadership actions and add as many other leadership actions as they can think of. Allow time for students to read or you can read out loud. Provide more examples, if necessary.

Leadership styles



★ **EXERCISE I:** Students work in pairs to match the leadership style with its definition. **Answers:**

- 1 = C
- 2 = F
- 3 = E
- 4 = A
- 5 = B
- 6 = D

))) **DISCUSSION J:** In small groups, students discuss the advantages and disadvantages of each leadership style. If you have enough time, write the answers on the board.



Prompt students to think about how different scenarios/situations may call for different styles.

💡 **REFLECTION K:** Students reflect on the style of a leader they know of and share with a partner.



Additional Activities

Students complete the chart “My Leadership Skills” in Resource 5.A to inventory and evaluate their leadership skills.

Then they use the “Leadership Action Practice” in Resource 5.B and plan how to improve their leadership skills.

These activities can be set as homework if there isn’t enough time in class.

Leadership styles

Different leaders have different ways of leading others. Hence leadership styles can be categorized in different ways.



★ **EXERCISE I:** Working in pairs, match the leadership style with its definition.



1. Authoritarian leadership

A. Acts as a father figure to followers and in return expects complete loyalty and trust

2. Democratic leadership

B. Uses reward (for good actions) and punishment systems

3. Laissez-faire leadership

C. Focuses on direct supervision and prioritizes the leader's vision

4. Paternalistic leadership

D. Aims to change the followers' thinking by challenging them and inspiring them

5. Transactional leadership

E. Leaves all decision-making power to followers

6. Transformational leadership

F. Prioritizes sharing decision-making with group members



DISCUSSION J: In small groups, discuss the advantages and disadvantages of each leadership style.



REFLECTION K: Choose a well-known leader in your context and write down some ideas about their leadership style. Share with a partner.



Additional Activities


Complete the chart "My Leadership Skills" in Resource 5.A to inventory and evaluate your leadership skills.

Then use the "Leadership Action Practice" in Resource 5.B and plan how to improve your leadership skills.


Session 2

5.2 Problem Solving & Decision Making: How?

Dealing with problems

 **REFLECTION A:** Think about when you have problems and reflect on how you usually solve them. Reflect individually and share with your partner.



 **ACTIVITY B:** One of Nelson Mandela's greatest skills was problem solving. In order for you to become a leader, you will need to learn how to solve a number of issues. It seems like a lot to accomplish, but let's look at it in a few easy steps.

Define the problem

- Make sure the appropriate members of your team understand the problem they face.
- Consider how quickly you need to act. What is the time-frame?

Determine the true cause of the problem

- This can be difficult because sometimes symptoms of the problems can hide the cause.
- Investigate thoroughly to understand the root of the issue.

Create a list of possible solutions

- Work with your team and brainstorm ways to fix the problem.
- You may need specialist support from a specific team member or an external expert.

Plan the solution

- Use your SMART goal outline to create action steps to accomplish your solution.
- Predict problems and risks that can arise throughout the steps.

Check to see how your plan is working

- You may have to revise your plan as problem solving progresses.

Communicate

- Share how your solution worked with others.
- If unpopular decisions were made, explain why they were needed.
- Thank those who have helped you accomplish your plan.

 **ACTIVITY C:** Working in groups, pick one of the following problems and follow the steps to solve it. Share as a class.



Problem 1: The annual water festival is coming and your store is staying open as usual. But your suppliers will close for a week's holiday.

Problem 2: You will finally get the new larger office your publishing team needs. Moving day is on the same day as the launch of your biggest book this year. The date - six weeks away - can't be moved as another team is moving into your old office.


Problem 3: Your team is coordinating the annual youth beach games. Five minutes before the opening ceremony there is a major tsunami warning, but the sea looks normal to you.


Session 2

5.2 Problem Solving & Decision Making: How?

Dealing with problems




 **REFLECTION A:** Students think individually about when they have problems and reflect on how they usually solve them. Then they share with a partner.

 **ACTIVITY B:** Allow time for students to read about problem solving or you can read out loud. Provide examples and explanations, if necessary. To check student understanding, you can ask:



- What is the difference between a problem and a symptom?
- What is the use of investigating the problem?
- How can you check your problem-solving progress?
- What is the purpose of communication in a problem solving process?

 **ACTIVITY C:** Working in groups, students pick one of the following problems and follow the steps to solve it. Then each group shares their answers.
Answers will vary.



Effective problem solving



Allow enough time for the students to read and understand the explanation.



REFLECTION D: Students think individually about when they have a problem and reflect on which of the above attitudes they might adopt. Then they share with a partner.



E: Students make a list of steps that can help them become better problem solvers. Give extra advice as needed.

Decision making at work



To check student understanding, you can ask ***What type of decision types applies to :***

- An unpaid electricity bill
- A new bus route
- A shortage of printing paper
- A non-functioning phone line
- A new market demand

Ingredients for good decision making



To check student understanding, you can ask:

- What are the advantages of sharing tasks?
- How should decisions be made?

Effective problem solving

In addition to following problem-solving steps and strategies, look at the attributes and attitudes of effective problem solvers:

- Know the difference between facts and opinions
- Are not fearful of being wrong or of making mistakes
- Work within the time-frame available
- Are flexible and often find more than one answer to the problem
- Have a 'can do' attitude
- Don't have an absolute, final and irrevocable solution to every problem
- Think about their thinking and review their solving problem method



REFLECTION D: Think about when you have a problem and reflect on which of the above attitudes you adopt. Share with a partner.



E: If you like the ideas and attitudes above but don't know how to adopt them in your own life, make a list of steps that can help you reach your goals. Share with a partner and work together to improve your lists.

Decision making at work

Decision making is a very common action that every person does daily. This could be: deciding what time to get up, what movie to watch, what career to follow etc. In the workplace there are three main decision types:

- **Routine decisions** are made when problems have clear policies or procedures to solve them. E.g. shortage of computers.
- **Adaptive decisions** are made when problems and their solutions are different to what is usually practiced. E.g. changing working time, new work positions or systems, new supplier
- **Innovative decisions** are made when problems are unclear and unusual and require creative solutions. E.g. you have problems with new products.

Ingredients for good decision making

Depending on the situation, you will have to make different types of decisions. Regardless of the decision type, there are some methods that can be helpful in the process of decision making.

- Follow a systematic process (for example: Dealing with problems in 5.2B)
- Share the decision-making tasks and use your team members' strengths
- Brainstorm alternative decisions and consequences
- Be objective: don't get emotionally attached to a particular decision, when it may not be the best

ACTIVITY F: Pick two of the following scenarios and follow the steps to solve them, while adding ingredients for good decision making. Each group will share their solution and process.

Scenario 1: You are in a team that needs to choose a new goods supplier for your company. Each member of the team is from a different department of the organization and you have different opinions. One team member wants you to appoint her aunt's firm.

Scenario 2: Money is gone missing from your petty cash. Four of you suspect a fifth team member. This suspected team member is hard-working but has been open about their financial difficulties. How will the four of you deal with this situation?

Scenario 3: A fire breaks out in the school where you work. Half of the staff panic and escape, leaving three of you to move children from six classrooms to safety. Students range in age from eight to 14 years and you have about 20 minutes before the roof collapses.

Additional Activity

In the same groups, reflect on the following questions:

- What is the hardest part about decision making?
- What are the advantages or disadvantages of group decision making?





ACTIVITY F: In groups, students pick two of the following scenarios and follow the steps to solve it while adding ingredients for good decision making. Each group will share their solution and process.



Additional Activity

In the same groups, students reflect on the following questions:

- What is the hardest part about decision making?
- What are the advantages or disadvantages of group decision making?

Session 3

5.3 Conflict Resolution: Steps and tips

What is conflict?



BRAINSTORM

A: Students think individually about words that come to their minds when they hear the word conflict. Then they will share with a partner.

Allow time for students to read or you can read out loud. Provide more explanation and examples, if necessary.



ACTIVITY

B: In pairs, students identify the types of conflict for the scenarios.



CONFLICT	TYPE OF CONFLICT
1. Two roommates argue about who last cleaned the kitchen.	Interpersonal
2. A graduate decides whether or not to continue schooling.	Intrapersonal
3. Members of an NGO disagree on the best way to solve a sanitation issue.	Intragroup
4. Two ethnic groups disagree about a land border.	Intergroup
5. America and Mexico disagree on how to control illegal immigration.	Intergroup
6. A student decides whether to save her money or purchase a new shirt.	Intrapersonal
7. Two taxi drivers argue about who entered the intersection first.	Interpersonal
8. Members of a local community group argue about the issues they want to fundraise for.	Intragroup

Session 3

5.3 Conflict Resolution: Steps and tips

What is conflict?

BRAINSTORM A: When you hear the word conflict, what are the first words that come to your mind? Think individually and then share with a partner.



Conflict is when two or more people want different things. You may have a conflict with your friends, parents, classmates, and co-workers. You can even have conflict within yourself. Sometimes you will be caught in a conflict by supporting a friend or family member. Conflict is all around us and is hard to avoid.



Types of Conflict:

- Within a person = intrapersonal
- Between people = interpersonal
- Within a group = intragroup
- Between groups = intergroup

ACTIVITY B: Working in pairs, identify the types of conflict for the scenarios below.



CONFLICT	TYPE OF CONFLICT
1. Two roommates argue about who last cleaned the kitchen.	
2. A graduate decides whether or not to continue schooling.	
3. Members of an NGO disagree on the best way to solve a sanitation issue.	
4. Two ethnic groups disagree about a land border.	
5. America and Mexico disagree on how to control illegal immigration.	
6. A student decides whether to save her money or purchase a new shirt.	
7. Two taxi drivers argue about who entered the intersection first.	
8. Members of a local community group argue about the issues they want to fundraise for.	

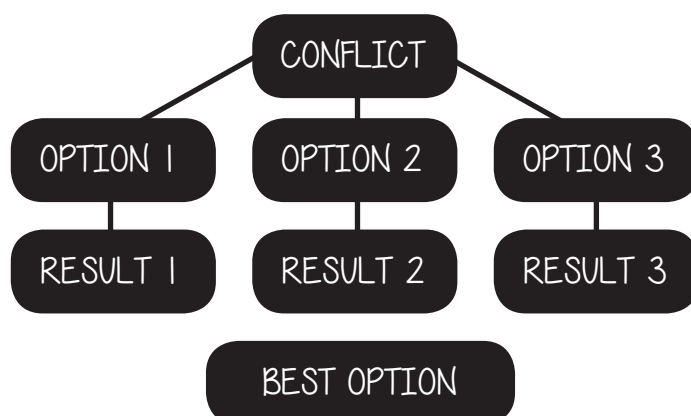
Finding the appropriate solution

It might seem difficult to find the right solution while in conflict. It is important to think carefully and choose the most appropriate solution.



The following questions will help you think and carefully choose the appropriate solutions

- What is the conflict?
- What are the realistic options to resolving the conflict?
- What are the consequences to the above options?
- What is the most appropriate solution to the conflict and why?



ACTIVITY C: Pick two of the following conflict scenarios and answer the questions above to find the best solution for each of them. Use the chart to help you mind map your choices. Work in groups and then share with the class.

Scenario 1: You arrive early to get a good seat at a school game. You leave your jacket in a great spot to reserve your seat. When you return, your jacket is on the floor and someone is in your chosen seat.

Scenario 2: Your friend borrowed your library card six months ago. Now you are charged with a 20,000 MMK fine for lost books. Your friend refuses to pay the fine.

Scenario 3: Your neighbor accuses you of throwing rubbish in front of their house and wants to call the township authorities. Your neighbor does not believe that you are innocent.

Scenario 4: You own a grocery store. A customer accuses you, in front of other customers, of selling her bad food and causing her to get sick a few days earlier.

Finding the appropriate solution



Explain the chart to the students and the importance of comparing the conflict resolution options/ strategies and their results/consequences.



ACTIVITY C: In groups, students pick two of the following conflict scenarios and answer the questions above to find the best solution for each of them. They can use the chart to help them to mind map their choices. Each group shares their solution for one scenario with the whole class.



Conflict management and resolution



To check student understanding, you can ask:

- Why is keeping an open-mind important when discussing a conflict?
- How can being specific help to resolve conflicts?
- Who should suggest solutions for the conflicts?
- What are the advantages of being empathetic?
- How should you finish the conflict discussion?

Conflict management and resolution

At times, you will have to deal with conflict in the workplace or within your team. Sometimes the conflict will involve you, and sometimes it won't. It's good to look at the steps to resolving a conflict, so you will be prepared



Discussion

Specifics

Impacts

Causes

Solutions

Agreement

1. Discussion:

- Go in with an open mind. Other people including you may be the cause of the issue. Be ready to listen and revise your opinions.
- Start a discussion in a respectful manner.
- Use "I" statements, not "you" statements – e.g. "I've noticed you've been late with your project reports lately." NOT, "You are always late meeting your deadlines."
- Try not to place blame.

2. Be Specific (provide details):

- Use dates of incidents or missed deadlines.
- Show that you have been watching or monitoring the situation.
- Allow them time to explain, and show empathy.

3. Impacts:

- Make sure they understand how the conflict impacts you, the team, and the organization.
- Be careful if you mention that other people have said things about the conflict. It could make the situation worse.

4. Causes:

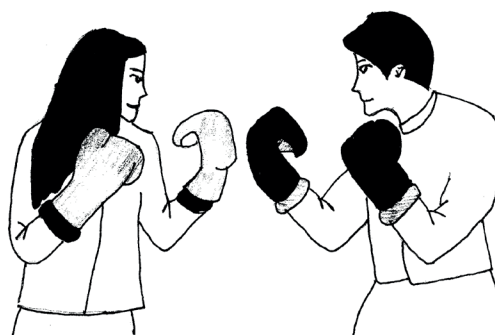
- Ask them the cause of the problem.
- Show empathy, but don't just excuse their actions.

5. Solution:

- Ask them for a solution (this creates accountability).

6. Agreement:

- Summarize what you have talked about.
- Agree on the actions that need to be taken
- End with positivity.



Control the discussion!

TOP TIPS!

Things to remember

It's important to make sure even during conflict that a person still feels like a member of the team and that they still have value. Keeping these three rules in your mind will help.

1. Listen and respond with empathy
2. Be involved; ask for the other person's opinions, ideas and thoughts
3. Maintain their self-esteem

Role play

ACTIVITY D: In pairs, pick two of the following conflict scenarios and simulate the conflict management and resolution steps. After the first scenario, switch roles.



Scenario 1: Two of your colleagues are having a verbal argument in your office. They are fighting over who is responsible for the tasks that the supervisor has just assigned to the three of you.

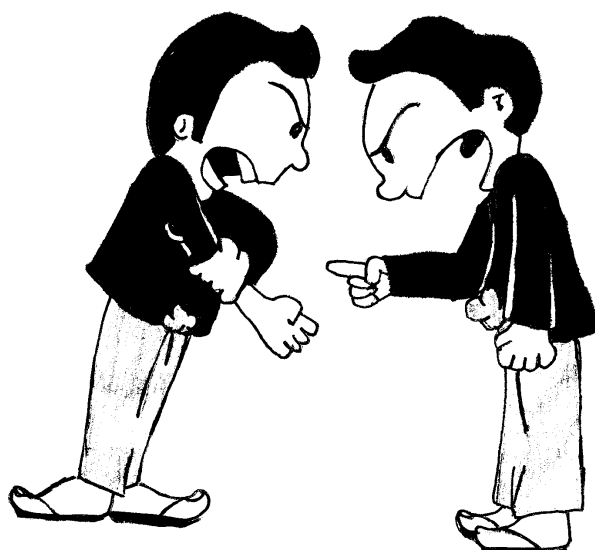
Scenario 2: Your supervisor informs you that he/she is unsatisfied with your performance. Your supervisor does not know that your performance is affected by an inefficient/ineffective colleague in your team.

Scenario 3: Your supervisee is not happy with the way you treat her. She feels you favor male employees when allocating the most interesting tasks.

REFLECTION E: Think about the conflict resolution simulation above and reflect on which strategies/steps you adopted/followed. Share with a partner.

Additional Activity

Think of an example of conflict from a film or TV show. Write down the steps you would follow to solve the conflict. Share with the class.



Role play



ACTIVITY D: In pairs, students pick two of the conflict scenarios and simulate the conflict management and resolution steps. After the first scenario, they will switch roles. You can invite two volunteers to simulate in front of the class.



REFLECTION E: Students reflect individually on the conflict resolution simulation and answer the questions:

- What was difficult about the conflict resolution?
- Which steps were challenging and why?
- How can you improve your conflict resolution skills/actions?

Additional Activity

Students think of an example of conflict from a film or TV show. They write the steps they would follow to solve the conflict. Have a few students share their ideas with the class.

If there is not enough time in class, you can set this activity as homework.



Use this page for your notes.

UNIT 6

TIME AND MONEY

This unit will cover:

Session 1

6.1 Time Management: How to be efficient

Session 2

6.2 Budgeting: How to manage money

Session 3

6.3 Budgeting for Fundraising: How to succeed

By the end of this unit, students will be able to:

- Plan their time effectively
- Plan key actions for efficient time management
- Reflect on their time management habits
- Categorize different types of expenses
- Explain the basics of money management
- Create and maintain a personal budget
- Plan how to finance a fundraising event



Session 1

6.1 Time Management: How to be efficient

What is time management?

BRAINSTORM A: In pairs, brainstorm and answer the questions:
What is time management? What is its importance for individuals and teams?

The most important skill you can have as a professional is time management. No matter what career field you go into, time management is necessary to accomplish your work. Time management refers to maximizing the 24 hours in a day. Before we talk about time management in the work place, let's look at how you manage time now.



ACTIVITY B: Complete this "Time Management Questionnaire Self-Assessment" by answering "Yes" or "No" to the following questions. Work individually.

QUESTION	YES/NO
1. Do you complete your assignments on time?	
2. Have you ever estimated how long it will take to read one chapter in each of your textbooks/novels?	
3. Do you begin working on long-term assignments at the beginning of the term?	
4. Do you make lists of things to do in your head, rather than writing/saving them on paper/in a planner?	
5. Do you participate in social activities (texting, social media, talking) even when you know you should be studying/working?	
6. Do you schedule time to study for exams?	
7. Do you know exactly what tasks you are going to do when you sit down to study/work?	
8. Do you do the assignments from your favorite class first?	
9. Do you do things at the last minute?	
10. Are you often on time?	
11. Can you balance working on several assignments at the same time?	
12. If you need to change to a higher priority task suddenly and come back to the previous task does this confuse you?	

REFLECTION C: Reflect on your time management habits. What could you do to improve?

Session 1

6.1 Time Management: How to be efficient

What is time management?



BRAINSTORM

A: In pairs, students brainstorm and answer the questions: *What is time management? What is its importance for individuals and teams?* Possible answers:

1. Time management is planning and monitoring time use for specific activities
2. Time management is important because it helps:
 - The accomplishment of tasks in the determined time frame.
 - Increase effectiveness and efficiency.
 - Adequate task sharing between group members.



ACTIVITY

B: Students individually complete the “Time Management Questionnaire Self-Assessment” by answering “Yes” or “No” to the questions. **Answers will vary according to students’ time management habits.**



REFLECTION

C: Students think about their time management habits. If necessary, encourage them to consider what their strengths and weaknesses are. How could they improve?




Key Elements

To check their understanding you can ask the following questions:

- What is the relationship between clear vision and time management?
- What is the use of setting priorities?
- What is procrastination?




 **REFLECTION** D: Students answer the questions individually.
Answers will vary.

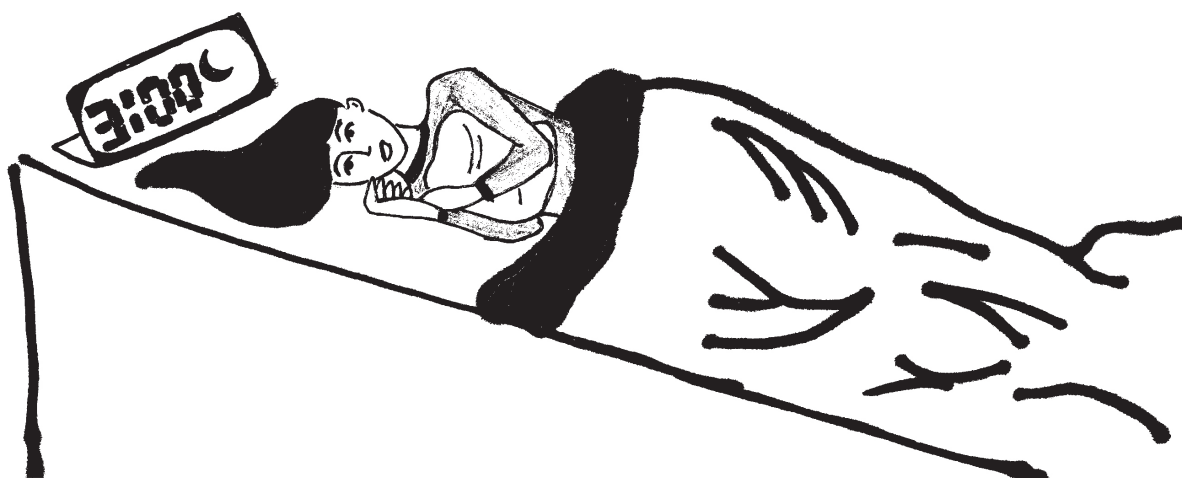


Key Elements

The basic idea of time management is to accomplish as much as you can with the time that you have. It is also one of the major keys to success. Achieving this is not as easy as it sounds. Let's look at the five key elements of good time management.

1. **Have a clear vision:** Know your goal. Know the steps to achieve that goal and keep them in mind when you are planning your day. Ask yourself what needs to be accomplished and make sure that you are using your time wisely.
2. **Know your priorities:** A lot of time can be wasted while you try to decide what needs to be accomplished. Consider which tasks are most important and need to be done first.
3. **Focus on value:** Remember it is not the quantity of work you accomplish, but the quality of work you accomplish. Rushing through tasks will cause your work to have errors. Remember that learning comes from experience, so take the time to experience things.
4. **Know when to say "No":** You need to know when to say "no." For example, if your boss asks you to go to a meeting that isn't really relevant, explain politely that you are working to meet a tight deadline and need the time you would be in the meeting to deliver a really strong piece of work. Try to reach an agreement your boss is happy with and that allows you to finish the work.
5. **Fight procrastination:** Every second you waste is a second you can never get back. Keep that in your mind. Don't push tasks aside and do now what can be done now. Everyone suffers from procrastination. It is not a good habit. But, it can be broken. Set a time frame for each task, and focus on having it completed within a certain time period. *Procrastinating is quite different to allowing yourself time to think and plan instead of rushing into a task. Preparing, planning and prioritising will save you time later.*


 **REFLECTION D:** After reading the elements of good time management, think individually and answer the following questions. *Which elements of good time management do you usually practice? Which do you need to improve and how?*



Improving time management

Once we know where our time goes, we need to decide how to get more out of the 24 hours a day we have. Here are some tips:

1. **Time limits:** Remember that work will take as much time as you allow it to. Set a time limit to complete tasks so you can move on to other tasks. Not just projects, but daily tasks as well. Example: I will study for one hour.
2. **Take breaks:** Your brain will work better if you give it a rest. Work in 1 hour blocks (50 minutes + 10 minute break).
3. **Peak times:** Do boring tasks and more difficult tasks during your high energy and peak concentration times. Leave fun and easier work for low-energy times. Save non-academic tasks (for example, shopping, cleaning) for times in the day when you are really low on energy.
4. **Fill gaps:** Have small tasks (for example, learning vocabulary) on hand so you can make full use of your time (for example, waiting in line).
5. **Prioritize:** Prioritize by listing the tasks for the week and each day in order of importance. Finish the most important tasks first. Make a To-Do list to keep your tasks in front of you.

 **REFLECTION E:** After reading the time management tips, answer the following questions. Work individually.

- *When during the day do I have the most energy and concentration?*
- *When do I have the least distractions?*
- *What time maximization habits do I have?*
- *What do I do in empty moments?*
- *Do I keep to-do lists and checklists?*

 **ACTIVITY F:** In groups, read the case study and answer the questions.



CASE STUDY

Mung Myat has an important political science test on Tuesday. He spends the weekend at the beach participating in a yoga workshop. Here is what he did on Monday:

Mung Myat gets up early and eats breakfast. He catches the bus and goes to school. He attends his first class and then has a 30 minute break. During his break, he walks to the convenience shop and buys a snack. He returns to school for his next class. He has an hour break for lunch and goes to a tea shop with his classmates. He returns to school for his last class and is out of the gate by 3pm. After school, he and his friends hang out at the park for two hours. Mung Myat then goes home and picks up dinner on his way. After he eats, he sits down to study at 7pm, but by 8pm, he is watching a movie on his computer. The next day, Mung Myat fails his political science test.

1. *How does Mung Myat manage his time well?*
2. *How does he manage his time poorly?*
3. *How can he improve?*

Improving time management

Allow time for students to read or you can read out loud. Provide examples and explanations, if necessary. To check their understanding you can ask the following questions:



- What is the use of taking breaks?
- What is peak time?
- What tools can you use to plan your time and prioritize your tasks?
- What other examples can you add to the “fill gaps” tip?



REFLECTION E: Students individually answer the questions.
Answers will vary.



ACTIVITY F: In groups, students read the case study and answer the questions. **Possible answers:**



1. How does Mung Myat manage his time well?
 - Attends his classes on time
 - Takes breaks and exercises
 - Eats regularly
2. How does he manage his time poorly?
 - Studies for the exam at the last minute
 - Does not plan his time to allow enough time for study
 - Does not set priorities
3. How can he improve?
 - Understand that he needs to study outside school hours
 - Know his priorities
(Work before yoga, socialising, films)
 - Make a list with order of importance
(Work before yoga, socialising, films)
 - Use a to-do list
 - Say no to his friends when he doesn't have time to hang out
 - Buy his meals in advance and bring them to school
 - Give up part of his lunch break for study



DISCUSSION

G: In small groups, students discuss. Then share as a class.

Possible answers:



1. Factors leading to good time management:

- Planning time
- Setting priorities
- Reducing interruption
- Overcoming procrastination

2. Factors leading to bad time management

- Doing things in a hurry
- Missing deadlines
- Lack of motivation and interest
- Not taking breaks
- Too much multitasking

Additional Activities

- Using the ***“Daily and Weekly Schedule”*** in Resource 6.A, students record their activities for the week.
- Students use the worksheet ***“Where Does the Time Go?”*** in Resource 6.B to look at where their time goes.
- Students use ***Time Management Self-Assessment*** in Resource 6.C to understand how the decisions they make each day relate to time management.
- Students highlight areas that need to be improved. Then they list three ways they are going to improve their time management.

If there isn't time for these activities in class, they can be set as homework.

DISCUSSION G: In groups, discuss the factors leading to good and bad time management. Write in the boxes.



Good time management

Bad time management

Additional Activities

- Using the *Daily and Weekly Schedule* in Resource 6.A, record your activities for the week. Look at where your time goes.
- Use the worksheet *Where Does the Time Go?* in Resource 6.B to look at where your time goes.
- Use *Time Management Self-Assessment* in Resource 6.C to understand the decisions you make each day with regard to time management.
- Highlight areas that need to improve. Then list three ways you are going to improve your time management.



Session 2

6.2 Budgeting: How to manage money

What is budgeting?

MIND MAP A: Think about the meaning of *budgeting* and mind map all the words that come to mind. Work in pairs.

Some career fields will require more active budgeting activities than others. But thinking about costs is always important. Every individual has to perform budgeting activities in his or her personal life, be it doing your monthly accounts or saving for the future.



BRAINSTORM B: Brainstorm all situations when you have needed to budget.

Whether you have decided to open your own business, join the workforce, or start a new project, there will be times when you need to create and maintain a budget.

A budget is a spending and savings plan based around a specific amount of money. For a project or business, people will want to know where the money is going and how it will be used before joining your project. Budgets also outline activities, provide an explanation of costs, and give a way for you to check your progress.

How to create a budget

Budgets for your personal life, small business or work project, have some steps in common that you need to follow:

How much money do you have?

- Income – personal budget
- Start-up capital – small business/long-term community project
- Project budget – NGO/corporate

Make a list of expenses

- Categorize your spending (Facility costs, travel, payroll)
- One-time payments

- Ongoing payments (fixed and variable)
- Emergencies (one-time, situational)

Keep track of your spending

- Use a spreadsheet or ledger and record every expense from the electric bill to the pens you purchased.
- A budget is only useful if it is accurate.

Session 2

6.2 Budgeting: How to manage money

What is budgeting?



MIND MAP

A: In pairs, students mind map the meaning of “budgeting” and mind map all words that come to mind. **Possible answers:**

- Accounting
- Buying and selling
- Saving and spending
- Borrowing and lending



BRAINSTORM

B: Students brainstorm situations when they needed to budget.

Possible answers:

- When buying things
- Planning their monthly expenses
- At work
- For their studies



Provide examples and explanations, if necessary. To check their understanding, you can ask the following questions:

- When do you create and maintain a budget?
- What elements do you see in a budget?



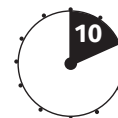
How to create a budget

Allow time for students to read or you can read out loud. Provide examples and explanations, if necessary. To check their understanding you can ask the following questions:

- What can be included in your capital?
- What are some examples of expenses?
- How should you track the expenses?



★ **EXERCISE C:** In pairs, students look at the list of expenses and decide which expense belongs in which category . **Answers:**



CATEGORY	ITEM
Materials	Paper Pens
Equipment	Purchasing a photocopier Laptops Chairs and tables
Travel	Bus ticket Renting a truck Taxi fare
Payroll	Hiring an IT officer Hiring an accountant Managers' salaries
Operational costs	Phone bill Electricity bill Office rent Goods delivery service

Allow time for students to read or you can read aloud. Provide examples and explanations, if necessary. To check their understanding you can ask the following questions:

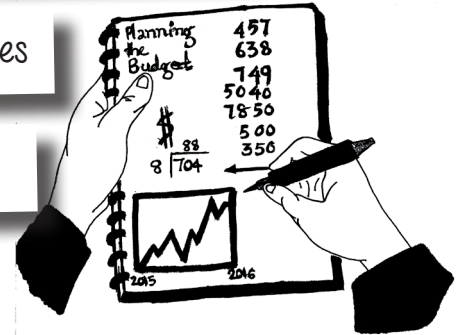
- What is the difference between fixed and variable expenses?
- Can fixed and variable expenses be one-time payments?



★ **EXERCISE C:** Look at the expenses below and decide which expense belongs in which category. Work in pairs.



1. Paper
2. Bus ticket
3. Hiring an IT officer
4. Purchasing a photocopier
5. Phone bill
6. Hiring an accountant
7. Pens
8. Electricity bill
9. Laptops
10. Chairs and tables
11. Managers' salaries
12. Renting a truck
13. Office rent
14. Taxi fare
15. Goods delivery service



CATEGORY	ITEM
Materials	
Equipment	
Travel	
Payroll	
Operational costs	

Understanding types of expenses:

One-time payments are for payments that you will only make once. For example, when you purchase a bike, you make one payment.

Ongoing payments are payments that you make every month. Ongoing payments may change every month, or remain the same:

- **Fixed expenses** are the same amount each month for an agreed period, e.g. office rent.
- **Variable expenses** are bills that need to be paid every month, but the amount changes. Your electric bill will change in the hotter months if you run the air conditioning unit. You may not use the same amount of paper each month. However, you can generally estimate the cost by taking a three-month average.

★ **EXERCISE D:** Look back at the list of expenses and determine whether they are one-time or ongoing. If they are ongoing, are they fixed or variable? Work in pairs and share with the class.

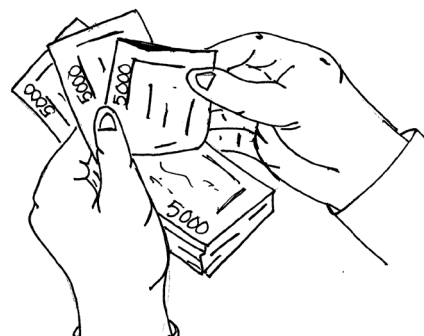
ONE-TIME	ONGOING	
	FIXED	VARIABLE

Practice

👤 **ACTIVITY E:** Fill in the table to create your personal budget for your own or your family's expenses for the last month. Then answer the questions.

- What is your total saving or deficit?
- How many fixed expenses and how many variable expenses do you have?
- Are you spending more than you are gaining?

PERSONAL BUDGET	
BUDGET PERIOD:	
INCOME:	
TOTAL EXPENSES:	
ONE-TIME:	
FIXED:	
VARIABLE:	
TOTAL SAVINGS /	
DEFECIT	



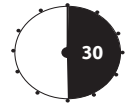
★ **EXERCISE D:** Students look back at the list of expenses and determine whether they require one-time or ongoing payment. If they are ongoing, are they fixed or variable?. **Answers:**



ONE-TIME	ONGOING	
	FIXED	VARIABLE
Purchasing a copier Laptops Chairs and tables	Pens Paper Hiring an IT officer Hiring an accountant Managers' salaries Office rent	Bus ticket Renting a truck Taxi fare Phone bill Electricity bill Goods delivery service

Practice

👤 **ACTIVITY E:** Students fill in the table to create a personal budget for their own family's expenses for the last month. Then they answer the questions below:



- What is your total saving or deficit?
- How many fixed expenses and how many variable expenses do you have?
- Are you spending more than what you are gaining?

If there isn't time for these activities in class, they can be set as homework.

Session 3

6.2 Budgeting for Fundraising: How to succeed

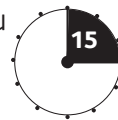
Fundraising budgets



MIND MAP A: In pairs, students brainstorm the meaning of “fundraising” and mind map all fundraising activities they know. **Possible answers:**

- Fundraising is collecting voluntary contributions of money or other resources, by requesting donations from individuals or organizations
- Fundraising activities: Food sales, competitions with prizes, raffles, auctions, online fundraising (e.g. crowd-funding)

Provide examples and explanations, if necessary. To check their understanding, you can ask the following questions:



- What is the difference between a normal budget and a fundraising budget?
- Why is time considered to be an expenditure?
- What can cause expenditure to be higher than revenue?

Session 3

6.2 Budgeting for Fundraising: How to succeed

Fundraising budgets

 **MIND MAP** A: Think about the meaning of *fundraising* and mind map all the activities and examples that come to mind. Work in pairs.



You want to put together a fundraising event to benefit an organization. This budget is a little different. Instead of just tracking money going out, you also need to track money coming in and figure out how to increase the money coming in. Building a budget for fundraising requires you to look at three different things: *expenditures*, *anticipated revenue*, and *funding requests*.

Expenditure:

- **Direct costs** are those things that you pay to hold the event (concert/cultural activities etc.).
- **Indirect costs** are things like payroll and office operations (equipment/staff etc.). These things are required to complete the project, but aren't part of the event.
- **Time** is costly if you are renting equipment. Don't forget to include the time you will need for the things you are renting. Time you and your team spend on organizing the event should also be counted.

Anticipated Revenue:

This is the money you expect to make from your event. It needs to be higher than your expenditures. That's how you raise money. We call it anticipated because we cannot be 100% sure of the costs and profits, but we can make an informed estimate. If expenditure is higher than revenue, it means that the event did not serve its fundraising purpose.

Funding Requests

To keep costs down, you could ask people to donate their time, money, and services in order to help you raise money for your cause/project. They might want recognition for helping you out, so you will need to find a way to recognize their partnership with you.





ACTIVITY B: In groups, look at the scenario below and add more ideas.



Imagine, you want to have a concert to raise money for your new project. Let's look at the things we will need to consider for putting on a concert.

Expenditure:

These are the things you know you will have to spend money on. Here are some expenditures you might want to include: Venue, licensing, performers, sound system, security, first aiders, toilets, tables and chairs, catering, merchandise, advertising, wristbands, clean-up after the event, your own team's contribution...

Profits:

How much ARE you going to make, anyway? To figure this out, you will need to estimate how many people will come and actually pay. Then set a ticket price for your event.

How much would you pay to attend your event? Would more people come if the concert was 3,000 kyats than if it was 5000 kyats? Or would they be just as likely to pay 5,000 kyats for the concert. If so, choose the higher ticket price and raise more money for your organization.

Think about other ways to generate money. Selling food and drinks, t-shirts or other merchandise to promote your event may increase your profit, or it may just increase risk of loss (unsold food and drink, merchandise that dates quickly) and require more expenditure!

Sponsors:

If you don't have the available funds to put on a concert yourself, you will need sponsors. This can be anyone willing to donate money to your cause, from a big corporation to the local grocery store.

If you want sponsors, you will spend a lot of time talking to people, and should be prepared for rejection. However, if you don't have money and someone offers you some, it's all worth it.

Sponsors won't always offer money. It is more likely that you convince them to donate a service that they already provide, rather than money. Even discounting the service you're paying for helps your budget. Make sure you target some sponsors who can help you get what you need to put on the concert. If you are really good at it, you can get your whole event paid for or service provided by sponsors.

Think about who could help you put on your event, and then think about what you have to make the offer attractive to them. What could convince someone to sponsor your event? They might be interested in:

- Free advertising on your fliers, t-shirts, or at the event
- A chance to sell something at your event
- Improving their image by association
- Press coverage from the event

Before you approach an organisation, think about what they do and whether you want to be linked to them. For example, if they produce T-shirts in a factory with notoriously poor conditions and your organisation promotes women's rights at work then it may not be a beneficial partnership for you.

Be careful of promising a sponsor anything you can't be 100% sure you can deliver. Have a contract or Terms of Reference to make the partnership clear.

**ACTIVITY**

B: In groups, students look at the scenario and add more ideas. To check their understanding you can ask the following questions:

- What are other ways to generate income in addition to the main event?
- What can sponsors offer?
- What are the risks/difficulties when choosing a sponsor?



**ACTIVITY**

C: In pairs, students brainstorm all the things they need to put on a concert. They will complete the list of possible expenditure, revenues, and funding.



Possible answers: the cost will depend on your area and type of concert.

If there isn't time for these activities in class, they can be set as homework.

EXPENDITURE	Est	Actual
Venue		
Band		
Licensing		
Sound system		
Security		
Toilets		
Tables		
Chairs		
Advertising		
Your time		
Staff		

REVENUE	Est	Actual
Tickets		
Food		
Drinks		
T-shirt		
Hats		
CDs		

FUNDING	Est	Actual
Catering services		
Loan		
Free venue		

UNIT 7

ENTREPRENEURSHIP

This unit will cover:

Session 1

.....
Entrepreneurship: Meaning and approaches

Session 2

.....
Entrepreneurship: Opportunities and risks

Session 3

.....
Entrepreneurs: Who are they?

Session 4

.....
The social enterprise: How does it work?

Session 5

.....
Social enterprise: Idea, vision and mission

Session 6

.....
Social enterprise: Profits and funding

Session 7

.....
Social enterprise: SWOT and marketing

Session 8

.....
Social enterprise: Business plan

By the end of this unit students will be able to:

- Explain the meaning of and approaches to entrepreneurship
- Identify the opportunities and risks in entrepreneurship
- Reflect on their entrepreneurial potential
- Get familiar with how a social enterprise functions
- Practice persuasion and negotiation skills for funding requests
- Analyze their entrepreneurship project using the SWOT analysis tool
- Select appropriate marketing techniques
- Develop and evaluate a social enterprise business plan





Use this page for your notes.

Session 1

7.1 Entrepreneurship: Meaning and approaches

What is entrepreneurship?



BRAINSTORM

A: Students look at the word cloud and brainstorm the meaning of “entrepreneurship. Work in groups. Answers will vary. You can write some of the definitions on the board.



Definitions



EXERCISE

B: Allow enough time for students to read the definitions.

Explain to students that entrepreneurship can be defined from the different perspectives. The generic definition is: Designing, launching, and running a new business offering a process, product or service.



Session 1

7.1 Entrepreneurship: Meaning and approaches

What is entrepreneurship?



BRAINSTORM A: Look at the words and brainstorm the meaning of “entrepreneurship.”



Work in groups.

Freedom Responsibility Creation Business Ideas Leadership Small
Profit Wealth Success Flexibility Merit Control Innovation
Plan People Autonomy Risk Motivation Money Enterprise

Definitions



EXERCISE B: Read the following definitions of entrepreneurship and write your own definition. Then share with a partner.



Entrepreneurship is the process of designing and running a new business that offers a product, process or service and makes a profit. It is about the ability and interest to develop and manage an enterprise assuming all risks and rewards.

Entrepreneurship is recognizing the right opportunity and finding resources to pursue the opportunities while taking risks when exploiting those opportunities.

Entrepreneurship entails creative initiatives when starting a business and creative solutions when taking risks. It's about innovation in ideas, resources, processes and strategies.

Entrepreneurship involves adjusting to changes in the economy. It's the ability to adapt and act on actual market needs and demands.

Entrepreneurship is the ability to lead processes, make judgments and commit to decisions. It's about planning and articulating a set of rules and a vision. It involves the ability to act on them and make decisions, even during uncertain circumstances.

Entrepreneurship is...

Approaches to entrepreneurship

There are many different models of entrepreneurship. How an enterprise is run depends on the motives behind its creation as well as the interests of the entrepreneur and customers.



ACTIVITY C: Read the stories of these four entrepreneurs to learn more about different examples of entrepreneurship.

A family business

I feel I have been an entrepreneur since I was a child. I grew up helping my parents to run our family restaurant. All my family members worked at the restaurant. We shared tasks and made decisions together. The business sustained all of us and we did not have to worry about finding jobs elsewhere. However, there were times when we had few clients and income was not enough. This was worrying because we didn't have any other sources of income besides the restaurant. After my graduation I decided to take over the management of my parents' business because it allows me to spend a lot of time with my family and work together with them as a team. The harder we work, the better it is for the business, and of course, for the family. Everyone in the community likes our food and we have loyal customers who come to sustain our family business.



Innovative solutions

I decided to start my business when my phone broke and I could not find any place or anybody to repair it for me. There wasn't a repair shop in my town so I got the idea to open one. So I borrowed money from my family to open a shop and hired two employees who could repair phones. We started receiving a lot of clients. Many of them came from far away. This was my opportunity to expand. This was how I opened my second shop on the other side of town. Three years later, I now have five shops and 23 employees. Next month I will travel to a city nearby to explore how to expand my business there. I like creating job opportunities for others and enjoy seeing my business grow and generate more money. However, since I started my business I have to work very hard for many hours every day. I don't have very much time to spend with friends and family.



Approaches to entrepreneurship



ACTIVITY C: If necessary read the case studies aloud. Mention that Entrepreneurship can be categorized in other types.



A family business

Possible discussion questions:

- Do you know of any family businesses in your area?
- Can you share some of their experiences?
- What might be some disadvantages of a family working together?

Innovative solutions

Possible discussion questions:

- What challenges are faced when a business tries to grow?
- Can you give examples of similar businesses in your area?
- Can you think of any service or product that is missing in your area that could mean a good business opportunity?

Working freelance

Possible discussion questions:

- What are some other examples of freelance work?
- Do you think you would like doing freelance?
- What characteristics do you think are needed to succeed as a freelancer?

A social enterprise

Possible discussion questions:

- How is a social enterprise different from a normal business?
- What other ways can a social enterprise 'give back' to society?
- Can you think of some types of business that are suitable for social enterprise?



DISCUSSION C: Student discuss in groups. Then share as a class if you have time.

What do these entrepreneurship types have in common?

Possible answers:

- flexibility, independence, risk, responsibility, business, freedom
- They all require some risk taking but allow freedom in decision making.



What are the advantages and disadvantages of each entrepreneurship type?

- Answers will vary.

	ADVANTAGES	DISADVANTAGES
A family business	<ul style="list-style-type: none">• Spending time with family• Family members may understand each other easily• Chances of stability as it brings the family together• Train younger generations of family in valued skills• Family's support• Secures family business in the future	<ul style="list-style-type: none">• All the family depends on one single source of income• Poor performance may be tolerated since it mixes business and feelings• There might be competition between family members• Conflict in the business because of family issues
Innovative solutions	<ul style="list-style-type: none">• Might become successful very quickly if the model is functional and ideas are original• Create job opportunities for others	<ul style="list-style-type: none">• Working long hours• Might fail if the model is not viable
Working freelance	<ul style="list-style-type: none">• Flexible hours• Control and choice over jobs and clients• All profit is kept	<ul style="list-style-type: none">• Not steady/reliable workload• Mixes work and personal time• Risk of not getting paid
A social enterprise	<ul style="list-style-type: none">• Creates jobs for others• Brings social benefits if the mission is good• It might be easier to raise capital, or get support and promotions because of its positive social impact	<ul style="list-style-type: none">• People depend on the business; if it fails, it would affect many people and the social programs it supports

Additional Activity

Suggest students meet entrepreneurs with different styles or attitudes. This helps gain wider perspectives. Encourage them to conduct long interviews and write down their reflections

Working freelance

For 20 years, I was a government-employed teacher. I enjoyed teaching and spending time with children. However, I never liked the fixed schedules I had to follow. I was not able to do many other activities because they did not fit into my busy schedule. I finally decided to quit my job and use my professional skills to work on a freelance basis. I offer tutoring classes and translation services. It took me a long time to build a network with other freelancers and work providers. When I need money, I work very hard and accept more work opportunities. When my savings are high, I work less. This way I have time to spend with my family and friends and practice my hobbies of reading and painting.



A social enterprise

After graduating from art school, I went back to my village because I wanted to stay with my family. My village is poor and there are no jobs. I needed a job and I wanted to do something for my community. When a friend from Yangon came to visit, she was fascinated by the fabric and clothing in my village. She encouraged me to sell them in Yangon. This is how I decided to start a social enterprise. My friend lent me money to buy fabric and hire three women to make traditional clothes. She was very helpful in commercializing the products Yangon. The business has been successful and now 40 women work with us. We use the income to pay salaries and cover expenses. The profit is used to train other women and start small businesses in the village.

DISCUSSION C: Discuss and answer the following questions. *What do these examples of entrepreneurship have in common? What are the advantages and disadvantages of each example?*

	ADVANTAGES	DISADVANTAGES
A family business		
Innovative solutions		
Working freelance		
A social enterprise		

REFLECTION D: Make a list of examples of entrepreneurship in your context and categorize them according to the four types. Then share with a partner.


Additional Activity

Choose one example from each entrepreneurship type in your context and interview the entrepreneurs to learn more about the particularities of each type.

Session 2

7.2 Entrepreneurship: Opportunities and risks

Why entrepreneurship?

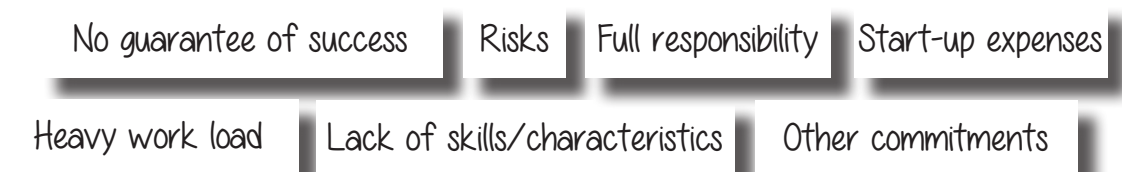
 **MIND MAP** A: Complete the mind maps by answering the questions. Look at the word clouds for inspiration.



What is appealing about entrepreneurship? What are the reasons for which people start entrepreneurial activities?




What are some drawbacks of entrepreneurship? What are the reasons for which people don't get involved in entrepreneurship activities?



Session 2

7.2 Entrepreneurship: Opportunities and risks

Why entrepreneurship?

 **MIND MAP** **A:** To complete the mind maps, students look at the word clouds and answer the questions. Work in groups. Students can use entries such as: personal life, career, health, family.



1. What is appealing about entrepreneurship? What are the reasons for which people start entrepreneurial activities? **Answers will vary**
2. What are some drawbacks of entrepreneurship? What are the reasons for which people don't get involved in entrepreneurship activities? **Answers will vary**

Entrepreneurship opportunities



ACTIVITY B: Students work in pairs, read the case studies and list the reasons why entrepreneurship could be a great life path. Allow enough time for students to read.



Answers will vary according to students' interests, needs and personalities.

To check students' understanding you can ask:

- How can Entrepreneurship allow freedom?
- How can it contribute to personal development?
- What are some of the positive challenges?

Entrepreneurship opportunities

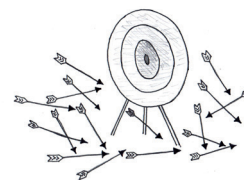


ACTIVITY B: Read the case studies below and list the reasons why entrepreneurship might be a good life path.



Entrepreneurship gives me much freedom and independence. I am my own boss and I take responsibilities for my own successes and failures. I have the ability to choose my clients and projects, set my own schedule and define my own rules. I am able to choose jobs and professional relationships that relate to my deepest values without fear or judgments. Being an entrepreneur can change your destiny and form the start of a new professional life.

Entrepreneurship is exciting. I love how it can be challenging and rewarding at the same time. Dealing with issues such as competition, funding and planning might be overwhelming. In hard times, when business is going bad, there is a need to quickly come up with creative solutions. But these needs push for more creativity, and increase the capacity to handle problems and adapt solutions. When I succeed in turning bad situations to successful ones, it gives me a sense of accomplishment and personal fulfillment. This is what I find so interesting about entrepreneurship.



One of the things I love about entrepreneurship is having full control of my work. I like to see the direct impact and outcomes of every action I take and be able to evaluate and improve upon them. No matter what happens, good or bad, to my business, I am the only one responsible. I personally don't like other people to take recognition or blame for my actions. This is why entrepreneurship is suitable for me.

Entrepreneurship allows me to utilize all my creativity for my own enterprise and personal development. In my previous job, my creativity was directed by the needs of the company and the taste of my supervisors. Now, running my own business, I am able to direct and shape my talent as it pleases me. All the products are results of my own creativity, inspiration and dedication. As an entrepreneur, I am my own agent of change and the sole person responsible for my creations.



REFLECTION C: Look at all the reasons you listed and then reflect on the following questions. Share with a partner. *Which of the reasons are most appealing to you? Which ones match most with your personality and my needs?*

The risks of entrepreneurship

The risks of entrepreneurship are very real. These risks might affect your career, personal finances, personal life, people around and even your mental health. They can also affect the people around you or your community. Before venturing into entrepreneurship, it's important to recognize the potential risks and prepare strategies to deal with them.



ACTIVITY C: Read the case studies below and list the risks of entrepreneurship.



When I decided to start my business, I had to quit my job at a five star hotel. As a result, I had to leave the benefits of a secure job. I took the risk and used all my savings to open a Café. Before the business took off, I started running out of money. I had to move to a smaller house and spend less money on food and clothes. This lasted for two years and I really started questioning my choice. Fortunately, I started having more clients when a university opened nearby and it lead my café to make more profit.

I was motivated by all the positive aspects of entrepreneurship. So, I decided to start a pottery enterprise. I did not have any capital to start up the business. I had to borrow money from my friends and family but it was not enough. So I took a loan from a bank in order to start up my business. It was successful early on and I was able to pay back a quarter of the money I borrowed in one year. This was impressive. Unfortunately, a bigger shop unexpectedly opened next door and my business could not deal with the competition. Sales went down and I had to shut down. Now I am looking for a job since I still have to pay back half of the money I borrowed in addition to the interest rates.





REFLECTION C: Students look at all the reasons they listed and answer the questions. Then they share with a partner. **Answers will vary according to students' interests, needs and personalities.**



The risks of entrepreneurship



ACTIVITY C: Students work in pairs to read the case studies and list the risks of entrepreneurship. Allow enough time for students to read. **Answers will vary according to students' interests, needs and personalities.**



To check students understanding you can ask:

- What are some of the common risks in the case studies?
- What are some examples of unexpected risks?
- How can such risks change an entrepreneur's personal life?



REFLECTION C: Students look at all the reasons they listed and answer the questions. Then they share with a partner. **Answers will vary according to students' interests, needs and personalities.**



Additional Activity

Encourage the students to meet with different businesses or entrepreneurs with different styles or attitudes. This helps them gain wider perspectives. Encourage them to conduct long interviews and write down their reflections.



My wife was very optimistic about me quitting my job and starting a restaurant. My wife and I knew that we had to take risks and make sacrifices at the beginning. However, we could not estimate exactly the amount of work needed to run the business properly. The restaurant required a lot of work. We had to work hard 7 days a week and over 12 hours a day. For three years we did not take a single vacation day. This started affecting our health. We did not have time to spend with our children but fortunately our parents helped care for them. We struggled because we did not have enough money to hire somebody to help us. We have since taken a loan from a family member to pay for more staff, but since we have not been able to pay back any of this in the last 6 months our relationship with this relative is not strong. We are worried it will create conflict within the family unless we can pay back some of the loan soon.

I confess that since I started my enterprise, I have always had a fear of failure because of the nature of the business. I started a flower decoration service. I was aware that the business was seasonal, but I didn't think it mattered because I made enough money for the whole year. Suddenly, a strong draught hit our region for two years in a row. The flowers became rare and expensive. My customers could not afford my services any more. They started using plastic flowers. I started going broke and had to fire 10 employees. As a result, I had to do the job of three people all by myself. My health started deteriorating. I also started using my savings to bring the business back. Unfortunately I could not bring the business back to health because people got used to plastic flowers. When I realized this I became depressed and stopped eating and going out. It was a wrong choice. Now I am spending a lot of time and money to recover. It's very stressful to have all the responsibility on oneself.



REFLECTION C: Look at all the reasons you listed and then reflect on the following questions. Then share with a partner. **1. What is the most worrying risk of entrepreneurship?** **2. Which of these risks worry you most? Based on your personal values and experiences, which risks do you think you wouldn't be able to handle?**



Additional Activity

Pick up two different examples of enterprises in your community and interview their owners/managers about the risks in running their enterprise.

Session 3

7.3 Entrepreneurs: What are they like?

Entrepreneurs' qualities



BRAINSTORM A: Brainstorm individually and share with your partner. *1. List some entrepreneurs from your network/community. 2. List the qualities they have.*



1. Entrepreneurs

2. Qualities



ACTIVITY B: Read the quotations below and list 10 qualities/attitudes of entrepreneurs. Add other qualities you know.



C: Once you have all 10, choose the best 3 to share with the class. Work as a class.

"The best way to predict the future is to create it." - Peter Drucker

"It's not about ideas. It's about making ideas happen." - Scott Branson

"To any entrepreneur: if you want to do it, do it now. If you don't, you're going to regret it."
- Catherine Cook

"A person who never made a mistake never tried anything new." - Albert Einstein

"This defines entrepreneur and entrepreneurship - the entrepreneur always searches for change, responds to it, and exploits it as an opportunity." - Peter F. Drucker

Session 3

7.3 Entrepreneurs: What are they like?

Entrepreneurs' qualities



BRAINSTORM A: Begin by asking students to brainstorm about people they believe to be successful entrepreneurs. Give them time to discuss with their classmates to share perspective.



1. Entrepreneurs

Answers will vary

2. Qualities

Possible answers:
Motivated, talented, creative,
determined, optimistic, focused,
confident



ACTIVITY B: In pairs, students read the quotations and list 10 qualities/attitudes of entrepreneurs. Encourage them to add other qualities they know.



C: Once they have all 10, students choose the best 3 to share with the class. **Possible answers**

1. Creative
2. Independent
3. Risk-taker
4. Visionary
5. Positive
6. Confident
7. Goal-oriented
8. Committed
9. Determined
10. Focused

DISCUSSION D: Discuss and agree on an answer. Why do we want to understand the qualities and attitudes of entrepreneurs? **Possible answers:**



- To evaluate one's entrepreneurial skills
- To distinguish between successful and non-successful entrepreneurs
- To consider what qualities/attitudes might help us succeed in our own goals

"The true entrepreneur is a doer, not a dreamer." - Nolan Bushnell

"My best advice to entrepreneurs is this: Forget about making mistakes, just do it".
- Ajaero Tony Martins

"Achievement seems to be connected with action. Successful men and women keep moving. They make mistakes but they don't quit." -- Conrad Hilton

"Entrepreneurship is not a title, it is a mindset, a way of life; it is the future!" - Farshad Asl

"The Process of Becoming an Entrepreneur: Go from xxx To xxx

- | | |
|------------------------------------|------------------------------|
| 1) From Obligation to Opportunity | 2) From Excuses to Execution |
| 3) From Failure to Faith | 4) From Dreaming to Doing |
| 5) From Complexity to Simplicity | 6) From Selfish to Selfless |
| 7) From Employee to Entrepreneur | 8) From Selling to Serving |
| 9) From Visualizing to Actualizing | 10) From Whining to Winning. |

Are you ready?" - Farshad Asl

DISCUSSION D: Discuss and agree on an answer. *Why do we want to understand the qualities and attitudes of entrepreneurs?*



Entrepreneurs' traits

 **ACTIVITY E:** Look at the entrepreneurial traits below and choose the five most important ones that you think an entrepreneur needs to succeed.

Ability to Make Decisions – analyzing complex situations and making decisions that will make your business succeed.

Concentration – avoiding and resisting distraction until the job is done.

Creativity – the ability to bring out appropriate and workable solutions.

Confidence – believing in one's abilities and chances to succeed.

Communication – the ability to express and understand others, so ideas can be shared.

Hard Work – being capable of doing work for long periods of time and doing it well.

Human Relations – being able to get along with people, create trust, confidence and inspire cooperation.

Independence – desiring to be one's own boss.


Motivation – the ability to mentally and physically go toward success and accomplish tasks.

Discipline – training and making oneself achieve goals.

Self-Persistence – overcoming discouragement and approaching challenges and problems in new ways and acting on ideas.

Technical Ability – having the expertise to provide a product or a service for a business.


Willingness to Take Risk – being ready to sacrifice security and comfort in order to accomplish goals

 **ACTIVITY F:** Discuss and agree on the five most important traits needed for an entrepreneur to succeed.

G: Brainstorm and list examples of how each trait would benefit an entrepreneur. Example: a confident person might not have difficulties giving a presentation to an audience.

The idea of entrepreneurship is very exciting. However, it might not be the right path for everyone. It's important to know oneself - such as abilities and personality traits - before venturing into such a thing.



 **REFLECTION H:** Look again at the entrepreneurial traits and list which ones you think you have. Talk with your partner. You may not think you have some entrepreneurial traits, but your partner may view you in a different way. When you finish, share with a different partner.

Additional Activity

Complete the quiz "How entrepreneurial are you?" in resource 7.A to understand your entrepreneurial potential even further. Then use the file "Entrepreneurship skills improvement" in resource 7.B and plan how to improve yourself.

Entrepreneurs' traits



ACTIVITY E: Students discuss and agree on which are the five most important traits needed for an entrepreneur to succeed.



ACTIVITY F: Students discuss and agree on which are the five most important traits needed for an entrepreneur to succeed. In small groups.



G: Students brainstorm and list examples of how each trait would benefit an entrepreneur.



REFLECTION H: Students look again at the entrepreneurial traits and list which one they think they have. Encourage them to share with a partner.



Additional Activity

This activity is better conducted outside the classroom, as students might need days and even weeks to complete the tasks.

Session 4

7.4 The Social Enterprise: How does it work ?

What is a social enterprise?

BRAINSTORM A: Students list as many examples of social enterprises as they can think of.



READING: To check students' understanding you can ask:

- What is the motivation behind a social enterprise?
- What are some examples of how a social enterprise might try to make a difference?
- What is the difference between a normal business and a social enterprise?

EXERCISE B: Look back at their answers to the previous activity and check if their examples were correct.



DISCUSSION C: Students discuss the advantages and disadvantages of running a social enterprise. **Possible Answers:**

Advantages:

- Contributes to the community, environment, etc.
- Doesn't need to rely on donors; self-sustaining

Disadvantages:

- The challenge of trying to make and spend money (on social contributions) at the same time
- If the enterprise fails, the social projects tied to it fail as well



Session 4

7.4 The Social Enterprise: How does it work ?

What is a social enterprise?



BRAINSTORM

A: List as many examples of social enterprises as you can think of.

A social enterprise is a business that tries to tackle social problems, and improve the community, people's lives, or the environment. Social enterprises:

- Make money
- Use profits to make a difference
- Provide services for those in need
- Provide products or supplies
- Reinvest in community projects
- Have clear messages of a social missions
- Create jobs for those who wouldn't normally have job opportunities.

DOES	DOES NOT
<ul style="list-style-type: none">• Make money from selling goods and services.• Cover its own costs in the long term (startup capital may be required).• Put at least half of its profits back into making a difference.• Pay reasonable salaries to its staff.	<ul style="list-style-type: none">• Exist solely to make profits for shareholders.• Exist to make owners wealthy.• Rely only on volunteers, grants, or donations to stay afloat in the long term.



EXERCISE

B: Look back at the social enterprises you listed and evaluate whether they really are social enterprises or not. If you are unsure, take time to learn more about these enterprises from their owners/managers.




DISCUSSION



C: Discuss what are the advantages and disadvantages of running a social enterprise.

Social Enterprises in Myanmar

 **ACTIVITY F:** Pick three of the following case studies and fill in the chart answering the questions below. 1. *What is the problem they are trying to address?* 2. *What is their solution?*

- **BusinessKind-Myanmar:** one business started by BusinessKind-Myanmar sells low-cost mosquito nets in malaria and dengue fever regions. Also, half of its workforce is HIV positive.
- **FXB Myanmar:** a company that provides vocational and entrepreneurial training, business opportunities and income generation activities to HIV positive workers and women that were rescued from the sex industry.
- **Pomelo:** an organization whose mission is to work with marginalized producers, small family businesses, community groups and individuals in Myanmar providing them with a fair trade marketplace that targets tourists and international customers, opening opportunities for them to improve their social and economic situation.
- **Proximity Designs:** a manufacturer of affordable foot pumps used for irrigation. They have a well-developed network of distribution channels to farmers in the North of the country that NGOs and other government organizations cannot match.
- **The Yangon Bakehouse:** a social business dedicated to providing disadvantaged women with job skills and experience, life skills trainings and opportunities for future employment. The women in the program commit to a determined length of employment and training (10 months). The Bakehouse also provides a fair living wage, work skills training, medical benefits, and career assistance after successful completion of the program.

ORGANIZATION	PROBLEM	SOLUTION

Additional Activity

Map the social enterprises in your community and write about the problems they are addressing as well as their proposed solutions.

Social Enterprises in Myanmar



ACTIVITY F: Allow enough time for reading. To check their understanding you can ask:

- What might be the impact of BusinessKind-Myanmar's programs?
- What group of clients is Pomelo targeting?
- What is Proximity Designs' main contribution?



Students work in groups and pick three of the following cases and filling the chart answering the questions. Work in groups. **Answers:**

ORGANIZATION	PROBLEM	SOLUTION
BusinessKind-Myanmar:	<ul style="list-style-type: none"> • Malaria and dengue • Unemployment of marginalized and HIV positive people 	<ul style="list-style-type: none"> • Provide low-cost mosquito nets • Employ HIV positive people
FXB Myanmar	<ul style="list-style-type: none"> • Unemployed HIV positive workers and women that were rescued from the sex industry. 	<ul style="list-style-type: none"> • Train HIV positive workers and sex industry victims to start income generation activities
Pomelo	<ul style="list-style-type: none"> • Lack of fair trade and reliable markets 	<ul style="list-style-type: none"> • Create a reliable and fair trade market place
Proximity Designs	<ul style="list-style-type: none"> • Unreached rural farmers unable to access affordable farming tools 	<ul style="list-style-type: none"> • Manufacture and distribute affordable foot pumps for irrigation
The Yangon Bakehouse	<ul style="list-style-type: none"> • Limited work opportunities for marginalized women 	<ul style="list-style-type: none"> • Provide apprenticeship opportunities, fair living wage and continuous training

Additional Activity


This activity can be given as homework.

Session 5

7.5 Social Enterprise: Idea, vision and mission


Note: activities in this session are interconnected and it would be beneficial if students perform all activities in the same groups.

Problem or idea

 **BRAINSTORM** **A:** In small groups, students pick an idea for a business or a problem they would like to address. Encourage them to think about their local context.



Research

 **ACTIVITY** **B:** Learn more about the problem, target beneficiaries and customers by answering the questions below. **Answers will vary.**



Research the problem or the idea:

1. What is the problem you want to solve or the idea you have?
2. What has caused this problem? What sparked this idea?
3. What solutions have been tried? Were they successful? Research the beneficiaries.

Session 5

7.5 Social Enterprise: Idea, vision and mission

Problem or idea



BRAINSTORM A: Think and answer the questions. Then share with your group.



1. Is there a problem you want to solve or an idea you have for a new business? 2. Why do you care about this issue/idea?

1. Problem/idea

2. Why do you care?

Before you begin your project, think about what you need to know prior to starting. You need to know about the problem, your beneficiaries, the people you want to help, and your customers (the people buying your product or service).



Research



ACTIVITY B: Learn more about the problem, target beneficiaries and customers by answering the questions below. Research the problem or the idea:

1. What is the problem you want to solve or the idea you have?
2. What has caused this problem? What sparked this idea?
3. What solutions have been tried? Were they successful?

PROBLEM	CAUSE	TRIED SOLUTIONS

Research the Beneficiaries

- Who are your beneficiaries?
- What is their need?
- How can their needs be addressed?
- What can be achieved?

Research the Customers

- What customers are you trying to reach?
- What do they want?
- What do they need?
- How much are they willing to pay?

Summarize your findings

BENEFICIARIES	CUSTOMERS

Research the Beneficiaries

When looking at beneficiaries, encourage students to look at the beneficiaries of the social enterprises studied in the previous section.

Research the Customers

Students should consider customers that might be interested in their products or services.

Vision and Mission

To check students' understanding, you can ask:

What are the similarities between visions and missions?

What are the differences?

What do you think is the main purpose for writing a vision? A mission?



Vision and Mission

The vision and mission statements are important for establishing the purpose of your enterprise today and for creating inspiration for tomorrow.



VISION	MISSION
One sentence describing the long term change you hope to see resulting from your work.	One sentence describing the reason why your enterprise exists and how you will achieve the vision
Vision needs to:	
<ul style="list-style-type: none"> • Be clear and simple • Avoid complicated language • Not to be confused with the mission statement 	<ul style="list-style-type: none"> • Be clear and simple • Avoid complicated language • Be recognizably your own
A vision answers these questions	
<ol style="list-style-type: none"> 1. What needs to change? 2. Why should this issue be addressed? 3. What does success look like for this enterprise? 	<ol style="list-style-type: none"> 1. Why do you exist? 2. Describe your work. 3. Who do you do this work for? 4. Where (geographically) do you do this work?
Examples	
<ul style="list-style-type: none"> • Save the Children: Our vision is a world in which every child attains the right to survival, protection, development and participation. • Amnesty International: a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments. • Charity Water: we can end the water crisis in our lifetime by ensuring that every person on the planet has access to life's most basic need — clean drinking water. 	<ul style="list-style-type: none"> • Care: To serve individuals and families in the poorest communities in the world. • Amnesty International: To undertake research and action focused on preventing and ending grave abuses of human rights. • Doctors without Borders: (Médecins Sans Frontières) works in nearly 70 countries providing medical aid to those most in need regardless of their race, religion, or political affiliation.
To summarize: A vision states an enterprise's primary goal or reason for existence, whereas the mission provides an overview of how the enterprise will try to achieve the long-term vision (target groups, values, service areas, etc.)	

★ **EXERCISE C:** Look at the following statements, discuss with a partner and decide whether they are mission statements or vision statements.



STATEMENT	VISION OR MISSION?
1. Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life.	
2. To bring a permanent end to LRA atrocities	
3. To preserve the natural systems on which all life depends	
4. Our hope is a world in which every child attains the right to survival, protection, development and participation.	
5. We envision a world where all people – even in the most remote areas of the globe – hold the power to create opportunity for themselves and others.	

ACTIVITY D: Now write own your own Vision and Mission.



Vision

1. What needs to change? Why should this issue be addressed?
2. What does success look like for this enterprise?

Our vision is...

Mission

1. Why does your enterprise exist?
2. Describe your work.
3. Where do you do this work?
4. How does your work achieve your vision?

Our Mission is...

★ **EXERCISE C:** Students work in pairs to determine whether the statements are mission statements or vision statements. **Answers:**



STATEMENT	VISION OR MISSION?
1. Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life.	Vision
2. To bring a permanent end to LRA atrocities	Mission
3. To preserve the natural systems on which all life depends	Mission
4. Our hope is a world in which every child attains the right to survival, protection, development and participation.	Vision
5. We envision a world where all people – even in the most remote areas of the globe – hold the power to create opportunity for themselves and others.	Vision

👤 **ACTIVITY D:** In the same groups, students write their own Vision and Mission.



The brand



★ **EXERCISE E:** Working in the same groups, students list their favorite and least favorite brands and describe why. Their reasoning might include ideas about the colors used by the brands, images associated with them, their slogans, etc.

Possible brand names:

- Adidas
- Nature Republic
- Telenor
- Nescafé

🧠 **BRAIN STORM F:** You can bring examples of slogans and share them with the students for inspiration. Students work in the same groups.



Additional Activity

This can be done as homework.

The brand

Your brand is how the public sees you. Your brand expresses your ideas and values with a logo or slogan. It's how you want people to remember your work.



★ **EXERCISE E:** List at least 10 brands. Pick your 5 favorite and describe what you like most about them. Then, pick your 5 least favorite brands and describe what you dislike about them. Work in groups.

Consider some of the following:

- The brand's name
- The brand's logo and color
- The brand's slogan
- Images associated with the brand

Branding

A key part of your brand is the design of your company/enterprise. Colors, logo, images, and fonts are all part of the brand and should convey your values (vision and mission).

Unless you have strong talent and skill in design or art it would be wise to seek professional help to finalise your brand. The initial outlay will be repaid when your brand attracts more people and inspires them to investigate your product or service!

🧠 **BRAIN STORM F:** What logo or slogan could represent your enterprise (vision and mission). Answering the questions above will help you. Work in groups.

Additional Activity

Research the vision, mission, and slogan of enterprises in your network/community. If these are not available, you can interview people running their own enterprises.

Session 6

7.6 Social Enterprise: Profits and funding

How to make profit?

The idea of creating a social enterprise is to make money not just for the business itself, but to also help others. You will need to make enough profit in order to help your beneficiaries.



After you have done research on your customers, the next big step is to decide on what product or service you want to offer.

ACTIVITY A: Brainstorm how you will make money for social change by answering the following questions:

1. *What is your product/service?*
2. *Is there a need for your product/service?*
3. *How much will you charge for your product/service?*
4. *Where will people find your product/service?*
5. *How will you encourage more people to buy/use your product/service?*

Where to find funds?

Most businesses need help in the beginning. Unless you have enough money to invest, you will need donors/partners who believe in your work to help fund your project. However, getting in contact with these people and convincing them to help your efforts can be a job in itself. Still, there are ways you can increase your chances of getting funding.

Networking

- Attend events relevant to your values and ideas to meet people
- Use social media responsibly

Raising your profile

- Generate media interest
- Use stories of those you are trying to help
- Help donors feel more confident about donating

Being able to sell yourself

- Be likeable
- Speak to those able to make decisions
- Close the deal- be brave and ask for the money

Session 6

7.6 Social Enterprise: Profits and funding

How to make profit?



ACTIVITY A: Students think about how they will make income and profit, by answering the questions.



1. Product/service	Answers will vary
2. Need	Answers will vary
3. Charge	Answers will vary
4. Location	Online, on an advertisement in a public space, by word of mouth
5. Encourage	Promotions, discounts, memberships

Where to find funds?

You can read the text aloud. To check students' understanding, ask the following questions.

- How can you raise money, if you don't have enough to start on your own?
- What resources might you use to contact possible donors in Myanmar?



Speaking to Potential Donors

First meeting: You can read the text aloud. To check students' understanding, ask the following questions.

- Why is it important to include several facts to convince the donor?
- How might the support of the donor be mutually beneficial?



You can also mention to the students that it is common to meet with many potential donors, and not just one, so it is okay to hear “no”.



ACTIVITY B: Students work in pairs to role play and try to convince the ‘donor’ for 5 minutes each.



Negotiations

You can also read the text aloud. To check students' understanding, ask the following questions.

- What are some things you need to think about before meeting a possible donor?
- What are some problems or challenges you could imagine arising?



Speaking to Potential Donors

No one owes you anything. Keep this in mind when meeting with potential donors. Your passion and enthusiasm alone will not convince people to donate. You will need to combine it with solid evidence of why they would be making a sound investment.



First meeting

You have a meeting with a potential donor. Let's talk about how you should approach this meeting and hopefully, get their donation.

- Explain your vision and your mission: don't spend more than five minutes on this. Don't get too carried away by your passion that you forget the point of the meeting.
- Give an example: a story of someone you can help through your organization.
- Give some facts: Three facts at most, don't show too many numbers. Too many numbers can confuse your donor.
- Discuss how the relationship can be mutually beneficial (both for you and the donor).
- It is helpful to provide your donor with clear information to take away about your proposal.



ACTIVITY B: Role play with a partner. Imagine your partner as a potential donor and try to convince them to give funds to start up your business. Allow your partner (donor/funder) to be critical about your ideas. Then switch roles.



Negotiations

- When going into negotiations, think ahead. You hope to get what you need, but you should also provide your partner with what they need as well.
- Understand what you hope to achieve from the meeting.
- Know what the other side wants to receive.
- Look for a win-win situation.
- Have an alternative ready for discussion.

You should always have your ideal outcome in mind, but be prepared for the second best outcome. In order to gain what you need in order to get your business started, you may need to make more compromises. However, never compromise your mission or your vision. Stay true to what you want to accomplish. Some donors just aren't a good fit for your organization, and that's okay.



ACTIVITY C: Role play with a partner. Your partner (donor/funder) likes 60% of your business idea and does not like 40%. Your partner (donor/funder) is asking you to change some aspects of your business in order to receive the funds. Negotiate with your partner to find a win-win situation. Discuss your alternatives, if necessary. Then switch roles.



Social enterprise budget

Running a social enterprise means you will have 2 budgets to maintain. One budget focused on the money for giving back to the community/beneficiaries and another outlining the financials for the business itself. The budget for the business will directly affect the budget for giving back.

If your goal is to give back to those in need, you will need a plan. People who are spending money on your business want to know exactly where that money is going. You need to be prepared to answer their questions about where the money is going and how it is helping others. This increases your accountability.

You can use the tools in **Unit 6, section 2 and 3**, to create your business budget.



ACTIVITY C: Students work in pairs and practice negotiation for 5 minutes. Then switch roles.



Social enterprise budget

You can read the text aloud. To check students' understanding, ask the following questions.

- Why are the two budgets closely linked together?
- Think back to budgets in Unit 6. What are some of the budget elements that donors or customers might want to know about



Session 7

7.7 Social enterprise: SWOT and marketing

Understanding your limits

You can read the text aloud. To check students' understanding, ask the following questions.

- What is a SWOT analysis? What does SWOT stand for?
- What is the purpose of a SWOT analysis?
- What are some possible examples of internal strengths or weaknesses.
- How might external factors change over time?



Session 7

7.7 Social enterprise: SWOT and marketing

Understanding your limits

Starting a new business is risky and you should acknowledge the risks involved. By creating a SWOT analysis you can quickly identify your weaknesses and your strengths. You will look at two factors: **internal** and **external**.

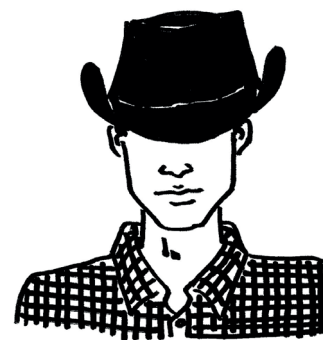
Internal factors include your strengths and weaknesses, in terms of your resources and experiences. General areas to consider:

- **Human resources** - staff, volunteers, board members, target population
- **Physical resources** - your location, building, equipment
- **Financial resources** - grants, funding agencies, other sources of income
- **Activities and processes** - programs you run, systems you employ
- **Past experience** - building blocks for learning and success, your reputation in the community

External factors may be more difficult to identify. Be broad when identifying possibilities for the external part of the assessment. Forces and facts that your group does not control include:

- **Future trends** in your field or the culture
- **The economy** – local, national, or international
- **Funding sources** – foundations, donors, government
- **Demographics** – changes in the age, race, gender, culture of people in your area or those you serve
- **Physical environment** (Is your building in a growing part of town? Would your business, staff or stock be at risk if there was a natural disaster?)
- **Legislation** (Do new township/national requirements make your job harder or easier?)
- **Local, national or international events**

No organization, group, program, or neighbourhood is unaffected by outside events and forces. Consider connections you've made through networking, for better and worse, as you compile this part of your SWOT list.



★ **EXERCISE A:** Think about your case and the internal factors you have that can help or hurt your future organization. Think about what factors are out of your control that you will need to plan ahead for. Complete the chart.

INTERNAL	STRENGTHS	OPPORTUNITIES	EXTERNAL
	WEAKNESSES	THREATS	



Marketing your business

🧠 **BRAINSTORM B:** Think about all the marketing activities, tools, or events that you have noticed in your life. What impact did they have on you or the people around you? Share with a partner.

It's easy to be busy giving back to your community. However, if you don't take the time and money to market your services and products, you will lose the customers you need in order to give back to your community.

Marketing goal: actively gain new customers to your business without spending a lot of money.



EXERCISE A: Students work in groups and think about their enterprise idea. They need to define their context and then list the internal factors that can help or hurt their future business. Students also think about the factors that are out of their control that they need to plan ahead for.



INTERNAL	STRENGTHS	OPPORTUNITIES	EXTERNAL
	<ul style="list-style-type: none"> • Expertise • Large network • Initial capital • Good reputation • Long experience • Creative ideas • Better prices • Reliable suppliers 	<ul style="list-style-type: none"> • New market • Growing population • Low-interest loans • More suppliers 	
	WEAKNESSES	THREATS	
	<ul style="list-style-type: none"> • Few staff • Unstable income • Little experience • Not well-known by people • Small network 	<ul style="list-style-type: none"> • Expensive product/service • Unpopular product/service • Competition • Fewer suppliers • People moving away to bigger city 	

Marketing your business



BRAINSTORM B: Students think individually about all the marketing activities, tools, or events that they have noticed and analyze their impact on themselves or the people around them. Then they share with a partner. **Possible answers:**



- Banners, leaflets, brochures, opening/inauguration event, promotion event, fundraising event, etc.
- Impact:
 - -Knowing more about the product/service
 - - Buying the product/service
 - - Telling my friends and family about the product/service

★ **EXERCISE C:** Students work in the same group to answer the questions and write a marketing message for their enterprise, service or product.



Possible answers:

- What is special about your product/service?
- The product/service is: rare, cheap, good quality, accessible, efficient, etc.
- What do your customers gain by using the product/service?
- The customers: save money, travel very short distance, receive home delivery, pay by installments, receive discounts etc.
- Why should people buy the product/service from you and not from another business?
- This could combine answers from the previous two questions.

Marketing techniques

If possible, bring some leaflets to show to your students to discuss how they do or don't successfully promote the product/service.



))) **DISCUSSION D:** Students discuss in their groups which marketing technique is more relevant to their product/service, in their environment and for their customers. Encourage them to think about the cost, organization, period of time (if it's an event), printing (if promotional material) and distribution.



👤 **ACTIVITY E:** In groups, students use their marketing message from 7.7.C and design either a leaflet or banner to market their business. They can design the leaflets and banners by hand on flipcharts/posters or use computers if they are available.



Remember that for your enterprise to be successful, your message must be impactful, clear, relatable, and have a call to action. Keeping your message consistent will help your enterprise be noticed.



★ **EXERCISE C:** Think of a marketing message for your enterprise by answering the following questions. Work in groups. 1. *What is special about your product/service?* 2. *What do your customers gain by using the product/service?* 3. *Why should people buy the product/service from you and not from another business?*

Write down your marketing message

Marketing techniques

TECHNIQUE	WHY?
Leaflets	Easy to share
Banners	Attract attention
Events	Gather people
Discounts	Encourage
Give-aways	Encourage
Partnerships	Win-win

Partnerships are a great way to reach new customers. By partnering with an organization whose ideas and values are similar to yours, you can increase customers and recognition of your enterprise and provide benefits for your partner as well.



🔊 **DISCUSSION D:** Look at the marketing techniques above and discuss which is more relevant to your product/service in your context and for your customers. Work in groups.

👤 **ACTIVITY E:** Use your marketing message from 7.7.C and design either a leaflet or banner to market your business.

Marketing musts

Keep your customers happy.

Happy customers tell their friends how happy they are and those friends become customers too. Always respond quickly to questions.

Just as happy customers tell their friends about a good product, unhappy customers do the same and are usually louder. Complaints travel further than praise.

Build something.

It's better to build something significant than react to what is trendy. Staying true to your ideas and values will benefit you in the long term.

Technology access:

Social media has become a powerful marketing tool for social enterprises. If you have access to the internet and can create an account for your enterprise, you can reach more people and stay in contact better.



Additional Activity

Walk around your neighbourhood or the commercial zone of your village/town/city and survey all the marketing activities and materials. Analyze if they are a good fit with the businesses they are marketing for. Are they are attracting people to buy the product or use the service? For better study, observe the same businesses over longer periods of time and see if their marketing strategies change.

Marketing musts

You can read the text aloud. To check students' understanding, ask the following questions:

- How can unhappy customers affect your enterprise?
- Can you give an example of a successful or unsuccessful marketing plan in your area?



Additional Activity

Encourage students to work in pairs. Both students observe the same business but separately, then compare their analysis and reflection.

Session 8

7.8 Social enterprise: Business plan

What is a business plan?

Allow enough time for students to read the text. To check their understanding you can ask the following questions.

- What are the reasons for writing a business plan?
- What is in the executive summary?
- What needs to be clearly explained in the 'benefits' sections?



Session 8

7.8 Social enterprise: Business plan

What is a business plan?

After doing a lot of research in preparation for your enterprise as well as being able to discuss your idea at length, you may be wondering why you need a business plan.



A business plan:

1. Acts as a tool to help potential investors see your vision.
2. Helps you make decisions. When you have completely outlined your plan for a business and an opportunity comes along that doesn't fit into your plan, you will have a guide to see if it is worth your time.
3. Is a way to check to see if you are prepared to go into business or if you need more work.
4. Creates an action plan for you to reach your goal.

The information you will find in a business plan:

Executive Summary

In general, your executive summary should highlight at least one important statement from each of the other sections in your business plan. Think of giving the reader the most essential information they need in order to make a decision about whether or not to invest in your business.

If the reader only reads the executive summary, he or she should have a very clear idea about your business, your goals and your strategic plan for accomplishing your goals. It might be useful to write the executive summary after having completed all the other parts of the business plan so that it is easier to summarize the main points from each section.

Company Description

This section gives an overview of your organization. This will include your vision, mission, and SWOT analysis.

Market Research

This outlines your customers and your market. It shows that you have done all your research and know your customers and competitors well.

Team

This will introduce your team members and their roles in the organization. It will outline what each team member is responsible for and how you will recruit new team members.

Continues on next page...

This section outlines your list of expenses and income in detail. Your investors, donors, and even your customers will want to know where the money is going. This allows you to put their minds at ease and show them how their money will benefit others.

Sales

This is where you will outline your sales strategy for your product, keeping in mind the main ideas and values you want to represent. You will describe your advertising plan as well as your strategy of how to reach your chosen demographic.

Benefits

In the benefits section of your business plan, you will give some background about the problem(s) you are trying to combat. This section also contains the causes of the problem to help your donors understand why their help is needed. You will explain other organizations that tried to help, and why your solution will be successful. Also, you will describe the beneficiaries of your project.

Compiling your business plan

★ **EXERCISE A:** Think carefully and complete your Social Enterprise Business Plan. Work in groups.

THE PROBLEM:

1. What is the problem?
2. How do you want to solve it?

THE GOALS:

What are your objectives? What do you hope to achieve? Choose 3 things.

WHAT WILL YOU ACHIEVE IN:

3 months? 6 months? 1 year?

Compiling your business plan

★ **EXERCISE** A: Students work in groups to complete the Social Enterprise Business Plan.



THE PRODUCT:

1. What will you be selling?
2. Is there a need?
3. Who are your customers?
4. Who are your competitors?
5. What will you charge?

IMAGE:

What image are you trying to project for your organization?

MARKETING:

How will you promote your product? Where will you sell your product?

INCOME:

Where will you find the money to start?
What expenses will you have in running your organization?

PROFIT:

Explain how you will make money

What will you do with your profits?

★ **EXERCISE B:** When you have completed your business plan, evaluate it by using *Social Enterprise Business Plan Rubric* in *Resource 7.C*.

Additional Activity

Summarize your business plan by completing the *One Page Business Plan* in *Resource 7.D*.

Answer the *20 Market Research Questions* in *Resource 7.E* to determine the potential of your business.



**EXERCISE**

B: Students evaluate their completed business plan by using *Social Enterprise Business Plan Rubric* in *Resource 7.C*.

**Additional Activity**

These additional activities can use done as homework or part of a student project assignment. Students summarize their business plan by completing the **One Page Business Plan** in *Resource 7.D*.

Answering the **20 Market Research Questions** in *Resource 7.E* will help the students to determine the potential of their business project.



Use this page for your notes.

RESOURCE PACKAGE

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Resource 7.E 20 Market Research Questions

Resource 1.A: Skills Inventory

Rate your skills using the scale below. Try to be as honest and accurate as possible.

1 = Strong ability in this area

3 = Some ability

2 = Enough ability

4 = No ability at all

Verbal-Persuasive	<input type="checkbox"/> Speaking: deliver a speech or talk to an audience <input type="checkbox"/> Talking: relate to people in ordinary conversational settings <input type="checkbox"/> Writing: express myself in written forms of communication <input type="checkbox"/> Persuading: convince others to believe something I hold to be true <input type="checkbox"/> Selling: convince others to buy a product/service I am selling <input type="checkbox"/> Negotiating: bargain/discuss and reach an agreement
Numerical	<input type="checkbox"/> Working with numerical data: able to deal with large amounts of numerical data and compile, interpret, and present data <input type="checkbox"/> Solving quantitative problems: solve problems that have numerical solutions without a calculator or computer <input type="checkbox"/> Computer use: have knowledge of programming and computer capabilities
Manual-Physical	<input type="checkbox"/> Manual: skilled in using your hands <input type="checkbox"/> Mechanical reasoning: understand the way that machinery or tools operate <input type="checkbox"/> Spatial perception: judge the relationship of objects in space <input type="checkbox"/> Physical strength: physically resistant to fatigue and illness <input type="checkbox"/> Outdoor work: able to work outdoors without encountering a great many obstacles
Social	<input type="checkbox"/> Social: relate easily with people in situations which are mainly social <input type="checkbox"/> Relate with public: communicate effectively with people in need of a service or information <input type="checkbox"/> Accepting feedback: deal with criticism as well as compliments <input type="checkbox"/> Appearance: dress appropriately for a variety of interpersonal situations or occasions
Investigative	<input type="checkbox"/> Research: collect information organized for a particular field to reveal certain facts or principles <input type="checkbox"/> Scientific interest: learn and investigate scientific matters <input type="checkbox"/> Technical work: able to work with practical, mechanical or industrial aspects of a particular profession
Creative	<input type="checkbox"/> Creative with things: create new ideas and things with physical objects <input type="checkbox"/> Creative with ideas: create new ideas and programs; able to merge abstract ideas <input type="checkbox"/> Artistic: attentive to aesthetic values and able to create works of art
Working with Others	<input type="checkbox"/> Teaching: help others learn; able to provide knowledge or insight <input type="checkbox"/> Coaching: train others to improve in a specific area <input type="checkbox"/> Counseling: provide assistance and guidance in personal, social or professional matters <input type="checkbox"/> Supervising: oversee, manage or direct work of others
Managerial	<input type="checkbox"/> Organization and planning: effectively arrange tasks, coordinating people and resources <input type="checkbox"/> Handling Details: able to work efficiently with a big variety and/or volume of information <input type="checkbox"/> Making Decisions: able to make judgments and draw conclusions about matters which require working solutions; able to accept responsibility for the consequences of such decisions

Resource 1.B: SMART Goal Worksheet

SMART Goal Worksheet

Today's Date:

Target Date:

Start Date:

Long Term Goal:

Verify that your goal is SMART

Specific: What exactly do you want to do?

Measurable: How will you know when you have reached this goal?

Achievable: Is the goal realistic? Have you got the resources to achieve this goal? If not, how will you get them?

Relevant: Why is this goal important to your life?

Timely: When will you achieve this goal?

Short Term Goals: What steps need to be taken to get you to your goal?**What?****Expected Completion Date:****This goal is important because:****The benefits of achieving this goal will be:****TAKE ACTION!****Potential Problems****Potential Solutions****Who are the people you will ask to help you?**

Resource 1.C: Career Goals Worksheet

	Where do you want to be in...? / What do you want to be doing in...?		
	Short-term (1 Year)	Mid-Range (3-5 Years)	Long-term (10 Years)
Draft Goal			
Specific What is the desired job? (i.e. position, industry, responsibilities, benefits, hours)			
Measurable How can you quantify (numerically or descriptively) progress and completion? (i.e., title, responsibilities, pay)			
Achievable What training, certification and skills are needed? What experience is necessary? What resources (i.e., money, equipment) are needed? Do you need help from other people?			
Relevant Is the goal in alignment with your values and strengths?			
Time-bound When are your check points? What is the deadline? Is the deadline realistic?			
FINAL GOAL			

Resource 2.A: Job Announcement Examples

ACCOUNTANT

We are looking for a qualified candidate to prepare, compute and manage all our accounting data and analyze the company's financial situation, cash flows and liquidity.

Role and responsibilities:

- Manage and monitor accounting operations based on accounting principles
- Plan and prepare budget and financial forecasts
- Submit financial reports
- Audit financial transactions and document accounting procedures
- Compute profit/loss statement, balance sheet, taxes and tax returns
- Keep up with financial policies, regulation and legislation
- Keep information confidential

Requirements

- Advanced degree in Accounting
- Proven work experience in accounting or a relevant field
- Good knowledge of accounting and finance principles and procedures
- Excellent accounting software user
- Strong attention to detail and confidentiality.

Your application must reach us before 5pm on the deadline day. Candidates should supply an up-to-date CV and a cover letter stating why you are suitable for this role.

Application deadline: 6th September 2016

Start date: 1st of October

Contact address: recruitment@financie.org

TRUCK DRIVER

We are looking for an experienced truck driver to become a part of our logistics team.

Role and responsibilities

- Transport the company's products overland to and from manufacturing plants and distribution centers
- Plan routes and meet delivery schedules
- Document and log work/rest periods and kilometers and retain fuel/toll receipts
- Collect and verify delivery instructions
- Checkout vehicles for mechanical items and safety issues and perform preventative maintenance
- Comply with truck driving rules and regulations (size, weight, route designations, parking, etc) as well as with company policies and procedures
- Maneuver trucks into loading or unloading positions
- Report defects, accidents or violations

Requirements

- Valid truck driving license
- Proven working experience as a truck driver
- Ability to use electronic equipment and software (GPS,etc)
- Excellent knowledge of applicable truck driving rules and regulations
- Capacity to drive long hours and travel regularly
- No recent moving or driving violations
- Adaptability and foresight to handle unexpected situations (traffic, weather conditions etc)

To Apply: Please complete the online application form on our website www.transporting.ca/jobs/driver. Only short listed candidates will be contacted.

Application deadline: 30th May 2016

Start date: 15th of June 2016

Office Manager

Graidan Myanmar is looking a qualified and committed Office Manager to coordinate Yangon office operations and procedures and ensure organizational effectiveness and efficiency. The ideal candidate will be experienced organizing and performing a wide range of administrative and executive tasks. The candidate needs to be well organized, flexible, and able to work independently with little or no supervision.

Roles and responsibilities

- Oversee office maintenance, shopping, bills, supplies, equipment, mailing and errands
- Plan and schedule meetings and appointments
- Liaise with HR team to maintain office policies and procedures
- Keep up office operations and procedures
- Maintain relationships and manage contracts with service providers and landlord
- Manage office budget and submit reports on time
- Coordinate with IT department on all office equipment

Requirements

- Diploma or degree in administration
- At least 3 years of experience in office management and administration
- Knowledge of office management systems and procedures
- Strong organizational and planning skills
- Excellent time management skills and ability to multi-task
- Excellent written and verbal communication skills
- Attention to detail and problem solving skills
- Proficiency in MS Office package

Application deadline: Open

Start date: As soon as possible

Contact address: hrmanager@graidan.com

Resource 2.B: Blank CV Templates

RESUME			
[NAME]		[Full address]	
[Contact number]		[Email address]	
Personal statement:			
Skills & Abilities			
Education [Dates – from/to]	[Institution]	[Qualification/Grade]	[Subject/s]
Training [Dates – from/to]	[Institution]	[Course/workshop]	[Qualification/grade]
Employment History [Dates – from/to]	[Employer]	[Position/Title]	
Responsibilities • • • <div style="text-align: right;">[Repeat this section for each job]</div>			
Additional Information [Hobbies/interests/languages etc]			
Referees [Name, title, organisation, phone number, email] • •			

Resource 2.B: Blank CV Templates (Europass)

PERSONAL INFORMATION



Address
Phone
Email address
Personal website(s)

SEX

DATE OF BIRTH

NATIONALITY

PERSONAL STATEMENT

WORK EXPERIENCE

EDUCATIONAL TRAINING

PERSONAL SKILLS

Mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Interaction	Production	

Levels: A1/A2: Basic user - B1/B2 - Independent user - C1/C2 - Proficient user
Common European Framework of Reference for Languages

Communication skills

Organisational / managerial skills

Job-related skills

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving

Levels: Basic user - Independent user - Proficient user

Digital competences - Self-assessment grid

Other skills

Driving licence

ADDITIONAL INFORMATION

Publications
Presentations
Projects
Conferences
Seminars
Honours and awards
Memberships
References
Citations
Courses
Certifications

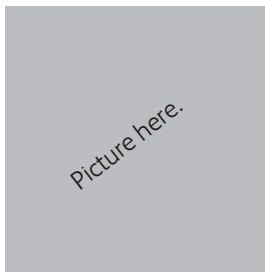
ANNEXES

Modified from: <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>

Resource 2.C: CV Template with Guidance (Europass)

PERSONAL INFORMATION

Write your First Name(s) Surname(s)



Write your house number, street name, city, postcode, country

Write your phone number

Write your email address

Write your personal website(s) (if have any)

Your sex

Your date of birth

Your nationality

PERSONAL STATEMENT

In a short statement, write the job applied for/position/preferred job/studies applied for/personal statement

WORK EXPERIENCE

(Note: add separate entries for each experience - start from the most recent)

Write dates (from - to)

Write the occupation or position held

Write the employer's name and locality (if relevant, full address and website)

- Write main activities and responsibilities

EDUCATIONAL TRAINING

(Note: add separate entries for each experience - start from the most recent)

Write dates (from - to)

Write the qualification awarded

Write the education/training organisation's name and locality

- Write a list of principal subjects covered or skills acquired

PERSONAL SKILLS

(Note: remove any headings left empty)

Mother tongue(s)

Write mother tongue(s)

Other language(s)

Write language

Write language

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Interaction	Production	
Enter level	Enter level	Enter level	Enter level	Enter level
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: A1/A2: Basic user - B1/B2 - Independent user - C1/C2 - Proficient user
Common European Framework of Reference for Languages

Communication skills	Write your communication skills and where they were acquired. e.g. good communication skills gained through my experience as sales manager															
Organisational / managerial skills	Write your organisational/managerial skills and where they were acquired. e.g. leadership (currently responsible for a team of 10 people)															
Job-related skills	Write any job-related skills not listed elsewhere and where they were acquired.															
Digital competence	<table border="1"> <thead> <tr> <th colspan="5">SELF-ASSESSMENT</th> </tr> <tr> <th>Information processing</th> <th>Communication</th> <th>Content creation</th> <th>Safety</th> <th>Problem solving</th> </tr> </thead> <tbody> <tr> <td>Enter level</td> <td>Enter level</td> <td>Enter level</td> <td>Enter level</td> <td>Enter level</td> </tr> </tbody> </table> <p>Levels: Basic user - Independent user - Proficient user Digital competences - Self-assessment grid</p> <p>Write any ICT-certificate or computer skills and where they were acquired. e.g. good command of Microsoft office (Word, Excel, Powerpoint) e.g. good command of photo editing software gained as an amateur photographer</p>	SELF-ASSESSMENT					Information processing	Communication	Content creation	Safety	Problem solving	Enter level	Enter level	Enter level	Enter level	Enter level
SELF-ASSESSMENT																
Information processing	Communication	Content creation	Safety	Problem solving												
Enter level	Enter level	Enter level	Enter level	Enter level												
Other skills	Write other relevant skills not already mentioned and where they were acquired. e.g. carpentry															
Driving licence	Write driving license category/-ies. e.g. B															
ADDITIONAL INFORMATION																
Publications Presentations Projects Conferences Seminars Honours and awards Memberships References Citations Courses Certifications	Write relevant publications, presentations, projects, conferences, seminars, honours, and awards, memberships, references. Remove headings not relevant in left the left column.															
ANNEXES	Write list of documents annexed to your CV. e.g. copies of degrees and qualifications, publications of research, etc.															

Modified from: <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>

Resource 2.D: Good CVs vs Bad CVs

Like any other documents, some CVs are great, some are good, and others are bad. This resource will go through each section of a CV and show good and bad CV examples with tips on what to write and what not to write.

1. Personal details

Bad example:

Curriculum Vitae
Address: House number 19A, Hledan Street, Kamayut Township, Yangon, Myanmar
Tel: 096742789
Email: starwars7@gmail.com
DoB: 27 February 1985
Nationality: Myanmar
Ethnicity: Bamar
Gender: Male
Marital-status: Single

Notes:

- **Heading:** Full name needs to be in large, bold letters and centered on the page (not the words curriculum Vitae or CV)
- **Email:** Should be professional (e.g. first and last name)
- **Address:** Should not take up a lot of space, needs to be better presented
- **Nationality, date of birth, gender and marital status** are optional information which are best left out unless there is a specific benefit to their inclusion or it is a requirement for a particular job application.

Good example:

Moe Moe Lwin
19A, Hledan Street, Kamayut Twp, Yangon
Mobile: 096742789
Email: moemoelwin@gmail.com

2. Personal statement

Bad example:

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

Notes:

- Avoid vague statements that are not specific enough to carry any meaning;
- The Personal Statement needs to be impactful and should outline your personal characteristics as it relates to the role you're seeking or applying for;
- All sections of a CV, excluding the personal details, should be appropriately labeled.

Good example:

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

3. Education**Bad example:**

1991 – 1992 Summit kindergarten	1996 – 2002 Green Secondary School
2002 – 2004 Horizon College	1992 – 1996 Myint Moe Primary School
October 2004 – June 2007 Dagon BSc Psychology	

Notes:

- The entries of this section need to be in chronological order (i.e. most recent first);
- Omit irrelevant and old education;
- State qualification achieved;
- Expand on important education (e.g. degree) and list some of the relevant modules;
- Maintain the same structure and format throughout your CV!

Good example:

2009-2013: BSc Computer Science (Hons), 2:1, Dagon University, Yangon, Myanmar

Relevant Modules:

- | | |
|--|---------------------------------------|
| • Professional and Social Aspects of Computing | • Data Modelling and Database Systems |
| • Understanding Information Systems | • Information Security |
| • Human-Computer Interaction | |

2007-2009: Web Development Diploma, Distinction, Horizon College, Mandalay, Myanmar

4. Employment and Work History

Bad example:

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

Notes:

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

Good example:

Employment history

Jun 2008-Present, IT Manager, Win Corporation

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

Oct 2003-Jun 2008, IT Support Officer, Dana Ltd.

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

Jan 1999-Sept 2003, IT Administrator, Yangon Council

- Produced Requirements Documentation (diagrams and workflow);
- Maintained the computer network and information systems.

5. Hobbies and interests

Bad example:

I enjoy going to church on Sundays and am an active member of the Conservative Party. I like to spend as much time as possible with my family and love meeting friends for fried snacks at my local beer station. I have a small import export business.

Notes:

- Don't disclose political or religious affiliations unless they are relevant to the job
- Don't present your interests in a way that suggests you might have trouble focusing on your job
- If the job description suggests some weekend/out-of-hours work will be required, don't make it look as though you would be unwilling to commit to this
- Avoid mentioning unhealthy or illegal activities

Good example:

I enjoy reading non-fiction books, and biology is a particular area of interest. I like socializing with friends and family and I play football regularly. I have run a half marathon for charity and volunteer at a local orphanage when I have time.

Notes:

- Do mention activities that show you have social skills and are a team player
- If you mention a generic hobby like reading, give a particular interest area to show it is a genuine interest
- Regular sports will tell the employer you are fit and healthy
- Mention any charity or fundraising work you have done.

6. References**Bad example:**

Kyaw Kyaw Thein
CityMart, 100C Thein Pyu Road, Downtown, Yangon (Rangoon), Myanmar
Tel: 078 4320 3833 E-mail: kyawthein@hotmail.com

Notes:

- The referee's name needs to be mentioned in full;
- Include the position that the referee holds in the company;
- Do not disclose anyone's private contact details on your CV except with permission.

Good example:

Mrs Saima Khan, Sales Manager, CityMart
Address: 105B, Baho Street, Yangon, Myanmar
Phone: 0967392754 **Email:** khan.s@citymart.com

Resource 2E is adapted from: <http://www.cvplaza.com/cv-examples/good-bad-cv/>

Resource 2.E: Types of CVs

There are several types of CVs you can use to apply for jobs. You can choose a chronological, functional, combination or targeted CV.

Chronological CV: starts by listing your work history with the most recent or current position listed first. Some employers prefer this type of resume because it highlights the jobs you had and their corresponding period and duration. This type of CV is suitable for candidates with a strong, solid work history.

Functional CV: focuses on your skills and experience. It groups similar experiences and skills in separate sections. This type of CV is suitable for candidates with a changing career or with gaps in their employment history.

Combination CV: lists your skills and experience first and then your employment history. It is used to highlight skills that are relevant to the job you are applying for, and also provides a chronological work history. This type can also include a personal summary and/or personal goals.

Targeted CV: is very specific for the experience and skills required for the job you are applying for.

Resource 3.A: Presentation Design (PowerPoint)

PowerPoint is becoming the most common medium and visual aid for presentations. Here are a few things to keep in mind when you design a presentation.

Contrast: creating difference.

- a. Colors, objects and space can create contrast
- b. One focal point to draw attention
- c. Helps audience understand quicker

Repetition: creating unity throughout the presentation

- d. Repeat a design element
- e. Templates have unity built in
- f. Helps audience focus

Purpose: creating unity in a single slide

- g. Each element should have a purpose
- h. Remove the clutter
- i. Helps your presentation look professional

Content: be memorable

- j. Use bullet points, not full sentences
- k. Use visuals when possible to show data (graphs, pictures, percentages)
- l. Stick to one topic per slide and one idea per bullet point. Keep it simple.

Resource 3.B: The Elevator Speech

The Elevator Speech is a short speech that you can give to someone in the time that you ride in an elevator. You can be telling them about a project, asking for their help with a project, or telling them about yourself in hopes of a job opportunity. Create your own Elevator Speech following the steps and the example questions.

Brainstorming: What is your job target?

- a. What field do you want to be in?
- b. What kind of position do you hope to have?

Format your ideas.

- a. Who are you? (look back at your career objective)
- b. What do you do?
- c. What are you looking for?
- d. Example: "Hi. I am Ei Ei Tang. I am a recent graduate with volunteer experience in education and I'm looking for opportunities in the Yangon area with both INGO's and local schools."

Highlight skills and goals.

- a. What skills do you have?
- b. How can you help them meet their goals?
- c. Example: "I am a teacher with a strong track record in helping to identify student gaps in learning and adjusting curriculum to meet the students' needs."

Resource 4.A: Team Building Chart

MISSION				
ROLES	Resource Manager	Facilitator	Reporter	Task Manager
ASSIGNMENTS				
NORMS	Meeting Place		Time	Length
COURTESY	1. 2. 3. 4. 5. 6.			
DECISIONS				

Resource 4.B: Personality Quiz

	L	✓	M	✓	C	✓	W	✓
1.	Likes Authority		Enthusiastic		Thoughtful		Like to receive Instructions	
2.	Takes charge		Takes risks		Loyal		Accurate	
3.	Determined		Idealistic		Calm		Dependable	
4.	Creative		Very Verbal		Enjoys routine		Predictable	
5.	Competitive		Promoter		Dislikes change		Useful	
6.	Problem Solver		Enjoys attention		Gives in to others		Factual	
7.	Productive		Fun Loving		Avoids Conflicts		Argumentative	
8.	Bold		Like variety		Kind		Perfectionist	
9.	Decision maker		Unplanned		Nurturing		Detail Focused	
10.	Determined		Inspirational		Peacemaker		Logical	
TOTAL								

L: Leaders

Leaders are decisive, people folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities. Leaders are very confident and self-reliant. In a group setting, if no one else instantly takes charge, they will. Unfortunately, if they don't learn how to control their arrogance, their natural leader traits can cause problems with others because they don't listen. Most entrepreneurs are leaders or rate high in the leader category.

M: Motivators

Motivators are excitable, fun seeking, supporter types who love to talk! They're great at motivating others and need to be in a place where they can talk and have a vote on major decisions. The motivators' outgoing personality makes them great networkers—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often stylish and current on trends. Motivators are the life of any party; and most people really enjoy being around them.

C: Caretakers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed. Caretakers fear change and avoid conflicts, but we give time to building relationships with people. They are excellent communicators by listening well and giving thoughtful advice.

W: Workers

Workers have a strong need to do things right and by the book. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. They need all the facts before they make a decision. Because rules, consistency and high standards are so important to them, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and often unrealistic) standards can short-circuit their ability to express warmth in a relationship.

A good team will have each type of personality. It is important to have people with different strengths to accomplish your goals.

Resource 4.C: Sample Meeting Agenda

PROJECT TEAM MEETING		
30 April 2016	3.00-5.00 pm	Room 5
Facilitator: Cho Cho Timekeeper: Aye Nyein Soe		Type of meeting: Project Planning Meeting Note taker: Nyein Chan
Purpose of Meeting: This meeting's purpose is to gather all team members to begin planning the project activities and to assign the roles and responsibilities for each member.		
Meeting Objectives: By the end of this meeting, we will have: <ul style="list-style-type: none"> • Met all the project team members • Categorized project activities according to the phases and type. • Created an action-plan • Assigned roles and research topics to all team members • Set dates for future meetings 		
Attendees: Cho Cho, Aye Nyein Soe, Nyein Chan, Khaing lin, Soe Mae		
Please bring: Notepaper and Pen or Pencil		
Agenda		
Introduction of Team Members	Cho Cho	10 minutes
Reading the project summary	Khaing lin	15 minutes
Categorizing project activities	Soe Mae	20 minutes
Action-plan creation	All attendees	40 minutes
Assigning roles and responsibilities	Cho Cho	15 minutes
Set dates for future meetings	All attendees	15 minutes
Any other business	All attendees	15 minutes
If you would like any item added to the agenda please notify Ma Cho Cho before 24 April.		

Resource 4.D: Action Plan Chart

Action Plan for:						
ACTION STEPS						
Action Steps	By Whom	By When	Resources and Support Available / Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about / involved with these actions?
Step 1:						
Step 2:						
Step 3:						
Step 4:						
Step 5:						

Resource 5.A: My Leadership Skills

Which leadership actions have you taken in the past? In the 'my experience(s)' column, give an example of a time you completed the leadership actions listed below. In the second column, put an X in the box if it is a skill you would like to practice more. Explain how you will do this in the third column.

Leadership actions	My experience(s)	I want to practice...	How
Sharing a vision, goal or plan			
Setting and celebrating goals			
Inspiring and encouraging others			
Offering ideas			
Making suggestions and taking initiative			
Helping make decisions			
Listening to others			
Helping others speak and sharing their ideas			
Summarizing ideas, decisions and plans			

Resource 5.B: Leadership Action Practice

Leadership actions	I have done it	What happened	Next time I will improve this way
Sharing a vision, goal or plan			
Setting and celebrating goals			
Inspiring and encouraging others			
Offering ideas			
Making suggestions and taking initiative			
Helping make decisions			
Listening to others			
Helping others speak and sharing their ideas			
Summarizing ideas, decisions and plans			

Resource 6.A: Daily and Weekly Schedule

Time	Done	Activity
6:00 AM	<input type="checkbox"/>	
6:30 AM	<input type="checkbox"/>	
7:00 AM	<input type="checkbox"/>	
7:30 AM	<input type="checkbox"/>	
8:00 AM	<input type="checkbox"/>	
8:30 AM	<input type="checkbox"/>	
9:00 AM	<input type="checkbox"/>	
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8:00 PM	<input type="checkbox"/>	
9:00 PM	<input type="checkbox"/>	
9:30 PM	<input type="checkbox"/>	
10:00 PM	<input type="checkbox"/>	
10:30 PM	<input type="checkbox"/>	
11:00 PM	<input type="checkbox"/>	

WEEKLY MASTER SCHEDULE							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:30							
7:00							
7:30							
8:00							
8:30							
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12:00							

Resource 6.B: Where Does the Time Go?

Estimate the number of hours you spend on each task daily:

Number of hours of sleep each night	_____ x 7 = _____
Number of hours spent grooming each day	_____ x 7 = _____
Number of hours for meals/snacks (including preparation/clean-up time)	_____ x 7 = _____
Travel time to and from campus	_____ x 7 = _____
Number of hours per week for regular activities (volunteer work, sports, clubs, etc.)	_____ x 7 = _____
Number of hours per day of errands, etc.	_____ x 7 = _____
Number of hours of work per week	_____ x 7 = _____
Number of hours of class per week	_____ x 7 = _____
Number of hours per week with friends, social parties, going out, etc	_____ x 7 = _____
Number of hours of TV and computer	_____ x 7 = _____
Number of hours you spend studying	_____ x 7 = _____
Total = _____ 168.0 hours in a week - _____ hours of activities = _____	

These estimations allow you to see how much of your time is dedicated to specific activities of your life. This can help you reorganize your time to make more time for activities you need to focus on.

Resource 6.C: Time Management Self-Assessment

Self-assessment of your time allows you to understand the decisions you make each day with regard to time management. Managing time is a difficult process and self-assessment shows areas of your strengths and weaknesses.

Do these items reflect you as a student?	NO				YES
I keep track of assignments, tests, and events.	1	2	3	4	5
I often feel nervous about falling behind in my studies.	1	2	3	4	5
I set small goals and work to achieve them (e.g., read 5 pages of text and do three math problems).	1	2	3	4	5
I tend to miss classes.	1	2	3	4	5
If I need to solve a problem fast, I get help from another student, the teacher, or other resources.	1	2	3	4	5
I often misjudge how much time homework tasks will take.	1	2	3	4	5
I have set up a regular plan for my study activities.	1	2	3	4	5
I find my current course load too heavy	1	2	3	4	5
I begin assignments early so that I will have time to do a good job	1	2	3	4	5
Sometimes it's hard to concentrate while doing homework.	1	2	3	4	5
I plan ahead so I can be flexible about putting in extra hours if I have a lot of school work to do.	1	2	3	4	5
I always seem to be behind with my work.	1	2	3	4	5
I regularly use a calendar to plan my activities.	1	2	3	4	5
My grades tend to suffer because of last minute studying for tests.	1	2	3	4	5
Each day I have clear goals that I wish to accomplish.	1	2	3	4	5
I am easily distracted from school work by my friends, TV, phone.	1	2	3	4	5
I really enjoy working on the courses I am taking.	1	2	3	4	5
I can only work if I feel like working.	1	2	3	4	5
I arrange tasks well.	1	2	3	4	5
I have a hard time deciding what school work I should be doing outside of class.	1	2	3	4	5

Your scores for each item

1	3	5	7	9	11	13	15	17	19	Total
2	4	6	8	10	12	14	16	18	20	Total
Total for the Odd numbers minus the total for the Even numbers =										

Understanding your Score

Odd numbered items in the inventory reflect positive components of time management that can contribute to effective use of time. Even numbered items reflect negative components that can take away from effective time management. Therefore, if you have a positive total score, this indicates a proactive approach to managing time. If your score is negative, your time management strategies can be improved. However, remember that there is not one right way to manage time. You need to find the right approach for you that will allow for tasks to be completed on time, without necessitating a superhuman effort. It will also ensure that your stress level is reasonable.

Initial Goals

Look back to your completed self-assessment. Of the 20 items on the inventory, select five items that you feel are important issues for you. These may be typical behaviors that are currently detracting from your personal satisfaction and potential as a student. What would you like to change for the better? Write in the space below:

Resource 6.C is adapted from: ***Power Over Time: Student Success with Time Management*, Joan Fleet & Denise Reaume, 1994. Harcourt Brace, Canada.**

Resource 7.A: How Entrepreneurial are You?

Use the self-assessment to gain a greater understanding and determine if you have the skills and traits of successful entrepreneurs. Use the scale from 0 to 5.

0 = The statement does not represent me

5 = The statement represents me

Self-motivation I get things accomplished and I don't need other people to get me started.	1 2 3 4 5
Leadership I often lead a group in taking action on an issue and people look up to me.	1 2 3 4 5
Organization I like to plan. I stick to my plans until I accomplish my plans.	1 2 3 4 5
Concentration I can avoid and resist distraction until the job is done.	1 2 3 4 5
Confidence I believe in my abilities to succeed.	1 2 3 4 5
Sociability I really like people and get along with them very well.	1 2 3 4 5
Hard-working I can work very hard until I reach my goals. I don't avoid hard work.	1 2 3 4 5
Communication I am able to express my thoughts and understand others, so that ideas can be shared.	1 2 3 4 5
Recording I always keep records. They are important to measure success.	1 2 3 4 5
Decision making I like to make my own decisions and take responsibility for the consequences.	1 2 3 4 5
Independence I like to be my own boss.	1 2 3 4 5
Trust People usually trust me because I tend to say things in a straightforward way.	1 2 3 4 5
Determination When I set my goals, nothing stops me from achieving them.	1 2 3 4 5
Technical ability I have the expertise to provide a product or service for a business.	1 2 3 4 5
Responsibility I like to take responsibility.	1 2 3 4 5
Ability to take risks I am ready to sacrifice security and comfort to accomplish goals.	1 2 3 4 5
Creativity I always come up with good solutions to problems.	1 2 3 4 5
Total:	

Calculate your score. It should not be more than 85 or less than 17. Interpret your score based on the categories below to understand how entrepreneurial you are.

(63-85) = You have very strong entrepreneurial characteristics. You have high chances to become a successful entrepreneur.

(40-62) = If you truly have a desire to be an entrepreneur, determine your weaknesses and overcome them.

(17-39) = You need to consider working in positions that match with your characteristics. The attitudes and skills required of an entrepreneur may be difficult for you at this time.

Resource 7.B: Entrepreneurship Skills Improvement

Based on the previous quizzes, list the entrepreneurial traits and skills in which you need improvement and identify the actions you will take for improvement. Refer to the examples in the chart.

Areas of improvement	Actions
Leadership	1. Take leadership seminars 2. Read books on leadership 3. Identify the traits of leaders you admire 4. 5.
Self-Confidence	1. Give a speech to a group 2. Read books available on confidence 3. 4. 5.
Organization	1. Start a "To Do" list 2. Carry a notebook with you 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.

Resource 7.C: Social Enterprise Business Plan Rubric

Business Plan Rubric: 0 = no evidence 1 = little evidence, major flaws 2 = adequate, minimum standards 3 = research well done, few minor omissions, met standards 4 = research well done, exceeded minimum standards	Points:
--	----------------

Cover Page -Name of the Enterprise -Team Members -Slogan	0 1 2 3 4
Table of Contents -Includes each major section -Includes page numbers -Organized and neat	0 1 2 3 4
Executive Summary -Overview of your plan	0 1 2 3 4
Vision -Mission statement -Vision statement -Explanation of image and brand and a plan to maintain the ideas.	0 1 2 3 4
Team -Who are the members? -What is their area of responsibility? -How will you recruit new team members?	0 1 2 3 4

Market Analysis <ul style="list-style-type: none"> -Customer profile - who are they, where are they, what do they need, where do they currently buy? -Research market demographics -Research competition; what are their strengths and weaknesses? 	0 1 2 3 4
Financials <ul style="list-style-type: none"> -Identify your potential expenses and capital -Create your financial statements – budget -Outline how you will give back. 	0 1 2 3 4
Sales <ul style="list-style-type: none"> -How will you get potential customers to buy your product? -Develop a sales strategy. -Research various advertising medias. -Select two medias for your business and state why. -Includes two possible advertisement ideas 	0 1 2 3 4
Benefits <ul style="list-style-type: none"> -Background information on the problem -Causes of the problem -Explanations of solutions that have been tried and why they have been unsuccessful -Describe your beneficiaries 	0 1 2 3 4
Report Mechanics <ul style="list-style-type: none"> -Check for spelling, capitalization, punctuation, and sentence structure. -PowerPoint version of report included 	0 1 2 3 4
Report Format <ul style="list-style-type: none"> -This is in addition to the cover page, table of contents and bibliography. -Font size 12, Times New Roman -Double space -1" margins -The heading for each section is bold and underlined 	0 1 2 3 4

Resource 7.D: One Page Business Plan

Overview

What will you sell?

Who will buy it?

How will your idea help people?

Money

How much will it cost?

How will you get paid?

How else can you make money from this project?

Marketing

How will customers learn about your business?

How can you encourage people to promote your business?

Success

This project will be successful when it achieves...

_____ (number) of customers

_____ annual net income

Resource 7.E: 20 Market Research Questions

1. Who is currently buying your product or service?
2. What are these people's lives actually like?
3. Why are other people not buying it?
4. Who would be interested in buying it in the future?
5. How many people like this are there?
6. What general trends are affecting these people's lives at the moment?
7. Where would people buy your product or service from?
8. When, where and how would they use or consume it?
9. Why would they buy it? What need are they wanting to satisfy?
10. Who is your real competition?
11. What image do people have of your brand vs your competitors'?
12. What would be the ideal image for your brand to have?
13. What do they think about the different aspects of your product or service (name, packaging, features, advertising, pricing...)?
14. What improvements could be made to your product or service to meet people's needs even better?
15. What is the single most important benefit your brand should be seen to be offering - and why would people believe this to be true?
16. How can you best communicate that benefit to the people you're interested in attracting?
17. What is the right price to charge?
18. What other new products or services could your brand offer people?
19. So what is your vision for your brand?
20. And what would be the best roadmap for getting there?

