PART 2

CAREER COUNSELING

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PART 2
CAREER COUNSELING

1. Introduction

Career counseling is a delicate, demanding, as well as rewarding work. Young people, your target clients, come to you because they need your expertise and your guidance to help them reach their career or educational goals.

Many of your young clients are likely to be looking for a job for the first time. Others have been unemployed for a short while, or a long while, and are frustrated. Still others may recognize employment difficulties for young Timorese, so they are looking for ways to improve their chance of employment by obtaining additional skills. Some may be thinking about self-employment but don’t quite know how to go about it.

There may also be a few others who already have a job but are looking for a new one because they are unhappy with the current job, their boss or the workplace. And there are students who may be considering whether to continue studying or to leave school and look for work.

In order to do your job effectively and successfully as a career counselor, you need to keep in mind two parallel focuses: your clients’ needs and your own role as their counselor.

First, you need to recognize and understand the situation and needs of your clients: who they are, what they want, what they have to offer, their strengths and weaknesses that will enhance or impair their chance of success. Often you will find that young clients don’t always know all these about themselves. They can be unsure about what they want to do with their lives, and looking for a direction. This is why your clients need your guidance.

Second, your role as their counselor is to help them identify and clarify their career or life goals. It is your job to give professional guidance and to support them to get to where they want to be. In the counseling process, you are their listener, facilitator, mentor, coach, and agent.

Of course, while it is your job to do your best for your clients, not all of them will find success. Whether or not individual clients will be successful depends a lot on how much they can and will do for themselves. This, however, should not give the counselor an excuse to leave clients to their own devices. Rather, this is a strong reason to motivate your clients to be proactive and self-motivated.

Clients do best when they feel the counselor really listens to them and cares about what they have to say. An effective counseling is based on the foundation of a collaborative and respectful relationship between the client and the counselor. So, it is critical that you, the counselor, have understanding, empathy, respect and patience for your clients.

(See more details on career guidance and counseling in Part 1, 2 What is career guidance? and 5 What makes a successful career counselor?)
2. YCC Career Counseling Services: A Big Picture

Career guidance and counseling involves several stages and processes. The following diagram gives an overall picture of career guidance and counseling services provided by Youth Career Centers.

Diagram 1: YCC Career Counseling Services
As shown in Diagram 1, from the time an individual client or a group of clients meet with a counselor, there are possible 7 stages or processes, in which counselors and clients interact and work together.

The counseling processes in the diagram are modeled after services provided at a given YCC, where clients come to seek career advice or employment assistance. Career guidance services provided to students at their schools or institutions should be adapted to suit students’ needs and different settings.

Different clients coming to a career center may need different types and levels of services. Some might need to go through all processes while others might need only some of them.

3. About Part 2: YCC Counseling Units

Part 2 is a counseling manual for YCC counselors to use with clients. It contains 7 counseling units mirroring YCC counseling processes shown in Diagram 1 above.

The 7 counseling units give step-by-step practical guidance to YCC counselors on how to conduct their day-to-day counseling work. The content of each unit is summarized as follows:

Unit 1: The First Interview – This is when counselors have the first contact with individual clients to collect basic data and register clients for services. Counselors need to establish a positive and collaborative relationship with clients at this early stage and identify the purpose of clients’ in seeking the services.

Unit 2: Needs Assessment and Profiling – In this process counselors work with clients to do two main things. First, needs assessment counselors conduct an in-depth needs assessment interview with each individual client to identify his/her employment and counseling needs, career goal, or employment difficulties in the case of unemployed clients. Then, clients are profiled for career interests and skills. Counselors also assess clients’ personality, job readiness, career maturity, ability to keep a job, etc., using assessment tools and observation.

After assessment exercises, counselors and individual clients consult on choosing an appropriate counseling or employment service. Then counselors make an appropriate referral: to YCC employment assistance (job placement, skills training) or YCC career guidance and counseling (e.g. job search coaching, self-employment counseling, job maintenance and career management counseling), or to another specialized agency if identified clients’ needs cannot be addressed by YCC (e.g. clients need help to address substance abuse, violence, domestic violence, psychological trauma, family-related problems, gender-specific needs such as child care, work-sharing within the family, etc.).

Unit 3: The World of Work – The activities in this unit are designed to be delivered in a training working format. Clients participate in a mock job fair and receive an orientation about the reality of the job market (in their locality or country). Counselors encourage clients to explore different employment sources, occupations and employment options, including wage employment, self-employments and skills training choices. Clients have an opportunity to learn from success cases and identify and analyze their own job choices.
Unit 4: Career Planning – Counselors advise clients one-on-one to formulate a realistic and achievable career goal and develop an action plan to pursue the goal. Counselors help clients assess their skills and qualifications and employability, as well as identify missing skills or qualifications, possible options and available resources and opportunities to help them advance towards the career goal. The main product of this unit is the clients’ career action plan with concrete steps with a clear and practical timetable to achieve the goal.

Unit 5: Getting That Job – With a career action plan clients learn practical details of job searching in this unit. The unit is designed for clients seeking wage employment. Counselors help clients get ready to start the job search process by coaching them on job search strategies and hone their job search skills. The activities in four sub-units are designed to be delivered in a group training or workshop, focusing on the following areas:

- **Unit 5.1: Getting Ready for Job-hunting** helps clients to prepare and organize for job search with a proactive approach.
- **Unit 5.2: A Smart Job Hunter** guides clients to systematically find job-related information and vacancies, identify job contacts and expand their job search network.
- **Unit 5.3: Job Application** helps clients to prepare job application documents, learn how to complete job application forms and write résumés and cover letters.
- **Unit 5.4: Job Interview** teaches and hones job interview skills and techniques and how to follow up with employers after the interview.

Unit 6: Keeping the Job – This unit focuses on career maintenance. The activities in three sub-units are designed for clients who are facing difficulties at work and/or need advice on a job or career change, and career management/advancement as follows:

- **Unit 6.1: New Hires** helps new hires to consider job offers and familiarize with workplace culture. Clients learn in a group setting to adapt their attitudes to a working life.
- **Unit 6.2: Dealing with Employment Difficulties & Changing Jobs** helps employed workers to deal with employment difficulties and a job or career change. Counselors help individual clients to analyze, consider options and find a solution to their employment difficulty. Clients learn how to address their problem, should they wish to keep their job, or quit a job properly and wisely and plan for a job or career change.
- **Unit 6.3: Working Smart**, delivered in a group setting, is designed to help workers to work and handle workplace relationships effectively. Clients identify characteristics of a good worker and expectations of employers and co-workers and learn to deal with co-workers and supervisors. They also learn what to do to improve their work performance and advance in their career.

Unit 7: Self-Employment – This unit is an orientation on self-employment. It aims to help clients to develop knowledge, skills and attitudes for entrepreneurship and provide guidance to clients to consider and prepare for self-employment step by step. There are four sub-units:

- **Unit 7.1: Entrepreneurial Spirit & Skills** helps clients to understand what it means to be self-employed. Clients analyze their own attitude and skills and assess to what extent they have an entrepreneurial spirit, suitable skills and personal and family condition to be self-employed, and identify their areas of strength and weakness for entrepreneurship.
- **Unit 7.2: Business Ideas & Opportunities** stimulates clients to think creatively, generate business ideas, identify business opportunities, and develop a network.
- **Unit 7.3: Market Survey & Analysis** helps clients to learn how to collect and analyze information and determine whether their idea has a market potential. The clients look at
production of the product or service, availability and costs of material and equipment, market demand, competition, and financial resources needed to start the business.

- **Unit 7.4: Resources & Financing** helps clients to explore resources and financial requirements needed to start a business, what they already have and what they need. In this last sub-unit, they assess their needs for training and resources and plan their next practical steps in their preparation for self-employment. They develop an action plan for self-employment individually or as a group, and conduct an evaluation of the training.

### 4. Structure of YCC Counseling Units

Each counseling unit in Part 2 (with the exception of Unit 1) follows a uniformed structure as follows:

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<td>Summary of the unit content and the content of each session in the unit</td>
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<td><strong>Objectives</strong></td>
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<td><strong>What to keep in mind</strong></td>
<td>Important points to keep in mind about the clients and/or the focus of the session</td>
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<td><strong>What to do</strong></td>
<td>List of counseling steps in each session in the unit</td>
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<td>Estimated counseling/training time for each session in the unit</td>
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<td><strong>Counseling tools</strong></td>
<td>List of counseling/training tools provided for each session in the unit</td>
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**How to conduct (the unit)**

Detailed counseling/training steps session by session in the unit

Where appropriate, Notes and Tips for counselors are provided in boxes on how to prepare for a session or step, counseling/training strategies and additional information.

**Counseling Tools**

Actual counseling/training tools (forms, counselor’s notes, client worksheets, handouts, assignments, and training materials) are included at the end of each unit.

Several icons are used in the guidelines for counseling steps, generally to indicate some type of action. The meaning of the icons is mostly self-evident, for example:

- Prepare or refer to certain counseling tool(s)
- Need to do computer data entry
- Gives counseling/training time
- Indicates a separate counseling/training action
- Gives guidelines on how to talk directly to the client(s) – *Scripts are in italics.*
- Pay attention to a note or tip for counselor, or additional information (in boxes)
- Need to make notes
Unit 1
The First Interview

About Unit 1

Content
The First Interview is the first contact between YCC counselors and clients. It gives a chance for counselors to create a good initial impression of YCC services and to establish a positive connection with each individual client. In each first interview the counselor needs to make the client feel that YCC is a welcoming and helpful place.

Objectives
- To set a positive tone for service delivery and collaborative interactions
- To identify the client’s objectives for seeking YCC services
- To collect basic personal data of each client
- To register the client for YCC services

What to keep in mind
1) Clients are not all alike. Different clients bring with them different feelings, experiences, expectations, hopes and fears.
   - Those who have been unemployed come with a heavy heart. Experience with difficulties finding work has discouraged many of them. They may feel disappointed, frustrated, angry, and pessimistic.
   - Those looking for a job for the first time may feel excited, anxious, and uncertain. Their expectations may not be realistic.
   - Some clients may look at YCC as a place of government bureaucracy. Their idea of YCC may be colored by negative preconceptions of or bad experiences with authorities. Hence, they may feel intimidated or mistrustful, or both.
   - Whatever clients’ feelings and experiences may be, their coming into YCC shows that they think YCC could help them—and this is a good start.
2) The job demands and the daily work routine can be stressful for the counselors. Time may be short. But each client is an individual customer who needs and deserves a good service. Treat all clients with equal attention, care and respect and without prejudices based on education, gender, social class, or any other basis.

What to do
Step 1: Open the interview
Step 2: Identify the client’s objectives
Step 3: Confirm the client’s eligibility for YCC services
Step 4: Gather employability information
Step 5: Close the interview
Step 6: Register the client

Time it takes
10-15 minutes for the interview (steps 1-5)
2-3 minutes for computer registration after the interview (step 6)
How to Conduct the First Interview

Before the first interview

When a client walks in the YCC door, it should be clear for the client what to do. This will prevent unnecessary confusion and facilitate orderly delivery of service.

- Put a large, easy-to-see sign near the entrance or in the reception area, indicating clearly what clients need to do first in order to receive service (e.g. especially in busy time, it is a good idea to ask each walk-in client to take a number and wait for a call by the front desk officer).
- For new clients: Give each a blank Form 1A: New Client Registration to complete and ask them to return the completed form to the front desk officer who will forward it to the next available counselor in the order received
- For returning clients:
  - If the clients have an appointment, send them directly to the counselor with whom they have an appointment (they should bring Form 1C: Client Appointment Card issued by their individual counselor or case manager).
  - If the clients don’t have an appointment, give each a blank Form 1B: Client Visit Card to complete and ask them to return it to the front desk officer who will send them to an appropriate counselor.

Step 1: Open the interview

- Greet the client by introducing yourself in a friendly way.
  - --Hi. My name is Angelica. I'm glad you've come to use our services.

Step 2: Identify the client’s objectives

- Ask the client to introduce himself/herself and the purpose of his/her visiting the YCC.
  - --What is your name, and what can I do for you today?

- Check the name and other information the client is giving against the registration form s/he completed prior to the interview. Clarify and confirm biographical data and the purpose of visit (see Section I in the upper half of Form 1A).
  - --So you need advice on … Is this correct?
  - --Do you need help with anything else?

Step 3: Confirm the client’s eligibility for services

- Determine if the client’s objectives are within the scope of YCC services. If the client’s objectives are within the scope of YCC services, go on to step 4. If the client needs
services that YCC does not provide, refer him/her to an appropriate service provider. Explain politely, for example:

♀: --You want to (repeat the client’s purpose) but I’m sorry YCC does not provide the service that you need. However, I know a couple of agencies that can help you…(Be sure to give the client specific referrals with accurate contact information.)

**Step 4: Gather employability information**

☑ Collect basic information on the client’s employability. Confirm and clarify information the client has given in Section II of their registration form (the lower half of Form IA). You may need to ask additional questions to get missing answers and make sure that the answers given in the client’s registration form are correct, for example:

♀: --You completed junior secondary school in 2006. But you wrote in your registration form that you last attended school in 2007. Does this mean you went on to senior secondary school or vocational school?

--Are you going to any school or taking any training courses now?

--You didn’t answer question no. 2 about school major, training and skills… What did you study in vocational school?… Have you ever taken any training courses?… Have you ever worked casually to help out your family or had temporary or seasonal work?

--When did you last work even if you didn’t get paid?… What was the job?

☑ Identify and clarify the client’s language(s) of choice, for example:

♀: --You checked Tetum and English as the languages that you speak, read and write… Do you speak any other languages? … Which is the language that you speak, read and write best? … What language do you prefer to use in this counseling?

♀: Make necessary corrections and add any relevant information on the registration form.

**Step 5: Close the interview**

☑ Thank the client for giving the information and refer him/her to the next appropriate YCC counselor for further services.

♀: --Thank you for giving all the necessary information… Please wait for / go to … (give a counselor name), who will help you with … (give some indication of what will happen next and where, or how long the client will have to wait)

**Step 6: Register the client**

☑ Spend 2-3 minutes to enter/review the client information on the computer registration system. Then call for the next client.

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**Where do clients go next?**

- Most new clients looking for a job, including self-employment, will go for needs assessment.
- Clients who are ready for job placement or specific skills training may be referred directly to such services.
- Clients needing help on dealing with problems at work, may go directly to a career maintenance counselor.
- Clients who need specific employment information may be referred to an appropriate counselor or a YCC librarian/information officer.
Form 1A: New Client Registration

(Section I.) First name: ___________________ Last name: ___________________
Date of birth: __________ / __________ / __________ Age: ________ years
Sex: ___ Male   ___ Female  Marital status: ___ Single  ___ Married  ___ Divorced/separated
Current address: _____________________________________________________________
                              Phone/Mobile: _____________________________________________
Email: ___________________________ National ID card no.: __________________________

What is the purpose of your visit to YCC? (Check in the box ☑ in front of your answer choice.)
☐ I need help looking for a job.       ☐ I need advice to set up my own business.
☐ I need advice about skills training. ☐ (other) ________________________________

(Section II.) Please answer the following questions. (Check in the box ☑ and write in the blanks.)

1. What is the highest level of your schooling?
   ☐ I did not finish primary school. ☐ I completed/am going to secondary school.
   ☐ I completed primary school.      ☐ I completed/am going to vocational school.
   ☐ I completed pre-secondary school. ☐ I completed/am going to college or university.
What year did you graduate or last attend school/college/university? ______________________

2. What is your training/field of study?
   (Give school major and/or specific training courses, job skills or work experience you have had.)
   ________________________________________________________________

3. Do you have any work experience?
   ☐ No. I have never worked before.   ☐ Yes. I am working as ___________________
   ☐ Yes. I have worked to help my family doing (specify): __________________________
   ☐ Yes. I have had jobs now and then but not steady.
   ☐ Yes. I have had steady job(s) before but am now not working.

   What was your last job? _________________ When?: _________________________
   What was the reason(s) your last job terminated? ____________________________

4. What language(s) are you proficient in (speak/read/write)? (You can check more than one answer.)
   ☐ Tetum    ☐ Portuguese    ☐ English    ☐ Indonesian    ☐ Other (specify): __________

5. How did you learn about YCC? (You can check more than one answer.)
   ☐ From friends/family members    ☐ From school/university
   ☐ From community                ☐ From YCC counselors
   ☐ From radio, TV, newspaper     ☐ From public notice boards    ☐ Other ________________
**Form 1B: Client Visit Card**

Please complete this form and give it back to the front desk.

<table>
<thead>
<tr>
<th>For YCC Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client No:</td>
</tr>
<tr>
<td>Rec'd. by:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

**Client name:**  

Your YCC client no.: ____________  

Your YCC counselor: ____________

□ I lost/don’t have my YCC card with me.

□ I don’t know/can’t remember.

**What is your purpose coming to YCC?** (Check in the box ☐ in front of your answer choice.)

□ I need help looking for a job.  
□ I need advice to set up my own business.

□ I need advice about problems at work.  
□ I need to get some specific information.

□ I need advice about skills training.  
□ I need to see my counselor/case manager.

□ Other: ____________________________________________________________

**Form 1C: Client Appointment Card**

Please bring this appointment card with you for your next visit.

<table>
<thead>
<tr>
<th>For YCC Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client No:</td>
</tr>
<tr>
<td>Rec’d. by:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

**Client name:**  

Client number: ____________

Appointment for: ______ / ______ / ________  

At: ______ a.m. / p.m.

□ Needs assessment and skills profiling

□ Job placement

□ Job market orientation

□ Skills training assistance

□ Career planning

□ Self-employment counseling/assistance

□ Job search counseling

□ Job maintenance counseling

□ Follow-up with counselor/case manager

□ Other: ____________________________________________________________
Unit 2
Needs Assessment & Profiling

About Unit 2*

*Content
Client needs assessment and profiling is a crucial process in employment and career counseling. In this process a needs assessment counselor aims to understand who the client is and what the client needs. Specifically, the client’s employment and counseling needs are determined, and his/her career interests and skills are profiled. There are three main sessions in this process: 2.1 in-depth needs assessment interview, 2.2 job interest and skill profiling, and 2.3 determining the next step for career counseling or employment assistance.

Session 2.1: In-depth needs assessment interview – First, a needs assessment counselor conducts an in-depth interview with each individual client to identify specific counseling or specialized employment needs, so that s/he can be referred to an appropriate counselor or employment assistant. In the case of an unemployed client or a client with employment difficulties, the counselor needs to identify the reason(s) for the client’s employment difficulty. At the end of the interview the client’s employment or career goal is tentatively identified.

Session 2.2: Career interests and skills profiling – After the interview, the needs assessment counselor guides an individual client or a group of clients to assess their career interests and skills. The counselor also observes or assesses the client’s personality or personal styles, job readiness, career maturity, professional competency, etc., as appropriate to the client’s needs and goal. The profiling can be done either individually or in groups with needs assessment counselors guiding the activities. For clients with high literacy and competency, they may be given assessment tests to do on their own (self-administered).

Session 2.3: Consultation on the next step of career counseling or employment assistance – After assessment tests, each client has another individual consultation with the needs assessment counselor for consultation to review the profiling results and clarify the client’s career interests and skills. In this consultation, the counselor and the client work together to examine the client’s personal and employment strengths and barriers, explore counseling and employment options, and identify the next step. From here the client is referred to one of further YCC services, including job placement, skills training, orientation on the world of work and job search, self-employment counseling, and career maintenance counseling. If the client needs a specialized non-YCC service, s/he is referred to another appropriate agency.

* This unit draws ideas and adapts some materials from the following manuals: Transitions: Finding Your Way from Job Loss to a New Job, Unit 5: Explore your work interests and Unit 6: Identify your skills, ILO, Bangkok, August 20, 2006, pp. 42-65; and “Step#1 Career Planning,” nextSteps.org: Youth Employment, Career Development and Job Finding Site (website supported by the Cities of Alberta and Calgary and the Government of Canada) – www.nextsteps.org.
Objectives

- To identify client’s employment and counseling needs
- To identify client’s employment difficulties
- To assess client’s career interest, skills and employability
- To determine an appropriate employment or counseling service for the client

What to keep in mind

1) The right diagnosis leads to the right treatment. In order to provide appropriate and effective service to a client, it is very important that you have an accurate understanding of the client’s situation, needs and challenges. It is also very important that as a counselor, you **provide professional services to all clients regardless of their sex, age, personal problems, or family and social status**.

2) The counselor-client relationship is one of collaboration—not instruction.
   - The client and the counselor work together to come up with the best solution for the client’s problem.
   - While it is the counselor’s role to guide and advise the client in making his or her career decisions, the power to decide is the client’s alone.

3) Every client has something to offer. Even the least educated or the least experienced client has some skills, knowledge, interests and values that can be developed into something that will lead to some kind of employment. It is the job of the counselor to help them identify these employment assets.

What to do

**Session 2.1: Needs assessment interview**
Step 1: Open the interview and set a friendly tone
Step 2: Establish the interview purpose and a collaborative relationship with the client
Step 3: Identify the client’s employment/career interests and goal
Step 4: Identify and clarify the client’s employment difficulty
Step 5: Explore and clarify the client’s employability
Step 6: Determine the client’s needs for specific counseling or employment assistance
Step 7: Determine the mode of the client’s career interests and skills profiling

**Session 2.2: Career interests and skills profiling**
Step 1: Guide the client in career interests and skills profiling exercise

**Session 2.3: Consultation on the next step**
Step 1: Review and validate profiling results with the client(s)
Step 2: Help the client examine and clarify career interests
Step 3: Help the client assess skills and strengths and barriers to employment
Step 4: Work with the client to explore employment and counseling options
Step 5: Work with the client to determine the next step and make an appropriate referral for further services
Step 6: Finalize consultation comments and recommendations on the client’s file

Time it takes

- Approx. 30 minutes for Session 2.1 (steps 1-7)
- Approx. 2-2.5 hours for Session 2.2 (step 1)
- Approx. 30 minutes for Session 2.3 (steps 1-5)
- 5-10 minutes for documentation in Session 2.3 (step 6)
How to Conduct Client Needs Assessment and Profiling

Note to counselor on counseling students

The steps in this unit are designed primarily for young jobseekers who come for counseling at YCC centers. You need to adapt the process as appropriate for students. Specifically, students do not need the needs assessment interview designed for center-based YCC clients. Go directly to Session 2.2 on profiling.

Career interests and skills profiling for students is recommended as a class activity. Consultation after the profiling in Session 2.3 is preferably done individually. Adjust counseling details as appropriate for students.

Session 2.1: Needs Assessment Interview (approx. 30 minutes – steps 1-7)

You will need a completed Form 1A: New Client Registration, Form 1B: Client Visit Card, or Form 1C: Client Appointment Card. For returning clients you should also have their files with you before the interview.

As you are about to begin a client needs assessment interview...

Remember that what you are going to do with the client is probably one of the most important processes in the entire counseling. As the needs assessment counselor you will play a big part in helping to decide the client’s counseling direction. What will come out of this process will have a continuing effect on the client’s experience and benefits from the counseling.

This is not to scare you, but to remind you of the importance of client’s participation in the process and the need to make this process a joint effort to find the best workable solution to the client’s problems and needs.

Remind yourself again that the client is not going to be just the supplier of data. You can never underestimate the need to engage and involve the client in finding out what s/he wants in terms of career and jobs, what s/he has to offer in terms of abilities and skills, and how s/he can achieve the set goal.

Your job as the client’s counselor at this stage is to:
- listen very carefully and open-mindedly to the client
- pay attention to the client as a living person in front of you
- encourage the client to be open and frank about what s/he can and cannot do and what his/her problems are
- focus on the client’s experiences, strengths and abilities that reflect and impact his/her employability
- be kind and supportive to the client.

Review the client’s registration form or the client’s file before each needs assessment interview.
Step 1: Open the interview and set a friendly tone

- Greet the client by introducing yourself in a friendly way.
  - “Hi, (say the client’s name). My name is Julianto.
  - “How are you today?…”
  - “Have you been waiting long?…” I’m sorry if you have.
    We’re very busy today…”

Step 2: Establish the interview purpose and a collaborative relationship with the client

- Explain to the client the purpose of the interview.
  - “The previous counselor may have told you already why you should come and see me. Did s/he?…”
  - “Yes, indeed the reason we need to have a discussion today is to try to find out how exactly we can help you.
  - “At YCC we provide different kinds of services to young women (or men) like yourself, but different people may need different things, so it is important to find out exactly the kind of service you really need from us. And you and I will work together to find that out in this interview.”

- Tell the client your role in the interview.
  - “I will be your needs assessment counselor. I will ask you a lot of questions about your job interests, experiences, skills and a few other things that will help me know you better so that I can help you decide what kind of service you need.
  - “Don’t worry there won’t be any right or wrong answers. It’s just you and me talking about what you want in terms of career, what difficulties you might have had getting a job, or any other things that you might have concerns about in looking for a job.”

- Explain to the client his/her role in the interview.
  - “Your role in this interview is equally important…”
  - “In this interview we will be equal partners in our talk. Both of us will ask and answer questions, not just me doing the asking. So please feel free to tell me things about yourself that you think will help me understand you and your experience better.
  - “Does this sound alright to you?…” (encourage the client to be confident and cooperative)

Step 3: Identify the client’s employment/career interests and goal

- You will need a blank Counselor Notes 2.1A: Client Needs Assessment. Make notes on this form while interviewing so that you won’t forget the information provided by the client. However, do be careful not to focus too much on the paper.

- Double-check with the client the purpose of his/her visit to YCC as indicated in the registration form or the client’s file.

- Ask the client: why is s/he seeking such service; what does s/he hope to accomplish from this service. Then open up a discussion about the client’s career interests and goal.

Tip

The client may have been sitting waiting for you for some time and may feel anxious or intimidated.

- Try to make the client feel more comfortable with a brief small talk.
- Try to make the interview as conversational as possible, and not like an interrogation.

Tip

At this stage the client may not yet have clear career interests and goal.

- Try to get a sense of what the client wants to do, even if s/he is not sure.
- Ask the client if s/he has a role model to get an idea what inspires him or her.
Step 4: Identify and clarify the client’s employment difficulty

- Ascertain if the client has experienced unemployment.
  - I see that in your registration form/file, you have not had a job since ... Is this correct?

- Ask the client to state his or her employment difficulty. Try to get the client’s perspective on the unemployment difficulty and how it has affected the client and the client’s family.
  - What do you think are the strongest obstacles for you to get a job?
    - Why do you think these are the problems?
    - How do you feel about these obstacles?
    - How has unemployment affected you and your family?

- Ask the client what s/he has done to resolve the employment difficulty, and if the client has sought any assistance from available resources in the family, community or public services.
  - How have you coped with not having a job in the past ...(period of unemployment)?
    - Have you sought help from anyone or any services in your community or from any organization?... How much has this helped your situation?

Step 5: Explore and clarify the client’s employability

- Ask the client about his or her employability factors (see the list of factors under item 3 in Counselor Notes 2.1A).
  - Let’s discuss your education and job skills that would help you get a job...Please tell me about where you went to school; what you studied; any kind of training you might have had; what jobs you have had, even if there were not paid jobs.

Encourage the client to talk about his or her experience, while keeping the client focused on the following topics:
- education and training
- work history
- job skills
- special skills and achievements
- life roles and environment (roles of the client in family...
Meanwhile, observe and ask questions that will reveal the following about the client:

- personal and work values (what’s important for the client in life and in work)
- attitude and self-perception
- maturity
- job readiness.

- If you could have it your way, what do you really want to do in life?
- What is important for you – family, getting a good paying job, getting any job, getting respect from your family, friends and community, etc.?
- How do you feel about yourself?
- If you are given a chance to do what you want, do you think you will achieve what you want to achieve?
- Are you actively looking for a job now?… How do you go about looking for a job?

Ask the client for relevant documents such as educational, training or occupational certificates and licenses, résumé or portfolio that s/he brings to the interview. Check these documents. Ask for clarifications as necessary and note the information in Counselor Notes 2.1A.

✓ Summarize the client’s employability information and confirm with the client if the information is correct.

Step 6: Determine the client’s needs for specific counseling or employment assistance

✓ Ask the client if s/he is familiar with YCC services. If not, explain briefly what YCC services are available.

✓ Ask or clarify with the client his/her needs for counseling or assistance. (This information should already be on the client registration form or the client visit card or appointment card. However, ask to confirm.)

- You’ve checked on this form/card that you need… service. Is this correct?

Generally, the client would want to obtain services on one of the following:

- career and educational planning
- job search counseling
- internship, apprenticeship or work-study assistance
- job placement
- skills training
- self-employment counseling and assistance
- job maintenance counseling.

For all of the above services, all clients will have to go through all exercises in this unit and go next to Part 2 for career interests and skills profiling.

Tip
Discuss with the client advantages and disadvantages of each choice of the profiling exercise, for example:

- group exercise – fun, can ask for explanation from the counselor, can share the experience with others; but may have to wait for a scheduled time slot
- individual exercise – flexible, can do it anywhere at any time; but will not have a person to explain or clarify questions if needed
- one-on-one exercise with a counselor – will have a counselor to guide, explain and help in the process; but may need to wait for a counselor to be available.
Step 7: Determine the mode of the client’s career interests and skills profiling

☑ Tell the client that after the interview s/he will need to do a career interests and skills profiling exercise. Explain that the profiling exercise will help the client explore and define his/her career interests and skills in a greater detail. It will help determine the focus and the type of services appropriate for each individual client.

☑ Explain to the client that this profiling exercise altogether takes at least 2.5 hours, and depending on the client’s availability and preference, s/he can choose one of the following 3 ways to do the exercise:

- under a counselor’s supervision with a group of other clients at a scheduled time (recommended)
- alone at the YCC office or at home (recommended only for clients with high literacy, e.g. senior secondary school education or higher)
- one-on-one with a counselor (recommended for clients with low literacy or clients who need special attention – in such an individual profiling session the counselor will ask the questions and write the answers in the worksheets for the client).

☑ Tick a choice of recommended mode of profiling for the client (item 6, Counselor Notes 2.1A). Then make an appropriate arrangement for the client to go on to or return to do the profiling exercise (fill in a Form 1C: Client Appointment Card for the client if s/he needs to come back another day). Alternatively, if it is appropriate for the client to do the profiling exercise on his/her own at home, give him/her a set of Client Worksheets 2.2A, 2.2B, 2.2C and 2.2D (you may need to explain a little on how to complete the worksheets). Make an appointment for the client to return with completed worksheets for another consultation with you or with another needs assessment counselor (to continue Part 3 of this unit).

☑ Close the interview and thank the client for his/her time and active participation. Make sure the client understands clearly what s/he needs to do next.

Finish making notes in Counselor Notes 2.1A.
Session 2.2: Career Interests and Skills Profiling (approx. 2 to 2.5 hours – step 1)

You will need a set of blank Client Worksheets 2.2A, 2.2B, 2.2C and 2.2D for each client.

Before you start an career interests and skills profiling exercise

Be reminded that this profiling exercise may be done either in a group or individually with a client.

Your tasks as the needs assessment counselor are as follows:

- If conducted in a group, your role will be to administer the ‘tests’, specifically:
  - hand out the Client Worksheets to the clients (one worksheet at a time)
  - explain the relevant concepts and definitions as indicated in each worksheet
  - give instructions on how to do each worksheet, answer questions and give clarifications as needed
  - monitor the time and identify clients who may need additional help
  - collect the completed worksheets and check if the clients have done the work properly (and ask them to correct any mistakes as necessary)

- if conducted with a client on an one-on-one basis, guide and coach the client on completing the worksheets. Explain and give assistance as necessary, which may include reading out questions and writing answers in the worksheets for the client.

It is important that you are familiar with the set of the Client Worksheets. It’s a good idea to try doing these worksheets yourself before doing them with clients, so that you understand the process and will be able to explain it better. In addition, be careful about confidentiality especially in a group setting. Respect the clients’ rights to choose to share or not to share their results with others. A clear guideline on confidentiality and disclosure may be established and agreed with clients prior to an individual or group profiling exercise.

Step 1: Guide the client(s) in career interests and skills profiling exercise

☑ Hand out Client Worksheet 2.2A: My Interests to the client(s). Explain the definition of ‘interests’ and why it is important to explore each client’s interests (see the texts on the first page of the worksheet). Make sure the client(s) understand these two concepts.

Direct the client(s) to explore their personal and work interests by doing the exercise as provided in the worksheet. Ask the client(s) if they understand all the choices. Encourage them to ask for clarification if they don’t understand any particular choices. (You may need to explain, elaborate or give examples in your answers to their questions.)

Make sure the client(s) select 5 each of their personal interests and work interests, as indicated at the end of this worksheet.

It should take approximately 40 minutes to complete this worksheet (including the explanation time). However, be flexible and allow the client(s) time to focus and do the exercise as needed. Collect the completed worksheet(s).

☑ Hand out Client Worksheet 2.2B: My Working

Tip

- Stress to the client(s) that they should choose their answers truthfully, since only honest answers are useful. Tell them not to worry about how their answers will reflect on them or think that particular interests, skills or jobs are specifically male or female.

- In a group there may be some clients who finish more quickly than others. Collect completed worksheets from those who are finished first and ask them to wait for the next worksheet.

- Check if the client(s) have done the worksheets correctly. If not, ask them to correct any mistakes.

- After each profiling exercise, the client(s) may bring their own completed worksheets to the next counselor for review and consultation on the profiling results (part 3).

- The original or a copy of the completed worksheets should be kept in each client’s file. Each client has a right to keep a copy of their own worksheets.


**Condition Preferences** to the client(s). Repeat the process as done on the previous worksheet. This worksheet should take about 20 minutes. Collect the completed worksheet(s).

- Hand out **Client Worksheet 2.2C: My Skills** to the client(s). Repeat the process: explain the concept of skills and three types of skills – core work skills, transferable skills and job-related skills; guide the client(s) to do identify each type of skills. This worksheet needs approximately 60 minutes to complete. Collect the completed worksheet(s).

- Hand out the last worksheet, **Client Worksheet 2.2D: My Personality and Values**, and repeat the process. Note that all clients who are unemployed or having employment difficulties should do this worksheet. Other clients needing career or educational counseling also benefit from doing this worksheet, though it is not entirely necessary, if time is limited.

**Session 2.3: Consultation on the Next Step** (approx. 30 minutes – steps 1-5; 5-10 minutes – step 6)

You will need completed **Client Worksheets 2.2A, 2.2B, 2.2C and 2.2D** from each client and a blank **Counselor Notes 2.3A**.

**Step 1: Review and validate profiling results with the client**

- Greet the client and start the consultation with how s/he feels about the profiling exercise.
  
  🌟 --Hi, [name of the client]. It’s good to see you again.
  
  --Did you enjoy working on your interests and skills?
  
  --Do you feel that the exercise was helpful to you in any way?… Tell me, how do you think it was helpful.

- Review and validate the profiling results (the client’s answers in the worksheets) with the client.
  
  🌟 --Let’s have a look at the worksheets you’ve completed.
  
  --Did you have any difficulty answering any of the questions in the worksheets? (If so, how?)
  
  --Are you satisfied with the results of your profiling?
  
  --Do you feel that the questions helped you define your interests and your skills?
  
  --Do you feel that you now understand yourself better and see what you want or what you need more clearly?

Ask different questions to get a sense whether the client is satisfied with the profiling exercise. If the client finds the exercise or some worksheets problematic, probe further to find out what exactly the client thinks is the problem. It is important that the client feels that the profiling exercise is useful and helps him/her to reflect on him/herself and what s/he wants. If necessary, you may need to go through the client’s answers in each worksheet with the client to ensure that the client’s profiling results are valid and usable.

**Step 2: Help the client examine and clarify career interests**

- Refer to the completed **Client Worksheet 2.2A: My Interests**.
Help the client examine, clarify and confirm his/her personal and work interests.

--I see that your top personal interests and work interests are…
--Can you tell me why you have chosen these interests over the other ones?

Encourage the client to discuss why s/he has chosen particular work interests. Perhaps the client is inspired by someone. Do not judge the client’s interests or comment whether they are good or bad, appropriate or inappropriate. Respect the client’s choices.

Check if the client’s work interests are compatible with his/her personal interests. If not, ask the client why s/he has chosen such work interests. Confirm that the client has a genuine and strong interest in the types of occupation or work activities chosen. If you feel that the client may not have given enough thought in choosing his/her work interests, probe a little and suggest other types of work activities that you think are appropriate and appealing to the client.

Refer to the completed Client Worksheet 2.2A: My Working Condition Preferences.

Clarify and confirm the client’s working condition preferences. Check if the preferences are compatible with the types of work interests chosen. If not, discuss the discrepancies between work interests and working condition preferences, and the reality of the client’s preferred work choices and working conditions.

Summarize the client’s clarified personal and work interests and working condition preferences. Ask the client again if s/he confirms these interests and preferences.

Write down clarified personal interests, work interests and working condition preferences in boxes 1-3 in Counselor Notes 2.3A: Client Interests and Skills Profile.

Refer to the completed Client Worksheet 2.2D: My Personality and Values (if available).

Discuss the client’s personality and values (if the client has done Client Worksheet 2.2D). Identify possible connection between certain personality traits and values of the client and his/her employment difficulties.

--On this worksheet, you see yourself as … (cite the 5 selected personality traits the client has ticked). Do you think others who know you would agree with this assessment of yourself? (Encourage the client to discuss this further with friends and family.)
--What do you see in your own personality and values that may help or hinder your chance of getting that job that you like?
--Which characteristics do you wish yourself to have more or less of?

Write down clarified personality and values of the client as discussed in boxes 4-5 in Counselor Notes 2.3A.

Step 3: Help the client assess skills and strengths and barriers to employment

Refer to the completed Client Worksheet 2.2C: My Skills.

Ask the client whether s/he is satisfied with the rating of his/her skill areas.

--You’ve profiled your skills. Are you happy with the results? …(Why? Why not?)
--Do you feel that the tests reflect your real skills? …(Why? Why not?)
Review with the client his/her core work skills, transferable skills and job-related skills. Discuss and clarify the skills and work with the client to identify the strong and weak areas in each type of his/her skills.

- Let’s see … what do you feel are your strongest core skills? … What about the weakest?
- What about your transferable skills? Which are the strongest and the weakest?
- Can you summarize your job-related skills?
- If a potential employer asks you to tell him the best skills and qualities you have, what would you say to that employer?
- What weaknesses in your skills do you think might be obstacles to getting that job that you like?

Discuss about whether the client’s strong skills match with his/her work interests.

- So, these … are your skill strengths. Let’s go back to your work interests. How well do your skills match with your interests?
- Do you think these skills are appropriate for the type of work you want to do? … (Why? Why not?)
- What skills are needed for the type of jobs you want to have?

Help the client analyze his/her work interests and skills set, and encourage the client to consider whether his/her work interests are realistic given existing skills and knowledge.

Help the client clarify and adjust his/her career goal.

- Having completed all these worksheets, have you found out something about yourself that you hadn’t thought of before?
- Did something come up in the exercise that causes you to change your mind about getting that job? (If so, what are they?)
- So, what is your career goal?

Help the client to identify areas of improvement.

- What do you think you need to improve about yourself and your skills to increase your chance of getting that job?

Encourage the client to think more about this after the consultation. Tell the client that s/he will have a chance to further define his/her career choices later on in the counseling.

Reflect on the client’s performance in the consultation thus far and evaluate how ready the client is for pursuing his/her career goal (to look for a job, to start one’s own business, to obtain work skills, to look for a job overseas, etc.). Consider if the client has necessary skills and qualifications to achieve his/her goal. Consider also the client’s life roles (the
client’s life and family situation) and resources that may help or hinder the client’s potential to reach the goal.

Summarize the client’s strengths (key skills) and employment barriers as discussed with the client in boxes 6-7 and your own comments on the far right column in Counselor Notes 2.3A.

Step 4: Work with the client to explore employment and counseling options

Refer to Counselor Notes 2.1A: Client Needs Assessment.

Check what counseling or employment needs was identified during the client’s needs assessment interview (check item 4 in Counselor Notes 2.1A). Ask the client if s/he confirms the needs identified.

Ask the client if s/he has been briefed about YCC services. (The client should have been briefed during the needs assessment interview.) If, for some reason, the client did not have a needs assessment interview or still needs more information on YCC services, explain YCC services to the client.

Discuss available counseling and employment assistance options with the client and help the client choose an appropriate option.

If the client has changed his/her career direction/goal during the profiling, check if the needs identified earlier during the needs assessment interview contradicts with the client’s new goal. If so, point that out to the client and discuss a possible change of counseling or employment option.

Step 5: Work with the client to determine the next step and make an appropriate referral for further services

Depending on the option chosen, explain the process of counseling and assistance to the client. Possible options and corresponding next steps are as follows:

<table>
<thead>
<tr>
<th>Counseling/assistance option</th>
<th>Likely candidates</th>
<th>The next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career and education planning</strong></td>
<td>Students; workers or jobseekers planning to continue education or professional/vocational training</td>
<td>THE MAIN TRACK</td>
</tr>
</tbody>
</table>
| **Job search counseling**             | School leavers; first-time jobseekers; unemployed workers; workers seeking a new job | ➔ Job market orientation
Unit 3 – The World of Work |
| **Skills training**                   | School leavers, jobseekers and unemployed workers requiring skills enhancement; workers requiring skills upgrade | ➔ Career planning
Unit 4 – Career Planning |
| **Job placement**                     | Jobseekers ready for employment                                                   | ➔ Job search counseling
Unit 5 – Getting That Job |
| **Internship, apprenticeship or work-study assistance** | Students; school leavers; jobseekers or vocational trainees requiring on-the-job training | AND/OR
➢ Skills training assistance (referral to YCC services or other training providers) |
|                                      |                                                                                   | ➔ Job placement services                                                      |
| Self-employment | Clients interested to be self-employed – to set up own business or a business cooperative | → Labor market orientation  
Unit 3 – The World of Work  
→ Career planning  
Unit 4 – Career Planning  
→ Self-employment training  
Unit 7 – Self-Employment |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Job maintenance | Newly successful jobseekers or employed workers with employment difficulties or needing guidance on career management | → Job maintenance counseling  
Unit 6 – Keeping the Job |
| Professional/occupational standards testing | Workers or jobseekers interested in professional or occupational skills assessment for job application or promotion; workers seeking jobs overseas | → Referral to appropriate certified standards testing agency |
| Any other services | Clients needing services not provided by YCC | → Referral to appropriate service provider |

Note that YCC services are not mutually exclusive. Clients receiving a type of service may obtain another service at a later time or even concurrently. For example, those receiving skills training can also obtain job search counseling, and vice versa. Or if clients who have tried self-employment counseling but did not find it appropriate for them, can return to job search counseling to look for wage employment, and vice versa. In addition, those seeking internship/apprenticeship or counseling on job maintenance may be advised to obtain counseling in THE MAIN TRACK.

☑ Determine if the client is eligible for certain support programs and services. Investigate if the client has any financial needs or other specific needs for assistance. Pay special attention to gender needs. For example, women may experience additional difficulties in employment because of family resistance or social expectations against women in certain jobs or working at all, especially after marriage, or that “troubled male youth” may face barriers, social pressure, or expectations because they are men. Make recommendations on the type of program or service appropriate for the client, as well as any available assistance.

☞ Note your recommendations on the far right column in Counselor Notes 2.1A.

☑ Refer the client to the next service. If the client needs to come another day, write an appointment card for the client (Form 1C).

**Step 6: Finalize consultation comments and recommendations on the client’s file**

☑ Spend 5-10 minutes to check and make sure that the documentation in the Counselor Notes 2.3A: Client Interests and Skills Profile is complete. Keep the Profile in the client’s physical file.

☑ Enter information in the client’s file in the computer database system as needed.
Counseling Notes 2.1A: Client Needs Assessment

| Client name: ______________________________ | Client no.: ____________________________ |
| Interviewing counselor: ____________________ | Date: ______ / ______ / ______ |
|                                             | (date) (month) (year) |

**SESSION 2.1: Needs assessment interview**

(*Please note & comment on the following as applicable during/at the end of the interview with the client)*

1. Career/job interests and goal: _____________________________________________________

   _____________________________________________________ ___________________________

2. Employment difficulty (if applicable): _____________________________________________

   _____________________________________________________ ___________________________

3. Employability factors:
   3.1) education and training: _____________________________________________________

   _____________________________________________________ ___________________________

   3.2) work history: ____________________________________________________________

   _____________________________________________________ ___________________________

   3.3) job skills: ______________________________________________________________

   _____________________________________________________ ___________________________

   3.4) special skills or achievements: _____________________________________________

   _____________________________________________________ ___________________________

   3.5) life roles and environment: _______________________________________________

   _____________________________________________________ ___________________________

   3.6) personal and work values: _________________________________________________

   _____________________________________________________ ___________________________
3.7) attitude and self-perception: ____________________________________________________________

3.8) maturity: ____________________________________________________________

3.9) job readiness: ____________________________________________________________

3.10) other: _________________________________________________________________

<table>
<thead>
<tr>
<th>4. Counseling or employment needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career or educational planning</td>
</tr>
<tr>
<td>Job search counseling</td>
</tr>
<tr>
<td>Internship/apprenticeship, OJT assistance</td>
</tr>
<tr>
<td>Skills training assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Recommended profiling tests: (check all that applies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career interests and skills (need Client Worksheets 2.2A, 2.2B and 2.2C – recommended for all jobseekers)</td>
</tr>
<tr>
<td>Personality (need Client Worksheet 2.2D – recommended especially for those with employment difficulties)</td>
</tr>
<tr>
<td>Professional/occupational competency (refer to appropriate occupational standards-testing agency)</td>
</tr>
<tr>
<td>Other: __________________________________________________ (refer to appropriate service provider)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Recommended mode of profiling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-administered individual test (recommended only for clients with high literacy, e.g. secondary or higher)</td>
</tr>
<tr>
<td>Counselor-administered group test (recommended for clients with functional literacy)</td>
</tr>
<tr>
<td>Individual test with counselor (recommended for clients with low literacy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Additional comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
</tbody>
</table>
Client Worksheet 2.2A: My Interests

Client name: ___________________________________  Client no.: ______________________

(Time required for this exercise – approx. 40 minutes)

What are interests?

**Interests are things that you like to do, and things that you are curious about and want to learn more about.** These are things that you enjoy doing on your own in your free time, like hobbies, sports, social or community activities, or activities you do in a group or a club – these are your personal interests. Interests can also be things that you like to do in a job – these are your work interests.

Why do you need to look at your interests?

**Because your interests can lead you to jobs. Knowing your interests can help you:**

- **Get the right job.** If you know what you like to do you will know better what jobs to look for. You may think that you already know the kinds of jobs you like, but perhaps there are other kinds of work that you have not thought about, which may go well with your interests.
- **Impress your new boss.** When you apply for a job the employers will ask you about your personal and work interests because your interests can tell them what kind of worker you will be. Hobbies, social activities and past work experience give you skills that are related to the job.
- **Make you own job.** Your interests can also lead to creating your own job. If there are not enough salary jobs around, you may use this time to learn more about your interests that might lead to possible business opportunities that you can make for yourself.

Now, let’s explore your personal interests.

Check in the box ☑ in front of each activity that you like to do. You can check several boxes.

- ☐ Spending time with friends
- ☐ Playing sports
- ☐ Reading and studying
- ☐ Helping people in the community
- ☐ Traveling to different places
- ☐ Working/playing on the computer
- ☐ Drawing, painting, art work
- ☐ Sewing, embroidery, making beautiful things
- ☐ Cooking
- ☐ Growing things
- ☐ Making things with my hands
- ☐ Meeting lots of people
- ☐ Spending time with children
- ☐ Spending time with the elderly
- ☐ Spending time with animals
- ☐ Taking photographs
- ☐ Fixing things around the house
- ☐ Fixing cars and motorbikes
- ☐ Being outdoors with nature
- ☐ Singing, playing music

If you have other interests, please write them down below.

1. ____________________________________________  6. ____________________________________________
2. ____________________________________________  7. ____________________________________________
3. ____________________________________________  8. ____________________________________________
4. ____________________________________________  9. ____________________________________________
5. ____________________________________________  10. ____________________________________________
Next, let’s see what types of work you are interested in.
Check in the box ☑️ in front of each type of work you like. Again, you can check more than one. Don’t worry about whether the work is for men or women. Choose the work that you like.

- Office administration
- Hotels or restaurants
- Retail sales
- Information technology and computers
- Business administration and management
- Bookkeeping, accounting, finance
- Construction or carpentry
- Plumbing
- Crafts (e.g. blacksmith, masonry, handicrafts)
- Agriculture, horticulture, fishery
- Community development
- Food and bakery
- Beauty care
- Child, elderly or animal care
- Electricity and electronics
- Auto mechanics
- Metal engineering and welding
- Driving and transportation
- Telecommunications
- Public works (e.g. road maintenance, water supply)
- Work in oil and gas industry
- Security
- Tourism and hospitality
- Teaching and education
- Healthcare
- Arts and culture
- Running own business
- Setting up a business cooperative with others

If you don’t see the types of work you like above, write your own down below.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________
7. ____________________________________
8. ____________________________________
9. ____________________________________
10. ___________________________________

So, you have identified your personal and work interests. Now, take a careful look at your interests again and consider which ones are more important to you.

Next, choose only 5 each of your personal interests and work interests and copy them down on the list below. Rank your choices by the most important first.

<table>
<thead>
<tr>
<th>My Personal Interests</th>
<th>My Work Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________________</td>
<td>1. ______________________</td>
</tr>
<tr>
<td>2. ______________________</td>
<td>2. ______________________</td>
</tr>
<tr>
<td>3. ______________________</td>
<td>3. ______________________</td>
</tr>
<tr>
<td>4. ______________________</td>
<td>4. ______________________</td>
</tr>
<tr>
<td>5. ______________________</td>
<td>5. ______________________</td>
</tr>
</tbody>
</table>

CONGRATULATIONS! ☺☺☺☺☺ You’ve got your interests well defined.
Once you defined your personal and work interests, you have taken an important step towards setting your career path. But that's just a start. There are still a few more things you need to consider…. Different jobs have different working conditions. And some working conditions may suit your needs or desire better than those in others.

Consider what's important to you in a job. Is it a good salary? A good work place? Being near home? Sitting in an air-conditioned office? Using your talents? Having flexible hours? Or having fixed working hours so that you have regular time off for your family or leisure? These are called working condition preferences.

What are your working condition preferences?
Choose the working conditions you prefer by checking in one box for each pair of options below. You can mix your choices between Option 1 and Option 2s and altogether you will check 10 boxes.

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working indoors □</td>
<td>□ Working outdoors</td>
</tr>
<tr>
<td>Working closely with other people □</td>
<td>□ Working mostly on my own</td>
</tr>
<tr>
<td>Using my education, skills and talents □</td>
<td>□ Opportunities to do new, interesting things</td>
</tr>
<tr>
<td>Working regular, fixed hours □</td>
<td>□ Working flexible hours</td>
</tr>
<tr>
<td>Focusing on one or two things in my job □</td>
<td>□ Having diverse tasks in my job</td>
</tr>
<tr>
<td>Doing few physical activities □</td>
<td>□ Doing a lot of physical activities</td>
</tr>
<tr>
<td>Having regular income □</td>
<td>□ Having the income that I want even if irregular</td>
</tr>
<tr>
<td>Leaving difficult decision-making to others □</td>
<td>□ Leading and being responsible for others</td>
</tr>
<tr>
<td>Staying in one location □</td>
<td>□ Opportunities to move around</td>
</tr>
<tr>
<td>Working near my family □</td>
<td>□ Working in another city or abroad</td>
</tr>
</tbody>
</table>

Now, let’s refine your working condition preferences even further. Choose only 5 that are important to you and put them in order, the most to the least important.

My Working Condition Preferences

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

thumbup: Good job. Well done.
Client Worksheet 2.2C: My Skills

Client name: ____________________________  Client no.: ____________________

(Time required for this exercise – approx. 60 minutes)

 сравнительноины the

What are skills?

Skills are abilities that you have developed or things that you can do and do well.

The following are things you need to remember about skills:

• Everyone has skills. So you surely have some skills too.
• Skills are learned. Some people have special skills, which are also called talents. A talent comes naturally – it’s like the people who have the talent are born with it. But skills are different. You are not born with skills. You learn them in life, in school, in activities, in a training course, or in a job.
• Skills often come from interests. For example, if you like to cook different foods and try new recipes (an interest), you may be good at cooking (a skill). If you enjoy getting together with friends to help people in your community (an interest), you may have good organizing and people’s skills.
• Activities that you do in your daily life may be useful skills. For example: growing things, repairing things, sewing, using a computer, taking care of children, doing family finances, etc.

How many types of skills are there?

There are usually 3 types of skills you need when you consider a career or look for a job.

1. Core work skills. These are skills that employers look for in a job applicant and skills you need even if you want to be self-employed. Many of these skills are characteristic of your personality but most are learned and can be improved, for example:
   • being on time
   • hardworking
   • getting along with others
   • mature
   • managing time well
   • completing tasks
   • learning quickly, etc.

2. Transferable skills. These are skills that are useful in many different jobs, and are the skills that you learn in life as well as in work, for example:
   • speaking and writing clearly
   • making or repairing things
   • using a computer
   • attention to details
   • keeping records
   • budgeting and doing finances, etc.

3. Job-related skills. These are skills that are specific to a particular job. You learn this type of skills through education, vocational or professional training, or on the job. Some of job-related skills may involve getting a license or certification. High-level skills may take many years of schooling, training and working experience to acquire, such as practicing medicine as a doctor or nurse, engineering, doing scientific research, teaching or training, advanced technical skills. Employers look for such skills in their workers. However, there are a number of job-related skills that you can learn in a few months, weeks or even days. These may be skills that you already have. Some job-related skills are:
   • typing 60 words per minute
   • operating a commercial sewing machine
   • using mechanical tools in auto repairs
   • repairing electrical appliances
Now, let’s explore your Core Work Skills.

Read each of the following statements and consider if each statement is true about you.
Circle the number that best describes you. Be honest with yourself and you may also ask others who know you well for their opinion.

<table>
<thead>
<tr>
<th>My Core Work Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take pride in my work.</td>
</tr>
<tr>
<td>I am punctual.</td>
</tr>
<tr>
<td>I am hardworking.</td>
</tr>
<tr>
<td>I am honest.</td>
</tr>
<tr>
<td>I always finish what I started.</td>
</tr>
<tr>
<td>I get things done on time.</td>
</tr>
<tr>
<td>I think of things to do ahead of time.</td>
</tr>
<tr>
<td>I can read well.</td>
</tr>
<tr>
<td>I can write well.</td>
</tr>
<tr>
<td>I can do simple mathematics.</td>
</tr>
<tr>
<td>I carry out instructions well.</td>
</tr>
<tr>
<td>I speak clearly.</td>
</tr>
<tr>
<td>I am mature.</td>
</tr>
<tr>
<td>I get along well with others.</td>
</tr>
<tr>
<td>I respect rules at the workplace.</td>
</tr>
<tr>
<td>I can control my anger.</td>
</tr>
<tr>
<td>I learn new things quickly.</td>
</tr>
<tr>
<td>I am not afraid to try new things.</td>
</tr>
<tr>
<td>I can solve problems.</td>
</tr>
<tr>
<td>I can admit mistake and take responsibility for it.</td>
</tr>
</tbody>
</table>

Add up all the numbers you have circled. You total score is = ______.

😊😊 Total score 50 or higher – Congratulations! You have impressive core work skills but you can still always improve.
😊 Total score 40-49 – You have good core work skills but still need to improve in some areas.
😊😊 Total score 39 or lower – You need to improve a lot of core work skills.
Now, let’s explore your Transferable Skills.
Read each of the following statements and consider if each statement is true about you. Circle the number that best describes you. Be honest with yourself and you may also ask others who know you well for their opinion.

1 = no          2 = sometimes          3 = yes

<table>
<thead>
<tr>
<th>My Transferable Skills</th>
<th>no</th>
<th>sometimes</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I pay attention to what others ask of me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can explain things to others or tell others how I feel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can write letters and small reports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can interview or lead a discussion with a group of people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can speak Tetum, Portuguese, English or Indonesian.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>2) People’s Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am sensitive to others’ feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I like working together with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I encourage and help others when they need help.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I praise others for their good work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I sort out a problem with others in a respectful way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>3) Practical Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can drive a vehicle (motorbike, car, truck, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I know how to use machines and tools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can make things or repair things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can use a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I know how to grow plants or raise animals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>4) Organization &amp; Management Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make plans to get things done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I know how to take inventory and keep records.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can organize and motivate people to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can manage money and budgets.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can make decisions and take responsibility.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>5) Problem Solving Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ask others or seek information if I don’t know something.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>If something is not working, I am curious to find the problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I try to analyze the cause of the problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I look for creative solutions to the problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I can resolve disputes between people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Add up all the numbers you have circled. You total score is = ______.

😊😊 Total score 60 or higher – Congratulations! You have impressive transferable skills but you can still always improve.
😊 Total score 50-59 – You have good transferable skills but still need to improve in some areas.
 dateFormatter

😊 Total score 49 or lower – You need to improve a lot of transferable skills.
Now, let’s explore your Job-related Skills.

You have defined your core and transferable skills. Next, let’s see what kind of job-related skills you have. (Check the first page of this worksheet to review the meaning of job-related skills.) Even if you have not worked at the job you want, you probably have some skills from your education, training volunteer work or other activities.

Please fill in the information in the box below.

<table>
<thead>
<tr>
<th>1. Education &amp; knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) highest level of education ____________________________</td>
</tr>
<tr>
<td>b) 3 best subjects/courses in school ______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Training experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) skills/vocational training courses completed ____________________________</td>
</tr>
<tr>
<td>b) other training courses completed ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Work experience (from paid, family, part-time, internship, volunteer work, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Machinery, equipment, or tools I can use (sewing or embroidery machine, plumbing tools, gardening or farming tools, mechanical tools, cooking tools, hairdressing tools, cash register, camera, computer, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Skills in working with data or doing paperwork (take inventory, classify data, calculate, type, inspect, research, use computer database, write office memos and reports, check accuracy of data, keep records, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Skills in customer service or work supervision (take customer orders in a restaurant, retail sales, work as receptionist, supervise a work crew, run a beauty salon, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Skills in making specific goods, products or services (cloths, fresh food, dried or processed food, bakery, handicrafts, wood work, batik, silkscreen products, photographs, flower arrangements, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Other skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>


Client Worksheet 2.2D: My Personality and Values

Client name: ___________________________________  Client no.: ___________________

(Time required for this exercise – approx. 30 minutes)

Everyone is different. Different people have different personalities and styles. In this exercise, you will explore your own unique personality and style. Personality affects how you behave and relate to others, which in turn affects the way other people think of you and react to you.

Now, let define your personality.

Choose only 5 personality traits (check in the box ☑️) that best represent you. Choose the traits that are really you or traits that others often say about you, not the traits that you wish to have.

☐ easy going  ☐ realistic  ☐ well-organized
☐ straightforward  ☐ accurate  ☐ meticulous
☐ responsible  ☐ patient  ☐ self-confident
☐ dependable  ☐ friendly  ☐ logical
☐ helpful  ☐ sociable  ☐ imaginative
☐ ambitious  ☐ curious  ☐ understanding
☐ efficient  ☐ creative  ☐ idealistic
☐ honest  ☐ energetic  ☐ conscientious
☐ independent  ☐ outgoing  ☐ observant
☐ flexible  ☐ careful  ☐ analytical

Next, let’s check your personal values.

We make decisions about life and work everyday – often without even realizing it. What we do is often influenced by our values – or what we think are important to us. Yet, sometimes we do things that are against their own values. However, if we keep our own values in focus we will be better able to make conscious and informed decisions in our life and work.

Do you know what’s important to you? Let’s find out. Choose one of each pair values below (by checking in the box ☑️ on the left or the right side). Altogether you will check 10 boxes.

<table>
<thead>
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<th>My Personal Values</th>
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<tr>
<td>Money ☐  Freedom ☐</td>
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<td>Security ☐  Independence ☐</td>
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<tr>
<td>Recognition from others ☐  Fulfilling my own goals ☐</td>
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<tr>
<td>Being part of a community ☐  Doing what I enjoy even on my own ☐</td>
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<tr>
<td>Stability ☐  Excitement ☐</td>
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<tr>
<td>Status in society ☐  Helping others ☐</td>
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<tr>
<td>Maintaining order and tradition ☐  Doing new, creative things ☐</td>
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<tr>
<td>Opportunity to work as soon as possible ☐  Achieving highest education possible ☐</td>
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<tr>
<td>Just doing my job ☐  Having decision-making power ☐</td>
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<tr>
<td>A job is what pays the bill ☐  A job is what I love doing ☐</td>
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😊 Well done. You have defined your personality and values.
Counselor Notes 2.3A: Client Interests and Skills Profile

To be filled out by counselor during or after consultation with the client to review the results of client's interests and skills profiling

Client name: ______________________________________ Client no.: __________________
Interviewing counselor: __________________________ Date: ______ / ______ / ______
(date) (month) (year)

SESSION 2.3: Consultation on the next step

Summarize the client’s interests and values (boxes 1-5) as profiled in Client Worksheets 2.2A, 2.2B, 2.2C, and 2.2D, and as consulted. Summarize strengths and barriers (boxes 6-7) and comments and recommendations (box 8).

CLIENT INTERESTS AND SKILLS PROFILE

<table>
<thead>
<tr>
<th>1. Personal Interests</th>
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<th>3. Working Condition Preferences</th>
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<th>6. Strengths (Key Skills)</th>
<th>7. Employment Barriers</th>
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Unit 3
The World of Work

About Unit 3

Content
In this unit clients receive an orientation about the reality of the job market in their country and locality, in particular as it concerns the situation of youth employment. Counselors encourage clients to explore different employment and skills training options (in both waged and self employment) and further education. Clients will also assess their career expectations and consider available job sources and networks.

This unit is delivered either at a YCC center or at school in a workshop format with group activities and discussion. The counselors conducting this unit must be skilled in group facilitation techniques.

The activities in this unit are divided into three sessions: 3.1 A mock job fair, 3.2 The job market reality, and 3.3 Assessing career expectations. The activities in this unit may be conducted continuously on the same or on different days as appropriate. However, Sessions 3.2 and 3.3 should be conducted continuously on the same day.

Objectives
- To understand the current situation of the job market and youth employment
- To explore different options in employment, skills training and educational opportunities
- To identify available employment sources and networks

What to keep in mind
1) Young Timorese are at a disadvantage in the labor market because:
   - they often lack adequate experience and skills
   - a large number of them have limited knowledge and understanding of the labor market and available career options, so as a result,
   - they often have false and unrealistic expectations about Getting That Job.
2) A large number of employers consider the majority of young jobseekers poorly prepared for work, lacking in both general knowledge and specific technical and occupational skills to perform effectively in their jobs. This means that many young jobseekers will need to consider additional education and skills development before they become ready for employment.

What to do
Session 3.1: A mock job fair
Step 1: Introduce and explain the purpose of a job fair
Step 2: Conduct a mock job fair

Step 3: Guide individual analysis of job/training choices
Step 4: Discuss job/training choices

Session 3.2: The job market reality
Step 1: Give an overview of the current labor market situation in general and for youth in the country and the respective locality of clients
Step 2: Discuss challenges of youth employment
Step 3: Discuss education and skills training opportunities for youth
Step 4: Introduce some success stories and discuss the key to individual successes

Session 3.3: Assessing career expectations
Step 1: Help clients reevaluate their favorite job/training choices and assess their career expectations
Step 2: Summarize lessons learned

Time it takes
90 minutes for Session 3.1 (steps 1-4)
90-120 minutes for Session 3.2 (steps 1-4)
30 minutes for Session 3.3 (steps 1-2)

Counseling tools
- For Session 3.1: A mock job fair
  • Tool 3.1A: Job and Skills Training Cards
- For Session 3.2: The job market reality
  • Client Worksheet 3.2A: My Favorite Job/Training Choices
  • Handout 3.2B: Labor Market and Youth Employment Situation in Timor-Leste
  • Handout 3.2C: Some Success Stories
  • Handout 3.2D: Skills Training Opportunities in Timor-Leste
  • Handout 3.2E: Impacts of Disabilities and Recommended Accommodations
- For Session 3.3: Assessing career expectations
  • Client Worksheet 3.3A: My Job Profile

How to Conduct an Orientation on The World of Work

Session 3.1: A Mock Job Fair (approx. 90 minutes – steps 1-4)

How to prepare for a mock job fair
Each mock job fair needs preparation. Most importantly, you will need a lot of job vacancies and information about different types of job training. Following are a few suggestions for the preparation:

1) Collect 15-20 actual job vacancies or more from employers, employment offices, media advertisements, etc. Include different jobs that exist in clients’ locality and neighboring districts, and some jobs abroad.
2) Collect information on education, training, internship, apprenticeship and on-the-job training opportunities from all available sources. Include a variety of short-term and long-term courses and different skills for both men and women and for wage employment as well as self-employment.
3) If there are not enough actual job vacancies or the job vacancy notices are not in an easy-to-read format, make as many job cards as necessary (use Tool 3.1A: Job and Skills Training Cards). Do the same for
How to set up a mock job fair

Before starting the session, set up a venue for a mock job fair as follows:

1) Choose a spacious, empty room or an open space large enough to accommodate all clients.
3) Place 7 tables around the room leaving enough space between them to walk around. Tag the front of each table with one of the 7 posters prepared.
4) Place actual job vacancies and prepared job/skills training cards on each table, corresponding to their sources (for example, actual job vacancies/cards from businesses on the “Employers & Businesses” table, the skills training cards from churches and NGOs on the “Church, NGO & Community Training Centers”). Put selected vacancies and cards from various sources on the “Family & Friends” table. Several job cards on different tables can be the same.
5) If possible, assign one staff to each table, or 2-3 people (not clients), to stand by the tables, to answer questions and to facilitate the process during the job fair.

Step 1: Introduce and explain the purpose of a job fair

Spend no more than 20 minutes on this step.

Gather all clients in a room close to the mock job fair venue. Explain the main objectives of the session and tell them that they will participate in a mock job fair.

---Hi, everyone. I am ... Today you will learn about the reality of the job market, choices of jobs and education and training opportunities available, and where and how you can find the jobs.
---First of all, you will have a chance to practice looking for a job in a mock job fair. Does anyone know what a job fair is? (Encourage clients to discuss what a job fair is and what it is for.)

Explain the job fair concept.

---A job fair is an event organized for a number of employers to introduce their business and to recruit new employees, and for jobseekers to obtain information about job vacancies and employers in one place. Typically a job fair also has other job-related information and services available.

Ask the clients how they normally look for a job. Briefly brainstorm on job sources.

---How do you look for a job? How do you get information about job vacancies? ... What or who are your job sources? (Write down all answers on the board.)
Ask how the clients who are thinking about self-employment to raise their hands. Ask them if they know how they can go about creating a job for themselves. (List their answers on the board.)

- What about other job sources? … Do you know any other ways a jobseeker can find information about job vacancies or get job leads? Or information about job training?

- Tell the clients briefly about the mock job fair organized for them today.

  - Just like in a real job fair, a job fair organized for you today will have many choices of job vacancies and skills training opportunities for you to consider and choose from. Several job sources you have mentioned will have job vacancies on offer. These job vacancies are real (if this is really the case) and the skills training courses are also actually available. For those who are interested in creating a job for yourselves, you should consider many skills training courses that may lead to self-employment.

- Tell them what to do.

  - From here we will walk together to the job fair organized for you here at the center (if the venue is in another location).
  - You will spend about 20 minutes to walk around the job fair and choose 3 job vacancies or skills training courses you like most, not because they are popular or because other people think you should do. All of you have done an exercise on personal and job interests and skills before coming here. So, keep in mind also whether you have necessary skills for the jobs that you like, or enough interests to take the skills training courses that may look good.
  - You can choose only 3 job vacancies, or only 3 skills training courses, or you can combine the jobs and the training courses in your 3 choices.
  - There will be job vacancy and skills training advertisements, notices and cards that you can pick up from many tables. Consider and compare the choices carefully. Pick the ones that you think are best for you. If you have questions, you can ask me or other staff at the job fair.
  - Once you have made your choices, bring the 3 cards back with you. Remember you have 20 minutes.

### Step 2: Conduct a mock job fair

- Spend no more than 20 minutes on this step.

- Lead the client to the mock job fair venue and tell them to start. Answer questions that the clients might have. Look for any clients that might be confused by the process and guide them through.
Watch the time. Announce to the clients when there are 10 minutes and 5 minutes left. Ensure everyone got their 3 choices. Take them back to the training room (or tell them to go back to their seats if the job fair is organized in a large training room).

**Step 3: Guide individual analysis of job/training choices**

Spend 30-40 minutes on this step.

You will need for each client a blank *Client Worksheet 3.2A: My Favorite Job/Training Choices*.

Confirm with the clients that they all have 3 job/skills training choices. Ask them about their choices. (Keep the discussion within 10 minutes.)

---Is everyone back? Do all of you have your 3 choices?... Good.
--Were you all able to find the jobs or training courses that you like?
--What were the job sources of your choices?
--What were your main criteria in choosing the jobs/skills? (Salary? Location? Your skills? Your interest? Duration or costs of the training courses?)
--Do you think some of the jobs or skills training courses you found in the job fair are for men or women only? If so, what are the men-only jobs and women-only jobs?
--Did you choose or not choose a job or skills training course because it is for men or for women?
--Do you think you will be able to get the jobs or get into the training courses you have chosen? (Why? Why not?)

Address gender equality issues. This is important especially if any of the clients mentioned or seem to think that certain jobs or skills are suitable for men or women only. Probe the clients’ views on gender as related to employment. Make sure to get the following message across to the clients:

- They should not limit themselves to certain jobs because of their gender.
- In most societies there is a trend to divide jobs into “men’s jobs” and “women’s jobs.” This is not good for either men or women because it reduces the number of jobs that men and women can choose from. It is also often disadvantageous for women because women tend to have fewer choices of jobs than men and jobs that are considered women’s usually offer lower pay and have lower status.
- What are men’s jobs and women’s jobs can be different in different societies. For example, retail trading or service jobs in hotels and restaurants are women’s jobs in East Asia but are men’s jobs in South Asia. Construction is usually thought of as a men’s job in many societies, but in many countries women also work in construction.
- With new technologies, physical strength is becoming less and less important. For example, both women and men can work in computers, electronics and information technology. In many jobs often thought of men’s jobs such as driving and mechanics, there is no good reason why women cannot do as well. Similarly, there is no good reason either why men can’t be good receptionists, salespersons, hairdressers and cooks.
- Gender stereotypes may be widespread but this doesn’t mean they are true. They are often unfair. Many countries have laws that forbid job advertisements to mention preferences for sex, age and race or ethnicity.
- Young men and women who choose to have a career in a field dominated by the other sex are courageous and deserve to be respected as pioneers in society. Like any pioneers, they will face more challenges than others but they will be proud of their
choice and the reward. Importantly, pioneers are role models for their peers and the younger generations.

☑ Distribute to each client a blank Client Worksheet 3.2A. Explain how to analyze their 3 favorite choices.

🔗—I’m giving each of you a blank sheet of paper. Does everyone have a pencil or a pen? … Good. (If not, distribute a pen or pencil to clients who don’t have one.)

🔗—On the paper there are 3 columns. Write down the 3 job vacancies or training courses you have chosen in the first column. In each of the 3 boxes, put down the title of job position and the employer name, or the title of training course and the training institution—and any other important information.

🔗—In the second column, write down the good points you can think of for each job or training course. For example, the job may pay well, the workplace is close to home, or you have experience for that job and this increases your chance of getting that job. For a training course, good points may be that you really like this skill, it may be free, close to where you live, and takes a short time. Of course, there may be other good points.

🔗—In the third column, write down the bad points you can think of for each choice. Bad points of a job may be that you don’t have enough qualifications or experience, the workplace is too far, or the pay is too low. For a training course, you may like to learn the skill but it costs too much money, or that the duration of training is too long or too short, or the time or place of training is not convenient for you.

While explaining, show an example on the board for everyone to see. Tell the clients to complete the worksheet within 10 minutes (extend the time to 15 minutes if necessary).

Step 4: Discuss job/training choices

☑ Ask the clients how the exercise went. Ask for 2-3 volunteers to share their job/training choices with the group: discuss the good and bad points for each choice. Make sure to have both male and female volunteers. If there are clients with disabilities, make sure to get one volunteer from the group. Encourage comments from the group on the volunteers’ analyses.

☑ Round up this part of the discussion by emphasizing the following points:

- Different people have different criteria for choosing a job. Although most people want a job with a good pay, each individual person may have personal preferences that are specific to each person’s circumstance and characteristics. For example, some may prefer a job with regular hours and regular income, but others like a job with flexible hours. Some people like to work close to home, while others are more adventurous and want to work away from home. Some people don’t want a job that is too difficult or stressful, while others want a job that may be demanding but has a potential for personal advancement. Then, there are people who don’t like to work for other people. These are people who prefer to create a job for themselves. This kind of people are usually or need to be creative and very motivated because self-employment can mean irregular income. But if the business is good, they can earn a lot of money and have a control over their own lives and their own time.
In choosing a job or a career path each individual needs to assess his or her own qualifications objectively and evaluate whether one is qualified for a job and whether one likes it enough to enjoy doing it.

Most jobs can be done by both men and women and jobseekers should not let gender stereotypes stop them for choosing a job they want to do.

If a jobseeker finds out that at present s/he is not qualified for the jobs that s/he really likes, s/he can improve knowledge and skills to meet the requirements for some of the jobs in the future. And this may involve further education or training.

You may need Handout 3.2E: Impacts of Disabilities and Recommended Accommodations as your reference. If you plan to hold a separate discussion with a group of clients with disabilities, make a copy for each client.

If there are clients with disabilities, integrate the following points in the conclusion:

- Many people, including some employers, think that someone with disabilities will have many difficulties at work. This is not true at all. Research done in many countries show that most people with disabilities don’t even need accommodation to do a job effectively, and if accommodation at work is needed it is often quite easy to do and the costs are not expensive.

- Some of you are jobseekers with disabilities and you may be understandably worried about the impact of disability on Getting That Job. However, having a disability doesn’t necessarily disqualify a person to work. Depending on the type of disability, job opportunities are available although some employers may need some convincing. In other countries, employers are known to even look for people with disabilities because they are good workers and highly motivated.

- What disabled jobseekers need to do is to have a realistic assessment of your type of disability on the job options you want and decide to look for jobs that are compatible with your disability. When the potential impact on the job is well understood, you will be more confident about what you can do and can reassure potential employers accordingly.

- When employers understand what people with disabilities can do, they are more willing to make accommodations for disable workers. Often times, this has to do with adapting a work space to make it more accessible for a disabled worker with little cost, such as moving the work space to the first floor for a worker on a wheelchair or use sign language or writing notes to communicate with a worker with hearing impairment. Workers with disabilities and their employers can discuss frankly, be reasonable and work out a necessary accommodation.

---

Use Handout 3.2E as a guide in discussion on possible accommodations for different types of disability with clients and with potential employers. These are some examples of accommodations applied in other countries. Emphasize to the clients that they have rights and ability to contribute to society. (This issue may need to be addressed at the policy level with regards to employment and fair treatment of people with disabilities in general. Awareness raising on rights and fair treatment of may be needed in the larger society, the community, as well as people with disabilities themselves.)

Session 3.2: The Job Market Reality (approx. 90-120 minutes – steps 1-4)

How to prepare for the job market reality session

Prior to conducting this unit, it is important that you familiarize yourself with the current situation of the job market. Specifically, you need up-to-date information on the following:

1) Labor market information at the national level and in the clients’ locality, in particular:
   - employment and unemployment rates overall and specific to youth
   - pay and income levels among young workers, compared to older workers
   - overall and youth employment trends, such as labor demand changes in different sectors, growing employment sectors and declining employment sectors
   - equality in employment situations or trends affecting women and men, jobseekers with disabilities and workers in minority groups
   - information on self-employment, business start-up and access to credits
   - changes in labor and business laws and regulations

2) Education and skills training opportunities information as appropriate for the clients, including:
   - opportunities in the formal education system (fields of studies, tuition fees, scholarships, internships, work-study programs, etc.)
   - opportunities in adult non-formal education and equivalency programs
   - opportunities in vocational/technical education (institutions, fields of vocational/technical skills, costs, scholarships, special internship or training programs, collaboration with employers, etc.)
   - opportunities in skills training for people with limited education and money (training centers, types of training courses offered, financial assistance programs available, access to credits, etc.)

3) Special employment creation programs supported by the government, employers and other agencies.

Handouts 3D, 3E and 3F are provided as reference as well as for distribution to clients. The information in these handouts should be updated as necessary.

It is also highly recommended that you make a plan in advance to invite 2-4 (male and female) guest speakers to talk about their experiences and success stories (in step 7). These guest speakers should ideally include people who are now in wage employment as well as who are self-employed. They should have inspiring personal stories of overcoming difficult challenges by taking a proactive approach to employment. Make sure to invite both women and men who used to face similar challenges as the clients. They may be former YCC clients who have gone on to be successful employees in the private sector, government, NGO and community services, or as successful farmers and entrepreneurs.

Step 1: Give an overview of the current labor market situation in general and for youth in the country and the respective locality of clients

Spend no more than 20 minutes on this step.

You will need for each client a copy of Handout 3.2B: Labor Market and Youth Employment Situation in Timor-Leste.

Start a discussion on the current labor market in Timor-Leste by asking some simple questions about Timorese population, the size of the labor force, the types of jobs people have and the level of income, etc. (Use points 1-4 in Handout 3.2B as a guide—update the information as relevant. Avoid lecturing and use some visual aids such as graphs and
questions to engage clients in the discussion. If the group of clients can read well, distribute to each a copy of the handout.)

✓ Discuss also the specific employment situation in the locality in which clients live and expect to find a job.

**Step 2: Discuss challenges of youth employment**

Spend no more than 20 minutes on this step.

✓ Open a discussion on the situation of youth employment by asking questions to stimulate clients to share their views and experiences, and what they think are the challenges and opportunities in finding a job, for example:

- --So, employment situation in Timor-Leste and in ... is not so good. How does this affect young people like yourselves?
- --What has been your experience looking for work?
- --What kind of challenges do you face?
- --Do you think you will find a job that you want? (Why? Why not?)
- --Do you think you have enough education and skills for the job you want?
- --In what jobs do you think young people are working right now?
- --What kinds of job are difficult to get?
- --What kinds of work offer more opportunities to young people?

✓ Give a summary of the current situation of youth employment. Address the mismatched expectations of youth and the job market reality and the fact that a very small percentage of youth are in waged jobs (see points 5-6 in Handout 3.2B—update the information as relevant).

Discuss also the realistic level of earnings among young workers in different occupations.

✓ Discuss the trends of the job market, emphasizing the following points (see points 7-9 in Handout 3.2B—update the information as relevant):

- More young jobseekers enter the job market every year, so competition will continue.
- Most young jobseekers are considered not well prepared for work by the majority of employers. Therefore, they need more education and skills.
- Jobseekers need to obtain education and skills that are in demand and are required for the kind of employment they wish to have. This may mean staying in school longer for some, or taking skills training courses for others.
- They need to take a broad view and consider different employment options beyond salaried jobs because formal waged jobs are few.
- Self-employment may be a good employment option for many young people, considering the formal job market is still too small. Starting a business can be done individually or in a group.

**Step 3: Discuss education and skills training opportunities for youth**

Spend no more than 20 minutes on this step.

✓ You will need for each client a copy of Handout 3.2C: Education and Skills Training Opportunities in Timor-Leste.
Discuss education and skills training opportunities as summarized in Handout 3.2C—update the information as relevant. Distribute a copy of the handout to each client. Emphasize the types of education or vocational/technical training as appropriate for the clients. Encourage clients to share their knowledge and opinions on the benefits as well as the challenges of education and training related to their job prospects.

**Step 4: Introduce some success stories and discuss the key to individual successes**

- Spend about 30 minutes on this step if there are no guest speakers, 60 minutes or longer as appropriate if there are guest speakers.
- You will need for each client a copy of Handout 3.2D: Some Success Stories.

Invite the guest speakers to talk about their past experience looking for a job or setting up an individual or group business (see tip in box on right). You may organize the talk in the panel discussion format if the group of clients is large, or a casual talk in a small circle or semi-circle if the group is small.

Decide in advance how much time you want to spend for this talk (about 1 hour recommended) and calculate the time allocated for each guest speaker (ideally no more than 10-15 minutes for each person to present). Make sure to leave enough time for questions and answer (at least 10 or 15 minutes) and time to round up (5-10 minutes).

If it is not possible to have guest speakers, prepare 3-4 real-life case studies (see examples in Handout 3.2D—develop new cases as appropriate for the group of clients). Spend about 20 minutes on the case studies. You may present the cases or ask the clients to present the cases to the group. If you allow more than half an hour for this activity, consider other creative presentation techniques such as role play or group presentation.

After the guest speaker presentation (including subsequent questions and answers session) or the case study presentation, ask the group to identify the key to each individual success and the common factors in the success stories. For example, you may ask:

- So, you have heard good examples of success stories. Can you tell me what are the key things or the decisions that each person made along the way that helped each of them to become successful?
- What are similar things that these successful people have decided to do that you think helped them to succeed?
- What kind of help or resources did they use? Give me some example.
- Do you think you can do the same as they have done? (Why? Why not?)

Briefly summarize the key points and thank the speakers (if applicable). (Invite the guest speakers to leave at this time but keep the clients in the room for the next session.)
Session 3.3: Assessing Career Expectations (approx. 30 minutes – steps 1-2)

You will need for each client a blank copy of Client Worksheet 3.3A: My Job Profile.

Step 1: Help clients reevaluate their favorite job/training choices and assess their career expectations

☐ Ask the clients to look at their completed Client Worksheet 3.2A and review their favorite job or training choices from the job fair. Ask them if they still want to keep the same choices or want to change their minds after having learned more about the job market reality. Ask people who want to keep the choices to raise their hands and then people to want to change their choices to raise theirs.

☐ Ask for 2 volunteers from among those who want to change the choices to share with the group. Ask each volunteer to talk about what choices they have made, what new choices they will make and what are the reasons for the change.

Ask the group what they think of the volunteers’ choices. After a few comments, ask the group to identify important criteria in choosing a job or a training course. The main criteria should include:

In choosing a job
- They have the necessary knowledge and skills for the job.
- They have interest or inspiration for the job.
- The job offers acceptable income or provides good benefits.
- The job has a prospect for future personal or career growth.

In choosing a skills training course
- They have strong interest to learn the skills.
- The skills are in demand in the job market.
- The skills are necessary or very important in future career.
- The training institution provides high quality training, has good internships or on-the-job training programs with potential employers and has a good record of graduates finding employment.
- There are financial assistances to cover part or all of the costs of training.

☐ Distribute a blank copy of Client Worksheet 3.3A to each client. Tell the clients that the worksheet is their homework before returning to the next counseling session on career planning.

---So far you have learned a lot…. You have learned about yourselves—about your own interests, your skills, what interests you and what you can do…. You also learned today about the reality of the job market—the real situation of employment, the kinds of job, education and skills training are available, and what you need to do to be successful like the people who have come before you.

---When you go home today I want you to think about what you want to do next. Do you want to find a job or have a business? Or do you need to obtain the necessary job skills so that you have a better chance to get the job you want later and increase your chance of success in the future?
Step 2: Summarize lessons learned

☑ Ask the clients what they have learned so far. Encourage inputs from the clients. Conclude the session with the following key messages:

- Even in a small economy, there are a lot of job opportunities.
- Explore different job options, including ones that require you to get more education and training.
- Take advantage of many job sources available, and find out as much information as possible from them about the jobs you like so that you can make informed decisions.
- Look beyond the traditional “men’s jobs” or “women’s jobs” and don’t let stereotypes about what men and women should or should not do stop you from Getting That Job that you want.
- People with disabilities can be good workers and contribute to society. They need to be given a chance to do so.
- Know your own strengths and know what you like and what jobs you are able to do.
- Set your own career goal. That is, aim for a job that you like and you can do. A good job is the job that is right for you—not a job that is popular or other people say you should do.
- You may need to get more education and skills for the job you want. An investment in education and training is often necessary (though not sufficient) to get a good job.
- Set your own criteria for choosing a job or skills training course.
- You need to have a plan to find the job you want.

Thank the clients for their attention and participation in today’s session. Tell them to come back for the next session, in which they will learn about making a career plan and decide on steps towards their employment goal. (Make sure that a counseling appointment is set for each individual client. Use Form 1C: Client Appointment Card.)

Note to Counselor

Ask the clients to review their interests and skills profile done in Unit 2 Needs Assessment & Profiling. They should read through the worksheets they completed (listed below). Reviewing their interests and skills will help in completing their job profile.

Remind the clients to bring the relevant worksheets and other documents relating to their qualifications (such as school and training certificates, résumé, etc.) to the next session on career planning.

- Client Worksheet 2.2A: My Interests
- Client Worksheet 2.2B: My Working Condition Preferences
- Client Worksheet 2.2C: My Skills
- Client Worksheet 2.2D: My Personality and Values (if applicable)
- Client Worksheet 3.3A: My Job Profile
Counseling Tools

Tool 3.1A: Job and Skills Training Cards

Make job and skills training cards by filling in relevant information in the following blank cards and cut on the dotted lines. Make photocopies as necessary.

**Job Cards**

<table>
<thead>
<tr>
<th>Job: Office Assistant</th>
<th>Job: Mechanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer:</td>
<td>Employer:</td>
</tr>
<tr>
<td>Qualifications: Senior secondary school, Computer skills</td>
<td>Qualifications: Motorcycle repair skills</td>
</tr>
<tr>
<td>Salary:</td>
<td>Salary:</td>
</tr>
<tr>
<td>Place of job:</td>
<td>Place of job:</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Working hours:</td>
</tr>
<tr>
<td>Holidays: National holidays</td>
<td>Holidays:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job: Bellboy</th>
<th>Job: Hotel Maid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer: Primary school</td>
<td>Employer: Primary school</td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Qualifications:</td>
</tr>
<tr>
<td>Salary:</td>
<td>Salary:</td>
</tr>
<tr>
<td>Place of job:</td>
<td>Place of job:</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Working hours:</td>
</tr>
<tr>
<td>Holidays:</td>
<td>Holidays:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job:</th>
<th>Job:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer:</td>
<td>Employer:</td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Qualifications:</td>
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<tr>
<td>Salary:</td>
<td>Salary:</td>
</tr>
<tr>
<td>Place of job:</td>
<td>Place of job:</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Working hours:</td>
</tr>
<tr>
<td>Holidays:</td>
<td>Holidays:</td>
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<tr>
<td>Job:</td>
<td>Job:</td>
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<td>------</td>
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<tr>
<td>Employer:</td>
<td>Employer:</td>
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<tr>
<td>Qualifications:</td>
<td>Qualifications:</td>
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<tr>
<td>Salary:</td>
<td>Salary:</td>
</tr>
<tr>
<td>Place of job:</td>
<td>Place of job:</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Working hours:</td>
</tr>
<tr>
<td>Holidays:</td>
<td>Holidays:</td>
</tr>
</tbody>
</table>

**Possible jobs:**

- School Teacher
- Computer Technician
- Nurse
- Nurse/Medical Assistant
- Mechanic
- Electrician
- Plumber
- Community Organizer
- Youth Organizer
- Office Assistant
- Secretary
- Receptionist
- Security Guard
- Driver
- Truck Driver
- Interpreter
- Tour Guide
- Hair Stylist
- Assistant Hairdresser
- Seamstress
- Carpenter
- Electrical Engineer
- Telecommunications Engineer
- Foreman
- Store Clerk
- Store Supervisor
- Cashier
- Shop Assistant
- Bookkeeper
- Direct Salesperson
- Gardener
- Housekeeper/Maid
- Nanny
- Elderly Caretaker
- Cook
- Assistant Cook
- Waiter/Waitress
- Bartender
- Hotel Maid
- Bellboy
- Bus Fare Collector
- Factory Worker
- Construction Worker
- Public Works Worker
- Fisherman
- Accountant
- Sale agent
- Travel advisor
- Flight attendant
- Pilot
- Sailor
- Kindergarten teacher
- Professor
- Doctor
- Paramedic
- Police officer
- Lawyer
- Paralegal
- TV producer
- Radio announcer
### Skills Training Cards:

<table>
<thead>
<tr>
<th>Training course</th>
<th>Training center</th>
<th>Requirements</th>
<th>Duration</th>
<th>Place of training</th>
<th>Training hours</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer skills</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office administration</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical installation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blacksmith</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bakery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism &amp; Hospitality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Possible skills training courses:

- Accounting/Bookkeeping
- Agriculture
- Animal care
- Bakery
- Beauty care
- Blacksmith
- Business management
- Carpentry
- Community development
- Computer programming
- Computer repairs
- Computer skills
- Cooking
- Construction
- Cotton and mulberry cultivation and production
- Culture and arts
- Driving course
- Electrical engineering
- Construction engineering
- Metal engineering
- Telecommunications engineering
- Electrical repairs
- Fishery
- Food processing
- Furniture making
- Hand sewing and embroidery
- Handicrafts
- Horticulture
- Hotels and restaurants
- Industrial sewing
- IT & computers
- Languages (English, Portuguese)
- Livelihoods
- Masonry
- Medics training
- Mechanics
- Nursing
- Office administration
- Plumbing
- Teacher’s training
- Tourism and hospitality
Client Worksheet 3.2A: My Favorite Job/Training Choices

Client name: ______________________________ Client no.: __________________

Stage 1 – Choose 3 job vacancies or training courses you like most. Write down the job position and name of employer, or the training course and the training institution in the first column.

Stage 2 – For each job/training choice, write at least 3 good points in the second column and at least 3 bad points in the third column.

<table>
<thead>
<tr>
<th>Job/Training Choice</th>
<th>Good Points</th>
<th>Bad Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1)</td>
<td>1)</td>
</tr>
<tr>
<td></td>
<td>2)</td>
<td>2)</td>
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<tr>
<td></td>
<td>3)</td>
<td>3)</td>
</tr>
<tr>
<td>2.</td>
<td>1)</td>
<td>1)</td>
</tr>
<tr>
<td></td>
<td>2)</td>
<td>2)</td>
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<tr>
<td></td>
<td>3)</td>
<td>3)</td>
</tr>
<tr>
<td>3.</td>
<td>1)</td>
<td>1)</td>
</tr>
<tr>
<td></td>
<td>2)</td>
<td>2)</td>
</tr>
<tr>
<td></td>
<td>3)</td>
<td>3)</td>
</tr>
</tbody>
</table>
Handout 3.2B: Labor Market and Youth Employment Situation in Timor-Leste

1. What is Timorese population?
Timor-Leste is a young country, not only as a newly independent nation but also as a nation with a very young population. Of about one million Timorese, nearly half (450,000) are younger than 16 years old. Half a million are aged between 16-65, considered a “working age.” Youth aged between 15 and 29 years old make up over a quarter (25%) of the population.

2. How many Timorese are working?
As shown in the graph below only 300,000 of Timorese in the working age are in the labor force according to the 2004 census. That means 6 in 10 people who can be working are actually working. And of those who are working 6 in 10 are men and 4 are women.

3. Where and what kinds of work do Timorese do?
Most Timorese are working in the fields and in the sea—230,000 (or 77%) work in subsistence agriculture and fishing. A very small number—10,000 (or 3%)—are working in factories, companies and businesses in the private sector. Only 27,000 (or just 9%) work for the government, the United Nations and non-governmental organizations (NGOs). The rest, 33,000 (or 11%) are self-employed, engaging in small or petty trades including kiosks and street vendors.

4. What is the general situation of employment in Timor-Leste?
Of all Timorese in working age, 60% are doing some kind of work and 40% (or about 200,000 people) are counted as “not working.” But in fact, many, especially women, may be working or helping family at home. Some older people may have retired before the age of 65. Others may not be able to work because of disability. Many may have just given up looking for work.

Finding a job is more difficult in the urban areas. Of people who are looking for work in the cities, 20% (1 in 5) can’t find a job. In the rural areas less than 5% are without a job. Besides low employment in the cities, one main problem in Timor-Leste is that even with work Timorese people have low income and low wages. Six in ten Timorese still live on less than US$2 a day, and of those who are working just 13% are paid regular salary.
What is the situation of employment for Timorese youth?
Timorese economy is still underdeveloped, so there are few salaried jobs available. In an economy like this, young people are often disadvantaged because there is more competition and employers also prefer more experienced older workers. Many young people move to big cities to look for jobs but that’s where there is the most competition. So, it is not surprising that unemployment is high among youth (aged 15-29). In the cities 4 in 10 young people looking for a job can't find one. The situation is the worst in Dili where 6 in 10 youth are jobless, whereas in the rural areas only 2 in 10 youth are. One big problem is that youth looking for good salaried jobs don’t have the right education and skills for the jobs they want. It is also harder for young women than young men to find a job in the cities.

Are my expectations compatible with the reality of the job market?
According to a youth employment survey conducted in early 2007, young Timorese are very optimistic about the labor market. Most want a good-paying salaried job with the government, the UN, an NGO or the private sector and many believe that can get it. Only 15% want to work in agriculture. Sadly, these expectations are almost opposite to the job market reality. Everyone understandably wants a good-paying job, but there are not enough salaried jobs for everyone. Statistics show that most youth (77%) are working in agriculture and only a small percentage have salaried jobs, for example: wholesale and retail trading services (3.8%), UN/diplomatic agencies (3.68%), private households (3.59%), and transport and warehousing (1.43%). In the following areas, public administration, manufacturing, construction, education, financial, communication, real estate, and health and social services, youth employment rates are just 0.5% or less.

What are employment trends in Timor-Leste?
As the Timorese economy grows there will be businesses and hence more jobs created in the private as well as in the public sector. But more and more young workers are also entering the work force—an estimated 15-20,000 young workers will enter the labor market every year. The world economy is going through a difficult time, so the economy is expected to grow slowly. This means that Getting That Job will continue to be a tight competition.

Is there any good news for young people looking for work?
Yes, there is some good news. The government is well aware of employment problems, especially among young people. The government has a specific plan to stimulate employment for youth. During the next several years, with the support of international agencies the government will:
- start many public works programs to create jobs (infrastructure programs like building roads, irrigation systems, re-forestation, urban sanitation, school and health centers)
- increase access to higher quality vocational training in many areas to improve job skills of youth
- work with employers to create internships, apprenticeship and on-the-job training opportunities
- support youth to work more effectively in agriculture with modern agricultural techniques in areas such as irrigation engineering, agricultural economics and animal husbandry, to develop more value-added products such as growing more cash crops, food processing, etc.
- support youth to develop micro and small enterprises by giving business training, increasing access to credit and making business regulations more youth-friendly
- identify emerging economic sectors in which to promote youth employment such as tourism, media, information technology (IT), education, health and other service industries
- aim to promote equal opportunities for men and women and people of all backgrounds.
- provide overseas employment opportunities through GOTL-Korea partnership.

What should I do to increase my chance of having a job?
- Get the right education and skills for the jobs available in the job market. In the survey as much as 80% of employers said that young job applicants lack general knowledge and over 60% said they lack technical and professional skills necessary for the job. This means that most young jobseekers need the education and learn the skills that are or have a potential to be in demand.
- Consider different options such as modern agriculture and setting up individual or group business. Also consider new and growing sectors such as tourism, IT, education and community services.

Source: Unless otherwise noted, the information in this handout comes from International Labour Organization (ILO) and Secretary of State for Vocational Training and Employment (SEFOPE), Youth Employment Study – Timor-Leste 2007.
Handout 3.2C: Education and Skills Training Opportunities in Timor-Leste*

1. What is the formal education system in Timor-Leste?
Timorese education system is organized in the following order:
• 6 years of primary school
• 3 years of pre-secondary school
• 3 years of secondary
• 3-4 years for tertiary education (college and university level).

Tertiary education is provided by the Universidade Nacional de Timor Loro Sa’e (UNTL) and a number of private institutions, including Universidade Dili, UNPAZ, the Catholic Institute for Primary School Teachers, the Institute for Business, Dili Institute of Technology, and the Coffee Academy, Profissional de Canossa.

2. What is the situation of educational attainment in Timor-Leste?
Due to our historical political struggle until recently, many citizens have missed the chance in education. The educational attainment of most Timorese is only 4 years of primary school. More than half of adults (aged 15 or older) never got a chance to go to school at all. Literacy is very low among older Timorese. Older women have had fewer educational opportunities than men.
• Among adults aged 35-44 years: only 33% of men and 13% of women have full primary school education.

The situation has improved. Now, more young people are better educated but the current level of education among young women is still not enough for highly skilled jobs. Also, although young women nowadays are better educated than their mothers, they still have some way to catch up with men.
• Among youth aged 15-29 years: 77% have some primary school education, 34% have pre-secondary school education, 15% have secondary school education, but still very few have tertiary education. The majority (77%) are literate in one of the main four languages: Tetum, Indonesian, Portuguese and English (World Bank statistics).

3. What level of education is necessary to get a job?
Most jobs require at least ability to read and write. Farmers have better productivity if they have at least primary education. Jobs that require some special skills (like carpentry, construction, industrial sewing) need at least primary or pre-secondary education. Most technical and high-skilled jobs need at least secondary or technical secondary education. Professional jobs in the government and private companies often need tertiary education. The higher knowledge and skills the job requires (and often, though not always, the more it pays), the more education and training it needs. Education therefore is one of the best investments in life that you can make.

4. What can I do to improve my education and skills?
We can’t change the past but we can change the future. It is never too late to learn. Those who have left school too early can always go back to school. But those who don’t want to go back to the formal school system have other options to improve knowledge and skills to find a better job.
• Adult education: The Ministry of Education Non-Formal Division provides education program for adults who want to catch up in education but don’t want to study with kids. The program includes:
  - adult literacy (learning to read and write and calculate numbers)
  - school equivalence programs (primary school, pre-secondary and secondary school levels)
  - Portuguese courses
  - 3 community learning centers.
• Vocational training: There are several types of institutions that offer short and long-term courses of skills training for many occupations as well as for self-employment. The two main groups are:
  - Vocational technical secondary schools – There are 12 such schools in Timor-Leste: 9 are government schools and 3 are run by the Salesian Catholic order (see list under 6). To enroll in these institutions, you need to have completed pre-secondary school and money for tuition.

* Unless otherwise noted, the statistics in this handout come from Direcção Nacional de Formação Profissional (DNFP), Secretary of State for Vocational Training and Employment (SSFOPE) and ILO/STAGE Program, Vocational Training in Timor-Lest – October 2007.
- **Vocational training centers** – There are dozens of centers that provide vocational skills training run by government, churches, NGOs or community organizations, and private providers. There is a wide range of training courses provided by these institutions lasting from a few weeks to a year or longer. Many are offered free of charge or even give minimal stipends, while other charge fees. A number of training courses offered by NGOs and community organizations are often designed for people with limited education, people who have left school early and people in rural communities. There are also mid-level and high-level skills training courses that require secondary school education (see items 6 and 7).

**List of vocational technical secondary schools and courses offered (as of September 2007)**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Office</th>
<th>Agriculture</th>
<th>Mechanical</th>
<th>Metal Engineering</th>
<th>Electrical</th>
<th>Electronics</th>
<th>Construction/Carpentry</th>
<th>Sewing</th>
<th>Tourism &amp; Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escola Tecnica Don Bosco Fatumaca</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Escola Tecnica Profissional Santa Maria Mazzarella</td>
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<td>Escola Tecnica Agriccola Industria e Comercio Suai</td>
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<td>Escola Hospitalidade e Turismo Dili</td>
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<tr>
<td>Escola Secundario Profissional Economical Dili</td>
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<tr>
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<td>Escola Tecnica Los Palos</td>
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<td>Escola Tecnica Agricola Don Bosco Fulloro</td>
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<tr>
<td>Escola Commercial (Agriculture) Same</td>
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</tbody>
</table>

**Number of vocational training centers and courses offered by type (as of September 2007)**

<table>
<thead>
<tr>
<th>Run by</th>
<th>Language and IT</th>
<th>Office Administration</th>
<th>Livelihood</th>
<th>Agriculture</th>
<th>Mechanical</th>
<th>Metal Engineering</th>
<th>Electrical</th>
<th>Electronics</th>
<th>Construction/Carpentry</th>
<th>Masonry</th>
<th>Plumbing</th>
<th>Industrial Sewing</th>
<th>Tourism &amp; Hospitality</th>
<th>Health</th>
<th>Culture &amp; Arts</th>
<th>Training of Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO</td>
<td>6</td>
<td>3</td>
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<td>Church</td>
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<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Name of vocational training centers run by NGOs, government, churches and private providers (as of September 2007)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Training Institution</th>
<th>District</th>
<th>Sub-district</th>
<th>Run by</th>
<th>Year est.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Centro Treinamento e Recursos</td>
<td>Aileu</td>
<td>Aileu</td>
<td>NGO</td>
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</tr>
<tr>
<td>2</td>
<td>Centro de TreinamentoVisão Cristão</td>
<td>Ainaro</td>
<td>Ainaro</td>
<td>Church</td>
<td>2007</td>
</tr>
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<td>2002</td>
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</table>
Handout 3.2D: Some Success Stories

Story 1: Mrs. Idalina, From Housewife to Business Owner

Mrs. Idalina dos Reis was just a normal housewife in Colmera. Her job was to run the household and to take care of her eight children while her husband worked in a private company. Recently, after long years of working in a private company, her husband João realized that his salary was not enough to support his large family, so he decided to support his wife’s idea of starting her own business.

As a housewife, Mrs. Idalina was a reasonably good cook but she had no other special skills to start a business with. She didn’t have much education either. So she decided to take a three-month bakery course offered by the SENAI vocational training center in Dili. Mrs. Idalina learned in the training how to bake different kinds of bread and make cakes, pies, and other sweet and salty desserts. But when the course ended, she still didn’t quite know how to start a business.

Fortunately, two weeks later she found out from television about a business training course provided by a local CDE (Business Development Center) which gets the support from the Secretary of State for Vocational Training and Employment. She discussed with her husband about taking that business course. He agreed. So, Mrs. Idalina took a two-week training course called “Start Your Business” from which she learned the basic steps of how to set up a business. In Mrs. Idalina’s own words:

“The training helped me to calculate the cost of my products and fix the prices accordingly. I have also learned how to attract the customers, listen to them and satisfy their needs. In addition, the course gave me a lot of confidence and finally I managed to overcome my fears and open my own business.”

In the training, Mrs. Idalina also found that the imported flour that she was using was too expensive and cut away the profit. So, to lower her costs Mrs. Idalina learned to make her own flour using local products, like manioc and potato to make bread and cakes.

Equipped with her new skills in bakery making and business know-how, Mrs. Idalina got help from her CDE trainers to draft a business plan, which she presented to the Ministry of Agriculture. She was granted a business start-up fund and used it to buy bakery equipment.

Today Mrs. Idalina is the proud owner of UMA DATO bakery shop. She sells her bakery products to her neighbors and distributes them to many kios. She has also trained basic baking techniques to four other women in the neighborhood to help her keep up with the growing demand. With more help, she has also started to provide catering services to business meetings and private parties.


Story 2: Mr. Manuel, the Blacksmith Who Became a Businessman and Trainer

In 2006, Mr. Manuel Gaspar, was working with a couple of other blacksmiths in Baucau Kota. They were only able to make seven agricultural and construction tools per week.

Mr. Manuel learned the traditional blacksmith skills from his father, who learned from his father. In 2006, Mr. Manuel joined a training program jointly organized by the ILO/UNDP partnership and the Timor-Leste Government. From the training provided under the Skills Training for Gainful Employment (STAGE), Mr. Manuel learned new blacksmith skills and business knowledge.

With additional skills and knowledge, Mr. Manuel has improved the quality of his products and expanded his business. Moreover, he also became a dedicated trainer. Mr. Manuel explained:

“My ambition is to conduct training in all districts, sharing my expertise in producing tools so that others can also develop their own businesses and improve their living conditions. I am not afraid of competition. The market will decide.”
He started a group called “Blacksmith.” He opened a new workshop in a spacious building with offices, where he gives training to new blacksmiths. The work of Blacksmith has been praised by the President Dr. Jose Ramos-Horta. As for the future, Mr. Manuel said:

“We are going to stamp all of our products with the official Blacksmith brand. After initially focusing on the production side, we are now concentrating on promotion and marketing. We are exploring setting p either a Blacksmith cooperative or association.”


Story 3: Ms. <note to translator: do not translate>
[a success story of young woman who received training or additional education and got a waged job]

Story 4: Mr. <note to translator: do not translate>
[a success story of young man who received training or additional education and got a waged job]
### Handout 3.2E: Impacts of Disabilities and Recommended Accommodations

<table>
<thead>
<tr>
<th>Impairment</th>
<th>Possible Impacts</th>
<th>Accommodations to Reduce Impact</th>
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</thead>
<tbody>
<tr>
<td>Wheelchair user</td>
<td>• Difficulties moving around the workplace and using facilities</td>
<td>• Provide ramps and wide aisles and doorways</td>
</tr>
<tr>
<td></td>
<td>• Difficulties getting to work on time</td>
<td>• Keep workplace clear and neat so wheelchair can move around easily</td>
</tr>
<tr>
<td></td>
<td>• Difficulties joining in social activities held for workers</td>
<td>• Reduce the height of tables/work-spaces, if needed (some wheelchairs use transfer to a regular chair)</td>
</tr>
<tr>
<td></td>
<td>• Expensive modifications may be required</td>
<td>• Provide railings and wide doors in bathrooms</td>
</tr>
<tr>
<td></td>
<td>• Not able to respond quickly to an emergency situation</td>
<td>• Allow flexible starting times, if needed or help to arrange transport with other employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hold social activities in accessible locations and try to identify inclusive activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with safety personnel to find easy exits in case of emergencies and identify a “buddy” to help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct disability awareness training for co-workers</td>
</tr>
<tr>
<td></td>
<td>• Provide ramps and wide aisles and doorways</td>
<td>• Keep workplace clear and neat so wheelchair can move around easily</td>
</tr>
<tr>
<td></td>
<td>• Keep workplace clear and neat so wheelchair can move around easily</td>
<td>• Reduce the height of tables/work-spaces, if needed (some wheelchairs use transfer to a regular chair)</td>
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<tr>
<td></td>
<td>• Provide railings and wide doors in bathrooms</td>
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</tr>
<tr>
<td></td>
<td>• Provide railings and wide doors in bathrooms</td>
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</tr>
<tr>
<td></td>
<td>• Reduce the height of tables/work-spaces, if needed (some wheelchairs use transfer to a regular chair)</td>
<td>• Conduct disability awareness training for co-workers</td>
</tr>
<tr>
<td></td>
<td>• Provide railings and wide doors in bathrooms</td>
<td>• Adapt workplaces as needed by the individual</td>
</tr>
<tr>
<td></td>
<td>• Provide railings and wide doors in bathrooms</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Provide railings and wide doors in bathrooms</td>
<td>• Provide railings on staircases and in bathrooms</td>
</tr>
<tr>
<td></td>
<td>• Adapt workplaces as needed by the individual</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
<td>• Provide railings on staircases and in bathrooms</td>
</tr>
<tr>
<td>Mobility impairment requiring an assistive (stick, clutches)</td>
<td>• Difficulties moving around the workplace</td>
<td>• Keep workplace clear and neat</td>
</tr>
<tr>
<td></td>
<td>• Difficulties getting to work on time</td>
<td>• Have good and clear signage</td>
</tr>
<tr>
<td></td>
<td>• Difficulties joining in social activities held for workers</td>
<td>• Notify if changes are made to the lay-out of the workplace</td>
</tr>
<tr>
<td></td>
<td>• Expensive modifications may be required</td>
<td>• Install audible emergency alarms as well as visual</td>
</tr>
<tr>
<td></td>
<td>• Not able to get out of workplace in an emergency situation</td>
<td>• Use meetings or verbal communication instead of written</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide screen reading software or other tools according to needs</td>
</tr>
<tr>
<td></td>
<td>• Keep workplace clear and neat</td>
<td>• Adapt or reassign unessential work tasks as needed</td>
</tr>
<tr>
<td></td>
<td>• Have good and clear signage</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Notify if changes are made to the lay-out of the workplace</td>
<td>• Provide training in sign language</td>
</tr>
<tr>
<td></td>
<td>• Install audible emergency alarms as well as visual</td>
<td>• Install visible emergency alarms as well as audible</td>
</tr>
<tr>
<td></td>
<td>• Use meetings or verbal communication instead of written</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Provide screen reading software or other tools according to needs</td>
<td>• Provide training in sign language</td>
</tr>
<tr>
<td></td>
<td>• Adapt or reassign unessential work tasks as needed</td>
<td>• Install visible emergency alarms as well as audible</td>
</tr>
<tr>
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<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Provide railings on staircases and in bathrooms</td>
<td>• Provide screen reading software or other tools according to needs</td>
</tr>
<tr>
<td></td>
<td>• Provide railings on staircases and in bathrooms</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td>Visual impairment</td>
<td>• Difficulties moving around the workplace</td>
<td>• Keep workplace clear and neat</td>
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<td>• Difficulties getting to work on time</td>
<td>• Have good and clear signage</td>
</tr>
<tr>
<td></td>
<td>• Difficulties joining in social activities held for workers</td>
<td>• Notify if changes are made to the lay-out of the workplace</td>
</tr>
<tr>
<td></td>
<td>• Expensive modifications may be required</td>
<td>• Install audible emergency alarms as well as visual</td>
</tr>
<tr>
<td></td>
<td>• May not be aware of or quick to respond to an emergency situation</td>
<td>• Use meetings or verbal communication instead of written</td>
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<tr>
<td></td>
<td>• Difficulties receiving written information</td>
<td>• Provide screen reading software or other tools according to needs</td>
</tr>
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<td></td>
<td>• Keep workplace clear and neat</td>
<td>• Adapt or reassign unessential work tasks as needed</td>
</tr>
<tr>
<td></td>
<td>• Keep workplace clear and neat</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Have good and clear signage</td>
<td>• Provide training in sign language</td>
</tr>
<tr>
<td></td>
<td>• Notify if changes are made to the lay-out of the workplace</td>
<td>• Install visible emergency alarms as well as audible</td>
</tr>
<tr>
<td></td>
<td>• Install audible emergency alarms as well as visual</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td>Hearing impairment</td>
<td>• Difficulties communicating with managers and co-workers</td>
<td>• Use written communication, email and even text messaging on cell phones for those who are completely deaf.</td>
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<tr>
<td></td>
<td>• Difficulties getting instruction from managers or participating in training situations and meetings</td>
<td>• Speak directly to the person for those who can read lips</td>
</tr>
<tr>
<td></td>
<td>• Difficulties joining in social activities held for workers</td>
<td>• Provide training in sign language</td>
</tr>
<tr>
<td></td>
<td>• May not be aware of an emergency situation</td>
<td>• Install visible emergency alarms as well as audible</td>
</tr>
<tr>
<td></td>
<td>• Use written communication, email and even text messaging on cell phones for those who are completely deaf.</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td>Speech impairment</td>
<td>• Difficulties communicating with managers and co-workers</td>
<td>• Demonstrate patience and respect in trying to understand the person</td>
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<tr>
<td></td>
<td>• Difficulties getting instruction from managers or participating in training situations and meetings</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td></td>
<td>• Difficulties joining in social activities held for workers</td>
<td>• Use written communication, email and even text messaging on cell phones for those who are completely deaf.</td>
</tr>
<tr>
<td></td>
<td>• May not be aware of an emergency situation</td>
<td>• Demonstrate patience and respect in trying to understand the person</td>
</tr>
<tr>
<td></td>
<td>• Use written communication, email and even text messaging, as needed</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td>Learning impairment</td>
<td>• Slowness in learning how to do the job</td>
<td>• Provide instruction in written as well as verbal form.</td>
</tr>
<tr>
<td></td>
<td>• Slow at work, less productive</td>
<td>• Demonstrate tasks or work whenever possible.</td>
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<td>• Difficulties in attending meetings and training</td>
<td>• Provide additional time for training</td>
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<td>• Difficulties fitting in with co-workers</td>
<td>• Assign a willing person as a job coach</td>
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<tr>
<td></td>
<td>• Extra time required by supervisors in training and supervision</td>
<td>• Allocate a “buddy” to help with social adjustment and in an emergency, if needed</td>
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<tr>
<td></td>
<td>• Design creative ways to help with memory and work tasks such as using pictures, checklists or color coding</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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<tr>
<td></td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
<td>• Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.</td>
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</table>

Client Worksheet 3.3A: My Job Profile

You have learned more about yourself and the job market. Now, think of what you want to do—the kind of job you want and/or skills training you need. Consult your family, friends and people who understand the job market or who are doing the kind of job you wish to have. Answer the following 10 questions and bring this worksheet to the next session on Career Planning.

1. I want to (check one): □ Find a salaried job in the: ○ private sector (company, hotel, sales, etc.)
   ○ public sector (government, police/military, etc.)
   ○ non-governmental sector (UN, NGO, community)
   □ Work independently on my own (e.g. in family farm or on contract)
   □ Set-up my own business or a group business with others
   □ Continue studying or get more skills training first
   □ Find a job in another country □ Keep improving in my current job/career

2. I want to work/study/train in/for the following jobs (write in the order that you want most first):
   (1) ______________________ (2) ______________________ (3) ______________________

3. I want these jobs because ______________________ ________________________________

4. If possible, I would like my future job to be in:
   □ My hometown ________________ (district) because ________________________________
   □ Outside my hometown in _______________ because ________________________________

5. I want to work _______ hours a day _______ days per week.

6. I want to earn ____________ per month. But I will accept ____________ per month.

7 My strong skills (what I can do really well) are:
   __________________________________________________________
   __________________________________________________________

8 I think the job(s) that I want need me to be good at:
   __________________________________________________________
   __________________________________________________________

9 I think I need to improve the following skills for the job(s) I want:
   __________________________________________________________
   __________________________________________________________

10. I want to have my ideal job within the next _______ days/weeks/months/years (circle one).

Unit 4
Career Planning

About Unit 4

Content
In this unit the counselor works closely with each client in an individual counseling session to guide the client in developing a career plan—an actionable blue print with a clear timetable to achieve the client’s career goal. There are two sessions of activities in career planning as follows:

Session 4.1: Reviewing the job profile and considering options – The counselor helps the client bring together what s/he has learned about him/herself, the job market, and his/her experience with employment difficulties. The counselor helps the client to assess his/her employability (e.g. education, skills, qualifications, job readiness, work values). The counselor helps the client to reevaluate and formulate a realistic and achievable career goal, and identify any missing skills or qualifications, possible options as well as available resources and opportunities that enable the client to reach his/her goal—to find a waged job, plan for self-employment, improve employment situation, or plan for career advancement.

Session 4.2: Developing a career action plan – The client and the counselor work together to design a plan of action that contains a series of concrete steps with a clear and practical timetable to achieve the client’s career goal.

Objectives
• To formulate a realistic and achievable career goal
• To assess the client’s employability and readiness for employment
• To identify missing skills and qualifications for the desired employment
• To identify available resources and opportunities that can help the client to move towards his/her career goal
• To develop an action plan with a clear timetable to achieve the career goal

What to keep in mind
1) Making a career plan is a joint effort between the client and the counselor, although the final career decisions are ultimately the client’s. The counselor’s role is to guide and help the client in the process of career planning—not to make decisions for the client. It is important that the client feels ownership of his/her career plan for him/her to have a commitment to it.

2) Both the counselor and the client need to agree on the activities and the timetable of when the activities need to be completed in the action plan.

3) To have a good chance at success, the client needs to be firmly committed to carry out the agreed-upon plan.

What to do
Session 4.1: Reviewing the job profile and considering options
Step 1: Examine the client’s job profile (and employment difficulties, if applicable)
Step 2: Review and formulate the client’s career goal
Step 3: Assess the client’s employability and job readiness
Step 4: Identify missing skills and qualifications (and action to overcome difficulties)
Step 5: Explore possible options and identify available resources and opportunities
Step 6: Analyze and prioritize the options and decide on a career path

Session 4.2: Developing a career action plan
Step 1: Explain a career plan and identify concrete steps to achieve the career goal
Step 2: Determine the timetable to complete each action or activity
Step 3: Agree on and finalize the content and the timetable of the action plan
Step 4: Validate the client’s commitment to carry out the action plan
Step 5: Outline the follow-up and set dates for follow-up meetings

Time it takes
30-40 minutes for Session 4.1 (steps 1-6)
20-30 minutes for Session 4.2 (steps 1-5)

Counseling tools
- For Session 4.1: Reviewing the job profile and considering options
  - Counselor Notes 4.1A: Career Planning
- For Session 4.2: Developing a career action plan
  - Client Worksheet 4.2A: My Career Action Plan

How to Counsel Clients on Career Planning

Note to counselor on counseling students, jobseekers and workers on career planning

Students, young jobseekers and currently employed workers are at different stages of employment. The job experience levels are also different. Therefore, counseling these different groups of clients on career planning has different emphases.

Counseling steps in this unit are designed primarily for young jobseekers and employed persons who come for counseling at YCC centers. You need to adapt some details in some steps as necessary for counseling students at their schools. Also adjust the focus of counseling for the needs of each client as appropriate and consider that:

- Graduating students and young jobseekers with little work experience can benefit from a similar process of counseling. Both groups need advice on choosing an appropriate career path as well as identifying practical steps to prepare for the job market by improving their skills and qualifications for the desired job and job search skills. Both groups need a clear and specific career action plan.
- Students deciding between pursuing higher education or preparing for work need career guidance that focuses on analyzing the advantages and disadvantages of the two options in order to choose an appropriate career path and on exploring and using available resources and opportunities.
- Young jobseekers who have left school may also reconsider obtaining more education—either in the formal system or in vocational/technical training. They would need similar counseling as the students.
- Employed workers with employment difficulties may need more discussion of their employment difficulties and barriers. Their career planning strategy should also be a strategy to overcome their employment difficulties and improve their job or career situation.
- Employed workers seeking advice on planning for career advancement need a sharp, forward-looking perspective that helps them to stay focused on a particular career track with a view towards future development or promotion. Their career strategy should include a series of effective career steps that aim at achieving a higher position or advancement in their chosen career.
- Young men and young women, married or unmarried, might need different attention and advice specific to the particular challenges they face as being men and women in defining their skills, setting career goals, receiving family support, and overcoming gender stereotyping in employment practices.
Session 4.1: Reviewing the Job Profile and Considering Options (30-40 minutes – steps 1-6)

You will need the following documentation:
- blank Counselor Notes 4.1A: Career Planning
- completed Client Worksheet 3.3A: My Job Profile from the client.

Read the client’s file before seeing the client, in particular the following documents:
- Counselor Notes 2.1A: Client Needs Assessment
- Counselor Notes 2.3A: Client Interests and Skills Profile
- Counselor Notes 6.2.1A: Career Problem Solving.

Step 1: Examine the client’s job profile (and employment difficulties, if applicable)

✓ Introduce yourself to the client and establish a positive tone for the session.
   - Hi, I am … How are you doing today, (client’s name)?
   - We will be working on planning your career today. Are you ready?
   - Have you got the chance to think about what you want to do after the orientation on the job market in the last session? … Have you decided on what you want to do? (Compliment the client if s/he shows that s/he has thought about it and now has a clear idea of what s/he wants. If the client is still uncertain, tell the client that you will help him/her to do that.)

✓ Explain the objectives of the session and your role and the client’s role.
   - Let me tell you what we will do in this session before we start.
   - We will do four things:
     - First, we will look at your career goal and consider whether it is practical and achievable. If you don’t have a goal, we will make one.
     - Second, we will see what skills or qualifications you need for the job you want – what you already have and what kind of training you need to get for that job.
     - Third, we will see what resources and opportunities are available that can help you.
     - Fourth, we will figure out the best course to take to achieve your career goal – with your approval we will make a career action plan with clear steps for you to follow.
   - My job is to give you ideas and advice to help you make your decisions.
   - Your job is to think seriously about what you want, what you can do and will do. You will decide what is best for you because no one knows better than you.
   - What I will ask of you is that you be frank. If there are some problems that you need to address or things that you can’t really do, please tell me, so that we can find the best way to help you. OK? There is no need to feel embarrassed about anything.
   - Ultimately it is your own responsibility to take charge of your own future. I am here to help you to do the best you can but how well you will succeed will depend a lot on what you will do for yourself?
   - What do you think of this?

Encourage the client to give his/her opinion. Ask if the client has any questions and clarify any doubts or confusion. Make sure that the client understands what s/he is expected to do in the session.
Examine the client’s job profile.

- Now, let’s start with your job profile. Can I have a look at your job profile? (Compliment the client if s/he has completed the job profile—Client Worksheet 3.3A.)

Quickly read through the client’s job profile and ask how the client came up with his/her job profile.

- Did you use the results of your interests and skills assessment in creating your job profile?... Can you explain how you used your assessment results?
- Did you change your mind about a job after you learned more about the job market in the orientation? ... How? Why?
- Did you ask anyone for advice to complete your job profile? Who did you ask?
- Was their advice helpful?

If there are inconsistencies, ask for clarifications. If there is any missing information, ask the client why it is missing. As you check the record in Counselor Notes 2.1A and 2.3A, ask the client to also check with his/her completed Client Work sheets 2.2A, 2.2B, 2.2C and 2.2D which contain information and the client’s self-assessment on work interests and preferences, job skills, and personality and values.

Help the client clarify and complete the profile as necessary.

- Answer question 1 about the client’s job profile in Counselor Notes 4.1A.

Confirm that the client is happy with his/her completed job profile.

- So, your profile is now complete. Are you happy with it? Is there anything you want to change in your job profile? (Address the points that the client is unhappy about and make sure that the job profile reflects what the client wants to do.)

Examine the client’s employment difficulties. First, ask the client to explain how long s/he has been looking for work and what have been the difficulties.

- Refer to item 2 in Counselor Notes 2.1A and item 7 in Counselor Notes 2.3A, or Counselor Notes 6.2.1A for employed client with employment difficulties.

Check if the client’s explanation matches the notes in Counselor Notes 2.1A and 2.3A, and/or Counselor Notes 6.2.1A. If not, ask for clarifications and confirm the difficulties.

- Answer question 2 about employment difficulties in Counselor Notes 4.1A.

**Step 2: Review and formulate the client’s career goal**

- Refer to item 1 in Counselor Notes 2.1A, and items 1, 2 and 10 in Client Worksheet 3.3A.

Ask the client to define his/her career goal.

- Based on your job profile, can you state to me clearly what your career goal is?
--Explain to me why you want this job. (Compliment the client if s/he is very clear and help clarify if s/he is not.)

✔ Help the client (re)evaluate his/her career goal (especially if s/he faces employment difficulties, whether due to his/her shortcomings, the market situation or other factors).

✔ Formulate or finalize the career goal with the client. Make sure that the client agrees and is happy with his/her career goal.

☞ Answer question 3 about career goal in Counselor Notes 4.1A.

Step 3: Assess the client’s employability and job readiness

Refer to item 3 in Counselor Notes 2.1A and items 4-8 in Counselor Notes 2.3A, and/or items 6-8 in Counselor Notes 6.2.1A (if any).

✔ Ask the client to identify his/her skills and qualifications that will help him/her get (or keep) the desired job (whether it be a waged job or self-employment).

Based on Counselor Notes 2.1A and 2.3A, and/or Counselor Notes 6.2.1A, clarify with the client on key employability factors including:

- education and training, job skills, work experience, life roles and environment, job readiness (Counselor Notes 2.1A and/or 6.2.1A)
- personality, personal and work values, strengths, employment barriers (Counselor Notes 2.3A)
- the counselor’s comments and recommendations in Counselor Notes 2.3A and 6.2.1A (if any).

Ask the client to check also on his/her completed Client Worksheet 2.2C: My Skills, which contains the client’s own assessment of his/her core work skills, transferable skills and job-related skills and Client Worksheet 2.2D: My Personality and Values (if any). Encourage the client to rate his/her own employability and job readiness, taking into account any new knowledge and skills acquired.

✔ Make your own assessment of the client’s employability and job readiness, based on the latest information you see and hear from the client today. Tell the client frankly and politely of your assessment.

Ask the client if s/he agrees with your assessment. Encourage the client to critique him/herself, refute your assessment and explain his/her point of view. (You may have to adjust your assessment, taking into

Tip
The client should have a pretty clear idea about his/her career goal, after having just gone through the job profile with you and having gone through his/her self-assessment in Client Worksheets 2B, 2C, 2D & 2E.

If the client still seems uncertain or inconsistent, address the uncertainty or inconsistency. Also check the consultation notes on personal and work interests and work preferences in Counselor Notes 2F (items 1-3).

If the client has unrealistic career goal, point out to the client potential difficulties s/he is likely to face in reality. Keeping in mind the client’s personal and work interests, suggest alternative career choices.

Tip
In the case of clients with a history of difficulties in finding or keeping employment, low employability may be due to factors other than insufficient skills and qualifications.

You may need to probe deeper into personal and environmental factors such as motivation, life situation in family and community, personality and attitude, work values, etc. For example, the client may be a single mother or father with heavy family responsibilities, have an addiction common in the neighborhood, bad work habits, or unrealistic perception of him/herself.

Do not be judgmental and be understanding. Encourage the client to open up about problems and frankly discuss them.

Look out for clients who may need other assistance before or concurrently with employment assistance. Give appropriate advice and referral for additional assistance, if needed.
account the explanation from the client or if you have made incorrect assumptions.)

Discuss and find a conclusion with the client of his/her employability and job readiness.

Answer question 4 about employability and job readiness in Counselor Notes 4.1A.

**Step 4: Identify missing skills and qualifications (and action to overcome difficulties)**

- Ask the client to identify the skills and qualifications for the job/position s/he is seeking.
  - In order to get (or keep) this ... job/set up this ... business, what are the skills and qualifications you need? (Clarify or correct the skills and qualifications for the client’s desired job.)
  - In order to resolve the difficult situation in your job, what steps do you need to take?

- Ask the client to consider whether s/he has the skills and qualifications required for the job and to identify the skills and qualifications s/he is missing.
  - So, this job requires that you are knowledgeable and skilled in ... Do you feel that you are qualified to do this job/business now?
  - What among these skills and qualifications are you missing?
  - What do you plan to do about these missing skills and qualifications?

Answer question 5 about education and additional skills training in Counselor Notes 4.1A.

**Step 5: Explore possible options and identify available resources and opportunities**

- Ask the client to explore possible options in pursuing his/her career goal, including:
  - pursue higher education or professional training (for professional jobs or jobs with high technical or professional skills, such as teaching, law, medicine, nursing, science, engineering, information technology, etc.)
  - attend vocational/technical school at secondary or post secondary level (for technical or paraprofessional jobs in commerce, office administration, business management, secretarial service, mechanics, electronics, computer technician, tourism and hospitality, agriculture, construction and carpentry, industrial sewing, metal engineering, etc.)
  - take short (weeks or months long) vocational skills courses in order to quickly qualify for a job, improve chances of employment, or to prepare for self-employment (such as courses in language and computers, business training, and livelihood courses in food processing, cooking, basic agriculture, sewing, handicraft, plumbing, etc.)
  - apply for internship/apprenticeship or on-the-job training programs (for those lacking experience and having a difficult time competing for the first hire)

Tip

Give clients the latest information on job and training opportunities and job market trends to help them make informed decisions.

Also provide specific and up-to-date information on educational institutions and training opportunities, including location, types of courses, costs and any financial assistance programs available.
- apply for jobs (for those with high employability and ready to work).

Brainstorm with the client on the above choices, considering available resources and opportunities and the pros and cons of each option (for example, if the client has a strong motivation or aptitude for a particular career track, what kind of resources are available in the client’s family and what kind of opportunities or assistance are available for the client to take advantage of; if the client decides to enter the job market with insufficient education or skills because s/he cannot afford to pay for education, what are possible ways to increase the client’s chance of employment – are there free training courses, paid apprenticeship or on-the-job training programs available?).

**Step 6: Analyze and prioritize the options and decide on a career path**

- Help the client analyze possible options and rank the options in order of preference and practicality. Narrow down the choices to no more than two. Then compare the best possible choices and finally choose one. (It is possible to keep more than one option if the choices are similar and will not potentially cause the client to lose focus.)

- Once the client has chosen a career option (both the counselor and the client should agree, although the final decision rests with the client), discuss and choose the client’s career path. For example:
  - A technical college student who will graduate in computer electronics in 6 months decides to look for an apprenticeship or on-the-job training opportunity as a computer technician with any type of employer. She also wants to take an English training course to improve her language skills.
  - A young father of two decides that he needs skills and business training in order to start a small business. He will be looking for a free training course in basic livelihood or skills that he can learn quickly in a few weeks or months and another course in micro enterprise training. He hopes to get financial assistance to start up his business.

Answer question 6 about career path in **Counselor Notes 4.1A**.

**Session 4.2: Developing a Career Action Plan** (approx. 20-30 minutes – steps 1-5)

- You will need for each client a blank **Client Worksheet 4.2A: My Career Action Plan**.

**Step 1: Explain a career plan and identify concrete steps to achieve the career goal**

- Give the client a blank **Client Worksheet 4.2A: My Career Action Plan**. Explain what a career plan is.

| --I think we have done a good job of clarifying what you want to do, don’t you think? |
| --Do you feel ready to make a plan to achieve your career goal? |
| --This worksheet is a very important and very useful tool to help you plan your career path (or what you want to accomplish in your job). |
A career action plan is kind of a contract or a promise you make to yourself of what you will do in order to get where you want to be. It details the actions that you need to take and the target dates when you need to finish each action.

Ask the client to quickly look at the worksheet and ask if s/he has any questions about career plan. Answer the client’s questions as appropriate.

☑ Tell the client to fill out the information on career goal under item 1.

✓ We have discussed and clarified your career goal very well today. And I think you’ve made the right decision to … Why don’t we start with you putting the information about your career goal under item 1? Don’t do the other items yet.

☑ Ask the client to read out or show you what s/he has written under item 1. If everything is consistent with the discussion thus far, ask the client to think about what exactly s/he needs to do in a series of steps towards the set career goal. These steps must be concrete and specific to the client’s chosen career path or job goal. For example:

A client aiming for a waged job may set the following steps:

- Obtain job search counseling at YCC
- Take a language or computer course (or any other course to enhance job skills)
- Find job vacancies and job leads from various sources (including YCC job placement service)
- Develop a résumé
- Learn how to write a job application letter
- Learn job interview techniques and how to talk to employers and try a mock job interview
- Make a list of jobs to apply for
- Apply for (set a number – at least 5-10) jobs.

A client aiming for self-employment may set the following steps:

- Obtain self-employment counseling at YCC
- Gather information for the desired business in the desired locality
- Research and compare skills training and/or business training courses provided by various institutions/organizations
- Gather information on funding and possible financial assistance and business rules and regulations for business start-up
- Decide on the training course(s) and the institution(s)
- Take the training course(s) chosen
- Obtain financial assistance or funds to start a business.

☑ Ask the client to write down the steps agreed upon under item 2 and then read out or show you what s/he has written. Clarify and correct the list of steps as necessary.

Step 2: Determine the timetable to complete each action or activity
Guide the client on prioritizing the activities in the steps under item 2 in the order of what needs to be done first and second and third, etc. Note that activities in some steps may be done concurrently but the time for completion may be different. Put the one with the earlier deadline first.

Ask the client to set a reasonable and realistic target date to complete each activity. Advise the client not to be overly optimistic or apprehensive about setting the target dates. You may ask the client to start by penciling in a tentative target date for each activity under item 2 or on a piece of scrap paper. As the client considers one activity after another, s/he may need to go back and change the target dates for other activities. Allow the client to finish his/her task.

**Step 3: Agree on and finalize the content and the timetable of the action plan**

When the client is done with penciling in the tentative target date for all activities, ask him or her to read out or show you the list of activities and the set target dates. Give the client comments and suggestions on his/her timetable, and help the client to make the timetable realistically achievable.

Ask the client to write down the activities and their target completion dates as agreed upon under item 3. Check whether the client has done it correctly.

**Step 4: Validate the client’s commitment to carry out the action plan**

Ask the client how s/he feels about his/her career action plan. Tell the client that it is very important that s/he is committed to carrying out the plan. Ask how strongly s/he feels committed to the plan.

The client may feel anxious and not confident about his/her ability to carry out the plan. Give the client encouragement and moral support. Explain that you are willing to help if s/he runs into problems or has questions about certain tasks. Encourage the client to share his/her career action plan with family and close friends so that there will be a network of support in the client’s efforts.

Ask the client to choose two main people from whom s/he will seek advice in the process of carrying out the plan. One should be you, the counselor, or a YCC case manager (who may be assigned to the client later). The other person may be someone personally close to the client whom the client can rely on for good advice. The client may choose his/her teacher, a parent, a friend, an elder in the community, etc. Once the client has decided, ask him/her to write down two names under item 4.

Confirm the client’s commitment to the plan and ask the client to sign his/her name and date under item 3. Then, you sign as the witness and date. (Make a photocopy of the client’s career action plan for the file.)

**Step 5: Outline the follow-up and set dates for follow-up meetings**
✓ Explain that YCC will continue to support the client as much as possible in pursuing the plan to ensure that his/her planned activities will yield the best possible results. YCC provides the following services to clients:

- Counseling on job search strategies – how to get a job
- Counseling on self-employment – how to plan and set-up a business
- Counseling on job maintenance – how to keep a job
- Selected skills training courses
- Job placement services (including internships/apprenticeships and on-the-job training)
- Coordinating and liaising with training and educational institutions, community organizations, government offices, specialized counseling service providers and other agencies to facilitate clients’ access to their services
- Following-up with each client’s progress to ensure that the client advances in the right direction and receives necessary support in pursuing his/her career goal.

✓ Inform the client that a case manager will be assigned to him/her to follow-up, monitor his/her progress and support the carrying out of activities throughout the course of his/her action plan implementation. The case manager will do mainly the following:

- Meet or call the client periodically or as required in each case.
- Help the client to address problems and challenges as they arise.
- Recommend solutions and remedies to problems.
- Work with the client to adjust his/her action plan, if necessary.
- Keep record of the client’s progress and changes.

(See more information on case management process in 8.4 in Part 1.)

Emphasize that although the case manager will actively support the client’s endeavor, the client also has a duty to update his/her progress to and seek support from the case manager. This is because the case manager will have many clients to look after and may not be able to contact every client frequently. The client should take a proactive approach to pursuing his/her career plan because the person who is ultimately responsible and who will reap the reward of success is none other than the client.

✓ Confirm with the client on implementing the first step in the action plan, and set up the first follow-up appointment for the client with the assigned case manager or you. (Use Form 1C: Client Appointment Card.)

- If the first step is to obtain a counseling or employment service at YCC, schedule the client for such service according to the timetable. Also set a date for the first follow-up appointment after the first activity has started or been completed – whichever is appropriate.
- If the client needs assistance in carrying out the first planned activity such as coordinating with training institutions or service providers, set up the first follow-up appointment within a week or two weeks at the latest.
- If the first step involves an activity that the client can do without help, set up a follow-up appointment date after the first activity has been completed.

เจอ้์Tip
At the first follow-up meeting, the client and counselor/case manager:

- sort out practical details in carrying out the planned activities (e.g. compare training courses, contact training institutions); or
- review the results of the first completed activity and plan for the next activity and follow-up meeting.
Close the session by thanking the client for his/her attention/enthusiasm. Advise the client to keep all counseling- and job-related documents in a career-planning file. The client should continue to maintain the file and bring it along for future appointments.

Add your final suggestions and comments on the client’s career planning in Counselor Notes 4.1A.

Note to Counselor
Make sure to arrange for a case manager to be assigned to the client.
### Counseling Notes 4.1A: Career Planning

To be filled out by counselor during career planning session

<table>
<thead>
<tr>
<th>Client name:</th>
<th>Client no.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>Date: (date) / (month) / (year)</td>
</tr>
</tbody>
</table>

(Please answer the following questions & give your comment as a record in the client’s file.)

1. The client completed the job profile.  □ Yes  □ No
   The client has a clear idea what job to do.  □ Yes  □ No
   Comment: ____________________________________________________________

2. The client has employment difficulties.  □ Yes  □ No
   If yes, what are the difficulties?
   ___________________________________________________________________

3. The client has a clear career goal.  □ Yes  □ No
   The client’s career goal is: ____________________________________________
   ___________________________________________________________________

4. How do you rate the client’s employability and job readiness?
   □ High  □ Average – need some improvement  □ Low – need a lot of improvement
   Comment: ____________________________________________________________

5. The client needs further education or additional skills training.  □ Yes  □ No
   If yes, in what area?
   ___________________________________________________________________

6. What decision has the client made on setting his/her career path?
   ___________________________________________________________________
   Comment: ____________________________________________________________

7. Additional suggestions and comments on the client’s career planning:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Client Worksheet 4.2A: My Career Action Plan

Client name: ____________________________  Client no.: ____________________________

MY CAREER ACTION PLAN

I know what I want to do with my life...
... and I have a plan!

1. **THIS IS MY CAREER GOAL:**
   - I will be working as ____________________________ (job) by _____________ (date).
   - I will be working in ____________________________ (company/organization, district, village).
   - I want to earn ________ per month. But I will accept ________ per month.

2. **TO ACHIEVE MY CAREER GOAL, I NEED TO DO THE FOLLOWING:**
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________
   4. ____________________________________________
   5. ____________________________________________
   6. ____________________________________________
   7. ____________________________________________
   8. ____________________________________________

3. **I WILL DO THE FOLLOWING THINGS BY THE FOLLOWING DATES:**
   1. ____________________________________________ by _____________ (date).
   2. ____________________________________________ by _____________ (date).
   3. ____________________________________________ by _____________ (date).
   4. ____________________________________________ by _____________ (date).
   5. ____________________________________________ by _____________ (date).
   6. ____________________________________________ by _____________ (date).
   7. ____________________________________________ by _____________ (date).
   8. ____________________________________________ by _____________ (date).

4. **IF I RUN INTO PROBLEMS, I WILL SEEK ADVICE FROM:**
   1. ____________________________________________
   2. ____________________________________________

5. **I hereby promise that I will carry out my career action plan to the best of my ability.**

  SIGNED: ____________________________  WITNESS: ____________________________
  DATE: ____________________________  DATE: ____________________________
Unit 5
Getting That Job

About Unit 5

Content
This unit is designed for clients seeking wage employment. With a clear career action plan they are now ready to start the job search process. In this unit the clients will learn key job search strategies and have opportunities to learn and hone the job search skills including:

- Developing a proactive approach towards a job search
- Finding job-related information, job vacancies and building a job search network
- Preparing personal data, résumés and other job application documents
- Job interviewing and following up.

The content in this unit is quite extensive and so are the activities. To make the counseling easier to deliver, the unit has 4 sub-units as follows:

Unit 5.1: Getting Ready for Job-Hunting
Unit 5.2: A Smart Job Hunter
Unit 5.3: Job Application
Unit 5.4: Job Interview

Depending on the literacy levels of the clients and the types of jobs they are looking for, some sessions may not be necessary for some clients. For example, clients with low literacy (primary education or less) do not need sessions on writing résumés or job application letters (Sessions 5.3.2 and 5.3.3), although they should still receive training on how to prepare personal data for job application (Session 5.3.1).

All activities in these sub-units are appropriate for clients/students with functional literacy (at least complete primary education or higher), and are designed for delivery in a class or workshop format at a YCC/community center or a school. The counselors conducting these sessions must be skilled in group facilitation techniques.

Overall objective
- To prepare clients for job search by learning effective job search strategies and skills and job search organization

What to keep in mind
1) Young jobseekers may have initial enthusiasm but often lack job search skills. Many have not had work experience, therefore don’t know what work involves.
2) With negative experience looking for work, many young jobseekers may be wary of more job-hunting. So, in addition to clear guidance on how to look for a job they need **encouragement and moral support**.

**What to do**
See inside each sub-unit.

**Time it takes**
- 2 hours – 2 hours 30 minutes for Unit 5.1 (2 sessions)
- 2 hours 20 minutes – 2 hours 40 minutes for Unit 5.2 (2 sessions)
- 3 hours 50 minutes – 4 hours 45 minutes for Unit 5.3 (3 sessions)
- 2 hours 40 minutes – 3 hours 30 minutes for Unit 5.4 (2 sessions)

**Counseling tools**
See inside each sub-unit.
Unit 5.1
Getting Ready for Job-Hunting

About Unit 5.1

Content
In this unit the counselor helps clients to become proactive in job searching: to
develop a positive mindset and to prepare themselves practically for a job search. The
activities are divided into two sessions:

Session 5.1.1: Assessing job search readiness – The clients first assess their own
readiness and identify the areas in which they are ready and not ready. They will also
learn how to keep a positive attitude and the importance of preparing and organizing a
job search.

Session 5.1.2: Organizing a job search – The clients learn about a job search process
and how to organize their job search by making a to-do checklist and a detailed
weekly schedule of job search activities.

Objectives
• To assess job search readiness
• To prepare for an active job search process

What to keep in mind
Some clients may not be used to planning and organization in their lives. They may
need a convincing explanation why, for example, making a to-do list or having a
weekly job search schedule is helpful and may help them get a job.

What to do
Session 5.1.1: Assessing job search readiness
Step 1: Assess job search readiness
Step 2: Identify the areas of readiness and the areas lacking readiness
Step 3: Discuss the importance of positive attitude, preparation and organization in
job search
Step 4: Wrap up

Session 5.1.2: Organizing a job search
Step 1: Discuss a job search preparation process
Step 2: Make a job-hunting to-do list
Step 3: Learn how to make a detailed weekly schedule
Step 4: Summarize preparation for job-hunting

Time it takes
60-70 minutes for Session 5.1.1 (steps 1-4)
60-80 minutes for Session 5.1.2 (steps 1-4)
How to Counsel Clients on Getting Reading for Job-Hunting

Session 5.1.1: Assessing Job Search Readiness (approx. 60-70 minutes – steps 1-4)

Step 1: Assess job search readiness

.StObject[192] Spend 25-30 minutes on this step.

 You will need for each client a blank Client Worksheet 5.1.1A: Am I Ready for Job-Hunting?

☑️ Welcome clients to the session. Warm up for the session by asking the clients what they expect to learn coming to the session. Get a few responses. Then tell them the objective of the session.

 ☑️ --(In response to the comments) Very good. In this session we will learn what job-hunting is all about, what you need to do to organize your job search so that you will get the best results.

 --Now, how many of you feel you are ready for your job-hunting? Raise your hand please. … How many of you feel you are not ready?

 --Alright, I’m not yet going to ask why you are or you are not ready. But I will ask you to do something. You will check for yourself how ready you are for job-hunting.

☑️ Distribute a blank copy of Client Worksheet 5.1.1A to each client. Explain that the worksheet will help them assess how ready they are for job-hunting. Explain and make sure they understand the instructions. You may need to show some example on how to do it the board. Give them about 20 minutes to complete the worksheet.

 If the clients’ literacy level is low, you may need to read the questions out one by one (or ask the clients to do so) and have the class answer the questions one at a time.

 Tell them that there are no right or wrong answers. The more honest they are with their answers, they more accurate the results will be.

☑️ Once everyone has answered all 20 questions, ask them to add up their scores and find out what their score level means in terms of readiness for job-hunting.

 ☑️ --Does your total score reflect what you thought of your readiness before you did the worksheet?

 --Is anyone surprised by your score and what it means? (Get a few clients to comment.)
Step 2: Identify the areas of readiness and the areas lacking readiness for job search

- Spend about 15 minutes on this step.

☑ Ask the clients to identify the areas of strengths in their readiness for job-hunting by asking the following questions:
  - How many of you circled ‘1’ and ‘2’ for some or many of your answers? (Ask them to raise their hands.)
  - What are the questions for which you circled ‘1’? (Ask several clients to quickly identify the questions. Try to see if there are common questions to which the clients answered ‘1’.)
  - What are the questions for which you circled ‘2’? (Ask several clients to quickly identify the questions. Try to see if there are common questions to which the clients answered ‘2’.)

Point out the common questions. Ask the clients who circled ‘1’ and ‘2’ if they feel confident of their readiness in the areas mentioned in these questions (they should be).

☑ Ask the clients to identify the areas of weakness in their readiness for job-hunting by asking the following questions:
  - How many of you circled ‘5’ and ‘4’ for some or many of your answers? (Ask them to raise their hands.)
  - What are the questions for which you circled ‘5’? (Ask several clients to quickly identify the questions. Try to see if there are common questions to which the clients answered ‘5’, which means they are absolutely not ready in the particular areas.)
  - What are the questions for which you circled ‘5’? (Ask several clients to quickly identify the questions. Try to see if there are common questions to which the clients answered ‘5’, which means they are probably not ready in the particular areas.)

Point out the common questions. Ask the clients who circled ‘5’ and ‘4’ what they think of their readiness in the areas mentioned in these questions.

☑ Ask how many of the clients weren’t so sure how to answer. Ask them to identify the questions for which they circled ‘3’. Ask them why they weren’t sure. (They may be uncertain what the question means, or that they understood the question correctly. Or they may just be modest or lack confidence, even when they may be quite ready in that area.)

☑ Briefly summarize the areas of readiness and the areas in which clients lack readiness. Tell them that it is good that they are ready in certain areas—that means they have a good start in preparing for job-hunting. But they should not worry too much about the areas in which they are not ready because they will learn to improve skills in those areas as they go along in the session and in subsequent sessions.

Step 3: Discuss the importance of positive attitude, preparation and organization in job search

- Spend about 15-20 minutes on this step.

☑ You will need for each client a copy of Handout 5.1.1B: Job Hunter’s Wisdom.

☑ Introduce the importance of positive attitude in job-hunting.
--Attitude is very important in job-hunting. Often attitudes are self-fulfilling. For example, if you believe that you will never find a job, you probably won’t because with this attitude you are probably not going to work hard enough.

--I know that the situation may be difficult for many of you—there is no question that the job market is tough. Some of you may have had bad experience looking for work. But never give up hope. Keeping a positive attitude is key to making success. Some even say that a positive attitude takes you already half way to success.

--It is common sense that when you feel good about yourself and optimistic about life, the more enthusiastic and confident you are. Employers like employees who believe in themselves and their skills, who have positive ideas to offer and are pleasant to have around—in other words, people who have a positive attitude.

Discuss how to build a positive attitude and confidence in job-hunting.

--A positive attitude also builds confidence, which is also very important in job-hunting. Where and how do you get your confidence? (Get comments from clients.)

--Yes, you get confidence when you are well prepared—from knowing what you are doing. Just like what you have seen in the job readiness worksheet, yes?

--Before this session, you have learned about yourself from assessing your interests and skills. You learned more about the reality of the job market and you have also done your career action plan. You have defined your career goal. You know what you are looking for, right? … So, you have done an important part of preparation for job-hunting. Knowing what you are looking for, you are off for a very good start. Think if you don’t know what you are looking for, will you be able to find it? Probably not.

--If you feel you don’t have enough confidence now, you will later—after you have learned many job search strategies and developed your job search skills.

--Good planning and preparation will help you become more confident and increase your chance of success.

Distribute a copy of Handout 5.1.1B to each client. Explain that in the handout the clients can find a lot of good suggestions to keep a positive attitude and suggestions on how to do job-hunting. Depending on how much time you have, choose 4-5 ideas to discuss. Tell the clients to read it carefully. Suggest that they should read it many times and whenever they feel down or uncertain as a way to keep a positive attitude.

Step 4: Wrap up

Spend about 5 minutes on this step.

Wrap up the session by asking the clients what they have learned in the session. Encourage them to review their readiness for job search once again at home. Emphasize the following points:

- There are many things to do in preparing for a job-hunting.
- Knowing whether you are ready and what you still don’t know is a good start of the preparation process.
- Read the Job Hunter’s Wisdom handout before coming back for the next session.
- Keep a positive attitude.
Session 5.1.2: Organizing a Job Search (approx. 60-80 minutes – steps 1-4)

Step 1: Discuss a job search preparation process

Spend about 15-20 minutes on this step.

Welcome clients to the session. (If the session is conducted on a different day from Session 5.1.1, ask if they have read the Job Hunter’s Wisdom handout.)

Tell the clients that in this session they will learn what they need to do in a job search and how to organize their job search.

Brainstorm with clients on the job search process by asking the following questions:

--- I think we all know that it is very important to be well prepared for job-hunting. … Can you tell me what steps are involved in preparing for job-hunting.

Write down the clients’ response on the board. There is no need to put them in any order at this point. Encourage participation.

--- What about some of the questions that you answered in the worksheet on readiness? Do you feel you need to know them in preparing for job-hunting?

After getting several reasonable responses from the clients, summarize a job search preparation process by drawing from the clients’ responses in the brainstorming. Add points that the clients missed. The job search preparation process should include the following steps:

1) Set a job goal. Set a target on the type of job(s) or job position(s) to have by a certain date. (The clients have this in their career action plan. But remind them also that while it is important to have a clear goal, they can be flexible. They may have 2-3 targeted jobs to increase the chance of getting hired.)

2) Organize the job search, starting by making a list of things to do with a clear deadline for each task. (Again, the clients also have identified activities in their career action plan. However, the activities may not be detailed enough and need to be broken down further into specific tasks.)

3) Gather information about the job(s) targeted, potential employers and employment practices.

4) Identify job vacancies and job leads, and build a job-hunting network.

5) Prepare job application documents, including learning how to write résumés, job applications and job application letters.

6) Prepare for job interviews. Learn interview techniques. Practice and join a mock interview workshop. Learn how to follow-up after the interviews.

7) Start the application process. Make a list of jobs to apply for. Contact employers about the vacancies or job leads. Send out job applications. Follow up.

8) Make a decision on a job offer. Eventually when there is a job offer, learn how to consider a job offer before accepting and how to negotiate with the employer.

Explain that many of these steps are done at the same time, for example, learning how to write résumés, job application letters and interview techniques, while also actively collecting job information, building a job-hunting network and seeking job leads.
Step 2: Make a job-hunting to-do list

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Spend no more than 25-30 minutes on this step.

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You will need for each client a blank Client Worksheet 5.1.2A: My Job-Hunting To-Do List.

☑ Confirm with the clients if all of them have a career goal or a job goal.

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--Great! If you all have a clear career goal, it means that your first step in job-hunting is already done. So, the next step is to organize your job search. You need to make a list of things to do.

☑ Distribute a blank copy of Client Worksheet 5.1.2A to each client. While the worksheet copies are being distributed, explain that:

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--It is important to have a clear idea of what you need to do and the discipline to carry it out. This worksheet is a tool to help you make a to-do list.

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--I want you to make your own To-Do List by doing the following:

1) Review the job search activities in your career action plan and check if you miss any steps in the job search preparation process we just talked about.

2) Make a list of all activities that you need to do in your job-hunting.

3) You may need to break some activities into smaller tasks. If so, write down specific tasks.

4) Write the activities and tasks to be done in the worksheet that I’ve just handed out to you. Put the activities and tasks that need to be done earlier first.

5) Go through each activity/task and carefully think when you can realistically complete it. Put a deadline down for each activity/task. Note that some of the activities need to be done according to established scheduled, for example, taking a class on writing a résumé or doing a mock interview in a workshop. I will tell you when these classes will be offered by YCC.

Show an example on the board. Give the clients about 15 minutes to write their Job-Hunting To-Do List in the blank worksheet. Tell them that they may consult each other but remind them that while they will share several similar job-hunting activities with their friends, they will also have different activities depending on their specific job goal and jobs targeted. Walk around to observe clients’ work and answer questions they might have.

Step 3: Learn how to make a detailed weekly schedule

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Spend no more than 15-20 minutes on this step.

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You will need for each client a blank Client Worksheet 5.1.2B: My Weekly Schedule.

☑ Discuss the importance of discipline in job-hunting.

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--Job-hunting takes a lot of energy and focus. There are many little things to do in job-hunting. If you don’t keep at it day in and day out, or have a discipline to stick to your plan, you can easily find yourself falling behind others. In a competitive job
market, someone with more discipline and better preparation will likely get the job first.

☑️ Explain how to manage tasks and develop a discipline.

- Job-hunting is not different from other endeavors in life. At first it always seems hard to reach your goal. ... Imagine yourself running a 20-kilometer marathon. It seems hard when you think you have to run all 20 kilometers in one go, right? But if you tell yourself you are running one kilometer at a time it seems not so bad. When you reach the first kilometer, you can tell yourself that I've reached my first milestone. When you reach the fifth kilometer, you can say I'm already one-fourth of the whole marathon. When you reach the tenth kilometer, you tell yourself I have only half way to go.

- That's how marathon winners usually do it. That's what you can do with your job-hunting. You keep the big picture but you reach one small milestone at a time. This way you can make your job-hunting easier, more manageable, and even enjoyable.

☑️ Distribute copies of blank Client Worksheet 5.1.2B to clients. As the copies are being handed out, discuss the need to organize activities on a day-to-day basis.

- In each step in your job-hunting, there are many smaller tasks that need to be done. For example, to gather information, you may need to go to the library, talk to someone who is in that business or that job, maybe talk to the employers, or consult with your career counselor. To find job vacancies or job leads, you need to contact job placement services, read job classifieds in newspapers, check job notice boards, talk to your job contacts, etc. In the job application process, you need to make a list of jobs you want to apply for, have your resume ready, send out the job application by a given deadline, and follow up.

- What you need to do is to have a clear schedule of what you need to do everyday. Planning helps keeps you on course. Sure, you might think it's so not important to write things down because you can remember, but if you have a list of 5-6 things to do everyday, the chance is great that you will forget or get distracted by friends and other things.

☑️ Explain how to use My Weekly Schedule worksheet.

- What you just got now is a blank weekly schedule to help you organize and keep the discipline in your job-hunting. You can make several photocopies of this blank weekly schedule to use throughout your job search.

- You can put down your daily tasks—your daily chores, you work activities, and your job-hunting activities—in each hour slot in the six days of each week. Sunday is left out, so that you can have a rest.

If time allows you should show an example of how to make a weekly schedule on the board by asking for a volunteer and use his/her activities in the example.

**Step 4: Summarize preparation for job-hunting**

- Spend about 5-10 minutes on this step.

☑️ Round up by asking clients to summarize the key points of the session. The key points in getting ready for job-hunting should include:
• Have a clear job goal.
• Have a clear job-hunting plan and a to-do list that reflects the plan.
• Plan ahead, be organized and be disciplined.
• Keep a detailed weekly schedule and stick to the schedule.
• Make a difficult goal easier by breaking big activities into smaller tasks and tackle one task at a time.
• Celebrate small successes and find time to relax.
• Keep a positive attitude.

✔ Thank the clients for their attention. Remind them to review or complete their job-hunting to-do list and make their weekly schedule at home. Advice them to keep all of their documents in a job-hunting file and bring the file to the next session. Announce the date and time for the next counseling session as applicable.
## Counseling Tools

### Client Worksheet 5.1.1A: Am I Ready for Job-Hunting?

| Client name: ____________________________ | Client no.: __________________________ |

Read each of the following statements and consider if each statement is true about you. Circle the number that best describes you. The more honest your answers, the more honest your results.

1 = absolutely true  2 = mostly true  3 = somewhat true  4 = mostly not true  5 = absolutely not true

### Am I Ready for Job-Hunting?

1. I have a clear career goal.  
2. I have a good career action plan and I am committed to follow it.  
3. I know what kind of job I want.  
4. I know what skills and qualifications employers will look for in that job.  
5. I know what skills and qualifications I have for that job.  
6. I can explain my strong points to potential employers.  
7. I am confident that I will get the job that I want.  
8. I am disciplined and always finish what I started.  
9. I know my weaknesses and I try to correct them.  
10. I can give at least 10-15 hours each week to my job-hunting.  
11. I have financial resources to sustain a 3-4 month job search.  
12. I can count on my family and friends to support me in my job search.  
13. I always speak well of my teachers, old employers and others.  
14. I know how to find job vacancies and ask people for job leads.  
15. I know where to get information about jobs, pay rates, labor laws, etc.  
16. I know how to write a résumé.  
17. I know how to complete job applications and write application letters.  
18. I know how to act and what to say in job interviews.  
19. I know how to negotiate with employers.  
20. I don’t easily lose heart and always keep trying until I succeed.

Add up all the numbers you have circled. You total score is = ______.

😊😊 Total score 20-30 – Excellent! You are charged up and ready for a job hunt. Keep your focus!
😊 Total score 31-45 – Good! You are almost ready for a job hunt but need to hone job search skills.
😊😊😊 Total score 46 or lower – You need to develop a positive attitude and improve your readiness for a job hunt.
Handout 5.1.1B: Job Hunter’s Wisdom

😊 A positive attitude takes you half way to success.

-feel good about yourself. Or do something (that is not bad or illegal) that makes you feel good. This is the key to keeping a positive attitude.

-tell positively about yourself and your abilities. What you believe about yourself can influence how your future will turn out.

-take charge. Accept responsibility for your life and your job search. Your father, mother, best friend, relative, teacher and counselor may be happy to give you support, but ultimately it is YOU who are responsible for whether your job search will be a success.

-let go of regrets about the past. Instead of blaming yourself or constantly thinking about past mistakes, learn from the past. Build on your past experiences to improve yourself.

-make yourself useful. Not having a job (yet) doesn’t mean you are useless. Continue to take care of your chores at home, help your family and run your normal errands.

-stop worrying about the future. You may be aiming for the future, but this doesn’t mean you should fret about what will or will not happen. Focus on what you can do best now, and the future will take care of itself.

-spread the word that you are looking for a job. Tell your family, friends, teachers and people you know that you are looking. Keep your family informed about what you are doing. Stay in touch with friends and those in your network because one of them might lead you to a job.

-get smart. Find out what you need to know about the jobs that you want. Go to the library, read newspapers, go to employment offices, talk to career counselors, search on the Internet, etc. And importantly, talk to people who have been successful at getting the kind of job you are looking for.

-get organized. Make a list of things need to do in your job search, put the tasks on your to-do checklist (see Client Worksheet 5.1C) and give each a deadline—put what needs to be done first, first. Stick to your checklist and check each off when you have completed each task.

-make a daily schedule and stick to it (see Client Worksheet 5.1D). Knowing what you are supposed to do each day can prevent you from getting bored and procrastination.

-create a job-hunting team. Two heads are better than one. Join with a group of friends and set up a job-hunting team. You can share ideas and support each other on a regular basis.

-keep healthy and positive. Eat well, exercise regularly and sleep well. A good physical health will boost your energy level and help you to keep a positive attitude.

-look good to feel good. Looking good not only can make you feel good about yourself. It can also impress others – especially employers – that you take care of yourself.

-celebrate successes and reward yourself. When you have a success, even a very small one, celebrate it. Give yourself a reward and take time out to relax with friends or activities you enjoy.

-don’t take rejections personally. Very few people land the first job they apply for. So, don’t feel too bad if you don’t succeed right away. See it as a practice that will help you do better next time.

-talk to someone. If you feel burned out, frustrated or angry after having unsuccessfully been job-hunting, talk to someone – counselor, teacher, spiritual leader or someone you trust.

-keep improving. Continue to develop your skills and knowledge while job-hunting. Take job counseling or training, read more, do volunteer work that uses the skills in your dream job, etc.

Client Worksheet 5.1.2A: My Job-Hunting To-Do List

A journey of a thousand miles always starts with the first step.

List all the tasks that you need to do in your job search. Put down a deadline for each task and do your best to complete it by the deadline. Check the box ✔ when you have completed each task.

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Client Worksheet 5.1.2B: My Weekly Schedule

Write in the time slots what you plan to do each day and stick to the plan.

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Unit 5.2
A Smart Job Hunter

About Unit 5.2

Content
In this unit, clients learn how to be a smart job hunter: how to find a job smartly and effectively. They will learn to develop skills in finding job vacancies and job leads. The unit is divided into three sessions as follows:

Session 5.2.1: Learning what to know about jobs – The clients learn what specific information they need to know about the jobs they want to apply for and about basic employment and hiring practices in general. They also identify available sources of job-related information, job vacancies and job leads.

Session 5.2.2: Collecting and keeping track on job leads – The clients learn how to build their own job-hunting network and how to use the network to search for job vacancies and leads. They also learn how to talk to job contacts and how to keep track and follow up on the job leads.

Objectives
- To learn what to know about jobs to apply for
- To identify job vacancies and job leads and how to find job-related information
- To build a job search network
- To learn how to deal with job contacts

What to keep in mind
Most clients have a network of friends, family and people in their community whom they already rely on for job leads. What they likely need is how to use the existing network more effectively. They can probably also benefit from doing things more systematically and more professionally.

What to do

Session 5.2.1: Learning what to know about jobs
Step 1: Identify what jobseekers need to know about jobs and employment practices
Step 2: Discuss examples of what jobseekers need to know about specific jobs
Step 3: Summarize key points
Step 4: Review how and where to find job vacancies and job-related information

Session 5.2.2: Collecting and keeping track on job leads
Step 1: Learn how to build a job-hunting network
Step 2: Discuss effective ways to talk to job contacts
Step 3: Learn how to collect job leads
Step 4: Learn how to organize and keep track of job-hunting activities
Step 5: Summarize key points
Time it takes
75-80 minutes for Session 5.2.1 (steps 1-4)
65-80 minutes for Session 5.2.2 (steps 1-5)

Counseling tools
For Session 5.2.1: Learning what to know about jobs
• Handout 5.2.1A: What You Need to Know about Jobs
For Session 5.2.2: Collecting and keeping track on job leads
• Client Worksheet 5.2.1A: My Job-Hunting Network
• Handout 5.2.2B: What to Do in Job Networking
• Client Worksheet 5.2.2C: My Job Leads
• Client Worksheet 5.2.2D: My Job-Hunting Record

How to Counsel Clients on Being A Smart Job Hunter

Session 5.2.1: Learning What to Know about Jobs (approx. 75-80 minutes – steps 1-4)

Step 1: Identify what jobseekers need to know about jobs and employment practices

Welcome clients to the session. Tell them that this session is about how to look for a job the smart way.

Brainstorm with the clients about what they need to know about jobs that they want to apply for. Encourage comments from the clients. Write down all answers on the board. (Use Handout 5.2.1A as a guide for your questions.)

Distribute Handout 5.2.1A. Summarize key information that jobseekers need to know when job-hunting. Explain the following points in the handout:
• Job duties, requirements and qualifications
• Salary and benefits
• Relevant labor laws and workers’ rights
• Relevant local information.

If there are common violations of labor laws, it is important to tell the clients that those violations are illegal and they should not allow themselves to be exploited. Such violations are for example: employers paying below minimum wage; withholding payment or benefits such as paid holidays or medical leave; discrimination on the basis of sex or disabilities; other discriminations and exploitations. Discuss relevant labor laws knowledge base and expertise, it is recommended to discuss important labor laws and workers’ rights as exist in the national laws.
Step 2: Discuss examples of what jobseekers need to know about specific jobs

🎯 Spend about 40-45 minutes on this step.

✅ Identify 5-6 jobs that clients are looking for.

🗣: "I'd like to have about 5-6 types of jobs that you are looking for. Can you tell me what jobs are you looking for?" (Write the jobs on the board.)

✅ Divide clients into small groups of 5 people. Ask the members of each group to sit together. Make sure to have separate group seating arrangement.

✅ Assign each group one of the jobs listed on the board. Ask them to work together to answer the following questions about the job to which their group is assigned:

- What are the duties, requirements and qualifications of the job?
- What are the expected salary and benefits?
- What is the likely term of employment for the job? (full-time, part-time, temporary, casual, daily, etc.)
- Where is the job likely to be found? (In the urban or rural areas, in what district, etc.)
- If you don’t know the answer to some of these questions, where can you find the information?

Give the groups 15-20 minutes to finish the task. Ask each group to write down their answers and prepare for a 3-minute group presentation of their answers.

✅ After the time for group work is up, ask each group to report to the class. After each group presentation, ask the class to give brief comments. The counselor may give additional comments or additional information that each group missed as appropriate.

Step 3: Summarize key points

🎯 Spend about 5-10 minutes on this step.

✅ Ask the clients what they have learned so far especially in the group exercise. Encourage comments by asking some of these questions:

🗣: "What is the difference between jobs that offer good salary and benefits and those that do not?" (Job that offer good salary and benefits are likely to have higher requirements and qualifications, while those with lower requirements offer less.)

🗣: "Do jobs with good salary always give good benefits?" (Not always. You need to look at both salary and benefits. Sometimes a job may give a good salary but it may not be a good job. You need to also consider safety, working hours, job security, opportunity for future promotion, and other employment benefits such as the number of days off and holidays, the number of sick days allowed, medical benefits, etc.)

🗣: "What do you think about different terms of employment for different jobs?" (Full-time jobs are often more secure, while temporary or part-time jobs are not secure and don’t offer full benefits. Jobseekers need to find jobs that offer income that meet their basic needs.)

🗣: "Besides salary and benefits, what can a job offer you?" (A sense of pride, self-sufficiency, friendship and community, job satisfaction, opportunity for personal growth and self-improvement, etc.)
---How do you know where a particular type of job is available? Where do you get the information?... If you don’t know answers to these questions, where can you find the information? (Spend only a minute or two on these questions on sources of job information. More will be discussed in the next session.)

Step 4: Review how and where to find job vacancies and job-related information

 Spend no more than 10 minutes on this step.

 Review with the clients on sources of information, job vacancies and job leads that are related to their targeted jobs.

---You have discussed in different sessions about sources of job-related information. Now, can we review what they are? Let’s make a list of all the job sources you can think of. (List all sources mentioned by the clients on the board.)

 Encourage the clients to focus on the job that they want and think of all possible sources, including those nearest them in their family and community.

Session 5.2.2: Collecting and Keeping Track on Job Leads (approx. 65-80 minutes – steps 1-5)

Step 1: Learn how to build a job-hunting network

 Spend about 25-30 minutes on this step.

 You will need for each client a blank Client Worksheet 5.2.2A: My Job-hunting Network.

 Ask clients whom they normally rely on when they want to look for a job. (The clients are likely to name family, friends, and people they know.)

 After many types of people are mentioned, tell the clients that these people are what is called a “personal network.” Everyone has a personal network that they rely on for many things in life. This network is also very useful in finding jobs.

 Distribute blank copies of Client Worksheet 5.2.1A. Tell the clients that they will be building their own network. But it will be a job-hunting network. Encourage discussion by asking the following questions:

---Why do you need to build a job-hunting network of your own?
---How can your job-hunting network help you get a job?
---Who should be in your job-hunting network?

 Explain about “job-hunting network” (see contents in the worksheet). Convince the clients the importance of building a job-hunting network for themselves. Tell them that, a job-hunting network starts with people that they know and they can expand it to include people that they don’t yet know, one or several of whom can lead them to a job.

 Ask if they have any questions and give clarifications.
Explain the instruction of how to build a job-hunting network (see the instruction in the worksheet). Give the clients about 10 minutes to fill out what they can in the worksheet.

At the end of 10 minutes tell them to stop and say that they can continue the work at home. Emphasize the following points:

- Continue to add more people in the job-hunting network. It is not a good idea to depend on only one job lead as that limits your chance of getting a job. Pursuing several job leads, at least one or two will lead to something.
- Don’t be afraid to ask friends and family members to help identify job contacts.
- Set a goal to get a certain number of job contacts per week.
- Seek out people who are working in the types of job you like or in the company or organization you wish to join.
- Visit local officials at employment offices, your career counselor or teacher and ask them to help with job contacts.
- Talk to employers or business people who may hire people for the type of job that you want.

Step 2: Discuss effective ways to talk to job contacts

Spend about 15-20 minutes on this step.

You will need for each client a copy of Handout 5.2.2B: What to Do in Job Networking.

Encourage the clients to discuss how to talk to job contacts in the job-hunting network and get useful information from them.

---So, now that you have—or you will have—a large job-hunting network to help you find a job. Obviously, if your job contacts are your friends or relatives, you won’t feel so shy to ask them many questions as you would with strangers. But some people in your job-hunting network are going to be strangers. How will you deal with them? How should you act? What kind of questions should you ask them?

Distribute copies of Handout 5.2.2B. Spend 10-15 minutes discussing job networking. Encourage participation from the clients. Cover the following key points:

- How to expand job-hunting network
- What kind of information to get from job contacts
- How to talk to job contacts who are potential employers
- How to talk to job contacts who can give information about a job and a workplace
- What to do and how to behave when making a contact by phone and in person.

(See details in the handout.)

Step 3: Learn how to collect job leads

Spend about 10-15 minutes on this step.

You will need for each client a blank Client Worksheet 5.2.2C: My Job Leads.

Tip
If there is enough time, you might want to consider role-play activity in step 2.

Using Handout 5.2.2B as a guide, prepare 2-3 role plays in advance. For example:

- Calling a job contact working in a company
- Walk-in to talk to the business owner about a possible job vacancy
- Calling a company to get more information about a job vacancy and application details.

After discussing the contents in the handout, break the clients into three groups. Give each group one role-play script. Give them about 10 minutes to prepare. Then ask each group to perform their role play.

After each role play, ask the rest of the class to critique what was done well and what could be improved.

Role playing takes time. So, you need to add at least 45-60 minutes to the session.
Ask the clients how to collect job leads. Spend about 5 minutes brainstorming.

Distribute a blank copy of Client Worksheet 5.2.2C to each client. Tell them that they can use the worksheet to write down all possible job vacancies and job leads they come across during their job-hunting.

Explain how to use the worksheet and what kind of information to put in each column. You may need to show an example on the board.

Emphasize the following points:
- When networking with job contacts, always make sure to write down important information, such as the job position of the job, the contact person’s name, exact title or position and contact information, the name of the employer or company/workplace and the address, the application deadline, what kind of documents are required for a job application, etc.
- If the job contact tells you about a job vacancy, try to get the name of the person in charge of hiring from the contact and other important information.
- Even if a job may not be what you like exactly, write it down in your job leads sheet anyway because it may turn out to be interesting.
- Don’t be put off by the job requirements or qualifications. Even if you don’t have the exact skills or qualifications, you may have done something similar or have equivalent experience or qualifications.

Tell the clients to make several photocopies of the worksheet and start using it at home. Suggest the following points:
- Set a goal on how many job leads to collect per week.
- Some job leads may need prompt action. You may need to contact the employer or send in a job application before a certain deadline, so always keep track of this and take timely action. (Move on to step 4 which deals with how to keep track of job search activities.)

**Step 4: Learn how to organize and keep track of job-hunting activities**

Spend about 10-15 minutes on this step.

You will need for each client a blank Client Worksheet 5.2.2D: My Job-hunting Record.

Explain that while building a job-hunting network and collecting job vacancies and job leads, the clients will find themselves with many job-hunting details to remember. So it is helpful to keep track of the information and what needs to be done for each job lead.

Distribute a blank copy of Client Worksheet 5.2.2D to each client. Explain how to use the worksheet. Emphasize the following points:
- Use this worksheet to keep track of the details of your job-hunting activities because we cannot remember all the details. This is important for following up and helps you remember how when and how your last contact involved for each job lead and what you need to do next.
- Use this record together with your list of job leads and your weekly schedule. Together they will help you keep your job-hunting organized. If it sounds like a lot of
work, remember that you are working for yourself and to advance your own future. If you don’t do it, no one else will do it for you.

Step 5: Summarize key points

Spend about 5 minutes on this step.

☑ Review the key activities in the session. Ask the clients to summarize what they have learned in the session. Add the following key points if there are missing:
  - A Smart Job Hunter.
  - Find out as much information as possible about the job target and the company or workplace you want to join.
  - Find out about the job duties, requirements and qualifications, salary and benefits, and other important information to help in decision-making.
  - Increase your chance of success by casting a wider net by expanding your job-hunting network.
  - Learn and practice effective ways to deal with job contacts and potential employers.
  - Many job leads will not lead to anything but don’t think of them as a waste of time because they give you practice and may be useful in the future.
  - Use the job-hunting tools provided to get organized and stay focused.

☑ Thank the clients for their attention. Remind them to add documents from this session in their job-hunting file and bring the file to the next session. Announce the date and time for the next session on preparing job application documents. Ask the clients to also bring a copy of personal documents relevant to job application such as school diplomas, training certificates, etc.
Counseling Tools

Handout 5.2.1A: What You Need to Know about Jobs

Job duties, requirements and qualifications

What are job duties?

Job duties are what you do on the job. For example:

- A company driver delivers goods to customers and drives company bosses.
- An office clerk types or enters data on a computer, files documents and answers business telephone calls.

What are job requirements?

Job requirements mean skills and abilities that you must have to do the job. For example:

- To be a company driver, you must be able to drive cars and/or trucks.
- To be an office clerk, you must be able to use computer and certain office programs as defined by the employer, do filing and answer telephone in a businesslike manner.

What are job qualifications?

Job qualifications mean specific level of education, training or certificates that demonstrate your knowledge and skills required by the job. For example:

- To qualify for the company driver job, you must have a valid driver’s license (for car/truck).
- To qualify for the office clerk job, you must have completed secondary school or equivalent. Some employers may demand post-secondary secretarial training or a computer training certificate in certain office programs.

Salary and benefits

When you are hired to do a job, what you get in return is salary and benefits. So, you should find out about these things before you start applying for a job:

- **General salary level of the job you want.** If there is a minimum wage law, you should find out what the legal minimum wage is in your country or locality.
- **Benefits usually provided for the type of job you want.** These may include:
  - Free meals, work uniforms or equipment
  - Transportation allowances
  - Accommodation or housing allowance
  - Paid sick leave (number of days you can take leave with pay due to illness or injury)
  - Paid holidays (days off with pay on special days accordingly local and national laws)
  - Assistance if you become sick or injured on the job (called workers’ compensation)
  - Medical insurance, access to medical clinic, or other types of insurance
  - Maternity leave or paternity leave (paid period for leave due to birth of a child usually at least 30 days to 3 months; some countries give up to a year and also to the father)
  - Bonuses (beyond regular salary) for extraordinary performance or on special days
  - Social security, pension for retirement, or other savings plans
  - Job-related skills training.

Usually, if you work on a daily, temporary, casual or part-time basis, you don’t receive benefits. Regular or full-time employees are entitled to at least some of the above benefits. To make sure that you are not taken advantage of by some employers, you should educate yourself about relevant labor laws. For example, laws setting standards that employers must comply on minimum wage, benefits, paid holidays, paid leave, working hours, work safety, prohibition of employment discrimination and unfair treatment of women and people with disabilities, etc.

What is a job-hunting network?

A job-hunting network is a group of personal or social contacts or people who can give you information and support in your job search. Natural contacts in your network are friends, family members, neighbors, (old) classmates, teachers, career counselors, (former) co-workers, members of the club or church you belong to, etc. Network contacts may also be people whom you don’t yet know but should get to know, such as someone working in the kind of jobs you are looking for. You just need to be introduced to them. You can build a bigger network by asking for personal introductions to people. This way you can expand your network and your chance of getting that job.

How can the network help me get a job?

Well, the more people know that you are looking for a job, the greater chance someone will give you job leads. People in your job-hunting network can give you advice, useful information about jobs and job referrals. You never know, someone may know someone who knows someone else who is looking for an employee just like you. The network may also give you an advantage to know about jobs that are not advertised or before they get advertised.

Take charge. Create your own job-hunting network

Make a list of people you already know who can be in your network. Write their names in each category of contacts. Put their phone numbers, emails or other contact information in the last column.

Choose one or more fellow job hunters to be your job-hunting partners.

Continue to add more people in your network by asking people you know. Write their names and contact info in the missing categories. You can also create new categories.

<table>
<thead>
<tr>
<th>Type of contacts</th>
<th>Names</th>
<th>Contact info</th>
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</thead>
<tbody>
<tr>
<td>Family members</td>
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<tr>
<td>Relatives</td>
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<td>Friends</td>
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<tr>
<td>MY JOB-HUNTING PARTNERS</td>
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<td>Friends of friends</td>
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<td>Neighbors</td>
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<td>(Old) Classmates</td>
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<td>(Old) Employers/bosses</td>
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<td>(Old) Co-workers</td>
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<td>Community leaders</td>
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<td>Career counselors</td>
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<td>Church members</td>
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<td>Club members</td>
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<tr>
<td><strong>Job contacts</strong></td>
<td>(people working in companies or jobs you like)</td>
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Handout 5.2.2B: What to Do in Job Networking

General tips on building your job-hunting network

• Tell everyone you know that you are looking for work.
• Tell them exactly what kind of job you are looking for.
• Be considerate and don’t take too much of your contacts’ time.
• Be professional and willing to accept advice. Listen well.
• Ask for referrals. If the contacts cannot help, ask them to name someone who can.
• Always thank your contacts even if they can’t give you specific information or referrals.

Having a big job-hunting network is great but you also need to know how to use them. When you get names of contact, you will either call them or visit them in person. You need to know how to talk to your job contacts. Sometimes you may not know who a contact is. The person might be the employer or a person in charge of hiring. So, it is very important that you are prepared to talk in an intelligent and professional manner with job contacts, starting from even the first time you call or see them.

Tips on how to talk to job contacts in your first contact with them

• Always introduce yourself. Don’t assume that the contact knows you.
• Say why you are calling or visiting him/her and who recommended you.
• Ask if the contact has 5-10 minutes to talk. If not, ask if you can have a meeting or call another time for a 15 minutes discussion.

If the contact is a potential employer

• Say clearly the job that you are interested in applying for and how you got the vacancy information.
• Be polite and confident.
• Tell the contact important skills you have that are good for the job.
• Ask if you may send or leave a resume.
• Ask a follow-up meeting or visit.
• Try to get the name of the person in charge of hiring.
• If the contact invites you for an interview, note down all the details (date, time, name and position of the contact person, etc.).
• Thank the contact for his/her time.

If the contact works in the job/company you like

• Tell the contact you are interested in (name a job) and ask about available opportunities for that job or type of work.
• Ask about the contact’s work experience and the company/workplace (how did s/he get the job, how the work is like day to day, how does s/he like her work and workplace, etc.)
• Check with the contact whether the information you have read, heard is true.
• Tell the contact about your skills and qualifications and ask if these fit the job.
• Ask what is the best way to get this type of job.
• Ask what is a typical entry-level salary for the job (don’t ask how much s/he makes!).
• Ask who else you should talk to.
• Thank the contact for his/her time.

If you have never done this before, you might feel intimidated. It is a good idea to build your confidence by practicing what to say with your friends before going to meet the person or dialing his or her phone number. Writing down what you want to say on cue cards also helps you remember.

Tips on what to do and how to behave on the telephone and in a meeting with job contacts

On the phone

• Speak clearly and cheerfully. Don’t mumble or shout. Don’t talk too fast.
• Talk directly into the phone.
• Avoid calling from a noisy area.
• Get to the point. Don’t talk too long.
• Listen carefully.
• Take notes of important information.
• Follow up on what you said you would do.

In face-to-face meeting

• Don’t be late. If you will be, call ahead.
• Dress appropriately – neat and clean.
• Smile and keep eye contact.
• Upon introducing yourself, give a firm handshake – but not too limp or too hard.
• Bring a pen and a notebook for taking notes.
• Bring a few copies of your résumé to give.
• Follow-up on what you said you would do.
As you go about your job-hunting and working your contacts, you will find job vacancies and job leads. Keep a record of all job leads from all sources, even ones you don’t really like because they may turn out to be what you want. (Make photocopies of this blank worksheet for spare.)

You can mark ✪ on the side of the job positions that you like and focus on them later.

<table>
<thead>
<tr>
<th>Job position</th>
<th>Employer (&amp; address)</th>
<th>Job source (how I found it)</th>
<th>Contact person (&amp; contact info)</th>
<th>Application deadline</th>
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Once you have marked the job vacancies or job leads you would like to pursue, you can start with contacting the referred contacts or apply for the jobs. Keep a record of all your serious job contacts in this sheet. Don’t forget to log in the details when you make contact. Make photocopies if you need more.

<table>
<thead>
<tr>
<th>Date contacted</th>
<th>Employer (name &amp; contact info)</th>
<th>Position applied for</th>
<th>Person contacted</th>
<th>Contact method (phone, letter, etc.)</th>
<th>Results</th>
<th>Further action required</th>
<th>Remarks</th>
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Unit 5.3

Job Application

About Unit 5.3

Content

This unit is about preparing important data and documents for job application. The clients will make their own personal data sheet and learn how to write résumés, job applications and job application letters. The unit is divided into three sessions as follows:

Session 5.3.1: Preparing personal data for job application – The clients identify and prepare what personal data and documents they need to apply for a job. They are asked to complete a personal data sheet as a reference for completing job application forms. They also practice filling out a job application.

Session 5.3.2: Writing a résumé – The clients learn about the content and purpose of a résumé and two different styles of simple résumé. They are also asked to write their own résumé.

Session 5.3.3: Preparing a job application and writing a cover letter – The clients learn how to put together a job application, how to write a cover letter and different methods of submitting a job application.

Objectives

• To prepare a personal data sheet and relevant job application documents
• To learn to write résumés, job application and cover letters

What to keep in mind

Some clients may not need the sessions on writing a résumé and preparing a job application and writing a cover letter (Sessions 5.3.2 and 5.3.3). Some clients with pre-secondary education may find activities that involve writing difficult. Whether or not the clients need to develop such skills depend largely on the literacy level and the type of jobs they want to apply for. Still, some clients with low formal education may have high functioning literacy, so it is best to ask clients to decide for themselves to sign up for these sessions, rather than decide for them.

What to do

Session 5.3.1: Preparing personal data for job application
Step 1: Identify and discuss documents for job application
Step 2: Complete a bio data sheet
Step 3: Practice completing a job application
Step 4: Discuss how to write a nice job application form
Step 5: Wrap up

Session 5.3.2: Writing a résumé
Step 1: Discuss the purpose of a résumé
Step 2: Study contents and styles of sample résumés
Step 3: Discuss how to write a résumé
Step 4: Practice writing a résumé

**Session 5.3.3: Preparing a job application and writing a cover letter**
Step 1: Introduce job application letters
Step 2: Compare good and bad job application letters
Step 3: Learn how to write a cover letter
Step 4: Discuss job application methods
Step 5: Summarize key points of job application

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**Time it takes**
- 80-95 minutes for Session 5.3.1 (steps 1-5)
- 75-90 minutes for Session 5.3.2 (steps 1-4)
- 75-100 minutes for Session 5.3.3 (steps 1-5)

**Counseling tools**
- For Session 5.3.1: Preparing personal data for job application
  - *Client Worksheet 5.3.1A: My Bio Data Sheet*
  - *Client Worksheet 5.3.1B: Practice Job Application Form*
- For Session 5.3.2: Writing a résumé
  - *Handout 5.3.2A: Sample Résumés*
  - *Handout 5.3.2B: Résumé Tips*
- For Session 5.3.3: Preparing a job application and writing a cover letter
  - *Handout 5.3.3A: Cover Letter Format*

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**How to Counsel Clients on Job Application**

**Session 5.3.1: Preparing Personal Data for Job Application** (approx. 80-95 minutes – steps 1-5)

**Step 1: Identify and discuss documents for job application**

- Spend about 10-15 minutes on this step.

- **✓** Ask how many have applied for a job before. Ask them to share their experience in their past job application.
  - ** skl: What did you need to do in applying for a job?**
  - ** skl: What documents did you need to show the employers when you applied for a job?**... Did you give them the original or a photocopy?
  - ** skl: What were the things that you didn’t know at the time and you have learned later about applying for a job?**
  - ** skl: Having learned what you have learned, what would you do differently now?**

- **✓** Explain to the clients that in this session they will learn how to prepare documents that they will need for applying for a job.
Ask the clients what documents are usually needed to apply for a job. List the documents mentioned on the board. Documents that are often required or may be required in a job application include:

- **Personal documents** such as:
  - Personal identification (ID) cards (e.g. national ID card, driver’s license, or passport if applying for a job overseas)
  - Other personal documents (e.g. record of military or other national service, household registration, marriage certificate, children’s birth certificates) as applicable or required by certain jobs
- **Education/training and achievement records** (e.g. school diploma, training certificate, transcripts showing courses taken and grades received, certificate of special achievement or award)
- **Job application documents** (needed for some jobs) including:
  - Job application form
  - Résumé
  - Cover letter or job application letter
- **Work sample** (that show the skills and knowledge of the applicant).

Tell the clients that may not need or have all of these documents. But they will need some of them. Some jobs need more documents than others.

**Step 2: Complete a bio data sheet**

- Spend about 30 minutes on this step.
- You will need for each client a blank **Client Worksheet 5.3.1A: My Bio Data Sheet**.

- **Discuss the type of information normally asked for in a common job application.**
  - How many of you have ever filled out a job application?
  - What kind of information does a common job application asks for?
  - If I ask you to write a job application right now, do you think you have all the information ready to complete a job application?

- **Explain that in the course of their job search, the clients will likely be asked to complete several job applications. Most job applications ask for similar information, mainly personal or biographical data, educational, training and employment history, and sometimes references. So, it makes sense to have these data and related documents ready before they start applying for jobs.**

- **Distribute copies of blank **Client Worksheet 5.3.1A to the clients. Ask the clients to fill out any information they can in the worksheet. Explain how to complete the bio data sheet. Note also the following points:**
  - If they have brought relevant job application documents, they can copy the relevant information directly onto their bio data sheet.
  - If they are not sure about certain information, it is better to wait until they have accurate data and fill them in later.

**Tip**

Clients often need help with job-related documents. But there is likely not enough time for careful reviews of clients’ documents during the session. It may be a good idea to have more than one counselor running the session. Or, organize a special review session, a working group or a workshop after the session for clients who need additional help.
For some items that are not relevant in their case, do not leave them blank. Write down “N/A” which means “not applicable” in the blanks.

Before they put down anyone as their reference, they should ask for their permission first and only include them if they agree. Generally, a reference should not be friends or relatives but someone who knows them in a professional or social capacity.

Keep the bio data sheet as a reference in their job search and job application. If any personal data change, such as change of address or telephone number, they finish a new course of studies or training, don’t forget to update it.

Step 3: Practice completing a job application

Spend about 20-30 minutes on this step.

You will need for each client a blank Client Worksheet 5.3.1B: Practice Job Application Form.

Distribute a copy of blank Client Worksheet 5.3.1B to each client. Ask them to practice filling out a job application form. Tell them to read the instructions carefully and use the information in their bio data sheet. Give them about 15 minutes.

Walk around and see if anyone needs help.

Step 4: Discuss how to write a nice job application form

Spend about 15 minutes on this step.

Ask the clients how they did on the job application.

--So, how did your practice job application go? Was it easy or hard?
--Did you have any problems understanding what you needed to put in the application form? (If so, what?)
--Did you manage to finish?
--Do you think your job application look nice?
--What did you do when you made a mistake? Did you cross out or erase the mistake?
--When you didn’t have the information, did anyone make it up? Should you make it up?

Ask the clients besides the information what a completed job application tells the employer about him or her. Discuss the purpose and the importance of a job application.

A job application is a form that employers ask applicants to fill out to apply for a job.

It contains important information that helps the employers to screen the pool of applicants and to decide whether or not to call an applicant for an interview.

Tip

How to complete a job application:

- Use blank or blue ink.
- Write clearly.
- Spell correctly and use proper grammar.
- Give clear and accurate information. Be honest.
- Cross out mistakes neatly, use “white-out” or ask for another application.
- Write ‘N/A’ or “ – ” (a dash) in the blanks if the question is not relevant to you.
- If you have more information than there is space, write or type additional information on a clean sheet of paper and attach it to the form.
- Use positive language. For example, write “laid off” instead of “fired” or “left for a better position” instead of “the pay was too low.”
- Always re-read and check the information for mistakes before submitting your job application.
- Keep a photocopy of the application if possible.

These days, more job applications are done on the computer and submitted online.

- If you are not good at this, get help from friends or use professional services.
- Always spell-check your application before sending it.
- When you get a confirmation (either on a website or via email), make sure to keep it and print it out for your record.
- If you need to send attachments with a job application, make sure the attachments are no larger than 500kb in total.
In this way, a job application is a person’s own representation. A neat, complete and correctly done job application reflects well on an applicant.

Of course, whether or not an applicant will be called for an interview or get a job depends much on whether s/he has the right skills and qualifications for the job. But when there are many applicants, a neat job applicant increases the chance.

It therefore important to make sure to follow the instructions carefully and complete a job application correctly, give accurate information, write neatly and clearly, and don’t give false information because when employers can often detect dishonesty they will never hire a dishonest person.

Make a complete and accurate My Bio Data Sheet (Client Worksheet 5.3.1A) and use it as a source for completing job application forms and other documents.

Brainstorm how to complete job application forms in effective and professional ways. List the clients’ ideas on the board (see Tip on the previous page).

Step 5: Wrap up

Spend about 5 minutes on this step.

Ask the clients if they have any questions. Respond to any questions as appropriate.

Tell the clients to finish their Bio Data Sheet at home and bring it to the next session. Announce the time and place for the next session as appropriate.

Session 5.3.2: Writing a Résumé (approx. 75-90 minutes – steps 1-4)

Step 1: Discuss the purpose of a résumé

Spend about 10-15 minutes on this step.

Brainstorm what a résumé is and what it is for. Use the following questions to stimulate discussion:

--Can anyone tell me what a résumé is? (A selected summary of facts about an applicant and his/her skills, qualifications and experience related to a job being applied for)
--What is the main purpose of a résumé? To get hired or to get an interview? (Employers rarely hire an applicant based on a résumé. They often call an applicant for a job interview based on his/her résumé.)
--How do you know whether you need to submit a résumé when applying for a job? (Some employers want job applicants to submit a résumé, but other employers may not ask for one. Jobseekers need to find out whether the job they are applying for require a résumé. Usually professional and office jobs require a résumé and job advertisements often indicate whether or not applicants need to submit a résumé.)
--Is one résumé good for applying for many jobs? (No, the same résumé can be used when applying for the same job with different employers. But if you apply for different jobs, the résumé should be tailored for a particular job. It should include only information and highlight specific skills and qualifications relevant to each job.)
--Do you know how much time the typical employer spends on each résumé? (Usually very little—only a few minutes at most. That is why a résumé has to catch the
employer’s attention but should be brief. For most young people without long experience, a one-page résumé is appropriate.)

**Step 2: Study contents and styles of sample résumés**

- Spend about 20 minutes on this step.
- You will need for each client a copy of Handout 5.3.2A: Sample Résumés.
- Ask what is a typical content of a résumé. Get a few responses and then distribute Handout 5.3.2A. Give the clients 5-10 minutes to familiarize with the two sample résumés.
- Encourage a discussion on résumé contents and styles by asking the following questions:
  - In the sample résumés, what content do you see starting from top to bottom?
  - Do you see any similarities? What do these two résumés have in common?
  - What are the differences in terms of content and order of content?
  - What impression do you get from each of these résumés? Imagine you were an employer, what kind of picture do you have of each applicant from the résumé?
  - What are the strengths of Carlos da Silva?
  - What are the strengths of Juanita da Silva?
  - How would you describe Carlos’s and Juanita’s résumés in terms of presentation?

**Step 3: Discuss how to write a résumé**

- Spend about 15 minutes on this step.
- You will need for each client a copy of Handout 5.3.2B: Résumé Tips.
- Explain that there are several styles of résumé. What they have seen are simple résumé styles: one for applicants with work experience and the other for those with little or no experience. But whatever style, a résumé typically contains similar information (see in Handout 5.3.2B). A typical résumé is also usually no longer than 1-2 pages. (Discuss the main and optional résumé contents as explained in the handout.)
- Ask if anyone has written a résumé before. If some clients have, ask them how they go about writing a résumé—ask them to describe the process of developing a résumé. If no one has, ask how they would develop a résumé, what they should do and should not do in writing a résumé.
- Discuss the do’s and don’ts in writing a résumé as explained in the handout. Try to avoid lecturing and encourage the clients’ participation in the discussion.

**Step 4: Practice writing a résumé**

- Spend about 30-40 minutes on this step.
- Ask the clients to start writing their own résumés, using their Bio Data Sheet. Give them about 30 minutes. Walk around to see if any body needs help. Answer questions and give suggestions as appropriate.

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Tip:
It is important that clients get a chance to have their résumés reviewed and critiqued, but there will not be enough time to do so during the session. If possible, organize a separate résumé review session or workshop for clients to improve and finalize their résumés.
When the time is up, ask how their practice went. It is most likely that many did not finish their résumés. Tell them to finish it as a homework. If there is an organized separate review session to help clients to review, revise and finalize their résumés, tell them to bring their draft résumés to the session. (Give time and place.)

Announce also the time and place for the next session on preparing a job application and writing a cover letter.

**Session 5.3.3: Preparing a Job application and Writing a Cover Letter**

### Steps 1-5

#### Note to counselor on preparation

Prepare in advance one good and one bad example of a job application letter for clients to compare in step 2. Whichever way is convenient, you may prepare by:

- Writing the good and bad examples on two separate large posters
- Printing the letters on A-4 papers and make photocopies to give one set to each client.

#### Step 1: Introduce job application letters

Spend about 10-15 minutes on this step.

- Explain that a job application letter is often needed, for example:
  - When writing is the only way to contact the employer (to ask about a job opening or to apply for a job)
  - When the employer (through job advertisement or job contact) asks that a cover letter be sent along with a résumé and/or a completed job application form.

- Ask the clients to name the purpose and a few advantages of sending a cover letter with a résumé or job application.
  
  --What do you think a cover letter is for? Why do you need a cover letter?
  --What's wrong with sending a résumé without a cover letter?

- Explain that a cover letter is useful and has several advantages.
  
  --It is true that not every employer will demand or expect job applicants to write them a letter. But especially if you are submitting a résumé for a job, it is a very good idea to write a cover letter. Here are a few reasons why:

  o A cover letter gives you an opportunity to impress the employer by showing him/her your professionalism. Virtually every employer likes a job applicant who knows how to write a good business letter.

  o A cover letter can personalize your job application. You address your letter to the manager, supervisor or business owner by name and tell him/her explicitly why you are good for the job by linking your skills or qualifications to the job. This increases their interest and the chance that they will pay more attention to your application.

  o Especially if your cover letter looks good, professionally written and contains the right information, then you are likely to stand out in the group of applicants.
Step 2: Compare good and bad job application letters

- Spend about 15-20 minutes on this step.
- You will need the samples of a good and bad job application letters (prepared in advance).

- Show the clients the two examples of application letter: one good and one bad. Do not tell them which one is good and which one is bad. Give them about 5 minutes to read the letters. Tell them to pick which one is a bad letter.

- Ask the clients to identify the bad the letter and the good letter. Once they have identified them, ask them for the reasons why one is good and the other is bad. If the clients don’t have a good idea, ask some questions to help them point out which parts in the letters are good or bad.

- Summarize the good points and bad points of the two letters. Add important points as appropriate.

Step 3: Learn how to write a job application letter

- Spend about 30-40 minutes on this step.
- You will need for each client a blank Handout 5.3.3A: Cover Letter Format.

- Ask if the clients how to write a good job application letter. Distribute Handout 5.3.3A.
- Discuss the cover letter format as explained in the handout.

- Ask them to practice writing a cover letter, following the format in the handout. Tell them that in writing a résumé and job application letter, keep in mind their job goal and the job(s) they want to apply for. If they already have an employer or a company in mind, they should address the letter to the employer.

Walk around to see if anyone needs help. Once the time is up, ask them if they have finished and what kind of questions or difficulties they had. Answer any questions.

Tell them to continue practicing writing the letter at home. If there is a separate session organized to help with writing letters, tell them the time and place. Otherwise, they should be able to come back and get help from individual counselors.

Step 4: Discuss job application methods

- Spend about 15-20 minutes on this step.

- Ask the clients, now that they have a résumé and a job application letter, how do they put together a job application?

- Tip
  Like the résumé, writing a job application letter needs time for practice. Many will not finish writing the letter in the time given.

  It is practical to ask them to practice at home and bring the draft letter for review and critique in a separate review session.

- Encourage responses. Then, summarize or explain the following:
Documents that are usually included in a job application package include:

- a cover letter
- a résumé
- a completed job application form (if any)
- a photograph (if requested)
- a copy of school diplomas/training certificates or transcripts (if requested)
- a photocopy of other documents (if requested).

Possible job application methods are:

- Send the application by postal mail
- Send the application by email
- Drop the application off at the workplace/company in person
- Call to apply by telephone
- Walk in to apply in person.

Encourage the clients to think of effective ways to apply for a job using these methods. Explain that sometimes a jobseeker can apply for a job even when job vacancies are not advertised. A jobseeker may send a “blind” job application to several companies that might have a possibility of job openings. Of course, this may work well in some countries but not so well in others.

Ask the following questions:

--What are the advantages and disadvantages of applying for a job using one of these methods, for example by mail or email? What about by telephone? By walking in? Sending a “blind” application to several employers?
--What are important things you need to do if you apply for a job by phone?
--How is applying for job in person different from applying for a job by telephone or by mail?
--Has anyone ever applied for a job by email? How is it different from by regular postal mail? What do you need to do differently?

Summarize job application methods.

- There are several ways to apply for a job. The main ways are: by letter, by email, by telephone and in person. Some methods may be effective for some jobs but not for other jobs. Find out the best way to apply for the job you want to apply for.

  Using whichever method it is important to be well prepared:
  
  o Learn as much as possible about the job, the employer/company and the type of work they do before initiating submitting an application or call to apply.
  o Try to get the name of a person in charge of hiring, who is typically the personnel manager, supervisor, or owner of the business.
  o Make sure that all job application documents are in order.
  o Be clear about the job position being applied for and what skills and qualifications you have for it.
  o Prepare what you want to say in advance.
  o Be pleasant but business-like.

- If applying by telephone, it is important to speak clearly, politely and cheerfully. Always introduce yourself first and ask to speak to the person in charge of hiring or
the contact you have been given. Have all the relevant information or documents in front of you. (See more tips in Handout 5.2.2B: What to Do in Job Networking.)

- **If applying by letter or email**, the letter or email should be typed, well written, easy to read, neat and professional (using correct business format). It should also introduce you to the employer, and clearly state your strong qualifications for the job and interest for a job interview. (See more tips in Handout 5.3.3A: Cover Letter Format.)

- **If applying in person**, make sure you get a name of the person you need to see. If you can’t get a name, ask for whoever is in charge of hiring. Dress appropriately and cleanly and take necessary documents with you, and a work sample, if any.

### Step 5: Summarize key points about job application

1. Spend about 5 minutes on this step.

✔ Round up the session by summarizing key points about preparing for job application.

- Several documents are needed to apply for a job, including personal documents, education and training records, and other documents required by employers such as a job application form, résumé and cover letter.

- Every jobseeker should keep an accurate and up-to-date bio data sheet as a source of accurate and consistent personal information for every job application.

- In the working world, business documents, including résumés and letters, have certain standards and style. So, it is important to have a résumé and a cover letter that not only have attractive information about yourself as a jobseeker, but that also look professional in style.

- Making a good impression is important in applying for job. You rarely get more than one chance to impress the employer—often this is when you are called for a job interview or when apply in person. So, make sure to be ready, look good, feel good, and have all the necessary documents when meet you meet a prospective employer for the first time.

### Note to counselor

Tell the clients to continue working on preparing all of their job application documents from this session, in particular the bio data sheet, the résumé, and the cover letter.

Remind them to bring all documents used in job application to any (pre-arranged) review session where they will get further help to improve the documents they have prepared. If no review session or workshop has been pre-arranged, encourage the clients to form a working group to help each other with preparing job application documents. If possible, make yourself available or recruit other individuals experienced in this area to help.
Counseling Tools

Client Worksheet 5.3.1A: My Bio Data Sheet

In the course of applying for jobs you will have to write down information about yourself many times. Having all your relevant personal data in one place is very handy for job application, writing résumés and job application letters.

Make your own bio data sheet by filling out your personal information in the form below. Write ‘–’ or ‘N/A’ in the blanks that don’t apply to you. Double-check all data for accuracy.

<table>
<thead>
<tr>
<th>1. GENERAL INFORMATION</th>
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<tbody>
<tr>
<td>Name:</td>
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<td>Telephone:</td>
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<tr>
<td>Address:</td>
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<td>Mobile:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Date of birth:</td>
</tr>
<tr>
<td>Sex: □ Male □ Female</td>
</tr>
<tr>
<td>Place of birth:</td>
</tr>
<tr>
<td>Marital status: □ Single □ Married □ Divorced □ Separated □ Widowed</td>
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<tr>
<th>2. EDUCATION &amp; TRAINING</th>
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<tbody>
<tr>
<td>A. Primary School</td>
</tr>
<tr>
<td>School name:</td>
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<tr>
<td>District/City:</td>
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<tr>
<td>Attended from:</td>
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<td>to:</td>
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<tr>
<td>Highest grade completed/GPA:</td>
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<tr>
<td>B. Pre-secondary School</td>
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<tr>
<td>School name:</td>
</tr>
<tr>
<td>District/City:</td>
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<td>Attended from:</td>
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<td>to:</td>
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<td>Highest grade completed/GPA:</td>
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<td>C. Secondary/Vocational Secondary School</td>
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<td>Highest grade completed/GPA:</td>
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<td>Major courses taken:</td>
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<td>D. Post-secondary College/University</td>
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<td>Coll/Univ name:</td>
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<td>Highest year completed/GPA:</td>
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<td>Major courses taken:</td>
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<td>E. Training Courses/Certificates</td>
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<td>Training institution:</td>
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<td>Attended from:</td>
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<td>Certificate:</td>
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<td>Courses taken:</td>
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Note: If you have more, write in a separate sheet of paper.
### 3. EMPLOYMENT HISTORY

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<th>From:</th>
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<th>Special skills:</th>
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<th>Reason for termination:</th>
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<tr>
<th>Note: If you have more employment history, write in a separate sheet of paper.</th>
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### 4. EXTRA-CURRICULAR ACTIVITIES (volunteer work, sports, club membership, social activities, etc.)

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<th>From:</th>
<th>to:</th>
<th>Duties/Achievements:</th>
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<tr>
<th>B. Activity:</th>
<th>District/City:</th>
<th>From:</th>
<th>to:</th>
<th>Duties/Achievements:</th>
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### 5. LANGUAGE SKILLS & SPECIAL SKILLS/AWARDS

<table>
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<th>A. Languages:</th>
<th>B. Special skills/Awards:</th>
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### 6. REFERENCES (List 3 persons – not parents or relatives – who know you well and can say good things about you.)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
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</table>
Client Worksheet 5.3.1B: Practice Job Application Form

Name of applicant: ________________________________ Date: ________________

Current address: __________________________________________________________

Telephone: __________________ Fax: __________________ Email: ________________

Sex: ______ Date of birth: _________________ ID number: _______________

Position applying for: __________________________ Starting date: ______________

Are you currently employed?: ______ Yes ______ No

If yes: provide name and address of employer: ____________________________________

Education: (please provide information on the last two educational institutions you attended)

<table>
<thead>
<tr>
<th>Date (from – to)</th>
<th>Name of institution, district</th>
<th>Grade/Degree level</th>
<th>Did you graduate?</th>
</tr>
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</table>

Training:

<table>
<thead>
<tr>
<th>Date (from – to)</th>
<th>Name of institution, district</th>
<th>Training course</th>
<th>Did you complete the course?</th>
</tr>
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</table>

Employment history:

<table>
<thead>
<tr>
<th>Date (from – to)</th>
<th>Employer’s name &amp; address</th>
<th>Telephone</th>
<th>Reason for leaving</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Please tell us why you apply for this job: __________________________________________

References: (please provide 3 persons unrelated to you and their contact information)

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Address</th>
<th>Telephone/email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>
CARLOS DA SILVA
No. 2, Happy Lane, Becora, Dili
Telephone: 10-100-1001
Email: carlos_daSilva2008@gmail.com

EMPLOYMENT GOAL
To be employed as a welder

HIGHLIGHTS OF QUALIFICATIONS
• Two years experience in severing, clamping and electric welding metals in beams and piping
• Able to visualize a completed project while creating it from a plan or work
• Skilled in checking for defects and cleaning rust/dirt in metals to be welded
• Have basic knowledge of materials and drafting
• Able to accurately measure metals to be cut
• Above average mechanical power tools

PERSONAL ATTRIBUTES
• Ability to work well with little direction or supervision
• Strong manual dexterity and excellent eye-hand coordination
• Excellent physical condition, able to stand and reach for long periods of time
• Ability to work carefully with attention to detail while still meeting deadlines
• Punctual, patient, honest, flexible and reliable

WORK EXPERIENCE
October 2006 – November 2008  Welder, Dili Metals, Dili

EDUCATION
2003 – 2006  Metal Engineering, Escola Technica e Profissional Dili, Dili
1999 – 2002  Pre-secondary, Don Bosco Secondary School, Becora, Dili

ADDITIONAL INFORMATION
Language skills: Tetum (fluent); Portuguese and Indonesian (fair)
Social activities and interests: Community volunteer; Outdoor sports

References are available upon request.
JUANITA DA SILVA

No. 19, Happy Village, Baucau, Baucau

EMPLOYMENT GOAL: To obtain a position as an office administrator

EDUCATION:

TRAINING & VOLUNTEER EXPERIENCE:
9 – 11/2008 3-month Language & IT course, Senai Training Center, Becora, Dili
4 – 5/2007 Community health volunteer, Centro de Desenvolvimento Comunitario, Baucau

WORK-RELATED & LANGUAGE SKILLS:
• Excellent computer skills in Microsoft Office and accounting software
• Good email and Internet skills
• Work well under pressure
• Able to work on more than one task at a time
• Highly fluent in Tetum
• Portuguese and Indonesian – intermediate level in reading, writing and speaking
• English – beginner’s level in reading, writing and speaking

PERSONAL ATTRIBUTES:
• Efficient, well-organized, responsible and hard working
• Friendly and work well with others

PERSONAL INTERESTS:
• Reading, learning languages, computers, community volunteer work, badminton

REFERENCES:
1. Ms. Angela Gaspar, Teacher, Escola Secunadio Profissional Economica Dili, Tel. 10-100-1550
2. Mr. Julianto Ramos, Trainer, Senai Training Center, Becora, Dili, Tel. 10-100-2000
3. Mr. Antonio Loureiro, Director, Centro de Desenvolvimento Comunitario, Baucau, Tel. 10-200-4000
What is a résumé?
A résumé is a selective summary of important facts about yourself and your skills and qualifications for the job being applied for. In this way it is a tool to “sell” yourself to a potential employer. The main purpose of a résumé is to get you an interview, which is a step closer to getting a job. You don’t need to put everything about yourself in a résumé because employers don’t have time to read a long document. You will get a chance to give fuller details about yourself in the interview.

What kind of information should a résumé include?
A résumé should include the following information:

<table>
<thead>
<tr>
<th>Basic minimum</th>
<th>Additional/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name, address and contact information</td>
<td>Extra-curricular activities or volunteer activities (such as</td>
</tr>
<tr>
<td>Employment goal (job position or type of work sought relevant to job applied</td>
<td>sports, club activities, community services, etc.)</td>
</tr>
<tr>
<td>Summary of skills and qualifications (in the case of experienced jobseekers)</td>
<td>Special achievements and awards</td>
</tr>
<tr>
<td>Education and training (in the case of jobseekers with little experience)</td>
<td>Personal qualities</td>
</tr>
<tr>
<td>Work experience (work history starting from most recent first; include</td>
<td>Interests and hobbies</td>
</tr>
<tr>
<td>internships or voluntary work for young jobseekers)</td>
<td>National or local service (such as military or boy scout</td>
</tr>
<tr>
<td>Special or work-related skills relevant to the job being applied for (such</td>
<td>services)</td>
</tr>
<tr>
<td>as computer skills, ability to use certain tools or software, ability,</td>
<td>List of references and contact information (if there is no</td>
</tr>
<tr>
<td>language skills, etc.)</td>
<td>space or not specifically required, put at the end of the</td>
</tr>
<tr>
<td></td>
<td>résumé “References are available upon request”)</td>
</tr>
</tbody>
</table>

Your Bio Data Sheet (Client Worksheet 5.3.1A) is the perfect starting point to develop your résumé. Complete it and make sure that the information in your Bio Data Sheet is accurate and up to date. Pull relevant information from the sheet to make your own résumé. Refer to sample résumés in Handout 5.3.2A for style.

What are the do’s and don’ts in writing a résumé?
There are certain things that you should do and should not do in writing a résumé.

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight your strengths.</td>
<td>Don’t make up your skills or qualifications.</td>
</tr>
<tr>
<td>Tailor each résumé to each job.</td>
<td>Don’t include irrelevant information.</td>
</tr>
<tr>
<td>Keep sentences clear and brief.</td>
<td>Don’t write long sentences or paragraphs.</td>
</tr>
<tr>
<td>Use action verbs to describe job duties and accomplishments.</td>
<td>Use bullet points instead.</td>
</tr>
<tr>
<td>Keep it within 1 –2 pages.</td>
<td>Don’t use “I” in a résumé, for example, use “prepared payroll” instead of “I prepared payroll” in a description of a job duty.</td>
</tr>
<tr>
<td>Use plain standard business-size paper.</td>
<td>Don’t use fancy, colorful paper.</td>
</tr>
<tr>
<td>Make it easy to read. Use simple fonts that are easy on the eye.</td>
<td>Don’t use many colors, font styles or fancy patterns that are</td>
</tr>
<tr>
<td>Use clear headings.</td>
<td>distracting.</td>
</tr>
<tr>
<td>Ask someone with review and check your résumé and help you improve it.</td>
<td></td>
</tr>
<tr>
<td>Always check for errors before sending it.</td>
<td>Don’t list a reference unless you have the person’s permission.</td>
</tr>
<tr>
<td>Send it with a cover letter.</td>
<td></td>
</tr>
<tr>
<td>Make sure all contact information of yourself and your references are accurate and up-to-date.</td>
<td></td>
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</tbody>
</table>
Handout 5.3.3A: Cover Letter Format

Your name
Your address
Your district, city, postal code
Your telephone, email address

Date of letter

Employer’s name
Employer’s title
Company name
Company address
Company district, city, postal code

Dear Mr./Mrs./Ms. (Name of employer):

RE: (THE JOB POSITION and reference number, if applicable, you are applying for)

Introduction: Explain why you are writing. Name the job position for which you are applying and indicate how you heard of the vacancy.

Main content of letter: Tell the employer what you can do for him/her. This is an opportunity to outline your qualifications and skills as they are related to the job. Use active, positive verbs (e.g. planned, organized, completed) to describe your skills.

If your job application is an answer to a job advertisement, be sure to include in the paragraph(s) all the requirements listed in the ad (e.g. education/training, skills, qualities, etc.). This makes the task of matching you to the job easy for the employer.

Refer to your attached résumé so that it doesn’t get lose in the shuffle.

Closing: Use an appropriate closing to pave the way for the interview. Provide opportunity for an immediate favorable response. If you are pursuing a job lead and requesting an application form or more information about the job, enclose a return envelope addressed to yourself.

You may also wish to take the responsibility of contacting the employer, stating a specific date when you will call. Thank the employer for taking the time to read your letter.

Sincerely yours,

(Your signature)

Your name (typewritten)

Enclosure (which indicates that your résumé is in the envelope with your letter)

Unit 5.4
Job Interview

About Unit 5.4

Content
This unit prepares the clients for job interviews. The clients will learn useful interviewing techniques, how to follow up after a job application or a job interview, and how to follow up with the employer.

The unit is divided into two sessions as follows:

Session 5.4.1: Learning about job interview – The clients learn about the purpose and process of job interviews. Depending on how the session is prepared, they may also have an opportunity to hear the employers’ perspective directly from the employers invited to the session as guest speakers, and/or to critique good and bad examples of job interviewing videos. They also learn how to prepare for a job interview.

Session 5.4.2: Practicing job interviewing skills – The clients learn in more details what to do in different stages of a job interview, what are commonly asked questions and how to answer them, and how to follow up after the interview. They also practice job interviewing in smaller groups (and perhaps also in an interview workshop, if one is organized, after the session).

Objectives
• To learn about job interview
• To hone job interviewing skills
• To learn how to follow up after job application or job interview

What to keep in mind
Learning about job interview works best when the learning process is realistic. If possible, invite employer(s) to talk as guest speaker(s) and show actual interview videos for clients to critique. Some clients may also have had job interview experience, so try to encourage them to share their experience.

What to do
Session 5.4.1: Learning about job interview
Step 1: Open the session
Step 2: Discuss the purpose and process of job interviews
Step 3: Discuss how to prepare for a job interview
Step 4: Demonstrate and critique job interviews
Step 5: Summarize key points

Session 5.4.2: Practicing job interview
Step 1: Review job interview process and techniques
Step 2: Play job interview Q & A game
Step 3: Practice job interview role play
Step 4: Discuss how to follow up after the interview
Step 5: Summarize key points about job interview

💌 Time it takes
80-90 minutes for Session 5.4.1 (steps 1-5)
80-120 minutes for Session 5.4.2 (steps 1-5)

📁 Counseling tools
- For Session 5.4.1: Learning about job interview
  • Handout 5.4.1A: Job Interview Tips
- For Session 5.4.2: Practicing job interview
  • Handout 5.4.1A: Job Interview Tips

How to Counsel Clients on Job Interview

Session 5.4.1: Learning about Job Interview (approx. 80-90 minutes – steps 1-5)

➡️ Note to counselor on preparation

There are several ways to help clients learn job-interview skills. Demonstration and practice in a mock job interview are usually effective. For demonstration, depending on how much time you have for this session, you might want to consider showing them a job interview video (containing both good and bad examples), show them job interview skits or having them do job interview role plays. Decide which method of demonstration you want to use and prepare in advance.

It is also very useful to have actual employers come and talk with the clients about the employers’ perspective on job interviews: what employers look for in interview candidates, what are considered positive traits and negative traits, how to answer interview questions, etc.

If possible, all interested clients should have a chance to do a mock job interview. Some clients may have a chance to practice within the session but separate mock interview sessions may be arranged for clients to practice with the counselor(s) and/or with other clients.

Step 1: Open the session

⏰ Spend no more than 5 minutes on this step.

✔️ Welcome the clients to the session. Make a small talk about their preparation for job application: how they are coming along with their bio data sheets, résumés and writing job application letters. Tell them that this session is about job interviewing. Ask them what they expect to learn from the session.

✔️ Explain that in this session they will discuss the purpose and process of job interviewing and learn how to prepare for job interviews.

Step 2: Discuss the purpose and process of job interview

⏰ Spend about 20-25 minutes on this step (or more as appropriate if there is more than one guest speaker).

📝 You will need Handout 5.4.1A: Job Interview Tips as your reference.
Ask the clients what is the purpose of a job interview.

---So, you have found an interesting job and you have applied for it. Happily, you just got a call from one company asking you to come for a job interview. Why do you think employers want to interview job applicants? What is the purpose of a job interview?

(If you have invited employer(s) to speak to the clients, introduce them now. Give the employer(s) about 10-15 minutes to talk about the employers’ perspective on job interview. See Tip in box on right. After the talk, encourage clients to ask questions to the speaker(s) about job interviewing.)

Encourage a discussion. If there are no guest speakers, explain that many employers rely on job interviews to select the right candidate for each job opening. While information provided in the job application and the résumé is the basis for screening for qualified candidates, employers usually make hiring decisions based on the performance of the candidates at the job interview.

Explain the purpose of the job interview (see explanation for questions “Why do I have to do a job interview?” and “Why do I do with my job interview?” in Handout 5.4.1A).

Ask if any of the clients have had job interview experience. Ask them to discuss the job interview process.

---Do you know what happens in a job interview?
---Has any of you been in a job interview before? Can you tell us what happens in a job interview?

If some of the clients have had a job interview experience, ask them to share their experience. Then explain the process of the interview. (Refer to the information provided in Handout 5.4.1A under the question, “What should I expect in a job interview?”)

**Step 3: Discuss how to prepare for a job interview**

߫ Spend about 15 minutes on this step.

 lưới You will need for each client a copy of Handout 5.4.1A: Job Interview Tips.

Tell the clients the following:

---Job interview is the last and crucial step that might possibly decide whether or not you get the job. Because job interviews are so important, they can also be nerve-wrecking for many jobseekers—young or old.
---Whether you are experienced or inexperienced, job interviews are never easy. But this doesn’t mean that you cannot do well. You can get good at job interviewing with practice. That is why it is important to be well prepared and practice for a job interview.

Ask the clients how they should prepare for a job interview.
If there are guest speakers, invite them to advise clients on job interview preparation.

If there are no guest speakers, encourage discussion by asking the following questions:

- **How do you prepare for a job interview?**
  - Let’s identify things that you need to know and do in advance before you go in a job interview. First, what do you need to know about? (The job, the company or employer, what you have to offer in terms of knowledge and skills)
  - What do you need to do? (Several things, e.g. getting together job application documents, finding out the precise time and place of the interview and how to get there, finding suitable clothing and grooming for the interview, thinking of what questions will be asked and how to answer the questions, practicing the interview, etc.)

- **Distribute a copy of Handout 5.4.1A to each client. Then discuss the details of what to do to prepare for a job interview. (Refer to the section “Preparation before the interview” in the handout.)**

**Step 4: Demonstrate and critique job interviews**

- Spend about 30 minutes on this step.
- You will need Handout 5.4.1A: Job Interview Tips as your reference.

- Depending on what you have decided to do with job interview demonstration, you can show a job interview video or show a job interview skit that you have prepared (with your colleague(s), client(s) or guest speaker(s)). Spend no more than 15 minutes on the demonstration. (You may allow more time, if you show a video of actual job interviews.)

- Stimulate the clients to critique the interviewee in the demonstration by asking the following questions:
  - So, how do you think the interviewee did in this interview?
  - Did s/he come across well in the interview?
  - Do you think it was a job-worthy performance? Why? Why not?
  - What did s/he do right and what did s/he do wrong?
  - How well do you think s/he answered the questions?
  - What do you think of his/her outfit?
  - What could s/he have done differently?
  - What interviewing skills do you think s/he could improve upon?

  Give additional comments as necessary on the critiques. (Refer to tips in the “At the interview” section in Handout 5.4.1A.)

**Step 5: Summarize key points**

- Spend about 10-15 minutes on this step.

- Ask the clients what they have learned in the session. And from the examples of job interviews they have seen today, what are things to do and not to do at the job interview. Summarize the points mentioned on the board. Add the following key points, if not mentioned:
Employers often rely on job interviews to select the right candidate for the job. So, it is important that you prepare and do your best to show them that you are right for the job.

A typical job interview normally has three parts including: 1) the introduction to set the tone, 2) the questions and answers part, mostly from the interviewers to the interviewee but the interviewee can ask a few questions about the job at the end, and 3) the closing that should always end on a positive note.

Summarize the do’s and don’ts mentioned by the clients and add any important ones that are missing, for instance, never be late, always dress appropriate, never go to the interview empty handed, be confident but friendly, speak clearly, etc.

✓ Remind the clients to read the rest of the handout at home. Tell them that in the next session, they will learn in more details what to do in a job interview and practice job interviewing. Announce the time and place for the next session.

Session 5.4.2: Practicing Job Interview (approx. 90-120 minutes – steps 1-5)

Note to counselor on preparation

For step 2:
1) Cut up blank A-4 sheets of paper into 8 long strips (fold the paper along the width in half and then quarter and then 1/8). Make sure there are at least 3-4 strips for each client.
2) Prepare a bag or a container (to collect the rolled up strips).

Step 1: Review job interview process and techniques

✓ Spend about 10 minutes on this step.

✓ Review the process of job interview with clients (introduction – exchange of information – closing). Discuss effective interviewing techniques, starting from arriving at the interview to what to do in each phase of the interview, including how to dress and what to bring to the interview. (See tips on these topics on pages 2-3 of Handout 5.4.1A.)

Step 2: Play job interview Q & A game

✓ Spend about 30-40 minutes on this step.

✓ Give each client 3-4 blank strips of paper. Make sure everyone has a pen or pencil.

Ask the clients to write down one interview question that is commonly asked on each strip. They may consult with the section “Common interview questions” in Handout 5.4.1A. Give them about 5 minutes. Ask them to roll the strips that they have written on.

✓ Collect all the rolled up strips in the prepared bag or container. (Ask 2-3 clients to help with the collection. You might also want to add a few important questions in case the clients have missed them.)

✓ Tell the clients that everyone will be playing a job interview Q & A game. Divide the clients into two teams. If possible, rearrange the seating so that the two teams are sitting
facing each other. Leave space to walk back and forth in the middle. Once the members of both teams are in their seats, start the game by first telling the players the **rules of the game**:

1) First, the two teams will agree on a job that is being applied for. (A popular job that many clients want to apply for is a good choice.) The chosen job is the job for the interview.

2) The two teams will take turns drawing a question from the bag and ask the question to the other team. Keeping in mind the job chosen, the other team may spend no more than 1 minute to consult on the answer and choose one person to give the answer, as if in a real job interview.

3) The referee (the counselor) then asks the team that asked the question whether they are happy with the answer. If yes, the answering team gets to draw the next question to ask. If not, the asking team must give a reason why they don’t like the answer and how they would have answered differently.

Ask the two teams if they understand the rules. Give clarifications, if any are needed. Then start the game.

- Ask each team to choose ‘head’ or ‘tail’, then flip a coin. The team that chose ‘tail’ gets to start the game.
- Ask a member of the ‘tail’ team to draw a question from the bag. Ask him/her to read the question out loud. Give the other team one minute to think before giving an answer.
- Ask the other team to give an answer, then ask the asking team what they think of an answer. (If the clients don’t really have a clear idea, or if the answer is really good or really bad, it is alright to give them a hint how you feel about it. You may also give suggestions on how to answer certain questions, if they don’t know or not sure how.)
- Continues in this manner until the time is up. If the question drawn has already been asked, then draw another question.

Once the game is over, ask the clients the following questions:

- So, how did you like the game? … Did you have fun?
- Do you think you would be asked some of these questions in a real job interview?
- Which one do you think you would likely be asked? Why?
- Why do you think these questions are asked in job interviews?
- Do you think you would be able to answer these questions if you are asked in a real interview? Why? Why not?
- What are easy questions to answer?
- What are difficult questions to answer?

Explain that there are several types of questions that are commonly asked in job interviews. They normally fall into the following two categories:

- **Factual questions** – questions about education, training, skills and work experience. These kinds of questions are asked to check the facts.
- **Probing questions** – questions such as how the interviewee will apply knowledge and skills in the job or how or what s/he will do in a hypothetical situation. These kinds of questions are asked to “test” the thinking process, the attitude or the character of the interviewee.
Answers to these two types of questions and observation of how an interviewee behaves during the interview help the employers to decide which candidate is the right person for a particular job.

**Step 3: Practice in job interview role play**

😊 Spend about 30-40 minutes on this step.

☑ Tell the clients that in this section they will practice job interviewing in small groups.

Ask the clients what jobs they are looking for. Try to group clients according to similar type of jobs they aim to look for. Each group should have no more than 5-6 people.

☑ Explain that they will have about 30-35 minutes for the role play. Tell them to do the following tasks in their own group:

- Spend 5-10 minutes discussing possible scenarios of a job interview they are likely to face, for example: where it will likely take place, who will be the interviewer, what kinds of questions will be asked. (Some people in the group may have experience to share. They should also consult job interview tips in Handout 5.4.1A.)
- Practice interview role playing by following these steps:
  - Choose one job as a job for the interview role play.
  - Get two volunteers or select two people to play as the interviewer and the interviewee.
  - All group members work together to make a list of questions for a job interview role play.
  - The two volunteers/selected people role-play an interview for about 7-10 minutes, while the rest in the group observe. The pair should act as if they were in a real job interview.
  - After the role play, the observers ask the interviewee and the interviewer to express how they feel about their roles – what was easy, what was difficult, etc.
  - Then, others who observed the role play give constructive comments – for example, what they think about the performance and what questions were well answered and what answers could be improved.

☑ Walk around to observe different groups. Let them work on their own, but answer any questions and give encouragements to all the groups. After the time is up, ask if the practice gave them any idea about what they will do in their own job interviews. Ask them to give specific examples.
Step 4: Discuss how to follow up after a job interview

 الجنوبي: مذيع: يقضون 10 دقيقة على هذا الخطوة.

 للأسف: هو من المهم جداً. لتشجيع المناقشة حول كيفية التحضير للورشة. (أشار إلى قسم “بعد الإجابة” في Handout 5.4.1A.)

Step 9: Summarize key points about job interview

 الجنوبي: مذيع: يقضون 10 دقيقة على هذا الخطوة.

 للأسف: في نهاية الورشة، طالب المشاركين لتذكر النقاط الرئيسية التي تعلموها. إذا لم يتم ذكرها، قاموا بإضافة النقاط التالية:

- تأكد من التحضير الجيد للورشة يمكن أن يختلف بين التوظيف أو لا.
- السبب الرئيسي للورشة هو أن تظهر وكأنك الشخص المثالي للوظيفة.
- تعلم ما يمكن أن تقدمه عن الوظيفة والصاحب قبل الастعداد للورشة. هل تعرف ما هو المطلوب؟
- لا تذهب إلى ورشة عمل محتفظًا بمحتوى. قم بإحضار الأدبيات الضرورية وأنبوب وأوراق.
- لا يكون لاحقًا ولا تقدم نفسك.
- السرية للورشة تأتي إلى: تبدو جيدة، تشعر جيدة، تعيش بشكل جيد، تكون صديقة ومليف.
- لا تنسى التحضير للورشة.
- تعلم طريقة التحضير للورشة مع الأصدقاء أو الأسرة، أو في ورشة عمل ميدانية.


 أتمنى للجميع التوفيق في بحثهم عن العمل. أتمنى لهم أيضًا أن يفكروا بشكلًا جدًا عن الوظيفة. قد تكون الوظيفة المطلوبة ليست الوظيفة المثالية التي كانوا يأملون في الحصول عليها، ولكن يمكنهم التعلم. ممتعًا.

 أتمنى للجميع التوفيق في بحثهم عن العمل. أتمنى لهم أيضًا أن يفكروا بشكلًا جدًا عن الوظيفة. قد تكون الوظيفة المطلوبة ليست الوظيفة المثالية التي كانوا يأملون في الحصول عليها، ولكن يمكنهم التعلم. ممتعًا.
**Counseling Tools**

*Handout 5.4.1A: Job Interview Tips*

**Why do I have to do a job interview?**

You may wonder why you have to do job interviews in order to get a job. Here are common reasons why employers interview before hiring employees.

- **To check** whether the information you give in your job application or résumé is accurate – whether you really have the skills and qualifications that you claim for the job.
- **To observe** you in person – to see your manner, personality and disposition and evaluate whether they are suitable for the job and compatible with the existing workers in the company.
- **To test** you on different things often by asking several questions to which your answers will reveal your aptitude, knowledge, talent, work habits, etc., which give them a clue on whether you have what it takes to do the job.

**Why should I do to with my job interview?**

Doing a job interview is all about **making a good impression**. Your main objective for each job interview is to **convince the employer that you are the best candidate for the job**.

**Why should I expect in a job interview?**

Most job interviews follow a predictable process. Knowing a typical interview process helps you to prepare better, lessen your anxiety and increase your confidence. The interview process typically contains 3 phases as follows:

1. **The introduction** – The first 2-3 minutes of the interview usually sets the tone for the rest of the interview. So, it is very important to start off well. If you can make a good impression and maintain a relaxed attitude from the start, the rest of the interview will likely go well.
2. **The exchange of information** – This phase makes up most of the interview. This is your chance to let the interviewer (or a team of interviewers) know why your personality, education, work experience and skills make you the best person for the job.
3. **The closing** – After the interviewer(s) run out of questions, the interview usually comes to its close. The interviewer might ask if you have questions to ask them. No matter how you think the interview went, always end on a positive note. Many people have left an interview thinking they would not get the job, only to be surprised to be offered the job a few days later. So, you can never be sure what interviewers think of an interview.

**Preparation before the interview**

In order to perform well in a job interview, **prepare the best you can for each job interview. Try to practice** an interview. You can:

- sign up for a mock job interview if any opportunities are available (at YCC or other agencies)
- get together with a group of friends to practice with one another
- ask a friend of family member to be your interview partner.

**General tips for preparing for a job interview**

**Get ready**

- Be ready for the questions you will likely be asked. Think of your answers you will give.
- Know why you want to work for the company/employer. Find out the information about the job and the employer (see right).
- Know about the job. What is the job about?
- Know what you have to offer – skills and qualifications you have for this job. What makes you a great candidate for this job?
- Think of what questions you want to ask at the end of the interview.

**Get smart**

What kind of information to find about the job and the employer:

- the nature of the job (job duties and responsibilities)
- the qualifications for the position and the skills the employer is looking for
- the business of the employer (what they do, what kind of products or services they make or sell, etc.)
- who are the customers of the business
- the reputation of the employer.
Common interview questions
Practice answering questions that employers commonly ask in job interviews, for example:
• How did you know about this job?
• Why are you applying for this job?
• Tell me about yourself/your past job experience.
• Why did you leave your last job? / How long have you been out of work?
• What are your strengths? / Why should we hire you?
• What do you think you can do very well in this job?
• What are your weaknesses?
• What do you like least about this job?
• How long are you planning to work in this job, if it is offered to you?
• Do you have any questions to ask us?
• When can you start? / When will you be available to work?
• How much did you earn in your last job? What is your expected salary?

A few days before the interview date
• Review the job descriptions and skills requirements of the position you will be interviewed for. Make note of the questions about the job you may have.
• Double-check to make sure you have the correct date and time of the interview and the route to get there. Try going there once before the interview so that you know how long it takes to get there, and you won’t be late for the interview. (Allow more time than usual to make sure you can get to the interview at least 10 minutes early.)

What to take to the interview
Gather job application documents (make photocopies of key documents) and put them in a folder.
• Copies of your résumé (to give to the interviewer at the start of the interview and for your own reference during the interview)
• Your Bio Data Sheet (you may be asked to fill out an application form or other documents at the interview)
• Other materials relevant to the interview (documents about the job, work sample, etc.)
• Photocopies of your ID card, driver’s license, or other IDs, and a few photographs
• Photocopies of school diplomas and any other educational or job training certificates
• Address and exact location of the place of interview and telephone numbers to contact
• A pen and paper (to fill out some form at the interview and to take notes at the interview)

How to dress for the interview
• Choose a clean and neat clothing, appropriate for the type of job applied for. If unsure about what is appropriate, always choose a conservative attire over a fashionable one. Avoid loud or unusual colored clothing. (Remember you are going to a job interview and not a party!)
• Trim your nails. Get a nice hair-cut, or at least comb and brush your hair well.
• Use deodorant and avoid strong perfume or cologne. (You want to smell good, but not so overpowering.)
• Brush your teeth well. Don’t eat anything strong before the interview. Don’t smoke right before the interview.
• (For women) avoid flashy jewelry, heavy make-up, and bright nail polish.

At the interview

When you get there
• Making a good impression starts from the moment you walk in the door. Be friendly and polite to all people. The opinions of receptionists and other employees often influence an interviewer’s judgment. A favorable or unfavorable comment by them can change your fate.
• Know who you are going to see. Ask for him or her by name.
• You may be asked to wait for a little while. Keep calm. Take the opportunity to go over your answers for interview questions. Stay focused and relax.
• If there are publications about the company/organization in the waiting room, read through them. You may get additional information, as well as appear interested and enthusiastic.
During the Interview

1. The Introduction – How to set the tone for the interview
   • Greet the interviewer(s) with an appropriate greeting. Don’t be alarmed if there are several interviewers. Give a good smile to put both you and the interviewer(s) at ease.
   • Politely introduce yourself. Make eye contact when speaking in a way that you would when speaking with a friend (although you show more respect).
   • Stand until the interviewer asks you to sit down.
   • Relax and sit naturally, but don’t slump in your chair or lean on the interviewer’s desk.
   • Be prepared to make small talk and talk about yourself as a person.

2. The exchange of information – How to “sell” yourself
   • Keep a positive attitude. Be yourself. You want the job but there is no need to overact or over-impress the interviewer by being too fancy. If you have prepared well, you should do well.
   • Present your résumé. You can say: “I’ve brought my résumé if you would like to see it.”
   • Answer the questions clearly, confidently and completely. Be to the point but also try to get the cues from the interviewer when s/he wants you to give a longer answer or explanation.
   • Tell the interview(s) what knowledge, skills, work experience, strengths and good personality traits you can bring to the job. Stress your good points.
   • Use specific, real-life examples from your life or experience to illustrate your points.
   • Listen carefully to the questions. Think before answering.
   • If you don’t know the answer to a question, don’t make it up. It is okay to say “I’m sorry I don’t know” and tell them other related things that you know instead.
   • If you are not sure you understand a question, don’t guess. Ask the interviewer to repeat the question or clarify the question.
   • Don’t argue with the interviewer. It is okay to have different opinions from the interviewer but be respectful and polite.
   • Don’t criticize others, including your former employer.
   • Don’t discuss your personal or financial problems, or try to get sympathy from the interviewer.
   • Show interest in the job by asking questions about the company, their products or services, and specific details about the job you are applying for.

3. The closing – How to end the interview on a positive note
   • When the interviewer asks if you have any other questions, you may ask about the working hours, salary and benefits, or any specific need as a result of your disability. However, it may be better to leave this until after you have been offered the job.
   • Ask when the hiring decision will be made and how you will be notified. If you are asked to call or return for another interview, write down the date, time and place. If the interviewer does not let you know when they will contact you, ask when you may call to find out.
   • Always thank the interviewer(s) for giving you the opportunity and their time. Leave promptly when the interview has ended and thank the receptionist on your way out.

After the interview

Follow up after the interview
   • If the employer is supposed to call you on a certain day, make sure to leave your phone line open. If you don’t receive the call, you should call them.
   • If you are supposed to call to find out, make sure you call on the day you are supposed to. Ask to speak with the person who interviewed you. Don’t forget to introduce yourself and remind him/her why you are calling.
   • If you don’t get the job, it is perfectly alright to ask (tactfully) why. For example: “Can you tell me what would have made me a better candidate for the position?” Don’t burn the bridges by showing anger. They might be hiring again or the word of your misbehavior might get around.
   • If you are offered the job, show enthusiasm and remember to get the following information: the starting date for work, salary and benefits, hours of work and dress codes or uniforms.
   • Thank the employer/interviewer for considering you, even if you didn’t get the job.
Unit 6
Keeping the Job

About Unit 6*

Content
This unit is designed for clients who are newly employed and clients who are currently employed who need help with career management or a job or career change. The unit has three sub-units as follows:

Unit 6.1: New Hires is designed for clients who have just been offered a job and who are new to working. The first session in this sub-unit coaches clients who are actively seeking a job or who have just been offered a job on how to consider job offers. The second session familiarizes new hires to workplace culture and helps them to adapt their attitudes to a working life. The activities in both two sessions are designed for delivery in a group or workshop format.

Unit 6.2: Dealing with Employment Difficulties & Changing Jobs is designed for clients currently or recently employed who need advice to deal with difficulties in their jobs. The first session in this sub-unit is designed for individual counseling where the counselor helps an individual client to analyze, consider options and find a solution to his/her problem—to stay in the job and address the difficulty or to quit and find a new job or a new career. The second session, which can be delivered in either an individual or group counseling format, provides guidance to clients who wish to make a job or career change. Clients learn about how to quit a job properly and wisely and identify steps in planning for a job or career change.

Unit 6.3: Working Smart is designed to help workers to work and handle workplace relationships effectively. The first session introduces clients to characteristics of a good worker and expectations of employers and co-workers. The second session helps them to deal effectively with co-workers and supervisors, and to learn how to improve their work performance and advance in their career.

Overall objectives
- To help clients to adjust to workplace culture
- To support clients to work effectively and understand expectations of employers and co-workers
- To enable clients to effectively manage their workplace relationships, and maintain and improve their employment

What to keep in mind

1) Young people who have not had working experience, especially those who have been unemployed for a long time, often need to learn to adjust to a working life and workplace relationships.

2) Workers who are currently employed may need guidance on how to cope with challenges at the workplace and how to deal with co-workers or supervisors. They may also need guidance on career management, maintenance and advancement.

What to do
See inside each sub-unit.

Time it takes

1 hour 50 minutes – 2 hours for Unit 6.1 (2 sessions)
2 hours 15 minutes – 3 hours 20 minutes for Unit 6.2 (2 sessions)
3 hours 45 minutes – 4 hours 10 minutes for Unit 6.3 (2 sessions)

Counseling tools
See inside each sub-unit.
Unit 6.1
New Hires

About Unit 6.1

Content
This unit is designed for clients who are newly hired or who are actively looking for a job. It helps clients to familiarize with workplace culture and adapt their attitudes to a working life. The unit has two sessions as follows:

Session 6.1.1: Considering a job offer – This session helps clients who are looking for a job or who have just been offered a job to learn and prepare themselves for making a careful consideration of a job offer.

Session 6.1.2: Settling in a new job – This session gives a work culture orientation to clients and helps them to adjust their attitude and expectations to a working life.

The activities in these two sessions are delivered in a group or workshop format. The counselors running these sessions must be skilled in group facilitation techniques.

Objectives
• To learn how to consider job offers
• To familiarize with workplace culture and adapt attitudes to a working life

What to keep in mind
Young people who have not had working experience, especially those who have been unemployed for a long time, often need to adjust to a new work environment and a working life. Things that people who have been working for a long time take for granted may be unfamiliar to young people with little or no work experience.

What to do

Session 6.1.1: Considering a job offer
Step 1: Explore expectations of a job offer
Step 2: Discuss things to know to consider a job offer
Step 3: Discuss the pros and cons of a job offer
Step 4: Discuss when and how to negotiate with the employer
Step 5: Summarize key points

Session 6.1.2: Settling in a new job
Step 1: Explore hopes and fears for the first day on the job
Step 2: Discuss five things to remember going into a new job
Step 3: Explore employer’s expectations of new employees
Step 4: Explore employees’ expect for the first week and month in a new job
Step 5: Summarize key points

Time it takes
50-60 minutes for Session 6.1.1 (steps 1-5)
60-80 minutes for Session 6.1.2 (steps 1-5)

Counseling tools

- For Session 6.1.1: Considering a job offer
  - Handout 6.1.1A: Should I Take This Job?

- For Session 6.1.2: Settling in a new job
  - Handout 6.1.2A: Five Things to Remember in a New Job
  - Handout 6.1.2B: Expectations in a New Job

How to Counsel Clients on New Hires

Session 6.1.1: Considering a Job Offer (approx. 50-60 minutes – steps 1-5)

Step 1: Explore expectations of a job offer

Spend about 5 minutes on this step.

Welcome clients to the session. Tell them that in this session they will learn how to consider job offers. Explore clients’ expectations of job offers. Write down clients’ answers on the board.

- So, you have been looking for a job for some time now. What do you expect a job offer to look like?... How much do you hope to get in terms of salary? How much do you expect to be offered?
- What else do you expect in the job offer, other than salary? ... What kind of benefits do you expect?
- Has anyone here been given an offer? What is it? Can you share it with us? ... What does the offer look like? ... What did the employer say you would get in this offer?

Step 2: Discuss things to know to consider a job offer

Spend about 15-20 minutes on this step.

You will need for each client a copy of Handout 6.1.1A: Should I Take This Job?

If there are real examples of job offers from clients, discuss the terms of the offer in the examples (what the employer the new employee would get in terms of wage, other benefits, the starting date and other conditions). Make sure to involve all clients in the discussion, not just the persons who received the offers.

- So, what do you know in this job offer?
- Is this information enough for you to consider a job offer?
- What should you know to make a decision whether or not to accept a job offer?

(But if there are no real examples, just ask the clients the last question listed above.)

Distribute a copy of Handout 6.1.1A to each client. Give them a few minutes to read the first section in the handout about a few things to know about a job offer.
Then spend about 10 minutes going through the points with the clients: wage, benefits, start date, working hours and dress code policy, as explained in the handout. Ask the clients some questions to make sure they understand the points.

Step 3: Discuss the pros and cons of a job offer

Spend about 10-15 minutes on this step.

✓ Explain the pros and cons of job offers.

--- Every job has good points and bad points. When you consider a job offer, you need to consider its good points (or what we also call the “pros”) and the bad points (the “cons”), so that you can make a careful decision whether or not to accept it.

--- Another good reason to know the pros and the cons of a job offer is to understand the situation of your employment better, so that you can make necessary adjustments. For example, you may not get as high a salary you want, or that there are transportation costs involved, or that you need to buy new working clothes. Knowing this type of things will help you make a budget, give you an idea how you will organize your time and spend the income. So, for those who have decided to accept a job offer, it is a good idea to make a list of pros and cons too.

✓ Go through the list of pros and cons in the handout. Ask the clients to think of more pros and cons.

✓ Ask the clients what are the most important considerations for them in deciding whether or not to accept a job. Ask for examples from different clients. Encourage participation by asking the following questions:

--- What will be the key factor that makes you decide to accept a job offer?

--- Is money the most important? Why? Why not?

--- What are other considerations besides money?

Possible considerations besides salary and wages may be for instance:

- good benefits
- security
- geographical distance from home
- being close to family, friends and community
- chance to develop skills and gain experience
- opportunity for further advancement
- prestige
- work ideals or values in the job
- chance to serve society, etc.

✓ Explain that different people may have different values and therefore different things that they consider important. Each person needs to know what’s important for him/her and perhaps also for the family. For example, a young father or mother needs to think not only of him/herself but also what is good for the family. Knowing what’s important in one’s life helps focus the decision-making process.
Step 4: Discuss when and how to negotiate with the employer

☑ Spend about 15 minutes on this step.

☑ Explain that sometimes it is possible to negotiate with the employer to get a better wage or benefits. However, one needs to know first whether one is in a position to negotiate. Ask the clients whether they know of anyone who has negotiated with an employer for whatever reason. If any, ask them to tell the story.

☑ Ask the clients when they think they can negotiate with the employer and for what. After a few answers, explain the following points:

- Normally employees can ask for a better wage or better benefits. However, there is usually little room to negotiate for new hires for entry-level positions, unless the person for the job has extraordinary skills and qualifications or if there are many employers wanting to hire the same job candidate.
- Still, this doesn’t mean that there is no room for negotiation at all. If the wage offered is too low compared to the market rates, the candidate may ask for a higher, more reasonable wage. Some employers may be willing to pay for transportation costs, work tools, meals, etc., depending on company policies and employment practices in each locality or for a particular type of job.
- Generally for new hires, employers expect to pay lower salary and give raises later after the new employees have proven to be capable. So, after a few months or after the “probation” period (if any), new employees may ask the employer about a higher wage.
- If there are standard benefits for all employees, each new hire is entitled to the same benefits.
- Employees with disabilities may be able to negotiate with the employer to adjust the physical work environment to accommodate their disabilities. (Refer to Handout 3.2E: Impacts of Disabilities and Recommended Accommodations.)

☑ Ask the clients how they think they should negotiate with the employer. Discuss. (Refer to the last section in Handout 6.1.1A.)

Also add that although negotiation with the employer may not possible or desirable at the time of being offered a job, after having worked for awhile at a workplace employees have the right to ask for basic services and appropriate working conditions, for example:

- appropriate toilet facilities for men and women
- buying equipment and/or adjusting working conditions for health and safety
- breastfeeding area for nursing mothers
- child care services, etc.

In large workplaces, trade unions or employee associations which employees can apply for membership do this type of negotiation on behalf of their members. In small workplaces, negotiating with the employer as a group is also more likely to yield positive results.
Step 5: Summarize key points

uida Spend about 5 minutes on this step.

✔ Ask the clients if they have any questions. If so, answer any questions. If not, ask them to summarize what they have learned. Make sure to emphasize the following points if they are not mentioned by the clients:
  • Think carefully before accepting a job offer.
  • Know the following information about a job before making a decision to accept an offer or not: wage, benefits and working hours.
  • Find out the start date of the job and by what date the employer needs to know your decision (to accept or not).
  • Make a list of pros and cons for the job.
  • Find out the information about what you want to negotiate before starting the negotiation with the employer. Find out what is reasonable and what benefits you might be entitled to.

Session 6.1.2: Settling in a New Job (approx. 60-80 minutes – steps 1-5; more with guest speakers)

Note to counselor on preparation

To keep the discussion as relevant and as realistic as possible, it is a good idea to invite in advance employers and workers to be guest speakers in the session as follows:

- For step 3 – at least one employer to speak on employers’ expectations of new employees
- For step 4 – a few workers to share their experience of what new employees can expect in the first week and the first month; if possible, get employees from different jobs many clients are interested in.

Plan to have the guest speakers speak and answer questions for about 30 minutes in each step – about 10-15 minutes for the talk and 15 minutes for questions and answers in each step.

If inviting guest speakers is not possible, follow the steps as explained below.

Step 1: Explore hopes and fears for the first day on the job

uida Spend about 10-15 minutes on this step.

✔ Welcome clients to the session. Tell them this session is about settling in a new job and adjusting to a working life. Ask the clients who are looking for or going into their first job to raise their hands. Ask those who are currently employed or have just been hired to raise their hands.

(Take note of the mix of clients. If the clients are mostly new to the working world, treat them as such. If there are several clients who have had work experience, make sure to draw on their experience to enrich the discussion.)
✓ Ask the clients how they feel about the first day on the job.

   - Many or most of you are at some point going into a new job. There’s no question that you will feel excited.
   - But what are your hopes and your fears?… By this, I mean, what are the good things you expect to happen? And what are the not-so-good things you expect to happen on the first day on the job?

✓ Divide the board into two sides. Write their “hopes” on one side and the “fears” on the other. (If the clients have high literacy, you might consider an alternative method of brainstorm. See tip in box on right.)

Step 2: Discuss five things to remember going into a new job

✓ Spend about 15-20 minutes on this step.

✓ You will need for each client a copy of Handout 6.1.2A: Five Things to Remember in a New Job.

✓ Distribute a copy of Handout 6.1.2A to each client. Give the clients about 5 minutes to read the handout. Tell them that you will randomly ask five people to discuss one of the five things to remember in a new job as explained in the handout.

✓ Ask for volunteers to present the following five things in the handout—one at a time. (If there are no volunteers, randomly pick one person to present each key point.)
   - Nice impression on the first day
   - Be friendly and modest
   - Concentrate on your work
   - Be part of the team
   - Seek guidance from your supervisor and co-workers.

   After the presentation of each point, make sure that the presenter covered all important messages by asking questions to confirm the clients’ understanding.

Step 3: Explore employer’s expectations of new employees

✓ Spend about 10-15 minutes on this step.

✓ You will need for each client a copy of Handout 6.1.2B: Expectations in a New Job.

✓ Brainstorm with the clients what they think employers expect from new employees. Spend a few minutes asking questions and stimulating discussion.

✓ Distribute a copy of Handout 6.1.2B to each client. Then discuss the employers’ expectations of new employees in the first day and first month as covered in the handout.

Tip
Whenever possible, invite an employer or a few employers to be guest speaker(s) in step 3. (The talk replaces the brainstorming and the discussion.)

Allocate at least 15 more minutes to allow more time for clients to ask questions after the talk.
Step 4: Explore employees’ expect for the first week and month in a new job

⏲️ Spend about 20-25 minutes on this step.

👨‍🏫 You will need for each client a copy of Handout 6.1.2B: Expectations in a New Job.

☑️ If there are no guest speakers, divide the clients into 3 groups. (If possible, group the clients who expect to work in similar jobs.) Give them 7-10 minutes to discuss one of the following topics:

- What new employees can expect in the first week
- What new employees can expect in the first month
- What to expect in a job performance review.

Tell the groups that they can use Handout 6.1.2B as a guide. In their discussion, they should focus on the scenario in the job(s) they have in mind, for example, what they working days will look like, what they will be doing in their job, what kind of relationships with co-workers and supervisor they expect to have, what will likely be challenges in the job, etc. Clients with work experience, if any, can be a good source of information in the discussion. (The counselor may need to help the group who has the topic of job performance review, if the group members have no or little idea what it is.)

☑️ After the group work time is up, ask each group to come out to present in the order listed above. Give comments as necessary and ask questions to ensure that clients understand the issues.

Step 5: Summarize key points

⏰ Spend about 5 minutes on this step.

☑️ Ask the clients what they have learned in this session. Encourage them to make a summary review of the following:

- Five Things to remember in a new job
- Employers’ expectations of new employees in the first day and first month
- Employees’ expectations in a new job in the first week and first month
- Job performance review.

<u>Tip</u>

Inviting workers who share similar backgrounds with the clients to come and share their experience in new jobs and answer questions can be confidence building for the clients.

If possible, try to get workers from different jobs that interest the clients.
Counseling Tools

Handout 6.1.1A: Should I Take This Job?

😊 Congratulations! You’ve been offered a job. Now what?

 чаще всего, you are happy and excited to get a job offer. In a tough job market, you are probably happy to get any job. **But before you accept a job offer, you need to know a few things.**

If the employer doesn’t tell you when offering you the job, you should ask about:

- **Wage** – What is the starting wage? Will there be wage increases and when will the increases happen? Is it possible to negotiate on the wage? (You want to get a fair wage. It is a good idea to find out before hand what a typical wage is for the job you apply for.)
- **Benefits** – What benefits will you get? (For example, medical benefits, holidays, vacation days, maternity leave, etc.) Is there a probation period? (A probation is a trial work period usually in the first 2-3 months, during which you may not get the full benefits.)
- **Start date** – When are you expected to start working? (If you are currently working, you will need to tell your current employer at least 2 weeks [or the period required by laws/your current employment contract] before you leave your current job.)
- **Working hours** – When does work start and end each day? How long is the lunch break? Are there other short breaks in the morning and afternoon? (You should get at least one-hour break for lunch. Jobs that are repetitive or heavy or needs a lot of concentration should have a 10-15 minutes break every few hours.)
- **Dress code policy** – How are you supposed to dress to work? Are there work uniforms? If you have to wear a uniform, will it be provided to you free of charge?

The Pros and Cons of a job offer

 чаще всего, you consider a job offer, think of the good points (pros) and the bad points (cons) of the job. This makes it easier to make a careful decision—even if you will take the job anyway, you should still make a list of pros and cons. An example is given below. You can add your own.

<table>
<thead>
<tr>
<th>Pros and Cons Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can I handle the job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Am I happy with the wage being offered?</td>
<td></td>
<td></td>
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<tr>
<td>3. Will the income from this job meet my basic needs?</td>
<td></td>
<td></td>
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<tr>
<td>4. Will I enjoy working with co-workers at this workplace?</td>
<td></td>
<td></td>
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<tr>
<td>5. Will there be opportunities for me to learn and grow in the job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can I afford the expenses to work in this job (e.g. new clothes, transportation)?</td>
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<td>7.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
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</tbody>
</table>

When and how to negotiate with the employer

 чаще всего, Negotiation is not always possible, especially for entry-level jobs. In a tight job market, many people compete for the same job, so employers are less flexible. But if you have strong value (e.g. skills, talents, qualifications) to offer, or you know that the employer really wants you, you may be in a position to negotiate for better wage, benefits and job position. **How:**

- Before you start negotiating, find out the average wage. Don’t ask for too much more.
- Negotiate in person, if possible. Try to “read” the situation and know when to compromise.
- Don’t use personal reasons to ask for a higher wage. Don’t ask for sympathy.

Adapted from: “Career Maintenance,” [nextSteps.org: Youth Employment, Career Development and Job Finding Site](http://www.nextsteps.org) (website supported by the Cities of Alberta and Calgary and the Government of Canada)
Congratulations! You’ve got a new job. You are very excited about your first day on the job. But you also worry if you will fit in. Will you know what to do? Will the people at the new job like you? What if you do something wrong and get off a bad start? Don’t worry. Here are 5 things to help you adapt to your new job and the new workplace during the first day, week and month.

1 Nice impression on the first day – What you do and how you act on the first day can leave a lasting impression on your new co-workers and may have consequence for your future in the new workplace. So make sure you:
   • Get to work on time.
   • Dress properly for the job. If you have been to the workplace for an interview or a visit, you may have observed how people dress; don’t dress much better or worse than they do. If there is a work uniform, then there is no problem but you should make sure it is clean and neat.

2 Be friendly and modest – You will meet many new people on the first day of your new job. It is hard to remember all their names. Some people may be very nice and friendly to you. Some may ignore you. Others may just watch you. A few may “joke” or make you feel embarrassed or uncomfortable. No need to worry. People are different and every workplace always has different kinds of personalities. If you try to be nice and friendly, you will soon get on well with them.
   • Be humble. Don’t go around boasting how good you are. Listen and learn.
   • Be nice to others first. Don’t wait for them to be nice to you. Smile.
   • Don’t be afraid to ask. If you forget somebody’s names, ask another person. If you are not sure what you should be doing on your first day, ask the supervisor or a co-worker.

3 Concentrate on your work – As you make new friends and adapt to the new environment, don’t forget that you have been hired to do a job. So, don’t have too much fun making friends and forget to do the job. Try to focus and do your job well.
   • Finish the tasks you have been given on time.
   • Observe what goes on around you. This will help you understand how things are done.
   • Don’t feel disappointed if you have not been given much work during the first few days or weeks or that the first few tasks are simple or tedious. You supervisor may not have had time to delegate all tasks to you. Offer to help co-workers with their tasks.
   • If there is too much work, prioritize the best you can.
   • Learn as much as you can about the workplace. Ask the co-workers and read anything available about the workplace. You will know more about the operation and the job.

4 Be part of the team – Make an effort to become a part of the team. You can do this by getting along well with your new co-workers. Make yourself easy to get along with and accepted.
   • Listen more and talk less. Be willing to learn from many people.
   • Listen with both your eyes and ears to all instructions and explanations. Pay genuine attention. Don’t fake it. If the instructions are too complicated, write down the details. And if something is unclear, ask for clarifications, but try not to interrupt.
   • Don’t keep to yourself. Cooperate with others. Show that you can be part of the team.
   • Accept and ask for help graciously, and give help willingly when needed.
   • Have a positive attitude. Be friendly, open, enthusiastic, as well as polite and hard working.
   • Don’t leave before others for lunch or to go home. Watch others: if some are leaving, then you can prepare to leave. Before going off duty, ask your supervisor if there are any other tasks s/he wants you to do. If not, you can go home.

5 Seek guidance from your supervisor and co-workers – They may not have time to coach you closely. In this case, take initiative to seek their advice. These are good ways to do so:
   • When you have a problem, try to find a solution to your problem first. If you have no idea how to solve it, then ask for help from your supervisor or co-workers.
   • Find the right time when they are not too busy to ask them politely.
   • Don’t wait until they discover your problems.
   • Remember what they tell you and try not to repeat the mistakes.

Handout 6.1.2B: Expectations in a New Job

What do employers expect of new employees?

To be successful in your new job, it is helpful to know what the employers expect of you. Following are the lists of employers’ expectations of new hires in the first day and month.

<table>
<thead>
<tr>
<th>First Day</th>
<th>First Month</th>
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<tbody>
<tr>
<td>• Be punctual</td>
<td>• Be responsible</td>
</tr>
<tr>
<td>• Follow dress code</td>
<td>• Be willing to learn from others</td>
</tr>
<tr>
<td>• Be prepared to complete</td>
<td>• Be willing to admit mistakes</td>
</tr>
<tr>
<td>paper work</td>
<td>and what you do/don’t know</td>
</tr>
<tr>
<td>• Be enthusiastic &amp; energetic</td>
<td>• Understand the workplace</td>
</tr>
<tr>
<td>• Be open to learn</td>
<td>• Show commitment</td>
</tr>
<tr>
<td>• Ask questions</td>
<td>• Excited about working with</td>
</tr>
<tr>
<td></td>
<td>them</td>
</tr>
<tr>
<td>• Take initiative</td>
<td>• Understand how different</td>
</tr>
<tr>
<td></td>
<td>people like to work</td>
</tr>
<tr>
<td></td>
<td>• Show incentive to do things</td>
</tr>
<tr>
<td></td>
<td>• Meet performance standards</td>
</tr>
</tbody>
</table>

What can new employees expect in the first week and month?

If you have never worked before, you may not know what to expect yourself, right? No problem. Here are a few things that new hires usually experience in the first week of new job.

<table>
<thead>
<tr>
<th>First Week</th>
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</thead>
<tbody>
<tr>
<td>• Having either too much or too little to do</td>
<td>• Learning about policies and procedures</td>
</tr>
<tr>
<td>• Asked to do many forms and paper work</td>
<td>• Trying to figure out what to do in your job</td>
</tr>
<tr>
<td>• Given boring tasks. (It’s normal, so be positive.)</td>
<td>• Trying to figure out what people do</td>
</tr>
<tr>
<td>• Shown work orientation and demonstration</td>
<td>• Settling into the work area</td>
</tr>
</tbody>
</table>

*If your supervisor hasn’t talked to you about the expectations of your job, it is a good idea to meet at the end of the first week to discuss your job duties and what s/he expects of you.

In the first month of your new job, you may settle in somewhat. But there are probably a few things you worry about, like how to do your job properly and how to get along with co-workers and keep the boss happy with you. This is normal. However, by the end of the first month you should:

• Know your job responsibilities and handle your duties with some confidence.
• Have a better idea about the different personalities at the workplace and how different people like (or don’t like) to do things, and who don’t like whom.

Workplace politics or what goes on beneath the surface can be the most difficult aspect of your job. Each workplace situation is different. Count yourself lucky, if you find yourself in a place where everybody gets along. But often that is not the case. People may stick together in groups, for whatever reason, such as being anti-management, or because they dislike someone.

• Try to avoid having to take sides or choose a group. Find the middle ground and work with all.
• Focus on your job. Take your job duties and all tasks seriously even if they are boring sometimes. The boss notices when someone is professional and serious.

*If you are experienced, your supervisor and co-workers may not mind your giving them ideas and suggestions on how to do things. But if you are not, it is probably better to wait until the second month or after you know better how things are done in the new workplace. Even so, people are sensitive and resistant to change. Never underestimate the “we’ve always done it this way.” Don’t expect to change them.

What is a performance review?

Many employers conduct performance reviews of employees. This usually doesn’t happen until 3 or 6 months into the job. It is important to know and prepare for such a review. A performance review is an evaluation of how well you are doing the job. It usually covers:

• job performance in general and in specifics (e.g., whether you are on time, work well with others, do your job duties well) – what are your strengths and weaknesses
• discussion on how to improve your performance, if there are any problem areas, and setting goals
• possible discussion on potential promotion or a possibility of a raise.

Unit 6.2
Dealing with Employment Difficulties & Changing Jobs

About Unit 6.2

Content
This unit is designed for clients currently or recently employed who need advice to deal with difficulties in their jobs. The two sessions in this sub-unit are designed to provide counsel to clients on a one-on-one basis how to address and overcome difficulties and challenges in their jobs.

Session 6.2.1: Consultation on employment situation/difficulty – In this session, conducted with clients individually, the counselor helps clients to better understand their employment situation or difficulty in order to find an appropriate solution for the problem. In in-depth personal consultation the counselor helps each client to:
• identify or clarify his/her employment difficulties and employability
• identify or clarify his/her own interests, skills, personality, values and environment, and how these affect his/her employment situation
• assess the challenges the client is facing, analyze the causes and consequences of the employment situation/difficulty, explore available options, and find a solution to deal with the problem.

Session 6.2.2: Planning a job/career change – In this session, which can be delivered in either an individual or a group counseling, clients learn how to make a job or career change the smart way. The clients learn when and how to quit, how to give a proper notice of resignation, and what they should or should not do when looking for a job while still employed. They are also advised on what steps to take and what kind of counseling and assistance they need in planning for a job or career change.

Objectives
• To learn how to cope with difficulties and solve problems at work
• To learn how to plan a job or career change

What to keep in mind
Employed workers sometimes still need guidance on how to cope with work-related problems such as difficult relationships with co-workers or supervisors, violence, or inappropriate or abusive treatment at work. Often due to some sort of difficulty or the realization that they are in the wrong job, workers need decision-making guidance on a job or career change (e.g. whether or not to leave a job, whether to look for a new job or a new career). Those without work-related problems may also need advice on how to maintain, improve or change their career path.
What to do

Session 6.2.1: Consultation on employment situation/difficulty

SECTION I – Identifying client’s employment situation/difficulty and employability
Step 1: Establish the purpose of the consultation and a collaborative relationship with the client
Step 2: Identify or clarify client’s employment situation/difficulty
Step 3: Identify client’s response to the situation/difficulty and its impact on client’s life and work
Step 4: Identify or clarify client’s employability
Step 5: Explore client’s family situation and environment
Step 6: Determine the mode of interests and skills profiling for client (only for clients who have not done profiling)

SECTION II – Analyzing the situation and finding a solution
Step 7: Discuss with client the job compatibility of his/her interests, skills, personality and values
Step 8: Help client to identify challenges in his/her job
Step 9: Analyze the causes and consequences in client’s employment situation/difficulty
Step 10: State the main challenges in the client’s employment situation
Step 11: Explore available options to deal with the situation/difficulty
Step 12: Determine a solution to the situation/difficulty

Session 6.2.2: Planning a job/career change
Step 1: Discuss reasons for quitting
Step 2: Identify considerations before quitting
Step 3: Discuss when and how to quit
Step 4: Discuss how to give a proper notice of resignation
Step 5: Plan a job/career change

Time it takes
105-155 minutes for Session 6.2.1 (steps 1-12)
30-45 minutes for Session 6.2.2 (steps 1-5)

Counseling tools

For Session 6.2.1: Consultation on employment situation/difficulty
• Counselor’s Notes 6.2.1A: Career Problem Solving
• Client Worksheet 6.2.1B: How Am I Doing in My Job?
• Client Worksheet 6.2.1C: To Quit or Not to Quit – And Why?

For Session 6.2.2: Planning a job/career change
• Handout 6.2.2A: How to Change Jobs or Careers the Smart Way
How to Counsel Clients on Dealing with Employment Difficulties & Changing Jobs

Session 6.2.1: Consultation on Employment Situation/Difficulty (approx. 105-155 minutes – steps 1-12)

Note to counselor on preparation

Clients coming into this session fall into two groups: (1) those coming in for career counseling for the first time and sent to this session after the first interview (Unit 1), and (2) those referred to this session after a needs assessment and an interests and skills profiling (Unit 2). There are some differences in the preparation and the counseling steps for these two groups of clients. Counseling time will be longer for the first group.

1) Clients coming for career counseling for the first time have not gone through the needs assessment and profiling process. So, you need prepare to conduct Session 2.2: Career Interests and Skills Profiling and steps 1-3 in Session 2.3: Consultation on the Next Step, Unit 2 (after finishing the preliminary consultation on employment situation/difficulty in step 6). Prepare Client Worksheets 2.2A, B, C, and D, and Counselor Notes 2.3A.

2) Clients referred to this session after having received needs assessment and done interests and skills profiling. For these clients, you need to review the clients’ files, especially the Counselor Notes 2.1A and 2.3A.

Before you begin the session

Remember that each client coming to this session is likely struggling with work and/or personal problems. It is important to be sensitive to the client’s feelings. Be reminded that counseling process is a joint effort between the client and counselor to find the best workable solution to the client’s problems and needs. So, it is very important that you engage and involve the client in the process.

The job of the counselors is to help the client understand the problems better and guide the client to find the best solutions to the problems. In the counseling process, the counselor should:

- listen very carefully and open-mindedly to the client
- pay attention to the client as a living person in front of you
- encourage the client to be open and frank about what s/he can do and what his/her problems are
- focus on the client’s experiences, strengths and abilities that reflect and impact his/her employability
- be kind and supportive to the client.

On the length of the counseling session

This consultation session is rather long (105-155 minutes). The session is divided into two sections. The first session is short, 30-45 minutes and maybe less if the client has already done the interests and skills profiling. The second session is approximately 75 minutes or more. If may be practical to do the two sections on different days, especially if the counselor has many clients to counsel.

SECTION 1 – Identifying client’s employment situation/difficulty and employability (approx. 30-45 minutes – steps 1-6; time is shorter if the client has done interests and skills profiling)

You will need a blank Counselor Notes 6.2.1A: Career Problem Solving. Make notes on this form during or immediately after the consultation so that you won’t forget the information provided by the client. However, it is important to focus on the client and not the paper.

Step 1: Establish the purpose of the consultation and a collaborative relationship with the client

Spend no more than 5 minutes on this step.

Greet the client by introducing yourself in a friendly way.
Hello, (say the client’s name). My name is (say your name).

How are you today?

Have you been waiting long?

- Explain to the client the purpose of the consultation.

The previous counselor may have told you already why you should come and see me. Did s/he?

We need to talk about your work to figure out the situation you are facing and try to find out the best way to deal with it.

- Tell the client your role in the consultation.

I will be your counselor. I will ask you a lot of questions about your situation at work as well as in your life. Don’t worry there won’t be any right or wrong answers.

We will also talk about your interests, work experience, skills and a few other things that will help me to better understand your situation or any difficulties you are facing so that I can help you figure out how to deal with the situation.

- Explain to the client his/her role in the consultation.

Your role in this consultation is equally important...

In this consultation we will be equal partners. I will be asking you a lot of questions but you can also ask me when you don’t understand something, or tell me something that you think I need to know to understand you and your situation better.

Does this sound alright to you?...(encourage the client to be confident and cooperative)

Step 2: Identify or clarify client’s employment situation/difficulty

Spend about 5-10 minutes on this step.

- Ask the client what kind of situation or difficulty s/he is facing at work. (There may be more than one problem, so check all answers that apply in item 1 in Counselor Notes 6.2.1A.)

Can you tell me first about your situation or difficulty at work?

If there is a note on the client’s employment difficulty, confirm the information.

You are (describe the difficulty as noted in item 2 in Counselor Notes 2.1A). Is this correct? (Ask the client to verify and elaborate.)

Has anything changed regarding your difficulty at work from your last visit to today? (If so, what has changed?)

If the client is not readily responsive, ask him/her one answer choice after another in item 1 and check the choice(s) according to the client’s answer.

Are you having difficulty with your job? … with people at work? … Are you thinking about quitting or changing you job? … Are you planning/struggling with career development? …Do you have any personal difficulties? … (If yes, to the last question, ask the client to specify.)

Tip

If the client has been given a needs assessment, his/her employment difficulty may be noted on item 2 on Counselor Notes 2.1A, and item 7 in Counselor Notes 2.3A.

It is important, however, to ask all questions in Counselor Notes 6.2.1A to confirm the information, and to cover up-to-date development.
Check answer(s) in item 1 in Counselor Notes 6.2.1A.

Ask the client to describe his/her employment situation/difficulty.

- Please explain to me the situation/difficulty you are facing at work.

Write down the client’s situation/difficulty (in his/her own words) in item 2 in Counselor Notes 6.2.1A.

Ask the client to describe his/her feelings in dealing with the situation/difficulty.

- Tell me how do you feel about this?

Write down the client’s feelings (in his/her own words) in item 3 in Counselor Notes 6.2.1A.

Step 3: Identify client’s response to the situation/difficulty and its impact on client’s life and work

Spend about 5-10 minutes on this step.

Ask the client how s/he has dealt with the situation/difficulty.

- Have you done anything about this? (If yes, what? If no, why not?)
  - Have you discussed the problem with your boss or anyone at work? Were they helpful? (And how so?)
  - Have you sought help from anyone or any services in your community or from any organization?… How much has this helped your situation?

Complete item 4 in Counselor Notes 6.2.1A.

Discuss with the client how the situation/difficulty has affected his/her life and work.

- How has this situation/problem affected you personally both at work and at home?
  - Have you talked to your family about your situation/problem? (If so, how did your family take the matter? Are they being helpful and supportive to you?)

(Try to get a good sense of how the client is dealing with the situation, how has s/he been affected and whether s/he is looking for any particular help. Difficulties at work may also affect the client’s personal life and family life.)

Summarize the answer in item 5 in Counselor Notes 6.2.1A.

Step 4: Identify or clarify client’s employability

Spend about 5-10 minutes on this step.

Ask the client about his or her employability factors (see the list of factors under item 6 in Counselor Notes 6.2.1A).

- Let’s talk about you and your qualifications a little bit, so that I can know more about you. …Please tell me about where you went to school; what you studied; any kind of training you have; what jobs you have had, including jobs you didn’t get paid for.

If the client reveals abuse or mistreatment by the employer or co-worker as a reason for quitting or any other factor that might be illegal, try to get more information from the client. Advise the client that s/he has civil and worker’s rights and that violation of these rights may be illegal. If you suspect any violation or illegal acts, you should report to appropriate authorities for further investigation and assistance to the client.

If there are already notes on employability factors (in item 3) in Counselor Notes 2.1A, you can refer to the notes and confirm the information with the client. Be careful not to make the consultation boring. You may ask questions in different ways to confirm the existing information. Also be open to new or different information from the client.
Encourage the client to talk about his or her experience, while keeping the client focused on the following topics:

- education and training
- work history
- job skills
- special skills and achievements
- health or disability.

Meanwhile, observe and ask questions that will reveal the client’s self-perception and attitude, maturity, personal and work values.

- How would you describe yourself as a person and as a worker? … What kind of person and what kind of worker are you?
- If you could have it your way, what do you really want to do in your job?
- What is more important for you? Family or work? Money or Respect? Being paid well or doing the work that you enjoy? … Is it important for you to have good friendship at work? Or it is more important to be able to do your work quietly? Is it important for you to be liked or respected by your co-workers and your boss? etc.
- If you made a mistake at work, what would you do? Would you tell your boss right away? Or would you try to make things right first, before telling anybody?
- What do you do if people have problems with each other at work? Do you try to help them resolve the conflict? Or is it better to stay away?

- Summarize the client’s employability information and confirm with the client if the information is correct.

**Step 5: Explore client’s family situation and environment**

Spend about 5 minutes on this step.

- Ask the client about the following and note the information in Counselor Notes 6.2.1A.
  - marital status (item 7.1). Ask for additional information as necessary. (For instance, ask how long the client has been married, widowed or divorced/separated.)
  - dependents (item 7.2). If any, give the number and describe the characteristics of the dependents. (For instance, children, parents, elder relatives, ages, dependents’ needs, etc.)
  - family relationship (item 7.3). Especially if the relationship is not good or very bad, give specific details of the relationship conflict.
  - support system (item 7.4). Try to identify if the client has someone s/he relies one for moral or material support. Give details, if any.

- Give you comments on the client’s family situation and environment, i.e. roles of the client in family and community and how s/he is helped or hindered by such environment (item 8).

- Complete items 7-9 in Counselor Notes 6.2.1A.
Step 6: Determine the mode of interests and skills profiling for client (only for clients who have not done the profiling)

⏰ Spend about 5 minutes on this step.

✔ Tell the client that next s/he will need to do a career interests and skills profiling exercise. Explain that the profiling exercise will help the client define his/her career interests and skills in a greater detail. It will inform whether the client is in the right job and help to indicate what s/he might do to improve his/her situation at work.

✔ Explain to the client that this profiling exercise altogether takes at least 2.5 hours, and depending on the client’s availability and preference, choose one of the following 3 ways to do the exercise:
  - under a counselor’s supervision with a group of other clients at a scheduled time (recommended if there are few counselors available to provide career maintenance counseling services)
  - alone at the YCC office or at home (recommended only for clients with high literacy, e.g. senior secondary school education or higher)
  - one-on-one with a counselor (recommended for clients with low literacy or clients who need special attention – in such an individual profiling session the counselor will ask the questions and write the answers in the worksheets for the client).

✔ Make an appropriate arrangement for the client to go on to or return to do the profiling exercise (fill in a Form 1C: Client Appointment Card for the client if s/he needs to come back another day). Alternatively, if it is appropriate for the client to do the profiling exercise on his/her own at home, give him/her a set of Client Worksheets 2.2A, 2.2B, 2.2C and 2.2D (explain to the client how to complete the worksheets). Make an appointment for the client to return with completed worksheets to continue the consultation with you (to continue with SECTION II of this session).

SECTION II – Analyzing the situation and finding a solution (approx. 75-110 minutes – steps 7-12)

 kopf Read the client’s file before seeing the client, in particular:
  - Completed Client Worksheets 2.2A, B, C and D
  - Counselor Notes 2.3A: Client Interests and Skills Profile
  - Section I of Counselor Notes 6.2.1A: Career Problem Solving.

 You will need to complete Section II of Counselor Notes 6.2.1A: Career Problem Solving.

 You will need for the client a blank copy of Client Worksheets 6.21B: How Am I Doing in My Job? and 6.2.1C: To Quit or Not to Quit – And Why?

Step 7: Discuss with client the job compatibility of his/her interests, skills, personality and values

⏰ Spend about 10 minutes on this step.

✔ Carefully review Counselor Notes 2.3A and 6.2.1A. Look for any incompatibility between the client’s current job and the client’s personal and work interests, working condition preferences, personality, key values, and key skills. See if there is a possible linkage between an incompatibility and the client’s current employment situation/difficulty. (Note
that this is just an exploration. You should not rush into making any conclusion about the problem before discussing with the client in detail and getting the client’s perspective.)

☑ Discuss with the client about his/her interests, skills, personality and values in relation to his/her employment situation/difficulty. Help the client to explore any incompatibility or conflict by asking the following questions:

- You have reviewed the results of your interests and skills profile. How compatible are your interests and skills with your current job?
- Do you feel you are in the right job?
- Do you feel that you are doing something that you like or you are good at?
- How happy are you with the working conditions of your current job?
- How much does your job reflect your values? … Does your job reflect what you think are important in life?
- Do you feel that you share the same values with your co-workers?
- If you were to look for a new job, would you still look for the same type of work?

Step 8: Help client to identify challenges in his/her job

⏰ Spend about 20-30 minutes on this step.

You will need a blank copy of Client Worksheet 6.2.1B: How Am I Doing in My Job?

☑ Refer to notes on employment barriers in box 7 and comments and recommendations in box 8 in Counselor Notes 2.3A. Ask the client what s/he sees as the key challenges in his/her job. (There is no need to comment on the client’s answers at this stage.)

☑ Check the answers for items 1-3 in Counselor Notes 6.2.1A to see if the client has identified problems/difficulties with the job itself, the people at work, or any other factor, and if the client is thinking about quitting or changing job, or planning a career development. Clarify and confirm with the client on these relevant points.

☑ Help the client understand how to analyze the situation or problem in a proactive way. Explain that:

- Everyone faces some sort of changes in their job—some serious and others not so. I want you to understand that most difficult problems can be fixed, although some will be out of our control and we can’t do anything about it. But we wouldn’t know whether the problem can be fixed or not, unless we looked closely at the causes and consequences of the problem or difficulty.
- Right now you have identified something that you think are the challenges in your job. Perhaps you are correct. Perhaps they may be other things that you may have overlooked.
- To be sure, let’s do a small test to get more details about how you are feeling and coping with your work situation.

☑ Have ready a blank copy of Client Worksheet 6.2.1B.

- If the client is able to complete the worksheet him or herself, give the worksheet for the client to complete.

Tip
For question 2 in Client Worksheet 6.2.1B, additional aspects that the client may like about his/her job are, for example, benefits, convenient transport, treatment of employees, workplace culture, future prospect of career development or promotion, etc. The idea is to help the client explore and analyze different aspects of his/her job and how they affect the client’s employment situation/difficulty.
Explain how to complete the worksheet and give about 10-15 minutes for the client to do the work.

- If you think it is the client needs help or it is more efficient to complete the worksheet with the client, do so.

Answer questions 10-11 in Counselor Notes 6.2.1A.

**Step 9: Analyze the causes and consequences in client’s employment situation/difficulty**

Spend about 10-15 minutes on this step.

- Discuss the results of Client Worksheet 6.2.1B. (If you guided the client on completing the worksheet, this process should not take long. But if the client completed the worksheet alone, spend some time reviewing the completed worksheet and clarify any answers as necessary.) Discuss items 1-4 in the worksheet:
  - the client’s feelings about his/her job
  - whether s/he feel s/he is making progress in work and life
  - what the client likes about his/her job
  - three things that the client likes least about his/her job.

- Ask the client to find a possible link between his/her employment difficulty and the result of the evaluation of how s/he is doing in the current job in Client Worksheet 6.2.1B.

  --Do you see possible causes of your difficulty at work from doing the worksheet? … (If so, what are they?)

- Encourage the client to reflect on him/herself in relation to the situation/difficulty in the job by asking some probing questions to help the client better understand why s/he has the problem/difficulty at work and to find the real causes of the problem. Questions to ask should relate to the client’s answers in the worksheet, for example:

  --Why do you think you dislike these three aspects in your job?... Are these something you can change to make the situation better? (Why? Why not?)
  --If you don’t like your job duties and the working hours in this job, what kind of job duties and working hours would you like?
  --You dislike ... about your job, but you like ... (say what the client likes according to his/her answers in the worksheets). Do you think what you like about the job are a good enough reason for you to keep this job? (Why? Why not?)
  --If you are not happy with your co-workers and the work environment in this job, do you think you will like different co-workers in a new job better? … What if you dislike the new co-workers too, will you then find another job because you don’t like the people?
  --Do you think it is possible that your own personality or values might be a factor in your situation at work? (If yes, how so? If no, what factors might then be the causes of the situation/difficulty?)

- Once some factors are identified as possible causes of the situation/difficulty, discuss the consequences of these factors, for example, how they affect the job performance, job satisfaction, home life, and the overall happiness of the client.
Step 10: State the main challenges in the client’s employment situation

- Spend no more than 5 minutes on this step.

☑ Ask the client to state the main challenges in his/her employment situation. Clarify and summarize the main causes and consequences of the problem as discussed in step 9.

- Can you summarize for me the main challenges of your situation?
- How have these challenges affected your work and your life?
- What are the real causes of the problem?
- Are these something you can deal with? … Can you change them or make them better?

Step 11: Explore available options to deal with the situation/difficulty

- Spend about 20-30 minutes on this step.

☑ You may need a blank of copy of Client Worksheet 6.2.1C: To Quit or Not to Quit – And Why? (for clients who want to quit their job).

☑ Review the client’s past attempts to deal with the situation/difficulty.

- So, now that we have identified the causes of the problem, let’s move to solutions. You said that you were trying to deal with the situation by … but that didn’t resolve the matter. Why do you think it didn’t work?
- You said you haven’t done anything really to address the matter because … Now, do you feel you can do something about it?
- Now that we have talked in depth about the situation, have you got any new ideas about how to deal with the situation?

☑ Ask the client what s/he plans to do about the employment situation/difficulty.

- So, what do you think you will do now?… How will you deal with these challenges?
- Is there anything you can do to improve the situation?

At this point it should be clear whether the client wants to try to work out the challenges in the same job or is thinking about quitting the job and look for a new one. (Refer to the client’s answers to questions 5 and 6 in Client Worksheet 6.2.1B.)

- If the client wants to quit, give him/her Client Worksheet 6.2.1C to complete, or go through the 20 questions in the worksheet together with the client—whichever way is more efficient. (There’s no need to discuss the details of each question at this stage. Just complete the worksheet.)

- If the client wants to keep the job and resolve the employment situation/difficulty, brainstorm available options to deal with the situation/difficulty. Discuss advantages and disadvantages of each option, considering the client’s abilities, resources and limitations. Help the client weigh each option, eliminate options that are not effective or practical, and narrow down the options to only 2-3 that may be effective solutions.

☑ Give your honest opinion about the options to the client. However, take care not to be judgmental. Explain your understanding of his/her situation clearly and objectively. Your comments and suggestions should be constructive—that is, they should be positive and useful and point towards a possible solution.
Step 12: Determine a solution to the situation/difficulty

Spend about 10-20 minutes on this step.

✔ For the client who is considering the options to solve the problem in the same job, help the client choose the most appropriate option to resolve the employment situation/difficulty. Help the client create a clear solution statement, for example:

- “I want to [have a better working relationship with my boss and co-workers], therefore I must …[1, 2, 3, …].”
- “I want [the co-workers to stop harassing me], therefore I must …[1, 2, 3, …].”
- “I want [to become better at my job and gain respect from my boss and co-workers], therefore I must …[1, 2, 3, …].”

✔ For the client who is considering quitting the job and look for a new job, review the results of Client Worksheet 6.2.1C with the client. Use the analysis guidelines at the bottom of the worksheet as a guide for discussion. Note that it is important to help the client carefully consider whether s/he should really quit the job or whether the difficulties s/he is facing can be resolved. Advise the client as appropriate.

✔ Inform the client that there are more career development services available, including:

- training on maintaining and improving employment: Unit 6.3 Working Smart
- counseling on career planning: Unit 4: Career Planning
- training on job search: Unit 3: The World of Work and Unit 5: Getting That Job
- training on becoming self-employed: Unit 3: The World of Work and Unit 7: Self-Employment
- job placement services
- skills training services, etc.

Advise the client to receive further counseling and services as appropriate, for example:

- If the client wants to keep the job and address the situation/difficulty, s/he should be advised to attend sessions in Unit 6.3 to learn more about characteristics of a good worker and employers’ and co-workers’ expectations (Session 6.3.1: That’s a Good Worker) and how to deal with workplace relationships and improve at work (Session 6.3.2: Getting Along and Getting Ahead at Work). Also advise the client about other services the client may need, for example, career planning (Unit 4) and skills training.

- If the client wants to quit the job, s/he should be advised not to quit without planning (Session 6.2.2: Planning a Job/Career Change). The client may also benefit from learning about employers’ and co-workers’ expectations (Sessions 6.3.1), career planning (Unit 4), job search counseling (Units 3 and 5) or self-employment assistance services (Unit 7).

✔ Encourage the client to stay positive and stay focused on his/her job goal. Arrange an appointment or give the client relevant information for further counseling as appropriate.

Complete questions 12-16 in Counselor Notes 6.2.1A.
Session 6.2.2: Planning a Job/Career Change (30-45 minutes – steps 1-5)

Read Counselor Notes 6.2.1A: Career Problem Solving in each client’s file before starting the session.

You will need for each client a copy of Handout 6.2.2A: How to Change Jobs or Careers the Smart Way.

Step 1: Discuss reasons for quitting

Spend about 5-10 minutes on this step.

Welcome the client(s) to the session. Tell them that this session is about how to quit smartly and how to plan for a job or career change.

Ask the clients why they are quitting the job.

--Hi. So, you have decided to quit your job. I’m sure you have a good reason to quit. Can you tell me why you have decided to quit your job?

--(If in a group): How many people here have decided to quit the job because you don’t like the job or you feel you were in the wrong job?… How many because of bad relationships at work? …How many because of both? … Anyone else have other reasons? … How many don’t know why you want to quit?

Discuss briefly about the seriousness of quitting a job, why the clients need to know the reason for quitting, and what kind of change the clients plan after this job—looking for a new job or planning a new career.

--I’m sure many of you know that quitting a job is not something you do on a whim. Changing jobs or careers is not a small matter. … Have you planned what you will do after you quit this job?… Do you know what you are quitting this job for?

--Have you decided yet whether you will be looking for a new job or a new career altogether?

Discuss reasons to look for a new job and reasons to look for a new career.

Refer to the section “What to quit for? A new job or a new career?” in Handout 6.2.2A.

Step 2: Identify considerations before quitting

Spend about 5 minutes on this step.

Refer to the section “Before quitting” in Handout 6.2.2A.

Discuss what the clients need to consider before quitting a job.

--Sometimes quitting a job is inevitable. But you need to be aware that quitting a job have negative consequences.

--What are possible negative consequences of quitting you can think of?

--What do you need to consider before you quit a job?
Step 3: Discuss when and how to quit

⏰ Spend about 5-10 minutes on this step.

Refer to the section “Be smart about when and how to quit” in Handout 6.2.2A.

✓ Encourage discussion about when and how to quit a job by asking the following questions. Make the discussion as relevant to the situation of the client(s) as possible. Use examples from clients’ cases.

用户提供了一个名为“Step 3: Discuss when and how to quit”的段落。该段落分为三个部分，分别讨论了在工作环境中可能遇到的挑战。第一部分关注于如何在工作中应对恶劣的同事关系。第二部分探讨了在工作表现不佳时辞退和自愿辞职的权衡。第三部分则集中于离职通知的制定。此外，段落还鼓励在讨论中加入实际的案例。
--Are there rules about giving a notice for resignation?...How do you resign properly?
--What are proper way to give a notice of resignation? ... Should you tell the boss verbally? ... Should you write a letter of resignation? ... Should you do both?
--How do you write a letter of resignation?
--Should you tell your co-workers that you are leaving?
--Is it necessary for you to explain the reason you are leaving? If so, how should you do it?

Step 5: Plan a job/career change

⏰ Spend about 10 minutes on this step.

Refer to the sections “Plan a job change” and “Plan a career change” in Handout 6.2.2A.

Prepare some blank copies of Client Worksheet 3.3A: My Job Profile (for clients who will be advised to subsequently attend a counseling session on career planning).

✔ Ask the clients to determine whether their reasons for quitting their job are indicative of a need for a job change or a career change. If they are not sure now, encourage them to think more carefully about it. Tell them that working is enjoyable when you like what you do, so they are well advised to consider more closely at their personal and work interests and try to find a job or career that really appeals to them.

✔ Discuss generally about how to plan for a job/career change—what to do in the process of changing jobs and what to do if planning a career change. (In individual counseling, if the client is clear about whether s/he wants to change jobs or careers, focus more on the type of change the client wants.)

----Like most things, if you want to do it well, changing jobs (or changing careers) takes preparation. It is not something you can do—or should do—in a day.
----So, tell me, what should you do when you want to change jobs? How do you plan?
----What do you need to do when you plan to get into a new career field? ... How do you learn about a new career? ... What kind of planning do you need?
(Make sure that the clients understand the basic steps in planning a job/career change as discussed in the handout.)

✔ Advise the clients to attend further counseling/training sessions according to the clients’ needs, for example:

• Clients who have had difficulties dealing with work and co-workers or bosses should also be advised to attend Session 6.3.1: That’s a Good Worker (ideally subsequently after this session) and Session 6.3.2: Getting Along and Getting Ahead in Your Job in Unit 6.3: Working Smart.

• Clients who can benefit from learning more about the job market (both for wage employment and self-employment) should be advised to first obtain an orientation on the current job market (Unit 3: The World of Work), then counseling on career planning (Unit 4: Career Planning) and job search counseling (Unit 5: Getting That Job) or self-employment counseling and assistance (Unit 7: Self-Employment).

• Clients who have a clear job or career goal can skip a job market orientation to career planning (Unit 4) and subsequently job search counseling (Unit 5) or self-employment assistance (Unit 7) as appropriate. For this group of clients, give them each a blank copy of Client Worksheet 3.3.A: My Job Profile (from Unit 3) to complete at home.
before attending a session on career planning. Remind them to complete the worksheet and bring it to the session. Some in this group may also benefit from training on maintaining and improving employment (Unit 6.3).

☑ Thank the client for their attention/work in the session. Wish them good luck on their job/career change. Give them support and encouragement to stay positive, focused and diligent about finding a new job or career.
# Counselor’s Notes 6.2.1A: Career Problem Solving

To be filled out by counselor during/after Session 6.2.1

<table>
<thead>
<tr>
<th>Client name: ____________________________</th>
<th>Client no.: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing counselor: __________________</td>
<td>Date: ________<strong><strong><strong><strong><strong>/</strong></strong><em>/</em></strong></strong></strong></td>
</tr>
<tr>
<td></td>
<td>(date) / (month) / (year)</td>
</tr>
</tbody>
</table>

## Section I: Identifying client’s employment situation/difficulty and employability

*(Please note & comment on the following as applicable during/at the end of the consultation with the client)*

### 1. Identify client’s employment situation/difficulty (check all that applies)

- [ ] problem/difficulty with job
- [ ] thinking of quitting/changing job
- [ ] problems/difficulty with people at work
- [ ] planning/struggling with career development
- [ ] personal/other problem (specify): ____________________________________________________

### 2. Describe client’s employment situation/difficulty in details (in client’s words):

(Now working as) ____________________________ (at) ____________________________ (since) _________

(situation/difficulties) ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

### 3. Describe client’s feelings (in client’s words):

______________________________________________________________________________

______________________________________________________________________________

### 4. Has client attempted to resolve the problem or deal with the situation on his/her own?

- [ ] Yes   How? ____________________________________________________________________________
- [ ] No    Why not? _________________________________________________________________________

### 5. Describe how the problem/situation has affected the client’s life and work (in client’s words):

______________________________________________________________________________

______________________________________________________________________________

### 6. Summarize client’s employability factors:

6.1) education and training: ____________________________________________________________

______________________________________________________________________________
6.2) work history: ____________________________________________________________
   __________________________________________________________

6.3) job skills: _____________________________________________________________
   __________________________________________________________

6.4) special skills or achievements: __________________________________________
   __________________________________________________________

6.5) self-perception/attitude: _______________________________________________
   __________________________________________________________

6.6) health/disability: ______________________________________________________
   __________________________________________________________

6.7) other: ________________________________________________________________
   __________________________________________________________

7. Describe client’s family situation and environment:

7.1) marital status: (check one) □ single □ married □ divorced/separated □ widowed
   __________________________________________________________

7.2) dependents (people whom client needs to work to support): (check one) □ Yes □ No
   If yes, how many? _________ Describe dependents: __________________________
   __________________________________________________________

7.3) family relationship: (check one) □ good □ not so good □ very bad
   Describe:_______________________________________________________

7.4) support system available: (check all that applies) □ family □ friends □ community/other
   Describe:_______________________________________________________

8. Counselor’s comments:
   __________________________________________________________
   __________________________________________________________

9. Has the client done an interests and skills profiling? (check one) □ Yes □ No
   If yes ☑ Continue on with Section II.
   If no ☑ Conduct Session 2.2: Career Interests and Skills Profiling and steps 1-3 in Session 2.3: Consultation for the Next Step in Unit 2 with the client. Also complete Counselor Notes 2.3A.

   Recommended mode of profiling:
   □ self-administered individual test □ counselor-administered group test □ individual test with counselor
**Section II: Analyzing the situation and finding a solution**

(Please complete this section after having either:

a. Reviewed Counselor Notes 2.1A: Client Needs Assessment and 2.3A: Client Interests and Skills Profile (if these notes exist in the client’s file); or

b. Conducted counseling Session 2.2: Career Interests and Skills Profiling and steps 1-3 in Session 2.3: Consultation for the Next Step in Unit 2, and completed Counselor Notes 2.3A. )

---

10. Does the client feel that his/her interests, skills, personality and values are compatible with his/her job?

- [ ] Yes  
- [ ] No  

Explain (in client's words): ____________________________________________________________

---

11. What does the client identify as his/her challenges?

__________________________________________________________

---

(Answer the following questions after the client has completed Client Worksheets 6.2.1B and 6.2.1C (for some clients who want to quit the job).)

12. What is the analysis of the causes and consequences of the client’s situation/difficulty?

__________________________________________________________

__________________________________________________________

---

13. How does the client want to deal with the situation?

- [ ] Keep the job and deal with the problem  
- [ ] Quit and look for a new job  

Why? Explain (in client’s words): ______________________________________________________

---

14. What is the agreed solution for the client’s situation/difficulty?

__________________________________________________________

__________________________________________________________

__________________________________________________________

---

15. Check the next appropriate counseling session(s) for the client. (check one or )

- [ ] Session 6.2.2: Planning a Job/Career Change (recommended for the client who wants to quit job)
- [ ] Session 6.3.1: That's a Good Worker and Session 6.3.2: Getting Along and Getting Ahead in Your Job (recommended for the client who wants to keep the job)

---

16. Additional comments: _____________________________________________________________

---
Client Worksheet 6.2.1B: How Am I Doing in My Job?

Answer the following questions as truthfully as you can.

How Am I Doing in My Job?

1. How happy am I in my job? (check one)
   - [ ] Very happy
   - [ ] Happy enough
   - [ ] Not so happy
   - [ ] Miserable

2. Do I feel I am making progress in my work and my life? (check one)
   - [ ] Yes
   - [ ] No
   - [ ] Not sure
   Explain: ____________________________________________________________

3. What do I like about my job? (check one for each item)

<table>
<thead>
<tr>
<th>My job duties</th>
<th>Very much</th>
<th>It’s alright</th>
<th>Not much</th>
<th>I hate it</th>
</tr>
</thead>
<tbody>
<tr>
<td>My co-workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My boss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My work environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My working hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My salary</td>
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</tbody>
</table>

4. Three things I like least about my job
   a) ____________________________________________________________
   b) ____________________________________________________________
   c) ____________________________________________________________

5. What can I change to make me happier and my job more enjoyable?
   a) ____________________________________________________________
   b) ____________________________________________________________
   c) ____________________________________________________________

6. So, what should I do next? (check one)
   - [ ] I want to stay in the same job but something has to change.
   - [ ] I want to quit and find a similar job in another place.*
   - [ ] I want to quit and look for a new type of job or career altogether.*

*If one of these answers is chosen, do also Client Worksheet 6.2.1C: To Quit or Not to Quit – And Why?
Client Worksheet 6.2.1C: To Quit or Not to Quit – And Why?

Client name: ___________________________________  Client no.: ______________________

Read each of the following statements and consider if each statement is true about you. Check in the box ☑️ under “True” or “Not true.” The more honest your answers, the more useful your results.

<table>
<thead>
<tr>
<th>To Quit or Not to Quit – And Why?</th>
<th>TRUE</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel bored and unchallenged in my job.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>2. I don’t like my co-workers.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>3. I often feel frustrated in my job because I am not sure what to do.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>4. My boss is unreasonable and too demanding.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>5. I feel overwhelmed by the day-to-day work in my job.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>6. I don’t like the work environment of my job.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>7. I am not doing what I have been hired to do.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>8. My co-workers are difficult and don’t cooperate with me.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>9. I wish I had a different working hours.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>10. Some days I just don’t want to go to work.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>11. I don’t like what I do in my job.</td>
<td>☐</td>
<td>☑️</td>
</tr>
<tr>
<td>12. I can sometimes enjoy my work, if people would leave me alone.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>13. There is nothing I like about my job or people at work.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>14. Some days I lie that I am sick so that I don’t have to go to work.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>15. I feel stuck and see no future for me in my job.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>16. I would like my job, if my boss/co-workers were more understanding.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>17. I sometimes feel that my work and my life have no meaning.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>18. I would be happier working with different people.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>19. I would be happier working in a new position at the same workplace.</td>
<td>☑️</td>
<td>☐</td>
</tr>
<tr>
<td>20. I would be happier in a new job with new people at a new workplace.</td>
<td>☑️</td>
<td>☐</td>
</tr>
</tbody>
</table>

I checked ☑️ TRUE for _______ statements. (write down the number of statements in the blanks)

I checked ☑️ NOT TRUE for _______ statements.

Analysis: There are no definite answer keys for this worksheet but here are some rough guidelines for analysis. If you checked ☑️ “TRUE” for more than half of the statements, there are probably many reasons that make you want to quit, for example:

- You may have a relationship problem with your co-workers or your boss, if you checked ☑️ “TRUE” for several of the following statements: nos. 2, 4, 6, 8, 12, 16, 18, 20.
- You may have a difficulty with the job itself (you don’t like the job), if you checked ☑️ “TRUE” for several of the following statements: nos. 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 20.
- You may have a motivation problem, if you checked ☑️ “TRUE” for statements nos. 10, 14 and 17.

Suggestion: It is important to carefully consider if the reasons are strong enough for you to quit a job because no job is problem-free. Some problems at work may indeed be too hard to resolve but many problems are common in all workplaces and can be resolved with a good strategy and patience. For example, problems in statements 1, 3, 5, 7 and 9 can be addressed by talking and negotiating with your boss, but those in statements 11, 13, 15, 17, 19 and 20 indicate that you are probably in the wrong job. So, use your good judgment and also ask others who are experienced for their suggestions.
Handout 6.2.2A: How to Change Jobs or Careers the Smart Way

What to quit for? A new job or a new career?

So you have given thumps down to your old job. You are done with it. You want out. But now, you are wondering whether it is the job or the career that you can’t stand.

Don’t worry. Here are a few ideas to help you decide to look for a new job or a new career.

Reasons to look for a new job

• A co-worker or supervisor is making life unbearable for you.
• The relationship with your boss or your co-workers is damaged and cannot be repaired.
• The working conditions are dangerous or unsafe and are unlikely to change.
• You are so stressed in your job that your health is at risk.
• Your employer mistreats you, abuses you, or violates your rights.
• The workplace culture and values are not right for you. For example, if you find the job unethical and you are an ethical person, then the job is not for you.
• The company is going out of business.

Reasons to look for a new career

• You know what you want out of work, but you cannot find it in your current job.
• Your life circumstances have changed and your current career path is no longer unsuitable or unable to meet your needs.

Before quitting

Quitting and changing a job or career is not something a smart person would do on a whim. Here are some considerations before quitting:

• No employer likes employees who quit jobs easily and change jobs often.
• If you quit, especially if under bad or unreasonable circumstances, you are not likely to have a job reference when you apply for the next job.
• If you quit without having another job waiting for you, you may end up becoming unemployed for a long time or end up accepting an equally unsatisfying job because you need the money.
• The longer you are out of work, the more difficult you will get a job because employers may question your motivation or your competence.
• Quitting means you are not eligible to collect unemployment benefits (if available).
• You are in a potentially better position to negotiate for a higher wage in a new job if you apply for a job while you are still employed.

Be smart about when and how to quit

There is a good time and a bad time to quit a job, and a good way and a bad way to quit.

• If you know you are going to be fired for poor performance, quitting before getting fired may be a good idea. Resigning is certainly easier to explain to another employer than being fired.
• If you face no danger of being imminently fired or there are no serious problems at work that you can’t endure, it is best to continue working in your current job until you find a new job. It is not uncommon for people to look for work while still employed, but there are considerations:
  - If your current boss is known to be supportive of employees changing work, you may be frank about quitting with your boss. But you need to give a good reason for quitting and ensure him or her that you will continue to dedicate to your current job until you leave (and keep your word).
  - If your current boss is not known to be supportive of employees changing work, it may be better to keep quiet about quitting. Be prepared for unhappy or hostile reaction if the word leaks out. Still, you need to continue working fully in your current job until you leave.
  - If possible, try scheduling job interviews outside of your current working hours.
  - If you must take time from your current work for an interview, try to arrange to make up the time later in the day or the week to compensate for the time you take off. Don’t overuse sick time.
  - Don’t dress in interview clothes to work. This may raise suspicion or unnecessary attention. You can change to interview clothes elsewhere.
  - Take care not to use the equipment, supplies and time of your current job to write job application letters, résumé or phoning for job application. This is not proper and unfair to your current employer.
  - Don’t give your current work phone number to potential employers to call you at work. If you have work email address, don’t use your work email address. Use your personal email address.
Give a proper notice of resignation

You can’t wait to leave the job. But wait! Don’t just leave! You need to give a proper notice. Unless you have been fired or for whatever reason you can’t stick around any longer (such as safety or illness), you need to give a proper notice of resignation. Usually, most jobs require employees to give a notice of resignation at least two weeks in advance (counting to the last day of work). Check what the rules are at your workplace.

- Giving a proper notice of resignation is the right thing to do. It allows the employer time to find your replacement. It shows that you are mature and responsible. What’s more, it gives you some time to prepare to look for a new job, while still getting paid. No employers like employees quitting without notice. It gives bad feelings and they would never give you a good reference. If you work in a small town, the employer may tell others how (badly) you quit.

There are usually two ways to resign: in person or by a written letter – or both.

- If you feel comfortable speaking directly to your boss or employer to resign, go for it. But be prepared. Think ahead of time what to say. Try not to be negative or emotional. Be polite. Once you have decided to quit, there is no need to go into the details about why you quit. If you are asked to explain the reason you quit, just be honest but there is really no point to slam your employer or blame anyone. Try to keep your tone positive. If you are leaving for better money, just say “a really good opportunity has come up.” Be also prepared for any reaction, which could range from being upset or indifferent to begging you to stay.

- If you work in an office job, you are likely to be asked to submit a letter of resignation, even if you have told the boss or employer verbally. Don’t worry. A letter of resignation is not so hard to write. Keep it short, simple and positive. There is no need to elaborate or blame anyone. Just follow a business letter format. The content may be as follows:

  [your name and full address]
  [the boss/employer’s name and full address]
  [date]

  Please accept this letter as notice I am resigning from my position as [your position] with [name of company/workplace]. My last day of work will be [date].

  Thank you for the opportunity you have given me.

  Sincerely,
  [your signature]
  [your name]

- It is good manner to thank your boss/employer, especially if s/he has been good to you.

Planning a job change

Changing jobs takes preparation – like most things, if you want to do it well. Once you have determined what type of job you want, you can start looking. Here are some basic rules to remember when changing jobs:

- Be serious and diligent about your job search. Get job search counseling.
- Tell people you know that you are looking for another job. Ask them for information about jobs.
- Be organized. Make a list of things to do each day. Keep and expand a list of job contacts.
- Check more than one place. Keep several options because the job you really want may not be available.
- Don’t be discouraged if you don’t get a job offer right away. Keep trying and keep a positive attitude.

Planning a career change

Making a career change is not something you can, or should, do in a day.

- Learn as much as possible about the career field you are interested in. Learn about the job market. Read. Talk to someone who works in the field and find out what day-to-day work is really like. Visit workplaces in the career field. You may find that your idea about the career may not be the reality.
- Once you have learned a lot about career and found that you really like it, set a career goal (what job or position you want to have and by when). Develop a strategy to build a career path that eventually takes you to that goal. Get career planning counseling to help you develop and plan your career path.

Unit 6.3
Working Smart

About Unit 6.3

Content

This unit is designed to help clients, including those employed and those still seeking work, to better understand different perspectives in dealing with work and workplace relationships. The three sessions in this sub-unit help clients to understand what co-workers, supervisors and employers expect from a worker, and learn how to work effectively with different personalities and situations and advance in their jobs.

Session 6.3.1: That’s a good worker – In this session clients learn about characteristics of a good worker by participating in an exercise in which they vote (as co-workers or employers) for a good worker from among 4 candidates with different characteristics, personalities and working styles. They will learn from this exercise that co-workers and employers often have different perspectives and expectations of a worker and that they need to strike a balance between being a good worker in the eye of the employer or supervisor and a good co-worker in the eye of their co-workers, in order to do well and get along at work.

Session 6.3.2: Getting along and getting ahead in your job – The clients learn the do’s and don’ts in workplace relationships and career advancement in this session. They learn how to work effectively with co-workers and bosses and how to deal with workplace relationships and workplace politics. They also explore qualities and actions help them to stay employed or get a promotion.

Activities in both sessions are designed to be delivered in a training workshop format. The counselors running these sessions must be skilled in group facilitation. An ideal number of participants in each session is between 15-30 people.

Objectives

• To identify characteristics of a good worker and learn about different perspectives and expectations of employers and co-workers
• To learn how to work effectively with co-workers and bosses
• To learn now to advance in a job or a career

What to keep in mind

1) Working effectively and happily in a workplace with many different characters and personalities can be testing for many people, especially youths new to the working world. Some people have natural social skills, but others need more guidance on how to behave and relate to other people in a professional work environment.

2) Different workplaces often have different work cultures. But there are basic work expectations and etiquettes that workers in any workplace should know. Knowing basic etiquettes and understanding expectations of co-workers and employers help clients to better adapt to workplace culture, facilitate their workplace relationships and perform well at work.
3) Many workers have a **desire to do well but lack the skills** to improve their performance and to advance in their job or career. Knowing basic rules and some basic skills can help the clients to improve their work performance and happiness at work and in life.

**What to do**

**Session 6.3.1: That’s a good worker**

Step 1: Introduce the session and explain the “Good Worker Contest”
Step 2: Vote in the “Good Worker Contest”
Step 3: Discuss voting experience and perspectives of co-workers and employers
Step 4: Discuss desirable and undesirable characteristics of workers
Step 5: Summarize key points

**Session 6.3.2: Getting along and getting ahead in your job**

**SECTION I – Getting along in your job**

Step 1: Introduce the session with a story or a skit about Carlos
Step 2: Discuss about Carlos
Step 3: Explore other similar problems relating to work and workplace relationships
Step 4: Discuss how to work effectively with co-workers and bosses

**SECTION II – Getting ahead in your job**

Step 5: Discuss the importance of keeping and improving employment
Step 6: Group work on qualities that help or hurt career advancement
Step 7: Group presentations
Step 8: Discuss qualities that help or hurt career advancement
Step 9: Summarize key points

**Time it takes**

90 minutes for Session 6.3.1 (steps 1-5)
135-160 minutes for Session 6.3.2 (steps 1-9)

**Counseling tools**

For Session 6.3.1: That’s a good worker
- Tool 6.3.1A: How to Set up a Good Worker Contest
- Tool 6.3.1B: List of Worker Profile Information

For Session 6.3.2: Getting along and getting ahead in your job
- Handout 6.3.2A: How to Work Effectively with Co-Workers and Bosses
- Handout 6.3.2B: Qualities that Help and Hurt Career Advancement
You will need a copy of Tool 6.3.1A: How to Set up a Good Worker Contest and two copies of Tool 6.3.1B: List of Worker Profile Information for this session.

**Note to counselor on preparation**

- Prepare the training materials to set up a “Good Worker Contest” as explained in Tool 6.3.1A: How to Set up a Good Worker Contest. Before starting the session, make sure that you have all 4 worker profiles and all the other materials ready for use. To save time you may set up the room before the clients arrive as follows:
  - Tape the 4 worker profiles next to one another on one side of the training room wall.
  - Clear up the room to make empty space for clients to walk around. (Put tables/desks against the other side of the room if necessary.)
  - Arrange seating so that chairs are placed two sides of the room (one side for “co-workers” and the other side for “employers”).
- The main aim of this exercise is to help clients to understand different perspectives and expectations of co-workers and supervisors/employers. Another, secondary, aim is to show clients that sometimes people have preferences for young and attractive people and that they sometimes discriminate on the basis of appearance, age, sex, disability, ethnicity, cultural or religious association.
- You can change or clarify some characteristics in the worker profiles, such as names, age, ethnic or cultural background or type of disability to better reflect real people and the local situation or to reflect the types of discrimination often prevalent in the clients’ society. However, be careful to keep the productivity levels and work quality varied and constant to ensure predictable voting results as points for discussion.

**Step 1: Introduce the session and explain the “Good Worker Contest”**

- Welcome clients to the session. Explain that this session is about finding out what makes a good worker and what qualities and characteristics co-workers and employers like to see in a worker. Knowing what makes a good worker in the eye of co-workers and employers will help them understand what is expected of them at work and how they can build better relationships with co-workers and supervisors or employers.

- Divide clients into two groups. Tell them that one group will assume the role of workers and other group employers. Ask them to choose the role and assign the role to each group. Ask the two groups to sit on different sides of the room as arranged. Give each client five voting slips (for example, blue slips to the workers’ group and red slips to the employers’ group).

- Tell them that they will participate in a “Good Worker Contest.” Explain the contest as follows:

  - Let me tell you what this “Good Worker Contest” is. In this contest there are 4 workers. Introduce the 4 workers on the flipcharts on the wall (give only the names of the workers at this stage). All 4 of them work in similar jobs at the same workplace (choose a workplace familiar to clients).
  - What you will do is to decide who is a good worker. You will vote for the worker you like best among the four. But remember, those of you who take the role of workers must vote as if you were the co-workers of these four people. In considering each
worker, you can imagine if you would like to work with this kind of person, then you can choose the best of the four. For those people who are employers today, you will consider which person you would like to have as your employee.

--Now, each of you have 5 voting slips right? So, you will be voting 5 rounds. In each round you may vote for the same worker or a different worker, depending on who you like each round. I will tell you each worker’s characteristics bit by bit. After I tell you their characteristics the first time, you start your first vote, based on what I tell you about them. … Alright?

(Answer any questions from clients.)

Step 2: Vote in the “Good Worker Contest”

Start the first round of voting. Give the first set of worker profile information as listed in Tool 6.3.1B. As you introduce each worker, ask one of the clients to help you by writing the information for each worker (as shown in Tool 6.3.1B) in the first column on each flipchart.

--Allow me to present to you the four workers.
--The first worker is Maria. She is 22 years old. She is good looking as you can see in the picture.
--The second worker’s name is Agustino. He is 38 years old. He is not handsome, not ugly, but he walks with a little limp because he has one bad leg.
--The third worker is Jose. He is a young, good looking guy. He is 25 years old.
--The last worker we have here is (give a common female name from an ethnic minority). She is 40 years old. You can’t say that she is unattractive or beautiful. She’s a little bit fat.
--Now I would like you to vote based on what I just told you. Who you would like to have as your co-worker or your employee.
--Just put your voting slip in the box underneath the worker you like.

Encourage the clients to vote quickly. After everyone has voted, ask for volunteers to help count the votes in each box. Count the number of the blue slips (from workers) and the red slips (from employers). Write down the number of the votes from the workers in the second column and the votes from the employers in the third column on each worker flipchart. Compare the votes from the “workers” and from the “employers.”

Ask two “workers” and two “employers” who they voted for and why. Clear the voting boxes of any voting slips and this completes each round of voting. (Be careful to control the time. Each voting round should take no more than 10 minutes.)

Continue the next voting round in the same manner until all 5 sets of worker profile information are voted on. In each round, give each set of information as listed in Tool 6.3.1B in the same manner as done in the first round. Tell the “workers” and “employers” that they should vote on the existing information plus the new information given in each new round. Compare the vote counts from the “workers” and the “employers.” Ask two different people from both groups why they voted for a certain worker and why.
After all 5 rounds of voting has been completed, add up the number of votes from workers and from employers for each worker. Put the total votes in two votes column on each worker flipchart. Compare the total vote counts from the “workers” and the “employers.” See if the two groups voted for a different worker (this is a likely result).

Step 3: Discuss voting experience and perspectives of co-workers and employers

Spend about 15 minutes on this step.

Ask all “workers” and “employers” to return to their seats. Start a discussion using the following questions:

- Was it difficult as a co-worker to choose a worker you like to work with?
- Was it difficult as an employer to choose a good employee?
- Did you change your mind when given new information? (Why? Why not?)
- Did you find that all four workers had some characteristics that you like and some that you didn’t like so much? … Why do you think that was?
- Is choosing a co-worker or employee the same as choosing a friend? (Why?)
- (If the workers and employers groups voted for a different worker) Why did the workers and the employers vote for a different worker?
- Which characteristics of the workers that were important for you as co-workers?
- Which characteristics of the workers that were important for you as employers?
- What are the differences between employers and workers in selecting a good worker? (Why?)

Step 4: Discuss desirable and undesirable characteristics of workers

Spend no more than 10 minutes on this step.

Work with the clients to make a list of desirable and undesirable characteristics of workers. Divide the board into four sections, and make a list for each section as follows:

- Desirable characteristics of co-workers
- Desirable characteristics of employees
- Undesirable characteristics of co-workers
- Undesirable characteristics of employees.

The clients should become aware of three main aspects of a good worker:

(1) good productivity (amount of work produced)
(2) good work quality
(3) good attitude and ability to get along and work with others.

Most people will find the following characteristics undesirable in co-workers and employees:

- deliver poor work
- absent or late often
- avoids heavy or difficult work
- unwilling to help
- bad temperament (such as being moody, irritable, getting upset easily)
- gossiping or talking too much
- disrespectful to co-workers and supervisor
- telling supervisor on other co-workers.
Most people will find the following characteristics desirable in co-workers and employees:
- deliver good work in quantity and quality
- being on time and responsible for own work
- follow instructions and rules
- friendly
- positive attitude
- easy to get along with
- willing to help and do extra work when needed
- respectful to co-workers and supervisor

**Step 5: Summarize key points**

- Spend about 5 minutes on this step.

☑ Ask the clients to summarize what they have learned today. Emphasize the following points if not mentioned:
  - Everybody judges other people at first sight on characteristics one can easily see such as age, sex and appearance. People who are young, good looking and healthy often have advantages over people who are older or less attractive, have disability or are from a less desirable ethnic, cultural and social background, even though their appearance and background say nothing about whether they are a good person or a good worker.
  - Co-workers and employers can have slightly different expectations of their co-workers and their employees. Employers often focus on good work output, while co-workers prefer ability to get along, fair sharing of work responsibilities and being supportive of one another.
  - People who are different and no workers or no employees are perfect. Everyone has good qualities and bad qualities and strengths and weaknesses. Some people may be better co-workers and are easier to get along with than others. But often we don’t get to choose people we work with. So, it is important to find ways to work with different types of people.
  - It is important to find a good balance between being a good worker in the eye of the employer and in the eye of the co-workers. For example, working hard and making high work output while being unfair to co-workers does not make one a good worker. On the other hand, being very nice and friendly with co-workers but unproductive doesn’t make a good worker either.
  - To be a good worker for both your employer and co-workers is to do you best in your work duties, have a positive attitude towards work and everybody at work.
Session 6.3.2: Getting Along and Getting Ahead in Your Job (approx. 135-160 minutes – steps 1-9)

You will need for each client a copy of Handout 6.3.2A: How to Work Effectively with Co-Workers and Bosses and Handout 6.3.2B: Qualities that Help and Hurt Career Advancement.

Note to counselor on preparation

This session will start with a story about young worker named Carlos and how he handles himself at his new workplace. You can tell the story or do a skit (or a short live drama like role playing) of the story. A skit is more desirable if you have time to prepare and you have a large group of clients who need to a lot of stimulation. If you have a small group, telling the story is probably sufficiently effective. If you choose to do a skit, you need to practice in advance with 4-5 colleagues or clients.

The story about Carlos roughly follows this story line (you may fill in or change some details to make the story more realistic and relevant to your group of clients):

Carlos just got a new job in a factory. He is smart and competent. He graduated from a reputable training institution. The employer told him that he was hired because of his good technical knowledge and his confidence. Carlos is very eager to put his knowledge and training into practice.

Carlos is a very friendly and enthusiastic new worker. He makes friends with everyone at work on the first day. Being observant before the end of the first week, he notices that some of the employees are doing the work incorrectly, so he tells them to do it the right way and explain to them how to do it right the way he has learned it at the training institute. An older employee told him that they have always done the work this way and there is nothing wrong with the way they do it. After that a few older employees stop being friendly with him. At the first meeting in the second week, Carlos wants to show his supervisor who is present at the meeting that he wants to improve the productivity of the factory, so he gives a suggestion about a new and improved way of working. Nobody says anything but his supervisor looks stern and says that they will talk about that later. Carlos is not sure what he did wrong.

SECTION I – Getting Along in Your Job (approx. 45-60 minutes – steps 1-4)

Step 1: Introduce the session with a story or a skit about Carlos

Spend about 10 minutes on this step.

Welcome clients to the session. Tell them that in this session they will learn how to get along and work effectively with co-workers and bosses, and how to advance in their jobs.

Tell the story about Carlos, or start the skit if you have planned to do so.

Step 2: Discuss about Carlos

Spend about 5-10 minutes on this step.

Discuss the story of Carlos. Stimulate participation by asking these questions:

- What do you think about Carlos?
- What did Carlos do right? What did he do wrong?
- Do you think he handled himself the right way with his co-workers? (How?)
- What were his big mistakes?
Step 3: Explore other similar problems relating to work and workplace relationships

- Spend about 15-20 minutes on this step.

- Brainstorm about other scenarios where a worker may have problems with the way s/he handles work and workplace relationships. Keep the focus on problems about working and relationships with co-workers and supervisors, bosses or employers. Encourage clients to share their personal experience and their knowledge from observations at work. Suggest to clients to consider some of the following issues:
  - building relationship with co-workers at a new workplace
  - dealing with older or more experienced co-workers
  - dealing with supervisors or employers
  - sharing ideas and suggestions for change at work
  - dealing with negative reaction to ideas and suggestions.

Tip
If you have time, you may choose to conduct step 3 in group work, where each group is asked to come up with one story on the topic. Give about 20-30 minutes for the groups to work on the story. They may choose to present the story anyway they wish including skit, role play, or story telling.

Depending on how many groups you have (a group of 5-8 people), you should allow at least 1-1.5 hour extra for group work and discussion about each story after the group presentations.

Step 4: Discuss how to work effectively with co-workers and bosses

- Spend about 15-20 minutes on this step.
- You will need for each client a copy of Handout 6.3.2A: How to Work Effectively with Co-Workers and Bosses.

- Distribute a copy of Handout 6.3.2A to each client. Discuss the ten points as discussed in the handout. Answer any questions that arise.

SECTION II – Getting Ahead in Your Job (approx. 90-100 minutes – steps 5-9)

Note to counselor on preparation
For group work in step 6, prepare the following materials:
- several sheets of flipchart paper (at least 4 pieces per group of 5-6 people)
- thick color markers (at least 2 for each group).

Step 5: Discuss the importance of keeping and improving employment

- Spend about 10 minutes on this step.

- Refer back the story of Carlos (or one character in other stories discussed in step 3, if any). Ask the clients to predict the future prospect of Carlos’s or the character’s career. Stimulate a discussion by asking these questions:
  - --So, what do you think we will happen to Carlos in his new workplace? … How well do you think he will do in this job?
  - --Do you think it is possible for Carlos to get a promotion? (How? Why? Why not?)
  - --Is it possible for him to lose his job? (Why? Why not?)
  - --What should he do if he wants to keep his job?
  - --What should he do if he wants to get a promotion?
There is no need to discuss beyond the situation of Carlos or other chosen characters at this stage. Keep the discussion within the limit of 10 minutes.

**Step 6: Group work on qualities that help or hurt career advancement**

- Spend about 30 minutes on this step.

  - Divide clients into groups, each of roughly 5-6 people. Give them the following group work guidelines:
    - Brainstorm about qualities, characteristics and actions that help an employee to keep a job and advance in the job, and those that don’t.
    - They have 30 minutes to finish all activities in the group work.
    - At the start of group work, choose a group facilitator and another person to record the discussion. Or two people can volunteer to do these two functions.
    - The facilitator’s job is to lead the discussion, encourage group members to participate and make sure that everyone gets a chance to speak. Speaking time should be fair for everyone (including the facilitator).
    - Make two lists of qualities, characteristics and actions, that:
      - (1) help an employee to keep a job and advance in a job or career
      - (2) hurt an employee’s chance to keep a job and advance in a job or career.
    - Choose one person to do a 5-minute presentation.

  - Walk around and observe the clients’ conducting their group work. Give suggestions or clarifications of guidelines as necessary. Give the groups a 10-minute warning, by which time the groups should start writing the lists of the qualities for presentation.

**Step 7: Group presentations**

- Spend about 15-20 minutes on this step.

  - Ask for the groups to present their lists one by one. Make sure they are within their 5-minute time limit. There is no need to have any discussion after each presentation.

  - Once all presentations have been delivered, tape all group flipcharts next to one another on one side of the wall for comparison.

**Step 8: Discuss qualities that help or hurt career advancement**

- Spend about 30 minutes on this step.

  - You will need for each client a copy of *Handout 6.3.2B: Qualities that Help and Hurt Career Advancement*.

  - Ask the clients to compare the groups’ lists and identify common qualities, characteristics and actions on the two lists. Write down the common ones identified on the board. Then ask the clients to choose important qualities from the flipcharts to add to the lists on the board. At this time discuss the reasons why certain qualities are considered very important, while others may be less so. Focus on the important qualities on both lists.

  - Distribute a copy of *Handout 6.3.2B* to each client. Explain that:
--This handout contains some of the qualities in both categories we have been discussing. Do you see any similarities between the qualities on our lists and those in this handout? … What are they?

--Do you agree with other qualities listed on the handout that you didn’t include on your lists? (Why? Why not?)

--What qualities on the handout do you think are very important?

Discuss some of the qualities that are listed on the handout, especially those mentioned as important. Explain further that:

--There are really no absolute right or wrong lists. In fact, all these good qualities and bad qualities that we have on our lists and on this handout are relevant. Yes, some are very important and apply to most workplaces. Some qualities may be important in some workplaces but not at others.

--So, when you go home tonight, read over this handout again, as well as the one you received either on how to deal with co-workers and bosses. These two sheets of advice can be very helping to you to keep your job or advance in your job or career.

Brainstorm with the clients some of the job skills that can help improve their chance of keeping a job, get a promotion, or improve their employability in general. List the ideas on the board. The list may include the following:

- ability to do basic mathematics and use an electronic calculator
- language skills, including Tetum, English, Portuguese, Bahasa Indonesian
- ability to operate basic office equipment such as telephone and fax machine, and knowing how to talk professionally on the telephone
- driving, map reading skills
- computer skills such as knowing how to use common word processing programs, excel and accounting programs, billing programs, etc.
- ability to write business correspondence (letter and email)
- knowing how to use email and search for information on the Internet
- other skills that are in shortage in the job market (identify).

Step 9: Summarize key points

Spend about 5-10 minutes on this step.

Ask the clients to summarize what they have learned. Emphasize the following points:

- It is wise for new employees to listen and observe a lot and talk little at first.
- Recognize that each workplace has its own culture and politics and its own way of doing things that may not be easy to change.
- Learn from experienced co-workers and find out an effective way to deal with co-workers and bosses. It may take some time before you get a handle of things.
- Don’t rush to “show off.” Only give suggestions for change when you have enough understanding of the new workplace. Find the right time and the right way to do it.
- If you are friendly and humble, and act professionally and respectfully towards your co-workers and bosses, you should get along well with them. But don’t forget that you also have to do your job well. Know your duties and priorities.
- Always improve yourself. Don’t stop learning. Job skills need to be updated and learning new skills can help you stay employed or get a promotion.
- Continue to develop skills and qualities to enable you to advance in your career.
Counseling Tools

Tool 6.3.1A: How to Set up a Good Worker Contest

Preparation guidelines:

1. Prepare the following materials:
   - 4 pictures of workers with the following characteristics (use real pictures or pictures from magazines – the pictures should be in about A-4 size):
     1) a young woman, aged about 20-25, good looking
     2) a man, aged about 35-45, common appearance
     3) a young man, aged about 20-25, good looking
     4) a woman, aged about 40-45, common appearance, from a minority group
   - 4 pieces of flipchart paper to make worker profiles according to the instructions in item 2.
   - 5 pieces of voting slips for each client (for example, if there are 20 clients, make 100 slips)
     - make 2 sets of voting slips, each set in a different color (for example, 50 slips in blue for 10 people and 50 slips in red for the other 10 people)
     - make the slips by cutting A-4 size paper into 32 pieces (by folding the paper in half 5 times and cut along the folds)
   - 4 small bags or boxes to contain voting slips, one for each worker
   - 2-3 markers and a roll of masking tape.

2. Prepare 4 worker profiles with flipchart paper, each in the following format:

Tool 6.3.1B: List of Worker Profile Information

Guidelines: Give the following worker profile information for each worker in step 2.

<table>
<thead>
<tr>
<th>Profile Information</th>
<th>Worker No. 1</th>
<th>Worker No. 2</th>
<th>Worker No. 3</th>
<th>Worker No. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name, age &amp; appearance</td>
<td>Maria</td>
<td>Agustino</td>
<td>Jose</td>
<td>[female name from different ethnic group]</td>
</tr>
<tr>
<td></td>
<td>22 years old</td>
<td>38 years old</td>
<td>25 years old</td>
<td>40 years</td>
</tr>
<tr>
<td></td>
<td>Good looking</td>
<td>average looking</td>
<td>Good looking</td>
<td>average looking and a little fat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and has a limp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Productivity level</td>
<td>High</td>
<td>High</td>
<td>Low</td>
<td>Average</td>
</tr>
<tr>
<td>3. Work quality</td>
<td>Average</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>4. Personality traits</td>
<td>Friendly</td>
<td>Responsible</td>
<td>Funny</td>
<td>Honest</td>
</tr>
<tr>
<td></td>
<td>Hard-working</td>
<td>Keeps to himself</td>
<td>Easy going</td>
<td>Helpful</td>
</tr>
<tr>
<td></td>
<td>Quiet</td>
<td></td>
<td>Sociable</td>
<td>Sometimes talks loudly</td>
</tr>
<tr>
<td></td>
<td>Passive</td>
<td></td>
<td>Talkative</td>
<td></td>
</tr>
<tr>
<td>5. Working style</td>
<td>Works fast</td>
<td>Occasionally late to work</td>
<td>Likes to work in a group</td>
<td>Energetic</td>
</tr>
<tr>
<td></td>
<td>Follows order</td>
<td>Always finishes work on time and</td>
<td>Avoids heavy workload</td>
<td>Can be impatient with co-workers</td>
</tr>
<tr>
<td></td>
<td>Willing to work late if told in</td>
<td>leaves on time</td>
<td>Makes co-workers laugh</td>
<td>Willing to fight with boss to</td>
</tr>
<tr>
<td></td>
<td>advance</td>
<td>Helps co-workers when asked</td>
<td></td>
<td>support co-workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Training Aid 10.1.1B: List of Information about the Three Workers in 3-R Trainers Kit: Empowerment for children, youth and families – rights, responsibilities and representation by Busakorn Suriyasarn, Rosalinda Terhorst and Nelien Haspels, Bangkok: ILO, 2006, Book 6, Module 10 A Smart Worker, Unit 10.1 Responsibilities, Exercise 10.1.1 That’s a Good Worker, p. 6.
Handout 6.3.2A: Tips on How to Work Effectively with Co-workers and Bosses

Dealing with people at work can be the most difficult part of your job. Knowing how to deal effectively with different personalities at work not only helps you to do better in your job but also makes your work more enjoyable. Here are some tips.

1. Find out what your boss thinks are your important job duties
When you start working in a new job, get a clear idea of your job duties. Ask your boss about your job duties and what s/he considers the most important. Perform your job duties accordingly.

2. Know how to listen and observe workplace politics
Early in your career or when you join a new workplace, it is wise to listen and observe a lot and talk little. Every workplace has its own politics and personalities and it takes some time to learn how the politics works and what the unwritten rules are. Observe different personalities at work:
   - who dominates the discussions and who participates in the discussions
   - who seems to have influence
   - how the people who are often successful at getting the group to accept their ideas or suggestions convince the group and how people who are often unsuccessful fail
   - how different people react to new ideas or change: who reacts positively and who doesn’t
   - how are objections presented: are they based on common sense and facts or personal.

3. Understand that workplace relationship is different from friendship
Many people at work are probably people you wouldn’t normally choose to have as friends. But working is not a social situation. Of course, it is great if you have friends at the same workplace, but workplace relationships should be professional. That means you shouldn’t let your personal feelings—either good or bad—get in the way of doing your job. Co-workers are people you need to cooperate with, while also realizing that they are also your potential competitors, for promotion, raises and recognition. Some co-workers may warm to you quickly, but it may take longer for others to accept you as part of the team. Some people want you to “prove” yourself first. A good way to gain acceptance is to be friendly, act professionally, and do your job well.

4. Treat everyone with respect and make your own judgment about people
If you treat people with respect, you will likely be treated well in return. There are always gossips going around about people in a workplace, especially a large workplace. You may listen to these gossips because you might learn something from them, but don’t spread the gossips yourself. Try to avoid associating with people who spread personal gossips. Remember that people who gossip to you are probably gossiping about you too. Gossips are often one-sided, so withhold your judgment about the persons being gossiped about. Make your own judgment about the persons from your own observation and information you get directly from them and other sources.

5. Be humble and learn from more experienced co-workers
It is not uncommon that young newly hired employees think they know everything or know better ways to do things. You may have been hired for your knowledge and ability. But remember that many co-workers at your new workplace have worked there for a lot longer than you. You may indeed have more expertise in some areas but your older co-workers probably know much more about the job, the organization, and how to do things. Be humble. At least until it is proven otherwise, assume that they know more. Learn from experienced co-workers before starting to suggest changing things. Identify an experienced and well-regarded person in a senior position to seek advice from. When given advice, return the favor with loyalty and respect to that person.

6. Learn to deal with your boss effectively
Having a good relationship with your co-workers is very important, but it is your boss you usually determine your success. This doesn’t mean that you have to become the boss’s “pet.” It is important to find out your boss’s style of interaction. Observe how others treat your boss, and how they are treated in return. See which behaviors are rewarded and which are not. You don’t need to focus on the boss’s personality. Your goal is to find a way to communicate with your boss and focus on how can you get your job done most effectively under his/her supervision. Some of the things to remember when dealing with bosses are:
Know your boss’s expectations of you and let him/her know that you can be depended on to do your job.

Don’t expect complete acceptance and understanding or affection from your boss.

Find out how your boss likes to be reported to: in detail or in brief. Don’t waste his/her time. If you have any ideas or suggestions, make sure you have thought them out well before presenting them to the boss.

Take responsibilities for any mistakes you made. Address a problem before it gets out of control. Think of possible solutions to the problem before telling your boss about it.

Never go above your boss’s head, unless necessary.

7 Find the right time and the right way to show your ideas and suggestions

After you gain an understanding of the new workplace and how and why things are done, you will probably know the right time to give suggestions and recommendations to your co-workers or your boss. If you are not sure, first discuss your ideas with a co-worker whose judgment you have come to trust and respect and see what s/he thinks. Another opportunity may be when you have a chance to talk one-on-one with your boss. This way the supervisor will not be put on a spot—which s/he may not like—if you were to suggest your ideas in a large group before discussing it with him/her. There is no guarantee that everyone will like your ideas, so be prepared for both positive and negative reactions and the consequences, for example:

Your boss may be impressed by your ideas, so s/he may give you more important (and more difficult) work. You co-workers may even ask you for help, or they may resent you for gaining the boss’s recognition.

Your boss may not take your suggestions well and think that you challenged of his/her authority or doubted his/her wisdom. As a result, s/he may give you meaningless or extremely difficult work just to teach you a lesson.

You boss may take credit for your work with those higher up in the workplace hierarchy. If this happens, you should talk to someone you trust at work about how best to deal with it.

Your ideas may be publicly rejected, but there may be quiet support from some people who didn’t voice their opinions publicly. So, don’t be discouraged easily.

8 Deal with negative responses professionally and proactively

Even when your ideas are good, negative responses should still be expected. But negative reaction doesn’t necessarily mean people don’t like you, so don’t take it personally. Remember:

Different people may see the same situation in the same way and have different ways to approach the same situation—like looking at an elephant from different angles.

Many people are also afraid of change—even if it might be good. It’s human nature.

If your boss is upset by your ideas or suggestions, discuss with him/her in person. Tell your boss that you meant no offense and ask why s/he didn’t like your suggestions so that you would know not to upset him/her again next time.

If a co-worker gave you a hard time for your suggestions, try to nicely and humbly explain your position to him or her. Ask the co-worker how s/he would have approached the situation differently. The co-worker may or may not react better, but at least you try. In all cases, try to stay professional and stick to the issue. Don’t get into personality or personal conflict.

Learn not to hold grudges, and to forgive and forget. Life is too short for that.

9 Don’t use people for personal gain

It is never a good idea to use your co-workers or take advantage of them for some personal gain. It is not only unethical to use people, but when people find out that they have been used, they rarely forgive. You will completely lose their trust and you will not get their cooperation again.

10 Don’t abuse working time or facilities for personal business

You may be at work all the time and feel familiar with your workplace as though it is your home. But remember that whatever belongs to the workplace is only for work, and not for personal business. To do personal business during working time or use work facilities or supplies for your own personal use is unprofessional and can get you in trouble with the boss or employer.

Handout 6.3.2B: Qualities that Help and Hurt Career Advancement

Qualities that help career advancement

Before making any decision to promote (or demote, dismiss, lay off, or renew employment contract), there are many factors that employers will consider. Obviously workers with good performance usually keep their jobs and get promoted. Here are some other desirable qualities that employers look for.

Diligence and responsibility
If you are hardworking and responsible, your boss will delegate important tasks to you. If you are indolent and passive, you will only be given some boring tasks or never have a chance to shine.

Positive attitude
Positive attitude is important not only at the beginning of your job. You should always maintain your positive and proactive attitude throughout your career. Having a positive outlook towards work and life will make you well-liked by both your boss and your co-workers. Smile.

Carefulness and patience
It is a good idea to review your work twice for mistakes before submitting it to your supervisor. When you are asked to do some difficult, time-consuming or boring tasks, you should keep your patience and avoid becoming rash. Finish the job step by step.

Confidence and desire for self-improvement
Confidence comes from successful experience of being able to do things well and in order to have successful experience you need to keep improving yourself. In work and in life, you should never stop learning. If the nature of your job changes and new skills are required to perform better, learn them and stay competitive in the job market. Workers with diverse and up-to-date skills are desirable to employers.

Ability to work under pressure
In many jobs, sometimes you are given a lot of assignments and have to finish them within a short time. When this happens, don’t panic. You should stay calm and sort out the priorities—what you need to do first, second and third, ... Then finish the tasks step by step. Working under pressure is not fun but it can be a golden opportunity for you to prove yourself. If you do the job well, your boss will see and, who knows, you may move up a few places on his/her list for promotion.

Flexibility and adaptability
Society changes fast and so does a workplace. You may find yourself facing new situations and new challenges everyday. Employers appreciate workers who are not scared of changing situations and challenges and who can deal with them effectively and creatively. In work and in life there are always some unpredictable problems that you can never prepare yourself for. So, the best response is to be flexible, look at things from different angles, and adapt.

Good analysis and judgment
Sound judgments often come from personal experience, good observation and relevant training. In your early work life, you may not be able to make the right decisions in most occasions. But you can observe how other people handle things and solve problems. Ask them for advice if appropriate. You can also learn about other people’s thinking and analysis from reading the editorial or commentary columns in newspapers, magazines and books.

Good people skills
Doing good work is sometimes not enough to move you up the career ladder. Having good relationships with co-workers and your boss can be very important in determining whether you will be promoted. Having good people skills mean you know how to talk to people in various situations in a nice way, especially with customers, co-workers and your boss, and that you can work with them effectively. Having good people skills is important because if you put people off or have bad
relationships with people, this can negatively affect work productivity and workplace atmosphere. Employers would not want to promote someone that most co-workers dislike.

**Good team spirit**
It is no good if you can work very well, but you can’t work with other people because in most jobs, you have to deal with people—you are part of a team. Working in a team means that you realize that every person has his/her own strengths and weaknesses and something to contribute. When everyone works together and coordinating in their work, the best results can be achieved. Good relationship among co-workers enhances teamwork and efficiency.

**Broad knowledge and useful work skills**
Besides basic knowledge in your job, employers also look for broader knowledge in their workers. For example, how much do you know about related businesses, about the company or organization, the community and society in general? Are you keeping up to date with new technologies or new work tools that may enhance productivity? In these days and age, especially in business and professional work, basic computer and Internet skills are very important. If you know how to type, use basic word processing or accounting programs, write business correspondence in letters or emails, look for information on the Internet, these skills can make a difference in getting a job, keeping a job or getting you a promotion.

**Qualities that hurt career advancement**

- Naturally the qualities that hurt your chance of career advancement are the opposite of the qualities listed above. Poor performance is usually the main reason that gets an employee fired or laid off. **Breaking workplace rules or the law** is also another common reason. The following are some other qualities that employers find particularly undesirable and that can cause you to lose a chance to advance in your job or lose your job.

- **Poor attendance record**
  If you are late or absent often, no employers will want to keep you, much less promote you.

- **Avoiding workload**
  In every job there are always some tasks that are boring, heavy or difficult. All tasks, even the unglamorous ones, have to be done by somebody. If you avoid work it means that other people will have to pick up your slack. This will not earn you many friends at work and the supervisors will notice and remember next time they recommend someone for promotion or for lay-off.

- **Lack of team spirit**
  In most workplaces, employees work as part of a team. An employee who is unwilling to help co-workers (e.g. refusing to cooperate or take extra duties during busy time) shows that s/he cannot work effectively as part of the team. This is not a quality that earns an employee a promotion.

- **Being calculative or manipulative**
  Being calculating or manipulative with co-workers for a short-term reward is another bad trait. Doing something sneaky or taking advantage of someone may be an effective short-cut to a short-term gain. But people are not stupid. They can only be fooled once or twice and will quickly see that they are being taken advantage of. This kind of behavior will not earn you trust among your co-workers and your boss. It undercuts a good career prospect in the long run.

- **Lack of motivation, responsibility and initiative**
  Employers look for someone they can trust to be able to work effectively and responsibly on their own. They don’t like employees whom they have to watch or supervise all the time. A good employee is self-motivated, who carries out his/her own work fully even if the employers are not around, and who has ideas and initiatives to improve his/her work. Employees lacking self-motivation, a sense of responsibility and initiative rarely advance in their jobs.

Unit 7
Self-Employment

About Unit 7*

* Content

This unit is an orientation to self-employment. It informs clients about basic requirements and skills for self-employment creation and helps clients to develop knowledge, skills and attitudes for entrepreneurship. The purpose of this unit is to provide guidance to clients who are considering self-employment as a career option, as well as to promote self-employment among young people as an alternative to wage employment.

All activities in the five sub-units are designed for delivery in a group training or workshop, introducing, and helping clients to understand, self-employment in a step-by-step learning process as follows:

**Unit 7.1: Entrepreneurial Spirit & Skills** – The concept of self-employment is introduced, helping clients to understand what it means to be self-employed. Clients explore business and self-employment activities and entrepreneurial characteristics. Clients will analyze their own attitude and skills and compare them to those of successful entrepreneurs. In this self-assessment they consider to what extent they have an entrepreneurial spirit, suitable skills and personal and family condition to be self-employed, and identify their areas of strength and weakness for entrepreneurship.

**Unit 7.2: Business Ideas & Opportunities** – This sub-unit stimulates clients to think creatively and to generate business ideas. Clients are guided to seek and identify business opportunities within and beyond the obvious. They are encouraged to explore their own business ideas, interests, skills, resources, and network of people and institutions that can help them find or create a viable business opportunity.

**Unit 7.3: Market Survey & Analysis** – In this sub-unit, clients conduct a feasibility study of their business idea(s). They learn how to collect information and analyze whether the idea has a market potential by considering several important aspects of the business: what is involved in the process of making the product or service, availability and costs of material and equipment, existing market demand and potential customers, competition, possible distribution channels or ways to sell the product or service, and financial resources needed to start the business.

**Unit 7.4: Resources & Financing** – In this sub-unit, clients explore resources and financial requirements needed to start a business. They will look at their business

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needs for materials and supplies, equipment and tools, skills and labor and consider what they already have and what they need to acquire. They will consider the next practical steps in their preparation for self-employment—whether they need more skills training or find partners to start a business, and where to get the money and other resources. They will also find out about any legal and business requirements such as license or business registration fees, permit, taxes, etc. In the last session, the clients will develop an individual or group action plan for self-employment as well as conduct an evaluation of the training.

**Overall objectives**
- To provide an orientation about self-employment to clients
- To help clients develop knowledge, skills and attitudes for entrepreneurship
- To promote self-employment as an alternative to wage employment among young people

**What to keep in mind**

1) Lack of information and low awareness about self-employment opportunities lead many **young people to think that wage employment is the only career option available** to them.

2) Many young people often enter self-employment without sufficient knowledge and understanding of what is involved, causing them to face problems and difficulties and diminishing their chance of success. It is therefore important for young people to have basic information and understanding of what it takes to be self-employed in order to have a reasonable chance of success.

3) **Creativity and unconventional thinking are important in self-employment.** Young people should be encouraged to identify new opportunities in the changing labor market, develop new ideas and find new ways to do things. Wherever possible, they should also be encouraged to form a group to work together, support each other, and ideally develop a business together.

4) **The key role of the counselors is: to provide useful information and tools to help clients to reflect on whether self-employment is a viable employment option for them, and if so how to plan and prepare for it.** Counselors are not required to have prior knowledge on enterprise development, but they need to have good facilitation and training skills. Good trainers/counselors are resourceful in finding relevant information and resource persons and adapting learning tools to the local situation and the needs of clients.

5) **This counseling unit is only preliminary.** Many clients who have made a commitment to become self-employed will need further, comprehensive business training courses and assistance as appropriate.

**What to do**

The training team should read and review together the entire training unit before planning to deliver the training. Training activities in this unit need to be done in sequence, starting from Unit 7.1 through Unit 7.5. The duration of training of the entire unit and the interval between sub-units should be planned in advance. An interval of at least 2 days between sub-units is recommended, so that clients will have enough time finish their assignment before starting the next sub-unit. Training one sub-unit in a day and spreading the entire training over two-three weeks is practical.
Time it takes

- 2 hours 10 minutes – 3 hours for Unit 7.1 (2 sessions)
- 4 hours 10 minutes – 5 hours 50 minutes for Unit 7.2 (2 sessions)
- 1 hour 55 minutes – 2 hours 30 minutes for Unit 7.3 (1 session)
- 3 hours 30 minutes – 4 hours 35 minutes for Unit 7.4 (2 sessions)

Counseling tools
See inside each sub-unit.

Note to counselor/trainer on self-employment training

Although counselors are not required to have prior knowledge on enterprise development to conduct training on self-employment, it is important that you are well prepared. Before you start training, you need to:

1) familiarize yourself with how to prepare for and conduct training and (2) get informed about local self-employment and income-generating situation.

1) Familiarize yourself with how to prepare and conduct a training on self-employment

- Review all the training sessions in the unit to get an understanding of the topics covered and activities to conduct at the training. Plan the preparation for training with your co-trainer. Ideally, there should be two trainers for each session—a man and a woman, whenever possible.
- Get a briefing from the needs assessment counselors on their analysis of the clients’ needs. Review individual clients’ files to get a sense of the clients’ training needs, as well as their interests, skills and career goal. Focus in particular on the following documents:
  - Counselor Notes 2.1A: Needs Assessment; Counselor Notes 2.3A: Client Interests and Skills Profile
  - Client Worksheet 3.3A: My Job Profile
  - Counselor Notes 4.1A: Career Planning; Client Worksheet 4.2A: My Career Action Plan.
- If the clients have not attended a needs assessment session, arrange for them to do so before Unit 7.1 or just before Unit 7.2 at the latest.
- Identify which activities in each session need to be adapted to the needs of your clients and the local context. Make necessary adjustments on the session plans accordingly.
- Prepare all the training tools and resources prior to conducting each session.
- For some sessions, you may consider inviting business people and individuals from the local community or relevant institutions as guest speakers or resource persons. If so, you will need to identify appropriate individuals and make an advance invitation as appropriate.

2) Get informed about local self-employment and income-generating situation

- Learn about local business situation and income-generating activities, as well as relevant regulations and resources for business start-ups in your country and your clients’ locality. You need not be an expert, but you need to be informed about local self-employment situation in order to provide correct, realistic and up-to-date guidance to clients. So, if you know little about it you should do some research and talk to those who are knowledgeable.
- Gather and organize relevant and current information that you need to prepare for each session. Some of the important information includes:
  - Examples of creative and successful business ideas and start-ups in the country and clients’ locality
  - Information on existing self-employment or income-generating programs and services, in particular those targeting youth, including:
    - agencies and organizations running or involved in these programs or services, and their contact information
  - types and the scope of programs and services (business start-up advisory services, training programs or courses, micro-credit assistance, legal assistance, etc.)
  - Information on business start-up laws and regulations (e.g. registration, license, permit, taxes) and financial requirements for business start-up
  - Information on available financial sources and lending institutions, including micro-finance programs and business start-up grants and loans provided by government, NGOs, banks, etc.
  - Information on public and private training programs and courses focusing on self-employment creation, e.g. business start-up, income-generating activities, livelihood skills development
  - Business incubators, business community resources and support networks.
Unit 7.1
Entrepreneurial Spirit & Skills

About Unit 7.1

Content
This unit introduces the concept of self-employment, helping clients to understand what it means to be self-employed and to assess their own skills and attitudes for entrepreneurship. There are two sessions as follows:

Session 7.1.1: What is self-employment? – The first session introduces clients to one another and the content, purpose and learning process of the whole self-employment training. Two key learning activities in this session are exploring clients’ perceptions, hopes and fears about self-employment and defining the meaning of self-employment.

Session 7.1.2: Am I ready to be self-employed? – In this session, clients explore entrepreneurial characteristics and activities of entrepreneurs. They analyze their own attitude and skills and consider to what extent they have entrepreneurial spirit, suitable skills and personal and family condition to be self-employed. In this self-assessment they also identify their strengths and weaknesses for entrepreneurship.

Objectives
• To explore the hopes and fears about being self-employed
• To understand the concept of self-employment
• To assess attitude and skills for self-employment

What to keep in mind
1) Many young Timorese would like to enter self-employment but often don’t due to lack of access to capital and credit.
2) It is important to find out what their expectations are, identify their hopes and fears, and discover what encourages or discourages them about becoming self-employed, so that you can correct their perceptions and level their expectations as necessary.
3) Before getting into self-employment, clients need to understand what it is and whether they have the right attitude and skills to be self-employed.
4) Not all clients attending the training will eventually become self-employed. But the knowledge and skills they obtain from the training can help them decide whether self-employment is an appropriate career option for them. If it is not, then they at least learn about different career opportunities, how to think creatively, and how to be enterprising which are useful skills in life and in any job.

What to do
Session 7.1.1: What is self-employment?
Step 1: Welcome and get to know one another
Step 2: Introduce objectives, content and learning process of the training
Step 3: Explore hopes and fears about self-employment
Step 4: Explore self-employed business, entrepreneurs and their activities
Step 5: Discuss and define the meaning of self-employment

Session 7.1.2: Am I ready for self-employment?
Step 1: Explore characteristics of entrepreneurs
Step 2: Conduct self-assessment on attitude and skills for self-employment
Step 3: Review and analyze self-assessment results
Step 4: Summarize key learning points
Step 5: Discuss homework assignment

Time it takes
80-110 minutes for Session 7.1.1
50-70 minutes for Session 7.1.2

Counseling tools
For Session 7.1.1: What is self-employment?
- Tool 7.1.1A: Introduction of Training Purpose, Content and Process
For Session 7.1.2: Am I ready to be self-employed?
- Client Worksheet 7.1.2A: Am I Ready for Self-Employment?
- Client Assignment 7.1.2B: Me and My Business Ideas

How to Conduct Training on Entrepreneurial Skills

Note to counselor/trainer on preparation
Before you start this unit, you need to have obtained some information about the local business and self-employment situation. You should have some knowledge and information about:
- common small businesses or income-generating activities in the country and the clients' community
- some examples of successes and failures
- common problems and challenges the local entrepreneurs face and how they overcome them
- common misunderstanding about self-employment and what is the reality
- information about business start-up requirements, laws and regulations
- current policies, programs, and assistance services to help people to create self-employment: what is being promoted, what kind of assistance is being provided (e.g. business start-up advice, business training, grants, loans, micro-credit assistance, etc.).

Prepare the following for the training:
- One game or ice-breaker for the introduction of participants at the beginning of the training workshop. This is to set a fun and friendly tone and to help clients get to know each other better. If you don’t have any, prepare several pairs of easy jigsaw puzzles. You can do this easily by cutting pictures of fruits, animals, flowers, etc.) and cutting each in two different shapes that fit like a jigsaw puzzle. Make sure to have enough, for example if you have 20 participants (including the trainers), you should make at least 10 pairs (20 jigsaw pieces). The trainers should also play the game.
- Two sets of colored cards for writing hopes and fears in self-employment for Step 3 in Session 7.1.1A. Make the cards from A-4 colored paper by cutting the paper into 4 pieces. Make at least two pieces of each color (4 pieces total) for each client. Make some spare. Also prepare several markers for clients to write with and a roll of masking tape to tape the cards on the flipcharts, board or wall.
- Seating arrangement. Wherever possible, avoid classroom style, as this is not conducive to active participation. Make sure to have enough room for clients and the trainer(s) to walk around easily and that the set-up is flexible and can easily be rearranged for small group activities, for example:
Session 7.1.1: What Is Self-Employment? (approx. 80-110 minutes – steps 1-5)

Step 1: Welcome and get to know one another
☑️ Spend about 15-25 minutes on this step.

☑️ Welcome clients to the training.

---Hi, everyone. Welcome to self-employment training. I am ... (your name). Here are my colleagues (say their names, but there is no need to give a detailed introduction at this point). We will be spending time together in the next few weeks. So, before we start, let’s get to know each other first.

---We’ll do the introduction by playing a little game, all right?

☑️ Start an ice-breaker you have prepared and then ask each client to introduce him/herself (by giving the name and idea for self-employment). Or do the jigsaw-puzzle exercise as follows:

- Make sure to have the exact number of matching jigsaw pieces for all participants, including trainers (for example, 40 pieces or 20 pairs for 38 clients and two trainers).
- Mix the jigsaw pieces well, put them in a bag, and ask each person to take one piece.
- Tell everyone to walk around the room and find their partner who has the other, matching piece of jigsaw. When the partner is found, spend 2-3 minutes interviewing each other. Everyone should know at least the following about the partner: name, where s/he comes from, and what s/he wants to do for self-employment.
- After 4-5 minutes, tell the group to wrap up their interview and finish within the next minute. Tell them that each person will next introduce the partner to the group.
- Ask the participants to give a brief introduction of their partner, one pair at a time. The introduction should include only the key information above. Do not let the introduction go on for too long. Each pair should spend only about 1 minute.
- For the trainers, the introduction should include name, origin, and how they think self-employment training can help clients.

Step 2: Introduce purpose, content and learning process of the training
☑️ Spend about 10 minutes on this step.

☑️ Introduce the training purpose, content and process according to Tool 7.1.1A. For point 🍋 “How long is this training?” give the actual training duration as planned. The duration should be between two to four weeks.

☑️ Distribute a copy of Tool 7.1.1A to each client, if they have sufficient literacy. Encourage clients to ask questions and give answers as appropriate.
Step 3: Explore hopes and fears about self-employment

Spend about 20-25 minutes on this step.

Give each client four pieces of colored cards (two of each color). Ask them to do the following:

- Think about two things:
  1) what good things they hope from having a business or being self-employed (e.g., income, a lot of money, freedom, success, time to spend with family while working, etc.)
  2) what they fear will be obstacles that keep them from self-employment or having a business (e.g., lack of funds or access to credit, lack of skills, not knowing what to do to start a business, not knowing how to run a business, lack of place/location to conduct business, competition, business failure, debt, etc.).

- Choose two “hopes” and two “fears” that are most important to them.
- Write down the two hopes on two cards of the same color (e.g., blue)—one hope on card, and the two fears on the other two cards of a different color (e.g., red).
- Finish the work within 5 minutes.

Distribute markers or thick colored pens for them to write with (to make the cards easier to read from a distance). Tell the clients, if they make a mistake, ask for extra cards.

Once the time is up, ask the clients to tape their cards on the space prepared. Divide the space into two sides: one for hopes and the other for fears.

Tell the clients to return to their seats. Go through the contents of the cards, starting with hopes. (Or ask a volunteer to come and read out loud the contents on the cards.) Then go through fears. While going through the contents, stimulate discussion:

- Point out common hopes and fears.
- Ask the clients who wrote those hopes and fears to elaborate.
- Ask others what they think of certain hopes and fears—whether they are reasonable, whether they share the same hopes and fears, etc.

Correct any serious misconceptions as necessary, but there is no need to get into details at this stage. Tell them that as they go along in the training they will find out if these hopes and fears are founded in reality and supported by experience of others who have become successfully self-employed. The knowledge they will gain in the training will remove some of the fears. They will learn how to realize their hopes and dreams to be self-employed and how to deal with some of their concerns.
Step 4: Explore self-employed business, entrepreneurs and their activities

Ask the clients to pair with the partner from the introduction. (For the client who paired with the trainer(s), ask him/her to join any pair or pair with another client who is also missing a partner.)

Tell them that each pair will work together on the following three tasks:
- Think of two well-known “businesses” or “enterprises” in your community and briefly discuss between yourselves the activities of such businesses. Write down the names of these two businesses or enterprises and describe each business’s activities in one sentence.
- Name at least three self-employment activities. Write these down on the paper.
- Name three famous businesspersons and their activities.

Distribute to each pair a blank sheet of A-4 paper. Tell them that they have 15 minutes to finish all three tasks. Remind them of the time when 10 minutes has passed.

When the time is up, ask them to stay with their partners and keep their report with them.

Step 5: Discuss and define the meaning of self-employment

Ask for a pair of volunteers to report to the group about the businesses or enterprises, self-employment activities and famous businesspersons they discussed. After the report, ask the pair to stay in front of the group. Stimulate a discussion by asking the listeners if they discussed similar types of businesses, self-employment activities and businesspeople. If so, then ask them to add or comment on the report. Be mindful of the time. Do not allow more than 3-4 minutes for reporting and more than 5 minutes for comments.

Ask for another pair of volunteers who discussed different types of enterprises, self-employment activities and businesspeople. Repeat the same process. If you have time, you may ask for more reporting and stimulate more discussion, especially if there is strong interest among the group.

Brainstorm with clients on what it means to be self-employed, or being an entrepreneur or (small) business owner. Write down all definitions on the board or flipchart. Then fine-tune the definitions (for all three terms – as they have a similar meaning) and ask the clients if they agree with the definition. Take their comments and further fine-tune the definition until the group is happy with the definition.

Wrap up the session by giving a summary of the definition of self-employment. See Tip in the box on the right.

Tip

National business laws that regulate enterprise activities usually provide comprehensive definitions for business terms. If no suitable definitions are given in national laws, use the following definitions.

The terms self-employed, entrepreneur and business owner describe a person who makes his/her earnings through business, contract or freelance activity. A self-employed person is someone who has a job or economic activity alone or with a small group of people, with or without paid employees.
Session 7.1.2: Am I Ready for Self-Employment? (approx. 60 minutes – steps 1-5)

Step 1: Explore characteristics of entrepreneurs

Spend about 5 minutes on this step.

Welcome clients to the session and tell them about the objective of the session. Then, brainstorm on characteristics of entrepreneurs.

--Hi, everyone. Welcome back.
--In this session we will learn about what makes an entrepreneur. We will find out what are the characteristics of entrepreneurs or people who are successful self-employed and whether you have any of these characteristics.
--Do you think it is true that not everyone will make a good entrepreneur? … (Why? Why not?) (Indeed, it is true that some people have qualities that potentially make them successful in being an entrepreneur or self-employed.)
--Yes, it’s true some people have natural characteristics and attitude that may make them better at business than others. Successful entrepreneurs usually have what is called an “entrepreneurial spirit,” which is an attitude or the way of thinking that helps them to become successful at doing business. But an attitude or spirit is not enough if you don’t have the skills and a good work habit to go with it. There is also a personal and family situation that can become a factor in considering whether you are ready for self-employment. So, you will look at all these sides of yourself today.

Step 2: Conduct self-assessment on attitude and skills for self-employment

Spend about 20-30 minutes on this step.

You will need for each client a blank Client Worksheet 7.2.1A: Are You Ready for Self-Employment?

Distribute a copy of Client Worksheet 7.2.1A to each client. Explain that this is a self-assessment test. They need to answer truthfully all 25 questions by ticking in a box for “Yes,” “No,” or “Not sure” for each question. Emphasize that there are no right or wrong answers. The usefulness of the test depends on how honest they are with their answers.

There are different ways of administering this self-assessment.

- If the clients have high literacy, you may let them do the test on their own and give them about 20-30 minutes. While this can speed up the process, one disadvantage is that there is a chance of errors from clients’ misunderstanding some questions.
- Alternatively, especially for clients with lower literacy, you can administer the test in a large group by reading out one question at a time and have everyone answer their question at the same time. This may be a bit boring for those with high literacy but it gives a chance to explain the meaning of the questions to everyone at the same time. This method may take up to 30 minutes.

Tell the clients not to think too much about the answer. Usually the first response is the right one. If they are really not sure about the answer, check “Not sure.”
Step 3: Review and analyze self-assessment results

When everybody has finished answering all questions. Ask them to count the number of “Yes,” “No” and “Not sure” answers, and write the numbers in the appropriate blanks at the bottom of the worksheet.

Ask the clients about their results.

--So, how did you do in your self-assessment? Were you able to answer all questions?
--Who answered “Yes” to all 25 questions? (It is unlikely that many, or anybody, will answer “Yes” to all questions.)
--Who answered more “Yes” than “No”?
--Who answered more “No” than “Yes”?
--Anyone answered “Not sure”? … To which questions? … Why?
--Who answered more “Yes” for questions Nos. 1-10?
--Who answered more “Yes” for questions Nos. 11-20?
--Who answered more “Yes” for questions Nos. 21-15?

Stimulate discussion by asking clients how they interpret their results.

--What do you think answering mostly “Yes” to questions Nos. 1-10 mean?
--What about mostly “Yes” to questions Nos. 11-20?
--And what about mostly “Yes” to questions Nos. 21-25?
--For the questions to which you answered “No” or “Not sure,” do you think it is possible to change the answers to “Yes” by learning more? (Why? Why not?)

Explain entrepreneurial spirit and skills along the following lines:

--Some people have a natural talent to become successful entrepreneurs, but this doesn’t not mean that if you don’t have the talent you can’t become self-employed. A lot of important business skills can be learned. An entrepreneurial spirit can also be developed and improved. So, if you want to become self-employed, you can learn more to obtain knowledge and skills necessary to start a business.
--Natural talent is of course very useful. It’s good if you have it, but it is not always enough to make you successful. Business is like sports. You may have a natural talent that gives you an advantage over your competitors. But if you don’t practice, you can lose to someone who works harder.
--However, I am not saying that self-employment is easy. Yes, everyone can try doing business, but not everyone who tries will be successful. Some people have an attitude, skills and work habit that are unsuitable to doing business. For example, those who don’t like working hard, can’t make decisions for themselves and can’t take care of themselves or don’t take responsibility, are rarely good at doing business.
--But if you have some basic attitude and skills that can be further developed, you can improve your knowledge and skills to do business. But it is also very important that you have to want to do it. Because if don’t have a heart in your business, you probably won’t work hard enough to become successful.
--Remember that being self-employed means being your own boss. There will be no one to tell you to do things. You have to be responsible for yourself. If you make a lot of money, you keep the reward. If you fail, all the failure is yours.
--You need to find your strengths and weaknesses for doing business. You need to ask yourself: Do you have enough entrepreneurial spirit to be self-employed? Can you be
responsible for yourself? Do you have any basic skills and work habit that you can improve to an entrepreneur? What are your strengths that you can build upon? What are your weaknesses that you can address and improve? What is your personal and family situation and is it conducive to doing business? Will you have your family support, if you want to do business or to be self-employed?

☑ Explain further about how to interpret their results. Tell them that what you are going to tell them is simply a guideline, or an indication that tells clients:
  - how ready you are for self-employment
  - how much entrepreneurial spirit you have
  - what is your level of basic skills and work habit that are important in doing business
  - to what extent your personal and family situation is supportive of self-employment.

Give them the following parameters to interpret their self-assessment results:
  - If you answer “Yes” to 15 questions or more, you have a potential to do business or to become self-employed. But if your answers are mostly “No” or “Not sure,” you are not yet ready for self-employment but you may learn to become ready.
  - If you answer “Yes” to 20 questions or more, you likely have a natural talent at business as you have most basic characteristics that can help you to become a successful entrepreneur.
  - Questions Nos. 1-10 test how much of an entrepreneurial spirit you have. So, mostly “Yes” answers to these questions mean you have an attitude suitable for business.
  - Questions Nos. 11-21 assess your basic skills and work habit. If your answers are mostly “Yes,” then you have them. If not, you need to find out where your strengths and weaknesses are and see if and how you can improve your skills and work habit.
  - Questions Nos. 22-24 assess your personal and family situation. In doing business good physical and mental health as well as family support are important. Bad health and lack of family support can make an entrepreneurial life difficult.

☑ Ask clients how they feel about their readiness for self-employment. Ask them to share their feelings. Tell them that sometimes our self-perceptions may not be entirely correct. It is possible that we sometimes overestimate ourselves, and sometimes underestimate ourselves. So, they should reflect more on the characteristics or skills in the questions that they are not sure about.

Step 4: Summarize key learning points

☑ Spend about 5 minutes on this step.

☑ Ask clients to summarize the key points they have learned from the session. Add the following points if they are not mentioned:
  - Being self-employed, an entrepreneur or a business owner means making your own living through doing a business, contract work or freelance activity. All these terms refer to self-employment.
  - Self-employment is highly rewarding. It allows you to have control over your life and how you make a living. It can give you rewards that working for other people doesn’t, for instance, you decide how much money you want to make and when and where to work. You may be working from home, have your own shop or kiosk, or delivering your products or service to clients at anyplace.
• Being self-employed or having your own business means you control your own destiny and your own time. You are your own boss. However, self-employment also means taking responsibility for yourself, and maybe also for other people, if you have partners or employees. Unlike being an employee, you often have to make important decisions. You also have to take a certain amount of risk—for example, there will be irregular income, there will be times when you make a lot of money and times when you make little, there may be tough times, and it may take a while before you get a return for your investment.

• While some people may have a natural entrepreneurial spirit and talent for doing business, one can learn the knowledge and skills to do business and develop an attitude and work habit for self-employment.

• You have to know what you want and know your strengths and weaknesses for entrepreneurship and how to improve your weaknesses. If you are serious about doing business or becoming self-employed, you need to find the right opportunity for you.

• The right business opportunity is one that exploits your strengths and that has a potential for success. The right opportunity may already exist or may be created. The right opportunity may or may not be obvious, but you have to find it.

Step 5: Discuss homework assignment

Spend about 5-10 minutes on this step.

You will need for each client a copy of Client Assignment 7.1.2B: Me and My Business Ideas.

Tell the clients that in the next session, they will learn about business opportunities and how to come up with ideas to create a business opportunity. (Give the date and time for the next training sessions in Unit 7.2: Business Ideas & Opportunities.)

Distribute a copy of Client Assignment 7.1.2B to each client. Explain the assignment as indicated step-by-step. Ask the clients if they understand what they need to do. Clarify any points as necessary.

Ask if everyone has done an interest and skills profiling activity (in a needs assessment session with a counselor in Unit 2). If any clients have not yet done so, make sure to arrange for them to have a needs assessment session before returning for the next session.

Thank clients for their attention and participation in the session. Emphasize that it is important for them to do their homework assignment before returning for the next session. Remind them to bring the following to the next session:

• The results of their self-employment assessment (Client Worksheet 7.1.2A) and additional comments from someone they trust.
• 4-5 business ideas.
• Completed Client Worksheets 2.2A, 2.2B, 2.2C and 2.2D.
Counseling Tools

Tool 7.1.1A: Introduction of Training Purpose, Content and Process

Self-Employment Orientation

1 What is self-employment orientation?
The self-employment orientation introduces you to what it means to be self-employed. You learn about the basic things you need to do to start a business. This orientation helps you to assess whether you have the attitude and skills to be an entrepreneur, what your strengths and weaknesses are for entrepreneurship, how you can improve your entrepreneurial spirit and skills and how to prepare for starting a business.

2 What exactly will you learn in this orientation?
You will learn step-by-step to become self-employed.
1. **Unit 7.1. Entrepreneurial Spirit & Skills** — You will learn what it means and what it takes to be self-employed, what business people do and what characteristics they have, and whether you have the skills and attitudes for self-employment. You will identify your strengths and weaknesses for entrepreneurship.
2. **Unit 7.2. Business Ideas & Opportunities** — You will learn to think creatively and to come up with business ideas by seeking information and opportunities, reflecting on what you like to do, what skills you have that might match an available opportunity. Or you might create a business opportunity for yourself by looking at market demand that is not yet served. At this stage, you start developing a list of contacts that can help and support you in different areas.
3. **Unit 7.3. Market Analysis** — Once you have identified a business idea, you will find out if your idea has a real market potential. In this unit, you will learn how to do a market survey and analyze a market potential. You will be asked to investigate how you can make the product or service, who will be the customers, who will be your competitors and how you will compete with them, where you will get the material and equipment, how you will sell your product or service, how much money you might need to start the business, etc.
4. **Unit 7.4. Resources & Financing** — Finally, you will look at what you need to do in terms of skills and resources to start your business. You will consider the next practical step in your preparation for self-employment—whether you will need more skills training or find partners to start a business, where you will get the money to do it, or what other requirements you will need to meet. For example, there may be regulations for the type of business you want to do: you may need to apply for a license or permit, or pay business registration fees or taxes, etc.

3 What will you get from this orientation?
This orientation helps you to think strategically about what you need to do to plan for starting a business. Although the orientation doesn’t give you a complete business “know-how” to start or run a business, but by the end of the orientation you will likely learn to think like an entrepreneur. You will know what you need to do next and where to get further assistance if you decide to start a business or become self-employed.

4 What is the learning style in this orientation?
Attending this orientation is not like going to school or listening to lectures. You will learn by doing lots of interesting activities, sharing ideas and information with other young people like you. You will get advice from the counselors or trainers and learn directly from successful business people and people whose responsibilities are to help people like you to become self-employed. How much you will get out of this orientation depends a lot on how actively you participate in the activities and whether you do your homework assignments. The learning happens both in the training room and outside when you do your assignments.

5 How long is this orientation?
There are 7 sessions in this orientation, lasting about 12-16 hours in total. Each session lasts between 1 hour to 2-3 hours. Depending on how the training is organized, you can finish all training sessions in about two weeks.
Client Worksheet 7.1.2A: Am I Ready for Self-Employment?

Answer each of the following questions by checking ☑️ the box for Yes, No, or Not sure.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you self-confident?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Are you usually friendly and chatty with people?</td>
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</tr>
<tr>
<td>3. Do you like making new things or thinking of new ways to do things?</td>
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<tr>
<td>4. Are you a kind of person who is enthusiastic and likes new challenges?</td>
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<td>☐</td>
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<tr>
<td>5. Are you a kind of person who looks for an opportunity to make money?</td>
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<td>☐</td>
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<tr>
<td>6. When you do something, is it important for you to do it well?</td>
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<td>☐</td>
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<tr>
<td>7. Do you enjoy competing with other people in what you are good at?</td>
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<tr>
<td>8. Is it important for you to be independent and be your own boss?</td>
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<tr>
<td>9. Do you believe that “you have to spend money to make money”?</td>
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<tr>
<td>10. Are you willing to risk your time and money to start a business if you believe it has a good chance to succeed?</td>
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<tr>
<td>11. Do you usually make your own decisions?</td>
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<tr>
<td>12. Do you know what you want to do in your life?</td>
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<tr>
<td>13. Do you have any interest or any idea to sell a product or service?</td>
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<tr>
<td>14. Do you have the knowledge or skill to make this product or service?</td>
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<td>☐</td>
</tr>
<tr>
<td>15. If there is a chance to make your idea a business, will you take it?</td>
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</tr>
<tr>
<td>16. Do you know what is needed to start a business you have in mind?</td>
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<td>☐</td>
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<tr>
<td>17. Do you usually think ahead and make plans?</td>
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<tr>
<td>18. Do you usually know what is important to do first and what to do later?</td>
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<tr>
<td>19. If you don’t know something, do you usually ask someone to find out?</td>
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<tr>
<td>20. Do you usually finish what you have started?</td>
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<tr>
<td>21. Are you able or willing to work alone most of the time?</td>
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<tr>
<td>22. Do you have good health?</td>
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<tr>
<td>23. Do you handle stress well and keep strong when facing a problem?</td>
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<tr>
<td>24. If you choose to be self-employed, will your family support you?</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>25. Do you have savings or know where to get money to start a business?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

✍️ My scores: ______ Yes ______ No ______ Not sure

✍️ But wait! You are not done yet!

✍️ After you have answered all 25 questions, ask someone who knows you well to check and see if they agree with your answers. They can write any additional comments here:

___________________________________________________ __________________________
___________________________________________________ __________________________
___________________________________________________ __________________________
___________________________________________________ __________________________

✍️ Discuss your answers and additional comments with your trainer/counselor.
Client Assignment 7.1.2B: Me and My Business Ideas

This assignment prepares you for the next training sessions on Business Ideas & Opportunities. It is very important that you complete this assignment before the next session. Otherwise, you will lag behind others in the training.

1. Ask a friend or family member who knows you well and whose judgment you trust to check your answers on Client Worksheet 7.1.2A. Ask the person to do the following:
   1) Check if s/he agrees with your answer for each question. (Explain that you want to get the most accurate assessment of yourself to become self-employed or start a business, and honest assessment is important to help you make a decision and to improve yourself.)
   2) If the person thinks the answer should be different for any question, write down his/her answer for each question.
   3) Write down any additional comments or suggestions s/he might have in the blanks at the bottom of the worksheet or on the back of the sheet.

Once you get a feedback and comments from the person, you will do the following:
   1) See if there are any differences between your answers and the person’s, and in which areas.
   2) If there are differences, consider whether you may have overestimated or underestimated yourself in such areas. Ask the person to explain his/her different answers.
   3) Identify your areas of strengths (both you and the person answer “Yes”) and weaknesses (both or either you or the person answer “No” or “Not sure”).
   4) If your results are inconclusive (as many “No” or “Not sure” as “Yes” answers), ask more trusted friends and family members for their opinion and consider whether and how you can improve your areas of weakness to become self-employed.

2. Think about your career goal. Ask yourself the following questions:
   • Do I know what I want to do? (If you are not sure, check your answers in Client Worksheet 2.2A: My Interests, Client Worksheet 2.2B: My Work Condition Preferences, Client Worksheet 2.2C: My Skills, and Client Worksheet 2.2D: My Personality and Values. Business often starts with an interest and skills you already have.)
   • Do I want to become self-employed?
   • If I want to become self-employed, do I have a business idea?

If you already have a goal for self-employment or to have a business, consider if the business/self-employment idea you have is the right one for you. Ask yourself:
   • Do I have the skills and temperament for my business idea?
   • Do I have a passion for my business idea, in other words, will I enjoy the work?
   • Will I find customers willing to pay for my product or service?
   • How will I find necessary information and resources to make my business idea a reality? What will I need? Who are people whom I can ask for advice or help?

3. Explore different possibilities (as the one idea you have may or may not work). Find 4-5 business ideas that you think might have a market potential. You may come up with a new product or service, or think about improving existing products or services. Here are some ways to help you come up with business ideas:
   • Look around yourself and your community—at home, in the street or in the shops. Identify products or services that can be improved. Ask yourself, what products/services would customers be willing to pay more money for, if the quality or presentation were better?
   • Look around yourself and your community and think what kind of product or service is missing, that people will be willing to pay for. (You may have seen the missing products or services in other places but they are not available in your community.)
   • Think of what people want to have in terms of products or services which are not yet available. Ask people around you—your friends, your family members, your neighbors—about what they want that is not yet available to them.
   • Think of what you personally enjoy doing that may become a profitable business.

Write down the ideas on a sheet of paper and bring it to the next session.
Unit 7.2
Business Ideas & Opportunities

About Unit 7.2

Content
This unit stimulates clients to think creatively and to generate and select business ideas. There are two sessions as follows:

Session 7.2.1: Creative thinking and business ideas – The session starts with creative thinking exercises, in which clients learn creative problem solving to help them understand the concept of creative thinking. Then, they are guided to think of business ideas within and beyond the obvious.

Session 7.2.2: Networking and creating opportunities – Whenever possible, this session starts with guest speakers from the local business community speaking and sharing their experience with clients on how they came up with their business ideas and create a business opportunity. Clients are then encouraged to explore their own business ideas, interests, skills, resources, and network of people and institutions that can help them identify or create a viable business opportunity.

Objectives
- To practice how to think creatively
- To generate business ideas
- To identify sources of information, services and assistance
- To develop a business network to create a viable business opportunity

What to keep in mind
A lot of activities in this unit involve creative thinking and resourcefulness. It is important to set a tone and conduct training activities to stimulate creativity, free expression and active participation as much as possible. Encourage clients to share ideas, work together, and think and plan forward.

What to do
Session 7.2.1: Creative thinking and business ideas
Step 1: Briefly review the last session and discuss homework assignment
Step 2: Warm up with “Connect the Dots” brainteaser
Step 3: Solve problems with creative thinking
Step 4: Discuss creative thinking and how it can help in real life
Step 5: Create business ideas from a coconut tree
Step 6: Work in pairs and in groups to generate business ideas
Step 7: Wrap up and summarize key points

Session 7.2.2: Networking and creating opportunities
Step 1: Learn from successful business people
Step 2: Discuss how successful entrepreneurs create business opportunities
Step 3: Revisit business ideas
Step 4: Explore sources of information and assistance for self-employment
Step 5: Develop a business network
Step 6: Discuss homework assignment: matching a business idea with an opportunity

Time it takes
130-180 minutes for Session 7.2.1
120-170 minutes for Session 7.2.2

Counseling tools
For Session 7.2.1: Creative thinking and business ideas
• Tool 7.2.1A: Puzzles
• Tool 7.2.1B: Business Ideas from a Coconut Tree
For Session 7.2.2: Networking and creating opportunities
• Handout 7.2.2A: Matching a Business Idea with an Opportunity
• Client Worksheet 7.2.2B: My Business Network
• Client Assignment 7.2.2C: My Market Survey

How to Conduct Training on Business Ideas & Opportunities

Note to counselor/trainer on preparation
For Session 7.2.1: Creative Thinking and Business Ideas
Before you start this session, prepare the following:
• Collect actual examples of good business ideas in Timor-Leste to discuss with clients.
• Familiarize yourself and make sure you are comfortable with the exercises you will conduct with the clients in the session, such as those concerning creative thinking and solving puzzles.
• Select puzzles appropriate for the literacy level of clients. (Generally Puzzle Nos. 1-3 are relatively easy for clients of all literacy levels, while Puzzle No. 4 may be difficult for clients with lower literacy.)
• Prepare at least 12 pieces of flipchart paper and 12 pieces of markers.

For Session 7.2.2: Networking and Creating Opportunities
• Plan in advance to invite guest speakers who are self-employed or who own businesses from the local community to come and speak to the clients. Former YCC clients who have successfully become self-employed would be ideal guest speakers. It is also a good idea to invite representatives from institutions that provide support and services in business training and/or business start-up. Make sure to have at least 2-3 guest speakers of both sexes, who are engaged in different self-employment activities (selling either products or services). Tell them that they will be sharing their experiences with the clients on the following aspects:
  - How they came up with the business or self-employment idea
  - What they did to realize the idea (the steps taken)
  - Who they turned to for assistance and support
  - What suggestions they have for young people interested in business or self-employment career.
• If guest speakers are not available, make sure to prepare at least 2-3 up-to-date case studies of successful self-employment in East Timor, or ideally from the local community. Structure the stories, following the first 3 points in the above guideline for the guest speakers’ talk.
• Make a list of all agencies or institutions that provide information or assistance to people interested in creating self-employment or business opportunities (e.g. local business associations, community services, institutions providing information or assistance on business start-up, financial institutions providing grants, loans, micro-credit assistance.). If a list already exists, make sure that it is still up-to-date and all agencies and institutions are still active.
• Prepare some flipchart paper and markers for group work.

Prior to both sessions, arrange seating to encourage active participation, as clients will be moving around a lot. (See examples of seating arrangement at the beginning of Unit 7.1.)
Session 7.2.1: Creative Thinking and Business Ideas (approx. 130-180 minutes – steps 1-7)

Step 1: Briefly review the last session and discuss homework assignment

Wrap clients to the session. Ask about their homework assignment.

☑ Welcome clients to the session. Ask about their homework assignment.

☐ Good to see all of you again. Are you ready for creative thinking and creating business ideas today? … Very good.

☐ Now, before we start our new session, can someone tell me what you have learned in the last session? (Ask a volunteer to give a brief summary of the last session. Then ask the class to add or clarify his/her summary points. Add your own learning points as appropriate.)

☐ Very good. Does everyone now feel that you have the attitude and skills necessary for self-employment or to start a business? (Try to a sense from the clients in general.)

☐ How did your homework assignment go? … Did you have a chance to ask someone to check your answers on entrepreneurial spirit and skills? … Did they agree with your answers? (Ask for one or two volunteers to talk about their cases.)

☐ Do all of you now feel you have some idea about what you want to do? … Tell me what ideas of you have.

☐ If you not so sure about whether self-employment is for you, do you know your strengths and weaknesses? … Do you think you can improve your weaknesses and develop more skills? … Yes? How? / No? Why not?

☐ Have you looked around and made a list of business ideas?

Step 2: Warm up with “Connect the Dots” brainteaser

Wrap clients to the session. Ask about their homework assignment.

☑ Tell the clients that you will give them a brainteaser—or a problem that needs creative thinking to solve. It’s called “Connect the Dots.” Follow the following steps:

1. Draw 3 dots on a board or a flipchart.

☐  

☐  

☐  

2. Tell the clients to copy the dots on their notebook or a blank sheet of paper. Then, ask them to draw 3 straight lines to connect the three dots without lifting their pen. After a minute or two, ask for a volunteer to show how to draw the lines. The volunteer and most clients will find the solution obvious and draw the lines as follows.

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3. Now ask them to think of other ways to draw 3 straight lines to connect all the dots in other ways. After one minute or so, ask if anyone has come up with a solution. Invite a person who first raises his/her hand to show the solution to the group. If within 5 minutes, no one has come up with an alternative solution, show the following solution:

4. After the volunteer or trainer has shown the first alternative solution, ask the clients if any of them have other alternative ways to connect the 3 dots. Ask them to show these. If they cannot come up with alternative solutions by themselves, show them one or two and ask them to think of other alternatives. Tell them to try to find alternative solutions by drawing the lines on the paper. They should not be afraid of making mistakes because without trying, one will not know the answer. Get participants to show a few alternative solutions.

If the participants get an idea about drawing alternative lines, continue with the following steps:

5. Draw 9 dots on a board or a flipchart.

6. Tell the participants to copy the nine-dot pattern and connect all 9 dots with 4 straight lines without lifting the pen or retracting a line. Give them a few minutes. Then ask for new volunteers to show alternative solutions, for example:

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**Tip**

Encourage clients to think of as many alternative solutions as possible by themselves. There may be some participants who already know the solutions to these problems, ask them to refrain from telling other participants.

You will see that some participants have a natural aptitude to solve problems more quickly, while others need more time to think. Encourage creative participants to share their solutions but be careful not to let them dominate the exercise.

For each alternative solution, ask for a new volunteer and allow the same volunteer(s) to show more alternative solutions only if no one else can come up with it.
7. After some alternative ways to draw the lines connecting the nine dots have been shown, discuss briefly about the exercise, using the following questions:

- Was finding alternative solutions difficult? Why? Why not?
- Were you surprised by the solutions you saw?
- What was more difficult: connecting the three dots or the nine dots?
- What do you think made connecting the 9 dots more difficult?
- How did you come up with the solutions?
- Did you get any ideas from other people?

Step 3: Solve problems with creative thinking

Spend about 25-35 minutes on this step.

You will need for each client a copy of Tool 7.2.1A: Puzzles (only PART A: Questions).

Divide clients into groups of 4-6 people of both sexes. Distribute a copy PART A of Tool 7.2.1A to everyone. Give each group 2 pieces of flipchart paper and 2-3 markers.

Tell each group to try to solve at least the Puzzle Nos. 1 and 2 in 15-20 minutes. If they have the answer quickly, they can solve other puzzles. If after 20 minutes no groups have finished solving the first two puzzles, give them 5-10 more minutes. Each group should write down their answers on their flipchart.

(Puzzle No. 4 may be too difficult for some groups of clients, so if no groups have solved it, there is no problem. You may ask them to try solving this problem later at home.)

Tell the groups to stop working on the puzzles and ask which puzzles each group has solved. Ask which group wants to show the answer(s) to the first, second and third (and fourth) puzzle respectively. Allow each group to answer only one puzzle. After each answer, ask the group that presented the answer how long it took the group to solve the puzzle, whether they found the puzzle difficult and how they arrived at the solution.

**Tip**

Different participants may find different puzzles easy or difficult depending on their personal thinking style. For example, some people can do mathematical problems quickly in their head. Others may be more visual and not so good with numbers. While some are creative and able to think outside of the box, others are systematic, logical thinkers. Emphasize that all these qualities are positive and very useful in life and can be developed also later in life.

Gender stereotypes may exist in the society about which sex is best in creative and logical thinking. In some societies, thinking (and decision making) on the larger decisions in life is considered to be a male domain, and many girls are not given the opportunity to develop their thinking skills. Logical thinking is often considered to be a ‘male’ skill, while women are thought to be good in intuition or following their feelings. This may or may not be true. However, it is good to keep in mind that:

- There are many girls/women who are good in logical reasoning and many boys/men good in using their intuition and being creative. Everybody needs to be encouraged to build on their strong points and improve on their weak points.
- Both creative and logical thinking are needed to solve problems effectively and inputs of everybody, irrespective of their sex and age, are useful.
After the presentation of all answers, ask the groups if they have a different solution to any of the questions. If so, ask the group(s) with a different solution to show their answer(s). Otherwise, distribute the keys to the puzzles (PART B of Tool 7.2.1B). Discuss these in a large group, using the following questions:

- Which puzzle(s) were easier to answer? Why?
- What kind of skills did you need to find the solution to each of the puzzles?
- Was it easier to solve the puzzles in a group than to do them alone?
- Are the skills used in solving these puzzles applicable in real life? How?

Step 4: Discuss creative thinking and how it can help in real life

Spend about 15-20 minutes on this step.

Ask the clients if they have encountered some similarly “tricky” problems in their daily lives and how they solved them. Encourage them to express and exchange their views.

Ask if they know similar problems, puzzles or riddles. Invite them to share what they know. The idea here is to familiarize participants with the concepts of creative and logical thinking which is often required in solving puzzles or riddles. Use participants’ own examples, if any, to explain the key processes of problem solving, including brainstorming, creative thinking, and logical reasoning as follows:

- **Brainstorming** – To come up with as many ideas as possible. The purpose of brainstorming is to have many possibilities that may lead to the right solution(s). Many of the ideas may not seem good at first but may turn out to be leading to the solution, while many that seem good at first may not lead to the solution(s). Brainstorming is helpful when looking for new ideas or alternative solutions to a problem.

- **Creative thinking** – To think in a different way from the usual way of thinking, also known as “thinking outside the box.” Being creative is to do things that are different from how they are usually done by most people. Creativity may seem intuitive (some people “just know” how to do things in a different way), but in fact people can learn to be creative by using their imagination and always trying to find new ways to respond to a situation or problem. For example, a creative fisherman always finds a new way to catch a fish.

- **Logical reasoning** – To be able to connect an action with its consequence and, by making this connection, to be able to anticipate the right course of action. For example, during the past two years the mail has always been delivered to your house at around 10 o’clock in the morning. Using logical reasoning, a person will not go and open the mailbox to get an important letter at 7 o’clock, but wait until 10 o’clock to do so.

Step 5: Create business ideas from a coconut tree

Spend about 15 minutes on this step.

Tell the clients that they will now link the process of brainstorming, creative thinking and logical reasoning to creating business ideas.
Ask them to think of a coconut tree. Visualize its stem, and leaves and coconut fruits on the tree. (Draw the picture of a coconut tree on the board.) Think of how many possible products can be made for sale out of various parts of a coconut tree. Tell them that this is a process of brainstorming where no ideas are too silly.

Write down all the answers around the coconut tree drawing (drawings lines to various parts of the tree). Encourage the participants to think of as many products as possible.

☑ Once the ideas are exhausted, ask the clients to identify which product ideas they think have a real market potential in Timor-Leste. Ask them to explain why they think certain ideas have a potential, and why others don’t. (Ask them about products ideas listed in Tool 7.2.1B that are missing from their brainstorming list.)

☑ Ask the clients what they think of the coconut tree exercise. Does this exercise give them ideas of how to come up with their own business ideas? Do they know of good business ideas to share? (Ask them to give the examples.)

**Step 6: Work in pairs and in groups to generate business ideas**

Spend about 50-60 minutes on this step.

☑ Ask clients to find a partner to work with on brainstorming on business ideas. (You may ask them to find the original partner from the introduction in the first session, or play a new game in which everyone ends up with a partner.)

☑ Ask each pair to do the following two tasks within 20 minutes:

1) Think of at least 5 ways to:
   a) advertise the sale of a bicycle.
   b) save costs of electricity at home.

2) List 5 self-employment activities or businesses that:
   a) would require a kiosk or a shop to sell products or services.
   b) would allow you to be mobile (e.g. walk, ride a bicycle or a cart) to sell products or services.
   c) would allow you to work at home.
   d) do not yet exist in your community or district.

Tell clients to include their own business ideas in answers to Question No. 2)a - 2)d.

☑ After 20 minutes, ask each pair to join another pair and spend 10 minutes selecting the two best answers for each question: 1)a-b; 2)a-d. Then, join another team (of 4), and in 10 minutes repeat the process (selecting the two best answers for each question) … until there are only two large groups left.

The criteria for selecting the best answers in each round are mainly that the selected ideas must be creative and have a market potential to become a real business.
Step 7: Wrap up and summarize key points

Spend about 5 minutes on this step.

☑ Ask clients to summarize key learning points about creative thinking and generating business ideas. Add the following points if they are not mentioned:

- There are different kinds of problems or situations in life. Some of them are easy, and others may be more difficult.
- All problems can usually be solved by thinking creatively and logically, and some solutions may be obvious, while others are less so.
- There may be several solutions to the same problem. Alternative ideas and solutions can be found by looking at a problem from different angles.
- One needs to be open to different ways of thinking to solve a problem or take an action in life. Three ways of thinking—commonly used in solving problems or planning an action—are brainstorming, creative thinking and logical reasoning.
- **Brainstorming** means to think of as many ideas as possible in order to select the right solution for the problem or situation.
- **Creative thinking** means to think in a different way from the usual way of thinking, also known as “thinking outside the box,” in order to find new ways to respond to a situation or problem that may not seem obvious.
- **Logical reasoning** means to be able to connect an action with its consequence and to anticipate the right course of action.
- Creating business ideas is like solving a problem. It requires you to be open to these different ways of thinking. Some business ideas are obvious, while others are less so. So, you need to think creatively and logically.
- One way to come up with business ideas is to look at yourself: what are your interests and skills, and can you develop your interests and skills into a business or self-employment opportunity?
- Another way is to look around you and observe what products or services are already available on the market and what can be improved, that people are willing to pay money for.
- Yet another way to come up with business ideas is to use your imagination to see if there might be what people need but is not yet available on the market. Something that others have not thought of before.
- In coming up with ideas or a solution for any situation or problem, it is often helpful to share with others. Consulting others or working in a group usually gives a better result than working on it alone, like in the saying: “Two heads are better than one.”

☑ Thank the clients for their attention and announce the time for the next session.
Session 7.2.2: Networking and Creating Opportunities (approx. 120-170 minutes – steps 1-6)

Step 1: Learn from successful business people

Spend about 35-60 minutes (depending on the number of guest speakers).

Welcome everyone to the session. Start the session by telling the clients that they will hear from people in the business community. Introduce the guest speakers one by one and ask them to start their talk (see the suggested outline of the talk in the box on the right).

Once all guest speakers in the panel have finished their talk (each having no more than 10 minutes), open up the floor for questions and answers.

Encourage clients to ask a lot of questions to the guest speakers. In the case that the clients are shy, you may need to start asking the questions first.

The purpose of this talk is to help the clients to understand the process of how one can become self-employed in Timor-Leste, the kind of obstacles and challenges faced, how successful entrepreneurs overcame such obstacles and challenges, and what kind of support and services are available. The talk also gives many clients an opportunity to hear directly from people from the business community, ask questions and get the perspective of people with actual experience in business and self-employment.

Depending on how much time you allocate to this step, the question and answer segment should be given at least 20 minutes. If you feel that the clients are learning a lot from the guest speakers and the guest speakers can be flexible with time, you may allow the discussion after the talk to run longer, but it should run no longer than 45/60 minutes.

Step 2: Discuss how successful entrepreneurs create business opportunities

Spend about 15-20 minutes on this step.

After the guest speakers have left the session, encourage the clients to reflect upon what they have learned from the guest speakers and analyze the common characteristics of the successful business people and the actions they took to become successfully self-employed. Use the following questions to guide the discussion:

---So, how do you feel after having heard directly from business people? ... Do you feel inspired?
---What we have learned from the guest speakers today?
---What were the common characteristics of our guest speakers who became successfully self-employed? Can you name some important characteristics they have?
--What were the things that they all did that helped them to become successful?
--How can we draw the lesson from their experiences?

(Encourage the clients to make a logical analysis of what they would need to do to become successfully self-employed themselves, drawing from the experiences of the guest speakers. Also, try to relate to what they learned from the first session about entrepreneurial spirit and skills.)

Step 3: Revisit business ideas

Spend about 10 minutes on this step.

You may need for reference Handout 7.2.2A: Matching a Business Idea with an Opportunity.

Start a brief discussion about business ideas. (The purpose of this discussion is to check where the clients are in terms of coming up with business ideas and if they have developed anything further from the last session.)

- Ask how many of them already have business ideas. (Ask those who have ideas to raise their hands.)
- For those who raised their hands, ask:
  - How did you come up with the ideas?
  - What are you planning to do with your ideas?
  - Have you found someone with similar ideas?
- For those who did not raise their hands, ask:
  - Do you feel it is difficult to come up with business ideas?
  - Have you had any ideas earlier but decided to discard them because of some reason? (If yes, why?)
  - What have been the obstacles for you to come up with business ideas?

(Optional) If you feel that the clients need more examples of how to come up with business ideas, tell them the two stories from Handout 7.2.2A. Then ask them the following questions:

- How did the young people in each story come up with their business idea?
- How did they recognize a window of business opportunity?
- Do you think you can find a window of business opportunity like them?
- What do you think a person needs to do in order to find a business idea and a window of opportunity?

Step 4: Explore sources of information and assistance for self-employment

Spend about 25-40 minutes on this step.

Ask the clients to identify the kind of information and assistance they guest speakers needed in setting up their business or self-employment.

--So, we heard from our guest speakers. Can you tell me what kind of information and the kind of help and support they needed to become self-employed or to set up a business?
--Who did they go for help? How did they get necessary information? ... Who were their sources of information and support? (Write down the answers on the board.)
Ask the clients about additional sources of information and assistance for self-employment. (There is no need to get an exhaustive list at this stage.)

--Now, does anyone know of other sources of information and assistance for people who want to become self-employed like many of you?
--What kind assistance or services are these institutions providing?
--Can we put the types of assistance and services into separate categories?

Suggest grouping the sources of information and assistance into 4 categories below. Write down the 3 categories on the board as well as the descriptions of each.

- **General** (people or institutions who will give you basic information about self-employment, opportunities, referrals to the right people or further assistance or services, etc.)
- **Know-how** (people or institutions who can give you knowledge or train you about business or self-employment, how to produce a product or service, how to start-up a business, what you need in terms of legal requirements, etc.)
- **Financial** (people or institutions who will give money or lend money to you to start up a business, or who will hire you while you are saving up or preparing to be self-employed).

If there are at least 12 clients in the large group, divide them into 3 small groups. Make sure to have mixed groups (of men and women, more experienced and less experienced people). Assign each group one category of sources. Given each group a few pieces of flipchart paper and a few markers. Explain the group work assignment as follows:

- Each group will make a list of people or institutions that will provide information, assistance or services for business start-up and self-employment that they know under the given category (i.e., general, know-how, or financial). The more specific they can be about the sources, the better.
- They may ask for additional information from the counselors or trainers (who should have some basic information, if not a list of sources handy already).
- Write up the list on the flipchart paper.
- They have 15 (or 20) minutes to finish the task.

If there are too few clients to break into small groups, do this activity in a large group.

**Step 5: Develop a business network**

Spend about 20-25 minutes on this step.

You will need for each client a blank *Client Worksheet 7.2.2B: My Business Network*.

After the group work, ask each group to present their work. Ask for comments and additional information from the other two groups for each category of sources. (If Step 4 was done in a large group, there is no need for a presentation, but the counselor may summarize each list of sources.)

Distribute a blank copy of *Client Worksheet 7.2.2A* to each client. Briefly go through the definition and usefulness of “business network” at the beginning of the worksheet, then
ask them to think of their own business network and write down the names of people and institutions that should be in their own network, their contact information and how they can help.

Give the clients about 10-15 minutes to finish the task. (The clients may not be able to fill in all the sources or identify them by name and other details within the session. This is not a problem. Tell them to continue filling in missing information at home and later on as they learn more about useful sources during and after the training. They should keep this list for future use.)

Step 6: Wrap up and discuss homework assignment

Spend about 15 minutes on this step.

You will need for each client Client Assignment 7.2.2C: My Market Survey.

✓ Ask the clients what they have learned in this session. Emphasize the following points:
  • A business usually starts with an idea that matches a window of opportunity.
  • As you continue to learn more, you will see that not every business idea will work out. The business idea that will become reality is often one that also matches your skills and resources, and one that has a market potential. That is, there are potential customers who are willing to pay for the product or service you have in mind.
  • The one idea that you have may, or may not, become a reality. So, it is important to keep an open mind. Don’t get stuck with one idea. Think of different possibilities, even though you may not like all of them. You may be surprised: an idea that you don’t like at first may turn out to be a good career for you.
  • Also keep an open mind about the way the business is done. Many of you may think that you don’t have enough skills, knowledge or resources to become self-employed or to set up a business by yourself. But you don’t always have to be self-employed alone. Another way of doing business is to pull knowledge, resources and skills together with other people who have common goal and work together on the business that you could otherwise carry out alone.
  • Don’t be afraid to ask anyone you think might be able to give you information or to help you. Continue working on expanding your business network. The more people you know, the more information you have, the greater chance of success there is.

✓ Explain homework assignment on conducting a market survey to test a market potential of business idea(s). Ask the clients if they understand what they need to do. Answer any questions they might have.

Encourage the clients to share ideas with one another, and consider working together if they share similar business ideas. Working together on the market survey doesn’t mean that they have to set up a business together later, but it would make working on the assignment more fun and, as the saying goes, “Two heads are better than one.” Also clarify that they can (and should, if they have many ideas) conduct a market survey of more than one business idea.

✓ Thank the clients for their attention and participation in the session. Remind them to bring the results of their assignment to the next session. Announce the date and time for the next session.
Counseling Tools

Tool 7.2.1A: Puzzles

PART A: QUESTIONS

Puzzle No. 1: Two Kitchen Jugs

You need to measure one cup of water, but there are only 2 jugs in the kitchen. One can hold 3 cups of water and the larger one can hold 5 cups of water. How can you use these two jugs to measure exactly one cup of water.

Puzzle No. 2: How Many Ways Can Grandmother Sell the Land

Your grandmother has a valuable piece of land that many people want to buy. The land is a large piece with 4 connected lots, like this:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Your grandmother does not really want to sell this piece of land because it has been with the family for many generations, but she is considering selling if the price is good. She wants to use the money from the land sale to send her grandchildren to university. The grandmother may be very old but she is a very shrewd businesswoman. She knows that selling smaller parcels of land may make her more money than selling the entire piece in one go. Before she starts advertising, your grandmother needs to figure out how many possible ways there are to make land sale parcels (in single or combined lots, without further subdividing the land) in order to make the most profitable sale.

Puzzle No. 3: Dividing Grandfather’s Rice Field

A long lost (and rich) grandfather has shown up. Your family is very happy. The Grandfather would like to give a piece of rice field to his grandchildren, including you and three other siblings. Your grandfather is a very fair man. He wants to divide the rice field equally to his four siblings.

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grandchildren. He also wants to make sure that every piece for each of his grandchildren has access to irrigation. Help him divide the rice field. The rice field looks like this:

Puzzle No. 4: The Five Fuzzy Fruit Pageants

Your district is having a fruit festival, which is a very popular annual event. In the festival every village in the district has for years entered their fruits for competition. Your village has always done very well and this year five fruits have been selected for the competition, along with five young women and men who will present the fruits as customary. Luckily (or unluckily) enough, this year the five young fruit pageants all have names like fruits! They are: Mango 🍊; Orange 🍊; Durian 🍌; Rambutan 🍇; and Pineapple 🍍.

Incidentally, these are exactly the names of the five fruits selected!

The village cannot believe their incredible good luck. It all seems too good to be true, and yes, as the old saying goes, if something seems too good to be true, it probably is. Just before the competition, Grandmother Apple told the village’s Fruit Pageant Committee that the fruit competition has a very strange rule: that is, a person cannot present the fruit of his or her own name. Grandmother Apple once lost the competition because she presented Apple. She does not want the young people to lose because of this stupid rule again.

So, the village’s Fruit Pageant Committee will need to properly assign a fruit to each young fruit pageant. The committee has a difficult task this year, but they believe with their good matching skills, the village can continue its winning tradition. The committee has confirmed with the District Fruit Pageant Committee that the old no-same-name rule is still in effect, so it obviously needs to be followed. To complicate things further, the five young fruit pageants have just told the committee that they are very particular about the fruits and will not under any circumstance present the fruits they do not like. They told the committee the following:

• Orange does not like durian and Durian does not like orange.
• Rambutan will present only either mango or durian.
• Both Orange and Pineapple hate rambutan.
• Mango will present only orange.
• Pineapple will rather die before presenting durian.

Help the committee find the right fruit-people matches that are agreeable to everyone.
PART B: KEYS

Puzzle No. 1: Two Kitchen Jugs

✓ Fill the 3-cup jug with water and pour all the water into the 5-cup jug. Fill up the 3-cup jug again and pour the water into the 5-cup jug and fill it up. This will leave exactly one cup in the 3-cup jug.

Puzzle No. 2: How Many Ways Can Grandmother Sell the Land

There are 9 possible ways to sell the land:
1 way – the entire 4-lot piece together (1+2+3+4)
4 ways – one lot at a time (1), (2), (3), (4)
2 ways – by horizontal pairing of the lots (1+2), (3+4)
2 ways – by vertical pairing of the lots (1+3), (2+4)

Puzzle No. 3: Dividing Grandfather’s Rice Field

✓ Divide Grandfather’s rice field into 12 equal squares and allocate 3 connected squares to each grandchild. Make sure at least one of the 3 squares has access to irrigation as follows:

Puzzle No. 4: The Five Fuzzy Fruit Pageants

✓ Mango presents orange.

✓ Orange presents pineapple.

✓ Durian presents rambutan.

✓ Rambutan presents durian.
First list the names of all people and all the fruits. Then begin the process of elimination by applying the conditions, one at a time in order to narrow down the possibility of a match as follows:

1. No fruit pageant will present the fruit of his/her own name.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P

2. Orange does not like durian and Durian does not like orange.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P

3. Rambutan will present only either mango or durian.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P

4. Both Orange and Pineapple hate rambutan.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P

5. Mango will present only orange.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P

6. Pineapple would rather die before presenting durian.
   Mango (M) – M O D R P
   Orange (O) – M O D R P
   Durian (D) – M O D R P
   Rambutan (R) – M O D R P
   Pineapple (P) – M O D R P
Tool 7.2.1B: Business Ideas from a Coconut Tree

Raw material: A coconut tree

Product ideas:

- Coconut wood to build houses and leaves to thatch the roof
- Coconut leaves to make baskets
- Coconut wood to make cups
- Coconut milk to make curries and sweets
- Coconut juice as soft drink
- Coconut meat to make coconut chips as a snack

Other uses from parts of coconut trees:
- Soft coconut shells to stuff mattresses and cushions
- Soft coconut shells to make orchid or flower beds
- Hard coconut shells to make bowls, ladles and other kitchenware
- ............
- ............
- ............
- ............
- ............
- ............
- ............
Handout 7.2.2A: Matching a Business Idea with an Opportunity

Examples of matching a business idea with an opportunity

1 Making shop signs

The idea of making cheap signs for shops came to a group of young people who heard small business owners complaining about the high prices of advertisement signs.

They came up with an idea of making signs from scrap material like planks of wood and using sculpture-type designs and innovative combinations of colors to produce unique advertisement signs at low cost.

They pitched their unique hand-made signage to a hairdresser’s shop. The sign became popular. More shop owners started ordering unique signage for their shops.

2 Making wooden shades

A group of students were passing by a wooden furniture company while they were walking to school. They noticed that company had a lot of waste wood in its yard. The students decided to ask somebody at the company and found out that this waste was sold from time to time to another company, but the transport costs were so high that the furniture company owner preferred to stock the scrap wood and sell it during the winter months as firewood.

The students asked to inspect the scrap wood and they found that about 30 percent was good for use. They spent a week brainstorming among themselves about what kind of product they could make from the scrap wood and sell in the local market. Many product ideas were shared. Some product ideas seemed good but they did not have enough skills to make good enough products to compete with other sellers, or that there are already a lot of such products in the market.

Finally, they decided that making wooden shades for windows would be ideal because no one is selling this product at present and they are not difficult to make. The students’ wooden shades became popular. Today, the turnover of the window shade business nearly equals that of the furniture company.

What is a business network?

A business network is a group of contacts (people or institutions) who can give you information and support in setting up your business or self-employment career. There are generally three categories of contacts in a business network.

1) **General** (people or institutions who will give you basic information or ideas about self-employment, opportunities, referrals to the right people or further assistance or services, etc.)
2) **Know-how** (people or institutions who can give you knowledge or train you about how to do business or how to become self-employed; how to produce a product or service, how to start-up a business, what you need in terms of legal requirements, etc.)
3) **Financial** (people or institutions who might give you a loan to start up a business, or who will hire you while you are saving up or preparing to be self-employed).

How can the network help me become self-employed?

The more people know and the larger network you have, the greater chance you will get useful and timely information, support and help you need. For example, someone will know someone else who can advise or guide you to the right resources and services to start up your business.

Take charge. Create your own business network

Make a list of people and institutions you already know who can help in some way. Write their names in each category of contacts. Put their phone numbers and other contact information in the contact info column and describe how they can help you in the last column.

Continue to add more contacts in your network by asking people you know and as you find out more during and after this training. Use this list in planning your self-employment.

<table>
<thead>
<tr>
<th><strong>GENERAL contacts</strong></th>
<th>Names</th>
<th>Contact info</th>
<th>How they can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members &amp; relatives who can give good advice to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends &amp; neighbors who might know something useful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers &amp; community leaders who can give you information or guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions that serve people wanting to be self-employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOW-HOW contacts</td>
<td>Names</td>
<td>Contact info</td>
<td>How they can help</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Business people you admire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-employed people in your community who might be able to tell or teach you something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools &amp; training institutions from which you can get knowledge and skills on what you want to do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government offices that give specialized information and services on business and self-employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other people and institutions who can help</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINANCIAL contacts</th>
<th>Names</th>
<th>Contact info</th>
<th>How they can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>People you know who might give you information or help with money to start a business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who might give you a job while you are saving up and preparing for business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banks or micro-finance institutions that might lend you money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government, community or other programs that help people to become self-employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Client Assignment 7.2.2C: My Market Survey

This assignment prepares you for the next session on Market Analysis. It is very important that you complete this assignment before the next session, otherwise you will not have enough information to analyze how likely your business idea can become a reality.

Think more about your business ideas. Consider how each one may have a real market potential. Ask around and consult people in your business network about the different ideas. You may have a favorite idea (that you plan to do on your own, or consider doing with others), what you need to do is to test first whether it really has a market potential.

A good way to test the market potential of a business idea is to ask the following 5 questions. This is what we call a simple market survey—your assignment (that you can do by yourself or with others) before the next session. If the answers to these 5 questions are mostly positive, there may be a market potential for the idea. (Copy the questions to test different business ideas.)

BUSINESS IDEA: ________________________________________________

1. How to make the product or service you have in mind?

2. What equipment and material will you need, where can you get it, and how much will it cost?

3. Who are your potential customers? (identify age range, sex, income, buying habits, etc.)

4. Who are your potential competitors? And will you be able to compete with them?

5. Where/how will you operate/sell your product or service?
Unit 7.3
Market Survey & Analysis

About Unit 7.3

Content
After having identified a possible business idea(s), clients learn how to conduct a feasibility study of their business idea. There is only one session in this sub-unit.

Session 7.3.1: Business feasibility and market analysis – The clients’ homework assignment to do a simple market survey from the last session gives them a basic introduction to how to conduct a feasibility study—to learn how to collect information in order to test the idea’s market potential. In this session, they learn to analyze in detail several important aspects of a potential business: the production process of the product or service, costs and sources of material and equipment, existing market demand and potential customers, competition, possible distribution channels or ways to sell the product or service, and financial requirements to start the business.

Objectives
- To conduct a market analysis to verify the feasibility of a business idea

What to keep in mind
1) Many people in developing countries often do not survey the market situation before deciding to get into a business. Many choose to do a business following a popular trend or abundant supplies of material. This often leads to oversupply and lower price of the products in the market. Sometimes, people choose to do a business because they know how to make a product or service without knowing if there will be enough customers, taking a risk of failure.
2) In today’s economy, customers have many choices to buy various products and services. To increase a chance of success clients need to learn to find out if a business idea has a market potential before deciding to get into a business.
3) Clients may not be familiar with the concept of conducting a feasibility study. The key focus in this unit is to help them understand the concepts of market survey and market analysis, and learn to identify relevant information and use available research tools and contacts to collect and analyze the information. Encourage clients to work together to develop and practice research and teamwork skills.
4) It is also important to point out to the clients that at this stage it is normal for some business ideas to be discarded if the analysis shows that they lack a market potential. They may have to conduct an analysis for several business ideas before they will find an idea that has a good chance of becoming a successful business.

What to do
Session 7.3.1: Business feasibility and market analysis
Step 1: Introduce concepts of “market survey” and “market analysis”
Step 2: Survey clients’ business ideas and form small groups
Step 3: Conduct a market analysis of up to 3 business ideas
Step 4: Share results of market analysis
Step 5: Review and reevaluate business ideas
Step 6: Wrap up and discuss homework assignment

👏 Time it takes
115-150 minutes for Session 7.3.1

📁 Counseling tools
- For Session 7.3.1: Business feasibility and market analysis
  - Client Worksheet 7.3.1A: Market Analysis Guide
  - Client Assignment 7.3.1B: My Business Project Checklist

How to Conduct Training on Market Analysis

⚠️ Note to counselor/trainer on preparation
Before you start this unit, prepare an up-to-date list of institutions, programs and contacts that provide support services and assistance to people, especially youth, seeking self-employment. The list should include main contact person(s) and contact information and type of services or assistance in the following categories:
- **Technical (know-how)** – institutions, agencies and programs that provide specialized knowledge, education or vocational training services, business training, business start-up advisory services, business community resources (individuals or associations) and support networks, etc.
- **Financial** – institutions, agencies and programs that provide financial services, grants, loans or other assistance, such as banks, micro-credit institutions or micro-finance programs, business incubators, etc.
- **Special programs** that aim to promote youth employment and entrepreneurship.

For the training set-up and materials, prepare the following:
- Seating arrangement for small group work
- Sufficient flipchart paper (at least 3-4 pieces per small group of 4-5), markers and masking tapes
- Sufficient photocopies of the list above (one for each client).

Session 7.3.1: Business Feasibility and Market Analysis (approx. 115-150 minutes – steps 1-6)

Step 1: Introduce concepts of “market survey” and “market analysis”
😊 Spend about 10-15 minutes on this step.

✅ Welcome clients to the session. Frame the topic of the session by asking about their market survey homework assignment.

🗣️ --Hi everyone. How are you today?
--How did your homework go? ... Tell me about your market survey. Was it fun? ...Did you find out anything interesting or surprising? (Get the clients to discuss their experience with their market survey a little bit. Don’t get into details at this point.)
--Did some of you work together as a group? ... Let me see who. ... How was your experience working together?
--What about people who didn’t do their homework? … What prevented you from doing it? … Did you forget? … Did anyone try but didn’t finish? … Did you run into any problems? (If so, what kind of problems?)

✓ Introduce the concepts of “market survey” and “market analysis.” Then, introduce the objective of the session.

💬 --So, you were asked to do homework, to research several things about your business idea. What were you asked to find out in your homework? (Guide clients to recall the 5 survey questions.)

--What was this homework called? … (Get response from the clients.) … Yes, a “market survey.” Sometimes, it is also called “market research.”

--Why do we need to do a “market survey” or “market research”? … (Allow time for response from the clients.) … That’s right. A market survey or market research is a way to find out if your business idea is “feasible,” meaning whether it has a market potential to be profitable or a good source of income. You need to make sure that your business idea is worth pursuing because it will take your effort, money and time.

--Today, those who have done a market survey will have a good idea what a market analysis is all about. If you have answers for the 5 questions in your market survey: how to make the product or service, where to source the raw material, who are your potential customers, who are your competitors, etc., you have the data to do a market analysis. In today’s session we will analyze in more details all these important aspects of your business idea. We call this “market analysis.”

✓ Ask for feedback to make sure clients understand the concepts.

💬 -- Are you clear about what we are going to do in this session? … Any comments?

--For those who have done the market survey, are there anything in particular that concerns you? What are you particularly interested to learn about in this session?

Further explain that in this session they will look more in-depth and put their business idea to a further test to make sure that it is worth pursuing.

• You will analyze, for example, whether you have the skills to make the product or service you want to sell, the detailed characteristics of your potential customers and your competitors, where and how to sell the product or service, and how much capital your business idea would need.

• You will consider if you can compete with the competitors on the price and quality, what to do if you don’t have the skills to make the product or service or the money to buy the equipment to start the business: should you abandon the idea and find a new one, or should you develop your skills and find a source of capital?

• You will need to think more about networking and finding out whether there are people or institutions that can help you to start up your business.

Step 2: Survey clients’ business ideas and form small groups

⏰ Spend about 5-10 minutes on this step.

✓ Survey clients’ business ideas. You may do this by first asking one client to tell his/her favorite business idea, then ask if there are others who have the same idea. If there are any ask them to stand together on one side of the room. Then ask the rest for other ideas, and repeat the process. The objective is to put clients with the same or similar ideas together in the same group (of no more than 5-6 people).
Tell the clients that today’s activities will be done in small groups. So, even if they have different ideas from others, they can still join with others. Each group can analyze up to 3 different business ideas.

**Step 3: Conduct a market analysis of up to 3 business ideas**

- Spend about 30-45 minutes on this step.
- You will need for each client a blank *Client Worksheet 7.3.1A: Market Analysis Guide*.
- Ask the clients to sit together with members of their groups. Explain that the group work objective is to conduct a market analysis of up to 3 business ideas in order to ensure each idea is feasible. Following are steps in the group work:
  - Do a brief survey of business ideas of the group members.
  - Choose (by voting) up to 3 business ideas that they think are the most promising for analysis.
  - Agree on the criteria for the analysis. Some criteria are already suggested in *Client Worksheet 7.3.1A*, but each group can discuss and add more criteria that they think are important to them.
- Distribute a copy of *Client Worksheet 7.3.1A* to everyone. Explain how to conduct the market analysis as described in the worksheet. (There is no need to lecture or give elaborate details at this point.) Give each group flipchart paper and markers. Tell them that each group will present their market analysis to the large group. They should make their own market analysis chart (following the example given in the worksheet) for presentation.
- Tell clients that it is useful to everyone to discuss and debate in the analysis. Everybody in the group will benefit if everyone shares ideas, discusses the strong points and weak points of each business idea. It is a good idea to give an example of how to do the rating.

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**Note to counselor/trainer on explanation**

It may be necessary to give further explanation on how to do the rating and how to discuss in the group, here are some guidelines for some of the main criteria:

- **Knowledge & skills** – Assess to what extent you have the required knowledge and skills (to make, to sell, to deal with suppliers, to serve customers, etc.). Some business can be done by one person, from buying raw materials, making the product, selling and providing service to customers. Other businesses may need more than one person. Ask yourself how much skills you have and can you do all that is required in this business.
  - If you have all the knowledge and skills to do all that is required, you can give a very positive rating of ☺☺.
  - But if you have little or no idea about the business, the rating should be ☹☹. 
  - If you have a certain amount of knowledge and skills to carry out the business but may need additional help, then your rating should be “good or reasonable” or ☹.
  - If you know or have something but certainly not enough to carry out the business right now, the rating should be ☹.
  - But if you are not sure how to rate the criterion or you think you definitely need more training to carry out the business, then rate it with an indifferent face ☹.

- **Resources** – Several different types of resources may be required for different businesses, for example:
  - **Equipment and tools** – These are something you need to produce or make your product or service, for example, an oven and other bakery tools to bake cakes. These are something can
they can easily find or buy locally, or may be something that are not available locally or expensive. Rate this criterion according to the availability or how easy they can get and use them.

- **Raw materials or supplies** – These are basic materials and things they need to make (usually) the product, for example, flour and other ingredients for baking cakes. If these are widely available and relatively cheap, then give a high rating, but if they are only available seasonally, not easy to buy or prices may fluctuate, then give a low rating.

- **Financial resources** – Most businesses require some form of start-up investment and capital, which will buy the equipment and tools, rent a space, pay for raw materials and supplies, or hire employees to help with the business. If you can gather financial resources to pay for all that you need to start up a business, the rating is, of course, very positive ☺☺. But if you have no case or savings or any collateral to get a loan and/or you have little idea of where to get the money, then the rating is the opposite 😞😞.

- **Demand and competition** – No business will be possible if there is no demand from customers. So, you must have a good idea of whether there will be anybody willing to buy your product or service, and whether the demand will be enough to sustain your business. Market demand is also related to competition and purchasing power of the customers. If there is a lot of competition in the market, success is going to be difficult. Can you offer better price, better quality or better service than what is being offered by existing competitors? If not, then the market potential of your business idea is not so good. In terms of purchasing power, your product or service may be very good, but if the potential customers cannot afford to buy it, then the demand will be low and your business cannot survive.

About 5-10 minutes before the time for group work is up, announce the amount of time left. Remind them to make their market analysis chart for presentation.

**Step 4: Share results of market analysis**

- **Spend about 30-45 minutes on this step.**

Ask the groups to present the market analysis of their business idea(s). Ask them to be brief, reporting only the key points of the discussion and summarize the group’s assessment of each criterion. A presentation of each idea should take no more than 2-3 minutes.

**Note to counselor/trainer on facilitating discussion on market analysis**

Depending on the quality of the market analyses presented by the small groups, you may need to ask some questions to stimulate more critical analyses and discussion at a certain point.

- **Stimulate the clients to think about competition and other important aspects, for example:**
  - Are there already competitors in the market? If so, what kind of competitive advantage do they have to make sure that their business will do well and survive the competition?
  - How do they know if their product or service will be good enough to compete in the market?
  - How and where will they sell the product or service? Can they afford to buy or rent a shop or kiosk? Are there any better, cheaper or more practical ways to make sales?
  - How can they be so sure that there will be customers willing to buy their product or service? Have they asked anyone or done a market survey? Did they guess? What if they guess wrong?
  - Do they know how much money they will need to start the business? Where did they get the figures? If they don’t know, who should they ask?
  - Do they know if they will have to apply for any license or permit to do the business?

- **There may be aspects of the market that the clients have not thought about that could have a serious consequence.** For example, in some markets local producers (e.g. of crops or other local products) may in practice have only one buyer, who is a middleman. In such a case, the clients should understand that their market potential is highly risky because the buyer will be the one who sets the price (often very low). This can be a “killer risk”—that is, if the middle-buyer goes out of business, the business loses the entire market. If this is the case, ask the clients what they can do—is it possible to bypass the middle-buyer, are there ways to reach the retail buyers (who will pay higher price than the middle-buyer), if not, should they just abandon the idea?
After each group presentation, invite comments from other groups. If there are other groups that analyze the same idea(s), invite them to present next (to keep the continuity of the analysis and the discussion).

Step 5: Review and reevaluate business ideas

 Spend about 15-20 minutes on this step.

After all group presentations, give about 15 minutes to everyone to review and reevaluate their business ideas, taking into account the analyses and comments. There are a few practical ways for the clients to do this, for example:

- The clients stay with the same group (if the clients in the group have worked on the same business idea).
- The clients may split from the group and work individually or get together with a few others who share the same idea (if the clients in the group have different ideas).

Tell the clients to do the following:

- Review their rating of the business idea (individually or in small groups). If they have doubts or new considerations about their business idea, they should look at that more closely and reevaluate the analysis. Adjust the rating as necessary.
- Reconsider whether they still want to pursue the idea. Business ideas with a good market potential should have a lot of smiley faces ☺☺☺☺☺☺. Business ideas with a lot of unhappy faces ☹☹☹☹☹☹ are not good to pursue. If they have a lot of indifferent faces ☹☹☹☹☹☹, it means either that they need more information or that the business has a weak market potential and probably not good to pursue.
- However, it doesn’t necessarily mean that the market analysis they have made today is the final analysis. They may need to get more information and do a further market research in order to get a more accurate analysis of their business idea.
- They may change their business idea if they decide that the one they have is not feasible. On the other hand, if they think that the idea is feasible but they need to adjust some expectations or seek more information, they should make note and continue to work on their market analysis.

Step 6: Wrap up and discuss homework assignment

 Spend about 15 minutes on this step.

You will need for each client a copy of Client Assignment 7.3.1B: My Business Project Checklist.

Ask the clients what they have learned from this session. Emphasize the following points if they are not mentioned:

- Not every business idea is feasible and will become a reality.
- It is important to find out if your business idea is feasible or has a market potential before deciding to get into a business.
- A good way to find out if a business idea is feasible is to conduct a market survey and market analysis.
- A market analysis helps an aspiring entrepreneur to decide whether or not a business project has a good potential for success and worth pursuing.
- An aspiring entrepreneur should look at the following when conducting a market analysis:
0 the details of the product or service s/he wants to sell
0 his/her own skills and ability in making the product or service
0 what equipment, tools, supplies or raw materials s/he needs for the business and how easy it is to get them
0 market demand—whether there will be enough customers for the product/service
0 market prices of the product/service, existing competition and his/her competitive advantage
0 how much money and capital is needed for the business start-up and where/how to get the resources necessary.

✓ Tell the clients that what they have learned is just the beginning in preparing for self-employment or a business career. They need to learn a lot more and find out more about what they need in order to become an entrepreneur.

✓ Distribute a copy of Client Assignment 7.3.1B to everyone. Explain that this business project checklist is a good tool to help them prepare for a business. Explain how to do the checklist and make sure they understand what they need to do in the assignment. Tell them also that this assignment will help prepare them for the last two sessions on resources and financing.

Encourage the clients to work together. Those who have worked together in a group and have decided to stay together should do the checklist together (although each individual needs to do his/her own checklist). Those who have not yet formed a group should look for partners who share the same idea to consult and learn from one another.

✓ Emphasize that they need to complete the checklist and bring it to the next session, together with their business network sheet and other homework assignments they have done thus far. For those who have not done a market survey, they should take an opportunity to do so while working on the checklist. Tell them to find out as much as they can about resources and financing or the last 5 questions. Announce the date and time for the next session.
Counseling Tools

Client Worksheet 7.3.1A: Market Analysis Guide

 предпочитаем

Not every business idea is realistic and feasible. Some ideas may seem good at first but, if you look more closely, is not possible or can’t be made into a profitable business.

So, you need to test your business idea and check if it really has a real market potential by looking at different criteria of the business, such as the following:

• Do you have the **knowledge and skills** to make the product or to provide the service?
• Do you have the **equipment and tools** to make the product or service?
• Do you know where or can you afford to buy the **raw materials**?
• Will you have enough **financial resources** to start the business?
• What is the level of **demand from customers** to buy your product or service?
• How well will you be able to **compete with your competitors** (on price, quality, service)?

For each business idea, rate each of the above criteria (and any additional criteria you may have) with the following rating.


Discuss among yourselves and choose a set of criteria for each business idea you want to analyze. You may add other criteria you think are important. Make a market analysis chart like the example given below:

<table>
<thead>
<tr>
<th>Business idea</th>
<th>Knowledge &amp; Skills</th>
<th>Equipment &amp; Tools</th>
<th>Raw Materials</th>
<th>Financial Resources</th>
<th>Customer Demand</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
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Consult in your group and decide on the rating for each criterion for each business idea and put down the rating (☺☺☺☺☺☺, ☺☺☺☺☺, ☺☺, ☺☺☺☺☺, ☺☺☺☺☺) for each criterion in the chart.

How to interpret the ratings

• The more smiley faces ☺☺☺☺☺☺ you have, the more positive market potential for the business idea.
• The more unhappy faces ☺☺☺☺☺☺ you have, the more negative market potential for the business idea.
• If you have a lot of indifferent faces ☺☺☺☺☺☺, you need to find more information for the business idea in order to do a proper market analysis.

When you finish an analysis of the first business idea, repeat the process with another idea.

Client Assignment 7.3.1B: My Business Project Checklist

Before you start a business, you need to think about and work out many things. Some will be easy to deal with, but others will be challenging. This checklist helps you to figure out where you are, what you already have and what you will need to work out further for your business project.

Answer each of the following questions truthfully. Check ☑ in the “Yes” or “No” column for each question.

<table>
<thead>
<tr>
<th>Before Starting – My Business Project Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) The Product/Service</strong></td>
</tr>
<tr>
<td>1. Have you decided what product/service to sell in your business?</td>
</tr>
<tr>
<td>2. Have you talked to people who are knowledgeable about this product/service?</td>
</tr>
<tr>
<td>3. Do you know what materials and supplies you need to start with?</td>
</tr>
<tr>
<td>4. Do you have equipment and tools needed to make your product/service?</td>
</tr>
<tr>
<td>5. Do you know where to buy what you need (materials, equipment, etc.) at a good price?</td>
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<tr>
<td><strong>2) Skills</strong></td>
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<tr>
<td>6. Do you know the process of making the product/service?</td>
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<tr>
<td>7. Do you have the necessary skills to make it?</td>
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<tr>
<td>8. Can you handle all the production process by yourself?</td>
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<tr>
<td>9. Have you had any business training or experience?</td>
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<tr>
<td>10. Are you confident you can manage money and deal with people effectively?</td>
</tr>
<tr>
<td><strong>3) Market Demand &amp; Customers</strong></td>
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<tr>
<td>11. Do you know whether there is enough market demand for your product/service?</td>
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<tr>
<td>12. Do you know who your potential customers are?</td>
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<tr>
<td>13. Do you know what the customers want?</td>
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<tr>
<td>14. Do you know how much they are willing or able to pay for a product/service like yours?</td>
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<tr>
<td>15. Do you know the customers’ buying habit?</td>
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<tr>
<td><strong>4) Pricing, Competition &amp; Distribution</strong></td>
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<tr>
<td>16. Do you know the market price of the product/service you want to sell?</td>
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<tr>
<td>17. Have you surveyed the prices and quality offered by different sellers in the market?</td>
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<tr>
<td>18. Have you gathered information about your potential competitors?</td>
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<tr>
<td>19. Do you think you can compete with the competitors on price, quality or service?</td>
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<tr>
<td>20. Do you know where and how to sell your product/service?</td>
</tr>
<tr>
<td><strong>5) Resources &amp; Financing</strong></td>
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<tr>
<td>21. Do you know how much money you will need to get your business started?</td>
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<tr>
<td>22. Have you considered whether to work alone or whether to get help in the business?</td>
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<tr>
<td>23. Have you know how much credit you can get from potential suppliers?</td>
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<tr>
<td>24. Do you know where and how you can borrow money to start the business?</td>
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<tr>
<td>25. Have you researched what institutions or programs exist to help people just like you?</td>
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</table>

Add up all the numbers in the “Yes” and “No” columns.

Your scores: for “Yes” _______ for “No” _______

For the questions to which you answered “Yes,” wonderful! For the questions to which you answered “No,” you have some work to do. Get more information and find out how to work it out.
Unit 7.4
Resources & Financing

About Unit 7.4

Content
In this sub-unit, clients explore resources and financial requirements needed to start a business. They will look at what they will need in terms of materials and supplies, equipment and tools, skills and labor, and consider the next practical step in their preparation for self-employment. The two sessions are as follows:

Session 7.4.1: Business tasks and resource requirements - In this session, clients assess their readiness to start their business project by reviewing the business project checklist assigned as homework in the last session. By doing this checklist, they start thinking about the actual steps to take in starting a business. They identify their business tasks in details and analyze their needs for skills and/or business training. They also consider how they can combine skills and resources with others and identify what they still need to find out and need to learn about the product/service, market demand and competition, sales and distribution, and resources and financing.

Session 7.4.2: Where to get resources and financing? – In this final session, clients have a chance to hear from representatives from various sources of business financing, particularly banks, micro-finance institutions, business incubators, and government or agencies in charge of promoting self-employment and enterprise development. Clients also learn about requirements and regulations for business start-up, for example, license or registration fees, permit, taxes, etc. After obtaining up-to-date information about available resources and financing, the clients consider an appropriate option for business financing and plan the next steps for self-employment or business start-up. Finally, they develop an action plan for self-employment, and the training ends with an evaluation of the training.

Objectives
• To analyze business tasks and resource requirements and assess needs for business training and resources
• To explore available resources and financing options for business start-ups
• To develop an action plan in preparation for self-employment or a business career
• To conduct an evaluation of the self-employment training

What to keep in mind
1) This unit is the last unit in the self-employment training. At this stage the clients will bring together what they have learned thus far and come up with the most practical next steps for themselves (individually or as a business group).
2) By the end of Session 7.4.1, the clients need to have a clear idea of what they need in terms of skills and/or business training.
3) By the end of Session 7.4.2, the clients need to have up-to-date information about available resources for business start-up and self-employment services
4) Two very important outputs from the last session are:
• an action plan for self-employment by each individual client (which the clients will need for further training and/or preparation for business start-up activities)
• a training evaluation form completed by each client.

💡 What to do

**Session 7.4.1: Business tasks and resource requirements**
Step 1: Divide into small groups according to business idea
Step 2: Review *Client Assignment 7.3.1B: My Business Project Checklist*
Step 3: Analyze business tasks
Step 4: Analyze needs for training and resources
Step 5: Group presentation of needs for training and resources

**Session 7.4.2: Where to get resources and financing?**
Step 1: Guest speakers speak about business laws, regulations and financing
Step 2: Review available business start-up resources and financing
Step 3: Work in small groups to clarify needs and identify the next steps
Step 4: Develop an individual or group Action Plan for Self-Employment
Step 5: Conduct an evaluation of the training

⏰ Time it takes
90-130 minutes for Session 7.4.1
120-145 minutes for Session 7.4.2

📁 Counseling tools

- For Session 7.4.1: Business tasks and resource requirements
  • *Client Worksheet 7.4.1A: Business Task Analysis*
  • *Handout 7.4.1B: Group Work Guidelines on Business Needs Analysis*
- For Session 7.4.2: Where to get resources and financing?
  • *Handout 7.4.2A: Sources of Business Financing*
  • *Client Worksheet 7.4.2B: My Action Plan for Self-Employment*
  • *Form 7.4.2C: Evaluation of Self-Employment Training*

How to Conduct Training on Resources & Financing

🔍 Note to counselor/trainer on preparation

Prepare the following materials before starting the session:
• A lot of flipchart paper – at least 4-5 sheets per small group
• Enough markers – 2-3 for each small group
• Some masking tapes
Session 7.4.1: Business Tasks and Resource Requirements (approx. 90-130 minutes – steps 1-5)

Step 1: Divide into small groups according to business idea

Spend no more than 5 minutes on this step.

Welcome the clients and ask them to gather in small groups they were in during the last session or formed after the session. (You can be flexible with the group forming at this stage. The important thing is that the clients choose their own groups. If there are some clients who are left out or have not agreed to form a group with others, help them to find a group according to their business idea. But if the clients prefer to work in pair on their own, they may do so.

Once the clients are settled in small groups, ask them to take out Client Assignment 7.3.1B: My Business Project Checklist they were asked to complete in a homework assignment from the last session.

Ask if they completed the worksheet. Ask those who did to raise their hands. Then ask those who worked with others in pairs or in groups to raise their hands.

- Praise those who have completed the checklist and those who have formed a group with others that they show a potential for entrepreneurship.
- Tell the group that successful entrepreneurs are self-starters and don’t wait to take an action that is going to benefit them. Those who procrastinate or wait for others to tell them what to do will have a hard time being successful entrepreneurs.
- Tell those who have not done the checklist (if there are any) that if they are serious about setting up a business they will have to be more responsible and more proactive because being self-employed person or a business owner means being one’s own boss; there is no one to tell an entrepreneur what to do. They will have to take an initiative and be responsible for themselves.

Step 2: Review Client Assignment 7.3.1B: My Business Project Checklist

Spend about 15-25 minutes on this step.

The clients will need their individually completed Client Assignment 7.3.1B: My Business Project Checklist.

Tell the clients to spend about 15 minutes going through their completed business project checklist (Client Assignment 7.3.1B) within their own small groups. Each group may conduct a review as follows:

- Go through each of the 25 questions in the checklist one by one. (This process should be quick if the group worked on the checklist together before.)
- Discuss each question and their individual answers. (If the group members share the same business idea and plan to do a business project together, they should agree on each answer.)
- For the questions to which the group or individuals answered “No,” brainstorm what should be done. Allow fair time for suggestions.

Tip
During this group review of the checklist, walk around to see how the clients in each group have done their checklist. Offer help and clarifications as needed.

If many of the clients have not completed their checklist, you may allow more time for them to do so before each group can do a review. However, be careful not to let only a few who have not done their homework to drag down the entire group. Adjust the review activity according to the majority in each small group.
• Make a note as a group for any suggestions and comments on what should be done. (Each member should make his/her own note, and at the same time someone should also be assigned to keep this group note for reference later in the session.)

Step 3: Analyze business tasks

ål Spend about 25-35 minutes on this step.

You will need for each client a copy of Client Worksheet 7.4.1A: Business Task Analysis.

☑ Distribute Client Worksheet 7.4.1A to all clients in each small group. Give each group 2-3 pieces of flipchart paper and 2-3 markers.

☑ Explain the group work guidelines on how to conduct a business task analysis as given in the worksheet. Make sure that all groups understand what they need to do. Ask for questions and clarify any points as necessary.

☑ Walk around to observe group work activity. Answer any questions and provide support as needed. Tell them to keep their group business task analysis for use in the next step.

Step 4: Analyze needs for training and resources

ål Spend about 25-35 minutes on this step.

You will need for each client Handout 7.4.1B: Group Work Guidelines on Business Needs Analysis.

☑ Tell the clients that they will next analyze the needs for training and resources for their business project. Distribute Handout 7.41B to everyone and 2-3 pieces of flipchart paper and markers to every small group.

☑ Explain what they need to do as described step-by-step in the handout. Tell them to discuss within their small group each of the five categories as follows:

1. Product/Service Production & Business Operation
2. Skills & Training
3. Market Demand & Competition
4. Pricing, Sales & Distribution
5. Resources & Financing.

Tell the clients to try to finish their discussion in 20 minutes. Further explain that they should consider all that they have learned both in and outside of the training room thus far, and come up with a conclusion about their business needs for each category. Once

☑ Once they have identified their needs for training and resources, write down the needs for each category on a flipchart for a brief presentation in the next step.

Step 5: Group presentation of needs for training and resources

ål Spend about 20-30 minutes on this step.

☑ Ask each small group to present their results on needs for training and resources. Watch the time and limit each business project presentation to no more than 3-5 minutes.
After each business project presentation, ask for comments from other small groups. Encourage sharing of ideas among clients.

Wrap up the session by asking the clients what they learned from the session. Summarize the clients’ and emphasize the following points if they are not mentioned:

- It is important to assess your own skills and resources and see whether how well do they match with the skills and resources required by the business project you are considering.
- Identify what you already have in terms of knowledge about the product or service, skills, resources and financing, and what you still need to acquire.
- Explore all possible resources.
- Use the individual and institutional contacts in your networks to help you find or create a good business opportunity and access to information, training and other resources and services.

Session 7.4.2: Where to Get Resources and Financing? (approx. 120-145 minutes – steps 1-5)

Note to counselor/trainer on preparation

Prepare the following before starting the session:
- Review Handout 7.4.2A: Sources of Business Financing and prepare a list of similar local sources of financing (with some key details and contact information) to be distributed to clients in the session.
- Make an arrangement with representatives from different sources of financing to come and speak to the clients at the beginning of the session. Candidates of the guest speakers panel should include both women and men, as follows:
  - two businesspersons with a successful experience at mobilizing resources and financing (one man and one woman)
  - a representative from a micro-finance institution and/or a bank
  - a representative from a government office or commerce department responsible for employment promotion or enterprise development
  - a representative from the local business community, a business incubator, a community or development organization promoting self-employment.
- Give guidelines to the guest speakers to talk about the support and services their organization provides to a target group like the clients, in particular in terms of business start-up training and resources, financing, and relevant information on business regulations that start-up entrepreneurs need to know.
- Make photocopies of Form 7.4.2C: Evaluation of Self-Employment Training and some spare pencils.
- Prepare a cotton yarn or rope that is at least 100 meters long. Roll the yarn into a ball for use at the end of the session.

Step 1: Guest speakers speak about business laws, regulations and financing

Spend about 40-60 minutes on this step.

Welcome everyone to the session. Introduce the panel of guest speakers by name and organization each represents and invite them to speak.

Depending on how much time you allocate to this panel discussion, each speaker should be given no more than 10 minutes to talk.
After all speakers in the panel have presented, open the floor for discussion. Encourage questions from the clients. Help the clients ask relevant questions, for example:

- What specific support or assistance services should the clients take advantage of?
- What are the specific conditions to join the program or use the services?
- How do the clients apply (for a program or service)? Who to contact for details?
- What are common obstacles, problems and risks in doing business in Timor-Leste?
- Are the obstacles, problems and risks different for male and female entrepreneurs?
- Are there programs or services provided to address these obstacles and problems?
- Are there any special programs aiming to promote self-employment among certain population groups? If so, which groups? Are there special services for these people, for example, for women only, for men only, or for youth?
- What business activities are being promoted in the program or policy?
- What types of business activities have a good growth potential in the near future?
- What types of financing are available for clients with little personal funds?
- What are the best way for clients to mobilize resources and financing for a business project?
- What are the conditions for a loan application? Does an applicant need a collateral or a guarantor? What is the shortest and longest term of the loan allowed? What are the interest rates?
- What are the business and self-employment regulations the clients need to know?

**Step 2: Review available business start-up resources and financing**

- Spend about 10-15 minutes on this step.
- You may need Handout 7.41B: Sources of Business Financing and the list of local resources as reference and/or to distribute to clients.

Once the guest speakers have left the training, review together with the clients on key business start-up resources and financing options available to them. Write the clients’ responses on the board or flipchart.

Ask the clients to identify specific services and resources that they can use (in all relevant areas, including information, training, administrative and financial). List all of them on the board or flipchart.

If the sources of business financing have not been well covered by the panel presentation and discussion, distribute Handout 7.41B and explain potential sources of financing as given in the handout. If you have prepare a list of local resources, distribute a copy to each client at this stage, as well as give some key details and contact information.

**Step 3: Work in small groups to clarify needs and identify the next steps**

- Spend about 15-20 minutes on this step.

Ask the clients to get together in the same small groups (from the last session). Tell the clients to do the following tasks in their small group:

- Review their business needs analysis in the five areas from the last session (each small group was told to keep their group work results). Carefully consider the analysis...
for each category whether it should be revised, given additional information and perspectives they got from the guest speakers. Revise the analysis as necessary.

- Pay a particular attention to what practical steps they need to take regarding skills training and resources and financing. Consult on what exactly the group and each individual need to do.
- Plan the group project as a team, but assign duty to each individual person in the group as appropriate for his/her skills and capacity. If they plan to start a group business project, discuss in more details about:
  - how they will divide the work among themselves
  - who in the group, or all, should get more training, and in what area
  - what forms of additional training are appropriate—business training, vocational skills, apprenticeship, internship, observation, etc.
  - where should they get the training and if there are costs associated with the training, how they will pay for it
  - how they will sustain their livelihood (make income) while developing a business project
  - etc.
- Make a list of resources they will contact/approach in developing a business or self-employment project. The resources are for example:
  - individuals/organizations in the business networks they can ask for advice on different aspects of the business (such as products/services, equipment and supplies, market, business regulations, financing, etc.)
  - programs and institutions they need to contact about training services
  - programs and institutions they need to contact about financing.

Step 4: Develop an individual or group Action Plan for Self-Employment

Start by spending about 15-20 minutes on this step.

You will need for each client a blank Client Worksheet 7.4.2B: My Action Plan for Self-Employment.

1. Tell the clients to stay in their small groups. Distribute a copy of Client Worksheet 7.4.2B to every client. Explain that they will develop an action plan for their business project or self-employment as a group and/or individually. (That is, if the clients plan to set a group business they can develop an action plan together, but for those planning an individual self-employment they can work individually.)

2. Explain that the action plan they will develop is a summary of all they have worked on during the past sessions and the current session in the training. So, it should be easy to write. If they work as a group, one person can be assigned to write on the worksheet, although everyone in the group should have the same copy of the action plan. The action plan has the following components:
   1. **The business project** – describe the product or service, the location of the business and whether it will be an individual or group project or still undecided
   2. **Skills, resources and financing** – summarize what they already have and what they still need to obtain
   3. **The goal, priorities and action plan** – describe the goal, priorities and action plan of the business project during the next 3 to 6 months (can be shorter or longer)
   4. **Personal/group notes** – write down any additional notes about the business project and/or the action plan under this item
**Members in the business project** – list the names of all members in the business project, their client numbers, and ask each person to sign his/her name.

- Tell them that you want a photocopy of each business action plan for their files for reference in further consultation. (If possible, collect the action plans as soon as they are completed, have them photocopied during the break, and return them to the clients at the end of the session. Note that for each group action plan, make the same number of photocopies as there are members in the group. Put a copy of an action plan in the counseling file of each client.)

**Step 5: Conduct an evaluation of the training**

- Spend about 30 minutes on this step.
- You will need for each client a blank *Form 7.4.2C: Evaluation of Self-Employment Training* and the cotton ball.

- Give each client the evaluation form (*Form 7.4.2C*) to complete. Briefly explain how to complete the form and after they have finished, collect all completed forms.

- Ask the clients to stand (or sit) in a large circle (the training room should be cleared of tables and chairs at this point). The main trainer goes to stand inside the circle, taking the cotton ball. Explain that you will lead them to play a game called a “Web of Appreciation”:
  - Say one thing that you appreciate most about the training (for example, “Throughout the training, I have been touched the most by your enthusiasm, your curiosity and your sharing of ideas. I feel that I’ve learned from you probably as much as you have learned from me and the training.” You should show appreciation to the participants for their participation and efforts. Keep a positive and encouraging tone.)
  - Tell everyone that next, you will throw the cotton ball to one person in the circle, while still keeping hold on the thread. Whoever gets the cotton ball has to hold on to it while saying what s/he likes the most about the training, or what s/he has learned that s/he appreciates the most. Once the person has finished saying his/her appreciation, s/he will throw the ball to anyone in the circle while holding on to the thread.
  - The next person will repeat the process and throw the ball to the next person, then the next person, until everyone gets the ball and has the chance to express personal appreciation. (At the end the entire circle will look like a web.)

- Once everyone is part of the web, conclude the training (while still standing in the web) by telling the clients that the training has come to an end. However, their work has just only begun. Their next step is to start taking action in their action plan as soon as possible.

Remind them that they are connected to other people—like in this web. This web is like the network that they have started building for their business project. How big or small their web will be depends much on how they make an effort to outreach to the people and institutions that can help and support them in various ways. They also should not forget that networking is an important part of being an entrepreneur. They should not be shy or...
afraid to contact people. Always feel confident in themselves and the possibility, but also listen to advice from other people, especially those with experience in the business they want to establish.

✔ Show them the prepared counseling timetable, and tell them that the next thing they should do is to meet with a counselor to discuss their business or self-employment project individually or as a group.

Tell them to sign up for a half-hour or full-hour consultation after the session, in which the counselor will provide further advice and referrals to appropriate assistance and services within YCC and to outside service providers.

✔ Wish the clients good luck in all their endeavors and emphasize that they should not hesitate to contact YCC or any of the counselors if they have any questions or need assistance.

Tip
To facilitate further counseling and consultation services, prepare in advance a counseling timetable for individual or group clients to sign up after the session. Half-hour or full-hour counseling time slots should be made available soon after the last session (from the next week onwards, for example).
Counseling Tools

Client Worksheet 7.4.1A: Business Task Analysis

Do the following tasks in your group.

1. Discuss in details what tasks are involved in your business project. Think of the all stages of the business, for example:
   - Sourcing the raw materials and supplies
   - Preparing and producing the product or service
   - Selling or distributing the product or service
   - Promoting and marketing the product or service
   - Managing money and cash flow.

2. Agree on a list of all tasks and write them down in the first column in the table below. (Copy the table onto a flipchart paper—along the horizontal line to better fit the length of the table.) Write one task on each line. Make as many lines as there are tasks in your business.

<table>
<thead>
<tr>
<th>BUSINESS TASKS</th>
<th>FREQUENCY</th>
<th>INDIVIDUAL SKILL RANKING</th>
<th>WHO SHOULD DO IT</th>
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3. Think of how often each task has to be carried out. Come up with a consistent rating scale and write down the frequency of each business task in the second column, for example:
   - 1 = Everyday for ____ hours a day
   - 2 = Once a day or almost everyday
   - 3 = Occasionally (one or twice a week, every two weeks, monthly, etc.)

4. Have each member of the group consider each task in relation to his/her own skills, then rank how competently s/he can do each of the task, according to the following rating scale:
   - 1 = I am very good at this, so I can do this task very well with no problem at all
   - 2 = I can do this task, but not so well
   - 3 = I cannot do this task because I don’t know how / I am so bad at this

5. Consider how individual skills match with the business tasks. Identify the most skilled person(s) at each task and jointly decide on assigning the business task(s) to an appropriate person. Write down the name of the appropriate person(s) in the fourth column for each task.

   If there are any tasks at which no one in the group can do, decide what should be done for those tasks. Will you find/hire someone else to do the tasks? Or should any of you get a skills training in order to do the tasks? Write down your group decisions for the tasks in the fourth column as well.
Tool 7.4.1B: Guidelines for Group Work on Business Needs Analysis

Now that you have looked at many aspects of your business project, you can see that there are a lot of things to think about and to prepare to start a business.

Next, you will analyze the needs of your business project. You will look more closely and identify what you already have or will be able to get easily, and what you still need for your business start-up. Consider the following categories. You may add other categories that are important and needed for your business.

1. Product/Service Production & Business Operation
   How much do you know about your business tasks and how to operate your business on a day-to-day basis? Is there something you don’t yet know that you still need to find out, for example, about the production process or where to source the raw materials and supplies at a good price? Do you need more training on how to make the product or service you want to sell?

2. Skills & Training
   Do you have all the skills needed to run and operate your business? Do you need more training? If you do, in what area? Who in your group need more skills training? Where and how they can get the training?

3. Market Demand & Competition
   Do you know all you need to know about the market demand, your potential customers and competitors? Do you know who the customers are, what they like, what their buying habits are? How do you plan to compete with the competitors? Do you have any strategy for competition?

4. Pricing, Sales & Distribution
   Have you thought about how much you will charge for your product/service? Do you know if the price you want to set is competitive? How and where will you sell your product/service? Do you have a place that will be your shop? Or do you plan to distribute your product? Will you need a vending cart, a kiosk, or bicycle, etc? Other than yourself, who else can sell your product/service?

5. Resources & Financing
   Do you know how much cash and capital you need to start your business? Where can you get the equipment and tools you need? Can you get them at a good price? Do you know if you can buy raw materials and supplies on credit (buy now, pay later) from your potential suppliers? Do you need loans? Who might give you the loans? Are there any programs or organizations that support business start-ups that can help you on the training, information, and maybe also financing?
Handout 7.4.2A: Sources of Business Financing

There are many sources of financing for business. You may not have access to all sources, but you should find out whether some of the following are available and whether you may be qualified to apply for financing.

1. **Personal savings**
   Personal savings are probably the most common sources of financing for business start-up. One good thing about using your own savings is that you avoid debt and you have control over how to use the money. Also, banks are generally less likely to approve your business loan application unless you invest some of your own money in the business, because when a personal investment means a serious commitment to the business.

2. **Business partnership**
   One person's savings and resources are often not enough to start a business. If you find someone who shares your business idea, it may be possible to discuss and find out if the person is interested in combining the money and resources to start a business together as a business partner. Business partners may share cash, start-up capital, equipment, tools and credit.

3. **Informal financing**
   Family, friends and community organizations are also possible sources to finance your business. Family and friends may be willing to give you a loan. Community organizations may have a special program to promote employment in the community and may also be able to help you in preparing for a business and networking.

4. **Commercial and trade credit**
   When you start a business operation, you generally need to buy initial raw materials and supplies or some type of service. You may be able to negotiate for a commercial or trade credit. That means, your suppliers deliver to you goods or services and allow you to pay later. A typical credit term is 30 days. This type of credit gives you some flexibility to manage your cash flow and collect sales income for the payment.

5. **Small business loans**
   Small business owners can sometimes get small business loans. However, it is not so easy for new entrepreneurs to get this type of loans because loan applicants usually need to have a collateral (a house, land or other valuable asset) and/or business capital. Lending to new businesses is often considered "risky," compared to lending to established businesses. However, there may be some banks or financial institutions that lend to new businesses.

6. **Micro-finance or micro-credit**
   Nowadays there are also micro-finance institutions or MFIs that offer small loans exclusively to entrepreneurs who want to start self-employment or a very small business. MFIs generally offer loans in small amount for a short-term (3-6 months) at relatively low interest rates. Compared to traditional banks, conditions for a micro-finance loan are easier to meet. Still, a small collateral (some valuable assets of the applicant or a guarantor) is often needed to guarantee the loan. An individual as well as a group can apply for a micro-finance loan.

7. **Employment promotion programs and business incubators**
   Government or development agencies may have special programs to promote small businesses and to create jobs. These programs usually provide free assistance and support services to start-up businesses in specific business areas. They may also provide some form of financing.

MY/OUR ACTION PLAN FOR SELF-EMPLOYMENT

What I/we need to do to get started ...

1. THE BUSINESS PROJECT:
I/we intend to sell the following product/service: ________________________________.

The business location will be in: ___________________ (village, district).

I/we will do the business (check only one box):

☐ by myself
☐ with friends/partners
☐ I haven’t decided

2. THE SKILLS, RESOURCES & FINANCING:

1) Skills I/we already have: __________________________________________________________
                                                                                           __________________________________________________________

2) Skills I/we still need to learn: __________________________________________________________
                                                                                           __________________________________________________________

3) Resources & financing I/we already have: __________________________________________________________
                                                                                           __________________________________________________________

4) Resources & financing I/we still need: __________________________________________________________
                                                                                           __________________________________________________________

5) Information I/we still need to find out: __________________________________________________________
                                                                                           __________________________________________________________

3. BUSINESS PROJECT GOAL, PRIORITIES & ACTION PLAN:

1) My/our business set the following goal for the next 3-6 months:
                                                                                           __________________________________________________________
                                                                                           __________________________________________________________

2) My/our priorities during the next 3-6 months are the following:

  a. __________________________________________________________
  b. __________________________________________________________
2) I/we plan to do the following during the next 3-6 months:

<table>
<thead>
<tr>
<th>The action</th>
<th>Responsible person(s)</th>
<th>To be done by (date)</th>
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4 PERSONAL/GROUP NOTES:

_____________________________________________ ____________________________
_____________________________________________ ____________________________
_____________________________________________ ____________________________
_____________________________________________ ____________________________

5 MEMBERS IN THE BUSINESS PROJECT:

<table>
<thead>
<tr>
<th>Name</th>
<th>Client No.</th>
<th>Signature</th>
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DATE: ____________________________
Form 7.4.2C: Evaluation of Self-Employment Training

EVALUATION

Please tell us what you think of the training you have had on self-employment. Your opinions are very valuable and will help us make the training better. Give your opinion according to the following scale:

![Neutral face] Excellent.
![Neutral face] Good.
![Neutral face] Okay, but not outstanding.
![Frown face] Not very useful or helpful to me.
![Frown face] Not useful at all. Get rid of it.

Check ☑ in one of the five columns that reflects your opinion for each question.

What do you think of:

1. The quality and usefulness of Self-Employment training in general
2. The quality and effectiveness of the counselors/trainers
3. The usefulness and appropriateness of the training contents
   - Unit 7.1: Entrepreneurial Spirit & Skills
     - Session 7.1.1: What is self-employment?
     - Session 7.1.2: Am I ready for self-employment?
   - Unit 7.2: Business Ideas & Opportunities
     - Session 7.2.1: Creative thinking and business ideas
     - Session 7.2.2: Networking and creating opportunities
   - Unit 7.3: Market Survey & Analysis
     - Session 7.3.1: Business feasibility and market analysis
   - Unit 7.4: Resources & Financing
     - Session 7.4.1: Business tasks and resource requirements
     - Session 7.4.2: Where to get resources and financing
4. The training methods and tools
   - Lectures by the counselors/trainers
   - Guest speakers
   - Documents (such as worksheets and handouts)
   - Exercises and games
   - Discussion in large group
   - Group work and discussion in small groups
   - Homework assignments
5. The efficiency of the organization of the training
6. The duration of the training sessions

Please give any additional comments (such as what you liked or disliked about the training, what should be improved, etc.).

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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