



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Mentorship Program Talking Points

How to use this document

This document is not meant to be read straight through. Before the first call, mentors should read “General Notes” and “Call 1.” Before subsequent calls, mentors should read the section for that call. Each section stands alone. Additional resources are available in the appropriate section to support the development of the mentors.

[General Notes](#)

[About FEA](#)

[About Mentorship](#)

[Call 1: Talking points](#)

[Call 2: Talking Points](#)

[Call 3: Talking Points](#)

[Call 4: Talking Points](#)

[Additional Resources for mentors](#)



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

General Notes

About FEA

Enabling transformation and providing tools for personal development and an expansion of what is possible.

FEA's mission is to move **5 million people from low income to middle income**. We do this through a network of branches located in urban and rural neighbourhoods in Bihar, Delhi, Haryana, Madhya Pradesh, Rajasthan, Uttar Pradesh, Uttarakhand, Punjab, Jharkhand and Chhattisgarh. FEA provides a free year-long program that builds ethical, productive mindsets, and core employability skills including English language and digital literacy. Additionally we provide career guidance and mentorship.

81,000+ students attend FEA classes every day. Most students are in the 17 to 27 year age group and are often first generation learners in their families.

About Mentorship

The objective of FEA's Mentorship program is to help students better understand what professional paths are available to them, which of those might be appropriate to them, and what they need to do to get there. Concretely, by the last session of the mentorship program, every student in the class should be able to speak to what they want to do, why they want to do it, how they intend to go about it, and how they plan to overcome specific adversities they foresee.

Mentors do this mostly by providing a directed sounding board and an empathic ear. With one hour-long zoom call twice a month for 2 months (a total of 4 calls), mentors can make a significant impact on the lives of students by sharing their personal stories and life experiences. FEA supports mentors by providing suggested talking points and a structure for each call, in addition to facilitating the calls themselves. After every call, students will be expected to add relevant aspects to their personal career plan, which they will present at the last session.

Most students from low income backgrounds do not personally know educated successful adults, who would take the time to speak to them and guide them. This program aims to fill the gap by exposing students to 'role models' and discussion of real life experiences. Just one-two conversations per month through zoom may be generally adequate to motivate, help and move them along on their chosen path. The challenges of each student are unique and just being there for them makes them feel special. You will be making a real difference just by taking an interest in their life. The mentors and mentees learn about each other through questions and answers. Apart from scheduling and providing a brief introduction, no formal preparation is required on the part of the mentor.

Child Protection Policy- <https://tinyurl.com/4pmtayus>

Per Indian law, we are required to have and notify all adults interacting with our students about the following Child Protection Policy. Please ensure to go through the child protection policy.



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Connectivity and Background

We operate our classrooms in low income neighborhoods because that is where the students we wish to serve, live.

These neighborhoods are frequently noisy and sometimes have poor internet connectivity.

We ask mentors to be patient because ambient noise and connectivity issues are out of our control.

The purpose of the mentorship call is to talk about general issues and life experiences. Mentees do not necessarily want to be in the same profession as the mentor.

FEA has dedicated Career counselling and guidance team to address career related questions. Our Career counsellors provide current admission information of all Indian colleges and entrance examinations. A mentor can direct the students to approach the FEA Career Counsellor. The contact numbers are provided at each branch.

E-Mail - careerguidance@FEAIndia.org

Mentor Profile

Mentor profiles are added in the [FEA webpage](#). Kindly email us at mentor@FEAIndia.org if you wish to include or exclude your profile from the website.

If you are interested to answer individual queries of students regarding the profession you are in, please let us know your consent to add your profession details and email ID on mentioned portal: <https://feagraduate.org/Professionals.html>

Call 1: Talking points

FEA Mentorship Talking Points for Rural Program (Call 1)

<p>Plan for the mentoring session- (Call-1)</p>	<ol style="list-style-type: none"> 1. Opening: What are these mentoring sessions all about? 2. Mentor’s Introduction. 3. Academic/Professional journey of the mentor 4. Questions for clarification. 5. Closure
<p>Before the call</p>	<p>The facilitator shares the details of the student- name, age, educational qualification, hobbies, and career aspirations (करियर महत्वाकांक्षा) with the mentor at least 2 days in advance along with the meeting link.</p> <p>The profile of the mentor will be shared with the students.</p> <p>Note- Mentors are requested to share a short introduction with their name, photo (only if you are comfortable), educational background, current location, hobbies/ what interests you, how will you help students from these mentoring calls, etc. You can create a word document and share this with the mentorship team before the call or with students during the call. The profile will help students to connect better with you.</p>



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

<p>During the call</p> <p>Duration- 60 minutes</p>	<p>a. Begin the session with an icebreaker to make students comfortable and relate with you- Ask about some common topics like-their favorite movie, and favorite food. You can also ask students- who named them at their birth? Do they like their name? If they were given a choice to change it, what would they like to name themselves?</p> <p>Note for a mentor- Choose a topic where maximum students can relate and participate.</p> <p>b. After the energizer, the mentor begins the session with his/her introduction and shares the academic journey they had to motivate students. (Show with the help of your pictures/videos or activities in your classroom) The conversation will be in ‘Hindi’ only.</p> <p>c. The mentor shares the objective/mission of these mentoring sessions. (Share with the help of short anecdotes from your life. A quick example would be how a mentoring session helped you at a personal and professional level or how timely mentoring could have helped them.)</p> <p>d. Announce that you also wish to know more about students and ask each one of them to introduce themselves. Later, with the help of visual cues, show the 5 questions you have. Tell them to think and voluntarily come and share their thoughts.</p> <p>e. The mentor will allow each student to answer the following questions:</p> <p>Note: Keep the notes about the students that you received from the facilitator.</p> <p>a. What makes you happy and do you like doing it? What are you good at? (Hobbies, pastimes, etc.)</p> <p>b. What would you rather not do since it makes you or your family unhappy?</p> <p>c. What motivates you to come regularly to FEA?</p> <p>d. What do you wish to achieve from the FEA rural program? What do you not know at present and wish to learn?</p> <p>e. What do you wish to learn in the next mentoring session, that is, questions you would like to discuss at our next meeting?</p> <p>(Note for a mentor- These questions can also be asked at the end of the session.)</p> <p>Mentee-led questions- The mentor will now allow students to ask questions. This helps to check students’ understanding and gives them some space to share their views.</p> <p>Note for the mentor: Before you end the session, share with students why it is important to be grateful for the things we have in life rather than counting the things we do not have. Share how many people don’t get an opportunity to talk to</p>
--	--



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

	professionals/experts and they end up choosing a career that they don't wish to pursue. Thanks to FEA for the initiative of providing mentors to all the students.
Homework	Write a thank-you note to someone who has helped you in your life? (The mentor can show a short thank you note they have written or received and share what should come in their Thank you note.) Share an approx. date when you would be meeting these students next. Please plan the call for the next week only.

Call 2: Talking points

FEA Mentorship Talking Points for Rural Program (Call-2)

<p>Plan for the mentoring session- (Call-2)</p>	<ol style="list-style-type: none"> 1. Opening: Begin the session with a quick energizer and recap on the mentoring session call 1. 2. Discussion on the homework- Thank you note. 3. Talk about their – ‘Dream Village’ and their contribution to creating that village. 4. Closure
<p>Before the call</p>	<p>For the facilitator- Please ask students if they have written- Thank you note to their families.</p> <p>For a mentor- Plan a 10-minute energizer.</p> <p>Sample energizers: A. Names in the air- 1. Ask students to write their name in the air first with their right hand, then their left hand. 2. Finally, ask them to write their name in the air with both hands at the same time.</p> <p>B. Genie in a Bottle- 1. Ask students- “If you had three wishes to get from a genie, what would they be?”</p> <ol style="list-style-type: none"> 2. Encourage everyone to share their responses.



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

<p>During the call</p> <p>Duration- 60 minutes</p>	<p>a. The mentor begins the session with a quick energizer (you can refer to the sample energizers or can conduct one of your own).</p> <p>b. Ask students what all was discussed in the first mentoring call and how they feel after meeting you.</p> <p>c. Select a few students to share- a ‘Thank you note’ with the class. (Note- Encourage students to share this note with their families.)</p> <p>d. Now instruct all the students on the following: –Ask all the students to close their eyes and listen to the instructions given by you carefully. (Note- They are not allowed to open their eyes or speak anything throughout this activity.)</p> <p style="text-align: center;"><i>A Journey into your “Dream Village”</i></p> <p>The mentor instructs students to imagine that they are in a <i>“Dream Village”</i>. Take a pause for a minute and ask the following questions: <i>(Note- Students are not supposed to speak. Instruct them to imagine only.)</i></p> <ol style="list-style-type: none">1. What do you see in that village? Who are the people in that village? How is the weather?2. What did your home look like? Does your village have clean water, school, and hospitals?3. What type of career were you working in? What was enjoyable about the job you were doing?4. How do you feel about living in that village? <p>Ask students to slowly open their eyes and share how they feel about their ‘Dream Village’, followed by the above questions.</p> <p>The mentor now asks students to think and share their thoughts:</p> <ol style="list-style-type: none">a. How is the dream village different from your real village?b. What one thing you can do to make your Dream Village a reality?
--	--



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Homework	<p>Mentor shares the importance of practicing ‘Homework’ and why it should be done on time. (Homework sessions encourage you to use your time wisely, work independently and engage better with the subject matter. It will also improve your memory and critical thinking.)</p> <p>Mentee-led questions- The mentor will now allow students to ask questions. This helps to check students’ understanding and gives them some space to share their views.</p> <p>Buddy Learning-With the help of the facilitator, the mentor pairs up the students (2) and asks them to discuss the following questions and write the answers in a notebook.</p> <ol style="list-style-type: none">1. What type of career were you working in that dream? Do you wish to pursue the same career in the future? If not, what do you want to become?2. What are you good at?3. What competencies do you need to improve to be successful and happy in your career?4. What kind of jobs are available in urban (शहरी) areas? How can you apply for those jobs? <p>Ask the pair to write the responses of their partners and share them in the next session.</p> <p>Note for facilitator- Please keep a track of the responses and check with students before call-3 if they are ready with the answers or not.</p> <p>Share an approx. date when you would be meeting these students next. Please plan the call for the next week only.</p>
----------	--



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Call 3: Talking points

FEA Mentorship Talking Points for Rural Program (Call-3)

Plan for the mentoring session- (Call-3)	<ol style="list-style-type: none">1. Opening: Begin the session with the homework given on buddy learning.2. Ask each pair to share their responses to the four questions.3. Presence of all the students for this mentoring call.4. Mentors make notes of the career aspirations of each student on the excel sheet.5. Introduce the concept of 'Ikigai' and relate it with 'Success' and 'Goal Setting'.6. Closure
Before the call	<p>For facilitator- 1. Please check with all the students (pairs) if they have written the answers to the questions given by the mentor. Remind students to be present for call- 3 mentoring sessions.</p> <p>2. Create a paper ball for an activity.</p> <p>For mentor- Be ready with the excel sheet shared by the facilitator before call-1 and track the career aspirations of the students. If it is the same you do not need to change it; however, if they have changed please make a note of it in the excel sheet.</p>



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

<p>During the call</p> <p>Duration- 60-90 minutes</p>	<p>a. Ask the buddies to sit together for this activity. The mentor begins the session by asking the response of the four questions given as homework. Invite different pairs to share their responses. Select as many as time allows.</p> <p>b. Ask students what one thing they have learned from “Buddy learning”.</p> <p>c. The mentor keeps a note of the career aspirations shared by the students in the excel sheet. (the one shared before call 1)</p> <p>The mentor now shares the following points with students:</p> <ol style="list-style-type: none">1. Selecting your career is an exercise in understanding yourself and matching your talent (प्रतिभा) and inclination (झुकाव) with the requirements of a job.2. What does ‘Failure’ means to students? (Note for Mentors - Help students to focus on the limitations they have and how they can work on them.) <p>Introduce the concept of ‘Ikigai- a reason for being’ (जापानियों के अनुसार हर व्यक्ति की एक इकि गाई (Ikigai) होती है. इकि गाई शब्द का अर्थ है - होने का एक कारण) with the help of the diagram. Share that they would need to find the intersection (चौराहा) of what they LIKE to do, what they're GOOD at, and what society VALUES (and is willing to pay you for).</p>
--	--



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

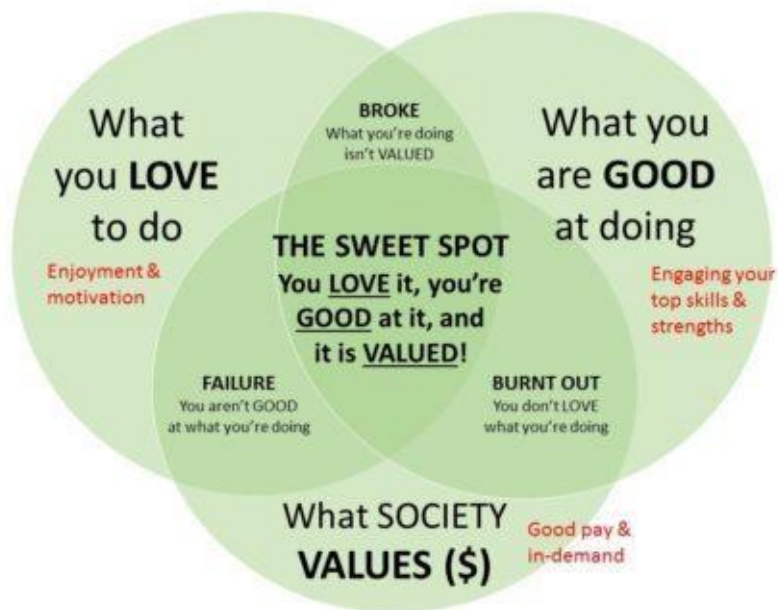


Diagram from:

<http://crossroadsindy.com/job-search-and-career-search-articles/difference-job-career-career-search-focus-tips>

4. The mentor explains this more by sharing his/her career and the things they like doing and what they are good at.
5. Motivate students to research more online on their selected career aspirations.
6. There are many more careers out there, but we do not have time to talk about all of them. You can also talk to FEA's career counselors for more ideas and career details.



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Mentee-led questions- The mentor will now allow students to ask questions. This helps to check students' understanding and gives them some space to share their views.

Understanding Success and Goal Setting (सफलता समझे और लक्ष्य स्थापना)

(Material taken from Brian Davidson- Igniting Greatness)

Success. It is something we all want. Though we may define it in different ways, we all strive to reach it. The first step in reaching the level of success you desire is to clearly understand what exactly you want.

1. Ask the students to write the first five words that come to their mind when they think of “success”.
2. Next, think of three **FAMOUS** people that you feel are successful. Write down their names.
3. What, in your view, have these people done to become successful? What has made them become successful?
4. Now, think of people closer to you – people you know. Name the three people you personally know who you feel are the most successful. What, in your view, have these people done to become successful?
5. Think about yourself now. Have you experienced any success in your life?

In gaining a vision of where you want to be in the next ten or twenty years, we now must work to break down that vision into smaller goals to help you get there ***(The mentor can conduct the below questions either in the class, if time permits, or give students as homework)***

- a. What is your goal for this year? Describe what it looks like when you accomplish that goal.
- b. Now, to help you get to that goal, you need to break it down. What is your goal for the next month that will help you in completing that goal?



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

	<p>The mentor ends the session with a quick activity- <i>Reflecting on the day</i>: Make a paper ball and ask the students to throw the ball to each other in turn. When they have the ball, participants can share one thing they have learned from today's session and one takeaway.</p>
--	---

Call 4: Talking points

FEA Mentorship Talking Points for Rural Program (Call-4)

<p>Plan for the mentoring session- (Call-4)</p>	<ol style="list-style-type: none"> 1. Opening: Begin the session with a review of the last call. 2. Recap the concept of ‘Ikigai’ and Goal setting. 3. Activity on Current V/S Ideal Life ((वर्तमान - आदर्श जीवन) 4. Dealing with adversity (विपरीत परिस्थितयों से निपटना) 5. Closure and filling feedback form
<p>Before the call</p>	<p>For facilitator: Remind students to write the responses to the questions on the goal-setting given by the mentor in the previous call.</p> <p>Ask all the students to be present for the last call with the mentor.</p> <p>For mentor: The mentors might want to spend some time thinking about challenges they have overcome and how they did so (dealing with adversity).</p>



FREEDOM EMPLOYABILITY ACADEMY
Building ethical, productive mindsets
and core employability skills

During the call

The beginning of this call is a review of the previous call, giving the students an opportunity to share where they are at in their career plan. The last portion of the call is a -call to action, suggesting things the students can do right now to keep developing their career plans.

Review from last time:

Duration-

60-90 minutes

We ended the last call by leaving you with two questions. The questions were:

- a. What is your goal for this year? Describe what it looks like when you accomplish that goal.
- b. Now, to help you get to that goal, you need to break it down. What is your goal for the next month that will help you in completing that goal?

The mentor extends the conversation on goal setting with the help of the below activity.

(Material taken from Brian Davidson- Igniting Greatness)

Current versus Ideal Life (वर्तमान - आदर्श जीवन)

Using the circle below, break the circle into six pieces that correspond to different realms of your life (अपने जीवन का अहसास) as it is right now. The size of the piece of the circle should correspond to how much time you spend in that area. For instance, if you spend more time studying than you do hanging out with friends, the “Homework/Studying” piece would be larger than the “Time with Friends” piece.

Break down the circle using the following realms (Note: The mentor can alter these categories or add additional categories as needed):

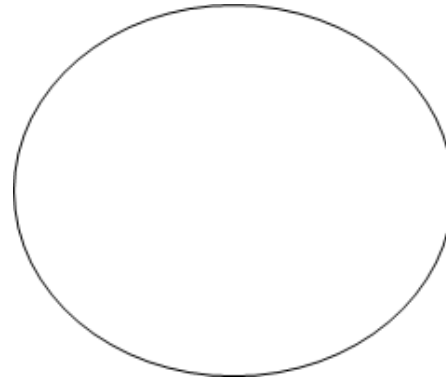
Work/Study	Sleep	Personal Development (व्यक्तित्व विकास)- spending time on what you like doing
Time with Family/Friends	Cooking/Eating	Leisure (फुर्सत)



FREEDOM EMPLOYABILITY ACADEMY

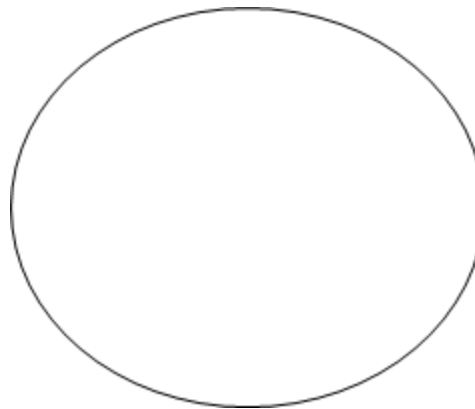
Building ethical, productive mindsets
and core employability skills

Current Life



Next, look back at all the goals you have set (refer to the two questions asked on goal setting). In reflecting on the goals you have for yourself, create a new circle chart that depicts what your ideal life (आदर्श जीवन) would be like living in a manner that would guarantee that you would accomplish your goals. Use the same categories as you did in the circle above.

Ideal Life





FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Things you can do now:

Hopefully, this call has given you some things to think about in terms of what steps you would need to take to build your career. But chances are you are not yet sure about what career you want to pursue. That is perfectly normal. Here are some things you can start doing right now:

1. Talk to someone who is in the profession you wish to pursue- a family friend, neighbor, or someone else, and see if you can shadow them just to see what their days are like. This will help you to get an overview of the preparation required, qualification, time period, etc. (Note for a mentor- Connect students with somebody if you know or tell them to talk to the career counselors).
2. Look for videos on YouTube related to this career. YouTube is also a great resource for motivational talks and training material to help you develop the skills you will need.
3. Consider enrolling in a Massive Online Open Course (MOOC) to learn skills that might come in handy. See www.edx.com , www.coursera.com , www.udemy.com , www.openclassrooms.com .
4. See www.quora.com for answers to questions about specific careers and www.wikipedia.com for encyclopedia articles about careers and fields.
5. Talk to FEA Career Counsellors and share your queries.
6. Reach out to the mentors in the future.
7. If you are looking for a job, follow the job search at the FEA website- <http://feagraduate.org/JobApps.html> and apply as per your interest.

Dealing with
Adversity:



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

The bulk of the remaining call should be composed of students asking questions to the mentor, ideally about obstacles (बाधाओं) they foresee in their career paths of choice, but also in general about how to best prepare for a career.

The following is a list of questions the mentor could ask if students are struggling to find questions, or if the mentor feels the conversation is unbalanced.

- Coping with failure: most people see failure as a dead end, but really, it's just an opportunity to learn and improve. Everyone falls. The question is how you get up afterward: What can you learn from this difficulty? How can you avoid it in the future?
- Decision-making and judgment (निर्णय लेना)
- What challenges do you expect to face pursuing your desired career path?
- Do you think you will be challenged because of your gender? This could come from your partners or in-laws, or even parents. (optional)

For mentor: If one more call is required, you may conduct call-5 and ask the facilitator to plan it. End the mentoring session by sharing your experience and asking students to share their learning from the mentoring journey.

Additional Resources for Mentors

Videos

- **Let's listen from FEA team about Mentorship program:**
https://drive.google.com/file/d/1DXXCqvhFLM2DPCM_IoCCwR3DOqNTI2AQ/view?usp=sharing
- **Patrick Boland** -- [Failure and the Importance of mentors](#)(TEDx, 2015)

This video helps appreciate the anatomy of success and failure. The speaker effectively explains how to overcome failure in different steps. The other thing this video does is emphasize the importance of practices/habits and mentorship to overcome your problems. The video explains the importance of self reflection and identifying the areas where you need feedback and mentorship
- **Karen Russell** -- [Modern Mentoring: The Good, the Bad, and the Better](#)(TEDx, 2011)

Articles

Each Mentoring Model/Population Review is conducted by the National Mentoring Resource Center Research Board- <https://nationalmentoringresourcecenter.org/research-tools/> with the intention of examining the full body of rigorous evidence as it pertains to either mentoring for a specific population of youth (e.g., youth with disabilities, immigrant youth) or a specific model of mentoring (e.g., group mentoring, e-mentoring). Each review is built around a thorough literature review for the topic in an attempt to answer key questions about mentoring's effectiveness, participant characteristics and program processes that influence that effectiveness, and successful implementation of relevant programs to date.

- [Sample Handbook](#)
- [Ashit Jain -- A simple guide for mentoring \(Slideshare, 2009\)](#)
- [Job Apps- http://feagraduate.org/JobApps.html](http://feagraduate.org/JobApps.html)
- [Career Opportunities- http://feagraduate.org/Opportunity.html](http://feagraduate.org/Opportunity.html)