

Leadership seminars 2020

Session 7

Career Planning and Peer Mentoring



Recap

- Key lessons learnt from last week sessions 5 and 6

Let's
Recap

Objective of this session

- How to plan your career?
- Understand and practice with peer mentoring

Job or Setting-up a Business?

- Kenya's youth (ages 15-24) unemployment rate is estimated at 26% (ILO, 2018)
- A survey in Kenya, Tanzania and Rwanda found that the youth are entrepreneurial, with the majority (50-65%) aspiring to start their own business, rather than pursue traditional careers in law, teaching, medicine or engineering. The study revealed that while youth were concerned about unemployment, they were willing to be part of the solution through a strong orientation to entrepreneurship (Awiti and Scott, 2016) .



**Do not let what you cannot do
tear from your hands what you can.**
- Ashanti

Proverb
Ghana

Youth (un)employment in Kenya

- <https://www.youtube.com/watch?v=YeDf9X1Ksjc>
- What are the reasons for youth unemployment in Kenya mentioned in the video?
- Do you agree with these?
- What solutions are discussed? Do you agree?
- What other solutions can you suggest?

Young graduate quits employment to venture into dairy farming ...

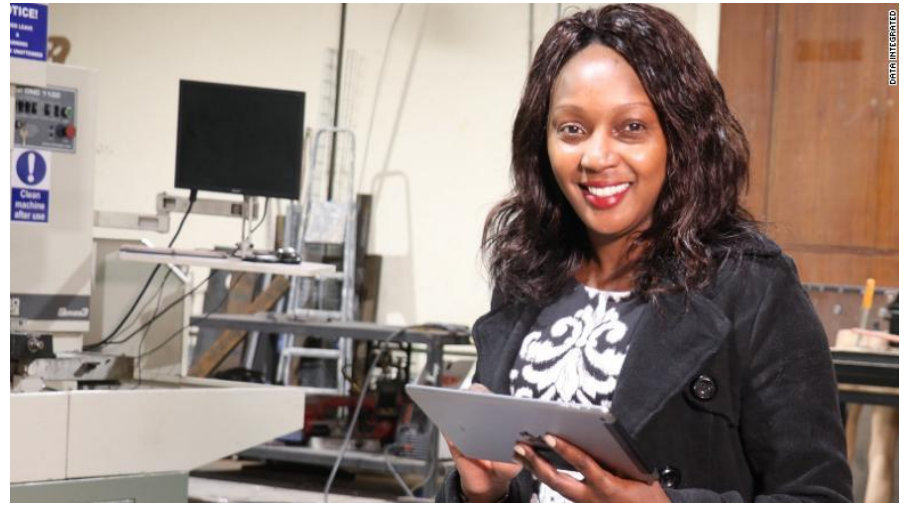


...and she is loving every moment!

Read her story and advice

<https://www.nation.co.ke/gender/There-is-so-much-wealth-in-soil--says-dairy-queen/5362750-5433292-13cdol2z/index.html>

IT Firm Nairobi



Mary Mwangi grew up in Kenya, then lived in the US for more than 20 years before moving to Nairobi to start Data Integrated in 2012. Of her 28 full-time employees, everyone other than management is under 30 years old. "We are very excited about all these young people that are coming out of local universities and the drive that they have," says Mwangi. "I think the biggest misconception is that there is no talent in Kenya. Most of our success is because of this young team." <https://edition.cnn.com/2020/01/28/business/data-integrated-kenya-intl/index.html>

What do you need?

- Qualifications
- Experiences
- Skills
- Network
-??

Requirements differ for each job role. Let's have a look at some job roles.....



What qualifications were required for this job role?
What experiences did she go through?
What skills has she acquired?



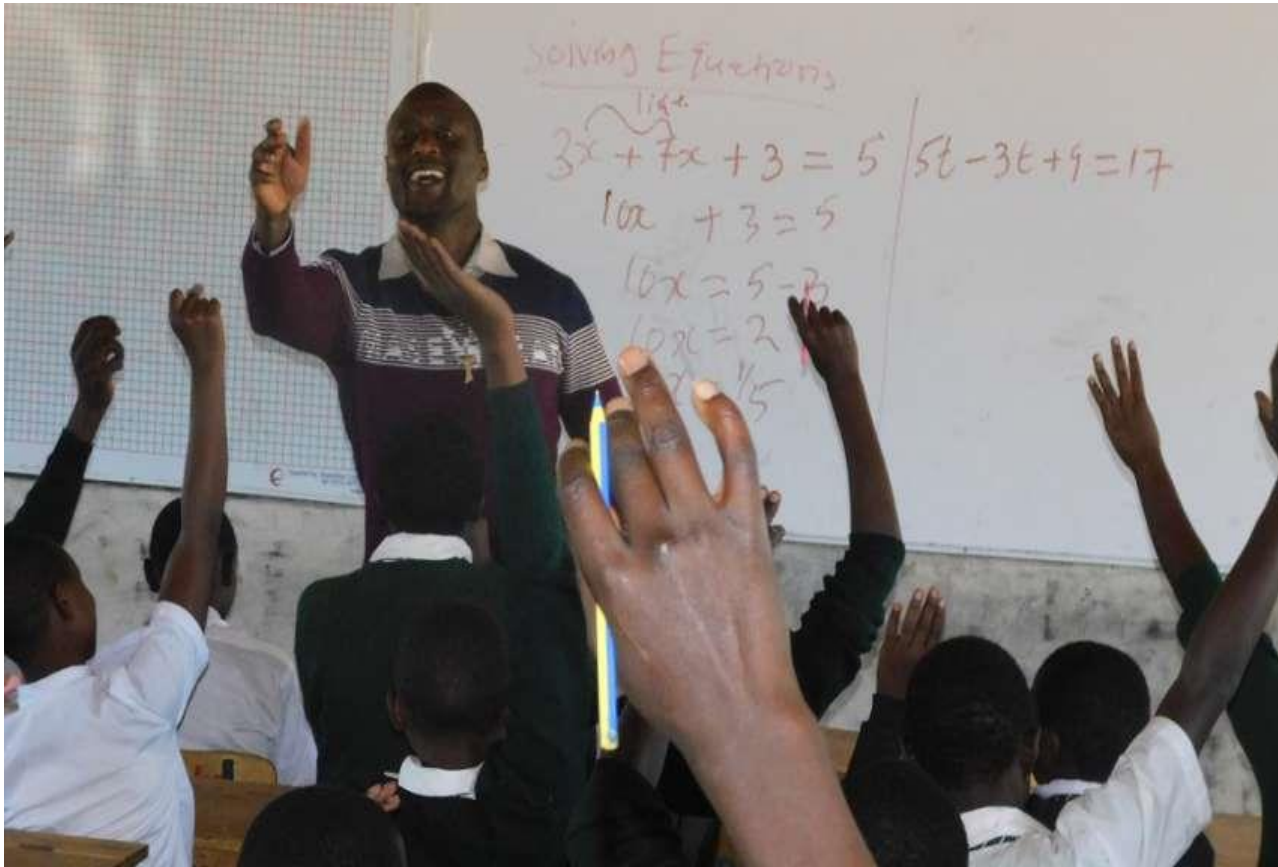
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Seeing yourself

1. Write your name on the top of the activity sheet.
2. Write the 'job' that you could see yourself doing on the BOTTOM line. Enter your name in the last column. Then fold the sheet backwards so that the writing is hidden.
3. Pass the sheet to the next person on your immediate right. On the BOTTOM line the next person then writes their suggestions for a career for the named person, and a career they see that person NOT doing and sign it.
4. The sheet of paper is folded again and then passed to the next person until the spaces are completed –arriving back with the 'owner'.

Seeing yourself

- Spend a few minutes looking at how the jobs compare with your original choice
- Now ask group members why they see you in certain careers and not others



The 16 personality types

Code:

Introvert
Extrovert

Observant
Intuitive

Thinking
Feeling

Judging
Prospecting

| | | | |
|---------------------------------|----------------------------|----------------------------|--------------------------|
| ISTJ Logisitican | ISFJ Defender | INFJ Advocate | INTJ Architect |
| ISTP Virtuoso | ISFP Adventurer | INFP Mediator | INTP Logician |
| ESTP Entreprene ur | ESFP Entertainer | ENFP Campaigner | ENTP Debater |
| ESTJ Executive | ESFJ Consul | ENFJ Protagonist | ENTJ Commander |

Functional Pairs: Focus & Interests

| | <i>Thinking (T)</i> | <i>Feeling (F)</i> |
|----------------------|--|---|
| <i>Observant (S)</i> | <ul style="list-style-type: none"> • Objective analysis of facts and realities • Practical and analytical | <ul style="list-style-type: none"> • Concern for others • Interested in practical help and services to other people |
| <i>Intuitive (N)</i> | <ul style="list-style-type: none"> • Interested in theoretical concepts and systems • Logical, theoretical, analytical | <ul style="list-style-type: none"> • Attention to people's potential • Interested in understanding and encouraging people |

- Applied sciences, banking, law enforcement, reconstruction, production
- Health care, community services, teaching, supervisions, religious services, sales
- Physical sciences research, computers, law management, engineering
- Psychology, HR, teaching, research, literature, religious service, healthcare, art and music

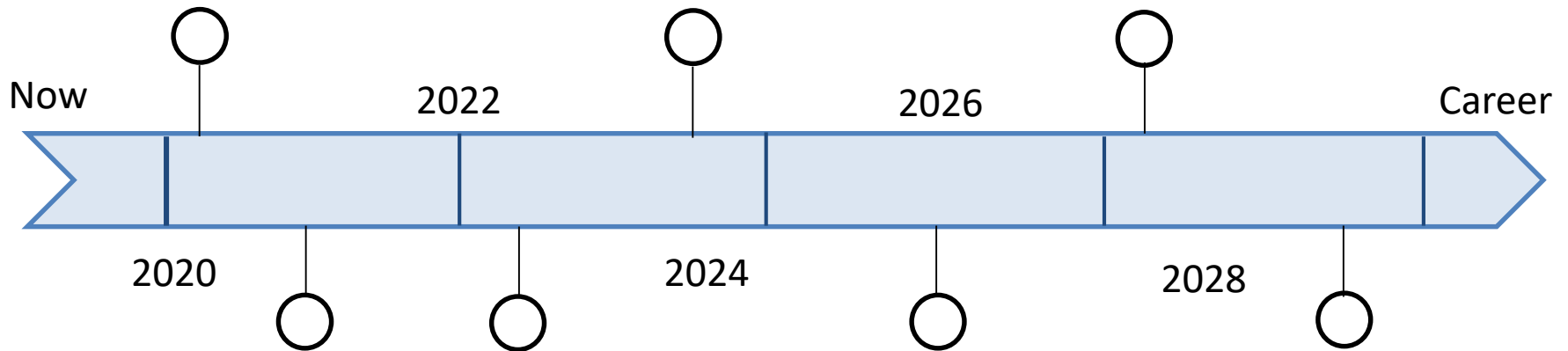
Job? or Business?



In two groups: Job (1), Business (2) discuss what would be the strategy and steps to take:
1) to get a job or 2) to start a business?

Timeline

- Think of a potential career (job or business) and make a plan for the different steps that could be required to achieve that career
- Draw your plan on a timeline starting from now:



- Discuss your plan with a partner and see if they have any suggestions of other things you could add

Mentoring

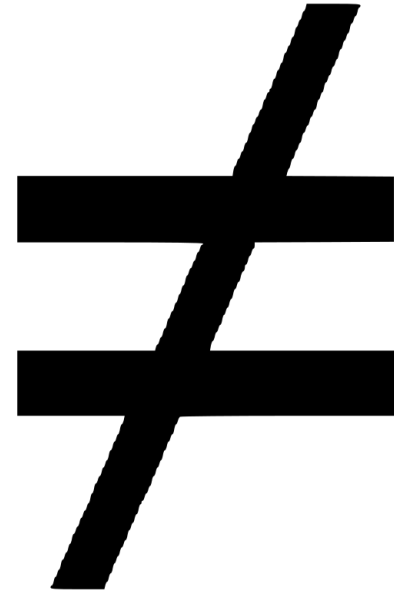


(Peer) Mentoring

- helps someone to reflectively contemplate his/her professional and personal development, by talking to someone else, who serves as a sounding board on specific themes brought up by the mentee.
- The outcome is an increased insight into the interaction between the mentee and his/her study or work environment.

Mentoring is not the same as:

- teaching
- instructing
- advising
- chatting
- gossiping
- therapy
- telling each other how good your own performance is



Benefits of being a Mentee

Gain practical advice, encouragement and support

Benefits of being a mentor

Improve communication and personal skills

Develop leadership and management qualities

Increase your confidence and motivation

Engage in a volunteering opportunity, valued by employers

Enhance your CV

Gain recognition for your skills and experience

Benefit from a sense of fulfilment by being able to support someone else

Practice Mentor – Mentee roles

- Form pairs: each group to nominate one person as mentor and one person as mentee
- The mentor should start by saying, “Ask me a question.” The mentee should ask a question.
- Depending on the reply received the mentee should continue asking more questions to learn more about a given topic. The mentor should reply briefly and ask for another question. This is important because the aim is to make the mentee drive the conversation.
- After 10 minutes swap roles.

The GROW Model

- **Goal**
 - What do you want?
- **Reality**
 - Current situation?
- **Options**
 - What could you do?
- **Will**
 - What will you do?
- Recycle to achieve your goal



In pairs: Apply the GROW model

- **Goal** – What do you want to achieve?
 - Identify the problem and what you want to do about it
 - Formulate a SMART goal you want to achieve
- **Reality** – What is happening now?
 - Understand and establish the current situation
 - What are current constraints?
- **Options** – What could you do?
 - Come up with a range of feasible, realistic options
 - Generate as many alternative courses of action
- **Will** – What will you do? Make things happen!
 - Commit to acting upon your preferred solution



Set yourself SMART Goals

- **Specific:** _____
 - Define your goal in detail
- **Measureable:** _____
 - How will you measure your progress?
- **Acceptable:** _____
 - How will you achieve your goal?
- **Realistic:** _____
 - Is your goal in-line with other life values?
- **Timely:** _____
 - When will you finish?

Leadership Development

For young leaders in Africa, other leadership development options include:

- Observing role models
- Internships
- Networking events
- Soft skills development (in University and workplace)
- Community mobilisation projects/volunteering: honing leadership skills in practice
- Specific leadership development programmes for youth, such as YALI and ALU (for the happy few)

Career Planning and Mentoring

Note down your key lessons learnt from this session.



Pre-work session 8

- Think about an issue/problem that you would like to get advice from your peers on