



Mindanao Youth for Development Project

Life Skills:

Learning, Working, Serving



Module 4: Work Habits & Conduct Facilitator's Manual



Module 4: Work Habits and Conduct

"Ang magandang buhay ay makakamtan sa pamamagitan ng husay sa trabaho at sakripisyo."

The good life is to be earned with hard work and sacrifice.

Work Habits and Conduct Objectives

By the end of the module participants will be able to:

- ✓ List and identify ways to find work opportunities
- ✓ Identify the main elements of a basic bio-data and application letter needed to apply for work
- ✓ Write a bio-data and an application letter
- ✓ Identify appropriate workplace behavior and attitudes
- ✓ Describe ways to manage time
- ✓ Describe ways to balance personal and work life

Module Overview

≪ Activity	© Time
Session 1: Looking for Job Opportunities	3 hours 35 min
1: Introductory Activity & Learner's Reflection	1 hr
2: Preparing a Bio-Data & Application Letter	1 hr 10 min
3: The Job Interview	35 min
4. Informational Interviews	50 min
Session 2: Appropriate Workplace Behaviors	2 hours 25 min
& Attitudes	
5: Introductory Activity	20 min
6: Workplace Behaviors & Attitudes	1 hr 5 min
7: Time Management	60 min
	Total Time: 6 hours

/		Module 4 Materials and Preparations	\
		Basic training materials: manila paper, markers, tape, A4 paper Make sure participants have their Participant's Handbook available.	
	_	community that youth may want an informational interview Handout 4.7: Informational Interviews Handout 4.8: Sample Informational Interview Questions Handout 4.9: How to Conduct Yourself During an Informational Interview sion 2:	
		Review main concepts from previous session Handout 4.10: Workplace Behavior Scenarios Handout 4.11: Appropriate Workplace Behaviors and Attitudes Handout 4.12: Work Habits Inventory 6 paper balls Handout 4.13: Time Management Make a copy of the End-of-Module Assessment for each participant	

SESSION 1: LOOKING FOR JOB OPPORTUNITIES

Activity 1: Introductory Activity

Steps:

- Welcome participants to Module 4 and quickly review the main concepts from the
 previous module. Have participants pass a ball or other object to one another. The
 person who catches it, should mention one concept or idea from the previous
 module. Continue until the main concepts are covered, providing input as needed.
 (5 min)
- 2. Ask participants to think about the proverb found at the beginning of Module 4: "Ang magandang buhay ay makakamtan sa pamamagitan ng husay sa trabaho at sakripisyo" (The good life is to be earned with hard work and sacrifice).

 What is the meaning?

Explain that this module will focus on finding and keeping a job. Ask them what they think is the relevance between the proverb and the module. How does it relate to their own life story? The first session will cover the steps one needs to take in finding work. State the main Key Topics of this session (below)

₽ KeyTopics **₽**

- Identifying employment information and resources for finding employment
- Main elements of a bio-data and application letter
- · Processes and tips during a job interview
- **3.** Have learners take the **Learner's Reflection** explaining that this is not a test but is a way to see what they already know or do not know about the topics.

Ask learners to go to the Learner's Reflection of Module 4 in the Participant's Handbook. Explain the meaning of each column (1, 2, 3, 4). Tell them that you will read a few statements.

For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

Read one statement at a time and allow time for learners to think of an answer.

(15 min)

- **4.** Ask participants to find a partner to discuss one or two experiences they had in searching for and finding work. Divide the class in 2 sections (without having learners move) and assign one of these questions to each section. Ask them to discuss the question assigned to their section of the class:
 - What steps did you take to find a job? What went well? What didn't?
 - When you have a job, what do you think are the most important behaviors and attitudes to remember at the workplace?

Ask the first question and invite 1 learner from that section to share some of the answers with the large group. Ask the second question and invite 1 learner from that section to answer.

(10 min)

5. Explain that in this session they are going to learn more about the information and skills that they need to find a job. Keep learners in pairs and tell them they will play a contest. Ask them to have their notebooks (or a piece of paper) ready to write on. Tell them that they are going to identify sources of information to help them find work. One example can be the newspaper. They will have **3 minutes** to come up with a list, and the group with the longest list will win. "Ready? Set, Go!"

After 3 minutes, have them hold up their list so everyone can see. Count the items on the lists and congratulate the winner! Explain that the sources of information they came up with are the resources that they can use to find work.

6. Ask participants to go to **Handout 4.1: Sources of Information to Find Work** in their Participant's Handook. Review the list with the class and ask learners to give other examples they discussed that are not in this list.



Learners' Reflection: Module 4 Work Habits and Conduct

This is not a test, but is a way for us to see what you already know or do not know about the topics. I will read a skill that is listed in the left column. Think about yourself and your experience. I will read the statements across the top. Check the column that best represents your situation. The results will guide me in helping you learn more about this topic.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman natin ang inyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Lahat ng inyong mga kasagutan ay ating tatanggapin. Babasahin ko ang bawat tanong. Magbalik-- - tanaw sa inyong mga karanasan at i - tsek ang sagot na naaangkop sa inyong sitwasyon. Ang inyong kasagutan ay magiging gabay ko sa pagpapalawak ng inyong kaalaman tungkol sa paksang ito.

My experience	1	2	3	4
	I don't have	I have very	I have some	I have a lot
Knowledge, skills and abilities	any	little	experience	of
	experience	experience	doing this.	experience
Kaalaman, kasanayanat kakayahan	doing this.	doing this		doing this.
			Mayroon	
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	paggawa	ang aking karanasan sa	sa paggawa	karanasan sa
	nito	paggawa nito	nito	paggawa nito
Finding information about possible work		pugguwu mito		
/ Maghanap ng impormasyon tungkol sa				
posibleng trabaho.				
posibleng trabano.				
Writing a job application letter & bio-				
data / Gumawa ng sulat/ aplikasyon at				
bio-data para mag-aplay ng trabaho.				
Responding to questions during a job				
interview with confidence / Makasagot				
nang mahusay sa mga tanong sa				
interbyu para sa inaplayang trabaho.				
Demonstrating good behavior and a				
positive attitude at work / Magpakita ng				
mabuting asal at ugali sa trabaho.				
Showing up to work on time. /				
Magtrabaho sa tamang oras.				
Managing my time well. / Mahusay na				
pamamahala o paggamit ng aking oras.				

Handout 4.1: Sources of Information to Find Work

- Word of mouth: from friends, family, former colleagues, professional contacts, etc.
- Newspaper: employment section, advertisements
- Radio and Television Announcements
- Job Notices/Bulletins
- Potential Work Places
- Internet: jobstreet.com, jobfinder.com.
- Government agencies: National Youth Commission (NYC), Cooperative Development Authority (CDA), PESO, Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI)
- Non government organizations and private sector such as Local Chambers of Commerce and Industry and Industry groups and associations
- Recruitment agencies
- Job Fairs
- Networking: informational interviews, networking with people you know in the area in which you want to work, volunteering, interning

Activity 2: Preparing a Bio-data and Application Letter

 Objectives – By the end of the activity, participants will be able to: a. Identify the main components of a bio-data b. Identify the main components of an application letter c. Experience filling-in a bio-data and writing an application letter 	
Time Required: 1 hr 10 minutes	
Methodology: small group discussion, large group discussion, individual writing	
Materials and Preparation:	
#Handout 4.2: Sample Bio-data and Application Letter	
☐ ** Handout 4.3: Bio-data Writing Tips	
☐ ** Handout 4.4: Bio-data Format	
☐ 炒 Handout 4.5: Application Letter Format	

Steps:

- 1. Explain that employers look 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 often will 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 these can lead to paid opportunities.
- 2. Tell participants that finding a job usually requires a bio-data and an application letter. Ask if anyone has experienced writing a bio-data or application letter. To know if participants have prior knowledge on a bio-data and the different parts of an application letter, the facilitator may do a quick review:
 - **Bio-data:** It is a brief history of your education, work experience and activities, skills, accomplishments and any other information relevant to getting a job
 - Application letter: It is a letter to an employer expressing your interest in a
 particular job or area of work and highlights why you are qualified for the
 work

- **3.** In a large group, ask participants to go to **Handout 4.2: Sample Bio-data and Application Letter** in their Participant's Handbook. Divide participants into small groups of 4 people and ask them to discuss the following:
 - a. What type of information do you find in a bio-data?

- b. What type of information do you find in the application letter?
- c. What are the differences between a bio-data and application letter?

(10 min)

4. Debrief together.

Debriefing Questions:

a. What type of information do you find in a bio-data and application letter?

Bio-data: contact information, skills summary, work experience, education, references **Application letter**: contact information, purpose of letter, summary of skills necessary for a particular job, closing statement

b. What are the differences between a bio-data and application letter? An application letter should not just re-state your bio-data, it should emphasize those skills and experiences that are most relevant to the particular job you are applying to.

(15 mins)

5. Ask Participants to refer to **Handout 4.3: Bio-data Writing Tips** in their Handbook. Discuss with learners the tips for preparing a bio-data.

(10 min)

- **6.** Ask participants to refer to **Handout 4.4: Bio-data** Format in their Handbook). Have learners work individually to develop their own bio-data, following that format and using the writing tips discussed earlier **(Handout 4.3)**.
 - Learners may fill-out the bio-data all together as the facilitator is discussing its details. Explain that learners will need to finish their bio-data at home and submit it to the facilitator the following day.

- 7. Ask learners to review the sample application letter (Handout 4.2) in their Handbook and explain the main parts of the letter (you can use Handout 4.5: Application Letter Format as your guide in the discussion). Ask learners to develop their own letter, using the writing space at the end of Session 1 of Module 4 in their Handbook. Let them assume a scenario of a job opening that they would like to apply based on their experience.
 - Learners may write their application letter line by line or by paragraph and all together as the facilitator is discussing its details. Explain that learners will need to finish their application letter at home and submit it to the facilitator

the following day.

Once learners submit their bio-data and letters of application the next day, review them carefully and give them comments and feedback to help improve them so they can have a solid bio-data and application letter that they can use in the future.

***** Facilitator Tip *****

Remind learners that they may include activities they have been involved in. Examples of these are activities in church or youth groups, family businesses, etc., especially if they have no formal work experience. If they are having difficulties identifying activities, have them think about their daily, weekly and monthly activities. For daily activities, have them draw a clock and label what they do at different times of the day. For a weekly schedule have them draw a square for each day of the week and draw pictures representing their activities

➤ LOW LITERACY ALTERNATIVES <

Because this activity requires a lot of writing, participants with low literacy levels might have difficulties. It is important to give one on one support during the training but also to emphasize that they will need to find someone outside of the workshop who can help them complete the bio-data and application letters. Inviting volunteers who have been through the training already to assist with this activity/assignment could be helpful too.

[™] Handout 4.2: Sample Bio-data and Application Letter

Name: MICHELLE LOCSIN

Address: Block 24, Lot 8

Talungon Drive, San Roque,

Zamboanga City

Birthday: June 23, 1994

Age: 21 years old

Contact Number: 0926 763 5271
Email: mlocsin@gmail.com



To be gainfully employed and be a productive member of the community utilizing my acquired education and skills.

EDUCATION AND TRAINING

January 2015 Computer Hardware Servicing NC II

USAID-MYDev Skills Training Program Barangay San Roque, Zamboanga City

Year 2008-2012 San Roque National High School

Zamboanga City

Year 2002-2008 San Roque Elementary School

Zamboanga City

SKILLS

Computer literate - familiar with MS Word, Powerpoint and Excel

Willing to take on new challenges and eager to learn

WORK EXPERIENCE

April – June 2014 Assistant Encoder, "El Barato" Trading, San Jose, Zambo. City

May 2013 Volunteer – ABS CBN Bayan Patroller

Sample Application Letter:

March 15, 2015

Ms. Melanie Luas Melanie's Computer Repair Shop San Jose Gusu, Zamboanga City

Dear Ma'am Luas,

Re/Ref: Job Application as Computer Technician

I am applying for the position of Computer Technician. The vacancy was advertised last March 8, 2015 in the Daily Zamboanga Times Newspaper. The position seems to fit my experience and career interests.

I am a high school graduate and a resident of San Roque, Zamboanga City. I am fluent in Filipino as well as the Visayan and Chabacano dialects. I am also a graduate of USAID's Mindanao Youth for Development (MYDev) skills training in Computer Hardware Servicing NC II and I passed TESDA's competency assessment.

The said position requires competence in servicing computers, printers, local area networks to include software installation. I believe I possess the said qualifications and I am confident that I can work well with people and can readily follow given instructions.

My previous work experience include being a volunteer ABS-CBN Bayan Patroller in 2013 and an Assistant Encoder at "El Barato" Trading in 2014.

My enclosed resume provides more details on my qualifications. I will be happy to come for an interview at your convenience.

Respectfully yours,

Michelle Locsin

Applicant

W Handout 4.3: Bio-data Writing Tips

- ❖ Include relevant information only: Your bio-data should not include all details about your life!
- ❖ Keep it simple, clear and neat
- Limit to 1-2 pages
- Be accurate: no spelling or grammatical errors
- Use bullets to describe duties/responsibilities of previous work
- Spell out acronyms the first time you use it, put the acronym in parentheses and then use the acronym after that
- ❖ If using a computer, font size should be between 10 and 12 points
- ❖ Use 2.5 cm margins

∜ Handout 4.4: Bio-data Format

BIO-DATA

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Name :	Gender :
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Provincial Address :	
Telephone :	Cellphone
E-mail Address :	
Date of Birth :	Birth of Place
Civil Status :	Citizenship
Height :	Weight :
Religion :	
Spouse :	Occupation :
Name of Children :	Date of Birth :
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ather's Name :	Occupation :
Mother's Name :	Occupation :
.anguage or dialect spoken and written:	
Person to be contacted in case of emergen	ncy:
His or her address and telephone:	
EDUCATIONAL BACKGROUND	
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7.11	Year Graduated :
Degree Received:	
Special Skills :	
EMPLOYMENT RECORD	
Company Name:	
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Position :	Contact No. : Company : Contact No. :

Mandout 4.5: Application Letter Format

- 1. First Paragraph Greetings and why you are writing
- 2. Middle Paragraphs What you have to offer
- 3. Concluding Paragraph How you will follow up

1. Why You Are Writing

In some cases, you may have been referred to an employer by a friend or acquaintance. Be sure to mention this person.

If you are writing in **response to a job posting**, indicate where you learned of the position and the title of the position. Express your enthusiasm and the likely match between your credentials and the position's qualifications.

If you are **writing a letter in which you inquire about possible job openings** - state your specific job objective.

2. What You Have To Offer

In responding to an advertisement, refer specifically to the qualifications listed and show how your particular abilities and experiences relate to the position for which you are applying.

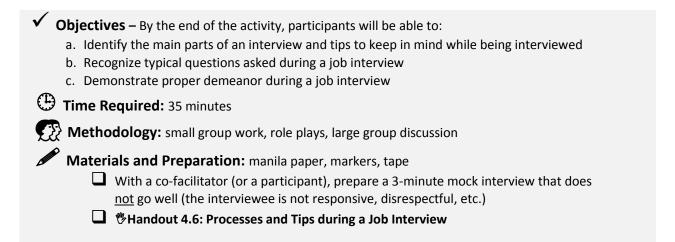
3. How You Will Follow Up

Close by restating your interest in the job and letting the employer know you can make yourself available for an interview.

In conclusion, you may indicate that your references are available on request. Also, if you have a portfolio or writing samples to support your qualifications, state their availability.

^{*} Adapted from: Alison Doyle, About.com http://jobsearch.about.com/od/coverletters/a/aa030401b.htm

Activity 3: The Job Interview





Steps:

1. Explain to participants that now that they know the main elements of a bio-data and application letter, it is time to discuss and practice being interviewed. With a co-facilitator (or a participant), perform a 3-minute mock job interview (that you prepared ahead of time) that depicts the interviewee as being unresponsive, disrespectful, unclear, not answering questions clearly, not showing good communication skills (e.g. no eye contact), etc. Participants should dress-up accordingly (formal attire) to truly depict an actual job interview.

Ask participants what they observed and share what they think went well and what did not go well. Ask them if they have ever had a job interview before. Have them share what it was like, what went well and what did not.

(10 min)

2. Invite a resource person to discuss the main parts of an interview using Handout 4.6: Processes and Tips during a Job Interview. Ask participants to go to Handout 4.6: Processes and Tips during a Job Interview in their Participant's Handbook. (Explain that there are three parts of an interview: opening – greetings & purpose of the interview; body - interviewer asks questions & interviewee responds; closing - summary, next steps, thank you's & goodbye's)

(5 min)

★ Facilitator Tip **★**

Remind participants that any contact with a potential employer should be treated as if it is an interview. For example, if you stop by a possible place of employment to ask if they have job openings, behave as you would in an interview.

3. Form groups of 4 and ask them to prepare a 3-minute role play of an interview. One person will be the interviewer, another person will be the interviewee and the others

will be observers. If time allows, they can switch roles so everyone can practice interviewing and being interviewed. Please refer to Handout 4.6: Processes and Tips during a Job Interview for common interview questions.

The actors should use the tips in **Handout 4.6** in their Handbook. Observers should think of things that went well, what can be better, and how to improve them.

Facilitator Tip★

Depending on the background of the participants, provide some details regarding the interview. For example, if the participants are in the hospitality industry, pretend that the interview is a job in a hotel or restaurant. Also, all participants should dress-up accordingly to truly depict an actual job interview.

(15 min)

4. Ask participants to reconvene and have a few learners share how it went. Point out the most important tips during a job interview **(Handout 4.6).** Answer any questions participants may have about interviewing.

(5 min)

➤ LOW LITERACY ALTERNATIVES <

Review **Handout 4.6: Processes and Tips during a Job Interview** together as a group. Instead of just reading it, make it more interactive by having participants come up with the list of typical interview questions. Similarly, when reviewing the interview tips part of the handout, make it interactive by asking for a volunteer and acting out the tips with that person.

Application of Learning:

Do a mock interview with the invited resource speaker as the interviewer. Give ample time so that most learners would have the chance to be interviewed and get an actual feel of a typical job interview.

♥ Handout 4.6: Processes and Tips during a Job Interview

A job interview is an opportunity for the employer to find out more about you – your education, work background, interests, personality – and for you to find out more about the employer/business/company/organization and the specific job to which you are applying.

In general, there are three main parts to the interview:

- 1. **Opening:** greetings, introductions, employer states purpose of interview
- **2. Body:** interviewer asks questions. Typical questions include:
 - a. Tell me about yourself.
 - b. What qualities and skills do you have that will help you perform this job?
 - c. What previous experiences do you have that are related to this position?
 - d. Describe the responsibilities you had in your previous job.
 - e. Are you familiar with this company/business/organization?
 - f. How did you learn about this company/business/organization?
 - g. Why do you want this job?
 - h. What are your strengths and weaknesses?
 - i. Why should we hire you?

Once the interviewer is finished asking questions, s/he might ask you if you have any particular questions about the job or the organization.

3. Closing: The interviewer thanks you, provides information on the next steps of the hiring process and says goodbye/shakes hands. The interviewee also thanks the interviewer and expresses interest and enthusiasm regarding the next step. If the interviewer does not have a copy of your CV with your contact information, make sure to provide one before leaving.

^{*} Adapted from *The Interview*, A&E, DepED, EQUALLS, Bureau of Alternative Learning System BALS), Philippines, 2001.

Tips during a Job Interview

Before the interview...

- ✓ Learn as much as you can about the organization or business to which you are applying for a job What do they do? Where? Size? Who are their clients?
- ✓ Think about how your previous work experience, schooling and activities will help you perform the job to which you are applying.
- ✓ Dress appropriately for the interview: neat, clean clothing and shoes
- ✓ Allow plenty of time to get to the interview.
- ✓ Bring copies of your CV and a list of references (names, addresses, phone numbers).
- ✓ Write down questions you may have for the interviewer.

During the interview...

- ✓ Greet the interviewer properly (handshake).
- ✓ Speak slowly and clearly.
- ✓ Think before speaking.
- ✓ Be respectful.
- ✓ Be a good listener wait until the interviewer has finished talking before you respond.
- ✓ Stay calm.
- ✓ Ask the interviewer to repeat or re-phrase a guestion if you have not fully understood it.
- ✓ If you do not know the answer to a question, be honest and let the interviewer know why.
- ✓ Be honest in your answers but present any negative experiences in a positive light or as lessons learned.
- ✓ Present yourself as being confident that you can do the job.
- ✓ Shake the interviewer's hand at the end and thank him or her for meeting with you to discuss the position.

*After the interview...

- ✓ Send a thank you letter by post or email if appropriate.
- ✓ Follow up with a phone call after a week if appropriate.

*Note: These are example of things that may be helpful to do after an interview. But what is expected and appropriate to do (or not to do) after an interview may vary by industry or sector. It may be helpful to hear advice from people who work in similar jobs.

Activity 4: Informational Interview

	 ✓ Objectives – By the end of the activity, participants will be able to: a. Recognize the potential opportunities that an informational interview can have b. Identify ways to pursue an informational interview c. Demonstrate how to use an informational interview to develop leads for job opportunities
	Time Required: 50 minutes
	Methodology: small group work, role plays, large group discussion
	Materials and Preparation: manila paper, markers, tape
	With a co-facilitatior or participant, prepare a list of at least companies or individuals in the community that youth may want an informational interview.
	☐ 炒 Handout 4.7: Informational Interviews
	* By Handout 4.8: Sample Informational Interview Questions
	* By Handout 4.9: How to Conduct Yourself During an Informational Interview
2	
S	Steps:

1. Explain to participants that now that they know the main elements of a job interview, they can learn about a different type of interview called informational interview. Begin by asking learners to raise their hands if they have ever heard about or have been in an "informational interview". Ask them to explain what they think and "informational interview" might be. After gathering a few ideas, share this definition:

"An informational Interview is a meeting in which a job seeker asks for advice rather than employment. The job seeker uses the interview to gather information about the field (or about a specific industry or company), find employment leads, and expand their professional network. This is different from a job interview because in an informational interview it is the job seeker who asks the questions. There may or may not be employment opportunities available."

(5 min)

2. Explain to participants how an informational interview can be useful when you are looking for a job or looking to change the type of work you are engaged in. Informational interviews can be used to learn more about a specific field (or about a specific industry or company) or about ways to start your own business.

It is important to emphasize to learners that they are NOT directly asking for or inquiring a job opening. Their purpose is to collect information from that person

Ask participants to work in pairs and review **Handout 4.7: Informational Interviews** in their Participant's Handbook.

(10 min)

3. Ask learners to suggest people or companies in their community that they would want to do an informational interview with. Keep a list on a manila paper in the front of the room. Make sure to have at least 4 companies or individual names.

(5 min)

4. Now let's practice a few mock informational interviews. Split the participants into 4 groups and assign each group one of the companies from the list in Step 6. Within each group, assign one interviewer and one interviewee. Within each group, ask learners to perform a 3-minute mock informational interview. Ask them to use the sample questions in Handout 4.8: Sample Informational Inteview Questions in their Handbook.

(10 min)

- 5. Ask learners to review the handout in their groups and identify things they found that cameup during their mock informational interviews. Ask learners to discuss what they observed and share what they think went well and what did not go well.

 (10 min)
- 6. Ask learners to go to Handout 4.9: How to Conduct Yourself During an Informational Interview in their Handbook. In a large group, ask them to share a couple of items from that they have observed in their mock informational interviews. Make sure to also explain those tips that were not displayed during the mock interviews.

Clarify any questions they may have. Explain that similar to a formal job interview, you should conduct yourself with professionalism, be polite and respectful and be prepared to ask questions and answer questions as you would be in a regular job interview.

(10 min)

Handout 4.7: Informational Interviews

What is an Informational Interview?

- ✓ A meeting in which a job seeker asks for advice rather than employment.
- ✓ Differs from a job interview because it is the job seeker who mostly asks the questions.
- ✓ Try to talk to actual people doing the work you think you'd love to do.
- ✓ There may or may not be employment opportunities available.
- ✓ It can be used to gather information about the industry, career paths, find employment leads and expand their professional network.

How Can I Get an Informational Interview?

- ✓ Informational interviews are initiated by the job seeker.
- ✓ You can get the names of people from workmates, classmates, teachers, friends and project staff. Sometimes your training program can help you set one up.
- ✓ Expect that you will be meeting someone for the first time.

What Happens in an Informational Interview?

- ✓ Plan to take at least twenty minutes
- ✓ You learn about the company
- ✓ You learn about the individual's career
- ✓ You learn about the skills and qualities they look for
- ✓ You learn about the entry level jobs they typically hire for
- ✓ Ideally you get ideas about which types of careers would benefit from your skills and if any opportunities may be available.

**** Handout 4.8: Sample Informational Interview Questions**

Sample Questions for Job Seeker to Ask

- ✓ What kind of work do you do?
- ✓ How did you get into this work?
- ✓ What do you like the most about it?
- ✓ What is difficult about your work?
- ✓ What types of jobs would someone do in the first 1-2 years of this career?
- ✓ How can someone prepare to join this field of work?
- ✓ Do you know of work opportunities, places I should look into, or people I should talk to?

♥ Handout 4.9: How to Conduct Yourself during anInformational Interview

Before the interview...

- ✓ Identify what you want to gain from the interview: what kind of information do you want to obtain?
- ✓ Make the appointment for an informational interview recognizing that someone is doing you a favor by meeting with you so be courteous and flexible according to their schedules.
- ✓ Prepare questions that you will ask and write them down. This should include questions about the business, questions about the interviewer and their experience and career path, and follow up questions about other people that you may be able to connect with to support your job search process.

During the interview...

- ✓ Greet the interviewer properly (handshake).
- ✓ Show interest: say something nice about the interviewer or the business/company.
- ✓ Reference your network or individual people that connected you to the interviewer.
- ✓ Speak slowly and clearly.
- ✓ Think before speaking.
- ✓ Be respectful.
- ✓ Be a good listener wait until the interviewer has finished talking before you respond.
- ✓ Stay calm.
- ✓ Identify next steps for how you will use the information gained and how it will support your job search process.
- ✓ Shake the interviewer's hand at the end and thank him or her for meeting with you.

*After the interview...

- ✓ Send a thank you letter by post or email if appropriate.
- ✓ Follow up with a phone call after a week if appropriate.

SESSION 2: APPROPRIATE WORKPLACE BEHAVIORS AND ATTITUDES

Activity 5: Introductory Activity

✓	Objectives – By the end of the activity, participants will be able to:
	 Reflect on prior experiences and knowledge regarding appropriate workplace behaviors and attitudes
(1)	Time Required: 20 minutes
	Methodology: individual reflection, large group discussion
	Materials and Preparation:
	Review main concepts from previous session

Steps:

1. Remind participants of the last session on finding a job (finding employment information, writing a bio-data and application letter, and processes and tips during a job interview and follow up). Ask 3-4 learners to share what they have learned or share reflections/experiences with the last lesson.
Assume that you did well in the interview and got the job. In this session we are going to focus on the next stage – the behaviors and attitudes necessary to keep a job once you find one.

(5 min)

8→ Key Topics **8**→

- Workplace behaviors and attitudes
- Time management
- 2. Ask participants to think of any previous work they have done (including long or short term jobs, family business, etc.) Ask them to close their eyes and think about the following questions:
 - What was the work setting office, shop, construction site, restaurant?
 - Did you need to follow any rules or regulations (dress, work hours)?
 - What happened if you were not able to follow the rules?
 - Did your employer give you feedback on how well you were doing your job? And on what you need to do better?
 - Did you behave the same way at work and at home? Why or why not? What were some of the differences?

(10 min)

3. Ask participants to share some of their answers with the large group.

Explain that at the end of the session they will have a better understanding of workplace behaviors and attitudes that can help them be more successful in their work.

Activity 6: Workplace Behaviors and Attitudes

 ✓ Objectives – By the end of the activity, participants will be able to: a. Identify appropriate workplace behaviors and attitudes 			
Time Required: 1 hour 5 minutes			
Methodology: small group work, large group discussion, brainstorming			
Materials and Preparation: manila paper, markers, tape			
☐ 炒 Handout 4.10: Workplace Behavior Scenarios			
* Handout 4.11: Appropriate Workplace Behaviors and Attitudes			
☐ [™] Handout 4.12: Work Habits Inventory			

Steps:

1. Divide participants into small groups and ask them to use Handout 4.10: Workplace Behavior Scenarios in their Participant's Handbook. Read through the scenarios together and then have half of the class focus on scenario 1 and the other half on scenario 2. Have groups discuss the questions in each scenario. Instruct both groups to act out the scenarios.

(20 min)

2. Let the groups present their scenarios. In a large group after the presentations, ask participants to brainstorm a list of appropriate workplace behaviors and attitudes based on the scenarios and what they know from their own experiences.

Make sure to discuss the importance and value and value of employers providing feedback on an employee's performance (their way of working). Highlight that feedback can be used to help improve how we do our work and it is important for employees to accept both positive and constructive feedback.



3. Invite a resource person, preferably an HR Manager to discuss the workplace behaviors and attitudes in Handout 4.11: Appropriate Workplace Behaviors and Attitudes in their Handbook).

(15 min)

Application of Learning:

Ask the learners to go to their Participant's Handbook and fill out **Handout 4.12: Work Habits Inventory** as a way to reflect on the habits that they already have and the habits that they need to work more on. Check the learners' output and give feedback and encouragement or guidance.

Possible Answers to Scenario Questions:

Scenario 1 Questions:

- 1. What happened in the scenario and why?

 (Grace lost her job because she was late. Grace spent too much time on the phone arguing with her aunt...Supervisor gave her warnings before she fired Grace)
- 2. What behaviors led Grace to losing her job? (tardiness, not focusing on work –spent time on phone to discuss personal matters, didn't take warnings seriously)
- 3. Do you think the supervisor made the right decision to fire Grace?
- 4. Is it important to keep work and family life separate? How does one do this?
 (It is important to keep them separate as much as possible. Personal phone calls should not be made during working hours, except on breaks. Grace should talk to her family members about the boundaries/rules of work so they won't have the expectation that she will respond during working hours.)
- 5. What could have Grace done differently so that she would not have lost her job? (Listened better to her supervisor, followed the rules at work about arriving on time and focusing on work during working hours, talked to her family members to explain what is required of her at work)

Scenario 2 Questions:

- 1. What happened in the scenario and why?

 (Mario became frustrated at work and did not talk about it to his supervisor. He grumbled to his co--- workers and then ignored the advice of his supervisor. Mario was not accepting new ideas, didn't respect his new supervisor and stormed away in anger.)
- 2. What behaviors and attitudes led Mario to his state of anger? (wasn't willing to accept guidance, didn't respect his supervisor, wasn't able to communicate about the problem.)
- 3. Do you think Mario could have handled it differently? How? (He could have tried to communicate better with his supervisor by asking questions about the cutting of the wood and sharing his ideas, he shouldn't have complained to his co--- workers without trying to seek a solution, ...)
- 4. Do you think Mario should lose his job? Why or why not?
- 5. What can Mario do to improve his relationship with his boss and succeed in his job? (Communicate on a regular basis and more openly, respect each other's opinions and ideas ...)

W Handout 4.10: Workplace Behavior Scenarios

Scenario 1: - For Role Play

Grace has been working at Alnor Hotel for 4 months as a receptionist. She greets guests and answers any questions about the hotel. Grace lives a bit far from the office so it takes her one hour to get to work. Her supervisor noticed that over the last month Grace has been arriving half an hour late and is often on the phone quarreling with her aunt. The supervisor has given Grace two warnings now.

One day, Grace arrives 20 minutes late due to traffic. When she arrives she sees her supervisor helping a customer. Once the customer departs, the supervisor informs Grace that she will no longer need Grace to work for her. She needs someone who can be on time and responsive to customer needs.

Discuss:

- 1. What happened in the scenario and why?
- 2. What behaviors led Grace to losing her job?
- 3. Do you think the supervisor made the right decision to fire Grace?
- 4. Is it important to keep work and family life separate? How does one do this?
- 5. What could have Grace done differently so that she would not have lost her job?

Scenario 2: - For Role Play

Mario works for Dennis Construction. He has good skills in construction but can be stubborn sometimes. While working on a new project, Mario's supervisor, who was new to the job, made some suggestions on how to cut some pieces of wood so they would provide more support to the floor above. Mario had always cut the support beams in a certain way and thought his supervisor must not know much about construction. Mario complained to his coworkers but did not discuss the issue with his supervisor. When it came time to cutting the wood, Mario did it his usual way. The supervisor saw him doing this and yelled at him for him to do it the way that he was told. Being yelled at in front of his co-workers embarrassed Mario. He threw down his tools, yelled at his supervisor and walked away from the construction site.

Discuss:

- 1. What happened in the scenario and why?
- 2. What behaviors and attitudes led Mario to his state of anger?
- 3. Do you think Mario could have handled it differently? How?
- 4. Do you think Mario should lose his job? Why or why not?
- 5. What can Mario do to improve his relationship with his boss and succeed in his job?

Mandout 4.11: Appropriate Workplace Behaviors and Attitudes

- ❖ Dress neatly and appropriately for the work: If wearing a uniform make sure it is clean and neat; clothing should not get in the way or prevent you from doing your work; clothing should not be distracting to you or others.
- **Be on time:** Attendance and punctuality are essential to keep your job. Let your supervisor know if you are going to be late.
- ❖ Manage time well: Focus on doing your work during work hours; follow break times.
- Speak to co workers in a positive and respectful manner
- Speak to supervisors in a positive and productive manner
- Be open to feedback and ask for feedback. Feedback can be very helpful. Positive feebdack helps you be proud of what you are doing well. Constructive feedback helps you become aware of things that you can improve at work. Welcome feedback from supervisors and coworkers. If they do not provide any feedback, you may ask them how they think you are doing your job, what they think you do well and what you could do better.
- ❖ Be honest: Being honest will gain the respect of co workers.
- Keep discussions and interactions related to work: Don't bring your personal problems to work or let them affect how you do your job or interact with others. Avoid topics or making comments that might make others feel uncomfortable.
- Stay positive: Don't complain or be pulled into negative discussions about work. Rather, approach problems positively and help to think about how to improve the situation.
- **Be respectful of others and your environment:** Take proper care of equipment, put things back where they belong, keep the environment tidy.
- Be a team player: Participate proactively and respectfully and listen to the ideas of others as well.
- Respect the roles of others
- Believe in yourself and what you do: Being positive about your job and how you do it will help you to succeed and achieve your goals.

Mandout 4.12: Work Habits Inventory

Directions: Read the descriptions given for each of the qualities listed below. Place a check mark on the blank next to the statement, which most accurately describes you.

1. COURTESY I am often discourteous to others	
I am sometimes not courteous in action or speech	
I am usually courteous and considerate of others	
I am considerate and courteous of others	
I am always very courteous and considerate	
 2. COOPERATION (ability to get along with others) I work against rather than with others I find it difficult to get along with others I usually get along with others I get along with others I get along well with others, I am friendly and helpful 	
3. INITIATIVE (tendency to go ahead) I need to have repeated instruction I need to be urged to do things I do routine work acceptably I am fairly resourceful, do well by myself I am resourceful, look for things to learn and do	
 4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM I resent any criticism I do not pay much attention to criticism I accept constructive criticism and try to change I accept constructive criticism and improve greatly 	
 5. SUPERVISION I usually need constant supervision to complete routi I need frequent supervision to complete routine tasks I need occasional supervision while doing routine tasks 	5
I need little supervision while doing routine tasksI do not need supervision while doing routine tasks	

 	WORK ACCOMPLISHED am very slow; output is unsatisfactory am slower than average; output is mediocre work with ordinary speed; output is generally satisfactory work rapidly; output is above average am fast and efficient; output is well above average
 	waste time and need to be prodded along waste time and need some supervision waste time occasionally but am usually reliable seldom waste time and am reliable am industrious and concentrate very well
 	ADAPTABILITY can't adjust to change have difficulty adapting to new situations adjust to change after instruction adjust to change readily find it pleasant to adapt and meet changes
 	PERSONAL APPEARANCE (neatness and personal care) am careless about my appearance sometimes neglect my appearance make an effort to improve my appearance care about my appearance; I look neat most of the time am extremely careful about my appearance; I look very neat all of the time
 	ATTENDANCE (to work, or organizations to which I belong) am frequently absent am not regular enough in attendance am average in my attendance am almost always in attendance am never absent except for an unavoidable emergency
 	PUNCTUALITY am frequently tardy am very often tardy could improve my punctuality am seldom tardy

Activity 7: Time Management

√	Objectives – By the end of the activity, participants will be able to:
	a. Appreciate the importance of task planning and managing time
	b. Identify strategies to better manage time
	c. Reflect on their time management skills
(1)	Time Required: 60 minutes
	Methodology: large group discussion, small group discussion, reflection
	Materials and Preparation:
	G paper balls
	☐ 炒 Handout 4.13: Time Management
	☐ Make a copy of the End-of-Module Assessment for each participant

Steps:

1. Explain to participants that now we are going to focus on one of the elements discussed in the previous activity – time management. Ask participants what their understanding of time management is – What is it? How do you do it? Is it something that is done at work? At home?

(Time management is the ability to use your time wisely and appropriately. It involves

(Time management is the ability to use your time wisely and appropriately. It involves accomplishing tasks within a specific time frame. It applies to both personal and work life and helps to balance the two.)

(5 min)

2. Form groups of 5 and give each group a paper ball. Ask them to first think of tasks that they usually have to do at work or at home. Then, ask them to think of things that can usually distract them and get them off track from the task that they are supposed to do. Have groups pass around the ball within their groups. The learner who receives the ball should say what can distract him/her from a task at hand. Have groups share back in a large group: Pass around 1 paper ball to invite a learner to give an example and ask him/her to pass it to someone in a different group. Have 6 - 7 learners share.

(10 min)

3. Ask learners to discuss ways that they can manage their time better, including balancing time for work and family, so they get their task done well and on time. Have learners pass the paper ball around in their teams again. Have groups share back: Pass around 1 paper ball to invite a learner to give an example and ask him/her to pass it to someone in a different group. Have 4 - 5 learners share.

4. Have participants turn to **Handout 4.13: Time Management** in their Participant's Handbook and review together or let participants work in groups to reflect on their time management skills, benefits, personal qualities of a good time manager and challenges listed there.

(10 min)

Application of Learning:

Have learners reflect and write in their notebook how they can improve their time management at home and at work. Illustrate by showing their daily schedule for a week.

(10 min)

5. End of Module Assessment:

Congratulate participants for finishing Module 4. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will <u>not</u> affect your ability to continue in the program.

(20 min)

Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.

∜ Handout 4.13: Time Management

Time management is the ability to use your time wisely and appropriately.

Personal time management skills include:

- √ Setting goals and planning
- Prioritizing what you need to do in a day, week, month, etc.
- Making decisions about important choices
- √ Scheduling what you need to do



These skills can be applied in your personal life and at work.

There are many **benefits** of good time management skills. At work, there may be improved job performance and possible promotions as a result. In your personal life, you may have a better marriage, more family time, more time with friends, less debt and less stress.

Certain personal qualities will help you to become a better time manager:

- √ Good organization skills
- √ Self discipline
- √ Motivation
- √ Being focused on accomplishing tasks and not getting distracted

There are many things that can get a person off track in managing time:

- Postponing or delaying
- Inability to say no (taking on too many things at once)
- Disorganization
- Interruptions (e.g. wanting to chat in person or on phone)
- Distractions (noises, something going on around you, television, radio...)

Being aware of all these things will help you to become better at managing your time.

End-of-Module Assessment Module 4: Work Habits and Conduct

Circle an answer for each statement.

English	Tagalog
Ways to find work include: a. Friends and family	Kasama sa mga paraan ng paghahanap ng trabaho ang:
 b. Newspaper advertisement c. Job notices d. Submitting an application to a potential employer e. All of the above 	 a. Mga kaibigan at kamag-anak b. Patalastas sa diyaryo c. Paunawa ng bakenteng posisyon d. Pagpasa ng aplikasyon sa potensiyal na employer e. Lahat ng nabanggit
A biodata/resume and an application letter cover the same thing. a. True b. False	2. Pareho lang ang nilalaman ng biodata/resume at cover letter ng aplikasyon. a. Tama b. Mali
 3. A biodata/resume should include: a. Contact information b. Skills summary c. Work experience d. Education e. All of the above 	Xasama dapat sa biodata/resume ang: a. Contact information b. Buod ng mga kakayahan c. Mga naging trabaho/katungkulan d. Pinag-aralan e. Lahat ng nabanggit

4. During an interview:

- a. Speak quickly so you can share a lot of information about yourself
- b. Interrupt the interviewer once you have understood the question and have an answer
- c. Present yourself as confident that you can do the job
- d. Make up answers that aren't always true in order to present yourself positively
- e. All of the above

4. Habang ini-interview:

- Magsalita nang mabilis para makapagbahagi ng maraming impormasyon tungkol sa sarili.
- Pigilan nang magsalita ang interviewer kapag alam mo na ang tanong at mayroon ka nang sagot.
- c. Iharap ang sarili bilang may lakas ng loob na magagawa mo ang trabaho.
- Mag-imbento ng mga sagot kahit hindi totoo para maging maganda ang maiharap na sarili
- e. Lahat ng nabanggit
- 5. During an interview you are asked a question that you do not know the answer to. You should:
 - a. Ignore the question and talk about something else
 - b. Tell the interviewer you do not know the answer and explain why
 - c. Keep quiet until the next question is asked
 - d. Make up an answer even if it is not completely true
 - e. None of the above

- 5. Habang ini-interview, tinanong ka ng isang bagay at hindi mo alam ang sagot. Dapat:
 - a. Huwag mong pansinin ang tanong at magsabi ng tungkol sa ibang bagay
 - Sabihin sa interviewer na hindi mo alam ang sagot, at ipaliwanag kung bakit
 - c. Tumahimik hanggang sa ibigay ang sunod na tanong
 - Mag-imbento ng sagot kahit na hindi iyon ang buong katotohanan
 - e. Wala sa nabanggit
- When you disagree with a co-worker, it is best to avoid an argument by avoiding contact and not listening to his or her ideas.
 - a. True
 - b. False

- 6. Kapag may di-pagkakasundo sa isang katrabaho, ang pinakamabuting paraan para makaiwas sa pagtatalo ay ang pag-iwas sa pakikipag-ugnayan sa kaniya at hindi pakikinig sa kaniyang mga idea.
 - a. Tama
 - b. Mali

7. Good time management involves: 7. Kasama sa mabuting pangangasiwa sa oras ang: a. Planning b. Prioritizing what needs to be done a. Pagpaplano c. Avoiding distractions b. Pag-uuna sa mga d. Staying focused on the task kinakailangang gawin e. All of the above c. Pag-iwas sa mga nakagagambala d. Pananatili ng tuon sa gawain e. Lahat ng nabanggit 8. Dressing properly, being on time, being 8. Makatutulong sa pananatili ng trabaho respectful, and being honest will help ang pananamit nang maayos, you keep a job. pagdating sa oras, pagiging magalang, at pagiging matapat. a. True b. False a. Tama b. Mali 9. You work as a server in a restaurant. 9. Nagtatrabaho bilang serbidor sa isang Fridays are usually busy and they are restawran. Laging matao kapag short of staff but you really want to go Biyernes at kulang sila sa tao pero out dancing with your friends. You gusto mo talagang lumabas kasama should: ang iyong mga kaibigan. Dapat: a. Not show up to work a. Huwag kang magpakita sa b. Show up to work but leave early trabaho c. Plan another evening for dancing b. Pumasok ka pero umalis ka with your friends nang maaga d. Tell your employer that you are c. Magplano ng ibang gami para sick lumabas kasama ng mga e. None of the above kaibigan d. Sabihin sa employer mong may sakit ka

e. Wala sa nabanggit

- 10. To manage your time at work and make sure it does not interfere with your personal life, get work tasks done quickly, regardless of the quality of work you do.
 - a. True
 - b. False

- 10. Para mapangasiwaan nang mabuti ang oras mo sa trabaho at tiyaking hindi ito nakasasagal sa pansarili mong buhay, tapusin mo agad ang mga gawain mo, hindi na mahalaga ang kalidad ng nagagawa mong trabaho.
 - a. Tama
 - b. Mali

End-of-Module Assessment Answers Module 4: Work Habits and Conduct

- 1. e
- 2. False
- 3. e
- 4. c
- 5. b
- 6. False
- 7. e
- 8. True
- 9. c
- 10. False