

## Facilitator's Notes

### Training for employment - *an interactive journey that teaches you how to find a job...*

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The objective of this Document is to get you started in “Training for employment” it provides a background to getting started in using the system, as well as covers key learning points in the “*interactive journey that teaches you how to find a job...*” in formal or informal employment.

### Introduction

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Welcome to the Interactive Training for Employment program.

Many young people today have difficulties in finding out what they need to do in order to get a job and build a career. Information is often very vague or not accessible and in many cases, it is even difficult to find out where to start.

To complicate matters more, the number of available jobs are becoming less and less while fear and other factors limit your understanding of the employment process.

This program has been designed to address these needs in a new way, and gives you access to information when starting a career after your studies.

It also highlights the differences when making a choice between formal employment and setting up your own business.

It exposes you to typical issues involving employment such as:

- Introducing some required life skills
- Helping with research which will help you to find out what your appropriate choice could be for a career
- Assists in putting together a CV
- Takes you through the process of going for a job interview
- Working in the corporate or start-up business environment
- Shows you how to write a business plan.

It does not aim to address all these issues and neither does it intend to provide expert opinion and comprehensive information regarding all aspects of employment today.

It rather aims to highlight typical issues which will help you to think about your future. It provides a guideline and foundation from which you can get started on your career and find additional information as required.

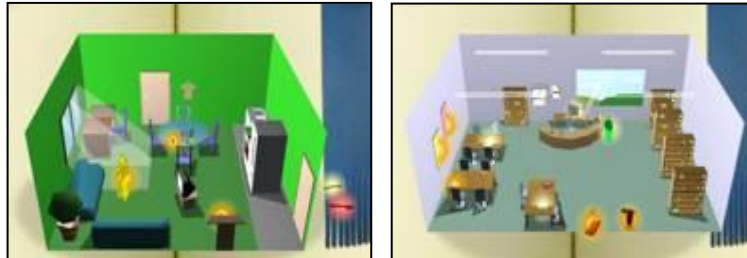
This information is portrayed through a comparison between the two different directions taken by twin teenage girls in a typical South African township who have just completed their schooling.

- **Keamogetswe** - who goes into formal employment (*colour-coded in yellow*)
- **Keabetswe** - who starts up her own business (*colour coded in red*)

Through the experiences of these two twins as they start in their respective careers, you are exposed to many of the typical issues that can influence employment, as described on the previous page.

As the twins move to different places in the 3D world, the program makes use of dialogue, which is also reinforced through text, to convey key points.

Locations include:



The two girls' home and a nearby community centre.

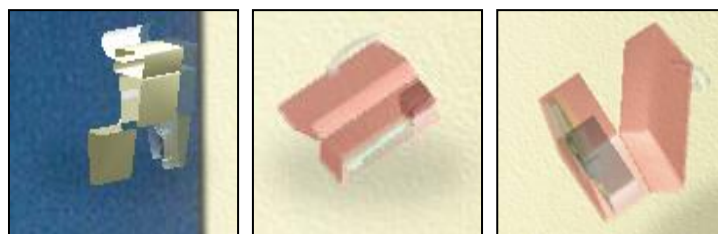


The offices of the company where **Keamogetswe** will work (her office and her boss' office); and the factory where **Keabetswe** sets up her business.

You can walk around rooms and inspect objects. *How to do this is explained in more detail under "Navigational Help".*

You can click on objects which are associated in some way or another with the subject, or topic that they represent. For example, the *clock* in Keamogetswe's office is linked to material covering *time management and prioritization*.

At the end of the program, when you have worked through at least one of the two options (formal employment or self-employment); a final conversation between the two twin sisters takes place in their home. Here, they discuss the key advantages and disadvantages of their respective work choices to generate an income for themselves.



**Progress indicators** - see how they change shape as you go through the programme... (*explained in more detail under "Navigational Help".*

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## Getting Started

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### Installation Notes

For best performance, it is recommended that you install this program on to your hard-drive, rather than run this program from the supplied CD. To install the program to your PC hard-drive, follow these steps:

- Insert the CD into your CD-ROM drive
- Wait for the start-up screen that will ask if you wish to view supporting material (for example, regulations, CV templates and Business plans) or to install the program itself
- Choose >>**Install**
- Specify where you want to install it to or just click >>**Next** to install the program to the default location
- Confirm that you wish to install it >>**Yes**
- Wait for installation to complete
- Remove the CD and store it in a safe place.

You are now ready to begin using the program.

### Running the program

You can begin to use this program by simply double-clicking on the icon on your desktop. This will load the program. Once it has loaded, click on the book to begin. The book will open and then click on “Start” to begin the simulation program or on any other menu items in the book to go to other areas of interest.

### Hardware and Software specifications

This program requires the following *minimum* specifications to run:

<b>Preferred</b>	Pentium 4 - 1Ghz (or better); 256Mb (or 512Mb) memory; AGP graphics card – GeForce 4 - 64Mb RAM (or better); Sound blaster Live; Windows XP; 3Gb hard disk space Internet Explorer v6 or above
<b>Minimum</b>	Pentium PIII 750Mhz 128Mb RAM; Riva TNT2 AGP video card (32mb memory); Sound card; Windows 98; 150Mb + hard disk space  Internet Explorer v6 or above

## Navigational Help

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Begin to use this program by **double-clicking on the icon** on your desktop. Once it has loaded, click on the book to start. The book will open. Click on "Start" to start the program; or one of the other menu items in the book to go to other areas of interest.

### Finding your way around

When in the simulation, click on objects that are glowing in a room to activate an explanatory animation. Alternatively, click on glowing arrows to move to a different section. If you place your mouse over any **glowing object** for half a second, an explanatory "tool-tip" will appear to tell you what that particular topic is.

To rotate a "Room", hold down your right mouse button and drag the mouse to the left or right.

To walk around the model, press the "W" key while not watching an animation. You will then be able to walk around, note that you can (and probably will) walk through the walls. To exit walking mode, press the "Esc" key or simply click on a glowing object. If you can't find something to click on in the room, click on an arrow outside.

Animations unlock other animations, allowing you to move through the learning material.

### Progress indicators

*Your progress through the programme is reflected by the red or yellow "Progress Shapes" in the top corners of the screen.*

To the left, **red** shows your progress in "Self Employment" (Keabetswe)

To the right, **yellow** shows your progress in "Formal Employment" (Keamogetswe).

Clicking on these shapes will take you to a menu that lists the learning points you've covered so far and gives you hints on where to find the material you haven't seen yet. The progress shapes fade-in as you complete sections.

See if you can tell what the object is going to be before you have completed all the sections?

### Quitting

To **Quit**, click on the "Exit" in the bottom right corner of the screen. A confirmation box will ask if you are sure if you want to quit. **Remember that quitting erases all your progress and reloads the simulation program.**

**NB.** The program cannot remember where you have been if you restart, i.e. you have to work through the material and complete it before exiting - otherwise you may have to repeat everything you have already done.

## Main outcomes

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The various outcomes of this program are listed in the following table, with where they are addressed in the program and finally, what to click on to get information. The main areas and their associated key discussion or learning topics are also shown.

Outcome	Location	Trigger
<b>Life Skills (formal and informal employment)</b>		
<i>Professional Image</i>	House	Hair-brush
<i>Self-esteem</i>	House	Thought bubble
<i>Handling nervousness</i>	House	Mug
<i>Expectation management</i>	House	Continues with Mug
<i>How to communicate?</i>	House	Continues with Mug
<i>How to be assertive</i>	House	Continues with Mug
<i>Motivation</i>	House	Washing dishes
<b>Work - a legal perspective (formal and informal employment)</b>		
<i>Labour Relations Act</i>	Community Centre	Union Poster
<i>Companies Act</i>	Community Centre	Book
<i>Occupational Health and Safety Act</i>	Community Centre	Fire Extinguisher
<i>Educational qualifications</i>	Community Centre	SAQA Poster
<b>Finding and getting a job (formal employment)</b>		
<i>Where to find more information</i>	Community Centre	PC
<i>Identify opportunities</i>	Community Centre	Facilitator
<i>Matching the job to yourself</i>	Community Centre	Newspaper
<i>Aptitude tests</i>	Community Centre	Also in Newspaper
<i>Information required on your CV</i>	Community Centre	Facilitator
<i>CV layout</i>	Community Centre	CV document
<i>CV Presentation</i>	Community Centre	continues from CV
<i>Regular updates of your CV</i>	Community Centre	Calendar
<i>References/ Referees on your CV</i>	Community Centre	Telephone directory
<i>Matric certificate (S)</i>	Community Centre	Certificate on wall
<b>Job interviews (Formal employment)</b>		
<i>Preparation for your interview</i>	House	Note on table
<i>Conducting The interview</i>	Reception, Boss' Office	Receptionist

<b>Keeping your job (formal employment)</b>		
<i>Problem Solving</i>	Own Office	Diary
<i>Responsibilities and functions</i>	Own Office	Clock
<i>Stress Management</i>	Own Office	Continues in clock
<i>Motivation</i>	House	Dishes (kitchen)
<i>Basic financial management</i>	Own Office	Chequebook
<i>Time management and priorities</i>	Own Office	Continues with clock
<i>Setting and achieving goals</i>	Own Office	Continues with clock
<b>Work ethics (formal employment)</b>		
<i>Ideal employee</i>	Own Office	Door
<i>Accountability</i>	Own Office	Thought bubble
<b>How a business works (formal employment)</b>		
<i>Different sections in a business</i>	Boss' Office	Boss dialogue
<i>Funding</i>	Own Office	Purse
<i>Business Plan</i>	Own Office	Document
<b>Life skills - starting and running a business (Informal employment)</b>		
<i>Attitudes</i>	House	Dishes (kitchen)
<i>Problem Solving</i>	Factory	Nappy machine
<i>Stress Management</i>	Factory	Order Book
<i>Basic financial management</i>	Factory	Cheque Book
<i>Identifying my strengths</i>	Community Centre	Newspaper
<i>Time management and priorities</i>	Factory	Continue on Order Book
<i>Setting and achieving goals</i>	Factory	Continue on Order Book
<b>Identifying business opportunities (Informal employment)</b>		
<i>Planning</i>	Community Centre	Diary on desk
<i>How to do market research</i>	Community Centre	PC
<i>Finding information relevant to my business</i>	Community Centre	continues in PC
<i>Business Plans</i>	Community Centre	Book Business Plan
<i>Funding</i>	Community Centre	Keabetswe
<i>Responsibilities</i>	Factory	Delivery Schedule
<i>Accountability</i>	Factory	continues from Delivery Schedule
<b>How your business works (Informal employment)</b>		

<b>Research</b>	Factory	Pile of Magazines
<b>Different sections of a business</b>	Factory	Production Line
<b>Marketing</b>	Factory	Brochure
<b>Planning</b>	Factory	Diary
<b>Financing</b>	Factory	Purse

In many cases the outcomes listed form part of a broader conversation or topic which is also addressed by the supporting text.

Outcomes are also addressed simply to provide a key point for the learner, so that they will go and think about it, reflect on that point, and hence, go and discover more about that subject that is relevant to *their* needs.

## How to get the most out of this program

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This program is designed to be explored by no more than 1-3 people sharing a computer at any one time.

Two to three learners working together will be able to hold discussions on the points covered. More than three working together will make it difficult for each individual to participate fully and to absorb the content sufficiently.

In cases where the programme is used in larger groups, to maximise the impact of this program the following ideas are recommended:

- Use it as part of any curriculum related to entrepreneurship, life skills and career-development.
- If used in a classroom, if possible use a projector for easier viewing by the learners.  
Alternatively use the program as the basis for an activity aimed at developing planning and organisational skills. Ask each group to come up with alternative suggestions as to how they would plan so that all have access to the material on one particular day or during a lesson - and discuss the results.  
Once this has been achieved, use the best solution to have all students work through the programme.
- Use the program as a guideline covering the different topics to be addressed when discussing career choices and obtaining employment.
- Use different aspects of the story to stimulate discussion to explore associated information.
- Access the program to obtain ideas for ways to address obtaining employment in group or class plays, as well as for experiential learning activities related to employment.
- Access the associated documentation (relevant Acts and Regulations, CV templates and Business Plan outlines) and use them as study material - or examples in teaching the fundamentals of obtaining a job or setting up a business.
- Apply the main sections of the various business plan outlines to the planning process involved in setting up either a real business or a “virtual” business - for discussion in the classroom.
- For greater structure to discussions and lessons in a classroom, the content may be structured as shown in the table in Section 4. For example, first address the shared skills and knowledge required; and then the formal and informal approaches separately.

Each discussion can obviously be structured further according to topics and outcomes.

**NB.** These are only suggestions. They in no way constitute the only and best method for utilising this programme. There are many other factors that can influence how the system is used. These factors include the environment where the program is used; user profile; time available; background knowledge and skill of the facilitator / lecturer; available equipment etc.

This programme is intended to stimulate thinking around each of the issues covered. It forms a platform (or context) within which critical debate can take place. This debate should aim to provide a direction for the learner who is (or wants to) actively seek employment; or for the budding entrepreneur setting up his or her own business.

Finally, if you wish to see improvements made to this programme, or identify needs in other areas, please do not hesitate to contact the Naledi3d Factory using the contact details given in the Acknowledgements section of this user guide.

## Troubleshooting the programme

If your programme does not work properly, explore this section to find possible solutions to your problems.

Problem/ Symptom	Possible causes	Suggested solution
<b>Installation</b>		
The installation won't start	CDROM driver not properly installed, not functioning properly or CDROM is damaged.	Test it on another pc to see if the installation will start automatically. If it does, then reinstall the CDROM drive.
The installation crashes, hangs or does not complete	Unstable windows environment, insufficient memory or HDU space, damaged hard drive	Check your windows installation; you have enough memory, hard drive space; that all hardware is functioning properly.
My computer does not see the CDROM	Defective hardware or incorrect installation of CDROM drive or CDROM damaged.	Reinstall CDROM drive or check hardware.
<b>Starting the program</b>		
I cannot find the shortcut on my desktop	Resolution causes the icon not to be visible or it was not created during installation	Use the program group and start the program that WAY / create a shortcut manually / resize your desktop to see all icons.
The program won't start	Check you have enough memory and that your graphics card is powerful enough to run the program	Upgrade your pc to higher memory and get a better graphics card or install on another pc
When I start the program nothing happens/ my computer hangs	Check you have enough memory and that your graphics card is powerful enough to run the program	Upgrade your pc to higher memory and get a better graphics card or install on another pc
<b>Running the program</b>		
After a while the program stops responding	Clicking more than once on the same thing or moving the focus to another window. Not sufficient memory.	Clicking multiple times on the same link could cause the program to become unstable and not respond. Check memory and restart.