

MENTOR'S GUIDE

for

*A Pocket Guide for
Youth Seeking
Work*

7 Steps to Work



This is a *Mentor's Guide*. It is for career counselors/teachers, parents, friends, employers and others.
*It is to be used by people helping youth prepare for work by using **A Pocket Guide for Youth Seeking Work. 7 Steps to Work.***

Acknowledgements



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Background – IYEN (Indonesia Youth Employment Network)

This Mentor's Guide (and the *Pocket Guide for Youth Seeking Work. 7 Steps to Work*) is one of IYENS (Indonesia Youth Employment Network) three key strategies to create an enabling environment that will promote youth employment. The key strategies in the IYEN *Indonesia Youth Employment Action Plan* (IYEAP) include:

1. Pocket Guide for Youth Seeking Work. 7 Steps to Work
2. SBS – Start Your Business
3. KAB – Know About Business

The Mentors Guide supports the implementation of the Pocket Guide and addresses key recommendations from the IYEAP:

A. Prepare youth for work: A2. Improve the quality of education, A5. Build bridges between educational institutions and the business community, A6. Improve the preparation of school leavers for labour market entry.

B. Create quality jobs for young men and women: B5. Mainstream youth employment issues and local economic initiatives.

C. Foster entrepreneurship for more and better jobs for young people: C1. Make it easier to start and run your own business, C5. Improve the effectiveness of entrepreneurship training in vocational high schools, C8. Mobilize private sector support for young entrepreneurs

D. Ensure equal opportunity: D1. Disable gender stereotypes in curricula and gender segregation in education.

This strategy, specifically targeting youth leaving school or youth who have already left school, establishes an awareness about the structure of the world of work and the steps to prepare for work. It involves mentors working with individuals or small groups of youth to analyse their skills and knowledge and match them to potential careers or vocations.

A mentor can be a:

Career Counsellor/Teacher
Friend/colleague

Parent
Peer

Employer
Other family member

There are important reasons for using mentors:

- ☞ The role of the mentor is recognised as important to supporting youth prepare professional and accurate profiles of themselves in the pursuit of a realistic career or vocation. Mentors know about the local and regional environment.
- ☞ Mentors formal and/or informal experiences are recognised as valuable background experiences and knowledge about the world of work.
- ☞ Mentors selected will have a good relationship with youth and be able to encourage them to talk and write about themselves.

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1. INTRODUCTION – MESSAGES FOR MENTORS

This *Mentor's Guide* accompanies **A Pocket Guide for Youth Seeking Work. 7 Steps to Work.** It is for people/mentors who help youth prepare for work by using the Pocket Guide. Mentors can be from formal and informal work environments. Their life and work experience enrich the support they can provide. Mentors can be:

- o Career counselors/Teachers
- o Parents
- o Friends
- o Employers
- o Other family/community members

The *Mentor's Guide* explains how to use the Pocket Guide. It clarifies the language used to describe the world of work. It explains why it is important for youth to use this language when they seek work.

From Point 2 – Starting Point (page 5), the *Mentors Guide* uses the first person – the voice of mentors, to show youth how to use the Pocket Guide.

The *Mentor's Guide* also uses the storyteller, Kak WeEs (also used in the Pocket Guide), to help mentors personalise their approach in helping youth prepare for work.

It is important that Mentors are aware of the principles that underpin the structure of the Pocket Guide:

1. All youth need the opportunity to plan for and seek work *in a structured and informed manner*.
2. All youth need to learn to use the language of the world of work.
3. The voice of young men and women needs to be represented in the world of work.

The Pocket Guide teaches youth to (i) plan and manage, (ii) analyse, (iii) classify, (iv) use databases; (v) conduct research and (vi) use language suitable to specific communication in the world of work.

Mentors please note:

☞ Please check the questions and answers over the page BEFORE using this Guide.



FAQS

Who is the target group?

The target group for the Pocket Guide includes:

1. School leavers from high school upwards
2. Unemployed youth
3. Youth seeking new jobs
4. Youth in unpaid work.
5. Drop outs from school

Can the Pocket Guide help others find work?

The Pocket Guide specifically targets youth leaving school, or who have left school and who want to prepare for work. It is a useful resource for youth choosing further education or training through university. It can be used as a guide to supplement information about programs of study and choices of career.

Why is the language workplace-specific??

The language in the Pocket Guide purposefully reflects the language used in the world of work. It provides youth with appropriate language to describe their skills and knowledge to suit an industry sector or a local workplace. Mentors will play an important role explaining the language of work (Check point 3, page 4).

Why is work classified in 'industry sectors'?

The classification of work in the Pocket Guide is universal (check Step 3). Knowing this will provide youth with:

1. A broader view of work
2. How to identify their potential fields of work *and*
3. How to choose suitable career opportunities.

Why is it so important to customise the contents??

The 7 Steps are generic. To implement them, youth need to add information *from where they live* about work. **This is called 'customising'.**

The information in the Pocket Guide *should be customised to include information from the local environment* of youth seeking work.

Mentors play a critical role in customising the contents of the Pocket Guide to local environments.

☞ **Suggestions for customising are over the page.**

Suggestions for customising the Guide.

- Customising in Step 1: *My Story* (page 9): Helps youth write *their story* using the points on pages 7 – 8, so it reflects where they live, what they do and the skills and knowledge they use to do their everyday tasks.
- Customising in Step 2: *My Interests* (page 11 - 12): Encourages youth to add local interests from their daily lives.
Preferred work conditions (pages 14 and 16) can include local work conditions if youth identify additional conditions in their local environment.
The description of skills and knowledge (pages 17 to 18 and 21 to 22) can be expanded so that they include local skills and knowledge required for local work.
- Customising in Step 3: *Common Career Fields in Indonesia*, pages 29 to 31 can be expanded to include career fields in a local work environment. For example:
Government Administration – Jakarta, can be specified to *accounts, IT Technician* etc;
Tourism - Bali, can be specified as *scuba diving guide, tour operator* etc;
Mining – Kalimantan, can be specified as *Haul Truck Operator, mine mechanic, technician, etc.*
Wood Furniture – furniture makers, suppliers, exporters
- Customising in Step 5: *Examples* of occupations, pages 38 – 39, should be drawn from the location where youth are seeking work.

Mentors please note:

This process, ***customising the information in the Pocket Guide to local environments***, is the most important task for Mentors. It is critical to the successful use of the Pocket Guide for youth seeking work.



In Summary:

Mentors need to know and understand the following **prior to supporting youth** to use the Pocket Guide:

1. The style of the Pocket Guide is through storytelling to personalise the message for youth seeking work.
2. The target group for the Pocket Guide includes school leavers; unemployed youth; youth seeking new jobs; youth in unpaid work; drop outs from school
3. The language of work is drawn from:
 - Categories of skills and knowledge (pages 20 - 27,)
 - Career fields (pages 32 - 30)
 - Groupings for occupations (pages 41 - 43).
4. There are 7 steps that help youth create their profile for potential work and career opportunities.
5. Mentors play a critical role in customising the Pocket Guide to include local aspects.
6. Youth should complete the 7 steps, **in sequence**.
7. Youth compile their profile (Steps 1 to 3) into a career plan - Step 4 - page 34.
8. Youth use research skills to create and continue to add to *My Local Community Data Base* on page 55, throughout the use of the Pocket Guide.
9. The Mentors Guide has been constructed so it can stand on the surface/desk where mentors are helping youth prepare for work. This allows it to be an ongoing point of reference.

Mentors please note: The Pocket Guide has a theme: 'Learning to learn'.

It provides youth with learning and researching skills (i) planning and management skills, (ii) analytical skills, (iii) classification skills, (iv) using databases; (v) using research skills and knowledge; (vi) using language suitable to communicate in the *world of work* that they will apply in all fields of work, study and life.



2. STARTING POINT – WORKING WITH YOUTH

An overview of '7 Steps to Work'.

Provide youth with *an overview* of the:

1. Structure of the Pocket Guide - the 7 sequential steps.
2. A description of the role of Kak WeEs – how he personalises the messages and provides checkpoints to make sure steps are completed in sequence.
3. The resources required to make 'My Career Plan' (check page 34)
4. The resume template (to be copied and printed).
5. 'My Local Community Database' (to be copied and printed).
6. A description of the theme – *learning to learn* through planning and management; classification research and analysis.

How the Pocket Guide is structured:	What you will need:	
The message in the Pocket Guide is based on storytelling.	<i>With a computer</i>	<i>Without a computer</i>
There are 7 steps in the Pocket Guide: 1. Preparing and Reviewing 2. Identifying 3. Exploring 4. Summarising 5. Deciding 6. Doing 7. Follow up.	Create a folder – 7 Steps. Create 3 files: (1) My profile (2) My Career Plan (3) Community contacts.	A book or folder, pens, pencils, eraser The folder should be divided into the three sections referred to for those using a computer.
	About 6 sheets of paper, paper clips, stapler.	
	Copies of the <i>resume</i> template	

Now Mentors are ready to talk about the Pocket Guide. The following sections use the voice of mentors (first person) to show youth how to use the Pocket Guide.

Researching and organising information about yourself

Step 1:

Preparing and Reviewing

In *step 1 – Preparing and Reviewing*, you collect information about yourself and your community. You learn to organise and describe it for the world of work.

Step 1 helps you identify *real* opportunities for work in your community. Once you have identified your communication skills, your ability to use technology, how you work with others (teamwork), how you solve problems and how you use mathematics (in everyday life) you are ready to write your story – page 12.

Making your personal profile

Make your personal profile by following the information from pages 9 to 11. You can write your information using these headings:

- o My Community - Family, peers, friends, community groups, community activities (job fairs)
- o My Environment - Opportunities or constraints in your location? What access do you have to employment market, government grants, and projects?
- o My interests and hobbies.
- o My current skills and Knowledge.

Use an A4 page and write your story. Make sure you include the suggestions from 7 - 9.

This is called your personal profile. Your personal profile can be between 300 and 500 words, or longer if you wish.

You can include photographs in your profile.

It is important to make your work professional and neat. This is what will be expected in the workplace.

The completed task for Step 1:

'My Story' about your community, family, types of work, in the community, access to them, current skills and knowledge. In this step you analysed what you can already do.



Creating your personal profile

Step 2: Identifying

Completing your story

Mentors can add additional information for local contexts – customise, in Step 2.

Step 2 asks you to identify and describe the work you would like to do now that you have completed your personal profile.

Sometimes you seek a career or work that may be too difficult to access because it isn't in your local area, or has certain academic requirements. Then you will start to identify barriers to getting work and (i) give up or (ii) settle for something less than your plans and aspirations.

Step 2 helps you aim for *realistic* and *achievable* goals by matching what you can do (Step 1 – *personal profile*) to what is accessible.

In Step 2 you check the following areas (an explanation follows) :

- Interests
- Preferred work conditions
- Work location
- Skills and knowledge (for work)
- Education
- Goals (aspirations)

and describe your preferences according to each of them. This includes all the activities from page 10 to page 27.

Here's an explanation of these areas:

- Interests Things you like and enjoy. Check pages 11 to 12 for examples. You can add other interests.
- Preferred work conditions: Different jobs have different conditions such as travel, indoors, short term etc. It is important to consider what conditions you prefer in case you choose a job and then find you cannot tolerate the conditions. Check pages 14 to 16.

- **Work Location:** This area refers to where you will carry out your work. A city location is very different to a village location. Being sent overseas requires ability to cope with being away from family and friends. You can add other locations (such as farm etc). These are also important considerations. Check pages 16.
- **Skills and Knowledge:** Skills and knowledge are a combination of knowing how to perform tasks. Once you can identify your skills, pages 17 to 19, and then your knowledge, pages 21 to 23 you have a good starting point to identify work that will suit you now and in the future. Remember you should add categories from your local situation
- **Education:** It is important to note awards you have received with relevance to the area of work you are seeking. When we talk about making a *resume* in Step 6 you will identify awards relating to the job you apply for. Check page 25 and in this step, make a note of all educational qualifications; awards; prizes etc you have received from school, sport, music and other activities.
- **Goals:** Goals provide you with something to aim towards. A useful way to identify your goals is to talk about someone *who does what you would like to do* – a 'role model'. If you analyse the skills and knowledge they have, the tasks they do, the locations in which they work, you will get a complete picture of that career.

What you can learn from a role model

When you have a more specific idea of your preferences you can check one other source for additional information. This will also help you apply the information you have just summarised about yourself to another person.

You identify a role model. That is, someone you know and respect and who is successful in their work. You may discover other characteristics in this person that you also could aim to achieve. They could range from characteristics, to values to work ethic (how they apply themselves to work and life).

Mentors please note:



- o At the end of Step 2 it is time to review all information provided by youth.
- o Remind youth completing Step 1 and 2 that they have demonstrated researching, organising and analysing information – important skills required in the world of work. These types of skills cross all work sectors.
- o Also remind them that the work produced should be of a high standard as preparation for application to work.
- o The completed tasks from Steps 1 and 2 should be presented in a neat and professional manner and stored in the folder.

Mentors please note: The completed task for Step 2:

'My profile'. This is a detailed description of youth and what they can do to seek work. It has more information than 'My Story' – Section 1, which analysed youth in their family and community. In this Step, youth researched competencies in preparation for matching them to appropriate jobs, to be completed in Step 3.

Checking Careers

Step 3: Exploring

Looking at careers and occupations



Step 3 asks you to explore a range of careers and occupations and then identify those that suit your profile.

It helps you take the information from Steps 1 and 2 and match it to potential careers and occupations.

Check the common career fields in Indonesia identified in Step 3.

You can add others that are in your location, or in other provinces.

Try and choose about five career fields that match your profile from Step 2 (*You do more work on this in Step 5*).

Look at the types of jobs in those career fields and see if you can make specific choices with career ideas for yourself.

Here are some examples:

Career Field: *Tourism- Hotel and restaurant*

Specific career: Chef; waiter/waitress; marketing manager; concierge; gardener; driver; accounting clerk; cleaner

Career Field: *Beauty Care*

Specific career: *Manicurist; masseuse; pedicurist*

Career Field: *Mining*

Specific career: *Operator; bookkeeper; secretary; warehousing; computer technician; driver*

Career Field: *Wood Furniture*

Specific career: *Furniture maker, wood carver, supplier, exporter*

The completed task for Step 3:

Your 'Career Ideas', completed in Step 3, will be used in Step 4. You will see how close you have come to accurately matching your competencies to a job.

Compiling your information**Step 4: Summarising**

Step 4 is important. It gives you a framework for planning. It will show you how to summarise your competencies *accurately* to a career.

Making a 'career plan'.

You will make a 'Career Plan'.

It will help you narrow your choice of career fields and work so that is 'in reach' and not an impossible dream.

The plan includes all the data about you and puts it into one document.

You will need to copy the 'Career Plan' from Step 4 of the Pocket Guide **onto a large piece of paper**. All of the information feeds into the centre circle – goals.

<i>Education</i>	<i>Interests</i>	<i>Locations</i>
<i>Skills</i>	<i>Goals</i>	<i>Knowledge</i>
<i>Career Fields</i>	<i>Work Conditions</i>	<i>Occupations</i>

Making Informed Decisions

Step 5: Deciding

Making choices



Step 5 is an information step that gives you more knowledge about the world of work and let's you look at it through different eyes.

It confirms how work is organised into categories and how occupations are organised into different levels.

Career Fields

You need to know that there are a number of broad career fields. They include:

- . The private sector
- . Government
- . The community services/international development

The conditions that apply to working in each of these categories are different and can influence how you make a career choice. The differences can relate to things like salary, holidays, sick leave and other important conditions of work that first time employees often ignore because they are not aware of them.

Discuss the different sectors and identify some jobs in your community. Classify them according to the above career fields.

Occupations

Occupation levels define qualifications, skills and experience required to fill a position. There are many levels. The levels relevant to seeking youth seeking work in this Pocket Guide include:

Level 1 – Labouring

Level 2 - Technical

Level 3 - Para-professional

The next levels usually require an academic qualification such as a degree or postgraduate degree.

Mentors please note: By the end of Step 5 youth should have an accurate profile of skills and knowledge, potential fields of work **OR** a choice to continue at school towards a professional career. If a vocational path is chosen they should be ready to make the documents to apply for work – a résumé. This is the next Step.

Building a Résumé – Message for Mentors

Step 6: Doing

Building a résumé to apply for work and researching for suitable job leads.

Step 6 brings information together from Steps 1 to 5 in a manner suited to a résumé. It helps youth build a résumé, seek appropriate jobs and lodge their résumé.

- It provides a suggestion for a cover letter (check the cover letter template)
- It provides guidelines for constructing a résumé suited to applying for a specific job (check the résumé template).

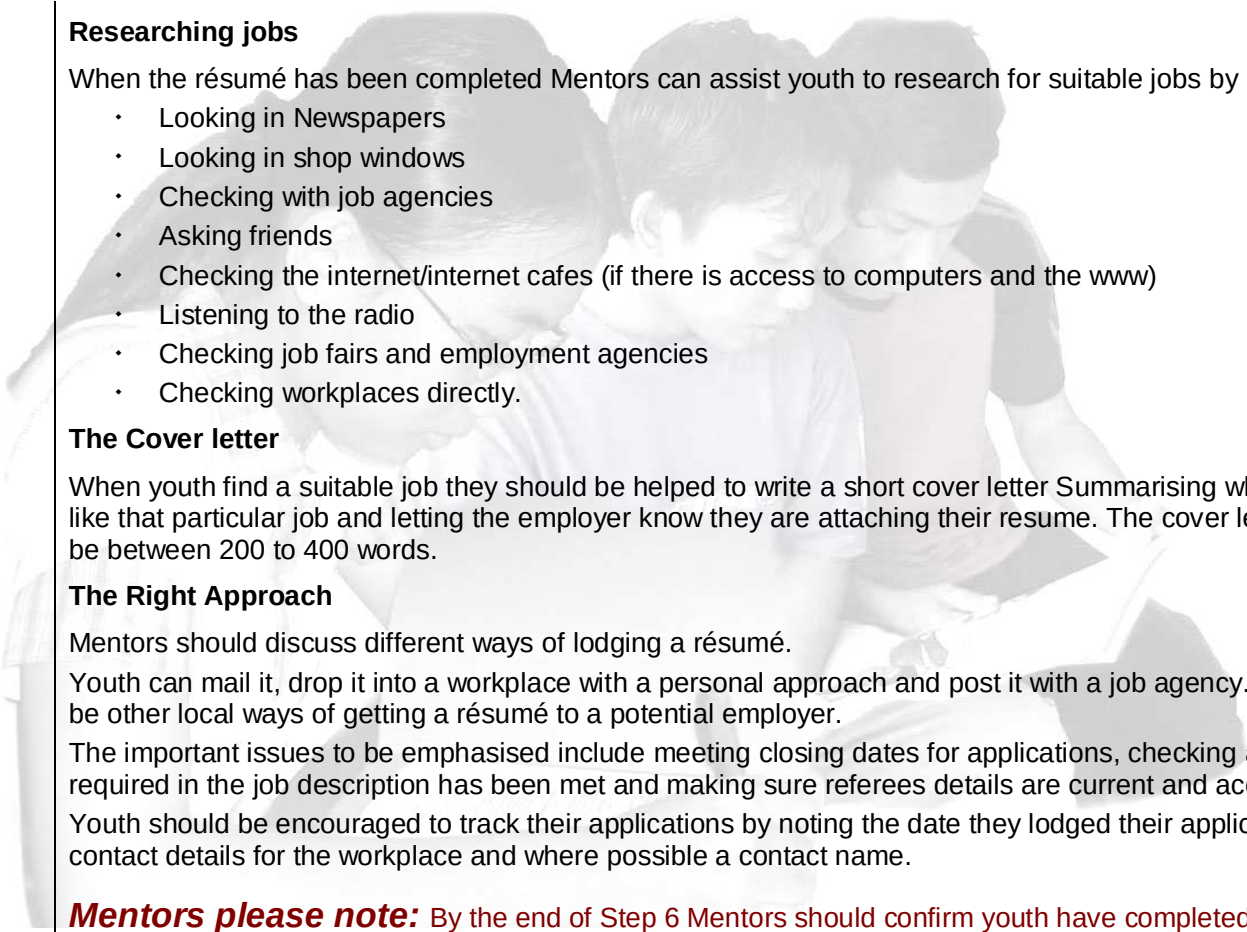
Building a résumé

The résumé template is for suggestions only. Youth can reorganize the presentation of information but Mentors should have input if this occurs.

The template has the required information and that includes:

1. A cover page - with personal current contact details.
2. Qualifications – awards, certificates etc.
3. Work Experience - *paid and unpaid* and with the most recent first.
4. Skills and knowledge – in summary
5. Hobbies and interests
6. Referees – at least two who are willing to be referees.

Mentors please note: Mentors should clarify the difference between a résumé and a curriculum vitae (CV). A CV is for people with academic qualifications and professional experience. A résumé is for people with some qualifications and more work experience. This makes it important to summarise 'skills and knowledge' in a résumé.



Researching jobs

When the résumé has been completed Mentors can assist youth to research for suitable jobs by :

- Looking in Newspapers
- Looking in shop windows
- Checking with job agencies
- Asking friends
- Checking the internet/internet cafes (if there is access to computers and the www)
- Listening to the radio
- Checking job fairs and employment agencies
- Checking workplaces directly.

The Cover letter

When youth find a suitable job they should be helped to write a short cover letter Summarising why they would like that particular job and letting the employer know they are attaching their resume. The cover letter should be between 200 to 400 words.

The Right Approach

Mentors should discuss different ways of lodging a résumé.

Youth can mail it, drop it into a workplace with a personal approach and post it with a job agency. There may be other local ways of getting a résumé to a potential employer.

The important issues to be emphasised include meeting closing dates for applications, checking all information required in the job description has been met and making sure referees details are current and accurate.

Youth should be encouraged to track their applications by noting the date they lodged their application, the contact details for the workplace and where possible a contact name.

Mentors please note: By the end of Step 6 Mentors should confirm youth have completed their résumé; researched potential jobs; and lodged their application.

Follow Up – suggestions for youth

Step 7

Tracking the job application

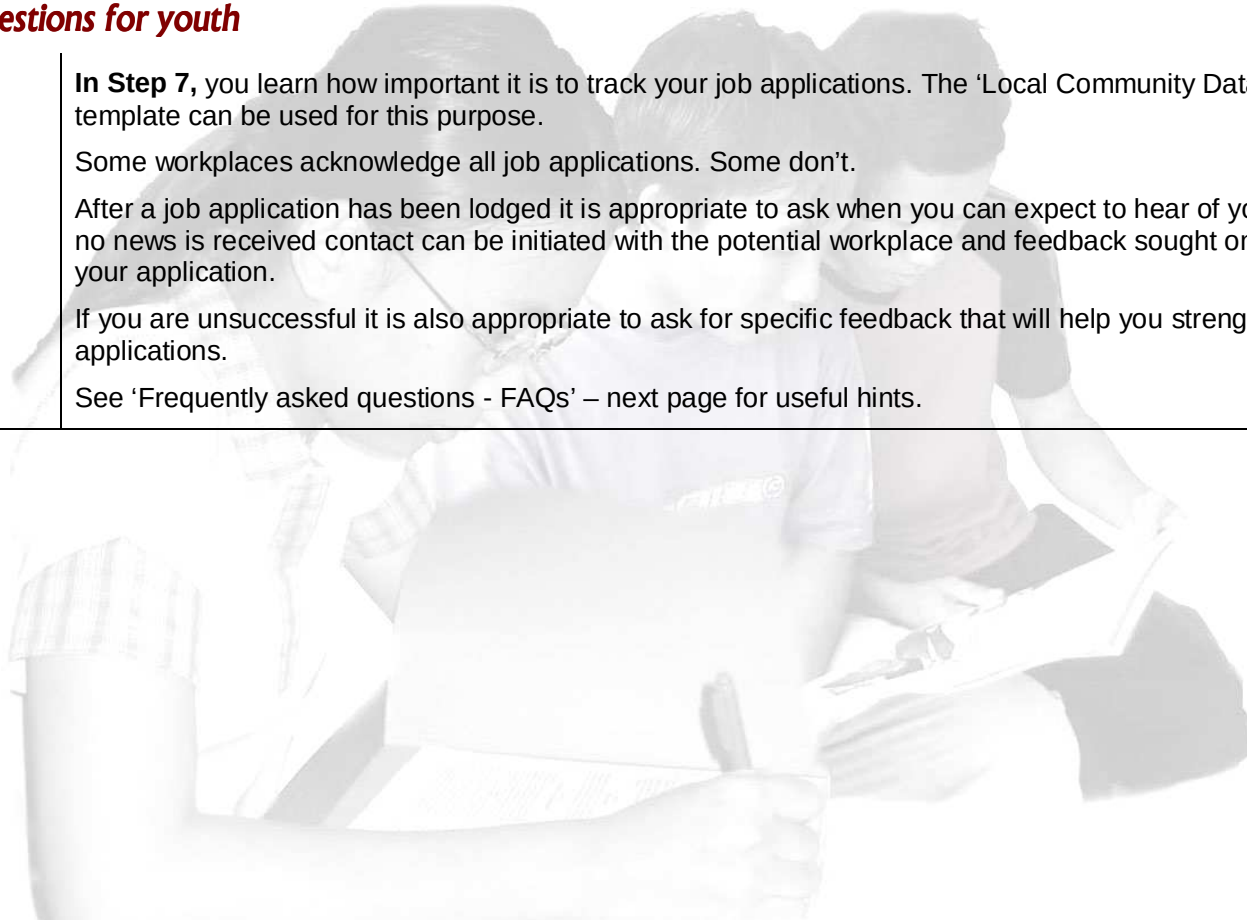
In Step 7, you learn how important it is to track your job applications. The 'Local Community Database' template can be used for this purpose.

Some workplaces acknowledge all job applications. Some don't.

After a job application has been lodged it is appropriate to ask when you can expect to hear of your results. If no news is received contact can be initiated with the potential workplace and feedback sought on the status of your application.

If you are unsuccessful it is also appropriate to ask for specific feedback that will help you strengthen future job applications.

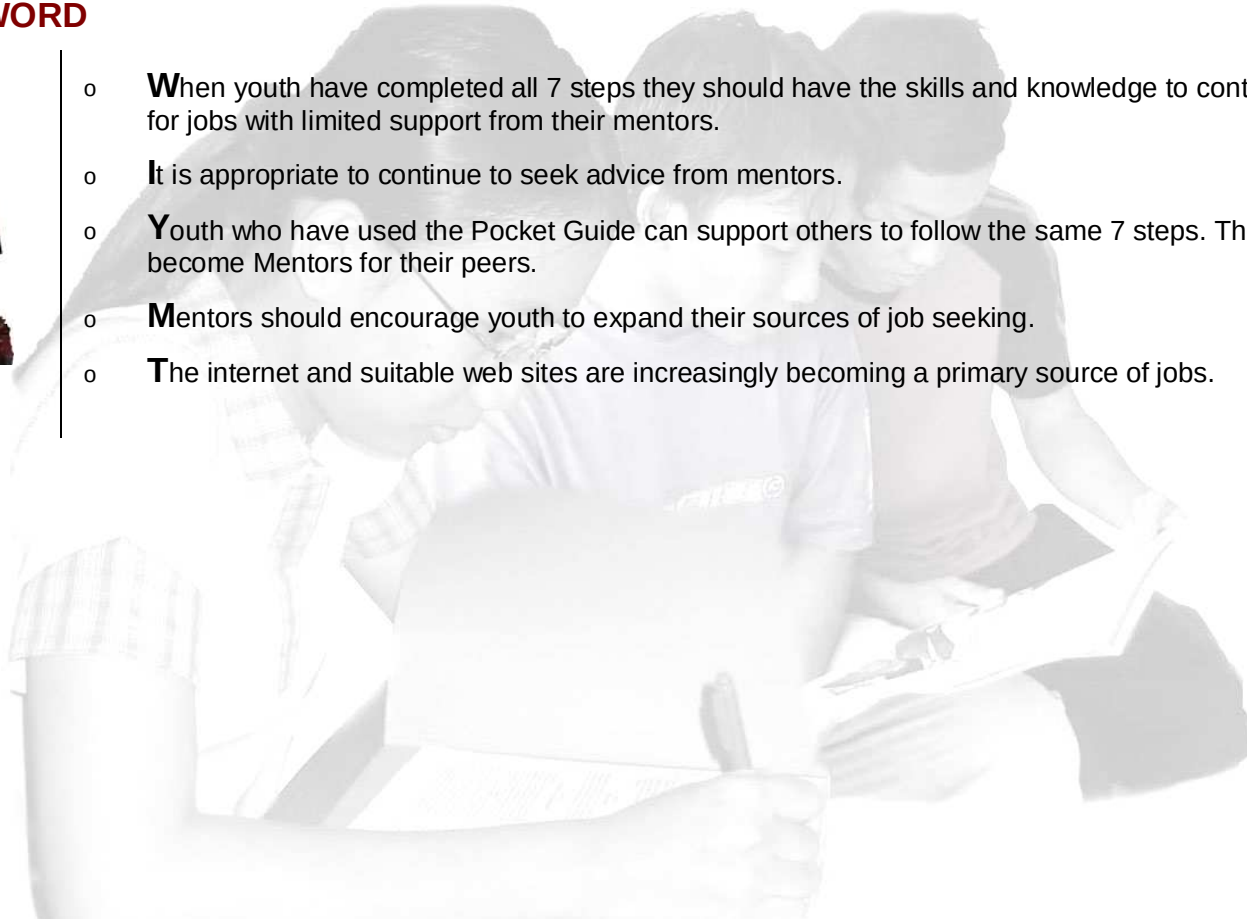
See 'Frequently asked questions - FAQs' – next page for useful hints.



3. THE FINAL WORD



- o **W**hen youth have completed all 7 steps they should have the skills and knowledge to continue applying for jobs with limited support from their mentors.
- o **I**t is appropriate to continue to seek advice from mentors.
- o **Y**outh who have used the Pocket Guide can support others to follow the same 7 steps. They can become Mentors for their peers.
- o **M**entors should encourage youth to expand their sources of job seeking.
- o **T**he internet and suitable web sites are increasingly becoming a primary source of jobs.



4. Frequently Asked Questions - FAQs

Can I contact a potential employer and ask how my job application is progressing?	Yes	<i>I lodged a job application on [quote date] and I would like to see how it is going?</i>
If I am unsuccessful, can I ask for feedback to improve future applications?	Yes	<i>Would it be possible to give me feedback about my application so I can improve future applications?</i>
Can I ask about salary levels if I am invited to an interview?	Yes	<i>Can you tell me the salary levels that apply to [x] job?</i>
What should I check about 'conditions of work' if I am interviewed or offered a job?	Yes	<i>I would like to know about conditions of work [leave conditions – annual leave, sick leave]</i>

4. CLASSIFICATION OF INDUSTRIES:

Some examples of industry sectors providing opportunities for work



Agriculture	Chickens
Automotive	Mechanic, spray painter, panel beater
Building and construction;	bricklayer, tiler, electrician
Defence and Security	
Energy and Natural resources	Oil and Gas, Petrochemicals, coal, gold, nickel. Silver, paper
Entertainment Industry	Film and television, Producer, scrip writer, actor, dancer
Finance	Accounting
Food Industry	Food processing - preparation and handling, chef
Forrest Industry	
Health	Clinics, traditional medicine, massage, acupuncture
Horticulture	Landscaping, paving
Industrial and trading	
Information Technology/Management	Computer technician, software programmer
Local Government	
Marine and Fisheries	Fish cultivation (hatcheries)
Manufacturing	
Mining	
Pharmaceuticals and Healthcare	
Property	

Sport and Recreation
Telecommunication
Transport and Distribution
Utilities
Textiles and furniture
Tourism and Hospitality
Human resources:

Manager, coach

Electricity, gas, water

Waiters/waitresses, flight attendants, tour guides
education, training



Mentors please note: Mentors can amend this list to reflect the industry sectors in their location at local and regional levels.