

CAREER DEVELOPMENT TRAINING

HANDBOOK

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



Career Development Training Handbook – YEES Project – UNDP Timor Leste

TRAINING FACILITATION HANDBOOK FOR TRAINERS

CAREER DEVELOPMENT TRAINING (CAREER COUNSELLING)

YOUTH EMPLOYMENT AND ENTREPRENEURSHIP SKILLS (YEES)PROJECT

UNDP TIMOR LESTE – 2025

To enable the trainer to first comprehend his / her role, it would be helpful if training as a concept is briefly explored into. It is recognized that the right mix of knowledge, skills, and attitudes/ behaviors, helps the trainer to perform tasks successfully.

This trainer's handbook is a blueprint that informs the trainer's delivery and guides him or her through the process of knowing and understanding the curriculum, preparing training, gathering needed materials, lesson planning, and one's eventual relationship with each participant. It provides a comprehensive training programme that can be used by "master" level peer educators and trainers.

HOW TO PLAN FOR YOUR TRAINING – BY SKILLS CONVERGED

- **Know your delegates** – who are your audience? For training to be effective it must be targeted. Are they all coming from the same organization? Do they know each other? Do they have anything in common?
- **Your delegates training needs** – customize the training according to the training needs analysis (TNA) conducted before. Determine what people need and discover the skills gap.
- **What do the delegates already know** – it will allow you to skip the contents they already know and focus on the new areas they want to learn more. Ask questions orally, or circulate questionnaire, or pre-course activities to determine their level of understanding before you start training.
- **Number of training participants** – having too many delegates will naturally force you to lecture as opposed to train and facilitate. In an interactive training course, there can be a lot of discussions and activities. With more than 20 people the course slows down considerably.
- **Venue** – the choice of the venue determines your approach to training, whether is in-house training or public course training. The ambiance of the training environment has significant influence on learning.
- **Objectives of the training** – if there is one thing you want your delegates to learn in the course, what would that be? Knowing your core objective throughout the course can help you filter out unnecessary contents, focus the discussion on important topics, and highlight relevant materials as opportunities arise.
- **Resources needed for the training course** – do you need papers, laptops, projector, flip charts, marker pens, etc.? Be organized. Test all the equipment and resources before training time to avoid embarrassment if they will not work. All resources selected must be relevant and appropriate tools when used.

- **Evaluation of the training session** – establish a way to evaluate if training needs of your delegates have been achieved. You can use post-course activities, questionnaire and written or oral evaluations to see how much delegates have improved because of attending the course.
- **Homework or post-course activities** – for refreshing the memory or assessing the effectiveness of the training. Turning a skill into habit by practicing it for at least 20 consecutive days.
- **Trainer self-evaluation** – ask direct questions or use questionnaire to get feedback from your delegates to know if your training delivery was successful or not, and if any changes are needed for improvement.

Trainer role:

- Introduce yourself – short biography.
- Depending on the size of the class, all training participants may also introduce themselves. NB: It is crucial to know your audience so that you can share relevant information, not to repeat what they already know.
- Introduce the topics to be covered in sequential order.
- Randomly asks participants their learning expectation from the training.
- Set class rules to ease facilitation of training, such as punctuality, uses of mobile phones, one meeting at a time, time for breaks, etc.
- The logistics coordinator can communicate the environmental issues such as where participants can rest during the break, where washrooms are located, emergency assembly point, first aid point, car parking, shops, etc.

TOPICS:

1. Self-assessment and self-understanding
2. Exploring career options
3. Setting career goals
4. Job searching and job application – resume and cover letter.
5. Interviews and testing
6. Career development and growth
7. Managing career change and transformation

TOPIC 1: SELF ASSESSMENT AND SELF UNDERSTANDING

- Introduce the topic and subtopics.
 - Individual career aspirations and ambitions, role models, etc.
 - Description of different personalities
 - Personalities and relevant career options
 - Passions Hobbies and interests
 - Likes and dislikes
 - Job knowledge, technical and soft skills, education, experience, etc
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day).

- Share learning objectives from the topic
 - 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
- Use ice breakers at the beginning of the training, or/ and after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of the training and learning objectives	• Delegates/ trainees participate in finding the meaning and practicing self assessment exercise for understanding their career	Trainees listening and observing the trainer while taking some notes
NEW KNOWLEDGE	3 to 4 hours	• Leading learners to identify • their list of knowledge they possess, skills they have, as well as their personalities types, passions, hobbies and interests they are not aware of. • Linking learners personalities and skills to their respective careers	• Trainer to explain the entire process of self-assessment and self-understanding • Delegates to learn their own hobbies, passions, interests, skills and personalities	Individual self evaluation on self assessment and self understanding

REINFORCEMENT	30 Mins	Using ice breakers and practical class activities such as SWOT Analysis, and self-assessment questionnaire	Through their group the trainer will explain the SWOT Analysis activity in identifying ones areas of strengths, weaknesses, opportunities and threats to their careers	Class activities and ice breakers on self-assessment and self-understanding
REFLECTION	10 Mins	Trainer lead the class to memorize learning of the day through asking direct questions or online assessment questionnaire	Trainer to crosscheck understanding of the delegates from the learning of the day	Direct questions or online questionnaire

TOPIC 2: EXPLORING CAREER OPTIONS

- Introduce the topic and subtopics
 - Longlisting of available career options
 - Shortlisting of career choices
 - Consultation from experienced professionals
 - Important questions to reflect on during career decision making
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day)
- Share learning objectives from the topic
 - Making career choice decisions
 - Networking
 - Linking skills to career options
 - Linking personality to job selection
- Use ice breakers at the beginning of the training, or after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of the training and learning objectives	Understanding how to come up with own longlist and short list of individual career options	Trainees listening and observing the trainer while taking some notes
NEW KNOWLEDGE	2 to 3 hours	• Trainer guides training participants to make a long list of their career options based on their self assessment findings, the SWOT analysis feedback	Identifying individual longlist of the career options	Being able to follow the trainer
REINFORCEMENT	30 Mins	• The trainer to share an example for longlisting career options • The trainer to share criteria for shortlisting career options, and the training participants to consider the	• Identifying individual shortlist of the career options • Making career selection decision	Class activities and ice breakers on longlisting and shortlisting career options

		same criteria and make their own career options shortlists		
REFLECTION	10 Mins	Trainer led the class to memorize learning of the day through asking direct questions or online assessment questionnaire	Trainer to crosscheck understanding of the delegates from the learning of the day	Direct questions or online questionnaire

TOPIC 3: SETTING CAREER GOALS

- Introduce the topic and subtopics
 - SMART goals
 - Short term goals
 - Long term goals
 - Training needs and other support
 - Approaches to achievable career goals
 - Action plan
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day)
- Share learning objectives from the topic
 - 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
 - Consistently learning and development of new skills
- Use ice breakers at the beginning of the training, or after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of the training and learning objectives	Understanding how to come up with self longlist and short list of individual career options	Trainees listening and observing the trainer while taking some notes
NEW KNOWLEDGE	2 to 3 hours	The trainer takes the participants through the process of developing short terms and long term SMART career goals	The training participants practicing how to develop their own long term and short term career goals	Checking and correcting self career goals
REINFORCEMENT	30 Mins	Leading class activities on developing career goals	Learning about Brian Tracy and HAYS Recruitment approaches to achievable career goals	Class activities and ice breakers
REFLECTION	10 Mins	Reflecting the whole process of developing career goals, how to have achievable career goals, and action plan for achievable career goals	Trainer to crosscheck understanding of the delegates from the learning of the day	Direct questions or online questionnaire

TOPIC 4: JOB SEARCHING AND JOB APPLICATION

- Introduce the topic and subtopics
 - Job adverts/ announcements
 - Cover letter
 - Resume/ CV
 - Networking
 - Difference between job searching and job application
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day)
- Share learning objectives from the topic
 - 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
- Use ice breakers at the beginning of the training, or after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of the training and learning objectives	Delegates/ trainees participate in finding the meaning and practicing self-assessment exercise for understanding their career options	Trainees listening and observing the trainer while taking some notes

NEW KNOWLEDGE	2 to 3 hours	• Differences between job searching and job application • Networking and networking activities • Understanding important information from the job advert/ announcement and job descriptions for jobseeker • Training on how to draft customized cover letter and resume according to the job requirements	• Understanding the difference between job searching and job application • Checking your personal network, where you met before. Learn how to build new relationships/ connections for your career development • Understanding the difference between curriculum vitae (CV) and resume • Practicing drafting your own job application/cover letter and resume	• Consider the review and feedback from the trainer • Use relevant cover letter format and resume format
REINFORCEMENT	30 Mins	Class activities on how to write individual job cover letter and resume	Learn from other people's cover letter and resume samples	• Class activities and ice breakers • Asking more questions for more understanding
REFLECTION	10 Mins	Trainer led the class to memorize learning of the day through asking direct questions or online assessment questionnaire	Trainer to crosscheck understanding of the delegates from the learning of the day	Direct questions or online questionnaire

TOPIC 5: JOB INTERVIEWS AND TESTING

- Introduce the topic and subtopics.
 - Interview tips
 - Interview preparation
 - Aptitude tests
 - Psychometric tests
 - Common interview questions
 - Fresh graduates' interviews
 - Competence based interviews.
 - STAR method – behavioral/ situational interviews
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day).
- Share learning objectives from the topic
 - Get ready for interviews
 - Winning interviews
 - Securing jobs
 - Developing interviewing and testing skills and competencies
 - Understanding different testing and interviewing techniques
- Use ice breakers at the beginning of the training, or after the break time.
- Ensure class activities and ice breakers are relevant to the course and learning objectives.
- Reward and appreciate excellent performing groups or individuals to motivate others.

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of	Delegates/ trainees participate in learning and understanding different interviews and testing tips and techniques	Trainees listening and observing the trainer while taking some notes

NEW KNOWLEDGE	2 to 3 hours	• Sharing interviews tips on preparation before interviews day and on interviews day • Sharing definitions and meaning of aptitude tests, psychometric tests, and personality assessment tests • Sharing common interview questions and expected response	Learning and understanding common interview questions, preparations before interviews, and practicing how to respond to written tests	Testing individual responses to job written tests and common interview questions
REINFORCEMENT	30 Mins	• Practicing job written test questions • Conducting interview simulations	Providing possible answers for the written tests and interview questions	• Analyzing individual responses to job written tests and interview questions • Ask training participants about the new or different knowledge they acquired from the exercises
REFLECTION	10 Mins	Trainer lead the class to memorize learning of the day through asking direct questions or online assessment questionnaire	• Trainer to crosscheck understanding of the delegates from the learning of the day • Ask trainer questions for more understanding where is not clear or have doubts	Direct questions or online questionnaire

TOPIC 6: CAREER DEVELOPMENT AND GROWTH

- Introduce the topic and subtopics
 - Career path/ ladder – Career lattice
 - Soft skills training
 - Competencies development
 - On job mentoring and coaching
 - Training-needs analysis from the performance management feedback
 - Succession planning
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day)
- Share learning objectives from the topic
 - 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 mentor
 - Get ready for self-employment and entrepreneurship
- Use ice breakers at the beginning of the training, or after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	Introduce the training topic Ask training participants to share their knowledge about the topic Ask training participants about their learning expectations	Delegates/ trainees participate in finding the meaning and importance of career development and growth	Trainees listening and observing the trainer while taking some notes

NEW KNOWLEDGE	2 to 3 hours	Sharing the meaning and importance of career development and growth • Share examples of approaches to career development and growth	Listening, observing and taking notes	Assessing training participants through observation and listening to their responses
REINFORCEMENT	30 Mins	• Challenge training participants to identify which career development approaches they can adopt easily and the common used career development methods	Class and individual learning exercises	• Assessing training participants through observation and listening to their responses
REFLECTION	10 Mins	Trainer lead the class to memorize learning of the day through asking direct questions or online assessment questionnaire	Trainer to crosscheck • understanding of the delegates from learning of the day	Direct questions or online questionnaire

TOPIC 7: MANAGING CAREER CHANGE AND TRANSFORMATION

- Introduce the topic and subtopics
 - 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
- Describe mode of training facilitation, such as ppt, role plays, class activities and ice breakers as well as time management (duration of the training during the day)
- Share learning objectives from the topic
 - 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 decision
- Use ice breakers at the beginning of the training, or after the break time
- Ensure class activities and ice breakers are relevant to the course and learning objectives
- Reward and appreciate excellent performing groups or individuals to motivate others

LESSON DEVELOPMENT

STAGE	TIME	TRAINING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT ACTIVITIES
INTRODUCTION	10 Mins	• Introduce the training topic • Ask training participants to share their knowledge about the topic • Ask training participants about their learning expectations • Share summary of	Observing, listening and taking notes	Trainees listening and observing the trainer while taking some notes

NEW KNOWLEDGE	2 to 3 hours	• Share reasons of why people move from one job to another, from one employer to another • Reasons why people prefer or start employing themselves, becoming entrepreneurs and business owners	Ask the class to share their own experience and appreciate their contributions	Individual self-evaluation on self-assessment and self-understanding
REINFORCEMENT	30 Mins	• Class activities and individual assignment on managing one's career shift	Learning Career changes process, and entrepreneurship tips – preparing to become a business owner	Listening and observing class responses
REFLECTION	10 Mins	Trainer lead the class to memorize learning of the day through asking direct questions or online assessment questionnaire	Trainer to crosscheck understanding of the delegates from the learning of the day	Direct questions or online questionnaire

Evaluation of the training workshop

An evaluation of the course is requested from everyone at the end of the workshop. The idea of the evaluation is to get from trainer's points that will assist trainers to improve their delivery of the course. But also, the most important is to test the understanding of the participants and see if the learning objectives were met.

Closeup of the training workshop

Sometime should be taken to close the workshop properly, preferably with a social event at which "graduating" trainees spend at least two hours. The social component of the closing ceremony will be good for the trainees, but more importantly, the training workshop is expected to be part of the overall and continuous effort to build capacities. A social event at the end will be effective for networking beyond the training workshop. It will also allow for discussions of the training workshop, thereby helping in the preparation of other training workshops.

Summary

Go through the following flow of the information when facilitating learning and training.

- Introduce yourself.
- Ask training participants to introduce themselves.
- Introduce the training topic.
- Ask training participants to share their knowledge about the topic.
- Ask training participants about their learning expectations.
- Share summary of the training and learning objectives.
- Share sections and contents of the training plan.
- Begin the training by a relevant ice breaker or story or exercise.
- For each training topic, divide the lesson into 5 areas:
 - Topic introduction
 - Explanations/ notes of the topic
 - Examples from the trainer
 - Class exercise/ activity for the participants - testing understanding
 - Evaluation and assessment

APPENDICES

- Teaching aids,
- Ice breakers,
- Assessment forms,
- Interview questions,
- Sample cover letter
- Sample CV
- Sample job announcement/ advertisement

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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This manual was created as part of the Youth Employment and Entrepreneurship Skills (YEES) project, a collaborative initiative between the Government of Timor-Leste, the Korea International Cooperation Agency (KOICA), and the United Nations Development Programme (UNDP), aimed at strengthening the employability of Timorese youth seeking employment opportunities.