



Career Guidance



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Welcome and Introduction

The first session is designed to introduce participants to each other and to the facilitator. This part of the training is very crucial because it sets the tone for the entire training program.

Objectives

- To help participants to get acquainted with one another.
- To increase participants comfort about participation in the training.
- To provide an over view of YES Network Pakistan and the program on the whole.

Methodology

Memory game

Material

None

Instructions for Trainers

1. Make the group sit in a circle
2. Trainer should first introduce themselves and then ask the participants to briefly give the following information about themselves:
 - Name
 - Hobby
 - Something unique about herself/himself (example I speak three languages)
 - Something amusing about herself/himself (example I snore)
3. After each participant has introduced themselves, ask the participants to identify three persons in the group if possible by name, hobby or something humorous about the person.
4. After this exercise is over, ask the participants how they felt about it. Also tell them that during the training they will be expected to actively share their feelings and attitudes about several issues in order to get the maximum benefit of the training. Assure them that you will keep all personal information that is shared confidential and that each group member is expected to do the same.



5. Following the introduction, trainer should familiarize the group with an over view of YES Network Pakistan. Also explain the basic rationale for this training program.

Ground Rules

Bring up the issue of ground rules for the training. Tell the participants that ground rules is a list of behavior that all participants agree to follow in order to make the training as enjoyable and productive as possible. It is important that the participants and not the trainer develop the ground rules.

Duration

20 minutes

Objectives

- To establish Ground Rules this will be followed by participants during the training program.
- Group Communication

Methodology

Group Discussion

Training Material

Flip Chart and Markers

Instructions for Trainers

- Ask the participants what ground rules can the group adopts so that each person feels comfortable in bringing up issues, and honestly participates in the discussions.
- Ask the participants to do some brain storming and speak whatever comes to their mind. List their suggestions on the chart.
- Once the group has reached the consensus on a list of operating principles, write the principles on chart and put it somewhere in the room where every one can see it in all times.
- Once they all agree on the suggestions, write those on a chart and hang in the room where they can all see it.



- End the session with a question that what should we do if someone breaks these rules?

Self-Awareness

The most important person in an individual development and career planning process is the person itself. Only one can accurately describe ones accomplishments, strengths, weaknesses, needs and goals. In this session participants will be asked to assume responsibilities for documenting and maintaining their career plans and developmental growth. Formulating a development or action plan is a key process in any aspiring person's life.

Objectives

To have participants think about their accomplishments, strengths, weaknesses and material needs and wants.

Methodology

Facilitated discussion

Training Material

Sheets and markers

Instructions for Trainers

- Start the activity with relaxing exercise to reduce stress and tension of participants as much as possible to free their imagination.
- Ask the participants to close their eyes and recall a pleasant experience. Allow participants imagination to help them live that experience again with all its colors, sounds and feelings.
- Ask participants to create separate lists of their accomplishments, strengths, weakness and needs and wants.
- Discuss the following examples with the participants.
 1. Accomplishments: Examples (completing education, winning a prize or award, riding bicycle or motor cycle for the first time)



2. Strengths: (writing with clarity, punctuality, hard worker, problem solving in a group)
 3. Weaknesses: (aggressive, poor in time management, not good listener)
 4. Material needs and wants: (annual income of Rs 00000, house, motor cycle, car)
- Remain quiet and comfortable during the process.
 - Ask participants to come and share their points with the group.
 - Encourage questions throughout the session. Many clarifications will be sought. Don't lecture to the group. Try to be thoughtful, sensitive facilitator and discuss issues without any moral overtones.



Career Planning

This session will help participants to think about their life goals in relation to their own lives. These goals help participants going astray or getting lost and considering what the real problems are and what realistic goals are.

Objectives

- To have training participants think about their own personal life goals.
- To have the training participants make their life goals become their motivation to reach their same goals.
- To have participants learn how to make good decisions and practice making decisions which help them reach their goals.

Methodology

Facilitated discussion and group work.

Training Material

Charts and markers

Instructions for Trainers

- Have all the training participants write their goals on a piece of paper.
- When participants have written their goals divide them into small groups.
- Ask the members of each group think up the strategies to reach the life goals of each member.
- Each participant will choose a path to reach the life goal. The members of the group must think together which part is the best for each participant and state their reasons why they have chosen that path.
- While the groups are working together, the facilitator will assist them by giving some added information from Facilitator Resource.



Facilitator Resource

All of you have many different goals or wants in life. Some among you has more than one goal in life? Raise your hands. (Look at the reaction to the request for raising hands among the participant) and tell the group that generally people have goals in life for more than one issue. Mr. A could have goals for 3 issues, but was unable to do many things at the same time. And if this is the case, we have to prioritize the importance of our goals starting with the most important. What is the most important? We can list our goals. Mr. A has a goal relating to his future work opportunities. At the same time, he has a goal to go for a world tour. However, Mr. A decides to put his future work opportunities before his desire to go for world tour because he will have to put a lot of time into his work and he sees his work to be of greater importance for himself and his family.

When determining important goals, we must consider another important point, i.e. the goals must be both possible and realistic. We need to consider the reality of our goals so that we will waste less time toward unrealistic goals and be motivated to work for realistic ones.

Many may already know what their personal goals are and they may have already determined a way to reach this goal. However, there is a formula for reaching goals, which everyone can try. Some individuals may already be doing this without realizing it:

Formula:

- 1-Determine our highest priority goal.
- 2- What ways/methods do you have for reaching your goals?
- 3-What are the good and the bad points for each way/method?
- 4-Choose the best way by using reasoning, which is sensitive to others and not against our moral values.
- 5 -Put into action.



Developmental Planning

Duration

30 minutes

Objective

Give guidance to participants in developmental planning so that they are able to plan their future in reaching their goals in life.

Training Material

Forms of Developmental Planning

Instructions for Trainers

- Trainer distributes the copies of Developmental Planning forms to the participants. Helps participants in filling the forms and make them feel that they are planning to reach their goals by filling these forms.
- Each objective is to be filled on a separate form

Each goal is recorded on a separate development sheet. Your goals may be professional, educational and personal. The developmental plan is to be completed by the participant. Spaces are provided for:

Name:

Date:

Date by which, you expect to have accomplished the goal.

Career goal:



In this space write the goal you wish to achieve. Make the statement in terms of the outcome, or end result, rather than the process you will use to get there.

Development Objective:

State the skill, experience, or competency you wish to gain, in measurable terms.

Action Steps:

List detailed sequential steps for how to achieve this objective.

Target Dates:

For each action step, enter a target date for completion.



Developmental Plan

Name: _____

Target Date to achieve goal: _____

Objective for goals:

Sr. No.	Action to achieve goal	Date
1.		
2.		
3.		
4.		
5.		
6.		



Recap of Day One

Duration

30 minutes

Training Material

Cards and Markers

Objective

- To refresh the previous day's proceedings with the participants
- To assess the understanding of issues by the participants

Methodology

Ask the following questions from the participants

- What was the good thing in yesterday's proceedings?
- What was not the good thing?
- What lesson did you learn?

In this way the previous topics will be revised and the participants will overcome hesitation. They will feel comfortable and will be also know the views of each other. This will further make the training pleasant for all.



Getting Career Information

This session will help participants in increasing their awareness and knowledge of career and skills to access, understand, and use information.

Duration

2 hours

Objectives

- To have participants think about sources to obtain information about their careers.
- To identify various sources of information about knowledge and skills needed by the participants.

Methodology

Group discussions will be held in small groups. This is to be followed by a plenary session.

Material

Charts and markers

Instructions for Trainers

- Ask participants to sit in groups and identify sources for obtaining career information and write them down on the charts.
- Ask participants also to discuss the kinds of information they may need to make a career choice and
- Re-assemble the participants.
- Review the variety of places, sources and kinds of information they may need to make a career choice.
- At the end of the session, have participants individually write a list of career information resources and write a description of career that is of interest to them.



Mentoring

This session is designed to give participants knowledge about mentoring, its importance, its pros and cons and key elements for a facilitated mentoring process.

Objectives

- To help participants learn about what is mentoring.
- To describe participants the benefits of mentoring for the mentor and mentee.
- To help participants understand the roles of the mentor and mentee

Methodology

Lecture cum discussion followed by group work.

Material

Charts and markers

Instructions for Trainers

- Initiate the discussion with the question.
- What is mentoring?
- After their answers describe the term monitoring from the facilitator resource.
- Divide the participants into groups and ask them to write / discuss with the group.
- What are the benefits of mentoring for the mentor and the mentee?
- Each activity group will present their work.
- In the end the Trainer will help by clarifying those issues which were not clear during the session. End session by giving the participants further information from facilitator resource.



Facilitator Resource

What is Mentoring?

A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies.

Who is a Mentor?

A person who:

- **Act** as a source of information on the goals of the individual
- **Tutor** specific skills. Effective behavior, and how to function in the organization
- **Give** feedback on observed performances
- **Coach** activities that add to experience and skill development
- **Serve** as confidant in times of personal crisis and problems
- **Assist** the mentee in plotting a career path
- **Meet** with the mentee at agreed time intervals for feedback and planning



Popular description for the mentor include:

- Coach
- Godfather
- Advisor
- Master
- Guide
- Trainer
- Instructor

Mentor's Attributes

- Strong Interpersonal Skills
- Exemplary Supervisory Skills
- Technical Competence
- Status and Prestige
- Personal Power
- Willingness to be responsible for someone else's growth
- Ability to share credit
- Patience in risky situation

Characteristics of Mentee

- Goal oriented
- Willing to assume responsibility for one's growth and development
- Active in seeking challenging assignments and greater responsibility
- Receptive to feedback and coaching.



Role of the Mentee

- Identify development needs and set development goals
- Formulate on action plan for accomplishment goals
- Maintain individual development plan documentation
- Regularly contact the coordinator on the progress of the relationship

Benefits for the Mentee

- Targeted development activities
- Increased likelihood of success
- Less time spent in the wrong position
- Pygmalion effect
- Increased productivity

Benefits for the Mentor

- Enhanced self esteem
- Revitalized Interest in work
- Close relationship with the mentee
- Financial reward
- Fulfillment of own development needs
- Professional assistance on work projects



Meeting with Mentor

This should be the most exciting session of the workshop because it will provide participants the opportunity to meet and interact with mentors who are willing to contribute in their personal development and growth. Begin this session by reading all the information in the Facilitator Resource.

Before this interaction takes place a short exercise will be undertaken to prepare participants for productive and sound relationship with their mentors.

Objectives

To have all the participants think about mentoring agreement clauses

Methodology

Facilitated discussion

Material

Charts and markers

Instructions for Trainers

- Ask the participants to mention about what kinds of role are mentors expected to take?
- List all of them on the chart.
- Share with the participants the following features of their relationship.
 - Confidentiality
 - Duration of the relationship
 - Frequency of meetings
 - Approximate amount of time to be invested by mentor
 - Specific role of the mentor
- Ask participants to share these expectations with their mentors during their interaction with them.



Facilitator Resource

Structuring the Mentor Role

Competent coordination is the central to the success of facilitated mentoring. Being the coordinator it is our duty to orchestrate all the elements of the process. Before you begin to plan this workshop it is useful to locate people who are skilled and willing to contribute in other people's development. You want to have enough people ready to fill all mentoring requirements. You should look for more than just warm bodies: you want people with relevant skills. Qualifying candidates for the mentor role must build from a foundation of being willing and able to help another person to grow.

In any discussion of facilitated processes, the first thing people ask about is the source of mentors. Where will they come from? Who is willing to give the necessary time and energy to work diligently to help someone else grow? Important reputations and large egos are on the line. What if things don't work out? What if those who do accept give only lip service to the role without spending quality time with the mentee? Sometimes these questions are not asked aloud, but the issues lurk as potential obstacles to the success of the process.

The people who complain about the dearth of mentors may be looking in the wrong places and at the wrong people. Look around you, not just at the highest levels. Consider these recruiting strategies: use volunteers or by the mentee themselves.

Using volunteers' as a strategy for recruitment entails having clear criteria. Fortunately, most people know whether they enjoy instructing and coaching. But not everyone possesses the ability to make an objective assessment of his or her readiness to carry out all the necessary mentoring responsibilities. You can also ask the candidates to nominate the people whom they would like to consider as their senior adviser.

Prepare a simple Form for mentor. You want enough information to make it relatively easy to match the mentors experience and capabilities with the mentee development needs.

Ask for this information (*Form attached*)

- Name
- Present address
- Education
- Experience
- Why interested in the mentor role
- Type of mentoring relationship wanted
- What specific skills or experience willing to transfer
- Amount of time available for mentoring activities
- Any constraints on location or timing.



Making it work

Lack of rewards for the mentors is one of the most commonly mentioned obstacles to structuring the mentoring process. Dynamic, impatient leaders let you know quickly that there must be some thing visible in it for them if they are to make a significant time and energy investment in a function that primarily benefits others. A mentor with little motivation may simply drop out of the job.

Some mentors are amply rewarded by the knowledge that they are contributing to the growth and development of another person. Other mentors need concrete rewards to sustain their involvement. In either case, people tend to repeat those activities that result in some reward: therefore, even though it takes some effort and creativity, rewards for the mentors can and must be designed into the process.

Another way to reward mentors is through public recognition. In a newsletter or periodical, you might include a Mentor of the month story. Non-financial, yet visible and powerful rewards include a trip, a certificate of merit or contribution, attendance at a special educational program and tickets for an entertainment event. Publicity about the process can also include biographical sketches of or statements from people who serve as mentors. This public recognition of competence and leadership can be a powerful reward.



Monitoring strength of relationships

A significant part of the coordination responsibility is monitoring relationships and seeing that they remain healthy and productive. This tracking can be accomplished in a variety of ways. To reinforce the flexibility of the process and the responsibility of the mentee for his or her development, the mentee may report progress primarily to the coordination team. A report need not be detailed and formally documented. It might be as simple as an “all is well” telephone call or electronic message once a quarter or each month.

In addition, the mentee may send a copy of the individual development goals and action plans to the coordination team every month or two. Progress could be noted along with any difficulties.

The coordination team may regularly convene meetings of all or some of the mentors in active relationships, perhaps every other month. The mentee also meet as a group on the alternate month. When it seems appropriate to reconsider the structure and policies of the process, mentor, mentee, and coordinator may meet for an open discussion of experience. All these techniques can help to keep relationships healthy and vital. The coordination team must see the relationship as an on going, changeable organism that is constantly monitored.



Form for Mentor

1. Name: _____

2. Area: _____

3. Address: _____

4. Education: _____

5. Experience: _____

6. Why interested in the mentor role? _____

7. What is your area of interest for mentoring? _____

8. What specific skills or experience you are willing to transfer?

9. How much time can you give for mentoring activities?

10. Any constraints faced regarding location or timing?
