



United Nations  
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Cultural Organization



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STARTline  
FOUNDATION

# “TOOLKIT FOR STRENGTHENING YOUNG WOMEN AND MEN TO ACT ON YOUTH UNEMPLOYMENT” in Lebanon

CAREER  
ADVOCACY  
EMPLOYMENT  
**SKILLS** INITIATIVE  
ENTREPRENEURSHIP  
DIALOGUE **JOB**

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## Foreword




The aim of this Toolkit is to promote youth participation in public policy-making by providing guides and tools for ways to gain more influence and advocate for matters in the public arena, especially within issues of youth employment and skills development. The Toolkit is based on a guide developed by UNESCO, as a resource document for youth organizations, project officers and other interested members involved in advocacy for employment issues.

This training toolkit is youth-friendly and contextualized, and can be practically applied by NGOs, civil society groups, and other relevant stakeholders for advocating for youth employment policies in Lebanon and other countries.

This project is a collaboration between UNESCO Beirut Office, within the framework of UNESCO's Networks of Mediterranean Youth (NETMED Youth) Project (EU-funding), and StartLine Foundation.

The issue of youth employment is addressed through the NETMED Youth Project via three essential areas of action: (i) support to key national stakeholders in strengthening their skills anticipation system in developing related technical capacities and fostering a national inclusive dialogue on future skills needed and related skills development and employment policy planning; (ii) empowerment of youth organizations' capacities with adequate skills and knowledge to be active stakeholders in the policy dialogue with institutional stakeholders and advocate for an increased role of youth in policy design; and (iii) support to youth-led national communication campaigns to encourage youth employment and business creation and advocacy using the skills needs projections.

Therefore, this Toolkit builds on achievements made so far and seeks to build the capacities of young women and men in advocacy and campaigning for the rights and interests of different groups of youth, especially vulnerable youth, on youth unemployment.



**Dr. Hamed Alhamani,**  
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From UNESCO Beirut Office, this project was led and conducted in close collaboration and technical guidance from the NETMED Youth Project team: [Mr. Salim Shehadeh](#), Programme Specialist (Technical and Vocational Education and Training/TVET); [Ms. Mona Zoghbi](#), NETMED Youth Project Coordinator, and [Mrs. Lilian Eido Bazzi](#) (Programme Assistant).




This Toolkit has been developed and written by [Professor Leila Abboud](#), on behalf of StartLine Foundation and [Mr. Amin Beitamouni](#), translated by [Mrs. Mireille Kassis](#), and designed by [Mrs. Micha Yammine](#).

Special thanks to all the young people who took part in the piloting of this material and provided their journeys: [Ms. Nouhad Awwad](#) as Advocate, [Ms. Sarah Al-Assir](#) as Employee, and [Mr. Amin Beitamouni](#) as Entrepreneur.

Thank you as well to the youth who participated in the training workshop for piloting this toolkit (November 2017) and provided feedback on the activities and content, which further guided the adequate development of this toolkit.



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# INTRODUCTION

## What do we mean by “Youth”?

“Youth” is best understood as a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group.

However, age is the easiest way to define this group, particularly in relation to education and employment. Therefore “youth” is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment. This latter age limit has been increasing, as higher levels of unemployment and the cost of setting up an independent household puts many young people into a prolonged period of dependency.

Youth in Lebanon are the category of people aged between 15 and 29. It was so defined by the Lebanese Ministry of Youth and Sport, and the United Nations agencies working with children and youth, youth associations in the Lebanese civil society, and experts, based on social and economic characteristics specific of Lebanon. Youth represent 28% of the total population in Lebanon.

## Challenges Facing Youth in Lebanon

Youth in Lebanon face various challenges, some related to the specific stage of life they go through in any society, some related to the legal, political, social, and economic framework in which they operate in Lebanon. The major challenges are:

- The type of education and the disparities between private and public schooling; failure to equip the student with life, analytical, and critical skills, in order to enable him/her to withstand the challenges of the modern times. Add to this the high rates of school dropouts especially in public schools.
- Low level of participation in public and political issues, visible in their distance from elections, is it in voting or running for parliamentary office or local government before the ages of 21 and 25.

- Migration of young people in order to improve their living standards. The majority of these youth are university graduates. The migration of young people represents 44% of male migration in Lebanon.
- Youth represent 66% of all unemployed people in Lebanon, which affects the migration of young people.
- Lack of confidence in their abilities. All adults view them as tomorrow's generation; hence their participation is postponed till tomorrow.

## Youth Policy in Lebanon

In the context of "the path of youth policies," Work on developing a Youth Policy in Lebanon began in the year 2000 by a group of youth associations in collaboration with the United Nations group for Youth, and the Lebanese Ministry of Youth and Sports recently created then. The working procedure started with determining the needs of young people, and classifying them into sectors, forming working groups on each sector, making recommendations for youth policies and submitting them to the Ministry of Youth and Sports, and pressuring decision-makers to approve them. This collective and cumulative methodical work, in partnership with the Ministry and the United Nations Group for Youth yielded a scientific and reliable document on youth policy, and the establishing of a "Forum on Youth Policies." The document was tested in 15 youth meetings in various Lebanese regions. It was equally well received in the various Ministries dealing with youth. As a result of the cumulative efforts of the Forum on Youth Policies, the UN working group on Youth, the Ministry of Youth and Sports, and support from the Office of the Prime Minister the document on Youth Policy was approved by the Cabinet on April 3, 2012 as the State vision of National Youth Development, and action plan for the Ministry of Youth and Sports.

The Document on Youth Policy is comprised of recommendations for Youth Policy according to five sectors: 1) Demographic Properties and Emigration; 2) Education and Culture; 3) Social Integration and Political Participation; 4) Employment and Economic Participation; 5) Health.



Driving advocacy work, the activation of youth participation in public life can be the basis for the success of youth policy in general, and more specifically for the enhancement of social integration. It is not easy but this does not mean it is impossible. There is a need to share knowledge about what works, and what needs improvement or needs to be discarded. Documenting the lessons learnt at each stage of your advocacy process, and sharing these with young people, and with other youth organizations will improve your work, increase your effectiveness and ensure that you continue to advocate for unemployment issues and change. This Toolkit is a small guide example of that documentation and sharing. It is designed for use within the Lebanese context but may be amended to suit any country's social political and economic conditions.

## How does this Toolkit Work?

This toolkit can be used to support a variety of topics. The resources provided within this toolkit specifically address issues related to reducing the unemployment rate through 1) Advocacy, 2) Employment, and 3) Entrepreneurship.

Part **ONE** provides an overview of Advocacy Work. It provides guidance on getting started in advocacy work, and ensuring your message is delivered. It introduces basic tools and activities in each section that can be used by young people, youth groups and youth-led organizations for advocacy work. The first section of Qualities of Youth Advocate is to explore the key qualities of a youth advocate and motivations for being a youth advocate. The second section for planning an Advocacy Campaign is to learn about engaging people and institutions that are key to the development of legislation while the third and fourth section of Facilitation and Communication is to learn how to develop and lead a training workshop or group session to get the best of group interaction.

Part **TWO** promotes knowledge and sharing of tools for mainstreaming Employment. It enables users to contribute to and make use of existing knowledge and policy and operational tools, to identify knowledge gaps and to collaborate to develop and test new tools to fill these gaps. Section one is to introduce the jobs that are dominating the market and their required level of skills. The second section is to know the attributes of the personal level and work ethics while the goal of the third section is to learn about rights and duties in the workplace. Using tools and activities, searching for a job is the fourth section that helps setting the expectations straight to avoid disappointments and applying for a job according to skills level, experience, and level of education.

Part **THREE** provides an overview of Entrepreneurship for Starting My Own Business. The first section begins by providing participants with knowledge of the key economic sectors that can serve as future growth engines for the national economy while the second informs them about the main entrepreneurial facilitators located within the Lebanese community. At the third section the participants will be guided through the various stages of developing a commercial idea, from identifying a community need for a product or service to acquiring resources, organizing a workplace and marketing the product or service in order to prepare a feasibility study/business plan. At each step, the learner is encouraged to discover how his or her skills may be utilized to cater to a need in the community.



# INTRODUCTION

The page features two large, solid orange triangles pointing towards each other from the left edge. A thin orange line connects the top-right vertex of the upper triangle to the top-right vertex of the lower triangle, forming a large, hollow orange triangle that frames the text. The text 'YOUTH JOURNEYS' is positioned within this frame, centered vertically between the two triangles.

## YOUTH JOURNEYS



## Advocate Nouhad's Journey

"Nature's Advocate" is the initiative I started and would like to associate myself with. Friends usually describe me as international and funny while colleagues describe me as environmentalist and professional. I am a young person that struggles as other youths to gain their place and to push for the cause they believe in. I did not want to be part of the crowd and decided to do a thing that leads to a change. Seeing the change in other people's lives and youths working for a better world is something that makes me feel that life has a greater value. Two years ago, I joined the Arab Youth Climate Movement that is a youth-led initiative to solve the climate crisis. In my work, we tend to educate, inspire, ideate and mobilize youths to engage in development, environmental and climate activities. There were many challenges especially in Lebanon; for example, the Paris Agreement, from November 2015 and till now, it has not been ratified. This is because till now the environment committee in the Lebanese parliament does not meet very often. In addition to sectarianism and the people's lost trust in NGOs. The most important mean of support is "knowledge", which helps youths advocate for climate policies and push for their aims. An advocate needs leadership skills, negotiations skills, and communication skills to push for the things he needs. An advocate should have more inspiration than an educational background; however, a strong base in the subject you are pushing for is a

great asset. I am an environmentalist and I have passion for the things I believe and support and, at the same time, I hold a bachelor degree in environmental health and a master's degree in environmental science with a concentration on environmental policy planning. For all those who are just starting out and have a lot of enthusiasm, please keep this enthusiasm and try to involve with different stakeholders. Follow up on things.



## Employee Sarah's Journey

I am a 25-year-old Lebanese registered pharmacist, graduated from the Lebanese American University two years ago. I am currently pursuing a professional master's degree in clinical pharmacy at the Lebanese University. I live in Beirut with my parents and love spending my time with my friends and family sharing ideas and memories. I am enthusiastic about my work field always curious to learn anything new, eager to update my knowledge and skills in an effort to continuously improve and stand out. My favorite hobbies are traveling, listening to music and exploring new adventures.

When I graduated with a bachelor degree in 2015, I enrolled in the doctor of pharmacy program at LAU since I always wanted to be an outstanding clinical pharmacist. The program included a 6-month internship here and another 6 month in the US. Unfortunately, I was faced with the disappointment of not receiving an American visa due to security issues at that time and thus had to drop out of the program after having completed my hospital based internship here with flying colors. The challenge of not being able to pursue your dream till the end came as a hard hit especially knowing that the matter is completely out of your hands. The other challenge was the fact that in our country, job opportunities are scarce, limited, unfair and do not match your skills and worth both financially and ethically.

Being the type of person who cannot just sit and do nothing, I started searching for any job vacancies that match my aspirations and abilities. Usually this involved asking friends and colleagues in the field as well as using social networks and employment websites such as LinkedIn, Facebook, twitter...Within a couple of weeks, I was employed as a full time pharmacist at a pharmacy in Beirut. I am motivated by the passion to explore and learn new things, especially when it comes to communicating with patients, providing them with beneficial consultations, medications and solutions and watching this turn into positive relationships and work ethics. I have always participated in extracurricular activities concerning the pharmaceutical department at our university such as being part of several health related awareness campaigns, and a member of several pharmacy committees at LAU. I even participated in several published studies with my teachers in the field. Working at a community pharmacy, helped me express my skills as a team leader, my multitasking abilities and my vast scientific knowledge. I'm everyone's go-to person when they have a question or need a second opinion, and I am always happy to help.

As a fresh graduate, it is always more tough to find a job since work experience is a plus. This however must drive a person to show what unique skills he can provide to the job that other candidates cannot. Therefore, job interviews are regarded as a critical step to highlight your skills, strengths, knowledge and experiences to match the job requirements and leave a good impression.

There are several positive and negative aspects related to my current job. The most notable challenges have to deal with different kinds of people with different backgrounds while avoiding major conflicts and maximizing customer satisfaction and pharmacy sales at the same time. Conflict can also arise when you are working as part of a team in which everyone must work for the benefit of the whole while having different points of view and personalities. I have a fear of failure that drives me to challenge myself everyday and do better. When I started this job, as a new employee, I was always afraid of making mistakes or not meeting

needed expectations. Disagreements between employers and employees are always part of any work environment. I insisted on showing my boss that I am a hard worker dedicated to improving the status of the pharmacy in more ways than one. We managed to have several brainstorming sessions in which we shared several ideas and strategies that need to be implemented to help us improve. Fortunately, this translated into a series of successes on the professional and personal level.

When it comes to where I see myself in five years, the answer five years ago was different than my answer now. When I first started my job at the pharmacy I had this idea that the major downside of being a community pharmacist is the fact that there is no room for improvement career wise. However, I was proven wrong since I have managed to achieve several advancements and took on greater responsibilities. I see myself as a future university teacher since I am enthusiastic about sharing knowledge with people and making a memorable impression with a devotion to improve the pharmaceutical field and its reputation in Lebanon to match that found abroad. I have always had high ambitions of being an active member of the parliament or Beirut municipality to launch several health related campaigns such as free influenza vaccinations, free chronic disease awareness programs and fundraising events to help those in need. As an endnote, I believe that only the person in you can make or break whatever ambitions, goals, dreams and opportunities you come across in your life.





## Entrepreneur Amin's Journey

My name is Amin Beitamouni, I am 28 years old and currently live in Beirut. I have always had the passion for literature, music, numbers, and learning new things. However, when time came to choose a profession that will set the pace for my entire future career path, I panicked. I looked around me and followed the path of my father, uncle, and brother and studied mechanical engineering. I finished my 5 years of study, and got a scholarship that allowed me to travel to the United Kingdom to pursue my Master studies in Business Administration. I graduated a year later with a Merit Degree on my MBA certificate. When I went back to Lebanon, I had to look for a job to sustain myself. I stumbled upon a job in Sales Engineering. Back then, I knew nothing about business development, nor about Sales. I started reading a lot about the topic and kept an open eye and an open ear. I learnt from the people around me and did my best to secure as many projects as possible. However, I could not help but feel that something was missing. Despite the successive achievements, I was not doing what I loved to do. The main problem was: I did not know what I loved to do. It took me 6 months of being unemployed and really reflecting deeply about what I want in life that I started my own institute "Plus Adam for Educational Reform and Development." The institute deals with students, parents, teachers, and managers in companies to apply the principles of psychosocial counseling and guidance to come over the day-

to-day psychosocial problems that prevent optimal functioning, adaptability, and productive behavior. +Adam generated money, however, for the first year of functioning, I did not rely mainly on the income it produced. I looked for a job and got employed as a Business Development Manager in a contracting company from which I learnt many important attributes to running a company and managing its resources. I worked up to 16 hours a day, regular job in the morning, and +Adam's work in the afternoon till the late evening. A year and a half later, I can see how all the hard work pays off. The main lesson I learnt is that "Entrepreneurship" does not mean coming up with an innovative idea only. It means working hard to understand what the market wants and how to implement that idea into a fully functioning product or service. It requires a lot of sacrifices, consistency, and hard work, but it does pay off in the end!

The page features two large teal triangles pointing towards each other, one from the top-left and one from the bottom-left. A thin teal line connects the top-right corner of the upper triangle to the top-right corner of the lower triangle, forming a large, open triangular shape. The text 'YOUTH ADVOCACY' is positioned to the right of the upper triangle, and 'PART I' is centered within the space between the two triangles.

YOUTH ADVOCACY

# PART I

## OBJECTIVE

This part is to assist young women and men to effectively contribute to the development and implementation of public policy in Lebanon by responding to the personal challenges of doing advocacy work. It provides young advocates with strong skills to allow them delivering peer-to-peer sessions and campaigning effectively on the issues. This part introduces Quality of youth advocate, Advocacy campaign, Facilitation and Communication key skills that essential for youth advocate.

Advocacy is a process. It requires knowledge, skills, resources and time. It involves creativity and energy. These are all elements that young people possess. Therefore, there are no excuses for young people not being good advocates. The more young people are involved in advocacy work in Lebanon the greater the youth voice. Advocacy is a process. It is about influencing change in people, in policies, and in practice. It is about communication for getting your message across clearly, concisely, and informatively. It is speaking, writing and acting on an issue.

Your **first** basic step in advocacy work is **research**.



You may be passionate about an issue but that passion must be backed by knowledge. Research will help you identify the problem or core issue and possible solutions. It will also tell you what is being done in the area, in particular, national, regional and/or international efforts targeting your problem or issue. This will help identify the gap areas and therefore can provide possible areas for you to concentrate your advocacy work. It will also allow you to see what methods or approaches have been or are being used and whether this is working or not. This will strengthen the design of your intended advocacy work. As a result of good research, you will be able to provide an informative message, and it will also answer questions that may be asked about your ability to advocate on the issue.

You do not need a university degree to conduct research. We research everyday – we ask questions and find answers. Speak with young people and with your community, read the newspapers, listen to the radio, watch the television news, read pamphlets and brochures, use the Internet, and read books in your local library.

Record what you have learnt – write it down. Be sure you know what procedures must be followed in community meetings, in government offices, in parliament or in regional and international organizations. Do not assume anything – be very clear about your issue and about procedural requirements.

Your **second** basic step in advocacy work is **networking**.

You do not need to be alone in your advocacy work. There will be others who are interested in what you are doing. These could be other people, other youth groups, and your community, local, regional and international organizations. Networking allows you to pool your resources – your human resources, your knowledge and your financial resources in particular. It can provide a sounding board for your ideas and an opportunity to learn from others experiences. It also increases awareness of your issue. As you progress in your advocacy work, your network will grow.

The **third** basic step in advocacy work is **capacity building**.

It is very important that you take a realistic look at your group's skills. Recognize what skills you have and what skills you need. Seek advice and training. This is where your network can play a big part. The training can be an awareness program on the issue, a sharing of research findings, and/or public speaking skills. If people have the capacity to actively and confidently engage and participate in decision-making then effective change can take place in Lebanon.

### **Advocacy Activities**

*Advocacy takes many forms from individually based, cost-free activities through to politically sophisticated, expensive lobbying efforts that large organizations or coalitions use. This can include engaging professional advocates employed specifically to run a campaign. Some of the common types of advocacy activity are: Arranging face-to-face meetings with decision-makers and power brokers; Writing and delivering position papers, research and policy documents; Public presentations; Organizing public demonstrations; Writing letters or e-mails; Making phone calls; Developing social media campaigns that include petitions, blogs and websites; Participating in formal processes like consultations, committees or forums; Using the mainstream media through paid advertising, opinion pieces etc.*

**Y** **o** **u** **t** **h**  
**A** **d** **v** **o** **c** **a** **t** **e**

## 1- QUALITIES OF YOUTH ADVOCATE

### OBJECTIVE

To explore the key qualities of a youth advocate and motivations for being a youth advocate.

Sometimes a young person is criticized or dismissed as being a 'professional' young person or a "high achieving" young person. This term is used to cast doubt on the young person's legitimacy to speak on behalf of their peers taking into consideration that advocacy is more effective when done as part of a group or coalition, and when individuals are supported by a strong organization or network. When this is not readily available it may be difficult to sustain your efforts, and burnout is a real risk.



## TOOL 1 – SKILLS SELF-ASSESSMENT

This tool should give you an idea of how ready you and your group are to conduct advocacy work. It is important that you are realistic and truthful about yourself and your group’s abilities. If you have ticked No or? Then you now have a better idea of what training is needed to prepare you for advocacy work.

The skills I have are:	Yes	No	?
I am a good public speaker			
I am able to talk to others in formal functions			
I can write formal letters			
I can use email			
I know email etiquette or manners			
I can gather information			
I can conduct an organized meeting			
I am able to participate in a meeting			
I listen to others			
I ask for help			
<b>The skills our group has are:</b>			
We have a clear vision of what we want to do			
We have a clear plan of how we want to do it			
We have the people and the money to do this advocacy			
Our members regularly participate in our activities			
We have allocated money for this advocacy in our budget			
We have the time to advocate on this issue			
We have the knowledge to speak on this issue			



## TOOL 2 – RESOURCES ASSESSMENT

This tool makes you think about the resources you have access to. It also requires you to think about the level of access you have – whether it is reliable access or not. It can also act as a guide for seeking assistance – you could ask for a computer or for Internet access. Networking and collaboration with other groups and organizations do not have to be on a large scale. It can be something as basic as access to the Internet for research or to send out emails.

If you don't have access to these resources or have limited access, remember that advocacy can be done by giving a speech or writing a letter.

The resources I have or our group has are:	Yes	No	?
Access to a telephone			
Access to a telephone directory			
Access to a computer			
Access to a working printer			
Access to printing paper			
Access to the internet			
Access to the radio			
Access to television			
Access to newspapers			
Access to magazines			
Access to a library			

### TOOL 3 – NETWORK MAPPING

As shown in the diagram below, the policy development process involves a range of information coming from various types of organizations. Before commencing an advocacy campaign, it is important to work out who else is trying to influence your issue and how they are doing it. Prepare a list of people and organizations that can help your advocacy work. List how they can help and in which areas of work – planning, providing resources, implementing, monitoring, evaluation.





## ACTIVITY 1- KNOWLEDGE ASSESSMENT

Gather participants in a circle for a discussion. Ask participants the following questions. It may be helpful to record some of their responses on flip chart paper so they can be referred to throughout the training course and their time as youth advocates:

- What do they think youth advocates are?
- Why is it important for young people to get involved in UNEMPLOYMENT issues?
- What can young people achieve by getting involved in UNEMPLOYMENT issues?
- How might young people be more effective than adults or professionals?
- Why are they interested in becoming youth advocates? Following this discussion it would be helpful for participants to think about important qualities for a youth advocate to have. As they come up with qualities record the responses on flip chart paper.



## 2- PLANNING AN ADVOCACY CAMPAIGN

### OBJECTIVE

- To learn about engaging people and institutions that are key to the development of legislation.
- To learn about the seven steps that may be consulted when conducting policy advocacy work.

Advocacy work often occurs in the context of a campaign. A campaign is when you plan to work in an organized way towards a specific advocacy goal. Preparing a campaign plan before you begin to advocate is important, as it can maximize the impact of your limited resources, minimize the risks you take, and increase your likelihood of success. If you don't take the time to plan, you can end up wasting valuable time, energy, resources, and as a result let people down unnecessarily. As we have already explored, advocacy work can

be challenging, complex and often occurs over a long period of time. A thorough campaign plan will help you to clarify your goals, track your progress and keep you on target.

Policy advocacy is multi-leveled in its approach to shifting policy for social justice. To be effective, you will need to engage with people and institutions that are key to the development of legislation. These may include, but are not limited to: Government; Civil society; the Media; and Affected communities. Therefore, although these spheres are often seen as separate entities, in reality, they are interrelated and mutually reinforcing. Any policy advocacy initiative must be prepared to engage with each of these spheres in order to make an impact and yield a positive policy outcome.

There are seven steps that may be consulted when planning an advocacy campaign taking into consideration that continual work should take place to monitor the implementation of laws and policies.

## PLANNING AN

# ADVOCACY CAMPAIGN

## TOOL 1 - 7 STEPS TO EFFECTIVE ADVOCACY CAMPAIGN

As an added tool, this worksheet can be consulted as you devise your policy advocacy initiatives.

Steps You Can Take	Questions To Ask Yourself	Your Notes
Identify the problem	<ol style="list-style-type: none"> <li>1- What is the issue you are trying to highlight? Youth Unemployment,...</li> <li>2- What research can be collected to be used as evidence? Poverty and homelessness, Labor Economics, Employment, Unemployment,..</li> <li>3- How does the research reveal a policy gap or area that need to be amended or removed? Demand and Supply of Labor Market,...</li> <li>4- What are the key steps in developing and supporting policy implementation</li> </ol>	
Assess your priorities, resources and risks	<ol style="list-style-type: none"> <li>1- Are you considering any activities that could pose risks of violence or other forms of harm?</li> <li>2- Have you identified unacceptable risks in advance?</li> <li>3- Does your organization have the time and resources to drive the policy advocacy initiative?</li> </ol>	

Engage community	<ol style="list-style-type: none"> <li>1- What are the community's needs and concerns?</li> <li>2- How can they be assisted to articulate these needs and concerns and/or mobilize effectively?</li> </ol>	
Engage civil society	<ol style="list-style-type: none"> <li>1- Which organizations have the same views and are willing to partner? <b>NYP (National Youth Policy)</b></li> <li>2- What expertise or resources can other organizations provide that can strengthen the policy advocacy?</li> <li>3- How will roles and responsibilities be shared and divided?</li> </ol>	
Engage government	<ol style="list-style-type: none"> <li>1- Which government departments, institutions or policy makers support or oppose the policy? Ministry of Labor, of Education, Chambers of Commerce,...</li> <li>2- Which ministries or departments are affected by the policy?</li> <li>3- Which relationships need to be developed?</li> <li>4- What existing relationships can be utilized or strengthened?</li> </ol>	

Engage media	<ol style="list-style-type: none"> <li>1- What message are you trying to send? Job creation, matching skills with market needs,...</li> <li>2- Who is your target audience? Graduated youth,...</li> <li>3- What is the best media source, or combination of sources, to use to promote your messaging? TV youth program, Radio, Social,...</li> </ol>	
Measure effects (monitor, evaluate and hold accountable)	<ol style="list-style-type: none"> <li>1- Has there been an impact at grassroots and government levels? Is implementation taking place?</li> <li>2- In what ways can your policy advocacy strategy be improved?</li> <li>3- Gather evidence to hold government accountable, if implementation is poor and commitments are not being met.</li> </ol>	

## 3- FACILITATION FOR ADVOCACY

### OBJECTIVE

- To understand and identify facilitation skills including introducing topics and encouraging discussion
- To learn how to develop and lead a training workshop or group session

Groups are powerful resources in any organization. When you tap into groups, you don't just get the best of individual members; you also get the best of group interaction. The result is a more dynamic, creative and empowered team.

To get the most of groups, you need facilitation skills. In this module, we will discuss what is facilitation, what is a facilitator and when is facilitation appropriate.

### What is Facilitation?

Facilitation is a manner of handling group discussion in a way that takes the focus away from just one leader, and instead distributes leadership to all members of the group. There is premium on democracy, group involvement, and cooperation. The focus is not just on getting things done, but also in feeling good about it.

Facilitation is often contrasted with Teaching, which is delivering information or decisions to a group. Facilitation is group-centered while Teaching is leader-centered.

Example of the difference between Facilitation and Teaching:

**FACILITATION:** "How do you think the institution can solve this problem? Does anyone have any ideas?"

**TEACHING:** "This is how we will solve the problem..."



## ACTIVITY 1 - FACILITATION VERSUS TEACHING

### OBJECTIVE

To understand the meaning of facilitation and the role of facilitation

Explain to the participants that part of their role as youth advocates will be to facilitate discussions, sessions and learning. Ask the participants how they would define 'facilitation'. As they come up with definitions write them on flip chart paper. Following the discussion explain that a definition of 'facilitation' is helping participants learn from an activity.

Ask participants if there is a difference between 'facilitation' and 'teaching'. Explain that they will be doing an activity to look at the differences between 'teaching' and 'facilitating'.

Divide participants into groups of 3-4 and provide each group with a set of Facilitation and Teaching Statement Cards. Working in their groups, ask participants to group the statements into:

- Statements that apply to facilitation
- Statements that apply to teaching

Allow 5-10 minutes for participants to complete the exercise and encourage the group to come to an agreement if possible. Then bring the groups together to review. Ask the groups to feedback on their discussion and ask if there were statements that the group found difficult to come to an agreement about and why it was difficult.

To support with the preparation of the Facilitation and Teaching Statement Cards please find below examples of statements:

TEACHING	FACILITATION
Identifies problems and proposes solutions	Group identify problems and decide on solutions through discussion
Starts from their own knowledge	Starts from the knowledge and experience of the group

Decides on and sticks to a set agenda and follows a clear, structured process	Addresses issues identified by group and remains flexible to ideas and needs expressed by the group
Prepares materials and presents information from the front	Uses participatory methods like discussions and activities for group to understand information
Information flows in one direction	Information flows in all directions, a genuine exchange of ideas
Has extensive knowledge and expertise on the subject	Draws out and builds on the knowledge of the group, knows where to find further information on the subject
Concerned about the group getting the right answer or a coming to a specific outcome	Encourages and values different views and lets go of control over the outcome, giving that responsibility to the group
Works for the group	Works with the group
Group listen, take notes or ask questions later	Group interacts and takes ownership of their learning

## ACTIVITY 2 - INTRODUCING YOUR TOPIC

### OBJECTIVE

To learn how to introduce a topic for discussion in a group setting

Explain to participants that part of their role, as youth advocates will be to facilitate trainings, sessions and workshops where they introduce the topics of Unemployment. Explain that the next activity will help them think about different ways that they can introduce topics during the sessions they deliver. Remind them about the discussions they had around facilitation and also to think back to how they were trained on employment and entrepreneurship.

Explain that it is important to make participants feel comfortable to contribute. Finding out what their audience already knows about employment and entrepreneurship can do this. Explain that this also ensures that the workshop will be new and useful for their audience and helps the audience learn from each other.

Ask the participants to come up with ways they could introduce a topic and find out what their audience already knows. Write up their responses on flip chart paper and discuss them. Ensure that the following suggestions are included and explained:

- **Brainstorming** – write the topic “Entrepreneurship” on a flip chart and then ask the group to call out anything they know about the topic. Write these down on the flip chart. The facilitator can also add items once the audience members are finished. It may also be helpful to group or categorize the information that is given.
- **Quizzes and group discussions to specific questions** – this can be a good way to find out what audience members already know. It is important that the questions asked are not very difficult and are used as a way to get audience members talking and sharing the information they know.

It might be helpful to ask participants to take turns practicing introducing a topic and facilitating a way to find out what people already know about it. Once a participant has practiced, it would be helpful for them to get feedback and constructive criticism from the rest of the participants.





## ACTIVITY 3 - GETTING PEOPLE TALKING

### OBJECTIVE

To learn different tools and activities for encouraging discussion and debate in a group setting

Explain to participants that in their role as youth advocate it is important to create spaces for discussion and debate, particularly with difficult subject spirit like employment and entrepreneurship.

Discussion and debates are useful ways to share opinions, see both sides of issues and learn to respect others' points of view. Ask the participants to come up with ways that they could facilitate discussions during the sessions that they run.

### *Agree/Disagree*

Facilitators should divide the room into two sides and label them 'agree' and 'disagree'. The center will be 'not sure'. Read a statement about the topic "I take risk and I live my passion" and ask participants to stand on the corresponding side of the room according to their opinion on the topic. Explain to them that it is a continuum so they can stand anywhere in the room that indicates how they feel. When participants have taken their places ask them to explain why they chose to stand there. Explain to the participants that they are able to change their position during the debate if their opinion shifts.

### TOOL 1 - CHARACTERISTICS OF A GOOD FACILITATOR

In the first column, list down personality characteristics needed to make a good facilitator (e.g. patience, objectivity). You may refer to facilitators that you know.

When you're done, go over your list. Reflect: which of these characteristics do you think you possess? Put a check mark on those that you think you possess in the second column.

CHARACTERISTICS THAT MAKE A GOOD FACILITATOR	CHARACTERISTICS I POSSESS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## TOOL 2 - PRE-ASSIGNMENT

Think of the last meeting you attended, either as a participant or as a facilitator. Answer the following questions:

In your group

Did you feel that everyone’s contribution is welcome? \_\_\_\_ Yes \_\_\_\_ No

What are your indicators?

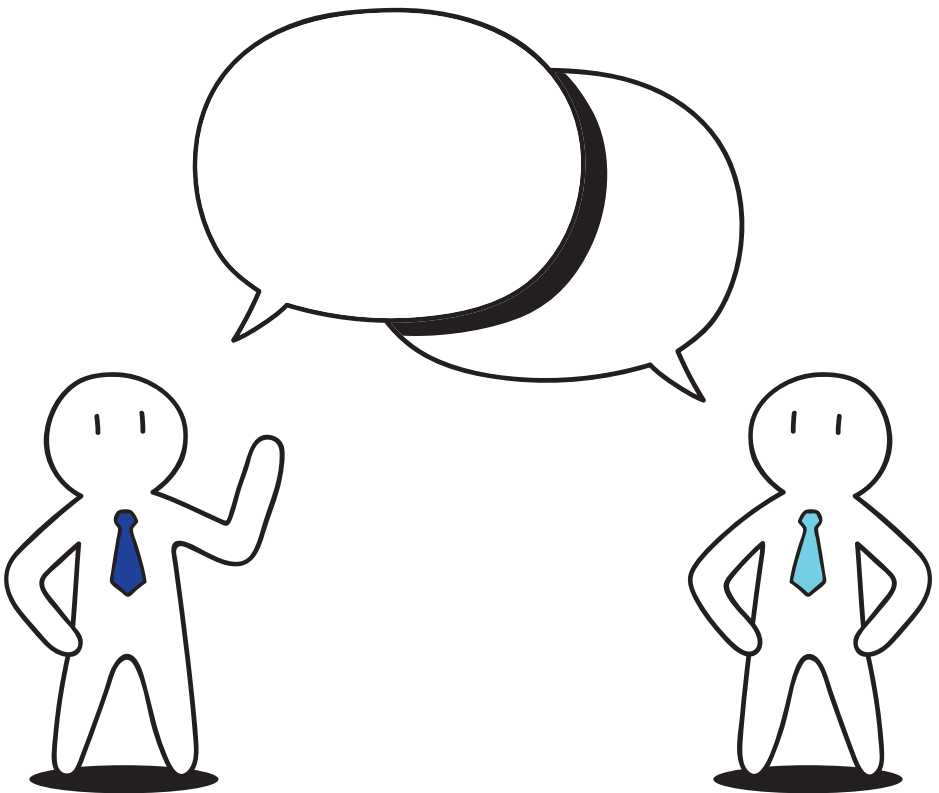
What did the facilitator (this maybe you) say or do to make the group feel welcome or unwelcome?

Did you feel that the decisions your group made are reflective of everyone’s position, or at least the best compromise of everyone’s position? \_\_\_\_ Yes \_\_\_\_ No

What are your indicators?

What did the facilitator (this maybe you) say or do to make surface everyone's point of view and incorporate it in the decision-making process?

Which of these two do you think is prioritized more in your group: getting the tasks in the agenda accomplished, or making the most of the knowledge, creativity and relationships in the group? And what makes you say so?



## 4- COMMUNICATION SKILLS FOR ADVOCACY

### OBJECTIVE

Participants understand elements of effective communication including verbal and non-verbal communication, assertive communication, negotiation and active listening.

*When we say the word, “communication,” what do you think of? Many people will think of the spoken word. People who are hearing impaired, however, might think of sign language. People who are visually impaired might think of sounds.*

In this module, we will explore the different ways in which we communicate.

### **What is communication?**

The dictionary defines communication as, “the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.” It is also defined as, “means of sending messages, orders, etc., including telephone, telegraph, radio, and television,” and in biology as an, “activity by one organism that changes or has the potential to change the behavior of other organisms.”

The effectiveness of your communication can have many different effects on your life, including items such as: Level of stress; Relationships with others; Level of satisfaction with your life; Productivity; Ability to meet your goals and achieve your dreams; Ability to solve problems.



## ACTIVITY 1 - WHAT IS COMMUNICATION

### OBJECTIVE

To understand what communication is

Remind participants that good communication skills were one of the key qualities of a youth advocate. Ask the participants to brainstorm the meaning of communication. Discuss this and record their responses on a flip chart or large piece of paper. Summarize the discussion by explaining that:

- In communication, the sender transmits a message to one or more receivers. Explain that communication is both verbal and non-verbal.
- Verbal communication: the use of words or the sharing of information between individuals by using speech. Within verbal communication we can distinguish between written and oral communication.
- Non-verbal communication: communication that does not rely on language, words or speech, but instead conscious or subconscious expressions, such as body language, gestures, eye contact, tone of voice. Only one third of all communication is verbal, so non-verbal cues are very important in communication.

Ask participants to break into groups of 3-4. Give each group one set of Statement Cards and one set of Emotion Cards (prepared in advance using the list opposite, either in an envelope or other container). Instruct groups not to look at the cards. In each group, participants should take turns drawing one card from each set and reading out loud the words on their Statement Card or expressing the feeling on their Emotion Card. The other participants in the group should try to guess the emotion on the card. After each statement, both the slips of paper are placed back into the envelope or container for the next person to draw from a full set.

Give the groups about 5-7 minutes to go through the cards.





**Statement cards:**

I'm sorry	Goodbye
I love you	That's funny

**Emotion cards:**

Surprised	sad
Sincere	Angry
Happy	Sarcastic

Following this, ask the groups to come back together and share with the group one of the statements/emotions. Then, lead the group in a discussion about verbal and non-verbal communication by asking what specific things they did in their groups to get their emotion across to others? These are elements of non-verbal communication. Write these as a list on flip chart paper.



## ACTIVITY 2 - HOW DO WE COMMUNICATE?

### OBJECTIVE

To identify ways that communication can happen

Divide participants into groups of three or four. Make sure that there is an even number of groups. Then, assign each group a number, using each number twice. (So, you will have two Group Ones, two Group Twos, etc.)

Ask each group to choose an everyday task, like tying your shoelaces or filling out a day planner. It should be a task that can be completed in the room.

Then, ask them to write down a series of instructions that they can give to the other group to follow. They have two minutes.

After two minutes, have groups exchange instructions. Ask each group to follow the other group's instructions as written, without making any changes. Give participants two minutes, and then debrief. Debriefing questions can include:

- What methods of communication did you use? (Some groups will mainly use pictures, while others will use words.)
- Did you consider having someone from your group present to the other group? How might this have changed things?
- How difficult was it to write down instructions? How difficult was it to follow instructions?
- How did the time constraint affect the activity?

Involve the group in a discussion of how media has changed the course of major world events.



## ACTIVITY 3 - SPEAKING LIKE A STAR

### OBJECTIVE

To use the STAR method to speak on the spot and on behalf of others

Let's look at the actual message you are sending. You can ensure any message is clear, complete, correct, and concise, with the STAR acronym.

This module will explore the STAR acronym in conjunction with the six roots of open questions (Who? What? When? Where? Why? How?).

#### **S = Situation**

First, state what the situation is. Try to make this no longer than one sentence. If you are having trouble, ask yourself, "Where?", "Who?", and "When?". This will provide a base for message so it can be clear and concise.

Example: "On Tuesday, I was in a director's meeting at the main plant." Before the workshop, prepare a STAR example from your own life. Ask each participant to think of a recent situation from his or her life and to create the "S."

Participants can record each step of this module on a blank sheet of paper, or in their workbook.

#### **T = Task**

Next, briefly state what your task was. Again, this should be no longer than one sentence. Use the question, "What?" to frame your sentence, and add the "Why?" if appropriate.

Example: "I was asked to present last year's sales figures to the group."

Ask each participant to think of a recent situation from his or her life and to create the "T."

## **A = Action**

Now, state what you did to resolve the problem in one sentence. Use the question, "How?" to frame this part of the statement. The Action part will provide a solid description and state the precise actions that will resolve any issues.

Example: "I pulled out my laptop, fired up PowerPoint, and presented my slide show."

Ask each participant to think of a recent situation from his or her life and to create the "A."

## **R = Result**

Last, state what the result was. This will often use a combination of the six roots. Again, a precise short description of the results that come about from your previous steps will finish on a strong definite note.

Example: "Everyone was wowed by my prep work, and by our great figures!"

Ask each participant to think of a recent situation from his or her life and to create the "R."

You respond: "On Tuesday, I was in a director's meeting at the main plant. I was asked to present last year's sales figures to the group. I pulled out my laptop, fired up PowerPoint, and presented my slide show. Everyone was wowed by my prep work, and by our great figures!"

## **Using Story Telling in Advocacy**

*We encourage you to try framing statements with STAR, and see how much more confident you feel when communicating. A powerful way to get an advocacy message across is to use a personal story, or narrative. This can be either your own story, or re-telling the story of somebody else. Often, advocates have access to lots of data in the form of facts, figures, statistics and research. Stories help to bring facts and information alive. People have*

*always used stories to help make sense of the world and to pass on valuable information.*

*When thinking about your advocacy goals, and the role that stories may be able to play, think about these questions: What is the “human story” here? What is a shared experience that connects all of the stakeholders? What are the core elements of the story?*

### **Speaking on behalf of others**

*Young people involved in advocacy are often asked for their personal viewpoint. Occasionally they are also asked to represent the view of another individual, or a group of people. Sometimes this is about putting forward the view of a group, organization or network. In this case, we say the young person is acting as a ‘representative’. Here are some questions and principles to consider when representing others:*

- *Be clear about the intent or purpose of representation,*
- *What is the point of view of the person or group making the request?*
- *Are you being asked to represent your own views as an individual; the views of a particular group of young people or the views of an organization with which you are associated?*
- *If you have been asked to represent a group, how can you ensure that you do not misrepresent their views? Do you need to agree beforehand to some key messages?*
- *Do you have the support of the group you are representing? Will they actively support you by debriefing your experiences and helping you to prepare?*

*Where possible, if you speak on behalf of others it is important to feedback to them how, when and why you shared their information or story. This demonstrates that you respect their contribution, and keeps them engaged in advocating on the issue.*



## ACTIVITY 4 - UNDERSTANDING ACTIVE LISTENING

### OBJECTIVE

To understand the meaning of active listening and to build active listening skills.

Although hearing is a passive activity, one must listen actively to listen effectively, and to actually hear what is being said.

There are three basic steps to actively listening.

1. Try to identify where the other person is coming from. This concept is also called the frame of reference. For example, your approach to someone talking about a sick relative will differ depending on the relationship with that person.
2. Listen to what is being said closely and attentively.
3. Respond appropriately, either non-verbally (such as a nod to indicate you are listening), with a question (to ask for clarification), or by paraphrasing. Note that paraphrasing does not mean repeating the speaker's words back to them like a parrot. It does mean repeating what you think the speaker said in your own words.

Divide participants into pairs. Explain that you want participants to take a bit of a break. Then, ask participants to identify the taller person in the pair. That person will share a story about his/her own story or re-telling a story of somebody else so it has a beginning, middle and end using energy and empathy. These can provide an important source of evidence to support advocacy goals. They will have a few moments to prepare while you speak with the shorter person in the pair.

Ask the shorter person of each pair to come outside with you. Explain that while the person is talking, they are to do the opposite of active listening – yawn, fidget, look at their watch; avoid eye contact with their partner, etc.

Bring everyone back into the same room again. Give participants the cue to start talking. Watch the reactions and interactions between the partners.

After about a minute, the taller partners will start to wear down. Before things get too painful, wrap the activity up, and debrief.

- How did the taller partner feel at the beginning of the conversation?
- How did they feel as the conversation progressed?
- How did the shorter person feel, being so obviously rude?
- How do participants feel that this compares to real life?

### **Other Factors in Communication**

- *Speaking and Listening Method: The method in which the communicator shares his or her message is important as it has an effect on the message itself. Communication methods include person-to-person, telephone, e-mail, fax, radio, public presentation, television broadcast, and many more!*
- *Listening Mass: The number of people receiving the message.*
- *Audience Impact: The person or people receiving the message affect the message, too. Their understanding of the topic and the way in which they receive the message can affect how it is interpreted and understood.*



**Actively listening. . .**



## PART II

# YOUTH EMPLOYMENT

Escaping poverty in Lebanon is primarily interlinked with increasing employment opportunities. However, employers in Lebanon and the Arab World complain essentially from the lack of skills among the youth. However, this paradoxical relationship between job seeking youngsters and employers signals the importance on focusing on the match between supply and demand. This will allow the youth to sharpen the skills required in the market if they in fact know in the first place which jobs are highly in demand.



# 1. HOT JOBS AND THEIR REQUIRED SKILLS: TRADITIONAL AND NON-TRADITIONAL

## OBJECTIVE

This part is going to introduce you the jobs that are dominating the market in Lebanon, and their required level of skills. You will be guided to choose a preferred profession, and know what soft and technical skills you need to have in order to reach it and succeed in it.

## *Internships*

### *Benefits of internships*

- *Gain a full and realistic view of the workplace and hands-on work experience become able to integrate academic coursework with practical application and skill development*
- *Network with professionals in intern's field of interest*
- *Explore career interests, uncover talents and develop transferable skills*
- *Earn college credit*
- *Fulfill degree requirements*
- *Explore state government and different organizational departments*
- *Gain possible full-time employment at internship site*

### *Types of internships*

*One of the first steps in starting the internship program is to determine the scope of work and type of internship your agency is going to offer. Here are several considerations when it comes to type of internships.*

### *Paid Internships*

*If possible, paid internships should be the first choice for you. Internships may be full-time or part-time. Full-time internships offer the most in- depth experience and interns usually feel more like regular employees.*

## **Unpaid Internships**

*In order for an internship to be considered unpaid, it has to satisfy all of the criteria listed below.*

*Although there is no financial compensation for the intern, an internship still provides a good learning experience for the intern and offers them an opportunity to gain knowledge, valuable work experience and build career networks.*

*An internship has to satisfy the following criteria before it is considered unpaid:*

- 1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.*
- 2. The internship experience is for the benefit of the intern.*
- 3. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded.*
- 4. The intern is not necessarily entitled to a job at the conclusion of the internship.*
- 5. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship*

## **Social Work and Community Service**

*The role of volunteering as a bridge to employment – lessons from the Volunteering for Stronger Communities Project*

*Barriers to volunteering for the long-term unemployed can be overcome*

*Volunteering can tackle underlying barriers to participation in the labour market*

*Volunteering can support successful transition into employment*

*Volunteering can develop the skills needed to get back into work*

## Volunteering Centers in Lebanon:

- 1- Red Cross
- 2- Children's Cancer Center - Beirut
- 3- United Nations Volunteers
- 4- Relief & Reconciliation for Syria
- 5- Animals Lebanon
- 6- Other NGOs

## TOOL 1 - PROFILE OF EMPLOYED YOUTH

In this table, you will be introduced to the most prominent professions in Lebanon. This will help you understand and specify a job that matches the demand of the market. After you have read through the table, specify three professions that you might want to be involved in to build your future career path. Should your desired profession not be present in the table below, please specify what other choices you may have.

Skill Level	Description
Electro-mechanical Machinery	Operate, test, and maintain unmanned, automated, servo-mechanical, or electromechanical equipment. May operate unmanned submarines, aircraft, or other equipment at worksites, such as oil rigs, deep ocean exploration, or hazardous waste removal. May assist engineers in testing and designing robotics equipment.
Doctor's Assistant	Verifies patient information by interviewing patient; recording medical history; confirming purpose of visit. Prepares patients for examination by performing preliminary physical tests; taking blood pressure, weight, and temperature; reporting patient history summary.

Sewing and Tailoring	Tailors, dressmakers and custom sewers repair, alter and fit garments, but may also design and construct them from scratch.
Construction	Heating, Ventilation, Air Conditioning, Electrical Wiring,
Nursing Assistant	A certified nursing assistant's (CNA) main role is to provide basic care to patients, as well as assist them in daily activities they might have trouble with on their own, such as bathing. Because of the personal nature of the job, certified nursing assistants should be compassionate and enjoy helping others.
Panel Installation Technician	The solar panel installers put solar photovoltaic (PV) systems on the roofs, sides or near homes and businesses to convert the sun's power to electricity.
Smart Phone Technician	Helps out with refurbishing mobile phones in and enjoys troubleshooting circuit boards, making repairs and performing rework for design changes

<p>Graphic Designer</p>	<p>Prepares visual presentations by designing art and copy layouts.</p>
<p>Photoshop Executive</p>	<p>Photoshop illustrators work in depth on one or more photographs taken for a project, stretching the bounds of reality through edits and artistic adjustments to multiple images in a myriad of ways.</p>
<p>AutoCAD Drawing</p>	<p>The CAD Designer/Technician will work with Project Managers, Project Engineers.</p>
<p>Home Care Givers</p>	<p>Caregivers work in the home and help their clients with daily activities, such as bathing and bathroom functions, feeding, grooming, taking medication, and some housework. Caregivers help clients make and keep appointments with doctors, provide or arrange transportation and serve as a companion for their clients</p>
<p>Waiters</p>	<p>Most waiters and waitresses, also called servers, work in full-service restaurants. They greet customers, take food orders, bring food and drinks to the tables and take payment and make change. ... Some fine dining restaurants even require servers to prepare specialty food items at a customer's table.</p>

Welder	Welders work in factories and construction sites to join metal parts together using hand held MIG welders. There are hundreds of different types of welding processes, and MIG welding is one of the most common.
Tiling	Tile and marble setters typically install tile and marble in a planned area. Apply grout with a rubber trowel. Wipe off excess grout and apply necessary finishes, such as sealants

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

Choice 3: \_\_\_\_\_

Y o u t h

EMPLOYMENT

## TOOL 2 - INFORMATION CARD

### OBJECTIVE

This tool will help you identify your status in regards to employability and help you narrow down your choices as to choose a career path.

Write down all the details of your personal, and professional information.

Employment Status	Unemployed	Employed	Entrepreneur	Manager		
Type of Economic Activity	Private Sector			Public Sector		
Attained Educational Level	Illiterate	Preschool and Read and Write	Elementary	Intermediate	Secondary	University
Skill Level	Unskilled	Semi-Skilled	Skilled	Professional	Managerial	

### TOOL 3 - EMPLOYABILITY SKILLS CHECKLISTS

*Companies identify worker qualifications and skills as the two most important issues when hiring local workers. Two-thirds rely on qualifications, while just under half indicated that they also rely on skills. Salaries are also considered as an important factor in recruitment. Experience and languages are less important considerations for recruitment. It is common for new workers to ask for a higher salary than that being offered.*

Distribute Handout 1 and ask candidates to read it thoroughly. They will be introduced to the main skills employers look for when looking for an employee. Then distribute Handout 2 and ask candidates to identify their own strengths and development needs (self-assessment) with examples (evidence) and to discuss their views with the trainer.

#### Handout 1: Different Types of Skills

Read thoroughly the following skills. Use those skills as per required in Handout 2

Skills That Employers Want	What that Means
Communication and Interpersonal Skills	The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information instructions.
Problem Solving Skills	The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.
Using your initiative and being self-motivated	Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.



Working under pressure and to deadlines	Handling stress that comes with deadlines and ensuring that you meet them.
Organizational Skills	Being organized and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.
Team Working	Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.
Ability to learn and adapt	To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.
Numeracy	The ability to use data and mathematics to support evidence or demonstrate a point
Valuing diversity and difference	Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.
Negotiating skills	To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.

## Handout 2: Strength and Weaknesses Checklist

Fill in the required information by selecting your appropriate skill level.

Communication and Interpersonal Skills			
Poor	Good	Very Good	Excellent
Problem Solving Skills			
Poor	Good	Very Good	Excellent
Using your initiative and being self-motivated			
Poor	Good	Very Good	Excellent
Working under pressure and to deadlines			
Poor	Good	Very Good	Excellent
Organizational Skills			
Poor	Good	Very Good	Excellent
Team Working			
Poor	Good	Very Good	Excellent
Ability to learn and adapt			
Poor	Good	Very Good	Excellent
Numeracy			
Poor	Good	Very Good	Excellent

Valuing diversity and difference			
Poor	Good	Very Good	Excellent
Negotiating skills			
Poor	Good	Very Good	Excellent

### Handout 3: Job Satisfaction – For Employed Candidates Only

Assign a percentage to indicate your level of satisfaction in your current job.

Satisfaction level	Reasons	Percentage
Considerably satisfied	Good treatment	
	Comfortable work atmosphere	
	Good job conditions	
	Good salary	
Moderately satisfied	Good treatment	
	Comfortable work atmosphere	
	Good job conditions	
	Good salary	
Slightly satisfied	Low salary	
	Needs more opportunities	
	Heavy work load	
	Long employment duration	

Not satisfied	Low salary	
	Heavy workload	
	Needs more opportunities	
	Not comfortable	
	Not appreciated at all	

**Handout 4:** Determine the field of work that you believe may be more suitable for you based on your personal preference, skill level, and desired career path.

Desired Job	Related Skills Requirements	Reasons for your choice

### *Employability Skills*

*In most jobs, it is difficult to utilize workers effectively who lack personal skills. Entry-level employees with good personal skills have confidence in themselves and deal with others honestly and openly, displaying respect for themselves, their co-workers, and their supervisors regardless of other people’s diversity and individual differences. They view themselves as a part of a team and are willing to work within the culture of the group. They have a positive attitude and take the initiative to learn new things to get the job done. Rather than blaming others when things go wrong, they are accountable for their actions. They also have the ability to set goals and priorities in their work and personal lives so that resources of time, money and other resources may be conserved and managed. These individuals practice good personal habits, come to work as scheduled, on time and dressed appropriately, and are agreeable to change when necessary.*

## TOOL 4 - ENGLISH LANGUAGE FACILITATORS

Distribute a printed copy for each participant

Employers, as well as recruiters, technical and vocational institutes (TVIs) and learning centers (LCs) identified English language skills as one of the main skill gaps. It is a skill that is high in demand: nearly all job listings reviewed mention language skills ask for English. You will get introduced to the English language vocational institutes across Lebanon to improve your English Language Proficiency: Aramoun - European Lebanese School - [www.els-lb.com](http://www.els-lb.com); Baabda - Lebanon Evangelical School - [lesbg.com](http://lesbg.com); Beirut - Achievia- [www.achievia.me](http://www.achievia.me); Beirut - ALLC International House Beirut - [www.allcs.edu.lb](http://www.allcs.edu.lb); Beirut -American Community School - [www.acs.edu.lb](http://www.acs.edu.lb); Beirut - American Educational Institute - [www.aeilb.com](http://www.aeilb.com); Beirut - American Language Center - [www.alcbeirut.com](http://www.alcbeirut.com); Beirut - Amideast Lebanon - [www.amideast.org/lebanon](http://www.amideast.org/lebanon); Beirut - Berlitz Lebanon - [www.berlitz-lebanon.com](http://www.berlitz-lebanon.com); Beirut - BLC British Language Center - [www.blclebanon.com](http://www.blclebanon.com); Beirut - British Council Lebanon - [www.britishcouncil.org/lebanon](http://www.britishcouncil.org/lebanon); Beirut - Saint Joseph School - [www.sjs.edu.lb](http://www.sjs.edu.lb); Beirut - Saint Mary's Orthodox College - [www.eduvation.edu.lb](http://www.eduvation.edu.lb); Cornet Chahwan - Jesus & Mary School - [www.jmrab.edu.lb](http://www.jmrab.edu.lb); Glazer - The Antonine Sisters School - [www.asg.edu.lb](http://www.asg.edu.lb); Jebrayel - International School of Akkar - [www.isakkar.com](http://www.isakkar.com); Metn - BHS Brummana High School - [www.bhs.edu.lb](http://www.bhs.edu.lb); Mean - Eastwood College - [www.eastwoodcollege.com](http://www.eastwoodcollege.com); Mean - Sagesse High School - [www.sagessehs.edu.lb](http://www.sagessehs.edu.lb); Mean - Saint Joseph School - [www.sjs.edu.lb](http://www.sjs.edu.lb)

## ACTIVITY 1: IMPROVING COMMUNICATION SKILLS

### OBJECTIVE

To emphasise to participants that each of us communicates in our own style and in ways most comfortable and effective for each of us.

1. Present Handout -1A to participants. 2. Ask participants if they agree or disagree with this statement and why. 3. Explain that communication does have certain principles and procedures. There are specific, sound principles and themes, but thousands of variations. 4. However, there is no right or wrong way to communicate effectively. 5. Everyone has their own communications style, and there are thousands and thousands of variations to effective communications. What is most important is that people communicate in a sincere and honest manner with one another, in a style in which they are most comfortable. Few if any people can communicate effectively in a manner or style that does not fit them personally or naturally.

Debrief: Ask participants if they have ever tried to communicate in a manner or style that was not natural to them, and, if so, how difficult was it to do this effectively.

Difficulty Rating: Low





## ACTIVITY 2 - COMMUNICATING TIME

1. Ask participants how much time they think they actually spend communicating with others.
2. Allow the group to provide their estimates. Write the estimates on a Flipchart or piece of paper.
3. Present Handout -2A. Emphasize the statistics presented in this handout: %70 of your total waking time is spent communicating in some manner. Of this time you spend communicating, you spend approximately %16 reading, %9 writing, %30 talking, and %45 listening.
4. Ask participants if they are surprised by these estimates of the average time that people spend communicating, especially the %45 listening statistic.
5. Point out that these percentages may vary from person to person. For example, some people may spend much more than %30 of their communications time talking and much less time listening!

**Debrief:** Explain that looking at these statistics, it makes even more sense that we should strive to constantly become better communicators. Our communications skills play an important part in our success and even happiness in life. Ask participants to think about how much communications time they actually spend on each of the 8 communications activities described in this activity. Ask them how changing these balances of time in each of these communications could make a difference in their lives.

**Difficulty Rating:** Low to medium

Handout -2A:

## How do we spend our communications time?

We spend approximately 70% of our time communicating with others.

Of this communications time, we spend:







## ACTIVITY 3 – IMPROVING TEAM WORK AND LEADERSHIP

### OBJECTIVE

To develop skills of Trust, Communication and Planning through receiving and giving help

Create the playing area. For a group size of 12 people start by creating a 10 ft x 10 ft square on the ground out of rope or tape (larger groups need a larger size playing area). On the “start” and “finish” sides of the box create “doors” using 6 inches long strips of tape - these short pieces of tape need to be two feet apart.

Create obstacles (land mines) in the playing area by filling the square (playing area) with tennis balls or pieces of paper. The more obstacles you add the harder the game will be. Adding approximately 30 obstacles into the square will provide a medium level of difficulty for most groups. Spread out the obstacles in such a way that there are no straight pathways through the minefield.

Have everyone find a partner and stand on the “start” side of the square playing area.

Your challenge is to travel through the playing area to the other side of the square.

You’ll be working in teams of two. At the beginning of the game everyone will start behind the line on the “start” side of the square. Teams of two (partners) can work independently of other teams. When traveling through the playing area (minefield) your eyes must be closed which means your partner must coach you / guide you (verbally) through the minefield helping you avoid the obstacles (land mines). When the first person in your partnership makes it to the other side he/she can open his/her eyes and the rolls switch now that person becomes the coach and guides his/her partner (verbally) through the playing area from the start side to the end side.” [read the rules below]

## Rules

- ¥ No running or fast moving.
- ¥ People must stand behind the start line or the end line or be walking through the playing area (minefield). No one is allowed on the sides of the playing area.
- ¥ Anyone inside the playing area must have their eyes closed.
- ¥ Multiple people can be inside the playing areas
- ¥ You must enter and exit through one of the “doors”.
- ¥ If anyone touches a land mine or the perimeter of the playing area, they must return to the start side and try again.
- ¥ The participants may not alter the playing area but the facilitator can.
- ¥ Violation of a rule may result in a penalty.

## Facilitator’s Notes

1. If you have an uneven number of people just create one team of 3 (Person A, Person B, Person C). Person A goes through the playing area first then coaches Person B through who coaches Person C through.
2. I’ve led this activity effectively with groups as small as 4 people and as large as 80. The great thing about this activity is people work in pairs and can be somewhat independent of the other people.
3. When the activity is in full motion, there is lots of talking and things can get loud (larger groups get louder). With large groups it can feel somewhat chaotic (mostly because of the noise) because multiple teams are working simultaneously.
4. This is a wonderful activity to practice coaching (coaching others and being coached). Every moment of this activity provides ample opportunity to practice clear and precise communication.

5. Once the first person makes it to the other side he/she will typically only coach his/her partner through. However, that same person may choose guide people other than his/her partner. I've deliberately provided rules that allow teams/ people to collaborate.

## Debriefing Suggestions

Land mines (obstacles) are metaphoric problems the group faces either personally or as a team. They are everywhere in life (personal & public). Some land mines are big and some are small - they all do damage when we hit them. In this exercise, there are lots of land mines separating the participants from their desired outcomes (goals).

Life is full of obstacles. Some people allow obstacles to prevent them from succeeding. Others keep running into the obstacles. What are the obstacles in your life (in your team) that you must recognize and then avoid?

We can go through life trying to avoid the obstacles but it's easier when we have help.

Where do you get help in real life? Are you effective at asking for help? How are you at receiving help? How do you know? Are you good at giving help? How do you know?

## 2. WORK ETHICS

*Work ethics include not only how one feels about their job, career or vocation, but also how one does his/her job or responsibilities. This involves attitude, behavior, respect, communication, and interaction; how one gets along with others. Work ethics demonstrate many things about whom and how a person is. Work ethics involve such characteristics as honesty and accountability. Essentially, work ethics break down to what one does or would do in a particular situation. The begging question in a situation involves what is right and acceptable, and above board, versus what is wrong, underhanded, and under the table.*

## TOOL 1 - MY WORK ETHICS CHECKLIST

### OBJECTIVE

You will be able to reflect on the attributes of your personal level or work ethics.

Be honest as you take this test. Employers are attracted to candidates who show high levels of work ethics commitment.

Choose the answer that you think best suits your work ethics level.

Self-Quiz	What is your Work Ethic			
Are you reliable?				
Never	Seldom	Sometimes	Usually	Always
Can People Count on you				
Never	Seldom	Sometimes	Usually	Always
Do you Follow Rules				
Never	Seldom	Sometimes	Usually	Always
Responsibility				
Do you honor your word?				
Never	Seldom	Sometimes	Usually	Always
While working, do you ever do other things?				
Never	Seldom	Sometimes	Usually	Always

Honesty:				
Are you true to the promises you make?				
Never	Seldom	Sometimes	Usually	Always
Are you Loyal?				
Never	Seldom	Sometimes	Usually	Always
Level of rigor:				
Are you a hard worker?				
Never	Seldom	Sometimes	Usually	Always
Do you work to your highest potential?				
Never	Seldom	Sometimes	Usually	Always
Level of initiative:				
Do you do work that is not required of you?				
Never	Seldom	Sometimes	Usually	Always
Do you do your job well and leave?				
Never	Seldom	Sometimes	Usually	Always

When the quiz is complete, ask the participants if they had ever thought of these qualities before. Help them connect all these elements of work ethics to their lives.

Explain that most employers find a strong work ethic is the best thing an employee can possess. Even if the employee does not have full understanding of his job responsibilities, if he has a strong work ethic, employers usually will be happy to teach and train him. Ask the participants why they think this is true. Would it be better to have an employee who had a lot of knowledge about the job, but was unreliable, or an employee who didn't know very much about the job, but worked extremely hard?

Tell the participants that it may be easy to answer ethical questions when they are listed on paper, as they are on the quiz, but sometimes the circumstances can make these answers much more difficult. Sometimes our work ethic is tested. At these times, we need to learn to focus on ethical decisions and options.



## ACTIVITY 1 - WORK ETHIC IN ACTION-THE REAL LIFE CASE STUDY

### OBJECTIVE

This activity is designed to help you learn by example and observation about modeling the own behavior.

Distribute a copy of Ibrahim's story and then determine on the scale the level Ibrahim's work ethic.

### Ibrahim's Story

Ibrahim wanted to earn extra money, so his parents helped him get a job delivering papers.

He had to wake up every morning at 5 a.m. to fold the newspapers.

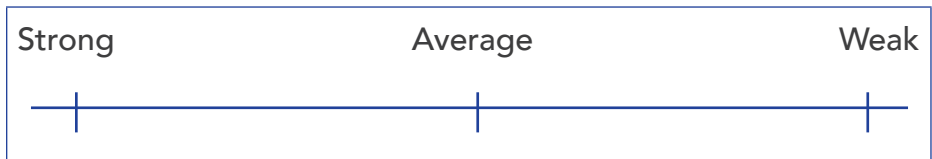
He would then pack them in the sack on his bike and ride around the neighborhood, throw the paper on the driveways.

A few times, his toss was off and the paper landed on the wet grass. He knew he should probably return to the house and place the paper on the driveway, but his aim usually was accurate.

He figured he could always pretend he didn't notice – especially if no one complained.

Ibrahim really didn't like the job, but he forced himself to do it every morning. About three months into the job, he decided it wasn't worth the extra money. He told his boss that he wanted to quit, but offered to complete the last week of the month because he knew they would have to find a new delivery person.

Ibrahim's Work Ethic:



Organize students into groups of two or three. Pass out a Work Ethic in Action Ibrahim's story to each group. Tell them to read the scenario and analyze the work ethic of Ibrahim's character.

As a group, they should decide where to mark an X on the work ethic scale. Tell the groups that they will need to be able to explain their rating.

Allow groups 5 - 10 minutes to complete the activity.



## ACTIVITY 2 - KAREN'S WORK ETHIC DILEMMA

Read the following story aloud: Karen loves making extra money by babysitting. She regularly babysits for four families. This week, she has two jobs lined up, one for Wednesday evening while Mrs. Mehanna goes grocery shopping, and the other for Friday night while Mr. and Mrs. Karam go out to dinner.

All week, Karen's best friend, Elissa, has been telling her about a special event for which she has tickets. Elissa's parents bought tickets for her entire family to attend a grand opening party for a music theater. Many bands would be performing throughout the evening, including Music Hall's favorite band.

When Karen gets home from school on Wednesday, her friend Elissa calls and invites her to attend the party that evening. Elissa's dad had called and told them he would be working late and couldn't attend the event. Elissa excitedly invites Karen, "You can just tell her you're sick! When will you ever get to see Music Hall again? For FREE?"

It was 2:30 pm and Karen was supposed to be at Mrs. Mehanna's house at 5:00 pm. What should she do?

As a group, brainstorm all her options. Write ideas on the board. Possible answers could include:

- Say "no" to Elissa and follow through with the commitment.
- Call and cancel – telling Mrs. Mehanna the truth.
- Call in sick. Make up an excuse.
- Ask Mrs. Mehanna if you could reschedule for the following evening. If she says no, this would mean you would do the babysitting job as planned.
- Babysit then and meet Elissa at the event after you're done.
- Do not call or show up to babysit.



Discuss the consequence of each option for Karen and for Mrs. Mehanna. Sort through each option, discussing the ethics involved with each one. Connect each one back to the ideas of dependability, responsibility, honesty, level of rigor, and level of innovation to which it applies.

Pose and discuss the following question: Can your work ethic change from situation to situation? If so, how can you always be sure you are making the best decisions for yourself and your work?

Explain that most people use questions to help guide their decisions. These include: Would this make me proud? How would I feel if everyone I knew found out what I had done? Is this the right thing to do? Would I want someone to do the same thing to me (the Golden Rule)?

# **KAREN'S STORY**

### 3. RIGHTS AND DUTIES

#### OBJECTIVE

Improving workplace mental health is in everyone's interests, and we all have a role to play. Both employers and employees have formal rights and responsibilities under discrimination, privacy, and work health and safety legislation. This part is to learn about rights and duties in the workplace.

#### TOOL -1 RIGHTS AND ENTITLEMENTS CHECKLIST

Learn about your workplace rights by filling in this checklist. Circle one answer for each of the questions below. You can get the answer to any questions you circle "no" (N) or "unsure" (?) by asking your employer.

DO I KNOW:	Yes	No	?
The full legal name of my employer?			
The name of my manager/supervisor?			
My job title?			
What work I am required to perform?			
The name of the agreement covering my employment			
How the National Employment Standards apply to me?			
<b>HAVE I:</b>			
Completed a tax file number declaration form?			
Signed a contract or agreement?			
Received a copy of the contract or agreement?			

<b>DO I KNOW IF I:</b>			
Am full-time, part-time or casual?			
Am permanent or temporary?			
Am on probation and when the probation period ends?			
Am working a trial period?			
Am being paid for the trial period?			
Am paid to attend meetings?			
Am being paid for training?			
Have to pay if customers leave without paying, the cash register is short of money, or I accidentally break something?			
Am required to pay for accidents or insurance when driving my employer's car?			
Am an apprentice or trainee?			
Am being paid superannuation?			
<b>DO I:</b>			
Wear a uniform?			
Pay for the uniform?			
Wash the uniform?			
Receive a uniform or laundry allowance?			
Supply my own tools?			
Receive a tool allowance?			
<b>DO MY PAY SLIPS INCLUDE:</b>			
My name?			
My employer's name?			
The pay period start date, the end date and the payment date?			
My rate of pay?			
Any loadings and/or penalties?			

Any payment for overtime?			
Any deductions I have agreed to?			
Total net and gross amounts?			
Any superannuation contributions and name of superannuation fund?			
<b>DO I KNOW MY:</b>			
Hour rate of pay before tax?			
Casual loading (if applicable)?			
Pay cycle (weekly, fortnightly, monthly)?			
Payment method (cash, cheque, deposit to my bank account)?			
Start and finish times?			
Meal and break times?			
<b>DO I KNOW WHAT TO DO IF:</b>			
I am sick and need time off?			
I want to go on holidays?			
I have to do jury service?			
I am hurt or injured at work?			
I want to make a complaint about discrimination or harassment?			
I want to take parental leave?			
I want to take community service leave?			
I want to take compassionate leave?			
I want to leave my employment?			
I am dismissed?			

## TOOL 2 - DUTIES CHECKLIST

In this checklist, mention whether you can abide to the workplace duties mentioned below.

	Yes	No	I need to work on it
1. Adequate behavior			
2. Civil behavior			
3. No bullying			
4. No loafing			
5. Team work			
6. Maintaining company assets			
7. Discipline			
8. No unjustified absence			
9. Sticking to safety rules			
10. Speaking out the truth			
11. No stealing			

## 4. SEARCHING FOR A JOB

*A job is not only a job. A job is where you are going to spend most of your waking hours to perform certain activities that will help you fulfil your obligations towards yourself, your family and your community.*

*One of the major setbacks for young people to find jobs that would put them on the right track towards building a career is not the lack of opportunities itself, but the fact that young people fail to misperceive their role in the labor market. It is not that graduates do not find jobs commensurate with their studies; instead their expectations, which are based on their majors, are false. For example, a student studying business management will expect to become the manager instantly. But since he/she is a generalist, available work might be in areas such as accounting, administration, warehousing, sales or others. Another example is marketing, where jobs are not very numerous, so fresh graduates usually start with a sales job. Students studying banking want to become financial analysts, but as these sorts of jobs are rare, they have to start out as accountants.*

### ACTIVITY 1- SETTING UP THE RIGHT EXPECTATIONS

#### OBJECTIVE

This practice will help you set your expectations straight to avoid disappointments, and apply for jobs according to your skills level, experience, and level of education.

Distribute a copy of Salem's Story to every participant and ask them to follow Salem's example to determine the level of ambition, motivation and attitude, and the perception of work.

## Salem's Story

Salem is a 22 year old young man. He has a BS degree in business administration. He lives in the house with his parents and his two sisters. Salem's experience as an employed worker started when he was 19 when he was introduced to a part-time job in a consulting company where he performed tasks related to data entry, preparing reports, and working the social media pages for this company. He doesn't enjoy the monotony and routine of work and doesn't see a long-term future. It seemed like he didn't gain any reward for turning up and doing the work and he wasn't valued as an employee. He found that there was little respect culturally and reckoned probably his boss was taking advantage of him. He just stopped turning up to his last job because he felt he wasn't being valued. He has since been trying to get a job that matches his field of study, and so far he has turned down 3 opportunities; one opportunity as an associate sales consultant, another as a social media operator, and the third as an administrative assistant. Salem believes he should get a job on a senior or managerial level considering that he has 3 years of experience, and a BS in Business Administration.

### Salem's Opportunities:

Salem does have some work experience and qualifications, and with the right guidance there are services that can help him connect back into his original interest of Business Administration and help build back his confidence with the right support can tailor his CV to show his experience and potential for work.

### Salem's Risks:

He is now lacking confidence and unmotivated, and unlikely to present well to employers.

Even though he has aspirations and some qualifications he may drop out through the process.

Salem doesn't understand the application process and why he isn't getting more opportunities.

MOTIVATION AND ATTITUDE SCALE:

---

LOW HIGH

PERCEPTION OF WORK SCALE:

---

LOW HIGH

Your Story:

Your Opportunities:

Your Risks:

YOUR MOTIVATION AND ATTITUDE SCALE:

---

LOW HIGH

YOUR PERCEPTION OF WORK SCALE:

---

LOW HIGH



## **TOOL 1 - GETTING PREPARED FOR WORK**

Part of the preparation phase is planning for success. This is about getting yourself into a state of belief. Belief in yourself, and that you can accomplish the task before you. To take this one step further, beyond a belief in yourself, it's also believing you can be excellence. We see what we tell ourselves is real.

Distribute a copy of Identifying the Requirements, and Obstacles to Finding a job:

### **1- Family:**

If a young person's family and community networks have lower qualifications and resources, they are less likely to be able to connect young people to the world of work. And their own experiences may be negative.

### **2- Influencers & opportunities:**

Starting with no knowledge is a set-back. Being exposed through family, community, friends, and sports to environments that are a proxy to work is a key opportunity for work-readiness.

### **3- Qualifications:**

Knowledge about choices around qualifications and what subjects link to what career options need to be made early

### **4- Gap Year:**

Some young people might take a year away from studies or work as a way to work out what they want to do next. Some will work part-time, which may not lead to the right full-time role on return (as often casual roles). Employers can see this year out as 'time-wasting' and an indication of a lack of motivation or the right attitude.

## 5- Work Experience:

It's hard to break the cycle of "no experience – no job". Work experience is important to prepare young people for what work will be like, and what to expect and to give employers confidence about their skill. Internships, even if unpaid, are a great way to gain work experience that will add to the young person's CV.

## 6- Low Qualifications:

Qualifications are a proxy for soft and technical skills and commitment. Without a qualification it is harder for young people to demonstrate their skills. Enrolling in trainings, seminars, and conferences are a great tool to equip young people with higher standard qualifications.

## TOOL 2 - HOW TO LOOK FOR A JOB

### OBJECTIVE

This tool should introduce you to the main methods of job searching. It is important at this stage to have a clear idea of your skills levels in terms of soft skills and technical ones.

Read through the different methods of job searching and consider the ones that best fit your personal search.

### Method 1- Word of Mouth

Mention to family members, friends, teachers, or current work colleagues that you are looking for a job. Be specific about your requirements and desired. If you are currently unhappily working DO NOT trash talk your current job, boss or institutions in front of any of the people you would like to have them help you find a job.

**Method 2- Online Search - Useful Resources:** bayt.com; hirelebanese.com; huntinglebanese.- com; careerslb.com neo.gov.lb; job vacancies@daleel-madani.org

## Method 3 - Hiring Events

Hiring events can be a great way to network and meet employers. It is important to keep a few things in mind when preparing, attending and also following up after the event. Test your skills by meeting up with an employer near you.

- Job Fair/Hiring Event: An event at which all employers are either hiring that day or hiring in the immediate future.
- Resource Fair: A fair where resources are provided to the job seeker (e.g., food stamps, clothing, housing, day care, etc.).
- Career Fair: Provides services to people to help put them on a career path; it is not always a hiring event

List of some Job Fairs in Lebanon:

- 1- Lebanon Career Expo Beirut
- 2- American University of Beirut Job Fair
- 3- LAU Career and Internship Fair
- 4- AUST Job Fair

## TOOL 3 - TIPS FOR JOB SEARCH SUCCESS

### OBJECTIVE

To identify in which phase of the job search process you are and make sure not to miss any phase for a successful job search

Mark the steps that you have already performed and make sure to perform the ones you have not marked yet.

- #1 Choosing your career or occupation
- #2 Finding the ideal job
- #3 Preparing your resume
- #4 Writing a cover letter
- #5 Use Your Network: Contacting Your References
- #6 Preparing for an interview
- #7 Ace your interviewing: A two way street
- #8 Following up with employers
- #9 Negotiating a job offer
- #10 Being Successful in the workplace

## TOOL 4 - WRITING YOUR COVER LETTER

### OBJECTIVE

The cover letter allows you to target the job and the employer in a very specific way, leaving the resume to market your skills, qualities and experience as a part of the bigger picture. Your resume then needs less tweaking with each application because the letter, which must be different each time, does that for you.

After you read the template cover letter, write your own cover letter that you will send to employers following the same steps and instructions.

*A cover letter is a crucial element to finding a job because it tells employers why they should read your résumé.*

*The letter begins with a statement about why you are writing, whether in response to an advertisement by the employer or as a tool to find more information about job openings. The second sentence should act as an attention grabber.*

*The main body should briefly tell the reader why you are an ideal candidate. It is best to state your qualifications in relation to how they will improve productivity. Mentioning the company name, product, and/or services will demonstrate a higher level of interest to your prospective employers. Make sure to relate your skills to specific job requirements.*

*In closing, express why the company should hire you. Indicate your desire to follow-up and provide any follow up information.*

#### Things to Avoid:

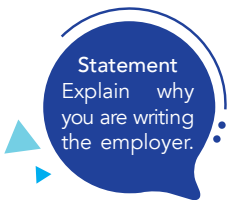
- Not including your contact information in the letter
- Spelling and grammatical errors
- Not having an attentiongrabbing statement
- Not mentioning the specific position sought

#### Tips:

- Keep it clear, simple, and direct
- A cover letter should be no more than three paragraphs. Each paragraph should be 150 words or less.
- Include all of your contact information (name, address, telephone number, and email address).

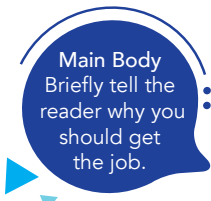
Salem A. Kamal  
2nd Floor, Y Building, Hamra  
Beirut, Lebanon  
+961 0 000000 Salem@gmail.com  
January 01, 2017

Mr. X Y  
Human Resources Director ABC Machines  
XYZ Factory  
Beirut, Lebanon



Mr. Y:

I am interested in your machinist position advertised on XY.com. My experience and special skills would help contribute to the long history of success at ABC Machines.



As a machinist, I have five years experience in the setup and operation of lathes and milling machines. During my employment with Jet Parts, Inc., I took several advanced classes dealing with machining and blueprint reading.



I feel your company, as a major manufacturer for aircraft engines, could benefit from my skills. I look forward to hearing from you.

Salem A. Kamal

## TOOL 5 - WRITING YOUR RESUME

### OBJECTIVE

When seeking job opportunities, you will find a résumé of your qualifications most helpful in selling your job talents. A resume is a concise summary of your education, employment experience, skills, and if appropriate, your employment objective. It is a basic tool that is often supplemented by and sometimes substituted for testing.

Follow Karma's lead to prepare your own resume (CV) taking into consideration the remarks and notes mentioned.

**Karma A. Kamal**

4th Floor, X Building, Hamra, Beirut, +961 0 000 000

karma@gmail.com

### Objective

Seeking a full-time School Social Worker position

### Experience:

**2009 - Present: School Social Worker, Joy Academy, Beirut, Lebanon**

- Assisted students with behavioral problems
- Advised parents and teachers regarding aggravate problems
- Created courses regarding social behavioral issues

**2007 - 2009: School Social Worker, Heart High School, Beirut, Lebanon**

- Assessed dangerous situations and assured child safety
- Participated in case conferences involving school staff
- Monitored student social work interns

## Education:

2007: Master's Degree in Social Work,  
Lebanese University, Beirut, Lebanon

2005: Bachelor's Degree in Social Work,  
Lebanese University, Beirut, Lebanon

## Skills:

Knowledge of the IEP process; social work case reporting and writing skills; ability to prepare social and family histories; ability to aid in program development; and skills in supervising school social work interns.

## References

A reference sheet is a list of people who can verify and comment on your professional experience. Past employers, professors and advisors are the best professional references to have. Look below to see what you should include on your reference sheet:

- Your name and current address
- Your reference's contact information, which includes that person's

## Name

Title/Position Department/Company

## For example:

Mrs. Sana Chahal

Supervisor Heart High School, Beirut  
Lebanon

+961 1 333 444 / 5 / 6

## Objective

Summarizes the type of work desired and key qualifications.

Modify your statement for the specific position.

## Experience

Explain your work history. List the company, employment date, the position held and a list of responsibilities and achievements.

## Education

List the schools you attended, the degrees attained, and any special awards and honors.

## Skills

List abilities that are associated to the job you are applying for.

## Contact Information

Include your full name, current address, telephone number and an email address.

## Things to Avoid on Your Résumé

- **Typos and Grammatical Errors:**  
Most employers will assume mistakes on a résumé indicate a sloppy employee.
- **Personal Attributes:**  
Height, weight, sex, health, marital status or religion are all unimportant to the employer and are not needed on the résumé.
- **Incorrect Contact Information:**  
Double check your contact information so employers will not have trouble getting in touch with you.
- **Emphasizing Duties Instead of Accomplishments:**  
Employers want to know what you've accomplished in your various duties, not what you've done.





## TOOL 6 - PREPARING FOR AN INTERVIEW

*Confidence, research and impression are three things you need to have down pat before going on an interview. It is crucial for you to know background on the company and what skills you can offer to the company to their position.*

### OBJECTIVE

You will learn when you receive an invitation to an interview, to prepare for your visit using these tips and guidelines.

Read thoroughly the following guidelines and answer the interviewer questions, then try to give possible answers to your interviewee questions.

### Getting Ready for your Interview

1. Obtain an accurate set of directions with the physical location of where your interview will take place or visit the building beforehand. Arrive at the interview location about half an hour before your interview.
2. If you are physically challenged in any way, be sure to ask the employer's receptionist or someone else familiar with the building about access, mobility factors and so forth.
3. Learn everything you can about the employer before your interview. Prepare a list of detailed questions that you want to ask the employer. An interview is a two-way street!
4. Bring your resumé, references and any identification information you may need (Social Security Number, passport, etc.).
5. Never take anyone, including children to an interview.
6. Keep in mind employers may require drug testing and a background check.
7. Dress appropriately

Your answers to  
the Interviews  
Questions:

1

1. Why should we hire you?

2

2. Why you think you are the best candidate for this job?

3

3. What is your understanding of the job's responsibilities, and what do you expect out of this job?

4

4. What are your strengths and weaknesses?

5

5. Could you please explain why you've had so many jobs over the past ten years?

6

6. What do you expect from a supervisor?

7

7. Describe a difficult work situation and how you overcame it.

8

8. How would your boss describe you?

9

9. What motivates you?

10

10. How do you handle stress and pressure?

11

11. How do you handle criticism?

12

12. What is your proudest achievement from your last job?

13

13. What kind of goals do you have in mind if you got this job?

Possible Interviewer Questions

Possible Interviewee Questions	Probable Answers to your Interviewee Questions
1. How would you describe the responsibilities of this position?	1.
2. Do I need any type of specific training for this position?	2.
3. What is the acceptable dress code?	3.
4. What are normal working hours, and what are the overtime expectations?	4.
5. How will I be evaluated in this position?	5.
6. What are some of the challenges I will face in this position?	6.
7. What types of people tend to thrive here and what types don't do as well?	7.
8. Ask an engaging question about something you learned while researching the company.	8.
9. Can you describe an ideal employee?	9.
10. Has there traditionally been a high rate of turnover in this position?	10.

### After the Interview

Make sure to follow up with the employer by sending a thank-you note and reiterate your enthusiasm about the position.



## YOUTH ENTREPRENEURSHIP

### Starting my own business

# PART III

This part is designed to motivate young people. It aims to equip them with the rudimentary knowledge and skills to engage in some form of self-employment. The units will attempt to create awareness among the participants of how their own qualities and latent skills may help them to acquire an entrepreneurial mindset and to launch their own small business. Your role is to help participants to understand that they must develop attitudes conducive to generating independent initiatives, using their inherent skills to build livelihoods for themselves.

# 1- THE HOT MARKETS/THE KEY ECONOMIC SECTORS

## OBJECTIVE

This section is to provide potential entrepreneurs with key economic sectors through additional information about Business support environment, Availability of human resources, Market access, Sector attractiveness for investors and Regional development perspectives.

### Priority sectors

Lebanon is a free and open economy based on a long tradition of liberal investment policies, free enterprises and private initiative. Lebanon relies heavily on its private sector and on a strong dynamic entrepreneurial spirit.

Upon quantitative data published by the Central Administration of Statistics (CAS), the identification of sectors is based on a broad economic assessment of the Lebanese economy, taking into consideration the economic sectors' contribution to GDP and to employment over the last 10 years, and their potential growth and ability to further develop in their respective business environment.

*The following 12 sectors- Agro-food; fashion and jewelry; green industries and waste recycling; energy and water; construction and real estate; transport and logistics; banking and financial services; tourism and hospitality; health care; education; ICT and media as well as consultancy and professional services-account for more than 52% of GDP, employ more than 54% of the workforce, and most of them had growth rates close to or above 100% in the last ten years.*

*The following five sectors were shortlisted and are expected to offer high economic value added. They are attractive for investors, bring substantial contribution to employment, and offer high market expansion: Tourism and hospitality, ICT and media, agro-food, fashion and jewelry, and construction and real estate.*

**1.1 Tourism and hospitality:** Lebanon can be a leading regional provider of hospitality and tourism services, with strategic niches such as medical and wellness tourism, ecotourism, high-end tourism, business and event tourism. Lebanon has a high potential to develop traditional Lebanese and high-end international cuisines. The different sub-sectors generate around 6% of the GDP and employ more than 90,000 workers. Moreover, the sector succeeded in creating a large number of franchises in the MENA region and western countries.

### 1.1.1 Business support environment

Through the ministry of tourism, Lebanon is continuously struggling to create a positive impact, by implementing communication campaigns to reassure visitors.

On the financing side, Lebanon offers incentives to both domestic and international tourism investors through the subsidized loans program, Investment Development Authority for Lebanon IDAL and for smaller projects, via the Kafalat loan guarantee programs.

### 1.1.2 Availability of human resources

Lebanon is the region's capital of good taste, food and gastronomy. Lebanese are the leaders in this industry. This labor-intensive industry benefits from a large pool of skilled and multilingual labor force, which has been a main driver for the industry's growth. Human resources are the product of more than 45 hospitality schools, university programs and technical degrees, more than in any other Arab country.

### 1.1.3 Market access

As conditions for the hospitality sector in Lebanon remain stagnant, more and more entrepreneurs in the field are exporting their concepts to abroad. While successful restaurant concepts have been expanding to the Gulf and Europe for the past decade, these past few years have seen nightlife venues also make this growth.

Therefore Lebanese entrepreneurs are also considering other areas for expansion such as Egypt or Morocco, which will further boost the sector activity.

#### **1.1.4 Sector attractiveness for investors**

The tourism sector has traditionally been very attractive for investors due to the country's competitive advantages in geographical location, landscape diversity, climate, multicultural and multi-language background, openness of the economy, etc. According to IDAL, the tourism sector is far from being saturated. Lebanon provides investors with ample opportunities across various niches of the tourism industry, with the anticipated growth of foreign visitors coupled with the development of local and regional tourism. In the hotel sector, significant opportunities for investment exist in three and four-star hospitality segments, especially in the North and South regions where religious and cultural tourism is expanding.

#### **1.1.5 Regional development perspectives**

Most tourism to Lebanon has been concentrated in and around Beirut, thus leaving much of the rest of the country separated from the positive impact of tourism on GDP. However, more and more initiatives are contributing to reverse the trend and to provide significant regional development opportunities. As well, the Ministry of Tourism is about to launch a new ambitious strategy to promote rural tourism aiming at a long-term vision for building a culture of rural tourism.

After the end of the civil war, several young entrepreneurs returned to the country with creative concepts. The first projects launched in nature conservation and ecotourism were the Forest of Cedars in the Shouf region and the North-South Lebanon Mountain Trail. The Jabal Moussa Biosphere Reserve located in Keserwan-Jbeil and Ouadi Qadisha World Heritage site are typical projects that contribute to expanding the economy by creating new green quality jobs, especially in the remote and local communities of Lebanon.

**1.2 ICT:** Lebanon can continue to be a leading provider of IT services, of software and high quality Arabic content, a leader in media content creation and production, and a producer of talents. The different activities of the sub-sectors are booming and generate around USD 2 billion of value added per year. Employment is around 50,000 workers, with a large number of entrepreneurs. Women participation is relatively high.

### 1.2.1 Business support environment

Among the various support initiatives to the ICT sector are the following: Entrepreneurship, innovation and incubator schemes such as Berytech that provide physical and virtual incubation, support and hosting opportunities to entrepreneurs with new project ideas, and to growing enterprises operating in the areas of technology, multimedia and health; Investment promotion schemes like those offered by IDAL that currently provide incentives and package deals to ICT companies; Credit guarantee schemes like Kafalat, which provide loan guarantees to the ICT companies that need access to bank credit; Venture capital financing schemes within various types of institutions like the Berytech Fund, the Cedrus Ventures, Riyadhah Enterprise Fund (RED), the Lebanese Business Angels (LBA), the Middle East Venture Partners (MEVP), Wamda, the "Fond d'Amorçage de Réalisation et d'Orientation" (FARO), etc.

Professional associations and initiatives supporting the industry are numerous, among them the Professional Computer Association (PCA), the Association of Lebanese Software Industries (ALSI) (<http://www.alsionline.org/>), active in lobbying and advocacy as well as in service delivery to improve the standards and competitiveness of the Lebanese software industry, the Lebanon SoftShore Cluster (LSS) (<http://www.lebanonsoftshore.com/LSS/>), and the Internet Society Lebanon Chapter (ISOC) that advocates for access to Internet for all (<http://www.isoc.org.lb/>).



### **1.2.2 Availability of human resources**

The labor force in ICT is young and skillful, able to work in the domestic ICT market as well as abroad, ensuring that Lebanon has the potential to become a major regional hub for software and application development. The new labor market entrants are mostly educated, high-skilled, ICT literate, multilingual and cost-competitive. Lebanon's ICT labor force is endowed with competitive technical skills when compared to the region, which is mainly due to the country's advanced educational system. Each year about 2,000 university graduates in the fields of computer science, computer engineering, and applied informatics join the ICT sector.

### **1.2.3 Market access**

More than 60% of firms engaged in ICT activities are export oriented, with the majority of their revenues stemming from their activities outside Lebanon. Most of the software sold abroad includes business enterprise solutions, applications, web development as well as outsourcing software. The Gulf region is the primary export destination for Lebanese products, followed by European markets; African countries are currently emerging as new important export destinations. Production and postproduction services have emerged as profitable industries, and Lebanese companies are able to export high quality content creation at reasonable prices.

### **1.2.4 Sector attractiveness for investors**

Lebanon's ICT start-ups are considered attractive investments for local and regional venture capital funds since the capital required to start an ICT company is relatively small, and Lebanese entrepreneurs are considered to be reliable, being creative, innovative, well connected, and having a good sense of business. Several venture capital firms have developed funds to support businesses involved in ICT activities, among them the Berytech Fund, Middle East Venture Partners, and Wamda with concrete investments in ICT companies. In addition, bank lending is being facilitated to loans subsidized by the Central Bank and credit guarantee schemes offered by Kafalat.

### 1.2.5 Regional development perspectives

The majority of Lebanese software firms are concentrated in Beirut and Mount Lebanon area. Tripoli in North Lebanon is starting to develop an appealing environment for technology companies where 3% of software firms are located. In fact, the Lebanese Government decided to implement a special economic zone in Tripoli, which includes the creation of an ICT and software hub. Several well known IT companies and call centers have established offices outside Beirut to develop and create jobs in the regions.

**1.3 Agriculture and food processing:** The agricultural and food processing sector contributes to 7 % of the GDP and employs 8.6% of the Lebanese workforce. The food and beverages activities generate more than 25% of the manufacturing output. Agro-food is a key sector from a development perspective as it establishes backward linkages with the agricultural sector and has the potential of creating employment opportunities, particularly for women and rural communities. The sector, moreover, ensures the creation of higher value added through the production and export of processed goods.

#### 1.3.1 Business support environment

Public initiatives are complemented by private entities like the Syndicate of Lebanese Food Industries as well as international organizations such as the Food and Agriculture Organization of the UN (FAO), the United Nations Development Program (UNDP), USAID and the Delegation of the European Union to Lebanon, which provided huge support to the sector.

With regard to financing, government subsidized loans to the sector together with Kafalat, the loan- guarantee scheme, have provided massive incentives and increased lending to agricultural activities. From 1997 the government provided more than 4,000 subsidized loans administered by the BDL to the sector, for a total of nearly 600 million USD.

### 1.3.2 Availability of human resources

The shortage for labor appears to extend to the full range of the workforce: seasonal workers, technicians, trade people, managers, and supervisors. To alleviate the deficit of young persons, Lebanese farmers are relying on foreign unskilled labor. Moreover, the contribution of women to agriculture is decreasing; their role remains marginalized despite its importance and their work is not valorized as they remain in the informal sector.

The use of technology in the primary sector is considered as a major element in motivating Lebanese youth into agriculture. More opportunities in agriculture could be offered to the youth provided proper enterprise and business promotion is conducted along with concrete opportunities in education and training.

### 1.3.3 Market access

During the last two decades Lebanese have succeeded in developing the branding and export of Lebanese food & beverages products mainly to the MENA region, but flows to European countries are rapidly growing. The Lebanese diaspora is facilitating exports to new markets.

Particularly interesting is the volume of exports to the non-GCC Arab Countries that have increased yearly by 68%. Volumes exported to Iraq increased by 242%, to Egypt by 134%, and to Jordan by 18%. This indicates that while the Syrian crisis has had its share of negative impact on the Lebanese economy, it has allowed for increased demand on Lebanese products to compensate the decrease in Syrian exports in these markets.

### 1.3.4 Sectors attractiveness for investors

The agro food sector has traditionally been attractive for local investors. Local investment in the agriculture sector has been on a steady rise, driven by the increase in local and foreign demand and prices improvement. One proxy that reflects upon investments in the sector and indicates increases in agro food activities is the

increase in imports of intermediary products intended for the sector while Foreign investments, however, in the agro food sector remain modest compared to other sectors such as real estate and tourism. Foreign companies operating in the agro-industrial sector include Swiss food and nutrition giant Nestle, General Mills (USA), Coca Cola (USA), Unilever (UK/ Netherlands), PepsiCo (USA), Kuwaiti NPPC Fresh Produce, or the Saudi Al Maraii or Safola.

### 1.3.5 Regional development perspectives

Agriculture in Lebanon is regionally well distributed, aided by favorable geographical conditions, diverse soil and abundant rain. Potential for the cultivation of a wide variety of crops remains high in major areas of the country, mainly the Bekaa valley (around 40%), Akkar in the North, and the southern coast between Saida and Tyre. Cultivation in greenhouses is also widely spread. Food processing activities are also regionally well balanced between Mount Lebanon where 34% of industries are concentrated, followed by the Bekaa (30%), followed by the North (14%) and the South 14% (IDAL Agrofood Fact Book). The different support initiatives and projects achieved or planned are consequently distributed among all regions, providing equal opportunities for regional development.

**1.4 Construction and real estate:** The Lebanese construction industry has an important effect on the country's social and economic growth, through the position it holds in the nation's economy. The sector is witnessing the emergence of different sub-sectors like design and engineering services, specialized real estate services like property management and related services, along with construction management and maintenance.

#### 1.4.1 Business support environment

Following a first round of subsidized lending in 2009, the BDL has put another incentive mechanism early in 2013. It announced a LBP 2.2 trillion (USD 1.46 billion) in credit facilities to commercial

banks at a 1% interest rate, allowing commercial banks to provide subsidized loans targeting mainly the housing sector and also productive sectors like eco-friendly and renewable energy projects. The Central Bank's policy contributed to an increase in the housing loans, reflecting improved consumer confidence that translated into higher demand for housing, starting in 2013.

#### 1.4.2 Availability of human resources

The following available technological trends were identified:

- Computerized or virtual designing. Almost all projects are now designed on a computer. This process is faster, cheaper and easier. The use of technologies like CAD is pushing the trend towards design/build projects.
- Modular construction and pre-constructed components: A large percentage of the components of many projects are built at a factory and hauled to the building site. This process is cheaper and much faster. A large percentage of the components of houses and commercial buildings in Lebanon tend to be pre constructed. Even components of public infrastructure and highways are now constructed elsewhere and laid into place by cranes or other machines.
- Automation: Machines are doing more and more of the work in construction including such tasks as building bridges and laying concrete. This eliminates the need for some traditional knowhow in the sector, but it does provide many lucrative job opportunities as machine operators.

#### 1.4.3 Market access

Some new trends in the construction sector are heavily impacting the business model of construction activities. With regard to consolidation and regional reach, for example, it is noteworthy that many Lebanese construction firms are now expanding regionally and it is now common for them to operate in several different countries at once through their subsidiaries. These companies are also seeking to cooperate with international groups in order to access the new large infrastructure markets in the Gulf countries.

#### 1.4.4 Sector attractiveness for investors

Investments in the real estate sector account for the bulk of Lebanon's FDIs, out of which Arab investors largely contribute. Between 2007 and 2010, the Lebanese diaspora and Gulf Arab investors were racing to invest heavily in tourist resort construction in addition to luxury residential towers. These were mainly turnkey contract projects, involving from bottom-up a whole integrated industry (from construction materials to interior design, furnishing and financial or commercial services). In the downtown of Beirut, Solidere initiated several projects, including five star hotels and a series of luxury residential buildings on the Beirut seafront. Planned and on-going construction projects in the private sector are worth over USD 4 billion.

#### 1.4.5 Regional development perspectives

Demand for housing units has been gradually shifting from high-end luxury apartments in the capital toward smaller units (120 - 180 square meters) in Beirut suburbs. Also, the geographic distribution for demand has shifted from expensive areas such as the capital to lower priced areas such as Mount Lebanon. Moreover, the Bekaa and South Lebanon have witnessed an increase in demand. Meanwhile, other more affordable regions like Metn, Baabda and the South region gained in market share reflecting demand extension towards areas away from the capital.

**1.5 Fashion and jewelry:** The Lebanese fashion industry covers various lines from haute couture, ready-to-wear, lines for men, women, junior, and children. The haute couture and the high-end ready to wear are in particular the main drivers of the industry. Activities and services also contribute to the growth and the success of the sector; mainly fashion accessories, shoes and bags, lingerie, fashion shows and modeling, e-trade, fashion publications, fashion photography. Fashion and jewelry in the luxury niche are promising all along the value chain, from creation to manufacturing then to marketing and sales and promotion.

### 1.5.1 Business support environment

The authorities took several steps in the right direction to help the jewelry sector. Customs duties on all consumables and chemicals used in jewelry manufacturing were abolished, and tariff on precious stones has been eliminated. VAT has been reduced to 0.8% of the turnover. Moreover, the government is subsidizing loans, with a discount on interest rates, to help develop new or existing projects in several sectors among which handicraft.

Like all industrial activities, fashion and jewelry are benefitting from the guaranty facilities given by Kafalat and from the subsidized loans program implemented by the Lebanese government and managed by the Central Bank. These two programs were considered as a positive opportunity to modernize the fashion and jewelry production tools.

### 1.5.2 Availability of human resources

Lebanese designers study locally at the few institutions specialized in the sector or, more often, travel and after having acquired good education and experience from prominent fashion design houses in Europe, mainly in Paris and London, move back to Lebanon to start business.

Two major universities, the Lebanese American University (LAU) and Notre Dame University (NDU), and one school, ESMOD, prepare students to have careers as professional fashion designers. They are affiliated with prestigious European schools, and grant an accredited degree that allows students to pursue their education in abroad. For jewelry, Lebanon has a comparative advantage enjoying highly skilled and experienced low cost craftsmen, most of them Armenian who master the various stages of jewelry making from sketching, wax carving, crafting, mounting stones, and polishing.

### 1.5.3 Market access

The worldwide demand for luxury even throughout the recession has been maintained. For the most part Lebanese fashion designers' sales come from abroad. The client base is predominantly international, with major markets being the Gulf. Markets such as the US, UK and Russia in addition to Japan and China are also taking interest in Lebanese designs.

Leading exhibition and trade fair organizers regularly arrange fashion and jewelry exhibitions in Lebanon and take Lebanese designers to fairs abroad where they get high exposure and additional business opportunities. Estimates for sales of jewelry reveal that 10% of Lebanese jewelry is sold locally while 90% exported and sold abroad.

### 1.5.4 Sector attractiveness for investors

In the fashion and jewelry sectors in Lebanon, bank finance or venture capital investment is hard to obtain, particularly in start-ups, thus reducing its attractiveness for investors. Although entrepreneurs have benefitted from a commitment to develop access to finance by NGOs in the last couple of years, access to finance remains a challenging issue for many creative entrepreneurs. They often rely on family support: funds, space, materials etc.

### 1.5.5 Regional development perspectives

The large majority of fashion and jewelry firms are based in Beirut, over 90%. Gradually some companies are moving around the capital, in the Mount Lebanon governorate, especially to implement their workshops but not necessarily their showrooms or their boutiques. Some trendy areas like the coastal area north of Beirut, are gaining ground with the new fashion malls.

In North Lebanon, the Lebanese Government decided to implement a Special Economic Zone in Tripoli in 2008 that includes the creation of a fashion and jewelry hub. However, until now this zone is not operational due to political and administrative hurdles.



## 2- STARTUP/ENTREPRENEUR ECOSYSTEM

### OBJECTIVE

This part is to provide young potentials with guidelines of different forms of main entrepreneurial facilitators, namely Entrepreneurial Coaching, that are already located within a community to encourage them to build business, stay and expand.

*The ecosystem was initiated over decades ago due to the recognized lack of, and need for, technical assistance services for aspiring or active entrepreneurs. Technical assistance, financial support, or one-on-one counseling, is provided at different facilitators in Lebanon. Counselors work with potentials, guiding them through the process of developing a feasibility study/business plan with the focus being on the business idea or concept.*

**BERYTECH:** They offer the ecosystem for innovative entrepreneurs to create and develop their own startups and SMEs, through research, incubation, business support, networking, mentoring, funding, access to markets, company hosting, and acceleration.

**FLAT6LABS:** It is a regional startup accelerator program that fosters and invests in bright and passionate entrepreneurs with cutting-edge idea. They provide seed funding, strategic mentorship, a creative workspace, a multitude of perks, entrepreneurship-focused business training, and directly support your startups through an expansive network of partner entities, mentors and investors.

**SPEED LEBANON:** Speed@BDD is a Beirut-based startup accelerator that invests cash in top-tier companies in the MENA region. It accepts startups at the idea and early stage, and is tasked with producing the region's next high-growth businesses, particularly in the software, digital, and Web/mobile industries.

**UK LEBANON TECH HUB:** Taking the form of a venture building program, the 3-months cycle will take in individuals with a researched idea or minimum viable product and build their product

with full development support with the aim of going to market in 3 months. If you're an entrepreneur with a small team but have yet to find an office space, we can host you and up to 3 employees. You get office space and all utilities such as Internet, phone, printer, teleconference and meeting rooms, and more.

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**AUB CENTER FOR RESEARCH AND INNOVATION:** It collaborates with the various AUB faculty and student groups over building a vibrant entrepreneurial community, rendering the center's space a dynamic platform to encourage, support and foster new technologies. The center invites also influential individuals and groups from the Lebanese and international community to join its network of mentors and partners.

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**BDL 331:** It is through BDL Circular 331 that many companies now have the chance to bring their innovative ideas to life not only through the financial aspect, but also by backing and supporting boot camps and training programs that would support and help entrepreneurs develop further. The company should be a Lebanese joint-stock company with nominal shares; its work should rely on knowledge economy and support creative intellectual skills.

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**KAFALAT:** Kafalat is a Lebanese financial company with a public concern that assists small and medium sized enterprises (SMEs) to access commercial bank funding. Kafalat helps SMEs by providing loan guarantees based on business plans/feasibility studies that show the viability of the proposed business activity that belongs to one of the following economic sectors: Industry; Agriculture; Tourism; Traditional Crafts; High Technology.

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**ENDEAVOR:** Endeavor identifies entrepreneurs that lead high-growth companies across sectors and helps them unleash their potential through access to an unrivaled network of business leaders and partners. Through a rigorous, multi-step selection process, Endeavor Lebanon screens annually hundreds of entrepreneurs to identify those with the best talent and potential for impact.

**E-BUMP:** E-BUMP is a repository of prospective business ideas categorized by industry. These ideas shall reach potential investors, as well as participants with the required competencies and the will to contribute. They can find business ideas looking to raise venture capital from angel investors and business angels in the region, or private investment opportunities around the world.

### 3- BUILDING ENTREPRENEURIAL SKILLS

#### OBJECTIVE

This part will help participants to discover the skills they possess that will assist them to become successful entrepreneurs. It will then introduce them to a few basic concepts in business in order to build their own feasibility study.

#### 3.1- WHAT IS A SMALL BUSINESS?

#### OBJECTIVE

To understand the definition of a small business.

#### ACTIVITY 1

Gather participants in a circle for a discussion. Ask them to brainstorm together to find a meaning for the word 'small business.' Record their responses on flip chart paper. Explain that a project can be defined as:

- A proposed or planned undertaking
- An individual or collaborative enterprise that is carefully planned to achieve a particular aim.
- A small business is goal orientated. It consists of connected and interrelated tasks and activities, which typically have some elements of dependency between them.
- Then, ask participants to give examples of a small business. Some examples that may be included are: • A campaign, • A

- research project,
- Planning an event,
- A building project,
- Developing a new product,
- Designing a new service.

To see if something is a small business, you can ask yourself the following questions:

- Is the activity specific? Is it different from our day to day?
- Does it have goals?
- Can you measure to tell if you have achieved the goals?
- Does it have tasks that relate to each other?

### 3.2- APPLYING SKILLS, KNOWLEDGE AND RESOURCES TO MEET MARKET NEEDS

#### OBJECTIVE

To understand the concepts of skills, demand, customers and competitors.

If a person or a group of people needs a product or service, there is a demand. The people who need the product or service, and are willing to pay for it are customers. The number of customers in the community represents the market for a service or product. Business people who provide similar products or services are competitors.

#### ACTIVITY 1- ENTREPRENEURIAL SKILLS

You need to be patient in encouraging the participants to articulate their capabilities and the value of their experiences, regardless of whether or not they were acquired in a formal educational setting. It may be worth reminding the group that many successful entrepreneurs have received only a modest education. An individual's inherent talent, combined with initiative and hard work, can produce a thriving business enterprise.

There are different types of skills: conducting myself (confidence in myself, managing my life, being responsible, etc.); thinking (being

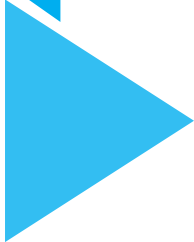
creative, solving problems, making decisions, observing my surroundings, basing actions on needs and opportunities of the immediate context, etc.); interacting with people (working with others, accepting others irrespective of their cast, gender, social status, whether they have a disability or not, etc.), and what I can do (repairing bicycles, cooking, making crafts, reading, singing, etc.). Ask participants to describe their skills.

Discuss these things:

- How have they learnt these skills?
- What do they use these skills for?
- How often do they have to use the skills?
- How can they improve their skills?



## ACTIVITY 2- MARKET NEEDS



Ask participants to consider their community and identify its needs for products or services. They could approach this by identifying a difficulty the community is experiencing and then determining what product or service could help overcome that difficulty. Ask them whether they can apply one of their own skills to provide a service or product that could address the needs.

NEED.....

WHAT CAN BE DONE?.....

HOW CAN I HELP?.....

- Ask several participants to generate similar examples. Encourage them to think about their skills and how they may address the identified needs.
- Ask participants to form small groups, each of which will select a need that they will develop into a business idea as the course progresses. This will also introduce the concept of working together in business.



## ACTIVITY 3 - DEMAND DETERMINATION

A business can estimate the size of its market by carrying out surveys of customer needs, preferences and willingness to pay.

Divide participants into small groups. Ask each group to design a simple market survey. The survey should try to find answers to questions such as:

- Who are the people (the part of the community) interested in my product (age, gender, income status, etc.)?
- Why do they like or dislike my product (shape, size, color, etc.)?
- Are they willing to pay a commercial price for it?
- Will they always want to buy the product regularly or seasonally (sustainable)? Or will they stop buying it completely (unsustainable)?
- How many of my products or hours of my service will they need?
- Where should the product be available (location of sales points)?
- Who are my competitors?

### 3.3- SWOT ANALYSIS

#### OBJECTIVE

This section is to teach participants how to uncover their strengths and opportunities, as well as weaknesses and threats that prevent them from attaining their goal.

SWOT is an acronym for strengths, weaknesses, opportunities and threats. Strengths (advantages you have over your competition to make your business unique) and weaknesses (things you don't do well today but want to become better at in the future) are internal factors-things that you can control by establishing new rules or routines to create change. Opportunities and threats are external factors because they are things you can't control. New laws, regulations competitors and changing technology often create opportunities and threats.

## ACTIVITY 1

Begin by explaining your desired end state to your participants. Next, create a chart with four quadrants and provide dot stickers, sticky notes - preferably a different color for each quadrant - and pens to the participants. In the upper left quadrant, write "Strengths/Positive Internal Factors" For 5 - 10 minutes, have players write their ideas on the sticky notes, describing anything that will help excel toward the goal. Repeat this process for each of the other quadrants in the following order:

- **Quadrant 1:** Strengths/Positive Internal Factors - what you have going for you
- **Quadrant 2:** Weaknesses/Negative Internal Factors - anything that can be improved upon
- **Quadrant 3:** Opportunities/Positive External Factors – leads that you can focus your energy on
- **Quadrant 4:** Threats/Negative External Factors - obstacles that you must surpass

After everyone has written their ideas, have them post their sticky notes on the respective quadrants. As a team, go through each category and cluster the related ideas together. Have players dot vote with the stickers you have provided to identify the most relevant clusters.

To conclude the game, summarize your findings and work together to identify how you can use the results to your advantage to reach your desired end state. Engage the participants and encourage them to come up with fresh insights.



### 3.4- COMMUNICATING WITH MY CUSTOMERS AND CONTACTING MY CLIENTS WITH ICT

#### OBJECTIVE

To be aware of the importance of effective communication with customers and to know the potential of ICT for a small business

#### ACTIVITY 1 - COMMUNICATING WITH CUSTOMERS

A successful entrepreneur is: enthusiastic, cheerful, polite, helpful, etc.

To build a successful business, we will need to convey the following to our customers:

“I am honest’: Being frank about our product or service can help build clients’ trust and confidence in us. This means that we should not give the client an incorrect impression of our product. Being honest in general may also help us to buy materials or services at a reasonable price from our business partners.

“I have a tidy appearance’’: Looking clean and tidy will show that we are careful people – and careful about the things we make or do.

“I am courteous’’: Always be polite and friendly – even if a customer seems rude or does not buy anything.

“I listen to my customers’’: Listen carefully and we may find out what a person would really like to buy, or how much money they wish to spend. This may help us to suggest an alternative if they do not find what they want.

Divide participants into two small groups. Ask one group to play the role of the customer, and the other the role of the service provider in the business of their choosing. Each member should take turns at being the spokesperson, while the rest of the group generates ideas and comments. Perform exercises related to the following cases:



- 1- A customer inquires about prices and the quality of our new product/service.
- 2- A customer is in a state of anger due to the lack of cleanliness in the shop.
- 3- A customer wants to buy immediately and pay later.

The entrepreneur's reaction should be monitored by the rest of participants to provide the required and appropriate comments.

## ACTIVITY 2 - CONTACTING MY CLIENTS WITH ICT

Commonly used ICT (phone, fax machine, radio, television, computer and internet) will enable the entrepreneur to enhance efficiency in the business by: facilitating communication; storing information and tracking inventories of stock providing a medium for advertising and for buying/selling process; sending an electronic e-mail and assessing the World Wide Web www using social media.

Divide the participants into small groups. Ask each group to:

- 1- How do they advertise their small business in the local newspaper?
- 2- Think about a TV ads they know and select one they would love and WHY?
- 3- Raise ideas about designing an ad broadcast on the radio and by using the Internet.



### 3.5- CONDUCTING A FEASIBILITY STUDY

A feasibility study in project management is used to find out if a project is feasible prior to investing real resources and dollars. Often, project managers are hired to complete studies for clients to determine if a proposed venture will be profitable as well as what risks it will encounter. The feasibility process is completed prior to project initiation or a Business Plan, it can be utilized to see if a set of processes or procedures will enhance or harm project outcomes.

#### TOOL 1- FEASIBILITY STUDY TEMPLATE

PROJECT NAME .....

PROJECT IDEA .....

COMPETITORS: THEIR LOCATION, OPERATING YEARS, NUMBER OF EMPLOYEES

#	Competitor	Product	location	Operating years	Number of employees	Production capacity
1						
2						

MENTION PRICES AND QUALITY OF PRODUCTS/COMPETITORS SERVICES

#	Competitors	Products	Prices			Quality			Market size
			Low	Medium	High	Low	Medium	High	
1									
2									

Mention the STRENGTH of your competitors: Operating years in the market, Number of customers, Investment, Marketing tools

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Mention the WEAKNESS of your competitors: Different branches, Low quality, Old equipment, Lack of customer service, High prices

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Mention your SWOT of your project

STRENGTH	WEAKNESS
OPPORTUNITIES	THREATS

## ADDRESS OF YOUR SUPPLIERS: MACHINES AND EQUIPMENT

COMPANY	RESPONSIBLE MANAGER	PHONE NUMBER	LOCATION/ WEBSITE	ADVANTAGES

## PROJECT INPUT

MACHINES AND EQUIPMENT	
LOCATION	
LABOR FORCE	
RAW MATERIALS	
FACILITIES	

## PROJECT OUTPUT

PRODUCT/SERVICE	
SOCIAL AND ECONOMIC BENEFITS	

# REVENUES AND COSTS

## REVENUES

Product / service	monthly quantity	unit price	monthly revenue	yearly revenue
Total Revenue				

## COSTS

### RAW MATERIALS COSTS

Input	monthly quantity	unit cost	monthly cost	yearly cost
TOTAL				

## SALARIES

POST	NUMBER	MONTHLY SALARY	TOTAL SALARIES/ MONTH	TOTAL SALARIES/ YEAR

## RENT

DETAILS	MONTHLY RENT	YEARLY RENT	NOTE
TOTAL			

## ADMINISTRATIVE COSTS

#	MONTHLY COST	YEARLY COST	NOTE
LISENCE COST			
MARKETING COST			
STATIONARY			
TELEPHONE			
MISCELLANEOUS			
TOTAL			

## ELECTRICITY, WATER AND INTERNET

#	MONTHLY COST	YEARLY COST
ELECTRICITY		
WATER		
INTERNET		
TOTAL		

## MAINTENANCE

#	MONTHLY COST	YEARLY COST
TOTAL		

## OPERATING COSTS

#	MONTHLY COST	YEARLY COST
RAW MATERIALS		
SALARIES/RENT		
ADMINISTRATIVE		
MAINTENANCE		
TOTAL		

Y o u t h

ENTREPRENEURSHIP

## MACHINES AND EQUIPMENT

#	QUANTITY	PRICE	TOTAL	DEPRECIATION RATE	DEPRECIATION AMOUNT	NOTE
TOTAL						

## FURNITURE

#	QUANTITY	PRICE	TOTAL	DEPRECIATION RATE	DEPRECIATION AMOUNT	NOTE
TOTAL						

## OTHER ASSETS

#	QUANTITY	PRICE	TOTAL	DEPRECIATION RATE	DEPRECIATION AMOUNT	NOTE
DECORATION						
COMPANY PROFILE						
INTERFACE SHOP						
TOTAL						



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