

CAREER DEVELOPMENT TRAINING

MANUAL

YOUTH EMPLOYMENT AND ENTREPRENEURSHIP SKILLS (YEES) PROJECT – UNDP TIMOR LESTE



Career Development Training Manual – YEES Project – UNDP Timor Leste

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UNDP - TIMOR LESTE

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FOREWORD

The job market is changing rapidly with new industries emerging and traditional jobs becoming obsolete. Hence, there is the emergence of high demands for developing new models for career counselling and coaching for a rapidly changing job market.

Developing new models for career counseling and coaching that are better suited to this changing landscape, such as incorporating more flexibility and adaptability into career planning, development, and growth, career change and transformation.

We hope students, graduates and all job seekers will benefit from this work of the authors as they intended to highlight and bridge the gaps between the old job application processes and the current job searching practices emerged from the technological advancement of the availability of labor market information and the importance and power of networking.

This career development and training manual is divided into five (5) main areas, such as abstract about Timor Leste history and development strategies, the background of the YEES Project and areas of interventions in supporting Timor Leste development, the training and learning guide, career counselling process and modules, and comments and recommendations on the way forward towards implementation of the modules.

DISCLAIMER

The resources and materials for developing this handbook on career counselling and guidance have been researched by authors from different internationally recognized books scholars, writers, and speakers. References were also made from other Asian countries and outside Asia continent to support the relevance and applicability of the proposed modules on the subject matter.

A Deloitte survey of young professionals on 2019 Global Human Capital Trends, found that ***“opportunity to learn”*** was one of the most desirable benefits an employer can offer. To make corporate training effective, it’s crucial to provide learners with relevant contents.

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ABSTRACT

The **Strategic Development Plan (SDP) of Timor Leste 2011–2030** specifically recognizes the importance of formal employment to achieve inclusive economic growth and nation-building: “Economic growth shall be an outcome of enhanced capacity of Timorese people in engaging in productive activities, rather than of fortuitous existence of natural resources. In this sense, productive employment shall be a central means of nation building and wealth creation.” Productive employment is the basis for improving household livelihoods and prosperity of the country, where equal participation of men and women will be the only way of achieving inclusive economic growth and social development.

The **National Employment Strategy (NES) 2017 - 2030 of Timor Leste** focuses on the need of creating new jobs to reduce unemployment and provide employment opportunities for the large population of young people entering the labor market in the next years, increasing formal jobs, and addressing current productivity. The productivity of high numbers of working poor will have to be significantly increased to allow them to increase their income and escape poverty, either through increased productivity in their current jobs or by shifting to more productive jobs.

Information on unemployment from the **Labor Force Survey (LFS) 2021 in Timor-Leste** revealed that unemployment in 2021 totaled 12.7 thousand, leading to an overall unemployment rate of 5.1 per cent. However, unemployment varied sharply by sex, age, and region. Female jobseekers had a higher unemployment rate (5.9 per cent) compared to their male counterparts (4.6 per cent). The unemployment rate among young people aged 15-24 years was 9.6 per cent, and was significantly higher compared to adults aged 25-64, whose unemployment was 4.7 per cent. The gender gap in youth unemployment was sizeable at 5.1 percentage points to the disadvantage of young women, suggesting their disproportionate challenges in finding employment in the labor market.

The **Technical and Vocational Educational Training (TVET) Plan 2011-2030** of Timor Leste is a national roadmap that is linked to the Strategic Development Plan (2011-2030) and the National Employment Strategy (NES) which have prioritized “creating enabling conditions that allows convergence of growth and demand for labor and employment by investing in human capital”. The Timor-Leste TVET Plan 2011-2030 has been developed to be broadly consistent with the principles and methods of a Sector-wide Approach (SWAp). Using SWAp principles for Timor-Leste’s TVET Plan will ensure that skills development and labor market productivity are owned and directed by the Government of Timor-Leste in partnership with communities, emerging industry, and Timor-Leste’s development partners. The TVET Plan is a document that includes ideas from discussions, builds on the best aspects of Timor-Leste’s training system and learns

from the experiences of other economies. The plan provides a map of a modern training system for Timor-Leste's future development.

The **Youth Employment Promotion (YEP) Programme** is a nationwide initiative managed by SEFOPE (funded by AusAid through the ILO) that targets all Timor-Leste districts. The Programme is aimed at assisting young men and women aged 15-29 years with the skills to enter the workforce through training, entrepreneurship, and labor-intensive capital works. The outputs of the YEP include:

- Youth Career Services established within the Employment and career Guidance Centers (CEOPs).
- Information about training and employment opportunities disseminated to unemployed and underemployed youth through the CEOPs.
- Career Guidance and Counselling programme developed and implemented in secondary technical schools and accredited training providers.
- Secondary technical education students have access to enhanced entrepreneurship and business creation education.
- Unemployed and underemployed out-of-school youth have increased access to livelihood and skills development opportunities with accredited training organizations through FEFOP funded activities:
- SEFOPE capacity is developed to execute labor intensive public works in partnership with other relevant institutions.
- Short-term employment opportunities created in all districts of Timor-Leste, through labor intensive public works.
- Work skills programme implemented for men and women engaged in labor intensive public works programme.

BACKGROUND

Problem Identification

Research findings shows that most students and job seekers found themselves in a dilemma on what studies to go for or what career to pursue. As a result, they just opt for common courses and career choices undertaken by their friends or family members with no proper guidance and with no clear understanding of the career path thereafter, hence the main reason for unemployment to many people.

After some time through their studies or employment experience they came to recognize that they are in the wrong career choice which they are irrelevant to their passion and interest. Despite

whatever efforts made by their employers to train them, they still struggle to excel. Such situations cause stress and disappointments.

However, if they were well informed and well guided at the beginning of their studies or career they would go for their passionate studies and the career of their choice. They would prosper and enjoy their studies and work experience.

To serve time, energy, money, and other resources, it is important therefore, that students and young graduates are trained and guided at early stages of their careers by experienced career coaches and counselors on self-understanding, exploring career options, setting career goals, job application process and procedures, how to pass job interviews and job testing, developing and growing their careers, and finally throughout their career they may opt to employ themselves as entrepreneurs.

Youth Employment and Entrepreneurship Skills (YEES) Project aims to tackle two most pressing issues in Timor Leste's youth employment: 1) limited opportunity of being employed and 2) limited opportunity of being entrepreneurs for youth and migrant workers. The project is mainly funded by Korea International Cooperation Agency (KOICA) for six years starting in 2022. This project will focus on producing two medium-term sub-outcomes: 1) youth become employed and 2) youth become entrepreneurs, which will contribute to UNSDCF/CPD outcome 2.

By 2027, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty, with three interrelated outputs:

- Output 1: Youth obtain skills, competencies, and knowledge to be employed.
- Output 2: Service providers are available to deliver holistic support to enhance employability.
- Output 3: Youth, including migrants/returnees, obtain skills, knowledge, and services to start or expand their business.

Proposed activities to achieve output 1: Youth obtain skills, competencies, and knowledge to be employed.

- Development of soft skills training modules
- Capacity building to become trainers and mentors.
- Training on soft skills
- Internships for youth to gain work experience (up to 4 months)

Proposed activities to achieve output 2: Service providers are available to deliver holistic support to enhance employability.

- Information platforms connecting job seekers to potential employers.
- Services to enhance job readiness provided.
- Establishing partnership with job providers

Implementation of Activity: Services to enhance job readiness is provided.

- Training for job counsellors
- Refresher training for the job counsellors

Deliverable-based consultancies:

- Develop the manual for job/ career counsellors training.

Therefore, the development of this manual is to address the implementation of the career counselling and guidance program for Timor Leste students and jobseekers under and through the YEES Project.

1.0. INTRODUCTION

Howard Figler (PhD) and **Richard Nelson Bolles** in their book *“The Career Counselor’s Handbook”* defines job as a place where one is employed, an occupation as a job title or position, and career as both all the jobs and the occupations one lived in or pursued through the world of work. However, most of the times they are used interchangeably, career as job and career as one’s occupation. Career counselling enables (clients) students and jobseekers to identify and focus their purposes on strategies to develop and pursue their career. Thus, according to Figler and Bolles, **the six (6) objectives of career counselling** are as follows.

- **Assume responsibility** – those who need career counseling must take charge of their career development, make their own decisions, and implement them.
- **Imagine career ideas** – working on their career ideas and options they have in mind, the one they have strong feelings attached to, either positive or negative.
- **Use one’s favorite functional and adaptive skills** – career counselling helps people to discover and build the skills they most likely using it.
- **Deal with negative thoughts that inhibit career progress** – self-doubts, fears, anxieties, and self-defeating thoughts that lead to outright avoidance of career action. Counsellors helps clients to deal with that.
- **Know how to determine the steps to a career goal** – counselling shall help individuals to move from less or low career point to the highest and positive point. By knowing which steps they shall take to identify and pursue their career, from counselors experience, books, online studies and searching, etc.
- **Choose work or career that has a sense of meaning and purpose** – the most satisfying career choices are those with a strong sense of meaning and purpose. That will enable development of new skills, sustain difficult career times, maintain focus and direction.

James Athanasou and **Raoul Van Esbroeck** in their book titled *“International handbook of career guidance”* of 2008, they defined career counseling as a type of advice-giving and support provided by career counselors to their clients, to help the clients manage their journey through life, learning and work changes (career). This includes career exploration, making career choices, managing career changes, lifelong career development and dealing with other career-related issues.

The Boise State University (a public research university in Idaho, US) defines career counselling as a process that will help you to know and understand yourself and the world of work to make career, educational, and life decisions. The goal of Career Counseling is to not only help you make the decisions you need to make now, but to give you the knowledge and skills you need to make future career and life decisions.

A career counselor helps students and job seekers to

- Figure out who they are and what they want out of their education, career, and life.
- Talk about their thoughts, ideas, feelings, and concerns about their career and educational choices, who will help them sort out, organize, and make sense of their thoughts and feelings.

- Identify the factors influencing their career development, and help them to assess their interests, abilities, and values.
- Locate resources and sources of career information.
- Determine the next steps and develop a plan to achieve their career goals.

Therefore, career development is more than just deciding on a major and what job you want to get when you graduate. It really is a lifelong process, meaning that throughout your life you will change, situations will change, and you will continually have to make career and life decisions.

1.1 Common elements of career counselling.

- Firstly, self-assessment is conducted to gain a better understanding of one's skills, interests, and values.
- Following that, exploration of career options allows individuals to explore various paths and industries.
- Moreover, career planning and goal-setting help individuals map out their career objectives and establish a clear direction.
- Additionally, job search strategies are provided to assist in finding employment opportunities, while resume writing and interview preparation enhance one's chances of success in the job market.
- Lastly, ongoing career management ensures that individuals can adapt to changing circumstances and continue to make progress in their careers.

Since career development is a lifelong process, Career Counseling can be appropriate for anyone including students, graduates, junior and seniors professionals. The earlier you get started making intentional decisions about your future, however, the better prepared you will be.

1.2 Confidentiality and Trust

Creating a safe and secure environment in which the student feels at ease and can speak openly about his or her life and profession is the primary goal of career counselling. This process is built on a trust and confidence connection between the career counsellors and the student.

Moreover, the counsellor may discuss the student's emotional and developmental concerns to aid, which can sometimes be distressing.

Additionally, Psychometric Testing (Career Assessment) plays a significant role in career counselling. It is a scientific and systematic method of assessing a person's abilities and personality. Furthermore, psychometric exams are techniques used by counsellors to gather the most critical information about a student's behavior, emotional strengths, interests, and abilities.

2.0. CAREER COUNSELLING PROCESS

The career counselling process can be broken into five stages (*Counselling.org, 1995*). Each of these stages must happen to achieve success. The steps also need to be implemented in the correct order.

2.1. Step 1: Meeting your Counsellor and Data Collection

You will get to know your counsellor, and they will get to know you. It is vital to start building rapport with your chosen mentor or coach at this stage. If the relationship is not going to work, you need to seek an alternative counsellor.

Data needs to be gathered so that a picture of who you are can be built up. This is done in various ways, including questionnaires and form filling. This part of the process may seem a little boring, but your counsellor mustn't understand just who you are now but where you have come from to reach where you are.

2.2. Step 2: Exploration Stage

This analytical stage may include some tests, and you will have your social behavior assessed, as well as your personality and your career interests. With this information, and your job experience discussed, it is time to move on to the next step. One-on-one interaction with your counsellor will allow you to discover which avenues and paths are open to you.

2.3. Step 3: Decision Making Stage

You and your counsellor will need to reach common ground. Any barriers stopping you from choosing a career will be ruled out. Proper counselling will explore which path is right for you.

2.4. Step 4: Action Plan

All avenues will have been explored at this stage, and decisions will have been made. Now is the time to prepare a plan of action. This plan will allow you to go down your chosen route and succeed. Resources will be made available, and you will receive a backup plan.

2.5. Step 5: Implementation

You will be given goals and deadlines to achieve. Both you and the counsellor will be hoping that all the hard work you have put in will get you to the place you want to be in your life and that you will no longer be stuck at a crossroads.

3.0. BENEFITS OF CAREER COUNSELLING AND GUIDANCE

For students and jobseekers to value the need and demand for career counselling and guidance, it is important for them to be aware of the benefits and advantages the whole process holds. Starting from having access to all career decision and development information, available career options, soft skills training, and continuous improvement of ones on job skills and competencies. But also, the extent of involvement of other stakeholders including parents, government, learning institutions and individual mentors and coach, as well as influence of peers on career decision making.

Help figure out what they want to do with their lives.

One of the most important benefits of career guidance is that it can help students figure out what they want to do with their lives. This is especially important for high school students who are just starting to think about their future. Career guidance can provide them with information and resources to help them make this decision. Therefore, below is a short list of some of the benefits of career counselling and guidance.

Find the right career path.

Another important benefit of career guidance is that it can help students find the right career path for them. This is important because if students choose a career that isn't a good fit for them, they may end up being unhappy in their job. Therefore, career guidance can help them find a career that is a good fit for their skills and interests.

Prepare for the future.

Career guidance can also help students prepare for the future. This includes helping them develop the skills they will need to be successful in their chosen career path and helping them plan for their education and/or training requirements.

Make informed decisions about their future.

Another benefit of career guidance is that it can help students make informed decisions about their future. This includes information on different careers, educational options, and the job market.

Find jobs related to their chosen career path.

Yes, receiving career guidance can also help students find jobs once they leave high school. This is especially important because it can help them find jobs that are closely related to their chosen career path based on their skills and interests.

Boosts Self-esteem

Studies found that career guidance was associated with improved motivation, self-esteem, and confidence among high school students. By knowing which careers might be a good fit for them, students' sense of self-worth can also be boosted. They can then aim higher because they know that they can succeed, rather than limiting themselves because of what they perceive as their limitations.

Increases their chances for success.

Once students have made their decision, career guidance can help increase their chances for success. This is important because it ensures that students' paths are clear and know what actions they need to take to be successful. It also gives them the opportunity to receive any additional support that may be required.

Encourages critical thinking skills.

Career guidance encourages critical thinking skills among high school students. It also provides them with opportunities to develop research skills and become better problem solvers. This means that they can plan their own education paths, based on the information that they have gathered during the career guidance process.

Provides information on different careers.

Career guidance also provides students with detailed information on different careers. This includes everything from the necessary qualifications and skills required, to the salaries that can be expected. This information can be invaluable in helping students make informed decisions about their future.

4.0. CAREER COUNSELLING PRACTICES FROM OTHER COUNTRIES

It is recommended for Timor Leste to learn best practices of the successful career counselling and guidance programs to students, jobseekers, and experienced professionals from other countries.

- Countries they have long and close ties with, such as donor countries and development partners to Timor Leste.
- Countries which historically have been integrated and shared social, economic, and political relations with Timor Leste such as ASEAN member states.
- Countries with national career development programs

From the selected countries below, some have national programs while others have individual universities career counselling programs.

4.1. Australia

The National Careers Institute ensures everyone in Australia has access to reliable and accurate careers information and resources whatever their age or career stage. The National Careers Week is an initiative of the Career Industry Council of Australia and aims to celebrate careers, career development, career development services, and career development practitioners and to promote the economic, social, and personal benefits of career development.

The foundation of the NCI's work is the world-leading labor market intelligence provided by Jobs and Skills in Australia. All Australians aged 15-24 are eligible for a free one-on-one, 45-minute

career guidance session with a qualified career practitioner through the School Leavers Information Service. The information service is available via text, email, or phone.

The School Leavers Information Kit, ***Your Career: What's next for you?*** is also available at <https://www.yourcareer.gov.au> This is a downloadable or printable brochure providing you, your family and friends with tailored education, training and work options and information.

Australia is a developed country using English curriculum, and part of Association of Southeast Asian Nations (ASEAN). Most of Timorese attends higher learning studies in Australia, some of them gets jobs there, and after a while they return to Timor Leste and works for the government. Australia has been at the forefront of international support for Timor-Leste since independence in 2002 and remains Timor-Leste's largest development and security partner.

4.2. England – UK

The National Careers Service help jobseekers and students to make career decisions throughout their lives. From deciding their education route, planning a career change at any age, or getting the job that is right for them. Whether they know where they are headed in the future or not, knowing the work and study choices available to them is a great place to start.

Advice and support to help them choose their next step if they are leaving school or have recently left. They also help and advice to find work and stay in work if they are disabled or have a health condition. Advice on taking time out of education before continuing their studies. Find useful advice and resources if they have been made redundant or become unemployed. Consider all the post-graduate study options available to them.

4.3. Singapore

Singapore provides Education and Career Guidance (ECG) for all Singaporeans across different life stages. Whether you are a student or an adult in your early or mid-career phase, ECG supports you to learn more about your own interests, abilities, and passion to make informed education and career decisions. By exploring the learning or education pathways and career opportunities available, you can take positive steps towards realizing your aspirations, and embrace learning throughout your life.

Continually develop strengths, interests, and abilities, to use them to contribute meaningfully to society through future professions. Learn and explore the different education and career pathways available, and the opportunities for continuous learning and recognition. Make informed decisions about education and career plans and take steps to embark on them. Develop competencies, values, and workplace readiness skills to be adaptable and resilient.

Secondary schools, junior colleges, Millennia Institute, and post-secondary education institutions are resourced with ECG Counsellors. The ***MySkillsFuture*** portal is a one-stop portal that provides

information and tools that all students from Primary 5 to Junior Colleges, and Millenia Institute can tap on to explore various education and career pathways.

Workforce Singapore (WSG) is a statutory board under the Ministry of Manpower of Singapore that oversees the transformation of the local workforce and industry to meet ongoing economic challenges. WSG promotes the development, competitiveness, inclusiveness, and employability of all levels of the workforce to ensure all sectors of the economy are supported by a strong, inclusive Singaporean core. WSG, in partnership with key stakeholders, also addresses the needs of enterprises by providing support to help them transform and remain competitive, while developing a future-ready talent pipeline to support industry growth and match the right people to the right jobs.

Recently, Singapore launched a training programme for Timor-Leste officials in support of the country's bid for Asean membership. More than 300 Timor-Leste officials will be offered training in Asean knowledge and skills such as negotiation and writing reports. They will also be trained to adapt the country's education system to prepare the younger generation to join the Asean community. An additional 100 Timor-Leste teachers, school administrators and education officials will be trained in technical and vocational education, as well as school administration and curriculum development, to help develop the country's education system.

4.4. India

The National Career Service of India is one of the mission mode projects under the umbrella of E-Governance Plan. It works towards bridging the gap between jobseekers and employers, candidates seeking training and career guidance and agencies providing training and career counselling by transforming the National Employment Service. It brings together all stakeholders like job seekers, employers, counsellors, trainers, and private placement agencies to facilitate convergence of information and create synergies through these associations.

NCS provides a host of career-related services such as dynamic job matching, career counselling, job notifications, vocational guidance, information on skill development courses, internships and alike. This self-paced online soft skills or career skills assists the learners in enhancing personality development. The objective of this course is to ensure that learners, who have qualified both in academics and aptitude, gain the necessary skillsets demanded by industry today and get a head start in their career.

The focus areas for the National Career Service platform are enhancing career and employment opportunities and counselling and guidance for career development. Focusing on decent employment and enhancing female labor force participation. Encouraging entrepreneurial endeavors, reaches out to people through its multiple delivery mechanisms to empower citizens with access to nationwide opportunities. Providing a wide range of online services including job

placement, vacancy notification, information on formal training programmes, on-the-job training and much more. Registering of various stakeholders, organizing events such as job fairs and providing career counselling to jobseekers.

4.5. Indonesia

Universities in Indonesia recognizes the importance of preparing students for their future careers, and as such, offers a range of career guidance services from the beginning to the end of their studies. These services are designed to help students explore and discover their interests, talents, and abilities, as well as to assist them in planning for the future as they work towards their academic goals. Indonesia has individual universities and career development programs for higher learning students as well as jobseekers and private career development centers.

The Sampoerna University recognizes the importance of preparing students for their future careers, and as such, offers a range of career guidance services from the beginning to the end of their studies. These services are designed to help students explore and discover their interests, talents, and abilities, as well as to assist them in planning for the future as they work towards their academic goals.

The career guidance activities offered at Sampoerna University are an integral part of the student experience and are designed to provide students with the tools and resources they need to succeed in their future careers. Whether students are seeking assistance with career exploration, resume building, or job search strategies, the career guidance team at Sampoerna University is there to help them. In addition to career guidance, Sampoerna University also offers a range of preparation and counseling services to help students succeed.

From academic advising to personal counseling, the university is committed to providing students with the support they need to thrive in their studies and beyond. Sampoerna University's commitment to career guidance, preparation, and counseling helps ensure that students are well-equipped to pursue their dreams and achieve success in their future careers.

4.6. Malaysia

The National Career Development Centre Association (NACDA) of Malaysia is inspired and supported by the Ministry of Education (MOE) & Malaysia Digital Economy Corporation (MDEC), an agency under the Ministry of Communications and Multimedia Malaysia. CDCC acts as a voice to the government representing the university's career practitioners and a unifying body to enhance the professional development, skills, and competencies among Career Development Practitioners in Malaysian institutions for higher learning. Shares best practices among career development centers and strengthen the graduate career readiness & employability.

Malaysia is working with Timor Leste to expand the scope of co-operation and currently tangible signs of a Malaysian present on East Timor can be seen in the form of restaurants, a school teaching English and the supply of construction materials and spare parts for vehicles. In 2014, a memorandum of understanding on cooperative development and co-operation signed between the University of Malaysia Sabah and the National University of East Timor.

4.7. South Korea

South Korea has a national career development program owned and managed by the state education system. Established as per the (Career Education Act), the National Career Education Center carries out various tasks such as developing goals and attainment standards for career education, establishing and operating career information networks, researching and evaluating the status of career education.

Under Ministry of Employment and Labor (MoEL) through the Korean Research Institute for Vocational Education and Training; South Korea has Skills Development Policies for a Flexible and Secure Labor Market, and Lifelong Career Development System for All.

5.0. OTHER REFERRED RESOURCES

5.1. The 2021 ILO Guide for Employment Services in Indonesia and Timor Leste

According to the 2021 ILO Guide for Employment Services, a practical training package for employment services staff in **Indonesia** and **Timor Leste**; they identified the following demands and needs for career counselling to job seekers and employers.

- Career counselling needs assessment
- Clear job objectives
- Skills and requirements needed to perform the job.
- Job search skills
- Effective skills on CV and job application (cover) letter
- Job interview preparation
- Ability to maintain the job.

Below is the description of each area.

SN	LEARNING MODULE	LEARNING OBJECTIVES	KEY CONCEPTS
1.	Counseling needs assessment	• Explain the five employability dimensions when assessing a jobseeker.	The five (5) basic employability skills: • Career Decision-Making • Skills Enhancement • Job Search

SN	LEARNING MODULE	LEARNING OBJECTIVES	KEY CONCEPTS
		- Understand the importance of counselling and the types of counselling. - Identify jobseekers' counselling needs. - Assess current level of jobseeker to facilitate a realistic transition-to-work action plan.	- Job Maintenance - Ongoing Career Management
2.	Clear job objective	- Inform, guide, and advise jobseekers in choosing a career. - Provide information on labor market trends. - Know what jobs are currently in demand or will be in the future.	- Assist jobseekers in deciding on a career path and refer to specific occupational information under consideration. - Labor market information on jobs currently in demand and foreseen in the future would assist jobseekers to plan for their future career.
3.	Skills and requirements needed to perform the job	- Assess jobseeker's skills and work experience. - Identify skills gaps and determine the appropriate means to close these gaps. - Assist jobseekers to plan for the long term in a manner that may lead to more sustainable work in the future.	- Through these counselling services, a jobseeker learns to measure their current level of skill and work experience against job requirements in their chosen occupational field. - This will assist the jobseeker to choose the appropriate education or training programme(s) to improve their competencies/skills
4.	Job search skills	- Assist jobseekers to find job vacancy information. - Guide jobseekers in using the necessary tools/ facilities to search for job opportunities. - Assist jobseekers to market their skills and experience to achieve their job objective.	- The is part of the transition-to-work process. - The jobseeker identifies job information and opportunities to effectively promote themselves to potential employers, and how to practice core skills/soft skills to face the world of work.
5.	Effective skills on CV and job application/ cover letter	Explain the importance of CV and application (cover) letter preparation.	This also prepares jobseekers as part of their transition-to-work process.

SN	LEARNING MODULE	LEARNING OBJECTIVES	KEY CONCEPTS
		- Assist jobseekers on how to prepare an effective CV and job vacancy application letter. - contents of CV and of application letter, - how to compile a good CV and application letter - use of concise, easy to understand words and language in CVs and application letters.	Jobseekers are guided on drafting/ preparing a good CV/ resume and application letter
6.	Job interview preparation	- Assist jobseekers to prepare for a job interview. - Guide jobseekers with interview tips and questions. - Help jobseekers assess the results of the interview.	- The jobseeker can prepare additional soft skills to face the world of work and prepare for a job interview. - This is still part of the transition-to work process.
7.	Ability to maintain the job	- Assist the jobseeker in developing a plan that will help them in progressing within their occupational field. - Provide information on basic life skills, core skills and work habits (that is, good interpersonal skills, the importance of reliability and timeliness in the workplace, and appropriate responses to supervisors). - Core skills/ soft skills are also called “core competencies”.	Employment counselling does not end with the provision of information on how to get the job but will extend to the information that is needed for the jobseeker to retain this job and to advance within their chosen career.

5.2. European Career Development Programme for University Students under the 2016 Australia ICARD Project

The ICARD project developed a transversal, transdisciplinary European Career Development Programme (ECDP), a learning programme covering the entire study cycle (entry-ongoing-exit).

The ECDP aims to provide Universities students with personalized and systematic guidance and individual support, helping them realize their potential, abilities, competencies, skills, and ambitions and build their career path. Realizing your potential, choosing your career path, and increasing your employability.

Before Accessing the University	During the Study Years	Entering the World of Work
• Self-understanding 1 • Course decision making • Organization and planning • Thriving at the university • Managing your finances	• Self-understanding 2 • Resume and motivation letters • Interviews and recruitment testing • Seeking work placement opportunities • Teamwork • Career decision making • Effective workplace communication	• Self-understanding 3 • Seeking job opportunities • Thriving in the workplace • Personal branding • Entrepreneurship • Problem solving and negotiation techniques. • Managing pressure • Business culture and work ethics

5.3. The AIHR Talent Management Life Cycle – Employers Perspective

The Academy to Innovate HR (AIHR) offers world-class, online education programs available anywhere, anytime. With their global recognition, AIHR's Certification Programs offer a unique opportunity to validate and showcase your skill level for important development and management of human capital.

Preparing graduates and jobseekers for the world of work, they will go through the talent management process under the guidance of the human resources management professionals within the organization. In that case, the talent management life cycle refers to the entire process of developing long-term strategies for managing talent—from attracting and recruiting high-caliber professionals to developing and retaining talent over the long term. Career counseling and guidance prepares job hunters to understand the lifelong career development and management process within the organization.

The key steps and stages for talent management include Talent attraction, Hiring and onboarding, Performance management, Employee development, Employee retention, Succession planning and termination.

Below is the description of all components on talent management life cycle.

SN	TALENT MANAGEMENT COMPONENTS	DESCRIPTIONS
1.	Talent strategy and planning	• Employee engagement, rewards, and retention strategies • Identify business metrics and measures. • Formation of strategic HR team • Workforce planning

2.	Talent acquisition	• Talent sourcing, advertising, recruitment • Define employee value proposition. • Candidates pool • Identify, attract, and select talent strategically. • Onboarding
3.	Employee performance management	• Alignment of Performance development goals • Career mapping • Coaching and mentoring • 360 feedback assessment • Leadership development • Professional development
4.	Training and development	• Learning and development strategy aligned to organization goals. • Cultivate and nurture learning culture. • Measuring training effectiveness • Managing learning outcomes, rewards, and achievements
5.	Succession planning	• Develop talent profiles. • Provide and facilitate Executive education. • Match top talents to critical roles. • Leadership program, assessment, and management.
6.	Total rewards	• Compensation and benefits • Incentives • Rewards • Recognition program • Pay for performance

5.4. Criteria for the selection of the Relevant Reference Books

- Bestselling books globally on career counselling and guidance
- Most reviewed books (views and critics) on career development and training for the past 10 to 20 years
- Career development and management Books written by globally recognized authors, writers, speakers, and trainers.

6.0. RECOMMENDED CAREER COUNSELLING TOPICS AND DIMENSIONS FOR TIMOR LESTE

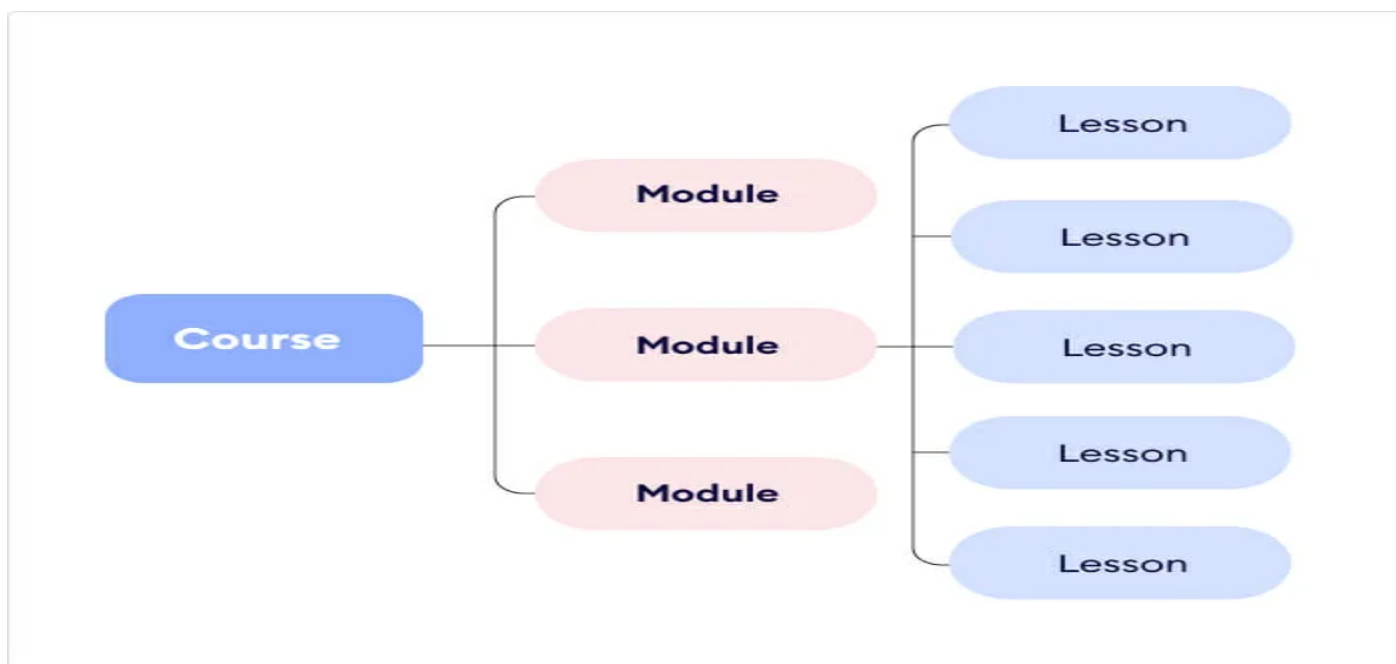
After making references from other countries career counselling practices, books from different internationally recognized scholars on the same subject matter, the 2021 ILO Guide for Employment Services in Indonesia and Timor Leste, and the ICARD Project document from Australia on Career Development Program. Below are the recommended best practices career counselling modules for Timor Leste as they are relevant to the referred resources.

SN	MODULE	KEY ELEMENTS AND SECTIONS
MODULE 1	Candidate self-assessment and self-understanding	Self-reflection and evaluation of one's ability and capability. • Job Knowledge • Skills and competencies • Relevant education and professional certifications qualifications • Relevant work experience • Understanding of the sector/ industry where respective employer operates • Likes and dislikes. • Passion, hobbies, and interests
MODULE 2	Exploration of available career options	Research on available/ advertised jobs through media, job hunting, referrals, and recommendations. • Career websites • Recruitment agencies • Friends, relatives, school mates, etc. • Job seekers profiles wanted by employers. • List of companies and institutions hiring frequently and with big numbers of vacancies
MODULE 3	Setting Career Goals	• Importance of having career goals • Process of setting SMART career goals • Examples of short term and long-term career goals
MODULE 4	Job searching and applications process and procedures	• Industry research • Job research • Networking • Job Application/ cover letter • CVs • Testimonials • Certificates
MODULE 5	Interviews and Testing	Interview tips • Preparation

SN	MODULE	KEY ELEMENTS AND SECTIONS
		• Simulation • STAR method • Competence based interviews. • Fresh graduates' interview areas • Aptitude test
MODULE 6	Career development and growth	• Leadership and management training • Teamwork leading experience • Developing self and others, training others • Mastering your core function, responsibilities, and duties • Learn the best from your supervisor and line manager on needed senior role skills and competencies
MODULE 7	Career change and transformation	• Assessing and analyzing the reasons for change • Explore alternative and available viable options. • Calculate needed time, money and other resources associated with the change i.e., training. • Consult seniors for their opinions and views based on their experience. • Develop action plan with time frame.

7.0. STRUCTURE OF THE TRAINING AND LEARNING MODULES

A training module is a component of an online and/ or hardcopy course that focuses on a specific objective and is designed to teach a specific topic. Each module is like a chapter of a book, leading to the next. When seen as a whole, training modules make up an entire layer of knowledge and tell a complete story.



7.1. Teaching and Learning Guide

According to **Rebecca Black** (*Train the Trainer book*), adults have strong learning potential due to their life experiences. However, they learn best when they are deeply involved in the learning process.

We aim this career counseling modules handbook to be used by students, job seekers and experienced professionals as a teaching and learning guide in their process of seeking their right career, career development and management.

For each career counselling module in this handbook, the materials are divided into four (4) parts:

- Topic or course
- Key elements and sections of the module
- Learning objectives and benefits
- Narratives and notes

7.2. Steps In Developing Training and Learning Modules

The below steps were developed by Helen Colman, the writer, editor, and contents creator from the **INSPIRING SUITE SOLUTIONS**, an international online learning solutions platform developing different teaching and learning materials.

7.2.1. Step 1: Define the Problem

The first rule of training success is: Solve the right business problem! Ask detailed open-ended questions to find out:

- What is the nature of the problem to be solved?
- What knowledge or skill is needed to bridge this gap?
- What is the level of knowledge or performance that your people do have?
- What is the expected level of knowledge or performance your people should have on this topic?

The answers you get will ensure a clear understanding of the business problem and help you set up learning objectives for your module.

7.2.2. Step 2: Write SMART objective.

A training goal or objective confirms the reason for learning and communicates the focus of the module. For the best results, think SMART and create a goal that is:

- **Specific** – the learner knows what they will learn or be able to do after finishing the training course.
- **Measurable** – learners will leverage this knowledge consistently for each report.
- **Achievable** – the learner will be able to perform the tasks you expect them to.
- **Relevant** – the content will be focused on job essential knowledge and skills.
- **Timely** – the learner will be able to complete it in a timely manner.

A SMART goal will motivate the employee and job seekers by showing them “what’s in it for me” in learning.

7.2.3. Step 3: Choose the Right Type of Training Facilitation techniques.

After the exploration of the problem and decide on the objective, you’re all set for the practical part. The secret to building great training is to match the right kind of module to the learning task at hand.

The chart below aligns different content formats with learning needs.

SN	Learning needs/ Skills needed	Recommended learning solutions
1.	• Job knowledge • Compliance and safety • Onboarding	• E-course • Interactive assessment
2.	• Sales and customer service training • Soft skills	• Video lecture • Dialogue simulation

SN	Learning needs/ Skills needed	Recommended learning solutions
	• Leadership development	• Podcast
3.	• Proof of competency or skills achievement • Certification	• Interactive assessment
4.	• Product knowledge training	• E-course • Video lecture • Webinar
5.	• Software and systems training	• Screencasts • Hands-on interaction • Video tutorial

7.2.4. Step 4: Feedback and Revision

After a bit of work on your part, the first version of your training module is ready! Now, it's time to forward your first draft to your Subject Matter Experts (SMEs) and Stakeholders for feedback and approval.

- The first draft of a training module is known as the alpha draft. For an experienced instructional designer, an alpha draft should be above 70% correct. This is typically where you will get the most feedback from your SMEs.
- The revised second version of a training module is the beta draft. If you've received quality feedback during the first round, your beta version should be above 90% accurate. So, you should have far fewer revisions at this point.
- The final draft is called the gold version. Unless your SMEs have missed vital information in the previous rounds of review, the gold version should be 99-100% correct. SME and Stakeholder review of the gold draft should happen quickly, and now you have awesome training content that's ready for learners.

7.2.5. Step 5: Run a Pilot with a Test Audience

As a best practice, you should run a pilot of any new training before putting it into circulation across your organization. To get started, select a test audience that consists of a small group of employees who are not proficient in the given topic. Then gather feedback from them and find out what worked best, and what could be improved. If the intended performance goals are not achieved, think of the gaps that might exist. Discuss the ways to fill in these gaps with SMEs and stakeholders.

7.2.6. Step 6: Create a Final Version, Upload, and Launch

At this stage, you're ready to create the "final-final" version of your training module and upload it to the learning management system (LMS). You may want to work with your business partners,

change management, or project management to coordinate a formal roll-out of the new learning initiative.

You may also want to provide detailed reporting data about learning consumption and results 30, 60, and 90 days after your program launches. Tracking data for on-the-job performance metrics is a great way to show the training's impact on employee development and actual work performance.

Training is never a once-and-done experience. Organizations always starve for improvement, so the shelf life of even the best Learning can be anywhere from a few months to just over a year. Review all your training modules at least twice a year for accuracy; expect that you will need to either update or completely revise your training modules on an annual basis.

8.0. APPROACH AND METHODOLOGY

The below graph illustrates the proposed approach and methodology for conducting career counselling training. It provides the linkage between topics, contents, learning objectives, modality for training facilitation, and duration for each topic.

SN	TOPIC	SUBTOPIC AND CONTENTS	LEARNING OBJECTIVES	MODE OF FACILITATION	DURATION
1.	Students and jobseekers' self-assessment and self-understanding	- Individual career aspirations and ambitions, role models, etc. - Description of different personalities - Personalities and relevant career options - Personalities and relevant work skills - Passions, Hobbies, and interests - Likes and dislikes. - Job knowledge, technical and soft skills, education, experience, etc.	- Understanding one's personality and interests. - Career choice relevant to one's passions and hobbies. - Establishing individual skills set - Identifying and selecting role models, mentors, and career coaches - Training on missing skills	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	4 to 5 hours
2.	Exploring career options and choices	- Longlisting of available career options - Shortlisting of career choices - Consultation from experienced professionals - Important questions to reflect on during career decision making	- Making career choice decisions - Networking - Linking skills to career options - Linking personality to job selection	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	4 to 5 hours
3.	Setting career goals	- SMART goals - Short term goals - Long term goals - Training needs and other support	- Defining the ultimate job, you aspire to go throughout the course of your career. - Set Personal development plan. - Work towards achieving your professional career ambitions.	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	3 to 4 hours

SN	TOPIC	SUBTOPIC AND CONTENTS	LEARNING OBJECTIVES	MODE OF FACILITATION	DURATION
			Consistently learning and development of new skills		
4.	Job searching and job application	- Job adverts/ announcements - Cover letter - Resume/ CV - Networking - Difference between job searching and job application	- Understanding job needs and requirements. - Customizing cover letter and resume - Getting help and career support from experienced professionals. - Understanding different industries and sectors - Uses of LinkedIn platform	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	4 to 5 hours
5.	Interviewing and testing	- Interview tips - Interview preparation - Aptitude tests - Psychometric tests - Common interview questions - Fresh graduates' interviews - Competence based interviews. - STAR method – behavioral/ situational interviews	- Get ready for interviews. - Winning interviews - Securing jobs - Developing interviewing and testing competencies - Understanding different testing and interviewing techniques	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	4 to 5 hours
6.	Career development and growth	- Career path/ ladder - Soft skills training - Competencies development - On job mentoring and coaching - Training-needs analysis from the performance management feedback	- Development of skills and competencies relevant to the job - Focusing on growing career through experience - Climbing the career ladder to the senior positions - Getting support from immediate line managers and individual mentors	- PowerPoint (ppt) presentations - Class exercises and activities - Icebreakers - Sharing of experience	3 to 4 hours

SN	TOPIC	SUBTOPIC AND CONTENTS	LEARNING OBJECTIVES	MODE OF FACILITATION	DURATION
7.	Managing career change and transformation	• Reasons for career changes • Reasons for changing employers • Career changes process and stages • Resources and Support needed during career changes i.e., consultation, time, money, training for new skills, etc. • Role of employers	• Strategies for gathering detailed information on jobs, employers, and industry sectors to make an informed decision. • Reflecting on your personal interests • Identifying skills related to your interests. • Being aware of external influences on your career change decisions	• PowerPoint (ppt) presentations • Class exercises and activities • Icebreakers • Sharing of experience	3 to 4 hours

9.0. NARRATIVES OF THE PROPOSED CAREER DEVELOPMENT AND TRAINING PROGRAM FOR TIMOR LESTE

From the summary of the proposed career counselling topics and dimensions for Timor Leste, below is the thorough descriptions and explanations of the contents of each. We highlight the structure and the flow, the definitions of key words, the process, and procedures, and how the trainer engage the class to understand all concepts of the career counselling.

Career counselling is a sequential and an endless process. Therefore, the flow must start from students and jobseekers' self-assessment and understanding to exploring career options and setting career goals. Then, job searching and networking, drafting job application/ cover letter and resume, practicing job testing and job interviews. Finally, developing, and growing careers by acquiring new skills and competencies from work experience and formal learning and managing career change and transformation process for whatever reasons and circumstances including work-life balance, need for higher paying jobs, maintain the status quo, or self-employment and entrepreneurship.

9.1. SELF ASSESSMENT AND SELF UNDERSTANDING

As a student or job seeker, you should have a well-thought-out plan to reach your job search goal. Self-assessment before job hunting is key. You already know what you want to do, where you want to work and what you have to offer. When you sit down for an interview, they're going to want you to be able to tell them who you are, what you know and what you can contribute. If you're unable to immediately describe your skills and abilities, interests and passions, motivations, and aspirations, you're not going to get the job.

9.1.1. Importance of self-assessment

- You'll make better career and school decisions.
- You can present yourself better to employers.
- You can show employers and schools how your interests, skills, and values fit the job or program.
- You save time and money in your job search.
- You'll be better at your work or school duties.
- You'll have more confidence and happiness.

9.1.2. Important questions to ask yourself as a student or jobseeker.

- i. What you want to do, and what you can do – skills and occupations
- ii. Your employer and industry choice – relevant to your interests
- iii. Geographical location of the employer business or your own business

Understand what you have to offer before actively pursuing any opportunities. In times of tough competition, too many job hunters immediately jump into the search without considering what they have to offer. It's inefficient to market yourself without knowing what makes you the ideal "product". Identifying your unique skill sets will give you a distinct advantage over your competition and make you far more attractive to a potential employer.

9.1.3. Job readiness

Jumpstart your job search by first identifying your core strengths and competencies – what you are good at. Learn how to identify your strongest skills and articulate them effectively. Think about your interests and how they relate to your skills set. Combining your interests and skills will increase your motivation and make you a stronger candidate – always important, but especially critical in a tough job market.

9.1.4. Personality Assessment

Descriptions such as positive, creative, people-oriented, competitive, driven, empathetic, assertive, flexible, and motivated are examples of **general personality strengths**. Descriptions such as team-oriented, goal-oriented, a strategic thinker, a natural leader, conscientious, detail-oriented, and a problem solver are examples of **job-related personality strengths**.

Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. (*American Psychological Association*)

Personality is a structure gathering interrelated behavioral, cognitive, and emotional patterns that biological and environmental factors influence; these interrelated patterns are relatively stable over time periods, but they change over the entire lifetime.

9.1.5. Four (4) main types of personalities – Old Philosophers

- **Sanguine** – likes and prefers influencing, Inspiring.
- **Choleric** – likes and prefers Dominating, Directing
- **Melancholic** - Cautious, Careful, Conscientiousness
- **Phlegmatic** – Supportive, Cooperative, Steadiness, Stable and Reliable

9.1.6. Myers-Briggs Type Indicator (MBTI)

The Myers-Briggs Personality Type Indicator (MBTI) is a self-report inventory designed to **identify a person's personality type, strengths, and preferences**. The questionnaire was developed by Isabel Myers and her mother Katherine Briggs based on their work with Carl Jung's theory of personality types.

During World War II, they began researching and developing an indicator that could be utilized to help understand "individual differences".

By helping people understand themselves, Myers and Briggs believed that they could help people select occupations that were best suited to their personality types and lead healthier, happier lives.

Based on the answers to the questions on the inventory, people are identified as having one of 16 personality types. The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their ***likes, dislikes, strengths, weaknesses, possible career preferences, and compatibility with other people.***

No one personality type is "best" or "better" than another. It isn't a tool designed to look for dysfunction or abnormality. Instead, its goal is simply to help you learn more about yourself.

Type 1: Extraversion (E) – Introversion (I)

- A way to describe how people respond and interact with the world around them.
- **Extraverts** (also often spelled extroverts) are "outward-turning" and tend to be action-oriented, enjoy more frequent social interaction, and feel energized after spending time with other people.
- **Introverts** are "inward-turning" and tend to be thought-oriented, enjoy deep and meaningful social interactions, and feel recharged after spending time alone.

Type 2: Sensing (S) – Intuition (N)

- Involves looking at how people gather information from the world around them.
- All people spend some time sensing and intuiting depending on the situation, people tend to be dominant in one area or the other.
- People who prefer **sensing** tend to pay a great deal of attention to reality, particularly to what they can learn from their own senses. They tend to focus on facts and details and enjoy getting hands-on experience.
- Those who prefer **intuition** pay more attention to things like patterns and impressions. They enjoy thinking about possibilities, imagining the future, and abstract theories.

Type 3: Thinking (T) – Feeling (F)

- Focuses on how people make decisions based on the information that they gathered from their sensing or intuition functions.
- People who prefer **thinking** place a greater emphasis on facts and objective data. They tend to be consistent, logical, and impersonal when weighing a decision.

- Those who prefer **feeling** are more likely to consider people and emotions when arriving at a conclusion.

Type 4: Judging (J) – Perceiving (P)

- Involves how people tend to deal with the outside world.
- Those who lean toward judging prefer structure and firm decisions.
- People who lean toward perceiving are more open, flexible, and adaptable.
- The judging-perceiving scale helps describe whether you behave like an extravert when you are taking in new information (sensing and intuiting) or when you are making decisions (thinking and feeling).

9.1.7. 16 MBTI Personality Types

- I. **ISTJ - The Inspector:** Reserved and practical, they tend to be loyal, orderly, and traditional.
- II. **ISTP - The Crafter:** Highly independent, they enjoy new experiences that provide first-hand learning.
- III. **ISFJ - The Protector:** Warm-hearted and dedicated, they are always ready to protect the people they care about.
- IV. **ISFP - The Artist:** Easy-going and flexible, they tend to be reserved and artistic.
- V. **INFJ - The Advocate:** Creative and analytical, they are considered one of the rarest Myers-Briggs types.³
- VI. **INFP - The Mediator:** Idealistic with high values, they strive to make the world a better place.
- VII. **INTJ - The Architect:** High logical, they are both very creative and analytical.⁴
- VIII. **INTP - The Thinker:** Quiet and introverted, they are known for having a rich inner world.
- IX. **ESTP - The Persuader:** Outgoing and dramatic, they enjoy spending time with others and focusing on the here-and-now.
- X. **ESTJ - The Director:** Assertive and rule-oriented, they have high principles and a tendency to take charge.
- XI. **ESFP - The Performer:** Outgoing and spontaneous, they enjoy taking center stage.
- XII. **ESFJ - The Caregiver:** Soft-hearted and outgoing, they tend to believe the best about other people.
- XIII. **ENFP - The Champion:** Charismatic and energetic, they enjoy situations where they can put their creativity to work.
- XIV. **ENFJ - The Giver:** Loyal and sensitive, they are known for being understanding and generous.
- XV. **ENTP - The Debater:** Highly inventive, they love being surrounded by ideas and tend to start many projects (but may struggle to finish them).
- XVI. **ENTJ - The Commander:** Outspoken and confident, they are great at making plans and organizing projects.

NB: According to the Myers & Briggs Foundation, it is important to remember that all types are equal and that every type has value.

- When working in group situations in school or at work, for example, recognizing your own strengths and understanding the strengths of others can be very helpful.
- When you are working toward completing a project with other members of a group, you might realize that certain members of the group are skilled and talented at performing actions.
- By recognizing these differences, the group can better assign tasks and work together on achieving their goals.
- Taking the Myers-Briggs Type Indicator can provide a lot of insight into your personality, which is probably why the instrument has become so popular.
- Even without taking the formal questionnaire, you can probably immediately recognize some of these tendencies in yourself.

9.1.8. The Big Five (5) Personality Traits, by Kendra Cherry

1. Openness - emphasizes imagination and insight the most.

High	Low
• Very creative • Open to trying new things. • Focused on tackling new challenges. • Happy to think about abstract concepts	• Dislikes change • Does not enjoy new things. • Resists new ideas. • Not very imaginative • Dislikes abstract or theoretical concepts

2. Conscientiousness - high levels of thoughtfulness, good impulse control, and goal-directed behaviors

High	Low
• Spends time preparing. • Finishes important tasks right away. • Pay attention to the details. • Enjoys having a set schedule	• Dislike's structure and schedules • Makes messes and doesn't take care of things. • Fails to return things or put them back where they belong. • Procrastinates important tasks. • Fails to complete necessary or assigned tasks

- 3. Extraversion - a personality trait characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.**

High	Low
• Enjoys being the center of attention. • Likes to start conversations. • Enjoy meeting new people. • Has a wide social circle of friends and acquaintances. • Finds it easy to make new friends. • Feels energized when around other people. • Say things before thinking about them	• Prefers solitude. • Feels exhausted when having to socialize a lot. • Finds it difficult to start conversations. • Dislikes making small talk. • Carefully think things through before speaking. • Dislikes being the center of attention

- 4. Agreeableness – includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.**

High	Low
• Has a great deal of interest in other people. • Cares about others • Feels empathy and concern for other people. • Enjoys helping and contributing to the happiness of other people. • Assists others who need help	• Takes little interest in others. • Doesn't care about how other people feel. • Has little interest in other people's problems. • Insults and belittles others. • Manipulates others to get what they want

- 5. Neuroticism - a personality trait characterized by sadness, moodiness, and emotional instability.**

High	Low
• Experiences a lot of stress. • Worries about many different things. • Gets upset easily. • Experiences dramatic shifts in mood • Feels anxious.	• Emotionally stable • Deals well with stress. • Rarely feels sad or depressed. • Don't worry much. • Is very relaxed

• Struggles to bounce back after stressful events	
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9.1.9. Skills Assessment

A skills assessment can be helpful at any stage of your career, like when you start your career, return to work, and progress your career. A skill is the learned ability to act with determined results with good execution often within a given amount of time, energy, or both. The ability to use one's knowledge effectively and readily in execution or performance.

Skill/ Skills set is a collection of skills and abilities. Each person has a different skill set depending on their interests, natural abilities, personal qualities, and technical skills.

- Skills can expand your professional competency and allow you to perform your job well. You can gain and improve skills with education and experience.
- The more advanced you are in performing certain skills, the more likely you are to get or progress in a job.

Transferable skills are a set of skills that you're good at. You can build them up over time, through work, volunteering, education, and life. You can apply these skills to a range of jobs.

Soft skills, also known as **people skills**, are a combination of social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence, and emotional intelligence quotients that enable employees to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

Technical skills also known as **hard skills**, are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real world situations.

Examples of Soft and Transferable skills	Examples of Technical skills
• Leadership • Teamwork • Communication • Interpersonal skills • Dependability • Organization/ Organizing • Active listening skills • Critical thinking • Relationship building • Team management • Adaptability	• Programming languages • Common operating systems • Software proficiency • Technical writing • Project management • Teaching • Building • Manufacturing • Assembling • Construction • Cooking

Examples of Soft and Transferable skills	Examples of Technical skills
• Analytical skills • Problem solving • Decision making • Emotional intelligence • Time management	• Accounting • Copywriting • Data analysis • Event planning • Foreign language fluency • Graphic design • Information technology • Mathematics

9.1.10. Personality, Skills, and Career Preferences

People can have different career preferences according to the individual personal personalities as below.

- **Doers** – Prefer to work with their hands.
 - **Jobs** - Food Preparation, Cafeteria Workers, Janitors, Groundskeepers, Dishwashers, Maids & Housekeepers, Stock Clerks, Farm Workers, etc.
 - **Skills** – Building, Repairing, Working with Tools, Working with Animals, Gardening, do not tire easily, working outdoors, making things.
- **Thinkers** – Prefer to figure things out in their minds.
 - **Jobs** – Teachers, Trainers, Medical Doctors, Researchers, Scientists, Economists, leaders, managers
 - **Skills** - problem-solving, decision making, determining how things work, ability to understand and explain information, Understanding and using math, using facts, data analysis, putting things in order of importance, Putting things in a meaningful order.
- **Creators** – Prefer to express themselves by writing, singing, drawing, etc.
 - **Jobs** – designers, engineers, craftsmen/ craftswomen, artists, tailors, decorators, cooks/ chefs
 - **Skills** – Using imagination to create things, drawing pictures, producing ideas, writing creatively, liking art, Drawing, and designing well, composing songs and music.
- **Helpers** – Prefer to work in helping others.
 - **Jobs** – Nursing, Home Health Aides, Food Servers, Personal Care Aides, Waiters & Waitresses, Ticket Takers, Child Care Workers
 - **Skills** - Listening well, developing relationships, encouraging people to speak up for themselves, empathy, sympathy, Teaching people to do something, making someone

comfortable, communicating in a group, giving verbal support, Working with others as a team.

- **Persuaders** – Prefer to convince others; sell things.
 - **Jobs** – Salesperson, brokers, entrepreneurs, lawyers, politicians, diplomats, peacekeepers, marketers, etc.
 - **Skills** – influencing, setting goals, organizing thoughts, leadership, selling, public risk taking, fore sighting, etc.
- **Organizers** – Prefer to organize information, things, etc.
 - **Jobs** – Office Clerks/Aide, Library Assistant, Office Machine Operator, Hotel Desk Clerk, Decorators, Events Managers
 - **Skills** - Reading and correcting, keeping track of items, Filing, Recording, Grouping, following directions correctly, Doing math correctly and quickly.

9.1.11. Hobbies and Interests

Career interests are your preferences regarding work activities and environments. Identifying your career interests helps you make a well-informed and more strategic career decision. Following your career interests means you're pursuing a career that uses your talents and aligns with your values and preferences.

Adding a hobbies section to your resume can showcase qualities and interests that may add value to your job application. This section can also communicate to employers that you're a well-rounded candidate.

Examples of career-related hobbies and interests:

- **Acting:** Acting in TV shows, movies, commercials, or theater productions
- **Art collecting:** Finding and collecting pieces of art for display or sale.
- **Being a DJ:** Providing music entertainment at different gatherings or parties
- **Crocheting:** Using one needle and yarn to produce items such as scarves or sweaters
- **Dancing:** Dancing, either for enjoyment or as a part of a production
- **Designing clothing:** Creating your own clothing designs and either wearing or selling them
- **Drawing:** Creating pictures using pencil or ink
- **Freestyling:** A form of hip-hop that's entirely improvised
- **Graphic design:** Using digital tools to create various graphics and images.
- **Jewelry making:** Making your own jewelry, either to sell or wear.
- **Metalworking:** Turning metal into different products

- **Painting:** Painting on canvas or another surface for pleasure or to sell
- **Photography:** Taking pictures and working to improve your craft
- **Playing a musical instrument:** Playing an instrument like the piano or guitar
- **Poetry:** Writing or reading poetry and attending poetry readings
- **Pottery:** Making things out of clay, such as vases or bowls
- **Stand-up comedy:** Performing your own stand-up comedy routine.
- **Welding:** Binding pieces of metal together, either for repairs or to create something new
- **Woodworking:** Making different things, like furniture, out of wood
- **Writing:** Writing articles, poetry, stories, or essays
- **Baking:** Making cookies, cakes, cupcakes, and other treats on your own
- **Brewing:** Crafting and distilling your own beer
- **Cooking:** Preparing and cooking meals by using recipes and kitchen ingredients
- **Mixology:** Learning how to make different drinks and cocktails
- **Fantasy sports:** Creating and managing a fantasy sport team.
- **Table tennis:** Played like tennis on a large table, either for fun or competitively
- **Investing:** Investing in things like stocks, bonds, or real estate
- **Karaoke:** Singing in front of others with only the background music playing
- **Makeup:** Putting makeup on others or giving tutorials online
- **Reading:** A passion for reading books, newspapers, or magazines
- **Beekeeping:** Keeping a hive of bees to produce honey and honey products
- **Car racing:** Racing your car, or others, at local racetracks.
- **Farming:** Planting and growing crops and taking care of farm animals
- **Fishing:** Using a rod, hook, and bait to catch fish from lakes, rivers, and oceans
- **Gardening:** Planting and tending to your own home garden
- **Golfing:** Playing golf with others or on your own
- **Hiking:** Walking through the woods or mountains
- **Martial arts:** Training in different types of martial arts, such as karate or jiu-jitsu
- **Powerlifting:** A strength sport where you try to lift your maximum weight
- **Running:** Running either for pleasure or in races, such as 5Ks or marathons
- **Swimming:** Swimming either for pleasure or in races, such as a triathlon
- **Yoga:** Attending yoga classes or doing yoga at home
- **Animal breeding:** Breeding animals, such as dogs or horses, that you sell.

9.1.12. Self-Assessment by Using SWOT Analysis

<u>STRENGTHS</u> • What I have • What I can offer • What I can do • Knowledge, skills, competencies • Education, professional certification, experience • Having exposure, network, connections, affiliations • Availability of Capital/ fund	<u>WEAKNESSES</u> • Shortages and misfits • Areas of improvement • Lack of wanted Knowledge, skills, competencies. • Lack of required Education, professional certification, experience • Lack of Exposure, network, connections, affiliations • Shortage of Capital/ fund
<u>OPPORTUNITIES</u> • Available jobs • Available connections and networks • Available market for your products/ services • Available supports and guidance from mentors, coaches, parents, sponsors, counselors, etc. •	<u>THREATS</u> • Age limit – jobs for juniors only, seniors only • High competition • High tech jobs • Health issues • Cannot relocate

9.2. EXPLORING CAREER OPTIONS

Career exploration is what you do after you have a better idea of your personality, values, skills, and interests. It involves purposefully looking through a list of careers that match you well and performing some research to see exactly what that career path entails. By continually evaluating where you are in your career, if you're happy or not and how to find a more fulfilling career, you are learning more about yourself—as well as new concepts and skills.



The process

- Start with yourself.
- Research viable careers
- Eliminate careers that do not appeal to you.
- Speak to others in the field.
- Get involved in the workplace.
- Revisit your choices.

9.2.1. Start with yourself.

Consider what interests you, what you enjoy doing and what motivates you. If you're a recent graduate, think about responsibilities you held in school projects, clubs, or a part-time job that you excelled at and/or liked doing. If you're considering a career redirect, think about what you always wanted to do, or aspects of previous positions that you enjoyed doing and what you didn't. Make a list of what's important to you in a career, industries or causes that might motivate you and responsibilities you might enjoy having.

9.2.2. Research viable careers

Once you've made a list of the areas, schedules, and responsibilities that you're most interested in, start researching careers that could fulfill most if not all your criteria. Read up on job descriptions, average salaries, job outlook, required education and training and daily tasks. Make a list of your top choices. With this step, you're able to have more information about the jobs that seem to fit you.

9.2.3. Eliminate Unappealing Career Choices.

During your research, you may find that some career paths aren't in your best interest. For example, some may require more education than you currently have or have the desire to get, some may pay less than you want to make, and others may not have a great job outlook, which can mean job insecurity later. While going through this step, be as picky as you need so you end up with a handful of career options that seem like viable choices.

9.2.4. Speak to Others in the Field

You can do a lot of research about your final career choices, but the best insight into your options will probably come from those who are already employed in the field. Reach out to those in your professional network—or your professors if you're in college—and ask if they know anyone you can contact who would be willing to talk to you about their experience. Contact those who others

recommended and set up informal meetings so you can ask questions, gather information, and possibly make future connections.



9.2.5. Get Involved in the Workplace

Speak to experts in the field and ask if there are any opportunities to shadow them and their team for a day. By getting involved in the workplace, you can gain valuable insight into a career workday while also getting a potential referral for an upcoming internship.

9.2.6. Revisit Your Choices

Based upon the previous steps, you'll be better positioned to know if a career you're exploring is the right one for you and eliminate any careers you've decided won't.

Some Tips for Career Exploration

- ***Regularly engage in career exploration***
 - Spend some time re-evaluating your career choice and progress regularly in relation to your career goals.
 - You may decide that it's time to try something new or to build your skills in one area, so you are more marketable.
 - Decide what you ultimately want out of your career and if you're happy on your current path.
- ***Keep your resume updated.***
 - Career exploration may involve speaking to others in different industries and positions with the intention of learning more and making connections.
 - During your career exploration process, you may end up coming across an opportunity that you want to apply for.
 - Having an updated resume will give you the ability to apply quickly or at least share your resume with any new connections.
- ***Be Open to Your Manager***

- If you find that you want to explore other opportunities, speak to your manager about options that may already exist at your organization.
 - They may be able to facilitate meetings or set up job shadows so you can have a firmer idea of what the position entails.
 - They can support you in attending training, conferences, and workshops so you can immerse yourself in the field.
 - Lateral moves to other departments can be fully supported by your management team, especially if they can express to the next manager how productive and motivated you are.
- **Write Down Your Achievement**
 - If you've exceeded the goals set forth by your management team or otherwise made an impact in the workplace, make sure to write down those details.
 - You can include these achievements on your resume or use them as talking points during important conversations or interviews about your next career steps.

Example of the longlist of the career options for a Lawyer	Factors to consider before final selection	Shortlist of the career choices for a Lawyer
● Advocate of the High Court ● Legal officer ● Company Secretary ● Magistrate ● Judge of the High Court ● Law Practices Trainer/Teacher ● Legal Consultant ● Author and Writer of Legal Books, Articles and Journals	● High paying job ● Opportunities for career growth ● Preparing and developing skills for self-employment and entrepreneurship ● Availability of employers and clients/ customers ● Geographical location factors ● Mentors and Sponsors supports. ● Network and connections ● Possibilities of expansion, and sustainability	● Private Advocate ● Owning and managing a private legal firm

9.3. SETTING CAREER GOALS

Career planning is essential to achieving satisfaction and success in your chosen career. Whether you are aiming to be a contracts administrator in a small construction firm or the finance director of a multi-national corporation, knowing how to set career goals and defining what is required to get there will help you to achieve your ambitions.

Career management is the combination of structured planning and the active management of choice of one's own professional career. Career Management is an umbrella term that covers Career Planning and Career Development on an individual level or at an organizational level.



A **career goal** is a clear statement that defines the ultimate job you aspire to pursue throughout the course of your career. Provided it is realistic, a clear career goal allows you to then set yourself an action plan, or personal development plan, to work towards achieving your professional ambitions.

9.3.1. An example of a career goal

I aspire to become an executive in a large multinational company. I seek to lead a team of talented individuals focused on driving innovation. I would like to earn USD 100,000 per annum while helping others achieve their goals and ambitions.

The above statement outlines:

- Position – job title
- Organization – industry/ sector, size of the company
- Working conditions – team quality, work environment
- Salary – compensation
- Main driving force - developing others.

9.3.2. Long-term Career Goals

A 17-year-old teenager who wants to become the CEO of a large engineering company in the future. He must go through several stages, the first being passing his 12th-grade exams. After passing, the teenager will then enroll in a four-year engineering course before moving to work in, for example, a multinational company for at least two years. Next, he may enroll in a management course from a reputable school. Advancing his studies is a good idea to boost his chances of getting into the CEO position.

9.3.3. Short term Career Goals

The teenager's primary objective is to become the manager of a company. To get there, he needs to achieve his short-term goals, which include passing his high school and college exams, gaining experience by working for a related company, and boosting his experience and skills through further studies. Short-term goals are those that can be achieved within six months to three years. It may take three to five years or more to achieve long-term goals.

9.3.4. Setting Achievable Career Goals – By Brian Tracy, CEO, Books Writer, and Speaker

- Write down your goal.
- Determine your starting point.
- Set a deadline.
- Identify the obstacles in your way.
- Determine all resources needed - additional knowledge, skills, people, etc.
- Consolidate the Plan. Put all together.
- Visualize your goal continually, monitor the progress.
- Never give up.

9.3.5. Steps for Developing Career Goals – By HAYS Recruitment, an American Consulting Firm

- Explore the possibilities, the career goals options.
- Compare options.
- Establish short-term goals.
- Establish long-term goals.
- Write SMART career goals.
- Be flexible and measure your progress.
- Write down and celebrate achieved milestones at every stage.

9.3.6. Action Plan

Breaking down the tasks needed to accomplish intended goal into small steps. Being concise and precise.

Recommended five (5) major steps for an action plan:

- Write SMART goals – Specific, Measurable, Attainable, Relevant, Timeline
- Draft a to-do list – figure out how each task links to the next. Then determine which tasks are relevant to your overall goal.
- Establish deadlines – serve to keep your mind focused on completing the tasks.
- Assign resources – equipment, tools, money, people, time, etc.
- Track progress – making a checklist of people you need to contact, tasks need to be done, follow up emails and calls, make reminders alerts on your phone or computer calendar.

9.3.7. Examples of SMART Career Goals

- I. *In the next five years from today I want to own and manage wholesale and retail shops in Baucau, Timor Leste.***
 - a. Enroll in evening classes at Dili University and learn about sales and marketing, bookkeeping, and networking.
 - b. Work at my father's shop at least 3 times a week to get experience.
 - c. Visiting my father's shop common customers and suppliers to understand their needs, complaints, and satisfaction.
- II. *Become a Senior Manager (Director) in one of the biggest fishing companies in Dili, Timor Leste by 2030.***
 - a. Get experience from junior officer position to middle management position by 2027.
 - b. Enroll in executive management learning classes or online studies.
 - c. Share your ambition and aspiration with your line manager to get more guidance and support.
 - d. Improve daily self-performance and team performance from the set KPI's.

9.3.8. Alignment of Actions to Results

Setting long-term career goals can help you evaluate your daily habits and activities against your future aspirations. When you're considering accepting a new project, role, or responsibility, you can use your goals to help you determine the best decision for you. Having set goals may make it easier to only accept opportunities that get you closer to your goals, ensuring you're aligning your efforts with your vision.

9.3.9. Importance of Having Career Goals

- **Focus** - Setting goals can also be a good way to focus on what's important to you. With a clear goal in mind, you may be less prone to distraction. All your efforts can go toward accomplishing your goals, which may also help you achieve career goals quickly.
- **Motivation** - Setting goals can be a great way to motivate yourself. When you have something to work toward, it can inspire you to work harder or be more productive. Individual tasks can contribute to something larger and more meaningful, which can make them easier to perform. When you achieve a goal, it can offer you a sense of accomplishment and pride, motivating you to continue setting and achieving goals for yourself.
- **Ambition** - Goal setting is important because it can encourage your supervisor's positive perception of you. They may ask you about your career goals in an interview, a review session, or a meeting. By expressing your goals, you may gain valuable support to accomplish them. It can also show an employer your motivations and ambitions for your career. These are powerful characteristics that can leave lasting impressions on managers and employers.

9.4. JOB SEARCHING AND JOB APPLICATION

Employment is the mutual relationship and legal agreement between employer (job provider) and employee (job seeker) in exchange of labor with agreed consideration (salary, wage, any other form of remuneration). It can be full time employment, part time, long term, or short term. An employee trades labor in exchange for money. An employer is the business owner or representative of the business owner.

A job is a list of duties and responsibilities to be performed by an individual in an employment relationship. It forms the basis of the position, title, and role. For example, an Accountant, Administration Officer, Driver, etc.

While **work refers to** activities to be performed within a specified period as part and parcel of one's job. For example, recruitment, training, reconciliation, drafting report, etc.

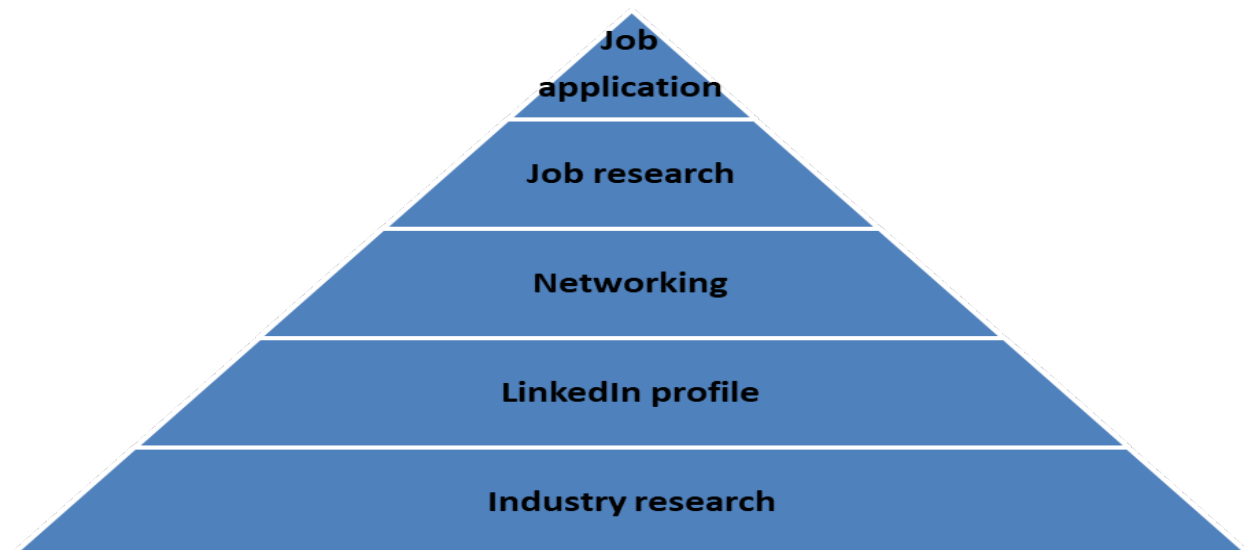
9.4.1. Job application

It is all about personal branding. Focus on employer. Use technology to draft your cover letter and resume. Make use of google for different samples of cover letter and CVs for different industry/sector and for different positions.

Job application	Job searching
• Reactive • Just apply for the advertised job • Submit cover letter and resume	• Proactive • Researching about the job and about the employer

	• Networking with professionals in the same field • Contacting your mentor or career counselor for guidance
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Job market presence pyramid, By Ian Allan.



- Level 1 – industry research
- Level 2 – Updating LinkedIn profile.
- Level 3 – Networking
- Level 4 – job research
- Level 5 – job application

9.4.2. Job searching

The job searching process begins with lower stages from the above pyramid, that is the employer industry research – what skills and competencies are needed for employee working in that industry, updating your LinkedIn profile, and networking. Then, do job search by gathering information about the employer and the position. Finally, you customize your cover letter, resume, and submit your job application.

- Research about the employer, company culture, organization structure, nature of business
- The position - If the job is a replacement, why the other person left?
- Internal opportunities for career growth and development
- Networking by finding experienced individuals in the same industry and same profession.
- Customize your LinkedIn profile to be relevant to the industry and the job.

“Some people are unemployed because they were not taught how to look for job”. IAN ALLAN

9.4.3. Matching of Industry and Companies

Examples of companies working in a particular industry or sector.

Industry/ Sector	Business Firms and Companies
• Finance	• Banks, Microfinance, SACCOS,
• Telecommunication	• Timor Telecom, TeleKomcel,
• Manufacturing	• Factories, Plants
• Transport and Shipping	• Transportation companies in Roads, Railways, Waterways, Airways
• Agriculture	• Companies doing Farming, Animal keeping, Poultry
• Health	• Hospitals, Pharmacies, Health Centers,
• Sports and Entertainment	• Sports Clubs, Music Bands, etc.
• Construction	• Buildings, Roads

9.4.4. Networking

Building friendships and professional connections with colleagues, classmates, friends, and those around you. It is an important skill we can develop in the world of work today. Your primary goal is to surround yourself with people in the career field you wish to enter. Gaining insight and perspective when you surround yourself with like-minded people. Updating yourself with new information about your profession. You may get tips and updates about new opportunities for internship or volunteering.



Examples of Networking Activities

Networking Activity	Descriptions
Schools and colleges	- Teachers and professors/ Lecturers - Academic counselors
Mentorships	- A mentor is a senior and experienced individual willing to spend their time, expertise, and experience with young and inexperienced individuals. - Senior staff member coaching a new or junior staff member while becoming accustomed to their new role
Job shadowing/ apprenticeship	- An apprentice observing and participating in the activities conducted by experienced individual. - They are helpers and assistants who their learning is much more important than paycheck.
Volunteering	- A straightforward way of getting hand-on experience. - You can volunteer in humanitarian organizations, churches, local community, etc. - You will connect with other people and other organizations while volunteering.
Side hustles and entrepreneurship	- Additional activities to your main tasks done in free time or on weekends or summer holidays. - Entrepreneurship can help you understand what a specific career field offers more. - You must balance between classwork and side hustles, primary employment, and side hustles. - Your customers/ clients and suppliers are your networks. - Your partners are your networks
Internships	- Internship can provide you with valuable working experience that you will need for an entry level position. - They can also yield you letters of recommendations, connections, and networks.
Workplace connections	- Line managers and supervisors - Colleagues and employer/ business owner
Random encounters	- Social clubs, Sports events - Vacation/ holiday - Seminars and workshops - Churches - Traveling – flight, long road safari, railway train, etc.

Networking Activity	Descriptions
LinkedIn	• A premier professional, business, and social media platform in the world • It has over 800 million users in over 200 countries, making it a great source for building connections, establishing an online presence, and finding opportunities.

9.4.5. Job Advertisement

When employers announce available vacancy/ vacancies and ask interested job seekers to apply. The job seekers must ensure they gather as much as information they can from the job advert before submitting their application. Such information includes,

- Company name or recruiter's name
- Company/ client profile
- Position/ job title
- Location – workstation
- Nature of business/ Industry/ sector
- Summary of the job and briefly duties and responsibilities of the position
- Candidate/ job applicants' qualifications
- Applications documents
- Where and how to send application



Dili Development Company, Lda

**WE ARE
HIRING
JOIN OUR TEAM**

Dili Development Company (DDC) is seeking to hire an eligible and qualified candidate for the following roles:

- *Maintenance Building Supervisor*
- *Maintenance Plumbing Supervisor*
- *Food Operation Supervisor*
- *Technician Supervisor - CCTV and Low Voltage*
- *Junior Designer*

If you're interested in this opportunity, please send us your CV and Cover Letter to: hr@timorplaza.com or at Timor Plaza Reception Area Level 1, Comoro-Dili.

Applications close on Sunday, 14 May 2023.



APPLY NOW

9.4.6. Cover Letter

The cover letter is a written document from a job applicant to the recruiter or employer declaring interest in the advertised job by outlining candidate qualifications which are relevant to the job requirements, with an intention to be hired.

It is a selling tool for a job applicant to the recruiter asking to be hired. Employers want to employ the most passionate, professional, most qualified person for the job. Put yourself in the shoes of the employers by understanding their expectations.

Parts of the cover letter

- Sender address
- Date
- Receiver address
- Salutation
- Subject
- Main body

- Closing statement
- Signoff

Main body of the Cover Letter

- Paragraph 1 – objective of the letter
- Paragraph 2 – education and professional qualifications/ background
- Paragraph 3 – relevant work experience/ summary
- Paragraph 4 – relevant skills and competencies gained from work experience.

However, paragraphs 2 and 3 above can be merged into one paragraph at your discretion.

See sample cover letter in the appendices.

9.4.7. Resume and CV

Curriculum Vitae (CV) is a long-written description of your education qualification, previous work experience, and sometimes personal interests, sent to employer when applying for a job. shows a complete history of your career and credentials in a linear (ascending/ descending) order.

A resume is a short-written statement of your education and work experience. presents a concise picture of your skills and qualifications for a specific position.

CV Format

- Traditional/ any format
- UN/ World Bank format
- Specific format per industry or use a shared template.
- Specific job format – marketing and customer care jobs demand photos and graphics

Sections of the CV

- Bio data, Contact and address.
- Education and professional records
- Languages and level of proficiency
- Countries of work experience, and Work experience
- Honors and awards, Relevant hobbies, and interests
- Referees

Bio Data

- Full name, and Date of birth
- Sex/ gender, and Marital status

- Nationality

Contact and Address

- Postal office number, and Physical location
- Phone number/ numbers, and E-mail address
- Skype ID/ LinkedIn link

Education and Professional Records

- Professional board membership, certification, license, etc.
- PhD, Masters, and bachelor's degree
- Diploma, High School - Not below high school

Examples of Other training, skills, and competencies

- Leadership and management
- Customer services
- Entrepreneurship
- Computer applications software/ packages/ tools/ systems
- Resources mobilization/ proposals writing.
- Reporting and presentation
- Analysis and computation

Language and Degree of Proficiency

	Degree of Proficiency		
Language	Speaking	Reading	Writing
Portuguese	Excellent	Excellent	Excellent
Indonesia	Good	Good	Good
English	Fair	Fair	Fair
Tetum	Native	Native	Native

Employment and Work Experience

- Name of the employer
- Position/ title
- Duration – month and year, from when to when
- Summary of duties and responsibilities, DO NOT copy and paste all of them from the job description.

Honors and Awards

- Best employee of the month, or of the year
- Best student in xxxx subject
- Outstanding performance in xxxx activities/ event
- Scholarships

Hobbies and Interests

- Music dancing, reading books, watching TV series, Cooking, Jogging,
- Networking, socializing, hiking, counseling, teaching

Job Referees

- Name, position, company/ employer
- Phone number and email
- At least 3 referees
- They must be previous academic teachers/ tutors/ lecturers or work supervisors.
- No relatives, friends, parents

See CV sample in the appendices list.

9.5. INTERVIEWS AND TESTING

A job interview is a virtual or physical meeting between an employer or recruitment agency and the job applicant (candidate), for questioning and answering, testing if the candidate is fit for the job.

An interview is an opportunity for gathering information and learning about each other. It is about gauging the culture, telling your story, and building relationships. Discussing your goals, and showing your value

It can be written or oral interview or both. A written interview can be aptitude test or psychometric test or occupational assessment.

9.5.1. Aptitude Testing

A way for employers to assess a candidate's abilities through a variety of different testing formats. A tool used to see how candidates might deal with the challenges of the role they are interviewing for. Testing your ability to perform tasks and react to situations at work. This includes problem-solving, prioritization, numerical skills, and others.

Examples of Aptitude Test Questions

QN.1. Employees working within organizations have a legislative obligation to monitor the content of e-mails sent to external bodies and eliminate potentially sensitive internal information regardless of the perceived importance. Employers have prepared mandatory contracts stipulating this responsibility to guarantee that employees fulfill their legislative obligation and prevent the complete report's possible leak.

All employees signed these contracts, inserted a copyright section to every external e-mail, and emphasized the confidentiality of the information provided. Employees' carelessness in handling information circulated via email may result in severe punitive action.

Which one of the following provides the best summary of the main point of the passage?

- a) Sign a contract stipulating his responsibilities.
- b) Prevent leakage of sensitive information
- c) Refrain from sending personal E-mail.
- d) Accept punitive action when necessary.

QN.2.

CEB SHL Numerical Reasoning Sample Question

	USD	EUR	GBP	JPY	CAD
USD	1	0.6944	0.6091	76.764	0.9556
EUR	1.4401	1	0.8764	110.512	1.3761
GBP	1.6418	1.141	1	126.101	1.5701
JPY	0.013	0.009	0.0079	1	0.0125
CAD	1.0465	0.7267	0.6369	80.346	1

How many GBP can be purchased for 7500 CAD?

A. 11.772

B. 4776

C. 477.7

D. 8720

E. 6369

9.5.2. Psychometric Testing

A psychometric test is used to assess a candidate's cognitive ability and their personality. From a candidate's response psychometric testing can predict valuable insights such as job performance,

competence, and motivations. There are two general types of psychometric tests: ability tests and personality tests.

Ability Testing

Assessment tools with which, mostly employers, test and evaluate their employees or job candidates on certain skills and abilities. Assessment tests can measure various skills from problem solving, communication, manual dexterity, critical thinking and other.

Personality Assessment Testing

A personality test is a tool used to assess human personality. Personality testing and assessment refer to techniques designed to measure the characteristic patterns of traits that people exhibit across various situations. When we talk about ourselves and others, we frequently refer to different characteristics of an individual's personality. For example, we might refer to someone as adventurous, kind, or moody.

9.5.3. Interviews Tips

- **Before Interview Day**

- Read and understand the job advertisements, and if possible, ask to see the full job descriptions as most of the interview questions come from those two documents.
- Do simulations of interviews with your friends or colleagues. Ask them to be honest with in correcting and guiding you.



- **On interview day**

- Observe your presentation, your outlook, your grooming, cosmetics, etc. Do not overdo it.
- Observe your Communication, both speaking and listening.
- Demonstrate confidence. Body language – sit straight and look forward to the panelists.
- Speak with enough Voice and minimize paralanguage.

- Be open minded, try as much as possible to answer all questions even theoretically if no experience. It is better to show you can think and attempt new challenges, you can think outside the box than looking dumb or stupid.
- Respect and obey the interview panel. Respond professionally to the questions asked.
- Ask for clarification if did not understand the question or didn't hear it properly.
- Be precise: short and clear. Not making stories
- Show interest and passion to learn new things and adapt quickly, the shorter the adaptation period the better
- At the end of the interview, if given a chance to ask questions, do not ask more than 2 questions or do not ask any questions. More than 2 questions mean you did not research about the company, and you may spoil the whole interview.



9.5.4. Quick Wins for Fresh Graduates Interviews

- Speak clearly and with confidence.
- Be open minded, and proactive.
- Think outside the box. Do not think that all answers will come from your studies.
- Good presentation and decent outlook
- Demonstrate good morals and ethical behavior.
- Show that you can be trusted, they can rely on you.
- Have interest to volunteer or work as intern to get experience.
- Hardworking. Do not demonstrate laziness. Show that you are interested in working and to learn.

9.5.5. Competence based interviews.

Situational interview questions about your previous experience, acts and how differently you will act now or in the future. Measures one's behavior and attitudes towards certain situations, especially for managers and leaders.

The STAR method of interviewing is applied.

- S – What was the Situation
- T – Your tasks, timeline
- A – Action taken, and
- R – Response, the outcome

Hiring managers ask behavioral interview questions to determine whether a candidate is the right fit for a job.

By using this strategy, you can make sure you are fully addressing the interviewer’s question while also demonstrating how you were able to overcome previous challenges and be successful.

9.5.6. Situational Behavioral Questions

The behavioral interview is used to learn how you have behaved in previous work situations. In your answers, employers are looking for examples of your past actions that may be predictors of how you will act when you face these situations again. Generally, these questions are more open-ended and usually ask you to share stories or examples from your previous jobs.

Examples of behavioral interview questions

- Share an example of a time when you faced a difficult problem at work. How did you solve this problem?
- Describe a time when you were under a lot of pressure at work. How did you react?
- Tell me about a mistake you have made. How did you handle it?
- Share an example of a time you had to make a difficult decision. What did you do?
- Explain a situation where you used data or logic to make a recommendation.
- Tell me about a time when you disagreed with your boss. How did you resolve it?

Examples of Common General interview questions



9.6. CAREER DEVELOPMENT AND GROWTH

Learning experiences that help employees grow and prepare for the future is referred to as **career development**. Such development often involves voluntary learning not tied directly to the current job. Training is related to the current job and typically required.

9.6.1. Career

Traditionally, careers have been described in a variety of ways: as a sequence of positions held within an occupation, in the context of mobility within an organization, and as a characteristic of the employee—one's career.

9.6.2. Training Needs Analysis (TNA)

Also known as a training needs assessment. It is a process that organizations use to determine the gap between the current and desired knowledge, skills, and abilities of employees.

The process in which the company identifies the training and development needs of its employees so that they can do their job effectively.

A process of understanding the training needs of employees by identifying performance gaps and determining where the gaps can be closed by building skills and knowledge.

9.6.3. Performance Management

Look at the present and future of the employee, and what can be done to help future performance and meet future goals. Focused on the development and training of an employee,

and how that can benefit both the employee and the company. It involves planning, monitoring, developing, rating, and rewarding.

9.6.4. Organization goals

Also known as business goals. They are **strategic objectives** that a company's management establishes to outline expected outcomes and guide employees' efforts towards achieving them. While **strategic goals** are the long-term objectives of your organization, **operational goals** are the daily milestones that need to be reached to achieve them.

When setting strategic goals, think of your company's values and long-term vision, and ensure you're not confusing strategic and operational goals.

Organizational values are a set of core beliefs held by an organization. They act as guiding principles that provide an organization with purpose and direction and set the tone for its interactions with its customers, employees, and other stakeholders.

9.6.5. Performance Goals

Achieving individual goals of employees along with organizational objectives. Also, enhance the skills and personal development of employees through the managers' help. Additionally, encourage work that helps in fulfilling business goals.

9.6.6. Development Goals

Targeting acquiring new abilities, skills, and knowledge to facilitate an employee's personal and professional development. Development goals are long-term goals that focus on achieving a desired outcome. Focus on the individual level, helping employees achieve their aspirations. However, these often align with the organization's ultimate goals.

9.6.7. Self-Development

A **protean career** is based on self-direction, whereby one's career is driven by the person instead of the organization. A key goal in protean careers is to achieve psychological success. Employees need to develop new skills rather than rely on static knowledge.

Today's careers are "boundaryless". Means that individuals identify more with a job and profession than an employer. Most employees are unlikely to stay at one company for their entire career or even for a significant portion.

9.6.8. Career Development Planning

- Self-assessment—identifying opportunities and areas for improvement.
- Reality check—identifying what needs are most realistic to develop.

- Goal setting—establishing goals to focus development efforts.
- Action planning—creating a plan to determine how goals will be achieved.

Approaches to Career Development

- Formal Education, and Executive Education
- Personality Tests Assessment
- Performance Appraisal, and 360-Degree Feedback
- Enlarging the Current Job, and Job Rotation
- Lateral Moves, Transfers, and Promotions
- Downward Moves, Temporary Assignments, and Volunteer Work
- Mentoring, Coaching, and Succession Planning

Formal Education

It can take many forms including but not limited to the below.

- On-site or off-site programs tailored specifically for a company's employees.
- Short courses offered by consultants or academic institutions.
- On-campus university programs
- Some companies and employers provide tuition reimbursement.

Executive Education

Preparing experienced professionals for senior management role. This may include executive MBA programs and specialized curricula on topics such as leadership, entrepreneurship, and global business. Blended learning is common. Educational institutions have begun offering in-house, customized programs.

Personality Assessment

Involves collecting information and providing feedback about behavior, communication style, and skills. The assessment may help identify the managerial potential, strengths and weaknesses of team members, and general self-awareness.

Myers Briggs Type Indicator (MBTI)

Identifies 16 personality types based on preferences for:

- introversion (I) or extraversion (E)
- sensing (S) or intuition (N)
- thinking (T) or feeling (F)

- judging (J) or perceiving (P)

Each personality type has implications for work habits and interpersonal relationships.

360 Degree Feedback

Feedback is obtained from subordinates, peers, customers, managers, and employees themselves. Individual complete questionnaires rating the employee on several different dimensions. This helps identify strengths and areas of improvement of the employee for their development.

Job Experience

Most development occurs through job experiences. Development most likely occurs when employees are given “stretching” assignments. Job experiences perceived as positive stressors challenge employees and stimulated learning.

Job Enlargement

Enlarging the current job involves adding challenges and new responsibilities to the current job. The job holder feels a sense of having more workload as a way of developing new skills and attracting personal career development.

Job Rotation and Lateral Moves

A series of assignments in different functional areas of the company or within a single functional area. Job rotation helps employees gain an overall appreciation of the company and develop a network. Lateral moves help retain employees who want new experiences.

Temporary Assignments and Volunteering

Temporary assignments involve exchanging employees so companies can better understand each other. Community volunteer assignments may provide opportunities to learn new skills.

Transfers and Promotions

A transfer involves reassigning an employee to a different area of the company. A promotion involves advancement to a position of greater responsibility and authority. A downward move involves a position with less responsibility.

Mentoring

Involves an experienced, senior employee helping to develop a less experienced one. Helps socialize new employees, develop managers, and provide opportunities without regard to race

and gender. Most relationships develop informally, but some companies have formal programs. The benefits of mentorship to mentee (protégé) include:

- Career Support
- Psychosocial Support
- Skill Development
- Higher Rates of Promotion
- Higher Salaries
- Greater Organizational Influence

For mentoring program to formally being established, the mentee shall:

- Carefully select mentors.
- Make participation voluntary.
- Ensure the process does not hinder informal relationships.
- Match based on how the mentor's skills can meet a protégé's needs.
- Clarify roles and expectations.
- Specify a minimum amount of contact time.
- Encourage continued relationships.

Coaching

A peer or manager who works with an employee to develop skills, motivate, and provide feedback. A coach can play three roles:

- Developing high potential managers
- Employee self-development, and
- Providing valuable resources to the team member

Succession Planning

The process of Identifying, developing, and tracking employees who can move into different senior positions. The benefits of having a succession plan includes:

- Prepares Future Leaders and Builds “Bench Strength”
- Minimizes Disruptions When Key Employees Leave
- Helps Plan Development Experiences
- Attracts And Retains Employees

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graph TD; A[Person] --> B[Person]; A --> C[Person]; A --> D[Person]; B --> E[Person]; B --> F[Person]; B --> G[Person]; C --> H[Person]; C --> I[Person]; C --> J[Person]; D --> K[Person]; D --> L[Person]; D --> M[Person];
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The 9-box model, also known as the 9-box grid, is a tool used to analyze, display, and compare employee work performance and potential. This user-friendly performance map is a talent management tool that helps HR and managers effectively identify leaders and strategically prepare employees for future roles.

Once critical roles have been identified, leaders must begin thinking about current members of their organization who can be prepared to step into these roles. Leaders should consider multiple individuals at varying stages in their development towards a role.

It is also important to identify and develop employees who can fill successors' roles once they move up in the organization. Leaders should focus on developing top talent to prepare them for their future roles.

Sharing Succession Planning Feedback

Employees may stay because they understand promotion prospects, and employees who are not interested may communicate their intentions. However, employees not targeted may become discouraged and/or leave.

Onboarding and Induction

Focus on technical and social aspects of work and organizational culture. There is active involvement and employees are encouraged to ask questions. This is interaction between new hires, seasoned employees and the managers who are involved. There is follow-up at different points during the first year. The key takeaways are:

- Compliance—legal and policy-related rules and regulations
- Clarification—job and performance expectations
- Culture—company history, traditions, values, and norms
- Connection—developing formal and informal relationships.

9.7. CAREER CHANGE AND TRANSFORMATION

There may come a time in your career when you decide to move on from your current job. The reasons for this decision can vary depending on your workplace and personal life. Some may seek new challenges, while others look for a change of pace or a better work–life balance. For employers to keep employees around, they need to understand why employees want to leave the company.

Why career change?

Individuals may have personal reasons on why they want or need to change their career. Either by changing employers or completely change their profession or decides to become entrepreneurs. Below re some of the reasons for a career change.

- Earning more money or following a passion
- Improving a work-life balance or working with a new leadership
- Making a difference or gaining more relevant experience
- Finding new challenges or Focusing on a secondary interest

- Career advancement and growth or thinking that your job has changed.
- Wanting a clear company vision or company financial sustainability
- Wanting more independence or motivation and recognition

9.7.1. Earning more money

Increasing their salary is one of the most common reasons people shift careers. If someone feels their pay is below their worth or their current job doesn't provide them with enough financial stability, they may look to make a change. Changing careers can be a way to increase your earning potential and achieve greater financial security.

9.7.2. Following a Passion

Sometimes, people realize that they aren't in the right career field. They might have an interest in a certain subject or activity and feel that they may be happier doing something they love. Making a career change can allow you to pursue your passions and do something that brings you fulfilment.

9.7.3. Improving Work-life Balance

If someone has depleted energy or feels that they're always working and never have time for themselves, they may look to make a change to find a career that affords them more free time and less pressure. A career shift can improve your work–life balance and help you increase your well-being.

9.7.4. Working with a new leadership

Sometimes, people may feel that their current manager or company doesn't properly support them. They may look for a change in leadership or a different work environment. A career change can provide the opportunity to find a position with a more effective supervisor or a positive company culture.

9.7.5. Making an Impact (making a difference)

Some people might feel that their current career isn't positively impacting the world. They may want to find a more fulfilling job that allows them to help others. Making a difference can be a key motivating factor for many people when considering a career change.

9.7.6. Learning New Skills

Often, people make a shift in their careers to gain experience in a certain area or industry. They often want to learn new skills or broaden their knowledge base. A career change can help you gain the experience you seek for career growth and development.

9.7.7. Finding New Challenges

For some people, a monotonous job can be a major source of dissatisfaction. They may feel that their job doesn't challenge them enough and want to find a more stimulating position. A career change might offer you a more challenging and exciting job.

9.7.8. Focusing on a Secondary Interest

In recent years, there has been a growing trend for people to pursue secondary work interests or freelance work alongside their full-time job. This is due to a variety of reasons, such as wanting to earn extra money, following a passion, or gaining experience in a particular field. If your secondary interest is successful, you might decide to make a career change and focus on it fully.

9.7.9. Seeking Opportunities for Career Growth

If your current employer is limited in the number of promotions or learning opportunities they can offer, you may want to find an employer who has these resources. Having room to grow in your career is an important part of feeling fulfilled. Quality employers offer continued education, like workshops, seminars, lectures or even tuition reimbursement.

9.7.10. Thinking your job has changed.

When you first start a job, the employer lays out all your benefits, perks, and responsibilities. As your company evolves, you may realize that your job looks quite different from when you first started. This could mean that some of your perks have been reduced or that you're doing work you didn't apply to do.

9.7.11. Wanting a Clear Company Vision

A central part of finding a meaningful job is working for a company with a clear vision. If your employer's goals and mission statement are unclear, you may feel interested in finding a company with clearer values. This way, you can better understand how your contributions are helping the company meet its larger goals.

9.7.12. Company Financial Sustainability

Things like budget cuts and limited resources can be challenging to work with. As your company experiences financial hardships, you may feel less secure in your role. Finding a job that offers fair wages, room to grow, learning opportunities and regular pay increases can help you feel more confident that your company is doing well financially.

9.7.13. Wanting more independence

Some managers use micromanaging to keep track of everything you do. This can make you feel like you need more independence and autonomy in your role. A quality employer trusts their employees and gives them a chance to figure out things on their own.

9.7.14. Recognition and Motivation

Positive feedback and praise are how managers can make their employees feel more appreciated. Working for a company that rarely gives you recognition can make it challenging to feel motivated each day. Quitting your job and finding one that gives credit to hard-working employees can make you feel more valued.

Managing Career Change Process

- ***Assess your current situation.***
 - See if a career change is right for you.
 - Ask yourself why you're considering a change and whether it's feasible given your current circumstances.
 - Consider your financial situation, job security, and personal factors that may affect your decision.
- ***Evaluate your skills and interests.***
 - See if there's a good match for a new career.
 - If you're not sure what you want to do, take some time to explore different options.
 - Consider what you're passionate about and the kinds of jobs that may be a good fit for your skill set.
- ***Do your research.***
 - Find out as much as you can about the industry, job market, and specific positions.
 - This research helps you make an informed decision about whether to make a change.
- ***Find potential job openings.***
 - Potential job openings that align with your interests and skills.
 - Searching online and reach out to your network of contacts.
 - Attend industry events, meetings and look for job postings on company websites.
- ***Make plans and strategies.***
 - Once you've decided to make a career change, it's important to have a plan.
 - Determine the steps necessary for your transition. This may include updating your resume, networking, and taking steps to improve your skills.
- ***Prepare for challenges.***
 - Changing careers can be a challenging, so it's important to prepare for potential obstacles.

- Prepare for a job search that may take longer than expected and be willing to make sacrifices in the short term.
- Keep your long-term goals in mind and remember that it's okay to take your time.
- ***Track your progress.***
 - Recording your progress and seeing how far you've come can help you stay motivated.
 - Keep a journal, set goals, and celebrate your accomplishments along the way.
 - Use your journal to help you re-evaluate your goals as you make progress.
- ***Seek support.***
 - Seek support from friends, family, and professionals.
 - Making a career change can challenge you, so it's important to have a supporting system in place.
 - Talk to people who have successfully transitioned to a new career and ask for advice from career counsellors or coaches.

Tips for Successful Career Change

Below is a summary of proposed tips to work on when you want to change your career for whatever reasons or challenges you might encounter.

- ***Get advice from professionals.***
 - While making a big change, it's always good to get some professional guidance. Talk to a career counsellor or coach about your goals and see if they have any recommendations.
- ***Evaluate what you want in new career.***
 - It's important to have a clear idea of what you want in a new career. Knowing your objectives can help you filter your options and make the transition smoother.
- ***Take classes and workshops for more knowledge and experience.***
 - Learning more about your desired field can help you make a successful transition.
 - If you're considering a career in a different industry, find out if there are any workshops or courses you can take to gain more experience.
- ***Network with people in your desired field***
 - Connecting with people already working in your desired field is a great way to learn more about the industry and make important contacts.
 - Networking also introduces you to the industry and helps you learn about job openings that companies may not advertise.
- ***Invest in your education and professional development.***
 - Sometimes, you can get additional education or training to qualify for certain jobs.
 - Consider taking classes or getting a certification in your desired field.

10.0. COMMENTS AND RECOMMENDATIONS

By learning from other countries and scholars on different career counselling and guidance practices, and after studying Timor Leste national strategies and policies documents, plus having meetings with SEFOPE to gauge thorough understanding of the local context; below are some of the proposed comments and recommendations for consideration during implementation of the career counselling and guidance programs at national level and individual learning institutions.

SN	CAREER COUNSELLING PRACTICES	COMMENTS AND RECOMMENDATIONS ON THE BEST PRACTICES FOR TIMOR LESTE
1.	Ownership and management of the career development program	• Introduce national career development (counselling and coaching) curricula/ programs in Secondary schools, colleges, and universities. • Individual private learning institutions can have career counselling and coaching programs but must be regulated and monitored by the government relevant authorities on their applicability and relevance. • Empowering and supporting the work of relevant government institutions working on employment and business development and management for the local citizens
2.	Relevance to the country's policies, strategies, and priorities • Education systems and policies that support employment, entrepreneurship, and self-employment. • Employment policy • Business ownership and management policy	• The national policies of education and vocational training must incorporate and support entrepreneurship and self-employment to students at all levels of their studies. • The trade, industries, and commerce policies if the country must consider employments for local citizens. • Introduce compulsory national internship and apprenticeship programs for fresh graduates for three (3) to six (6) months, preparing them for the world of work. • Each industry, economic sector, and ministry to have annual employment target and entrepreneurs' database. • Introduce professional certification of individual career counselors and coaches. May opt to partner with other relevant recognized international certification institutions
3.	Resources needed to support the career counselling and coaching programs	• Government national budget for education and vocational trainings, employment, and entrepreneurship programs

SN	CAREER COUNSELLING PRACTICES	COMMENTS AND RECOMMENDATIONS ON THE BEST PRACTICES FOR TIMOR LESTE
		• Providing subsidies to private owned higher learning institutions with career counselling and coaching programs • Adopting affordable online learning platforms/ job portals for self-learning by job seekers to ease accessibility of career coaching and counselling information, job vacancies, soft loan/ startups capital, etc. • Budgeting for connecting employers and jobseekers through job fairs events
4.	Stages of the career counselling and coaching programs	• From secondary schools to universities • At family level through parents and guardians' guidance and support • Hosting of Job fairs events for jobseekers • Capacity building to jobseekers on job searching and job application process. • Soft skills training for the employed individuals to improve their ability and capacity to deliver at work for maintaining their jobs
5.	Crucial Contents and areas of the career development, coaching and counselling programs	• Selection of college and universities courses for studies by the students in relation to their career aspirations and ambitions • College career counselling and coaching support to students through and from their academic counselors • Self-understanding on one's passions, hobbies, interests, and likes and dislikes in relation to one's career choices. • Identifying and selecting role models and mentors • Making career choices and setting career goals • Developing and growing careers through formal and informal training as well as skills and competencies development through work experience (soft skills training) • Managing career change and transformation due to the increased demands and needs for work-life balance, high paying jobs, higher positions, self-employment, and entrepreneurship
6.	List of the important stakeholders to be involved	• Ministry of education and vocational training • Ministry of labor and employment • Private sector employers • Students and jobseekers

SN	CAREER COUNSELLING PRACTICES	COMMENTS AND RECOMMENDATIONS ON THE BEST PRACTICES FOR TIMOR LESTE
		• Training and learning institutions. • Development partners and donor countries institutions • Policy makers and implementors • Parents and guardians
7.	Measurement of the relevance and success of the career counselling and coaching programs	• Number of jobseekers employed by formal sectors. • Number of jobseekers employed themselves as entrepreneurs. • Number of individual career coaches and counselors registered and certified annually. • Number of new jobs created annually by private sectors firms and individuals. • Establishing national database for self-employed individuals and entrepreneurs
8.	Revision and updates of the program to reflect the changing needs of the public	• Continuously incorporating changes needed from the labor market and business management environment, say every after 5 years • Conduct engagement and satisfaction surveys from job seekers and employers/ business owners on the relevance and applicability of the program. • Adopting science and technologies practices in training and teaching jobseekers and entrepreneurs • Education and employment policies and regulations are reviewed to reflect timely needs of the jobseekers and entrepreneurs. • Consider engaging international consultants and researchers in benchmarking the global/ international career counselling and coaching programs best practices

11.0. APPENDICES

11.1. Career Self-assessment Questionnaire

1. Your full name: _____

2. Date of birth: (DD/MM/YYYY) _____

3. Gender/ Sex: _____

4. Place of domicile/ Residence: _____

5. Highest education: (Diploma, Degree) _____

6. Specialization/ Profession: _____

7. Work experience:(Months/ Years and field) _____

8. What kind of jobs do you like? _____

9. What job are you doing right now? _____

10. You have what sort of skills and competencies: _____

11. List your hobbies and interests: _____

12. What are your passions? Likes and dislikes. _____

13. Do you like physical/ manual work or mental work? _____

14. Working environment: (Office/ Field/ Factory) _____

15. Do you like to work alone or with others? _____

11.2. Job Seekers Self-Assessment Tool - SWOT Analysis Sheet

<u>STRENGTHS</u> <u>What do you have?</u> <u>What can you offer to the labor market?</u> • Education? • Experience? • Skills? • Competencies? • Network? •	<u>WEAKNESSES</u> <u>Areas of improvement</u> • Skills shortage? • Lack of network? • Experience? •
<u>OPPORTUNITIES</u> <u>Available career options?</u> • What and who can you become? •	<u>THREATS</u> <u>Competitions?</u> • Limited jobs? • Language barrier? • Age? •

11.3. Standard Job Application / Cover Letter

- A. Sender address
- B. Date
- C. Receiver address
- D. Salutation: Greetings/ Dear Sir/ Dear Madam/ Dear Mr./ Dear Mrs./ Dear Ms.
- E. Subject
- F. Main body
 - Paragraph 1 – objective of the letter
 - Paragraph 2 – education and professional qualifications/ background
 - Paragraph 3 – relevant work experience/ summary
 - Paragraph 4 – relevant skills and competencies gained from work experience.
- G. Closing line/ statement
- H. Sign-off

NB: You can optionally wish to merge paragraphs 2 and 3 into 1 paragraph.

11.4. A Receptionist Cover Letter - Sample

Ave Maria Jose Marie
UNDP Timor Leste, Caicoli Street, Dili.
Tel: +670-3312481.

16th May 2023

Hiring Manager
UNDP Timor Leste, Dili.
Caicoli Street, UN Agency House.

Dear Sir,

Ref: Application for a Receptionist job

Kindly refer to the above subject. This letter serves as an official notification of my interest for the above-mentioned job post at UNDP Timor Leste.

I am Timorese lady living in Dili, graduated from Australia International College of Commerce in 2020, where I studied Diploma in Tourism and Hospitality as well as Secretarial Course Certificate from Timor Leste Public Service College passed with distinction in 2018.

I have over two (2) years relevant working experience, having skills and competencies in customer service, presentation, reporting, and communication skills. Also, I am good at organizing and managing office management calendar and logistics for out of office seminars and workshops requirements.

I have good records of providing excellent customer care services whereby last year 2022 I was honored to be selected as employee of the year within Administration Department, and based on my performance I was awarded full paid scholarship for online studies in events planning and management.

Using my career history which is relevant to the criteria put on the advert for this job, I hope I am the fit candidate for this role, I pray that you consider my application.

Thank you and waiting to hear from you soon.

Sincerely.
Ave Maria Jose Marie

11.5. CV Standard – WB Format

A. Bio data	• Full name • Date of birth • Sex/ gender • Marital status • Nationality			
B. Contact and Address	• Postal office number • Physical location • Phone number/ numbers • E-mail address • LinkedIn profile link			
C. Education	• Professional board membership and certification • PhD • Masters • Bachelor's degree • Diploma • High School - Not below high school			
D. Other relevant training	• Leadership/ management • Customer services • Entrepreneurship • Computer applications software/ packages/ tools/ systems • Resources mobilization/ proposals writing			
E. Languages & degree of Proficiency	Language	Speaking	Reading	Writing
	English	Fair	Fair	Fair
	Portuguese	Excellent	Excellent	Excellent
	Indonesia	Good	Good	Good
	Tetum	Native	Native	Native
F. Countries of work Experience	Timor Leste, Indonesia, Australia, Singapore, Myanmar			

G. EMPLOYMENT RECORD AND EXPERIENCE

Employer name..... Position, and Duration of service...	• <i>Summary of duties and responsibilities. Do not copy and paste all from your job description.</i> •
Duplicate the same as above for all employers and positions	•
H. Relevant hobbies and interests, research, articles written, etc.	• Part time teaching, counseling, community work • Books reading club member. • Local community leadership experience
I. Honors and Awards	

J. REFEREES

- Name, position, company/ employer
- Phone number and email
- At least 3 referees

11.6. Job Description Template

POSITION	MARKETING MANAGER
REPORTING	DIRECTOR OF MARKETING AND PROMOTION
SUPERVISE	MARKETING OFFICERS, PROMOTION OFFICERS
DEPARTMENT	MARKETING AND PROMOTION
JOB LEVEL	C5
WORKSTATION	HQ, CITY CENTRE

Our company provides integrated marketing, promotion, and media agency services to different clients within and outside the country. Currently within the country we are the champion in digital marketing and media services with up-to-date tools and technology.

Summary of the job

Marketing manager's responsibilities include tracking and analyzing the performance of advertising campaigns, managing the marketing budget, and ensuring that all marketing material is in line with our brand identity. To be successful in this role, you should have hands-on experience with web analytics tools and be able to turn creative ideas into effective advertising projects.

Detailed duties and responsibilities

- Developing strategies and tactics to boost the company's reputation and drive qualified traffic to our business.
- Deploying successful marketing campaigns from ideation to execution
- Experimenting with various organic and paid acquisition channels like content creation, content curation, pay per click campaigns, event management, publicity, social media, lead generation campaigns, copywriting, performance analysis.
- Produce valuable and engaging content for our website and blog that attracts and converts our target groups.
- Build strategic relationships and partners with key industry players, agencies, and vendors.
- Prepare and monitor the marketing budget on a quarterly and annual basis and allocate funds wisely.
- Oversee and approve marketing material, from website banners to hard copy brochures and case studies.
- Measure and report on the performance of marketing campaigns, gain insight and assess against goals.
- Analyze consumer behavior and adjust email and advertising campaigns accordingly.

Required knowledge, skills, and abilities:

- Demonstrable experience in marketing together with the potential and attitude required to learn.
- Proven experience in identifying target audiences and in creatively devising and leading across channels marketing campaigns that engage, educate, and motivate.
- Solid knowledge of website analytics tools (e.g., Google Analytics, Net Insight, Omniture, Web Trends)
- Experience in setting up and optimizing Google AdWords campaigns.
- Numerically literate, comfortable working with numbers, making sense of metrics and processing figures with spreadsheets.
- A sense of aesthetics and a love for great copy and witty communication
- Up to date with the latest trends and best practices in online marketing and measurement
- BSc or MSc degree in Marketing or related field

11.7. Common Interview Questions and Expected Responses

SN	QUESTIONS	EXPECTED RESPONSES
1.	Tell me a little bit about yourself.	• The interviewer wants to know how you would communicate about a topic that only you can describe well. • Here, the goal is to show them what is not already mentioned in your resume. • It is a good opportunity to tell them about your skills with a personalized answer without cramming too much information.
2.	Why shall we hire you? or why do you think you are the right candidate for this job?	• This may be among the most challenging interview questions for freshers and the most significant chance to project your strengths in a positive light. • Refrain from comparisons with other candidates vying for the job and be confident about what you can bring to the position. • Share things (project/ assignment/ hobbies) which you have done, or you are currently doing, and they are relevant to the job
3.	Why do you want to work here and what do you know about this company?	• The person interviewing you wants to know whether you are keen on joining the organization, or if this opportunity is a learning curve for you. • You can expect this question no matter which field you choose, so you can start by doing some research about the company's history, objectives, and verticals.
4.	What are your hobbies?	• The focus of an HR interview is to understand the kind of person you are and whether you can be a correct fit for the job. • The interviewer may try to assess your personality traits with a seemingly unrelated question about your favorite pastimes. • While your hobbies and interests may be out of the realm of the job, they can still apply to the job.
5.	What inspires you to go to work every day?	• Interviewers want to be assured that you might be happy and content with the role. • A growing pay package may motivate you but explaining that what drives you is not an external factor. • Determine what you are looking for in a job and explain that. • Since this would be your first job, you can rely on a good story from your internships or volunteer experiences.

SN	QUESTIONS	EXPECTED RESPONSES
6.	How long do you plan to remain with us and where do you see yourself in five years?	• Employers invest a lot in training and onboarding new employees into their roles and respective teams. • If they hire you, they want to be sure that you are going to stay for the long term. • If it is a short gig, refrain from misrepresenting your motives—express your enthusiasm for being considered for the position in such an esteemed company and express your willingness to continue in a good work environment.
7.	What are your greatest strengths and weaknesses?	• Talking about your strengths is relatively easy and preferable when you are starting a new job. • But you can turn your weaknesses into masked strengths and share anecdotes about how you have overcome such negative traits.
8.	How do you handle customers' complaints and misunderstandings with your colleagues?	• Smile • Respect • Be emotionally stable, calm, do not shout, do not fight. • Come down • Apologize • Refer the matter to your manager if not sorted or the customers do not want to talk to you
9.	What kind of salary do you expect?	• Freshers may be looking for entry-level jobs, and in the absence of experience, you may not be able to put a number on your remuneration. • By researching the salary ranges of various positions, you can get an idea of your compensation. • Rather than giving a fixed answer, leave room for negotiation later. • One way to do this is to say that you accept the latest industry standards.
10.	Do you have any questions for us, the interview panelists?	• When all the interview questions for freshers are over, the HR staff would like to know if you need information about the company's role. • Before you thank the interviewer and walk out, this is the right time to shoot some of your own questions. • Prepare these before going in, and frame them as open-ended questions that need wording other than “yes” or “no.” • Conclude your meeting by saying that you are eager to hear about their decision soon.

11.8. Practical responses to Behavioral Interview Questions by STAR method.

A. Question: Share an example of a time when you faced a difficult problem at work. How did you solve this problem?

Response:

"I was working as a retail manager at a department store during Diwali. A customer purchased an outfit online and had it delivered to the store. One of my associates accidentally put the outfit on display where another customer immediately purchased it. Before calling the mistake, to let her know about the mistake, I located the same outfit at another store location nearby. I ordered it to be pressed and delivered to her home on the morning of Diwali along with a gift card to thank her for her understanding. The customer was so thankful that she wrote us a five-star review on several review sites."

B. Question: Describe a time when you were under a lot of pressure at work. How did you react?

Response:

"In my previous job as an account executive, one of my co-workers quit immediately after signing the biggest client our firm had ever taken on. Although I was already managing a full load of accounts, I was assigned this new client as well. I knew the stakes were high and if we lost this deal then we would not hit our quarterly goal. I made myself completely available to the client and took calls on evenings and weekends until the project was delivered. The client was so impressed with my dedication that they immediately signed an annual contract with our company worth USD 100,000."

C. Question: Tell me about a mistake you have made. How did you handle it?

Response:

"I was working as an intern for an events company, and I was responsible for ordering the floral arrangements for a private event hosted by a high-profile client. Unfortunately, I mixed up the information from another event and the flowers were delivered to the wrong venue on the other side of town. I admitted my mistake to my boss, took an early lunch break, drove to the other venue, picked up the flowers and delivered them to the appropriate venue an hour before the event. The client never knew about my mix-up and my boss was very grateful."

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SUMMARY :

Career Development Training is a structured five-step process that helps individuals make informed career decisions and achieve success. The process begins with building rapport and collecting data about the individual's background and interests. The next step is exploration, where the individual undergoes assessments to evaluate their personality, social behavior, and career interests. In the decision-making stage, the trainer helps the individual choose the best career path, addressing any barriers. After that, an action plan is developed to outline the necessary steps for success. Finally, in the implementation stage, the individual sets goals and works towards achieving them, with ongoing support from the trainer.

Career Development Training offers numerous benefits, especially for students and jobseekers. It helps individuals clarify their career aspirations, find paths that match their skills and interests, and prepare for future educational or training requirements. The training also provides valuable information about different careers, boosts self-esteem and confidence, and encourages critical thinking and informed decision-making. Overall, Career Development Training enhances the chances of success by guiding individuals to make well-informed choices and take actionable steps towards their goals.

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