



TVET LEVEL II



SOFT SKILLS

Personal and
Career Development

TRAINEE MANUAL



Approved by:  Workforce
Development
Authority



USAID
FROM THE AMERICAN PEOPLE



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Personal and Career Development Pathways

Unit 1: Team participation and respect of training environment rules

Unit 2: Explanation of the occupation and learning process

Unit 3: Development of personal plans that are based on self-assessment practices

Unit 4: Exploration of career pathways related to personal interests and talent

Unit 1: Team participation and respect of training environment rules



Topics

- 1.1** Introduction of oneself and getting to know each other
- 1.2** Participation in setting and adhering to rules
- 1.3** Integration into a team

Unit Summary:

This unit will provide you with the knowledge and skills you need to: model a good and appropriate self-introduction; get to know one another; set and adhere to classroom and workplace rules; and integrate into a team to become a good team-player.

Self-Assessment: Unit 1

1. Look at the illustration above. What do you see? What do you think this unit will be about? What topics might be covered?
2. Fill in the self-assessment below

There are no right or wrong ways to answer this survey. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top and put a check in column that best represents your situation. At the end of this unit, we'll take this survey again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Perform effective introductions in different situations					
Express and analyse expectations of the training					
Effectively pay attention, follow directions, and use techniques to pay attention when concentration is lost					
Create effective rules for the classroom and the workplace					
Define and delegate different roles and responsibilities in a group					
Describe how to build trust in a team					
Self-assess personal ability to work in a team					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Define areas of improvement in teamwork and means for improvement					
Characterize different attitudes and actions as either effective or ineffective teamwork					

Topic 1.1: Introduction of oneself and getting to know each other

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe how to conduct a proper introduction of self to others	1. Perform an effective introduction	1. Confident
2. Explain the objectives and timetable of the training	2. Adhere to the objectives and timetable of the training	2. Committed
3. Cite expectations in general for the training	3. Analyse the path of the training and express expectations of the training accordingly	3. Forward thinking



Getting Started: What do we know and where are we going?



Topic 1.1 Task 1:

1. With a partner, describe a few times when you made introductions that went well and other times that it did not go well.
2. Volunteer to share your experiences with the rest of the class.
3. List some of the qualities that made some of the introductions go well and some of the mistakes that made other introductions not go well.
4. Review the Key Competencies table together.



Problem Solving Activity



Topic 1.1 Task 2:

1. As a large group, brainstorm different situations where one introduces oneself.
2. Based on the Getting Started Activity, refer to the examples of the introductions that went well and make a list of best practices when introducing oneself with your small group.
3. Create a general list of best practices for introducing oneself. Underneath the general list, add in specific best practices for the different situations mentioned before.
4. Read **1.1 Key Facts** together.
5. Introduce yourself to the person next to you using the following information
 - a. Your name
 - b. One of your main hobbies/interests
 - c. Your past education
 - d. Your work qualifications
 - e. What you hope to learn from this training
6. Volunteers will introduce themselves to the class. Consider the following questions when they introduce themselves:
 - a. Did they share each piece of information clearly?

- b. Did they make eye contact with different members of the audience?
- c. Did they maintain good posture?
- d. Did they appear confident and calm?

1.1 Key Facts

Introductions

An introduction is the action of telling someone another person's name the first time that they meet. It can also mean a short speech or piece of writing that comes before a longer speech or written piece.

Cases of when one needs to introduce himself/herself

One introduces himself/herself to:

- An employer
- A class
- A team
- A meeting
- A trainer
- A leader
- A colleague
- A community or large group of people

General Best Practices for Introductions

- **Poise** - keep a good posture and avoid slouching when introducing yourself.
- **Clarity of Speech** - ensure that words and pronunciations are very clear when speaking.
- **Eye Contact** - look at your audience directly when communicating; avoid looking away.
- **Confidence** - ensure the information and content of your introduction is honest. Be confident in the truth.
- **Composure** - avoid being nervous and distracted; remain calm throughout your introduction.



Guided Practice Activity



Topic 1.1 Task 3:

1. You are going to introduce yourselves to a different person in the class. Use the same topics as the previous activity. However, this time, use the information learned from the previous activity.
2. You will be assessed on how well you have introduced yourselves based on the Introduction Rubric below. This exercise is to help you identify specific areas to improve upon when making introductions.

Introduction Rubric	1	2	3	4	5
a. The trainee mentions his/her name, past education, and work qualifications					
b. The trainee is confident when introducing himself/herself					
c. The trainee keeps a good posture when introducing himself/herself					
d. The trainee speaks with clarity and pronounces words properly					
e. The trainee speaks while maintaining good eye contact with the audience					
f. The trainee remains calm throughout the presentation					
g. The trainee clearly elaborates on his/her expectations of the training					
Total Marks	/35				

Grading Scale

5	Excellent
4	Very good
3	Good
2	Fair
1	Needs improvement



Application Activity



Topic 1.1 Task 4:

1. Go into the community to meet new people. You can go to the market, a shop, an office, or a public space--wherever you can meet someone new. Introduce yourself to them.

Observe your peers as they introduce themselves and be prepared to share your observations on how they performed. You will take turns as you introduce yourselves to different people.

2. Your feedback should be guided by the following questions:
 - a. How did he/she introduce himself/herself?
 - b. Did he/she exercise the best practices when introducing himself/herself to people?
 - c. What can he/she improve on?
3. Afterwards, consider:
 - a. What could you have done better if you were given a chance to re-introduce yourself to the person you met?
 - b. How might the way you introduce yourself differ according to the type of person you meet?



Points to Remember

- Follow the best practices when introducing yourself.
- Inform the trainer if you have any issues with the objectives of the training.



Formative Assessment

1. You are introducing yourself to a potential customer of a product you are selling. In three (3) minutes, introduce yourself and the product you are selling. Clearly explain the product and why it is worth their money. Try to use a product you imagine yourself selling or a product you have sold in the past. Your trainer will serve as your potential customer. You will be observed using the following rubrics.

Name of Trainee:

Introduction Rubric	1	2	3	4	5
a. The trainee mentions his/her name properly					
b. The trainee clearly explains the product and its worth to the customer					
c. The trainee is confident when introducing himself/herself					
d. The trainee keeps a good posture when introducing himself/herself					
e. The trainee speaks with clarity and pronounces words properly					
f. The trainee maintains an eye contact when speaking with the customer					
g. The trainee remains calm					
h. The trainee keeps a good posture					
Total Marks	/40				

Topic 1.2: Participation in setting rules and adhering to them

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe different methods of paying attention and following directions	1. Effectively pay attention and follow directions	1. Attentive
2. Explain the different rules of the classroom and their relation to the workplace	2. Create functional rules for the classroom and workplace	2. Orderly
3. List different group roles and responsibilities	3. Delegate roles and responsibilities in a group	3. Organised



Getting Started: What do we know and where are we going?



Topic 1.2 Task 1:

1. Reflect and discuss as a class: Why do we need to set rules in class?
2. List common classroom rules with your group. You can also add rules you consider to be important for this training even if the rules have not been used regularly in the classroom beforehand.
3. Write the rules on a flipchart/blackboard/whiteboard.
4. When you were brainstorming rules:
 - a. Did some of the members of the group take on different roles?
 - b. Who was the writer?
 - c. Who was the leader?
 - d. Who delegated tasks?
 - e. Did some members take more initiative?
 - f. Did some members act more as support to the group?
5. During the activity, did you experience any difficulty paying attention? Did you use your phone? Did any of the members of the group get distracted?

6. Discuss how your ideas and experiences from the previous questions might relate to setting rules and following them.
7. Read through the Key Competencies together.



Problem Solving Activity



Topic 1.2 Task 2:

1. Using the rules displayed from the **Getting Started Activity**, come to the front of the class and place a check mark next to the rules you find to be the most important.
2. If everybody agrees, write the six most “checked” rules in the Commitment Contract below.
3. Use the space for three additional rules to personally create three rules for yourself. Sign the Commitment Contract at the bottom.
4. Point out certain rules you believe should be followed in the workplace as well. You may realize that many of the rules for the training should also be followed in the workplace.
5. Additionally, every day, each of you (trainees) will be called upon to take on certain responsibilities as a way of ensuring everybody actively participates in the training process. Such tasks may include leading the opening and closing reflection, leading energizer activities, serving as a trainer’s assistant and timekeeper. The trainer will assign these roles to certain trainees for the day and everybody will perform each role by the end of the training.
6. In pairs, read **1.2 Key Facts**.

Commitment Contract

Because I care about myself and my group, I agree to:

1.
2.
3.
4.
5.
6.

Add three more for yourself!

7.
8.
9.

Trainee's Signature

1.2 Key Facts

Rules, Responsibilities, and Paying Attention

Definitions:

- **Rules** refer to a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity. A rule is an accepted principle or instruction that states the way things are or should be done and tells you what you are allowed or are not allowed to do.
- **Responsibilities** refer to having a duty to deal with something or of having control over someone.¹

Methods of paying attention during group discussions

Sometimes it can be difficult to pay attention for extended periods of time during group discussions. Therefore, it is important to keep these tips in mind when you find yourself distracted in a group.

¹ Lexico Dictionaries. (n.d.). *Responsibility*. <https://www.lexico.com/definition/responsibility>

- **Remove your distractions.** Try to identify what you are doing when you stop paying attention. If you find yourself looking at someone or a phone, make a change so that you don't see them anymore. You can change seats or put your phone in your bag.
- **Focus on the present.** Keep your thoughts confined to the discussion. For example, if you are thinking about what you are going to do later or what one of your friends told you, try to put those thoughts away until the discussion is over. If you are having a hard time releasing those thoughts close your eyes for a second and take a deep breath. While you are breathing, breathe in "present" and breathe out "moment."
- **Speak up.** Interject a question or opinion into the discussion. Participating in the discussion will make you more interested in the topic.
- **Find motivation.** Remind yourself why you agreed to take part in the discussion. Remember how much you can learn if you pay attention.



Guided Practice Activity



Topic 1.2 Task 3:

1. Read the scenario below with your group:

Teta heads a Savings and Internal Lending Community (SILC) group called Twihe Intego, composed of 12 women and 8 men. This year, they want to raise 2 million Rwandan francs so that they can start a joint business of selling clothes in Kayonza Market. In order to achieve this, they set rules to govern their group. These rules include attending weekly meetings, being punctual, saving every week, and not changing the record books. However, most members failed to adhere to the rules because they were busy.

2. Discuss the questions that follow:
 - a. What happened in the scenario?
 - b. What do you think will happen to the SILC if members don't adhere to the rules?
 - c. What should members do in order to reach their goal?
 - d. Do such cases appear in our communities?
 - e. What can be done to avoid such cases in our workplaces?

3. Share and compare your group's responses with the rest of the class.



Application Activity



Topic 1.2 Task 4:

1. For ten minutes, repeat the **Guided Practice Activity**, but this time you will act out the role play as if the SILC group adhered to the rules. Make sure that the rules are clear so that the members know what is expected of them.
2. Respond to the following questions:
 - a. Based on the role play, what is the importance of setting rules and adhering to them in the workplace?
 - b. How do rules prepare us to work effectively as a team if we are to reach our objectives?



Points to Remember

- Rules are necessary for a group to reach its objectives.
- Refer to techniques from this topic when you have difficulties paying attention in a group.
- Follow the rules you agreed to in the Commitment Contract.



Formative Assessment

Write 4-5 sentences in response to the following questions.

1. According to you, what are some ways to ensure people follow rules? Consider the process used for setting the classroom rules.
2. What methods do you find to be the most useful for paying attention? Explain your response.

Topic 1.3: Integration into a team²



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe how to build trust in a team	1. Build trust in a team	1. Cooperative
2. Explain the elements of effective teamwork	2. Display the elements of effective teamwork	2. Positive
3. List the skills and characteristics of an effective team member	3. Demonstrate the skills and characteristics of an effective team member	3. Responsible

² The activities and information in **1.3 Key Facts** were adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.



Getting Started: What do we know and where are we going?



Topic 1.3 Task 1:

1. Brainstorm different scenarios when people must work in a team. Some example scenarios are a construction team, a group project for school, SILC groups, and community volunteering, such as Umuganda.
2. Consider a situation where you have experienced effective teamwork.
 - a. What were some elements of effective teamwork?
 - b. Create two columns on the blackboard/whiteboard/flipchart/paper. Label one side “effective teamwork” and the other side “ineffective teamwork.”
 - c. Take the chalk/marker/pen and write down different elements of effective teamwork.
3. Consider a situation where you have experienced ineffective teamwork.
 - a. What were some elements of ineffective teamwork?
 - b. Take the chalk/marker/pen and write down different elements of ineffective teamwork.



Problem Solving Activity



Topic 1.3 Task 2:

1. The following games will require everyone’s focused attention. These games will help us think about the ways in which we will work together in this course, and how we will develop good communication and teamwork skills that are needed in all workplaces.
2. **Game 1: Musical Chairs.** Listen to the trainer’s instructions on how to play this game. After playing, discuss as a class:
 - a. What happened in the game?
 - b. How did people feel at first about sharing a chair?

- c. What strategies did you use to get as many people on the chairs and how were those strategies determined?
 - d. Were any new elements of effective or ineffective teamwork revealed? Write down any additions to the list.
 - e. This game required teamwork. How can we use the teamwork required in this game in future situations, such as the workplace?
- 3. Game 2: Trio Trust Fall.** Listen to the trainer's instructions on how to play this game. After playing, discuss as a class:
- a. What happened in the activity?
 - b. How did you first feel when falling back and forth?
 - c. What elements helped you feel comfortable with the team?
 - d. Were any new elements of effective or ineffective teamwork revealed? Write down any additions to the list.
 - e. This game required teamwork. How can we use the teamwork required in this game in future situations, such as the workplace?
- 4.** A key aspect of teamwork is trust. Think about the following statement and write a response: As a leader in your personal or work life, name five things you can do to earn the trust of others.
- 5.** Share your ideas with the person sitting next to you.
- 6.** Read through **1.3 Key Facts Building** with your partner.

1.3 Key Facts

Building Trust and Relationships

Trusting someone means having confidence they will act as you expect, and you have a sense of calmness, security, and confidence in their actions. You cannot have a healthy relationship without trust. Likewise, you cannot have an effective team without building trust among the team members.

How to build trust in a team:

- **Open up:** Share your ideas and feelings openly and others will be comfortable with sharing their ideas and feelings as well.
- **Provide a safe environment:** Ensure that whatever is expressed or shared will be responded to in a mature and respectful manner. Do not talk about what was said or done outside of the team.
- **Listen before speaking:** Soliciting other member's ideas first ensures that everybody leads the conversation. Try not to interrupt others when they are speaking.
- **Act by example:** If the expectation is to arrive on time, ensure you arrive on time. Be the team member you want to be around.
- **Support each other:** Whenever somebody does good work, praise them. If somebody is having difficulties or being accused of wrongdoing, act as their ally to help them.
- **Accept disagreement:** Disagreement is inevitable. Do not take disagreement personally. Instead, try to find common grounds and explore the disagreement together until you can reach a common understanding.
- **Value every team member:** Every person has unique strengths and weaknesses. Try to highlight team member's strengths and call upon them to support others that may be weak in that particular area.



Guided Practice Activity



Topic 1.3 Task 3:

1. Consider the past activities and fill out the following self-assessment on working as a team member by checking/ticking one box for each statement. The self-assessment is not related to your grades, but it is for you to better understand your strengths and weaknesses.

Self-Assessment on Working as a Team Member

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1) I am reliable				
2) I am willing to take on responsibility				

3) I am an effective communicator				
4) I am an active listener				
5) I actively participate				
6) I share my ideas openly				
7) I am open to criticism				
8) I comply with group norms				
9) I am cooperative				
10) I am flexible				

2. Reflect on your strengths and weaknesses. Remember nobody can be a perfect team member, and everybody has weaknesses.
3. Refer to the statements that you marked as somewhat disagree or strongly disagree. Use the space below to reflect as to why you have difficulties in these areas.
4. Consider the ways you can overcome these specific weaknesses and become a stronger team member.



Application Activity



Topic 1.3 Task 4:

1. Develop a drink and make a play that advertises the drink with two other people. You will only use a prop bottle. The imaginary drink can be as simple as pineapple juice. While developing the drink and the advertisement, try to practice effective teamwork.
2. Each person will assume one of the following roles: customer, seller, or creative director. Here are the descriptions of the roles:
 - a. Creative director: This person makes the final decisions regarding the storyline and way the advertisement is performed.
 - b. Two salespeople: The people presenting the drink. These people work together to introduce the drink and try to convince the customer that they need this drink.
3. Perform the advertisement for another person who will act as the customer.
4. Consider the following questions:
 - a. Did you work well together as a team?

- b. After observing the other groups, do you think the groups worked well together as team? Explain.
- c. What obstacles did you face in working as a team? How did you overcome these obstacles?
- d. What strategies did you use to work as a team?



Points to Remember

- Practicing effective teamwork is essential to accomplishing a shared objective.
- Trust is built. One must work hard and maintain certain attitudes to build trust.
- Repeat the self-assessment on your ability to work as a team member periodically to ensure you are improving.



Formative Assessment

Separate into groups of four. Each group will be provided with a piece of flip-chart and a marker. Using the checklist below, complete following tasks:

1. Draw a cow as a group. However, each of you is only able to draw one line at a time. Each person must draw at least four lines.
 - a. First, create a short set of rules that you will all follow in order to draw the most beautiful cat possible.
 - b. Begin drawing.
 - c. Present your cat to the class.



Self-Reflection

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills, and attitudes.

Again, there are no right or wrong answers to this assessment. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, skill or attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Perform effective introductions in different situations					
Express and analyse expectations of the training					
Effectively pay attention, follow directions, and use techniques to pay attention when concentration is lost					
Create effective rules for the classroom and the workplace					
Define and delegate different roles and responsibilities in a group					
Describe how to build trust in a team					
Self-assess personal ability to work in a team					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Define areas of improvement in teamwork and means for improvement					
Characterize different attitudes and actions as either effective or ineffective teamwork					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement, alongside actions/strategies you will use to improve regarding making introductions, creating effective rules, and working well in a team.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding this unit, you can contact your fellow trainees or trainers for more assistance.

Unit 2: Explanation of the occupation and learning process



Topics

- 2.1** Description of the main/major elements of the occupation
- 2.2** Explanation of the processes and requirements of the qualification
- 2.3** Description of the assessment procedures of the qualification
- 2.4** Assessment of one's learning style in the classroom and at the workplace

Unit Summary:

This unit will provide you with the knowledge and skills you need to explain your occupation and learning process. By the end of the learning unit, you will be able to describe the main elements, process and requirements, and the assessment procedures of the qualification, as well as assessing one's learning style in the occupation of your choice

Self-Assessment: Unit 2

1. Look at the unit illustration. What do you see? What do you think this unit will be about? What topics might be covered?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this assessment. It is for your own use during this unit. Read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this assessment again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Define a job, an occupation, and a sector					
Describe characteristics and working conditions of an occupation					
Describe the place of occupation in sector and its impact in economic development					
Explain the rationale of the qualification					
Describe the training opportunities that exist in the qualification					
Describe the possible pathways available in the qualification					
Identify the competency based approach and assessment procedures.					
Explain the purpose of each assessment instrument					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Differentiate a portfolio and integrated situation based assessment					
Differentiate types of learning styles					
Assess personal style of learning					
Apply strategies for improving personal learning style at the workplace/school					

Topic 2.1: Description of the main/major elements of occupation

Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate a job, an occupation and sector	1. Describe the place of the occupation in the sector	1. Knowledge seeking
2. Identify the characteristics of the occupation	2. Assess the impact of the occupation in the economic development	2. Analytical
3. Describe the working conditions for the given occupation	3. Make an informed choice of an occupation	3. Decisive



Getting Started: What do we know and where are we going?



Topic 2.1 Task 1:

1. Think about the various occupations that are done in your community or that you may want to do in the future and answer the following questions.
 - a. What kind of job or occupation does your parent, friend, guardian do?
 - b. Describe basic characteristics of the occupation.
 - c. What are its working conditions?
 - d. Would you like to do such job/occupation? Why? Why not?
 - e. How does the job/occupation identified above contribute to your community?
2. Share your responses to the questions with the rest of the class.



Problem Solving Activity



Topic 2.1 Task 2:

1. Discuss the following questions with a partner:
 - a. What do you understand by 'a job'?
 - b. What do you understand by 'an occupation'?
 - c. What do you understand by 'a sector'?
 - d. Brainstorm six different occupations.
 - e. Using the table below, categorize the occupations identified above according to the sector.

Occupation	Training Sector

2. Your group will give a presentation of your responses to each question. Discuss differences in your group's answers compared to the other groups.
3. Read and review **2.1 Key Facts** together.

2.1 Key Facts

- **Job** – A set of tasks and duties performed or meant to be performed, by one person, including for an employer or in self-employment.
- **Occupation** – The kind of work performed in a job. It a set of jobs whose main tasks and duties are characterized by a high degree of similarity.³
- **Training sector** – Types of work/industries that require developing a particular skill to desired standards.

Training sectors in Rwanda Technical Qualification Framework

Beauty, Aesthetics	Business and Administration
ICT	Agriculture and food processing
Health, Welfare and social services	Technical Services
Manufacturing and Mining	Hospitality and Tourism
Construction and building services	Arts and Crafts
Water Resources Management and Sanitation	Transport Services
Energy	

- **Example:**
 - **Training Sector:** Agriculture and food processing
 - **Occupations:** Professional tea farmer, professional coffee farmer, professional food crop farmer, professional horticulture farmer, food crop producer, food crop processor, professional Juice maker, vegetable preserver, ruminant farm producer, rabbit farmer, ruminant farmer, fish farmer, poultry farmer, beekeeper
- **Place of the occupation in the sector**
 - Refers to the contribution of the occupation in the sector.
 - For example, the contribution of a chef in the hospitality and tourism sector.

³ International Labour Organization. (n.d.). *International standard classification of occupations (ISCO)*. <https://ilostat.ilo.org/resources/methods/classification-occupation/>



Guided Practice Activity



Topic 2.1 Task 3:

1. Visit various people in different occupations in your community to learn about the elements of their occupation. Use the following tips to guide you as you interact with them about their occupation.
 - a. Name of occupation and the sector
 - b. Characteristics of the occupation
 - c. Place of the occupation in the sector
 - d. Impact of the occupation in the economic development
 - e. Working conditions of the occupation
2. From the interactions, which occupation would you choose as the best suited for you? Give reasons to support your choice.
3. Present your group's findings to the rest of the class and supplement what other groups present.
4. Refer to **2.2 Key Facts** in your manuals and review the sample occupations with your trainer.

2.2 Key Facts

Examples of Occupations

- **Occupation**
 - Beekeeper: Manages colonies of honeybees for the production of honey as well as pollination services
- **Training sector**
 - Agriculture and food processing
- **Characteristics of occupation**
 - Maintain colonies of healthy bees for pollination and production of honey
 - Ensure sufficient food reserves
 - Construct hives and replace combs
 - Collect and package any hive products including honey, beeswax and pollen
 - Make decisions on yards, treatment, splits, honey harvesting and all other beekeeping decisions

- Build and manage queen rearing operations
 - Ensure breeding yards are kept at optimal level of production
 - Maintain strict control over diseases and pests
 - Identify and report hive health concerns
 - Market honey products to consumers or distributors (in smaller work settings)
 - Prepare colonies for both production and wintering during season changes
 - Wear and maintain protective clothing and gear
 - Train other beekeepers on your team
 - Participate in ongoing Research & Development trials
 - Clean and maintain beekeeping equipment
 - Keep colony records
- **Place of occupation in the sector**
 - Beekeepers may work on farms or small plots of land to raise bees to assist in the crop production and other agricultural crops.
- **Working conditions**
 - Where: Primarily outdoors
 - Gender Balance: Both
 - Salary estimation: Earnings for beekeepers vary greatly
 - Physical conditions: Physically challenging
 - Psychological conditions: Mental health
 - Working hours: "In-season" hours can be very long
- **Impact on economic development**
 - **Income:** Generates income for resource-poor farmers including women, youth, and the unemployed sectors of the community
 - **Honey:** Honey has been highly prized for its flavour, as well as nutritional and medicinal values by the local communities.
 - **Beeswax:** Beeswax, propolis, royal jelly and honeycomb are all by-products of beekeeping. Beeswax is used in the production of candles and cosmetics.
 - **Employment:** As beekeeping requires relatively lower levels of investment and is a non-physically demanding work, it is also favourable for women and landless youth.



Application Activity



Topic 2.1 Task 4:

1. Separate into 5 groups. Each group will be assigned an occupation from the list of examples below.

Given below are examples of occupations.

Vocational education teacher Accountant Tailor Mechanic Mason Carpenter
--

2. You may do research in the library or on internet. Ask different people in the occupation to describe the elements of their occupation by answering the following questions.
 - a. Which training sector is the occupation in?
 - b. What are the characteristics/features of the occupation?
 - c. What is the place of the occupation in the sector?
 - d. What is the impact of the occupation in economic development?
 - e. What are the working conditions for the occupation?

You may use the table below to record your findings.

Occupation	Training sector	Characteristics of occupation	Place of occupation in sector	Impact of occupation in economic development	Working conditions

--	--	--	--	--	--



Points to Remember

- While choosing an occupation, make sure the working conditions are in line with your interests and personality.



Formative Assessment

1. Referring to your own occupation or desired occupation, answer the following questions:
 - a. Identify the training sector it belongs to.
 - b. Explain its characteristics.
 - c. Describe its place in the sector.
 - d. Describe its impact/importance in economic development.
 - e. Describe its working conditions.

Topic 2.2: Explanation of the processes and requirements of the qualification

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the rationale of the qualification	1. Describe the training opportunities that exist in the qualification	1. Decision-making
2. Identify the occupation qualification and level	2. Describe the possible pathways available in the qualification	2. Critical-thinking
3. Identify possible work opportunities available in a qualification	3. Describe the modules, duration, and credits for the qualification	3. Research-oriented



Getting Started: What do we know and where are we going?



Topic 2.2 Task 1:

1. Think of your own or your desired occupation and discuss the following questions with a partner.
 - a. What do you understand by a 'qualification'?
 - b. How many qualification levels are in the Rwanda Education Qualification Framework (REQF)?
 - c. Which level of qualification is your occupation?
 - d. Why do you think it is important to have qualification levels?
2. Volunteer to share your responses with the rest of the class.



Problem Solving Activity



Topic 2.2 Task 2:

1. Study Figure 2.1 below.

Title:	TVET Certificate III in Food Crop Production and Processing
Level:	REQF Level 2
Credits:	140
Sector:	Agriculture and Food Processing
Sub-sector:	Food Production and Processing

Figure 2.1: Sample qualification description

2. Discuss the following questions as a large group:
 - a. What is the qualification in the figure?
 - b. What is the qualification level?
 - c. What is the sector? Identify any occupations you know in this sector.
 - d. Do you think a person can progress his/her learning after this level?
 - e. If yes, to which level? What is required for one to progress to that level?

3. After the discussion, refer to **2.3 Key Facts** and review them together.

2.3 Key Facts

Occupation qualification – A certificate legally provided which indicates that the holder has reached a necessary standard.

Rwanda National Qualifications Framework (RNQF):

- An instrument which describes the types of qualifications, the qualifications levels, and standards within the education system of Rwanda.

- Presents the structure of defined and nationally recognized qualifications, which are awarded at defined levels of different education subsectors.
- Articulates the competencies, skills and knowledge that learners are expected to acquire at different levels within the subsectors.
- Describes the interrelationships between the qualifications and progression from one level to another within and between the subsectors.
- Describes the mobility and progression pathways through accumulation and transfer of credits and recognition of prior learning acquired from formal and non-formal education.⁴

4. Study **Figure 2.2** below.

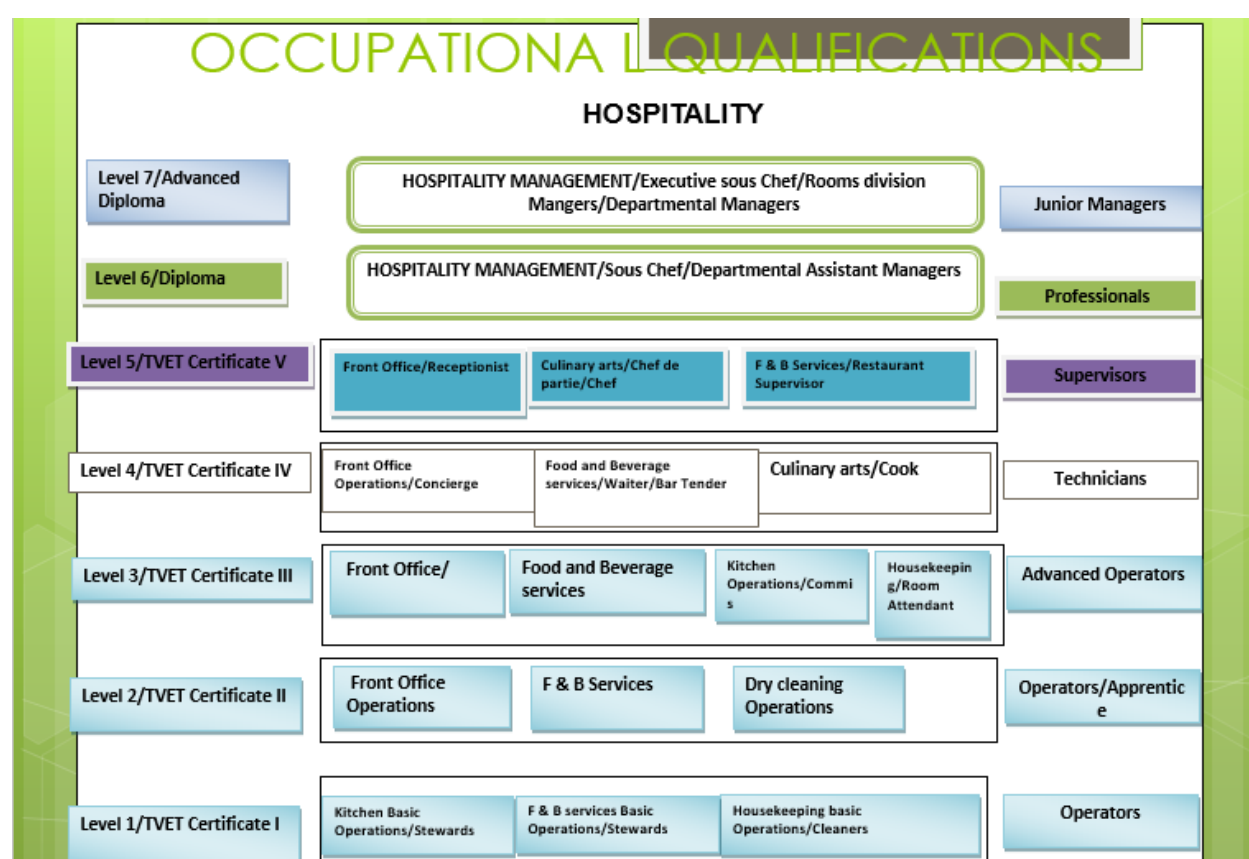
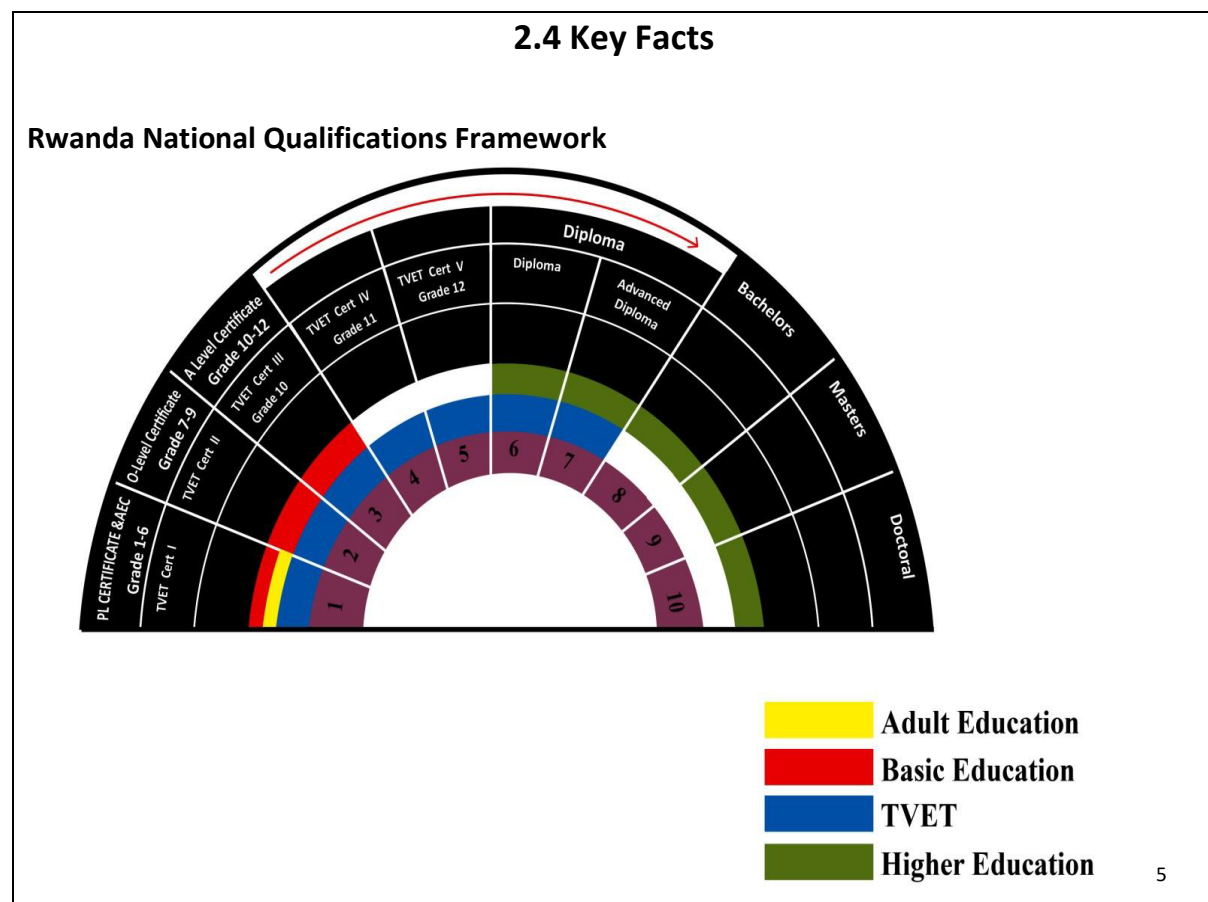


Figure 2.2: Sample Occupational Qualifications for Hospitality

5. Based on **Figure 2.2**, discuss the following questions with your group:
- What training sector do you think is represented by the figure?
 - How many qualification levels do you see? Name them.

⁴ Republic of Rwanda Ministry of Education. (2016). *The Rwanda national qualification framework*. Academia.edu. https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared

- c. Which level matches with your occupation?
 - d. Identify some occupations in the figure that match with your level.
 - e. How many qualifications does this occupation have? Name them.
 - f. Which training opportunities in this occupation can one take on?
6. Discuss your responses with the rest of the class.
 7. Finally, refer to **2.4 Key Facts** and review them together.



⁵ Republic of Rwanda Ministry of Education. (2016). *The Rwanda national qualification framework*. Academia.edu. https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared



Guided Practice Activity



Topic 2.2 Task 3:

1. Visit your school library or ask your trainer for a curriculum of your training sector or occupation. Read pages 1, 2, 3, 7 and 12 with your group.
2. With your group, discuss and note your responses to the following questions based on the pages you read:
 - a. What occupation and training sector is it?
 - b. What is the occupational qualification?
 - c. What is the qualification level?
 - d. What is the rationale of the qualification?
 - e. What is the content of the training program?
 - Modules:
 - Duration:
 - f. Describe the flowchart for the occupation.
 - g. What are the pathways (exit level & further learning) for the qualification?
3. After discussing with your group, share and discuss your responses with the rest of the class.
4. Next, refer to the **Sample Qualification Process** and review it together.

Sample Qualification Process

Code	AGRLIV2001
Qualification Title	TVET CERTIFICATE II in LIVESTOCK
Sector	Agriculture and Food Processing
Occupation	Livestock farmer
REQF	Level 2
Credits	150

Rationale of the Qualification:

This qualification provides the skills, knowledge, and attitudes for you to be competent in a range of routine tasks and activities that require the application of a range of basic practical skills in a defined context. At the end of this qualification, qualified learners will be able to:

- Describe the occupation and learning process
- Maintain safety, health, and environment (SHE) at the workplace
- Communicate effectively at the workplace
- Apply computer literacy
- Communicate simply, using English in familiar situations
- Gukoresha Ikinyarwanda kiboneye
- Pratiquer les activités de communication en français dans le métier
- Kutumia Kiswahili wastani
- Create a business
- Communicate using basic English at the workplace
- Gukoresha ikinyarwanda gikwiye mu kazi
- Apply basic mathematics at the workplace
- Apply basic sciences at workplace
- Prevent animal from diseases
- Assist with pig production
- Assist with fish farming
- Assist with ruminant farming
- Assist with poultry farming
- Assist with beekeeping
- Assist with animal shelter construction
- Assist with rabbit farming
- Integrate in the workplace

Content of the training program: Modules & Credits

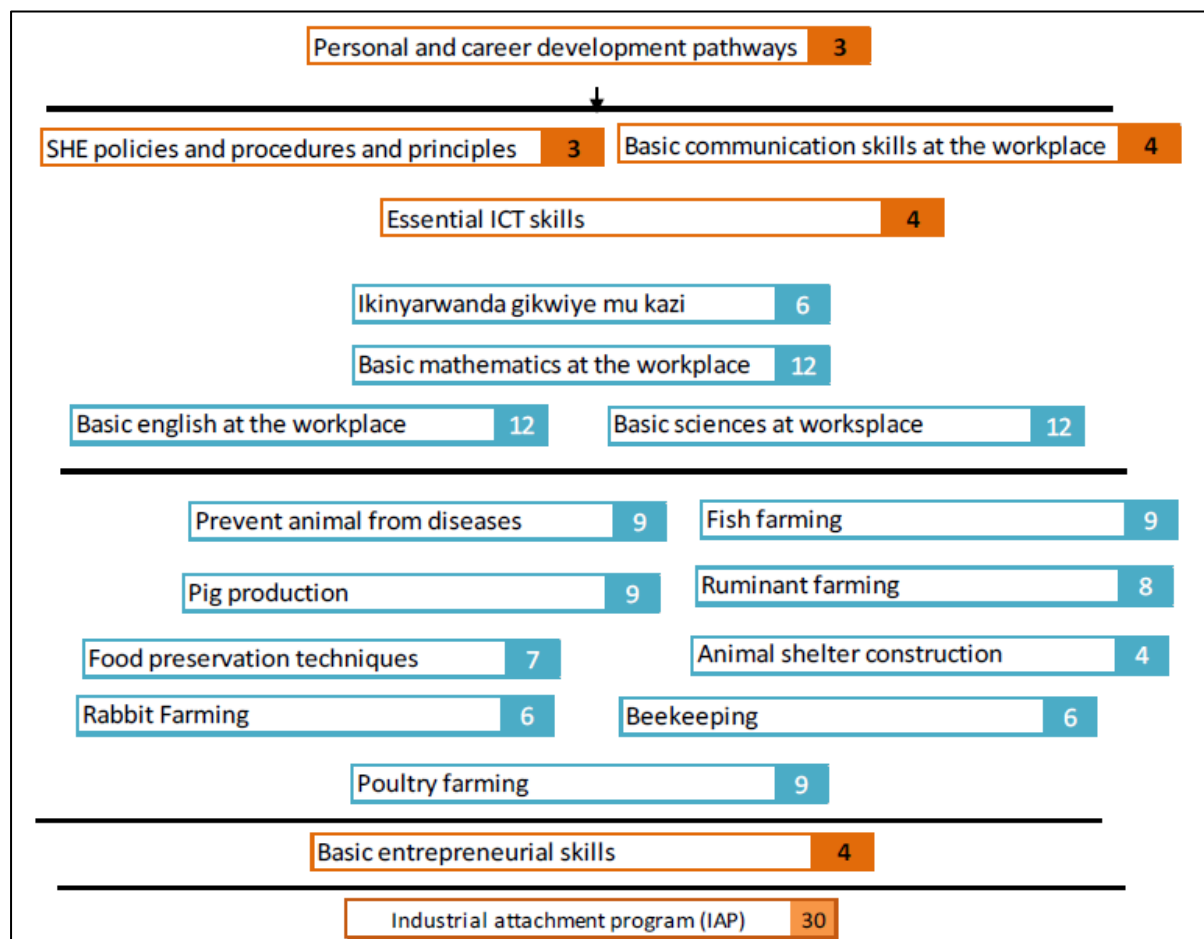
Module	Credit
Personal and career development	3
Essential ICT Skills	4
Basic communication skills at workplace	4
SHE policies, procedures and principles	3
Basic Entrepreneurship	4
Basic English at workplace	12
Ikinyarwanda gikwiye mu kazi	6
Basic mathematics at the workplace	12
Basic sciences at the workplace	12
Animal Disease Prevention	9

Pig production	9
Fish farming	9
Ruminant farming	8
Poultry farming	9
Beekeeping	6
Animal shelter construction	4
Rabbit Farming	6

Flowchart for the occupation:

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competencies. It provides an overall planning of the entire training programme and shows the relationship between the modules. It shows the learning that is already in place, the learning that is to take in parallel or later.

Pathways (exit level & further learning) for the qualification:





Application Activity



Topic 2.2 Task 4:

1. Visit and interact with different people around your community in different workplaces or sectors of training. These could include worker or students of Level 3 and 4 to find out more about the occupation qualification of your preferred occupation or sector of training.
2. From your interviews, answer the following questions:
 - a. What is the occupation?
 - b. What sector of training is the occupation?
 - c. What is the place of the occupation in the sector?
 - d. What is the qualification level of the occupation?
 - e. What work opportunities in the qualification exist?
 - f. What further training opportunities are there for the qualification?
 - g. What did you learn from the people you interacted with about occupations?
3. Write a report based on your interviews.
4. After the interviews, share your findings/report with the rest of the class.



Points to Remember

Rwanda Education Qualifications Framework (REQF):

- Describes the types of qualifications and the qualifications levels and standards within the education.
- Presents the structure of defined and nationally recognized qualifications, which are awarded at defined levels of different education subsectors.
- Articulates the competencies, skills, and knowledge that learners are expected to acquire at different levels within the subsectors.



Formative Assessment

Read and answer the following questions.

In terms of your own occupation or your desired occupation:

1. What is its sector of training?
2. What is the place of the occupation in the sector?
3. What is its qualification?
4. What is its occupation level?
5. What possible work opportunities are available in the occupation or sector?
6. What training opportunities exist in the sector or occupation?
7. Describe the different requirements of the qualification
 - a. Qualification details
 - b. Entry requirement
 - c. Coursework – training modules
8. Describe the pathways following the qualification.

Topic 2.3: Description of the assessment procedures of the qualification

Key Competencies:

Knowledge	Skills	Attitudes
1. Define a competency-based approach	1. Differentiate a portfolio and integrated situation based assessment	1. Focused
2. Explain the timing for each assessment instrument	2. Keep evidence of assessment	2. Considerate
3. Explain the purpose of each assessment instrument	3. Apply assessment instruments	3. Responsible

Getting Started: What do we know and where are we going?



Topic 2.3 Task 1:

1. Study **Figure 2.3** below.



6

Figure 2.3: Good vs Bad driver

2. Discuss the following questions with your group:
 - a. How would you describe a good driver?

⁶ Jephson, R. (2017, July 19). *Good driver vs bad driver behavior infographic* [Infographic]. Chevin Fleet Solutions. <https://www.chevinfleet.com/us/news/good-driver-vs-bad-driver-infographic/>

- b. How would you describe a bad driver?
 - c. What steps should one take to be a good driver?
 - d. Who determines that a person is fit to go to the next step or become a driver?
 - e. What happens if you fail one step?
 - f. Can a person pass all the steps and still be a bad driver? Give some examples.
 - g. What do you call the activities done by the people mentioned above?
3. Present your group's main points to the rest of the class. Feel free to share what you have discussed. Note that a person must go through some steps and behave in a certain way to be considered a good or bad driver. Similarly, you will have to be assessed in their occupations to find out whether you are competent or not.



Problem Solving Activity



Topic 2.3 Task 2:

1. Visit the school library or use the internet for the research. You can also ask other students from Levels 3, 4, 5, and 6 about how assessment is done in their occupation or school. Use the following questions to guide you.
 - a. What is assessment?
 - b. What are the types/forms of assessment in the occupation or at level II?
 - c. How is assessment in occupation or level done?
 - d. You can also research or ask for meaning of the concepts below:
 - Assessment
 - Competency
 - Competency Based Assessment
 - Assessment Criteria
 - Assessment instruments
 - Assessment plan
 - Competency Unit
 - Assessment Evidence

- Assessment Feedback
- Assessment Flexibility

2. Share your group's findings with the rest of the class.

3. Refer to **2.5 Key Facts** and review it together.

2.5 Key Facts

- **Assessment:** Formal and informal procedures that trainers and trainees employ in gathering information on learning and making judgment about what learners know and can do.
- **Competency:** The ability to perform within a work-related function or occupational area to national standards expected in employment.
- **Competency Based Assessment:** Judging the degree to which a trainee has met predetermined criteria; trainees must show that they can do certain tasks in a prescribed way and that they know the context of the task and why it must be performed in certain ways.
- **Assessment Criteria:** The standards against which assessments are judged; they must be explicit before the assessment is agreed and undertaken.
- **Assessment instruments:** The range of questionnaires, tests, checklists, and other materials used to assess specific skills, knowledge, qualities, or understanding.
- **Assessment plan:** An agreed statement between trainee and assessor, normally documented, of how the candidate will demonstrate competence; it specifies what will be assessed, the criteria for assessment, how the assessment will be undertaken and by whom, the time-scale involved and any special arrangements that need to be made.
- **Competency Unit:** A group of elements of competence which together constitute a particular work role, duty or function, and which form the smallest grouping of competence able to be recognized separately for certification.
- **Assessment evidence:** Information from a variety of sources which proves competence or meeting the criteria.

- **Assessment feedback:** Reviewing a process and giving constructive oral or written comment to the candidate or candidate so that they understand the strengths and weaknesses of their performance / evidence and understand what to do as a consequence.
- **Assessment flexibility:** Flexibility is concerned with providing candidates the opportunity to display competence in various ways and contexts, without compromising the standard in any way.



Guided Practice Activity



Topic 2.3 Task 3:

1. Your trainer will provide your group with copies of TVET Certificate II (pages 25, 26, 27). Read the section and answer the following questions.
 - a. What is the qualification and qualification level?
 - b. What is a portfolio as a tool of assessment?
 - c. What is included in a portfolio?
 - d. What is the purpose of a portfolio?
 - e. What are the two assessments that a trainee should do to be eligible for a qualification?
 - f. What should a trainee have for a formative assessment to be competent?
 - g. What should a trainee have in order to be declared competent on a module?
 - h. How many people should make the panel of assessors/verifiers?
 - i. How should the assessment evidence be compiled?
 - j. Who is responsible for the portfolios?
 - k. What is an integrated situation based assessed?
 - l. What is the purpose of an integrated situation based assessment?

2. Share your answers about the assessment procedures of the qualification with the rest of the class.
3. Refer to **2.6 Key Facts** and review it together.

2.6 Key Facts

A portfolio: A collection of a trainee's work representing the trainee's performance.

- **Includes:** Papers and assignments, direct demonstration, indirect demonstration, products, documents, a record of the activities undertaken over time as part of the learner's learning.

Purpose of a portfolio:

- To show trainee's growth, development, and achievements in the education system.
- To show that a trainee has met specific learning goals and requirements.

Two types of assessments:

- **Formative Assessment:** Given during the training to ensure that all performance criteria are achieved. Measures progress and provides trainees with valuable feedback.
- **Integrated/Summative Assessment:** Given at the end of the module delivery to ensure that the learner has successfully acquired the competence and he is able to translate the knowledge, skills and attitude into workplace situation.

To be competent in a formative assessment, you should:

- Have at least 70% on checked items or "yes" in indicators

To be competent on a module, a trainee should:

- Be competent on all formative assessments

Number and people on the assessor/verifier panel:

- 3 members: Deputy School Manager in charge of studies, Class Teacher, and Trainer

Compilation of assessment evidence:

- All evidences during assessment (e.g. quiz, checklist, forms) should have a written form that is compiled in the Trainer (source) and Trainee (result) portfolio.

Responsible for portfolio:

- School, class teacher, and trainees.
- It should be given to trainees after certification.

Summative/integrated situation-based assessments:

- Evaluate skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as the end of a project, unit, course, term, school year and cycle.⁷

Purpose of an integrated situation based assessment:

- selection
- guidance on future courses
- certification
- promotion
- curriculum control
- accountability



Application Activity



Topic 2.3 Task 4:

1. Ask your trainer to provide you with copies of the assessment portfolios and an integrated/task based situation report. Study the copies and describe their similarities and differences by completing the table below with your group.

Similarities	Differences
	<p>Portfolio:</p> <p>Integrated/Task Based Situation:</p>

⁷ Great Schools Partnership. (2013, August 29). *Summative assessment definition*. The Glossary of Education Reform. <https://www.edglossary.org/summative-assessment/>
License: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

2. After discussing with your group and completing the table, participate in a large group discussion. Use the following questions to guide you:
 - a. What the difference in terms of evidence of assessment?
 - b. What is the difference in terms of types of questions?
 - c. How many people verified or assessed the assessment tool?



Points to Remember

- For a trainee to be competent for a formative assessment, he/she must have at least 70% on checked items or “yes” in indicators (e.g. questions, indicators in the checklist).
- Each trainee should be competent in all formative assessments to be declared competent on that module.
- A trainee should be declared competent in all formative assessments before taking the summative/integrated assessment.
- Summative/Integrated Assessment should always be practical, not theoretical.



Formative Assessment

Read and answer the following questions.

1. What is included in a portfolio?
2. Why is portfolio important:
 - a. For you?
 - b. For the trainer?
3. Who is responsible for the portfolios?
4. What is the purpose of an integrated situation-based assessment?

Topic 2.4: Assessment of one's learning style

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the types of learning styles	1. Differentiate between types of learning styles	1. Expressive
2. Describe own preferred way of learning	2. Assess own style of learning	2. Confident
3. Explain the strategies for improving own learning style in workplace/school	3. Apply strategies for improving own learning style in workplace/school	3. Responsible

Getting Started: What do we know and where are we going?



Topic 2.4 Task 1:

1. Try to tie a bow in your shoelaces. Observe as volunteers demonstrate.
2. If you tied your shoes in a different way from the volunteers, share your method with the rest of the class.
3. Think about a situation when you had to learn something new, like tying a shoelace when you were young. Share your experience with the group:
 - a. What did you have to learn?
 - b. How did you learn it?
 - c. Did you learn to do it the first time?
 - d. Is it possible for everyone to learn something new the same way? Give reasons.
4. After sharing, review the Key Competencies table together.



Problem Solving Activity



Topic 2.4 Task 2:

1. **Figure 2.4** represents different learning styles. Study the figure and answer the questions that follow.






Figure 2.4: Learning Styles⁸

2. Discuss the following points with your group:
 - a. Describe what you see.
 - b. Describe the learning style that you use.
 - c. What are the characteristics of people with this learning style?
 - d. Think of and write ways that a person in a workplace with that learning style could learn something new.
 - e. Mention any other learning styles.

⁸ Retrieved on August 19, 2020 from <https://www.kissclipart.com/learning-styles-clipart-learning-styles-auditory-l-dce8vj/download-clipart.html> (n.d.).

3. Turn to **2.7 Key Facts** and review them together.

2.7 Key Facts	
	<p style="text-align: center;">Auditory Learning Style “I hear what you’re saying.”</p> <p>You prefer to learn by only listening to other people. For instance, you like lectures, presentations and recordings.</p> <ul style="list-style-type: none"> • Learns by hearing and watching demonstrations • Enjoys dialogue and plays • Avoids lengthy description, unaware of illustrations, moves lips or sub vocalizes • Remembers names, forgets faces • Easily distracted by sounds
	<p style="text-align: center;">Visual Learning Style “I see what you mean.”</p> <p>A visual person learns by seeing. If you are picture-visual, you prefer to learn by looking at pictures of all kinds: photos, drawings, tables, flow charts, and more. If you are text-visual, you prefer to learn by looking at text, i.e. by reading.</p> <ul style="list-style-type: none"> • Learns by seeing and watching demonstrations • Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration • Recognizes words by sight • Remembers faces, forgets names; writes things down • Generally unaware of sound
	<p style="text-align: center;">Tactual/Kinaesthetic Learning style “JUST DO IT!”</p> <p>As a tactual learner, you need to use your fine motor skills (your hands) when learning. You take notes, make drawings, use the computer regularly, knit, click your ballpoint pen, etc.</p> <ul style="list-style-type: none"> • Learns by doing and direct involvement

⁹ Images from Pixabay.com; License: <https://pixabay.com/service/license/>

	<ul style="list-style-type: none"> • Prefers stories where action occurs early; fidgets when reading; not an avid reader • Often is a poor speller, writes words to determine if they “feel” right • Remembers best what was done, not what was seen or talked about • Not attentive to visual, auditory presentation seems distractible • Emotionally – jumps for joy, pounds when angry • Communication – gestures when speaking • Neat appearance, but soon wrinkled through activity¹⁰
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Guided Practice Activity



Topic 2.4 Task 3:

1. We all learn in different ways. The more we understand our own learning styles and those of our colleagues, the better equipped we will be to provide a rich and multi-sensory learning experience.
2. You are going to assess your learning style. Please complete the questionnaire using the instructions below (adapted from Museums, Libraries and Archives Council’s “Learning styles activity”):
 - a. Read a statement on the right.
 - b. Give yourself a score for each statement.

Score between 0 and 3 for each statement:

- 0 = This does not represent me at all
- 3 = This statement strongly represents me

- c. Then, total these to find out your preferred learning style.

No.	Statement	Score
1	I have a good sense of direction.	

¹⁰ Aarhus University. (n.d.). *What is learning styles?*. Department of Economics and Business Economics. https://econ.au.dk/fileadmin/Economics_Business/Currently/Events/PhDFinance/Lauridsen_What_is_Learning_Styles_new_EN.pdf

2	Charts, diagrams, visual displays are important for my learning.	
3	I have a good sense of balance and enjoy physical movement.	
4	I learn well from talks, lectures and listening to others.	
5	I learn best when I have to get up and do it for myself.	
6	I remember things like telephone numbers.	

Scoring

Transfer the outcomes (i.e. how many points you scored for each statement listed against each intelligence) to the eight intelligences listed below.

Intelligence	Statements	Total score
Auditory	4	
Visual	1, 2, 6	
Kinaesthetic	3, 5	

3. Based on the results/scores, reflect:
 - a. What are your top three preferences?
 - b. Does this fit with your own feelings about your learning preferences?
 - c. How might understanding difference learning styles be helpful in your workplace?
 - d. To what extent are the learning opportunities in your school/workplace/home reflecting this range of learning styles?
 - e. Where are the gaps?
4. Share your reflections with the rest of the class.
5. Then, turn to **2.8 Key Facts** and review it together.

2.8 Key Facts	
Visual learners	<ul style="list-style-type: none"> You have very good visual recall and will be able to remember scenes, objects or faces for many years. You like visually presented information such as charts, pictures, images, keywords display, memory and concept mapping. In a school or workplace library you will probably respond well to visually stimulating displays, to video, photography and film, and to the use of colour.
Kinaesthetic learners	<ul style="list-style-type: none"> You can use your body in highly differentiated and skilled ways.

	<ul style="list-style-type: none"> You will learn best by doing, where physical movement aids memory. You may be restless and like to move about during learning activities
Auditory learners	<ul style="list-style-type: none"> You are sensitive to the meaning of words, to their order, their sounds, rhythm and inflection, and to their capacity to change mood, persuade or convey information. Many of the learning opportunities in archives and libraries will appeal to your particular learning intelligence.¹¹

6. Form groups based on your learning style. Discuss the following with your group:
 - a. Describe what you like doing/expressing yourself that shows your learning style either in class, workplace, or home.
 - b. What can you do in order to enhance the learning styles described?
7. Share your group's responses with the rest of the class by writing your ideas on the flipchart/board.
8. Refer to **2.9 Key Facts** and review it together.

2.9 Key Facts	
Visual	<ul style="list-style-type: none"> Sit at the front & centre of classroom Work in a quiet place; work alone Keep paper & pencil handy
Auditory	<ul style="list-style-type: none"> Talk things through; read aloud Discuss ideas out loud Study with a partner and or in groups so you can review out loud and answer questions Repeat definitions and mnemonics out loud over and over to yourself with your eyes closed Print out the questions and have a study partner quiz you verbally
Kinaesthetic	<ul style="list-style-type: none"> Use colour; vary by activities Play music in the background Do presentations rather than reports or lectures

¹¹ Museums, Libraries and Archives Council. (n.d.). *Learning styles activity*. The Open University. https://www.open.edu/openlearn/ocw/pluginfile.php/631247/mod_resource/content/1/24mus108t_3.pdf



Application Activity



Topic 2.4 Task 4:

1. Below is a learning style scenario. Read it with your group from the previous activity.

Learning Style Scenario:

You were recently hired as a construction worker for a building company. There are many new things you need to learn – policies, procedures, and protocol at work; the use of equipment you have not operated before; the processes involved in constructing large buildings, etc.

2. For your preferred learning style, describe what strategies you would use to learn all of these new things. Refer to **2.7 Key Facts** for guidance.
3. Share your group's findings and discuss them with the rest of the class.



Points to Remember

- We all learn in different ways. We all have different learning style profiles.
- No learning style is better than another.
- Learning styles are values which can lead to a life of energy, creativity, and development.
- You should use your learning style strengths, and it is your responsibility to do so.
- You cannot learn effectively if you force yourself to learn in ways that do not suit you, or if you are forced to do so by others.
- Make sure you do not disturb other people while you are using your learning styles.
- Having a specific learning style does not mean that you are automatically put into a specific category. Your learning styles may actually change over time, due to the influence of other people.



Formative Assessment

For each of the following questions, identify the learning style by writing the letter that corresponds with the style. You can also choose and circle the answer that describes you best.

Auditory: A	Visual: V	Kinaesthetic: K
-------------	-----------	-----------------

1. When spelling a word, do you
 - A. hear or say the word to yourself?
 - B. see the word?
 - C. write the word out to see how it feels?
2. When you relax, do you
 - A. play sports or games?
 - B. watch TV or read?
 - C. listen to music?
3. When you remember things, do you
 - A. see some moving images?
 - B. see clear colour pictures?
 - C. hear the sounds first?
4. Which do you prefer to help you learn?
 - A. to be active in doing things?
 - B. written work with lots of colours?
 - C. to be told things?
5. When you are thinking hard, what interrupts you most?
 - A. Untidiness
 - B. Movement
 - C. Noise
6. When talking, do you
 - A. like to listen and talk?
 - B. move your hands about as you talk?
 - C. not want to listen for too long?

7. When you forget someone or something, do you
 - A. forget the face but remember the name?
 - B. remember where you were and what you were doing?
 - C. forget the name but remember the face?

8. Which do you prefer as a reward?
 - A. To be given a pat on the back.
 - B. To hear it said to you.
 - C. To get a written note.

9. When reading, do you
 - A. imagine the characters moving?
 - B. make your own mental pictures?
 - C. hear the characters talking?



Self-Reflection

1. You have come to the end of the unit. You are going to do the assessment you did at the beginning of the unit again to help you reassess your knowledge, skills, and attitudes.

Again, there are no right or wrong answers to this assessment. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the knowledge, skill or attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation

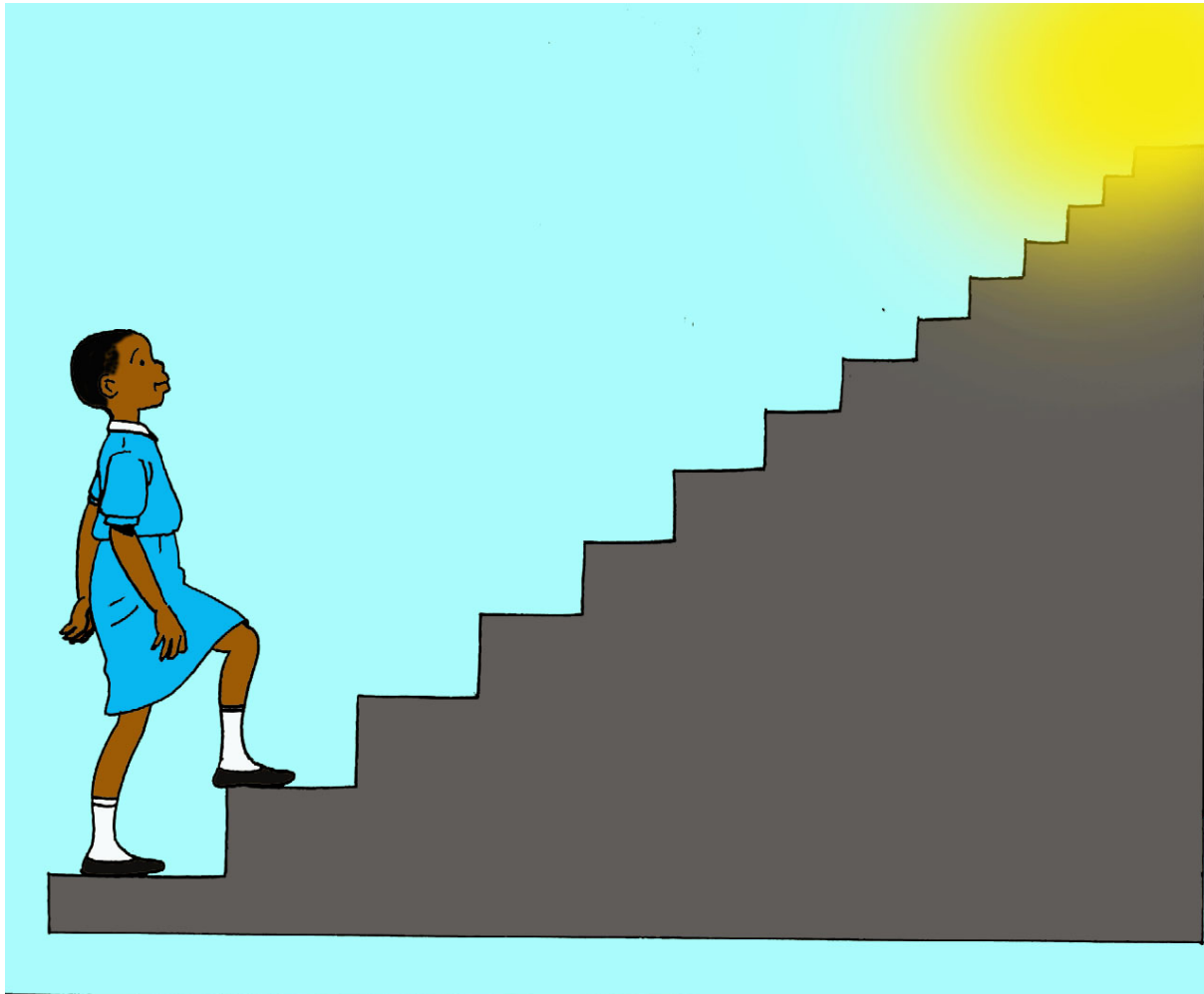
My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Define a job, an occupation, and a sector					
Describe characteristics and working conditions of an occupation					
Describe the place of occupation in sector and its impact in economic development					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Explain the rationale of the qualification					
Describe the training opportunities that exist in the qualification					
Describe the possible pathways available in the qualification					
Identify the competency based approach and assessment procedures.					
Explain the purpose of each assessment instrument					
Differentiate a portfolio and integrated situation based assessment					
Differentiate types of learning styles					
Assess personal style of learning					
Apply strategies for improving personal learning style at the workplace/school					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement on, and the actions/strategies you will use to help you improve on writing and interpreting workplace documents.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Unit 3: Development of personal plans based on self-assessment practices



Topics

3.1 Assessment of values, skills, interests and talents

3.2 Setting personal goals

3.3 Developing plans to achieve goals

Unit Summary:

This unit will provide you with the knowledge and skills you need to develop personal plans, through an assessment of your personal skills, interests and talents, as they greatly influence one's future life, as well as setting and achieving personal goals.

Self-Assessment: Unit 3

1. Look at the illustration. What is happening? What do you think this unit will be about? What topics might be covered?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top, and put a check in column that best represents your situation. At the end of this unit, we'll take this survey again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Self-assess own values, skills, interests, and talents					
Identify the desirable attributes of an employee					
Determine personal capacity to perform a certain job					
Set SMART goals					
Differentiate between personal and professional goals					
Set effective short-term and long-term goals					
Write a detailed plan to reach specific goals					
Develop strategies to follow up on goals and determine actions that need to be taken					

Topic 3.1: Assessment of values, skills, interests, and talents¹²

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain what a self-assessment is and its importance	1. Effectively conduct self-assessment of values, skills, interests, and talents	1. Reflective
2. Identify desirable attributes of an employee	2. Exhibit desirable attributes of an employee	2. Professional
3. Describe the relationship between values, skills, interests, and talents and specific jobs	3. Use the self-assessment to determine personal capacity to perform a certain job	3. Realistic



Getting Started: What do we know and where are we going?



Topic 3.1 Task 1:

1. Discuss the following in groups:
 - a. Define: values, skills, interests, and talents.
 - b. Describe the importance of values, skills, interests, and talents.
 - c. Create four columns for values, skills, interests, and talents.
 - d. List different values, skills, interests, and talents under each column.
2. Role play one value, skill, interest, or talent.
 - a. Example: For a value such as time management, one trainee hastily looks at his watch hurrying to work so as not to be late.
3. Read the Key Competencies table.

¹² The activities for this Learning Outcome were adapted from adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.



Problem Solving Activity



Topic 3.1 Task 2:

1. Read through the **Self-Assessment of Values, Skills, Interests and Talents**. Circle the top 10 values, skills, interests, or talents that they would like to use in a job.
2. Start at the beginning of the **Self-Assessment of Values, Skills, Interests and Talents** and rate yourself for each of the values, skills, interests, and talents on the list. These values, skills, interests, and talents apply to your work and/or personal life. You will not be given marks or be rated. It is to help you reflect on your values, skills, interests, and talents.
3. Read **3.1 Key Facts** together.

Self-Assessment of Values, Skills, Interests and Talents				
Rate yourself by putting an X in the appropriate box.				
Quality	Great	Good	Not so bad	Needs a lot of work
Reliable				
Patient				
Honest				
Responsible				
Punctual				
Ambitious				
Good Cultivator				
Loyal				
Courteous				
Able to Work in Teams				
Able to Lead Others				
Initiative; Self-Starter				
Work Without Supervision				
Flexible				
Creative				
Self-Confident				
Love Farming				
Physically Strong				
Organized				

Optimistic				
Learn Quickly				
Salesman				
Work with Hands				
Repair Things				
Manage Money				
Counsel People				
Speak Clearly				
Listen				
Make Decisions				
Negotiate				
Write				
Supervise				
Solve Problems				
Animal Rearing				
Networking, know a lot of people				

3.1 Key Facts

- **Values** are principles or standards of behaviour; one's judgement of what is important in life.
- **A skill** is the ability to do something well; expertise.
- **An interest** is the feeling of wanting to know or learn about something or someone.
- **A talent** is a skill or ability one is born with; a natural ability to done something.¹³



Guided Practice Activity



Topic 3.1 Task 3:

1. If you rated yourself as “great” or “good” for a quality, write it on the left side under **Strengths**. If you rated yourself as “not so bad” or “needs a lot of work,” write the quality under the **Areas for Improvement** column.

¹³ Definitions from: Lexico Dictionaries. (n.d.). *US English / Lexico*. <https://www.lexico.com/en/definition>

2. Discuss:

- a. Your overall strengths
- b. The qualities you had selected as the 10 most important and how you rated yourself in each of these 10 areas
- c. The types of jobs you could pursue given your top 10 values, skills, interests, and talents

Strengths	Areas for Improvement

Types of jobs I can pursue based on the self-assessment results:



Application Activity



Topic 3.1 Task 4:

1. Talk to family members, friends and other people who are employed/self-employed about how they use their values, interests, skills, and talents in their work. Note your findings in the interview form below.
2. Share your findings with the large group.

Interview Form

Question	Response
Trainee's names	
Date of visit	
Name of Company/Workplace	
What does this workplace do?	
What is your specific work/position?	
What qualities does a worker here need to have?	
How do one's values, skills, interests and talents influence his/her career?	
What interests drove you towards this work?	
Did you have any talents that made this work easier for you?	
Do you continue to improve your skills at this job? How?	
How does this work align with your values?	



Points to Remember

- Self-assessing one's values, skills, interests, and talents are important in choosing work.
- You already possess many values, skills, interests, and talents to begin working towards your career goals.



Formative Assessment

Write 5-7 sentences to address the following:

Based on the field findings about how one's values, interests, skills, and talents influence his/her career, how are you prepared to use your values, interests, skills and talents to achieve your future career goals?

Topic 3.2: Setting personal goals

Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate between personal and professional goals	1. Set separate personal and professional goals	1. Balanced
2. Explain the SMART goal setting concept	2. Use the SMART goal setting concept when setting goals	2. Attentive
3. Identify short- and long-term goals	3. Effectively set short- and long-term goals	3. Realistic

Getting Started: What do we know and where are we going?



Topic 3.2 Task 1:

1. Think about the values and skills you have identified from the previous topic. Discuss with a partner: How can you apply these values, skills, interests, and talents to your future?
2. Write a list of your goals. Consider many different domains, such as getting married, getting certified in TVET, owning many cows, building a house, and/or working for a large farm.



Problem Solving Activity



Topic 3.2 Task 2:

1. Read **3.2 Key Facts**. Make sure you understand the differences between short- and long-term goals as well as between personal and professional goals.
2. Look at your list of goals from the **Getting Started Activity** and add any other goals you have.
3. Fill out the following table by categorizing each of the goals from your list. Label each goal as either short- or long-term and either personal or professional.

	Short-term	Long-term
Personal		
Professional		

4. Review **3.3 Key Facts** together.
5. After reading, share two of the goals you wrote in the table. Evaluate if they are SMART goals or not.
6. Now, rewrite your personal and professional goals so that they are SMART goals. Refer to **3.3 Key Facts** as needed.

3.2 Key Facts

Goals

Definitions:

- **A goal** is the object of a person's ambition or effort; an aim or desired result.¹⁴
- **A short-term goal** is something you want to do in the near future. The near future can mean today, this week, this month, or even this year.
- **A long-term goal** is something you want to do further in the future. Long-term goals require time and planning. They are not something you can do this week or even this year. Long-term goals usually take 12 months or more to achieve.¹⁵
- **A personal goal** is a something you want to do for your own betterment. Personal goals can include getting married, losing weight, or an improved relationship with one's father.
- **A professional goal** is something related to your career or desired work. Professional goals can include earning a promotion at work, attaining new skills related to desired work, or buying new work materials.

SMART Goals

Using the SMART goal framework can be helpful in evaluating the attainability of the goal.

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time Frame**

Example: The goal is to buy a goat.

- **Specific:** Choose the price of the goat, for example 50,000 Rwf.
- **Measurable:** First, achieve the goal of buying one goat and be clear on the time frame and price.

¹⁴ Lexico Dictionaries. (n.d.). *Goal*. <https://www.lexico.com/en/definition/goal>

¹⁵ Minnesota State Colleges and Universities. (n.d.). *Long-term and short-term goals*. <https://careerwise.minnstate.edu/mymncareers/finish-school/long-short-goals.html>

- **Achievable:** 50,000 Rwf is possible, given the time frame one sets. Also, one needs to realistically evaluate the means of gaining money and see how much money will be possible to save. Create a savings plan.
- **Realistic:** Does the work pay enough to save and eventually buy the goat? If yes, then this goal is realistic.
- **Time Frame:** The time frame will be based on the amount you can save per week. Join a SILC, ikimina, to ensure money is saved. Try to calculate the number of weeks it will take to buy the goat. It may seem like a long time, but your patience will be rewarded. If possible, take out a loan from the savings group and buy the goat then pay the group back.



Guided Practice Activity



Topic 3.2 Task 3:

1. Draw a tree that includes these six components: roots, trunk, branches, thorns, leaves, and flowers/fruits. Make sure there is enough space to label each part.
2. Consider the following six aspects of your life: values, skills, obstacles, support system (family, friends), goals/interests, and achievements.
3. Imagine that each component of the tree corresponds to one aspect of your life. For example, the branches of the tree could symbolize your skills because they are constantly growing outward and reaching out into new types of work.
4. Share your tree and explain why you chose certain labels to the large group. Pay particular attention to the achievements part of the tree. Discuss: Will the way your tree is structured right now create the conditions for those achievements to become realized?



Application Activity



Topic 3.2 Task 4:

1. Reflect then write two long term goals and two short terms goals. For each goal, explain how it complies with each SMART criteria. Additionally, ensure some goals are professional and other are personal.

Long-Term Goals :

1. _____

Specific:

Measurable:

Achievable:

Realistic:

Time frame:

2. _____

Specific:

Measurable:

Achievable:

Realistic:

Time frame:

Short-Term Goals:

1. _____

Specific:

Measurable:

Achievable:

Realistic:

Time frame:

2. _____

Specific:

Measurable:

Achievable:

Realistic:

Time frame:

2. Present your goals and the ways in which they are SMART goals.



Points to Remember

- When creating goals, use the SMART model.
- Identifying one's goals is the first step to achieving them.
- Try to categorize your goals as personal or professional to make sure you balance the two.



Formative Assessment

1. Explain the difference between personal and professional goals.
2. Evaluate the following goal and determine if it is a SMART goal.

Sarah decided she want to be the owner of a restaurant and make lots of money. She works in her garden, but she believes one day she will run a successful restaurant. Is this a SMART goal? Why or why not?

3. How could Sarah reformulate her goal to make it a SMART goal?

Topic 3.3: Developing plans to reach goals

Key Competencies:

Knowledge	Skills	Attitudes
1. Detail the process for setting and achieving goals	1. Write a detailed plan to reach specific goals	1. Perseverance
2. Explain the importance of creating a strategy on how to reach goals	2. Assess different strategies on how to reach goals	2. Thoughtful
3. Describe how one follows up on goals and determines actions that need to be taken	3. Develop strategies to follow up on goals and determine actions that need to be taken	3. Work-oriented



Getting Started: What do we know and where are we going?



Topic 3.3 Task 1:

1. In this activity, the goal is to create the longest shadow. Find a bright, sunny, wide open space.
2. As a group, work together to position yourselves in a manner that casts the longest shadow possible. Each group starts with their shadow touching a common starting line.
3. Make sure that:
 - a. The shadow is one continuous line (i.e., all shadows must be connected).
 - b. Only bodies are used to cast a shadow (i.e., no clothing or other props).
4. You have ten minutes. The trainer will create a mark on the ground to demonstrate the longest shadow you created.
5. Compare your group's shadow with those of the others.

6. Consider the following questions and discuss them as a large group:
 - a. What obstacles did your team confront when creating the longest shadow?
 - b. How did the time constraint of ten minutes affect the task of creating the longest shadow?
 - c. What steps did you take to create the longest shadow?
 - d. How does making this shadow relate to working with others to develop a plan to reach a goal?
7. Read the Key Competencies table together.



Problem Solving Activity



Topic 3.3 Task 2:

1. Discuss and answer the following questions as a class:
 - a. What life events might get in the way of accomplishing one's goals?
 - b. What can you do to prevent or protect yourself from such events? How can you minimise the impact?
2. Before setting new goals, it's important to look back to previous goals you have set and learn from them. Analyse why you reached a goal or why you didn't reach a certain goal.
 - a. Previous goal I set:
 - b. Was the goal achieved?
 - c. List the reasons the goals were achieved or not, be specific:
 - d. What barriers did you encounter? What did you do to encounter these barriers? What could you have done better?
 - e. In summary, what did you learn from attempting to reach this goal?
3. Read **3.3 Key Facts** together.

3.3 Key Facts

Planning to Achieve Set Goals¹⁶

Plan to achieve personal and professional goals:

- **Long-term goals:** What do you want to achieve in life? Where do you want to be in life?
- **You need a plan:** What do you have to do to get there? The plan needs to include a time frame, the resources required, and the activities that will be performed. Additionally, it is important to consider any possible obstacles that you might encounter. When considering possible obstacles, propose plans for overcoming these obstacles.
- **Short-term goals:** What do you have to do in order to be able to achieve what you want in life? You must set short-term goals as they are your road map. You follow your road map to reach your destination which is your long-term goal.

Steps to setting and achieving personal and professional goals:

To set and reach goals, ask yourself these questions.

- **Where do I want to be in 1 year, the next 6 months, and the next 3 months?**
 - *Example:* In a year, I want a job in horticulture.
 - *Example:* In six months, I want to complete a certificate in horticulture.
 - *Example:* In three months, I want to start my own plot, practicing horticulture.
- **What do I need to do to get there?**
 - *Example:* To get work exposure in the next three months, I must visit and observe in three workplaces and complete a report. I must interview two people who work in a workplace and complete a report. I must update my CV.
 - *Example:* To have a job in six months, I must learn how to find job openings. I must learn how to apply for a job. I must practice interviewing. I must complete my CV. I must complete five days of workplace-based experience.
 - *Example:* To earn income by my own skills in my local community, I must research five activities I could do that might earn me an income in my community; develop an action plan for how I am going to start one of them in the next two months; attempt to find 5 customers a month for 3 months who will buy my product.
- **What can I do that will help me?**
 - *Example:* I will not listen to my friends. They want me to skip school.
 - *Example:* I will talk to people I know about job openings.

¹⁶ Adapted from adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.

- *Example:* I will talk to people who are earning their own income about the best way to do this.
 - *Example:* I will talk to people I know who are studying further to find out what they did.
 - *Example:* I will talk to people I know in companies about me coming to see what they do.
 - *Example:* I will find a job and not get distracted. I will listen to my supervisor.
- **What challenges might be in my way and how can I deal with them?**
 - *Example:* My friends might ask me to skip school. (To deal with it I will say “no” and try to convince them to go to school.)
 - *Example:* I might be embarrassed to admit I need a job.
 - *Example:* I might find some of the work boring or difficult. I might not like my supervisor. (I will try to learn as much as I can and ask for more challenging tasks.)
 - *Example:* I get many ‘no’ answers and get disappointed (I will recognize that this is part of the job seeking process and try to not get discouraged).



Guided Practice Activity



Topic 3.3 Task 3:

1. Attempt to create different plans for the following scenarios. The long-term goal is broken into smaller short-term goals. Complete the first scenario as a large group. Then, complete the next scenario with a small group.¹⁷

Scenario 1:

Long-Term Goal: Livelihood		
In one year, I want to be earning an income from my own activities that I do in my community. For example, own a mobile money operating centre.		
Short-Term Goal 1		
Research five activities that I could do that might earn me an income in my community by going to and observing the marketplace.		
Steps:	By When:	Resources Needed:
1.		

¹⁷ Adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.

2.		
3.		
Short-Term Goal 2		
Consult relevant institutions and professionals from whom I can obtain guidance.		
Steps:	By When:	Resources Needed:
1.		
2.		
Short-Term Goal 3		
Acquire workplace experience from related business doing similar activities.		
Steps:	By When:	Resources Needed:
1.		
2.		
Short-Term Goal 4:		
Develop an action plan for how I am going to start one of the activities in the next two months.		
Steps:	By When:	Resources Needed:
1.		
2.		
3.		

Scenario 2:

Long Term Goal: Further Study/Skills Training		
In one year, I want to be studying at a local TVET College and/or continuing my education and training to upgrade my career to a higher level.		
Short-Term Goal 1		
Research the program offerings at TVET institutions		
Steps:	By When:	Resources Needed:

1.		
2.		
3.		
Short-Term Goal 2		
Visit a TVET institution and find out about the courses and the entry requirements		
Steps:	By When:	Resources Needed:
1.		
2.		
3.		
Short-Term Goal 3:		
Apply for access to the TVET Institutions		
Steps:	By When:	Resources Needed:
1.		
2.		
Short-Term Goal 3:		
Enrol in non-formal education and training programs (evening classes and technical training centres) as these fit in with the times for working odd jobs.		
Steps:	By When:	Resources Needed:
1.		
2.		

2. How can one be sure the goal is being attained? It is important to write down all of the dates and reference the progress you planned to accomplish. Otherwise, it will be difficult to follow up and ensure your goals will be met.



Application Activity



Topic 3.3 Task 4:

1. Attempt to create a goal for yourself. You can use one of the goals you created in **Topic 3.2**. The template is the same as the scenarios in the previous activity.

Steps to Achieve One of My Goals:

Long Term Goal:		
Short-Term Goal 1:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		
Short-Term Goal 2:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		
Short-Term Goal 3:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>

1.		
2.		
3.		

Short-Term Goal 4:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		

2. What are some obstacles you may confront while trying to achieve this goal? Write them below.

3. How will you follow up on the goal and ensure the goal is progressing as planned? Explain below.



Points to Remember

- When creating a long-term goal, it is important to break the goal into smaller short-term goals. Next, break the short-term goal into smaller steps. Goals become more manageable this way.
- Try to foresee obstacles before they happen so you can put measures in place to overcome the obstacles.
- Establish a plan to follow up on your goals to ensure they are progressing as planned.



Formative Assessment

Write a response to the question in the space below.

1. What factors must one consider when creating a plan for a long-term goal?
2. Define each goal as personal or professional
 - a. Grow new crops to gain more market.
 - b. Learn to ride a bicycle to transport people/things.
 - c. Make enough money to visit a brother in Kigali.
 - d. Get married before turning 30 years old.
 - e. Attend church/mosque at least once a week.
 - f. Purchase two goats, one male and one female, in hope of growing them into a herd, then selling them.



Self-Reflection

1. You have come to the end of the unit. You are going to do the assessment you did at the beginning of the unit again to help you reassess your knowledge, skills, and attitudes.

There are no right or wrong ways to answer this survey. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. This is to check on your level of progress towards your personal development.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Self-assess own values, skills, interests, and talents					
Identify the desirable attributes of an employee					
Determine personal capacity to perform a certain job					
Set SMART goals					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Differentiate between personal and professional goals					
Set effective short-term and long-term goals					
Write a detailed plan to reach specific goals					
Develop strategies to follow up on goals and determine actions that need to be taken					

2. Discuss your results with the trainers. Identify any areas that are giving you difficulties and plan to receive additional support as needed (ex. Use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding unit, you can contact your fellow learners or trainers for more assistance.

Unit 4: Explore career pathways related to personal interests and talents



Topics

- 4.1** Exploration of occupations and job opportunities
- 4.2** Making decisions and choices basing on vocational information and one's talents
- 4.3** Exploration of training & educational options and opportunities
- 4.4** Preparing a career development plan

Unit Summary:

This unit will equip you with knowledge and skills that are needed to: explore occupations and job opportunities; make informed decisions and choices based on your vocational information and talents; explore training and educational options and opportunities; and prepare your career development plan.

Self-Assessment: Unit 4

1. Look at the illustration. What is happening? What do you think this unit will be about? What topics might be covered?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this survey again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify preferred job opportunities based on one's skills, interests and talents.					
Identify jobs regarding one's skills, interests, and talents.					
Identify decision making processes					
Identify information seeking techniques					
Identify networking techniques					
Identify list of trainings related to each occupation					
Identify training opportunities and educational options					
Identify types of training institutions and your locations					
Apply Career Development Plan components					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identifications of needs for: Further trainings, practical experience, and opening a new business					
Analyse pros and cons of pursuing different pathways					

Topic 4.1: Exploration occupations and job opportunities

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the process of researching available jobs	1. Investigate and identify available jobs	1. Driven
2. Describe the process of identifying necessary skills for different jobs	2. Research different jobs and identify their required skills	2. Resourceful
3. Identify locations for finding different jobs	3. Effectively approach different locations in the community in research of a job	3. Observant



Getting Started: What do we know and where are we going?



Topic 4.1 Task 1:

1. Consider any past work/jobs you have previously had. Discuss the following questions with your group:
 - a. How did you start the process of searching for the work/job?
 - b. How did you become aware of this specific work/job?

- c. What approaches worked well when searching for a job?
 - d. What approaches did not work well when finding a job?
 - e. How long did it take for you to find work?
 - f. What made the employer confident in your ability to work this job?
 - g. Was this job similar to the work you want in the future?
 - h. Could you count on finding another job in this manner?
2. Volunteer to share your experience with the rest of the class.
 3. Write down one or two words that explains the method you used to find your previous job. Write it on the board, too, and pay attention to the most common method of finding a job.



Problem Solving Activity



Topic 4.1 Task 2:

1. Two volunteers will act out the role play about the reality of looking for jobs in our areas of interests and talents.

Niyo is a RTQF Level 2 graduate in beekeeping. He went to apply for a job in a crop farm that sells produces bananas and tomatoes. He realized he forgot to bring his RTQF Level 2 Certificate but didn't think that would be a problem. The employer was busy and quickly turned him down, saying that Niyo did not seem to have any work experience at all and was not confident in his skills.

2. Two other volunteers act out this next role play:

Teta, a young woman with a physical impairment, recently completed a RTQF Level 2 in Fruit Processing. She went to Inyange Industries to apply for a job. She brought her RTQF Level 2 Certificate in Food Processing and all required documents for the job application. Additionally, Teta could express herself confidently and explained that her physical impairment would not get in the way of her creative ideas and capabilities. She was given a job.

3. Consider the following questions and discuss them with a partner:
 - a. What happened in the role plays?
 - b. How are the two role plays different?
 - c. What could Niyo have done to acquire a job?
4. Reflect on the following and discuss together:
 - a. What is a workplace and how do we identify them in our local communities?
 - b. How should we approach employers when we want to observe or gain some work experience? How about when we want to apply for a job?
 - c. Did they search for jobs in their areas of interest, skills, experience, and talents?
 - d. Who might be able to assist you in finding workplaces where you could observe or get work experience?
 - e. What kind of jobs can you undertake at this moment? Is it based on your skills, experience, interests and talents?
5. Refer to **4.1 Key Facts**. Read this section out loud and discuss.

4.1 Key Facts¹⁸

Resources for finding employment information:

- **Word of mouth:** From friends, family, former colleagues, professional contacts, etc.
- **Newspaper:** Employment section, advertisements
- **Radio and television announcements**
- **Job Notices/Bulletins and other Communication** – Churches, youth groups, clubs, associations, cooperatives, Job in Rwanda

Potential workplaces:

¹⁸ Adapted from adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.

- **Internet:** The New Times Newspaper, Rwanda Development Gateway, Yahoo groups- (e.g. Kigali Life Group), Rwanda News 24.com, Mucuruzi.com, Jobs in Rwanda, etc.
- **Government agencies and offices:** Workforce Development Authority (WDA), Public Service Commission, district government offices
- **Non-government organizations, especially those that focus on youth development:** Youth Employment Systems (YES) Rwanda, Excel Business Solutions

Cooperatives:

- **Recruitment agencies:** Rwanda Association of Local government Authorities (RALGA), Rwanda Institute of Management (RMI), Harambe
- **Networking:** informational interviews, networking with people you know in the area in which you want to work, volunteering etc.



Guided Practice Activity



Topic 4.1 Task 3:

1. Consider the different jobs you want to do. Choose three different jobs.
2. Answer the following questions for each job:

Desired job	Skills required	Resources to gather information
1.		1.
		2.
		3.
2.		1.
		2.
		3.
3.		1.
		2.
		3.

3. Share your responses with a partner. Give each other feedback.

4. Volunteer to share on of your desired jobs and the related skills and resources. Listen closely to the trainer's feedback.



Application Activity



Topic 4.1 Task 4:

1. Using the table from the previous activity, you are going to go out in the community and gather information based on your responses.
2. Fill out the following form for each of the following jobs and their respective resources. Find out the skills that resource tells you that you will need for that job. Also, record whether or not that resource: believes they need more workers or, if the job can be done by somebody that is self-employed, and/or if they believe there is a high demand for the output of this job.

Desired job	Resources	Skills needed	Job availability
1.	1.		
	2.		
	3.		
2.	1.		
	2.		
	3.		
3.	1.		
	2.		
	3.		

3. Please note: Often, employers are looking for people who are committed, positive, hardworking, respectful, and trustworthy. They want people who will show up on time, work hard, and take initiative. They like people to be skilled and to have experience but will often hire people who they think they can train. To gain some experience, it is good to volunteer or do an unpaid internship where you can learn by participating in the work. Sometimes unpaid internships can lead to paid opportunities.



Points to Remember

- Evaluate your resources for finding employment fully when considering a job.
- Even if the employer/client expresses that they are not hiring, record the necessary skills and see if you can improve to become a better match for the work.
- When approaching an employer, be prepared to demonstrate your skills, express confidence, and show your desire to learn.



Formative Assessment

In the space provided, make a list of occupations identified in the activity in relation to your interests, skills, experience, and talents. Make a sub list of jobs available in each occupation. Arrange them in the order of preference starting with your most preferred job and skills required.

Occupations

1.
2.
3.
4.

Jobs from occupations

1.
2.
3.
4.
5.

6.

7.

8.

Order of preference and skills required.

1.

2.

3.

4.

5.

6.

7.

Topic 4.2: Making decisions and choices based on vocational information and one's talents, skills, and interests

Key Competencies:

Knowledge	Skills	Attitudes
1. List the decision-making process	1. Implement the steps of the decision-making processes	1. Methodical
2. Describe the different information seeking techniques with respect to networking	2. Gather information using different information seeking techniques with respect to networking	2. Analytical
3. Explain networking techniques and their importance in identifying positions based on networks	3. Apply networking techniques to find a job related to one's interests and talents	3. Adaptable



Getting Started: What do we know and where are we going?



Topic 4.2 Task 1:

1. Discuss the following questions with a partner:
 - a. Why did you choose this particular TVET specification?
 - b. What other options or activities could you be doing if you were not in class?
 - c. What evidence or information pushed you to join TVET instead of doing other activities?
 - d. Since you signed up for TVET do you ever look back and consider whether or not it was the best decision?
2. Share some of your ideas with the rest of the class. Listen to others as they share.
3. Review the Key Competencies table together.



Problem Solving Activity



Topic 4.2 Task 2:

1. Imagine you are choosing between being a poultry farmer and doing food crop production. Make a list of the pros and cons for each trade then weigh the options. Choose which trade would be more suited for you if you had to choose.

Poultry Farmer		Food Crop Production	
Pros (Advantages)	Cons (Disadvantages)	Pros (Advantages)	Cons (Disadvantages)

2. After completing the table, consider:
 - a. When you decided which trade was more appealing, did you consider any information you have about the two trades?
 - b. Why did you choose the trade you chose?
3. Discuss as a class: What does the term networking mean to you?
4. Read **4.2 Key Facts** and review it together.

4.2 Key Facts

Decision Making Processes and Networking Techniques

Decision Making Processes:

When making a decision, there are certain steps to consider. Here are seven steps to making a decision, adapted from UMASS's "Decision-making process":

1. **Identify the decision to be made:** What is the situation? Be aware of the choices you are making.
2. **Gather information:** Is any information missing? Are you making any assumptions for this decision? Make sure you are considering all of the information.
3. **Identify alternatives:** Identify all of your options. Try to play out each of the scenarios and project their possible outcomes.
4. **Weigh the evidence:** Create a list of pros (good effects) and cons (bad effects) for each choice.
5. **Choose among alternatives:** Decide which outcome will produce the most benefit and the least harm. Choose the alternative that aligns most with your short- and long-term goals.
6. **Take action:** Follow through with your decision. Not choosing is also a choice. Even if you do nothing, make sure you are confident that doing nothing is the right choice.
7. **Review your decision:** Reflect on the decision you made. Even if it was the wrong choice, there is a lot to learn. Now you will be more informed for the next decision.¹⁹

Networking Techniques: The Process of Networking

- The first and most important aspect of networking is to offer people something. Do not think of networking as asking people to help you but consider how you can help them.
- Once you have established a good relationship, ask for their email or phone number.
- Explain to them your ambitions. Be clear that you are trying to grow and are open to their suggestions. If you are too demanding, people will think you are ungrateful.
- When you are put in touch with somebody that may offer you a job, explain your qualifications and work ethic. Tell them you are willing to work for free and demonstrate your skills and abilities first prior to hiring you as an employee.
- Arrange a time to meet in person. When you go to meet the person, dress professionally and be sure you show up early.
- After the meeting, send a follow-up call or email thanking the person for taking the time to meet with you.
- If you find any information or contacts that might be useful to them, continue to reach out and demonstrate that you are happy to help them as well.

Opportunities for Networking:

- The internet: look up companies or organizations you are interested in then write down their information (e.g. phone number, address, or email)

¹⁹ University of Massachusetts Dartmouth. (n.d.). *Decision-making process*. <https://www.umassd.edu/fycm/decision-making/process/>

- Community events: attend many events in your community, especially those related to your interests. When you are there, dress professionally and be ready to socialize.
- Person to person: if you know somebody's place of work, approach them at work. Be ready to arrange a different time to meet.
- Friends of friends: ask your friends to explore their networks as well. Be open and honest about your situation. Remember to thank them for any contacts they make. Likewise, always be ready to help a friend in need of a contact.
- Conferences or workshops: look out for conferences or workshops related to your career goals. Surrounding yourself with people that maintain similar ambitions to you will keep you motivated and involved in the pursuit of your goals. Joining TVET Level II is already a great start!
- Don't confine yourself to only one circle or type of event. While one opportunity may not seem directly applicable to your area of interest, you may find that your interests can fit into other disciplines as well. There is something to learn in any job. Also, if you are having difficulty securing a job, take a different job and continue networking.



Guided Practice Activity



Topic 4.2 Task 3:

1. Read the following statements/questions and indicate whether it is appropriate networking or not appropriate networking:
 1. Could we meet sometime to discuss your job?
 2. I really need to get some information from you as soon as possible!
 3. Do you know anyone I can talk to about a job in that field?
 4. You must know someone who can help me out!
 5. Get me a job!
 6. I value your opinion. Do you have any suggestions for me?
 7. Remember that time I helped you? Now you have to help me.
 8. May we please set up an appointment to speak? I only need a few minutes.
 9. I would love to talk with you sometime about how you got your job. May we please meet up sometime next week?

- 10.** You must interview me for the job. I need it.
- 11.** I was thinking you might be able to help me with a job. Can you? Or maybe just 5k? I am struggling.
- 2.** In a line of two rows facing each other, you will network with the person across from you. You only have two minutes, so be concise about what you are looking for and what you have to offer. One person will play the job seeker and the other as a network member. After two minutes, switch roles.
- 3.** Imagine you are accepted to two different jobs. One job is in a distant city for a nice company where you will be trained for six months without a salary, but they will pay for your living expenses and you will have a nice salary afterwards. However, you will not be able to move back to your community with this job. The other job is in your community where you will make a good but small salary. Maybe one day you can have a promotion in your community, but it will take a long time.

Outline your decision-making process using the steps from the **4.2 Key Facts**.

- 1.** Identify the decision to be made:
- 2.** Gather information:
- 3.** Identify alternatives:
- 4.** Weigh the evidence
- 5.** Choose among alternatives:
- 6.** Take action:
- 7.** Review your decision:

4. Discuss and compare your decision with a partner.

5. Discuss as a class.



Application Activity



Topic 4.2 Task 4:

1. Attempt to network with three connections and gain workplace exposure. This exposure could be as simple as a conversation with somebody that does a job you aspire to have or making a connection for a future internship. Additionally, you can make the connection from the internet or in a different field than the field you aspire to work in.
2. Fill out the following form based on your discussions:

Network Connection	Type of connection	Information gained	Contact information and follow-up plan
Example: Jabo Sebakambwe	Example: Onion vendor	Example: Sells onions year-round but price depends on the season. Always looking for more onions so if can supply, will have a market.	Example: 0781854989 Follow up in two weeks to learn more about preferred growing techniques and onion varieties
1.			
2.			
3.			



Points to Remember

- Follow the networking best practices.
- When making an important decision, use the decision-making process to make sure your decision is fully considered.



Formative Assessment

1. Fill out the following table regarding the pros and cons of two trades, tailoring and carpentry. Choose a trade between the two.

Tailor		Carpenter	
Pros (Advantages)	Cons (Disadvantages)	Pros (Advantages)	Cons (Disadvantages)

2. What are some opportunities for networking you can take advantage of within the upcoming month?

Topic 4.3: Exploration of training & educational options and opportunities

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify trainings related to each occupation	1. Describe training opportunities and educational options under each occupation	1. Focused
2. Identify training opportunities and educational options	2. Locate different training institutions	2. Research
3. Describe types of training institutions and their locations	3. Interpret the TVET Management Information System	3. Analytical



Getting Started: What do we know and where are we going?



Topic 4.3 Task 1:

1. This section is to explore the training and educational options for your occupation. With your group, make a list of all possible trainings available for your occupation.
2. Then, discuss as a class:
 - a. Are all the possible trainings identified available at your school?
 - b. Where can you get those training opportunities?



Problem Solving Activity



Topic 4.3 Task 2:

1. Your trainer will separate you into four groups and provide copies of the curriculum (Check for Cover page, Section 1 and Section 2). The groups are:
 - Group 1: TVET Certificate II in Crop Production
 - Group 2: TVET Certificate II in Food Processing

- Group 3: TVET Certificate II in Livestock
 - Group 4: TVET Certificate II in Food Crop Production and Processing
2. With your group, read the sections of the curriculum. Discuss and write your answers into the table below:
 - a. Sector of training
 - b. Occupation
 - c. Possible training opportunities in their vocational area/occupation
 3. Then, share your findings with the rest of the class. Discuss as a class:
 - a. What is your curriculum?
 - b. What is the sector of training?
 - c. What is the occupation and level of occupation?
 - d. What are the possible training opportunities for someone in your vocational area/occupation?

Curriculum	Sector of training	Occupation	Possible training options



Guided Practice Activity



Topic 4.3 Task 3:

1. With your group, you are going to research the different types of training institutions and their locations.
2. On a computer with internet connection, search for TVET Management Information Service using this link: <https://www.mis.rp.ac.rw/dashboard/wda>. Or, your trainer will provide you with a hard copy of TVET Management Information Service.
3. Using the document, answer the following:
 - a. What are the types of training institutions in the TVET?

- b. Under school type, what does 1 or 2 represent?
 - c. Mention any 2 institutions that offer training opportunities in the occupation and their location in each province
4. Share your ideas and consider feedback from the trainer.
 5. Refer to **4.3 Key Facts** and review them together.

4.3 Key Facts			
Types of training institutions: Technical Vocational Education Training is currently offered through two different types of public and private institutions in Rwanda, namely the TVET schools and Polytechnics.			
Examples of schools, types, and location			
School Type	Code	Example	Location
TVET schools	2	Africa Digital Media Academy (ADMA)	Kicukiro
		ACEJ / Karama TVET School	Muhanga
		APEKI Tumba TVET	Rulindo
		APENA TVET	Kirehe
		Bigogwe TVET School	Nyabihu
Polytechnics	1	PRC Kitabi	Nyamagabe
		IPRC Gishari	Rwamagana
		IPRC Tumba	Rulindo
		IPRC Huye	Huye
		IPRC Musanze	Musanze
		IPRC Karongi	Karongi
		IPRC Ngoma	Ngoma
		IPRC Kigali	Kicukiro

6. Next, you and your group will research the training levels and requirements for vocational schools in your area. On a computer with internet connection, search for The Rwanda National Qualifications Framework using this link:
https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared
 Or, your trainer will provide you with a hard copy of The Rwanda National Qualifications Framework.²⁰

²⁰ Republic of Rwanda Ministry of Education. (2016). *The Rwanda national qualification framework*. Academia.edu. https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared

7. Check for **Sub-Section 2.5: RNQF Qualification Levels**, pages 14-17, and answer the following:
- How many training levels are there in the RNQF?
 - Name the levels in the RNQF.
 - By completing the table below, identify the level and its requirements.

Level of training	Requirements

8. Share your group's responses with the rest of the class and compare your answers.
9. Refer for **4.4 Key Facts** and review them together.

4.4 Key Facts	
RNQF Qualification Levels The Rwanda national Qualification Framework (RNQF) is consolidated in ten integrated qualification levels that are distinguished based on the knowledge, skills and competences achieved at each level providing for vertical and horizontal progression and mobility both within and across the sub sectors. The ten levels are described below	
Training level	Requirements
Level 1 (P1 to P6 and Adult Education)	Basic literacy, numeracy Basic vocational skills Six years
Level 2 (S1 to S3 and TVET)	3 years Primary Leaving Certificate TVET Certificate 1
Level 3 (S.4 TVET and Professional Studies)	Ordinary Level Certificate TVET Certificate 2,
Level 4 (S.5 TVET and Professional Studies)	TVET Certificate 3
Level 5 (S.6 TVET and Professional Studies)	TVET Certificate 4
Level 6 (Diploma)	TVET Certificate 5

Level 7 (Advanced Diploma)	Ordinary Diploma in TVET
Level 8 (Bachelor's Degree program)	Advanced Diploma in TVET
Level 9 (Master's Degree program)	Bachelor's Degree
Level 10 (Doctoral Degree program)	Master's Degree ²¹



Application Activity



Topic 4.3 Task 4:

1. You are going to listen to and participate in a panel discussion about the training and education options and opportunities in your vocational areas.
2. The discussion will cover:
 - b. Trainings related to different occupations
 - c. Training opportunities and educational options for different occupations
 - d. Types of institutions and their location
 - e. Training levels and requirements
3. During the discussion, ask questions that are relevant to the training and education opportunities and options. Be sure to take notes which can later be summarized as a whole class.



Points to Remember

- Types of training institutions:
 - Type 1: Polytechnics
 - Type 2: TVET Schools
- Technical Vocational Education Training is currently offered through two different types of public and private institutions in Rwanda.

²¹ Republic of Rwanda Ministry of Education. (2016). *The Rwanda national qualification framework*. Academia.edu. https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared



Formative Assessment

Read and answer the following questions.

Related to your occupation or vocational area:

- 1.** Identify any training and educational opportunities related to your occupation.

- 2.** Identify four training centres for your occupation.

- 3.** Identify the formal education options leading to your occupation.

Topic 4.4: Preparing a Career Development Plan



Key Competencies:

Knowledge	Skills	Attitudes
1. List the components of a Career Development Plan	1. Create a Career Development Plan according to the different components	1. Detail-oriented
2. Describe how to create pros and cons for different career pathways	2. Analyse the pros and cons of different career pathways	2. Analytical
3. Explain how to use different resources of research for available trainings to further career pathways	3. Use different resources of research for available trainings to further career pathway	3. Resourceful



Getting Started: What do we know and where are we going?



Topic 4.4 Task 1:

1. Look at the illustration above and discuss the following with a partner:
 - a. What do you see?
 - b. The illustration shows the trainees' futures are bright. Why?
 - c. Can you interpret the words in the illustration?
 - d. What do you think the topic is about?
2. Draw a picture of yourself in ten years.
 - a. Where are you? Are you still in your community or somewhere else?
 - b. Where do you work? Are you working for yourself or somebody else?
 - c. Do you have a spouse? Children?
 - d. If everything else fails, what is the most important part of this picture? What do you want more than anything else?
3. Read the Key Competencies table and review it together.



Problem Solving Activity



Topic 4.4 Task 2:

1. Observe the example career pathways comparison. When making a decision, it is helpful to weigh the pros (advantages) and cons (disadvantages) of each choice. Can you add some of your own pros and cons to this list?

Pathway: MTN Agent		Pathway: Construction		Pathway: House worker	
Pros	Cons	Pros	Cons	Pros	Cons
<ul style="list-style-type: none"> - Low risk of losing money - Not physically demanding - Work flexible schedule 	<ul style="list-style-type: none"> - There are too many in some areas 	<ul style="list-style-type: none"> - Paid daily - Learning environment - Create a network, easy to find more jobs 	<ul style="list-style-type: none"> - Danger of accident - Physically demanding - Not flexible working hours 	<ul style="list-style-type: none"> - Save money, no rent or food expenses - Learn how to cook, clean 	<ul style="list-style-type: none"> - Possibility of mean/demanding boss - Physically demanding, possibly difficult hours

2. List three different career pathways you would want to pursue.

- a.
- b.
- c.

3. List the pros and cons of each career pathway in the table provided.

Pathway:		Pathway:		Pathway:	
Pros	Cons	Pros	Cons	Pros	Cons

4. Analyse the different responses you gave for the pros and cons for each pathway.

5. Choose the pathway that will be the best. You will use this career pathway for your Career Development Plan in the next activity.



Guided Practice Activity



Topic 4.4 Task 3:

1. Observe the sample career development plan. Discuss as a class:
 - a. What are the main aspects of the plan?
 - b. Do the steps seem possible?
 - c. Do you believe the career track is possible within the given timeline?
 - d. Try to identify a couple of possible obstacles and issues with the plan. Come to the front of the class and make suggestions to the Career Development Plan.
2. Observe the following template for a Career Development Plan. You do not need to fill in all of the short-term goals or the steps contained within each of them. Fill out your Career Development Plan. Consider the following while filling out the template.
 - a. How will you know when the goal is completed?
 - b. Are the goals realistic, based on your current skills and experience?
 - c. How does it directly contribute to the career pathway you chose or want to pursue?
 - d. Can you accomplish it within a reasonable, set time period?
 - e. Provide additional information you feel is needed at the bottom of the plan.
 - f. Note that you have already practiced this sort of planning while setting goals but this time, you are more specifically focused on your career.

My Career Development Plan (CDP)

My Career Pathway:			
Long-Term Goal:			
Short-Term Goal 1:			
Steps (What I need to do):	By When	Resources needed (technical, financial, materials)	How will I know it is achieved?
Short-Term Goal 2:			
Steps (What I need to do):	By When	Resources needed (Technical, financial, materials)	
Short-Term Goal 3:			
Steps (What I need to do):	By When	Resources needed (Technical, financial, materials)	

Any other additional information needed to better inform Career Development Plan: 			



Application Activity



Topic 4.4 Task 4:

1. Share your Career Development Plan with others and give feedback to one another on how to make it better.
2. Pay special attention to the part where others have indicated the need for additional information. Can you help them find any of this information?
3. Do additional research through the internet, newspaper, youth centre, or any other available resources to find other available trainings that can be integrated into your plans.
4. Fill in the following table and integrate these trainings into your Career Development Plan.

Trainings	Source



Points to Remember

- When deciding on a career pathway, it is important to measure the pros and cons of your different options.
- Use outside resources such as the internet or newspaper to identify further trainings.
- Writing out your Career Development Plan is a great start to thinking through what you want to do.



Formative Assessment

Write 8-10 sentences in response to the scenario below.

Your younger brother is stuck having a hard time figuring out what to do with his career. He has too many things he would like to do and no idea as to how to do any of them. Provide him with some advice as to how to move forward.



Self-Reflection

1. You have come to the end of the unit. You are going to do the assessment you did at the beginning of the unit again to help you reassess your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this assessment. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, skill or attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify preferred job opportunities based on one's skills, interests and talents.					
Identify jobs regarding one's skills, interests, and talents.					
Identify decision making processes					
Identify information seeking techniques					
Identify networking techniques					
Identify list of trainings related to each occupation					
Identify training opportunities and educational options					
Identify types of training institutions and your locations					
Apply Career Development Plan components					
Identifications of needs for: Further trainings,					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
practical experience, and opening a new business					
Analyse pros and cons of pursuing different pathways					

2. Discuss your results with your colleagues and trainers. Identify any areas that are giving you difficulties and plan to get additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

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