



**CAREER DEVELOPMENT CENTER SERVICE  
'JOURNEY MAP'**

**With Collaboration of  
USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY  
Institutional Capacity Development Support to Ethiopian Higher Education  
Institutions,  
Jimma University Career Development and Business Innovation Center**

*This document is Journey Map for Career Development service for Under graduating students. It focusses on how develop Transferable Life Skill that supports them in the smooth transition from school life in to working condition. To address the objective all Training is supported by Working Book that shared Education Works: Transferable Life Skills curriculum co-developed by Save the Children and Brandeis University as part of USAID's "Building the Potential of Youth Activity" with a specific focus on Institutional Capacity Development Support to Ethiopian Higher Education Institutions.*

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## About The Youth Employment Crisis

The global challenge of youth unemployment has risen in significance over this past decade as the youth unemployment rate (13%) stands at three times that of adult unemployment (4.3%) with the challenge being particularly acute in emerging economies, for instance, countries in North Africa have youth unemployment rates as high as 30%.<sup>3</sup> Every year, globally 40 million youth join a labor market that is either not growing enough, has jobs that are unable to lift workers out of poverty, or has enough regional variation to impact youth unevenly. Wide gender differences exist in this unemployment picture with young women being unemployed at consistently higher rates than young men.

Across the globe, the promise of college education to provide employment and family-sustaining wages is no longer holding true. While a college education still yields more employment opportunities and higher wages than a high school credential, increasing numbers of college educated youth between the ages of 16 and 24, globally, are under-or unemployed.

### Analysts point to several reasons for this challenge:

- ✪ Job creation has not kept pace with the growing number of educated youth seeking work that provides family sustaining wages.
- ✪ Economies have undergone rapid shifts from agrarian to industrial to technological, creating new pressures on employers to be flexible and

innovative and on employees to adapt quickly to changing work requirements.

- 🌐 Climate change, violence, and poverty have put increasing pressure on people to migrate in search of livelihoods creating increased demand for work within cities and regional hubs.

Within this context, there has been growing attention to the skills mismatch between employers seeking workers and youth seeking jobs. The lack of work readiness of youth and the rate of change in what workplaces need, has focused attention on youth's skills and raised questions about the alignment between education (where youth gain knowledge and skills) and the workplace (where they are called upon to use their knowledge and skills).

If employers are not able to use the college credential as a strong "signal" of the skills and knowledge that students have demonstrated on their way to earning the degree, this disconnect will only grow. In the absence of a more transparent link between a university credential and the ability to do well at work, employers are increasingly re-thinking the value of a traditional university credential, becoming more open to badges, micro certificates, apprenticeship experiences, or even a MOOC (Massive Online Open Course) degree as a way to signal an employee's readiness for work.

In a 2018 global survey conducted by Man Power Group, 45% of employers globally, state that they are not able to find employees with the skill sets they need, the highest this percentage has been in over a decade. In addition to the field-specific knowledge and skills required for the job (technical skills), employers are increasingly looking for employees, both entry level and more

senior employees, who have “a demonstrated capacity to **think critically, communicate clearly, and solve complex problems,**” these skills being considered more important than the candidate’s undergraduate major.<sup>5</sup> In a Wall Street Journal survey of employers,<sup>6</sup> 90% of employers in the United States said that these life skills/employability skills were as important as technical skills and 89% said that they could not find employees who had the right set of skills.

As universities look to align with the future of work, they will need to play a crucial role in: assessing student learning appropriately to certify students’ work readiness to employers; educating employers about how to hire, support, and retain students; developing students’ lifelong learning abilities and competencies; providing opportunities for students to get actual work experience through summer work, internships, and apprenticeships; developing the next generation of ethical leadership; and developing students’ entrepreneurial mindsets and experiences. The following describes key ways universities are positioned to prepare their students for the workforce:

1. **As economic engines for training and re-training a skilled workforce.** The changes mentioned above have resulted in a shift in the ways people navigate their careers—the focus being on lifelong learning and up-skilling/re-skilling rather than on a more linear education-to-employment pathway of past years. As such, universities can play a critical role in fueling economic growth and serving as incubators for innovation by developing a deeper understanding of economic trends, building partnerships with workforce, and lifting up those skills that are needed for workplace success—both for entry level employees as well as for middle level employees looking for re-skilling and re-certifications.

2. **Developing the next generation of ethical leaders.** Universities have a key role in preparing students for civic engagement, community leadership, and in developing personal and moral qualities such as ethics and integrity. Life skills development, while preparing students for employability, is also a critical tool for developing the traits that students need for well-rounded participation in society. Research indicates that students who develop these skills, show greater overall confidence, have more hope for their future, exhibit reduced risky behaviors (such as teen pregnancy)<sup>9</sup>, and earn higher wages on the job. Hence, making a proactive effort to focus on transferable life skills will benefit university students whether the focus is on employability, post-graduate education, civic engagement, or life success.
3. **Creating work-based learning opportunities for students.** Research on how people learn tells us that practicing the skills in an actual work setting will provide students with the context and the experience that makes the learning more real. Universities can play the role of bridging work and learning by expanding the exposure that students have to the world of work. Partnering with employers to build in job shadowing opportunities, summer and semester-long internships, and apprenticeships in their field of interest, will go a long way towards strengthening students' work readiness and will bring to life the skills being taught in this curriculum.
4. **Certifying student learning as it applies to the workplace.** Universities have an important role to play in being the institutions that create a transparent link between what the workforce needs and what students know and are able to do vis-à-vis their work skills. Partnering with employers to assess their needs, developing the transferable life/employability skills that signal "ready to lead and work" employees, and creating the authentic assessments of student

learning that employers can count on will create an important feedback loop essential to building a skilled workforce.

5. **Providing the research and innovation fuel for the future of work.** Universities bring an infrastructure and practice of research, learning, and evidence that both lifts up existing promising practices and provides roadmaps for future focus and investments. As such, universities can play the neutral convener role for bringing workforce actors, training institutions and TVETs, chambers of commerce, and policy makers together to frame the national conversation about Ethiopia's economic development and its future skill needs.

## What are Transferable Life Skills?

Transferable Life Skills are the knowledge, skills, mindsets, and behaviors that employers mention time and again as critical skills for entry level workers to succeed across industries and for all employees to grow in their careers. These skills are variously referred to as “life skills for the workplace,” “transferable skills,” “soft skills,” “social emotional learning,” “non-cognitive and cognitive skills,” “21st century skills,” or “character development.” Evidence shows that these employability and life skills are as valuable to a person’s workforce success in the long term as academic and technical skills.

The reference to “transferable” when discussing these skills, refers to the fact that these skills, unlike technical skills, are transferable across work, life, and citizenship as well as across different employment sectors. Critical thinking, problem solving, taking initiative and other similar competencies, are all skills and mindsets that are useful in and critical for success regardless of where an employee works, or the stage of life or employment they are in. What is important is that students have the opportunity to master these skills, know how to name and identify them when they are using them, and are able to talk about them in concrete terms as they look to change jobs or seek growth and promotion within a job.

## Employability and Life Skills

According to the National Association of Colleges and Employers (NACE), the list of priority employability and life skills that employers are looking for, include:

- ✓ Leadership
- ✓ Ability to work in a team
- ✓ Communication skills (written and verbal)
- ✓ Problem solving skills
- ✓ Strong work ethic
- ✓ Analytical/quantitative skills
- ✓ Technical skills
- ✓ Initiative
- ✓ Computer skills
- ✓ Flexibility/adaptability
- ✓ Interpersonal skills
- ✓ Detail-oriented
- ✓ Organizational ability
- ✓ Strategic planning skills
- ✓ Friendly/outgoing personality
- ✓ Entrepreneurial skills/ risk-taker
- ✓ Tactfulness
- ✓ Creativity

Helping students develop transferable life skills, is a multi-faceted learning process. The term incorporates basic work maturity skills, 21st Century Skills and core social emotional learning competencies.

- ✦ **Basic Work Maturity** Skills include the day to day workplace expectations of how employees will behave at work—regular attendance, punctuality, calling in when one is going to be absent, getting one’s work done well and on time, having a positive attitude, taking responsibility, knowing the basic technology tools of one’s industry, being able to learn new things, asking questions to understand clearly, seeking feedback.
- ✦ **21st Century Skills** include those meta-skills that are critical for success in the modern workplace where work increasingly requires teamwork, problem solving, a growth mindset and thinking outside the box. These include, communication and interpersonal skills, teamwork and collaboration, taking initiative, adaptability and flexibility, creativity and innovation, and problem solving and critical thinking.
- ✦ **Community Service Competencies:** Jimma University is well outshining in **community engaging service**; include the skills and competencies that are necessary as young adults take on life and leadership responsibilities. These are core to people being able to work with each other successfully and for one’s own internal growth and development. These include self-management, self-awareness, social awareness, relationship skills, and responsible decision making.



## The Journey

Embarking on the *Transferable Life Skills Training* is like going on a journey. The Trainer's Guide takes instructors working with students step-by-step through twelve sessions, where each session builds on the previous one. The sessions lead participants through each of the six core employability skills domains with the intended outcome that participants will strengthen, practice and increase their *transferable life skills* to secure a job and succeed in the workplace.

Every journey has its challenging moments. In order to maintain commitment and motivation, people sometimes need to remind themselves how far they have come and what they are working toward. For this purpose, the *Transferable Life Skills Journey Map*, a colorful poster, should be displayed and referenced at all times during the course.

## Introduction:

### Beginning our Journey Together

Throughout the *Transferable Life Skills* training, all participants share ideas, listen to their classmates, and work as a team. Trainers can demonstrate all of these concepts in this first activity. During this introduction, Trainers and students introduce themselves, learn what is ahead and set expectations and rules for working together. This is an exciting starting point for both the Trainer and students since it sets the tone and expectations for the activities that follow. Students also complete the Employability Skills Pre-Test.





## Module I: Exploring our Past and Future

Self-reflection is an important aspect to building a positive self-concept in students. There are many physical, psychological and behavioral changes taking place for young adults and self-reflection can help to identify interests, skill sets and build self-acceptance. It is also a time where mapping priorities and aspirations for personal and professional development can help students grow and successfully transition into adulthood. This is a time for self-discovery and looking ahead to the future. **WHERE AM I NOW?**

### 1. WHERE HAVE I BEEN?



### WHERE AM I NOW?

- start the journey by looking at where students are currently.
- Understand themselves, their interests and skills, how they learn, and their identity.
  - How to get and retain a job.

## 2. WHERE DO I WANT TO GO?



### WHERE DO I WANT TO GO?

- Look to the future and what they would like to do and be in the next 1 year, 5 years and 10 years.
- Set short- and long-term goals for themselves, and outline key next steps they will take on their career path.

## 3. WHERE HAVE I BEEN



### WHERE HAVE I BEEN?

- Look at past experiences to learn and discover the underlying factors that shape who they are and where they might want to go.
- Review the relationships they have with family members, friends and the larger community, and discuss the importance of healthy and safe relationships.



## Module II: Securing a Job

For many students, finding and landing a job can be a daunting task. This module helps students build essential job search skills and map career opportunities to secure a safe and decent job in their related field of interest. This module prepares students for how to network, apply for **internship/practicum/** jobs and build their CV writing skills. The final part of the module focuses on building their confidence in interviewing, where students learn key techniques to prepare and practice interviewing through mock interviews.

### 4. Job Search and Networking



#### Career Mapping

Students understand the difference between technical and *transferable life skills*. They identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market.

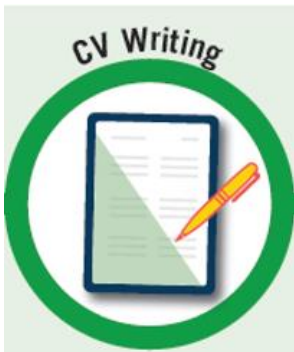
#### Ways to Search for a Job

Students identify different ways to search for a job and the advantages and disadvantages of each. They consider criteria they can use to determine if a job is right for them or not.

#### Networking

Students identify their networks and support systems which can help them search for and secure a job.

## 5. CV WRITING



### Interview Preparation

Students understand good practices for before, during and after an interview. They are able to identify common interview questions and prepare their own responses to such questions.

### Introducing Yourself

Students learn about elevator pitches and create a short introduction to themselves.

### Mock Interviews

Students practice completing a mock interview with constructive feedback from peers and the facilitators.

## 6. Job Review



### Components of a CV

Students are able to understand all of the required and optional components of a CV and ways to organize their own CV. They are able to identify the difference between good and bad CVs.

### CV Writing

Students practice writing or editing their CV and get constructive feedback and support from the facilitator.

### Job Application and Cover Letter

Students demonstrate an understanding of the different steps required to apply for a job and how to write a strong cover letter.



## Module III: Succeeding on the Job

Success means something different to everyone. This module helps students reflect on what success means to them in the workplace by reflecting on 4 key employability skills: 1) Self-Control, 2) Communication, 3) Social Skills and 4) Higher Order Critical Thinking, and how these apply to their work. Through various simulations, games, role-play, discussions, and group-work activities, students take the next steps to making success on their career paths and personal journey a reality.

Examine what it means to be a professional and stay safe and healthy in students' current and future work. Participants map out key values, attitudes and behaviors that will make them successful, identify key working rights and ways to be protected on the jobs, and determine ways to effectively manage their time, stress and expectations in the workplace.

Then students develop strategies to communicate for success and complete various simulation activities and games to build active listening skills, be assertive, and examine communication styles and the best practices for email communication.

While Working Together, allows students the opportunity to practice their social skills in a team building assignment and to imagine what it is like walking in another person's shoes. They also review and develop strategies to resolve conflicts with others.

After this is a unique practice-oriented session where students review all of the different sessions they have completed through the Transferable Life Skills Training

and select a workplace problem to solve and build strategies to think critically along the way.

Finally, focuses on building the skills of customer service and may be of particular interest to students curious about or interested in pursuing careers in the service industry.

## 7. Being A Professional



### Workplace Appearance

Students understand the difference between technical and life skills. They identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market.

### Workplace Values, Behaviors and Attitudes

Students identify different ways to search for a job and the advantages and disadvantages of each. They determine criteria they can use to assess if a job is right for them or not.

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### Delayed Gratification

Students understand the importance of delayed gratification in work and determine consequences for their actions in the workplace. They identify expectations they have for work and how to manage and prioritize them.

### Taking Initiative

Students understand the importance of taking initiative in the workplace and how that contributes to their



## 8. Working Rights and Safety



### Working Rights

Students understand their working rights and responsibilities, and what to do if these are infringed upon.

### Safety in the Workplace

Students understand different sets of rules for health and safety, and are able to assess hazards that may impact them in their current or future work. They also understand protocols in case of an injury.

## 9. Time and Stress Management



### Effective Scheduling

Students understand the key strategies to manage and schedule their time effectively. They learn how to prioritize important tasks to manage their time across their work and personal lives.

### Coping with Stress

Students identify causes of stress and practice effective skills for coping with stressful situations

### Balancing Work and Personal Life

Students are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage personal and work lives.

## 10. Communication



### Effective Communication

Students identify good communication tactics and learn the importance of both verbal and non-verbal communication in the workplace. They understand and demonstrate effective communication in the workplace and develop a plan to improve their skills. They also learn the do's and don'ts of email communication.

### Active Listening

Students are able to demonstrate active listening and understand its importance for workplace success.

### Being Assertive

Students understand the difference between being assertive, aggressive, and timid, and develop strategies to handle situations in an assertive way.

### Communication Styles

Students will explore their own communication style and that of others, and explore ways they can improve their communication.

### Technology and Social Media

Students will relate the topic of communication via technology and social media to professionalism and other communication skills, and understand the difference between appropriate and inappropriate technology use.

### Email Communication

Students explore elements of a well written vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email.

## 11. Working Together



### **Teamwork**

Students understand the value of working in a team and are able to do so successfully to achieve an overall goal. They understand the importance of trust in the workplace

### **Respect and Empathy**

Students understand the importance of respecting other people's differences and understanding people's feelings and emotions. They are able to empathize with others.

### **Resolving Conflict**

Students develop strategies to resolve conflict effectively and peacefully.

### **Adaptability and Flexibility: Adapting to Role Change**

Students explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past.

## 12. Problem Solving on the Job



### **Creativity and Problem Solving**

Students understand the importance of using creativity to solve a problem and identify mental barriers and assumptions which can prevent problem solving.

#### **Problem Analysis**

Students are able to identify the root causes and effects of problems to better understand and analyze a problem.

#### **Determining Objectives**

Students are able to create a clear objective for a problem they want to solve and brainstorm multiple solutions for it.

#### **Brainstorming and Selecting Solutions**

Students are able to brainstorm multiple solutions to a problem and complete a cost/benefit analysis to determine the most effective solution.

#### **Action Planning**

Students are able to develop plans to put their solutions into action.

#### **Deciding to Leave Your Job**

Students are able to describe when it is appropriate to look for another job and the process to use for giving an employer notice that they are leaving.



