



# TRAINING CURRICULUM

## FOR YOUTH WORKERS IN AREA OF CAREER AND VOCATIONAL GUIDANCE



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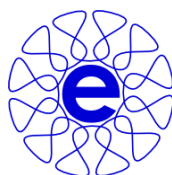
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# INTRODUCTION

## About the project

FROM YOUTH TO WORK project is aimed at improving practices in youth work in the fields of career and vocational guidance, supporting employability of youth, enhancing job search process and supporting transition from educational activities to labour market.

THE AIMS OF THE PROJECT ARE ACHIEVED THROUGH DEVELOPMENT OF THREE INTELLECTUAL OUTPUTS:

- Needs analysis in order to obtain overview of successful practices including procedures, methodologies and tools in career and vocational guidance and support services in employment.
- Comprehensive training curriculum that enables youth workers' high quality and more structured work in area of career guidance and development of career management skills.
- Development of innovative online platform "Youth Portfolio" which enables young people to have free access to it and to develop their personal digital online portfolio as a way of managing their own personal competencies. Young persons will be able to take part in a process of self-assessment, mapping their own qualities, competencies and relevant experiences either from past formal or non-formal experiences, enhance networking possibilities and improve their self-presentation in digital context.

The target group of this project are youth workers from six countries who take part in producing new comprehensive curriculum for work in areas of career guidance and career management skills. 18 youth workers take part in a collaborative way in joint staff training during which the curriculum is tested, revised and mutual agreement on its features is made.

The expected impact of this project, among others, is in area of raising awareness of the importance of quality work of youth workers in the field of career and vocational guidance which leads to improvement in the quality of care for the young unemployed persons, especially those with fewer opportunities. The project foresees an increased recognition of the youth work and rising motivation of the youth workers to further develop personal transversal skills and competencies.

## About the training curriculum

The comprehensive training curriculum is aimed at improving youth work practices in area of career and vocational guidance and is base of this project.

Training curriculum improves the capacities of youth workers and is set up on theoretical inputs combined with interactive methods through structured set of developed activities easily adapted for their everyday work with young people.

Main features of the training curriculum:

- It answers the learning needs identified in each participating country
- It includes general and specific competences to be developed through the training
- It includes clearly presented learning outcomes described in terms of skills, competences, knowledge and attitudes
- It defines areas of work with young people
- It describes procedures to be implemented
- It is divided into learning units
- It is based on findings of needs analysis process
- It gives detailed methodological indications and implementation tips

The training curriculum is jointly developed by all partners and piloted in local environments of participating countries. It is intended to be used by various target groups such as youth workers of different level of experience in youth NGOs, youth centres, job clubs, but also practitioners from social care system (youth in children homes or foster care system), youth-oriented departments of national employment service offices, career counsellors in vocational and other types of schools.

## Structure of the training curriculum

The training curriculum is designed in modular format which means that each of the modules can be used separately as well as the smaller learning units that modules consist of. There are overall five training curriculum modules that mostly follow the same structure of three smaller learning units per module.

First module stands out as an introductory theoretical overview of themes relevant for effective approach toward youth.

Second, third and fourth module provide highly structured and interactive learning units that provides knowledge, tools and approaches in areas of career development, self-assessment, job search tools and appropriate communication and self-presentation.

The fifth and final module provide a broader context by which youth workers, by using various proposed tools can guide young people to use the capacities of the local communities in developing their own projects, finding solutions for encountered problems etc.

The structure of the “From Youth to work” Curriculum is the following:

Module	Title			Duration
<b>1</b>	Effective approach toward youth			6 hours
	<b>UNIT 1</b>  Motivating young people changing attitudes towards work	<b>UNIT 2</b>  Effective and supportive communication	<b>UNIT 3</b>  Maintaining professional boundaries and setting rules	
<b>2</b>	Effective self-assessment and job research process			... hours
	<b>UNIT 1</b>  Career planning, setting goals	<b>UNIT 2</b>  Assessment of relevant personal characteristics	<b>UNIT 3</b>  Entrepreneurial skills acquisition	
<b>3</b>	High quality job search tools			... hours
	<b>UNIT 1</b>  Seeking job and entrepreneurial opportunities using on-line tools	<b>UNIT 2</b>  Effectively preparing CVs: How to produce a high-quality CV to secure a job	<b>UNIT 3</b>  Letter Writing: How to produce a high-quality cover letter / motivational letter	
<b>4</b>	Appropriate communication and self-presentation			... hours
	<b>UNIT 1</b>  Job interview	<b>UNIT 2</b>  Effective business communication	<b>UNIT 3</b>  Communication in digital context	
<b>5</b>	Guiding young people in development of transversal and specific competencies through capacities offered in local communities			... hours

Even though the duration of each module is predicted, a future user of this material should be aware of the fact that training curriculum is a flexible tool that trainers can use as they wish: they can adjust the training contents and duration according to the participants’ real needs and preparation level, i.e. they can dedicate more time to certain activities, if they believe it’s necessary.

Beside the broader description of each module, unit plans are developed for each learning units with numerous supporting materials such as presentations, skills, values and personality traits inventories, questionnaires, checklists, reminders, tips, examples etc. that are annexed on the separate CD.

# MODULE 1

## EFFECTIVE APPROACH TOWARD YOUTH



## MODULE 1: Effective approach toward youth

P2 IATAP (GR)

MODULE 1	EFFECTIVE APPROACH TOWARD YOUTH		
Objectives	<p>At the end of this module, youth workers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the motivation of young people for job searching and their attitudes towards work;</li> <li>• Understand the importance of effective and supportive communication;</li> <li>• Understand better the way of setting professional boundaries and setting rules</li> </ul>		
Content	<p>This module consists of three units lasting 6h hours in total which will focus on 1) Motivation/changing attitudes 2) effective approaches of communication and 3) professional boundaries</p>		
Units	<b>UNIT 1</b>  <b>Motivating young people changing attitudes towards work</b>	<b>UNIT 2</b>  <b>Effective and supportive communication</b>	<b>UNIT 3</b>  <b>Maintaining professional boundaries and setting rules</b>
Time	2 h	2 h	2 h
Target Group of Learners	<p>Practitioners who are working with young people (especially NEETs or other youth with fewer opportunities) as youth workers, case workers, educationalists and career guidance counsellors</p>		
Number of participants	Max 30		
Resources required	<p>Flipchart or whiteboard, colored markers, white papers and pens, LCD projector, computer, internet access, printed copies of handouts and training materials.</p>		
Learning methodologies	<p>Group work activities, small group discussions, brainstorming, multimedia presentations.</p>		



<b>Learning Outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Understand the generational differences in attitudes.</li> <li>2. Identify any relevant gap in attitudes between different age cohorts.</li> <li>3. How to motivate young people in terms of work</li> <li>4. Definition of “attractive work”</li> <li>5. Dimensions of relative importance in making work attractive</li> <li>6. Barriers for an effective communication</li> <li>7. Importance of supportive communication</li> <li>8. Methods of effective communication</li> <li>9. How professional boundaries are important when engaging with young people</li> <li>10. Professional Boundaries in Youth Work Settings</li> </ol>
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UNIT 1	MOTIVATING YOUNG PEOPLE, CHANGING ATTITUDES TOWARDS WORK
Contents	This learning unit consists of a theoretical presentation of the evolution of young people's values through the years. Moreover, it provides some hints of how young people can get motivated in terms of work and what does "attractive work" means for the new working generation or how a job can be attractive.
Objectives	At the end of this unit, learners will be able to: <ul style="list-style-type: none"> <li>• Understand the generational differences in attitudes.</li> <li>• Identify any relevant gap in attitudes between different age cohorts.</li> <li>• Motivate young people in terms of work</li> <li>• Define the "attractive work"</li> </ul>
Time	2 h
Learning methodologies	Group work activities, small group discussions, brainstorming, multimedia presentations, sheets
Resources required	Flipchart or whiteboard, white papers and pens, printed copies of handouts and training materials, LCD projector
Additional resources of information	<a href="https://style-handbook.eu/contents-list/young-peoples-attitudes-and-values/are-young-peoples-work-values-changing/">https://style-handbook.eu/contents-list/young-peoples-attitudes-and-values/are-young-peoples-work-values-changing/</a> <a href="https://work.chron.com/motivate-young-adults-work-8907.html">https://work.chron.com/motivate-young-adults-work-8907.html</a> <a href="https://pdfs.semanticscholar.org/7e8d/a161072d3b5fe5580af76ac691d51febf3b7.pdf">https://pdfs.semanticscholar.org/7e8d/a161072d3b5fe5580af76ac691d51febf3b7.pdf</a>
Supporting material for teaching	1.1.1. Presentation – ARE YOUNG PEOPLE'S WORK VALUES CHANGE 1.1.2. Presentation – HOW TO MOTIVATE YOUNG PEOPLE IN TERMS OF WORK 1.1.3. Presentation –YOUNG PEOPLE'S ATTITUDE TO ATTRACTIVE WORK

## Content

In order to be able to motivate young people to do anything, one must know and understand what motivation is in the first place, as well as what can increase or decrease it.

According to the Psychology Today portal, "**motivation** is the desire to act and move toward a goal. It's the difference between waking up before dawn to pound the pavement and lazing around the house all day. It's the crucial element in setting and attaining one's objectives—and research shows that people can influence their own levels of motivation and self-control.

Motivation might be extrinsic, whereby a person is inspired by outside forces—other people or things that transpire. Motivation might be intrinsic, whereby the inspiration comes from within a person.” (<https://www.psychologytoday.com/us/basics/motivation>)

Motivation is something that affects every aspect of people’s lives, both personal and professional affairs, and is crucial in making positive changes in general.

Here, we will talk more about motivation for work and how to stay motivated in the workplace.

Simply put, work motivation is something that gives us energy to do our best at our jobs. Nowadays, work motivation is very well recognized among both employers and employees as a powerful energy that drives and excites employees, which results in their maximum contribution. Setting and achieving goals, clear expectations, recognition, feedback, as well as encouraging management all contribute to an increase in workplace motivation. It flourishes in a positive work environment, which is why so many leaders want to learn new ways to motivate their workforce. (<https://www.thebalancecareers.com/does-your-workplace-inspire-motivation-1918742>)

Since motivation in the workplace is a “two-way street” in terms of both employers and employees themselves can have an impact on it, it is important to take into account both of those perspectives:

- 1) There are lots of ways employers can develop employee motivation culture. Those ways can also be used as a tool for increasing young people’s motivation for work in the context of youth work:
  - a. Create work teams. Teenagers and young adults typically like being part of a group. When you create work teams, you also create groups that every young worker can be a part of. Set work-related goals for each of your groups and emphasize how important it is for every member of the group to participate in order to make the team successful.
  - b. Provide a variety of work tasks. Young workers can become bored easily, and boredom can lead to daydreaming, texting or other unproductive activities. Mix it up a bit and challenge them by giving them some variety in their work duties. The more your young employees have to focus on their responsibilities, the less time they will have to waste on non-work-related distractions.
  - c. Provide positive reinforcement, and don’t be too quick to criticize. If they make mistakes, correct them in a positive manner and encourage them to try again and continue trying until they succeed. Most young adults--and people in general--respond well to positive reinforcement.
  - d. Listen to your young employees and show them the same respect that you show to your older workers. Young adults may not have the experience that your older employees do, but they can still make valuable observations and suggestions. Pay attention to what they tell you, show them some respect, and they’ll be more likely to do the same for you.

(<https://work.chron.com/motivate-young-adults-work-8907.html>)



- 2) Besides the things you, as an employer or a youth worker, can do to increase the young people's motivation directly, there are also many ways young people can change their own motivation for better. They may or may not be aware of all those things, so provide them with tips and tricks of how to find the energy and enthusiasm for performing better at the workplace:
- a. Don't Think About it as Hard Work. Think about it: If the project you're faced with isn't viewed as drudgery, but rather as a piece of the puzzle that's helping you along your career path, then perhaps the energy required to do it will be easier to come by.
  - b. Create Small, Bite-Sized Goals. You've no doubt heard this advice before, but have you applied it to motivation? Completing a large project is daunting when you don't know where to begin. How can you finish if you don't even know where you're starting? So, rather than focusing on a large, scary goal, take one thing at a time, and break the big goal into ideas you can digest one at a time.
  - c. Read daily. Although it may sound counter-productive to set aside reading time when really what you're looking for is motivation to work hard, sometimes it's necessary to do something seemingly unrelated to tackle the task at hand. Developing a daily reading habit is one thing that's likely to have a long-lasting impact on your thought processes, ultimately inspiring you in all areas of your life.
  - d. Stop Caring About the Things That Don't Matter. Look very carefully and closely at your list and shave off anything that's both truly demotivating and unnecessary for you to do. It's not always best to finish what you started if, down the line, you can't even remember the reason you started something in the first place.
  - e. Set a Quit Time. Raise your hand if you're motivated 24/7! I didn't think I'd see any hands. It's unrealistic to feel energized all the time, to want to plow through tasks all the time. You need to give yourself a rest, and if that means giving yourself a specified set time to unplug or turn away from the demands of your job, then do it. It's likely to help you perform harder and smarter in the hours that you do allot for work.
  - f. Just Do It. Now here's some worthwhile advice: Instead of waiting around, willing yourself to feel motivated, what if you just went ahead and started doing the work you know you need to do? Dive into the project and trust that the focus will be what you need.
  - g. Celebrate Wins. If you're constantly waiting for a long-term payoff, you forget how crucial all the little wins are. And it can be challenging to stay motivated and on top of things if there's no reward in sight. Treat yourself with small things and don't underestimate how gratifying it can feel to recognize tiny advancements.

(<https://www.themuse.com/advice/7-ways-to-motivate-yourself-to-work-hard-when-youre-really-not-in-the-mood>)

Motivation is not the only factor that affects our happiness and productivity at our workplace. Our **attitude towards work** is of great importance too.

An attitude refers to our opinions, beliefs, and feelings about aspects of our environment. We have attitudes toward the food we eat, people we interact with, courses we take, and various other things. At work, two particular job attitudes have the greatest potential to influence how we behave. These are job satisfaction and organizational commitment.

Job satisfaction refers to the feelings people have toward their job. If the number of studies conducted on job satisfaction is an indicator, job satisfaction is probably the most important job attitude. For many employees, a dream job is one that isn't a nightmare. Organizational commitment is the emotional attachment people have toward the company they work for. There is a high degree of overlap between job satisfaction and organizational commitment, because things that make us happy with our job often make us more committed to the company as well. Companies believe that these attitudes are worth tracking because they are often associated with important outcomes such as performance, helping others, absenteeism, and turnover.

What makes you satisfied with your job and develop commitment to your company? Research shows that people pay attention to several aspects of their work environment, including how they are treated, the relationships they form with colleagues and managers, and the actual work they perform.

At the end, it all comes to how happy are you at your workplace – so the question is, how can you become happier? Here are some tips and tricks:

- Have a positive attitude about it. Your personality is a big part of your happiness. If you are always looking for the negative side of everything, you will find it.
- A good fit with the job and company is important to your happiness. This starts with knowing yourself: What do you want from the job? What do you enjoy doing? Be honest with yourself and do a self-assessment.
- Get accurate information about the job and the company. Ask detailed questions about what life is like in this company. Do your research: Read about the company and use your social network to understand the company's culture.
- Develop good relationships at work. Make friends. Try to get a mentor. Approach a person you admire and attempt to build a relationship with this person. An experienced mentor can be a great help in navigating life at a company. Your social network can help you weather the bad days and provide you emotional and instrumental support during your time at the company as well as afterward.
- Pay is important, but job characteristics matter more to your job satisfaction. Don't sacrifice the job itself for a little bit more money. When choosing a job, look at the level of challenge, and the potential of the job to make you engaged.
- Be proactive in managing organizational life. If the job is stressful, cope with it by effective time management and having a good social network, as well as being proactive in getting to the source of stress. If you don't have enough direction, ask for it!
- Know when to leave. If the job makes you unhappy over an extended period of time and there is little hope of solving the problems, it may be time to look elsewhere.

[https://saylordotorg.github.io/text\\_organizational-behavior-v1.1/s08-02-work-attitudes.html](https://saylordotorg.github.io/text_organizational-behavior-v1.1/s08-02-work-attitudes.html)

UNIT 2	BARRIERS FOR AN EFFECTIVE COMMUNICATION
<b>Contents</b>	This learning unit consists of a theoretical presentation of how to build an effective and supportive communication with young people in terms of work. It presents the common barriers and way to overcome them. Moreover, it analyses the attributes of supportive communication and how skilful communication can be challenging under any circumstances.
<b>Objectives</b>	At the end of this unit, learners will be able to: <ul style="list-style-type: none"> <li>• Know the barriers for an effective communication</li> <li>• Recognize the Importance of supportive communication</li> <li>• Approach new methods of effective communication</li> </ul>
<b>Time</b>	2 h
<b>Learning methodologies</b>	Group work activities, small group discussions, brainstorming, multimedia presentations, sheets
<b>Resources required</b>	Flipchart or whiteboard, white papers and pens, printed copies of handouts and training materials, LCD projector
<b>Additional resources of information</b>	<a href="https://www.skillsyouneed.com/ips/barriers-communication.html">https://www.skillsyouneed.com/ips/barriers-communication.html</a> <a href="https://www.ukessays.com/essays/management/importance-of-supportive-communication.php">https://www.ukessays.com/essays/management/importance-of-supportive-communication.php</a> <a href="http://www.toolkitsportdevelopment.org/html/resources/D5/D5E79552-46DE-4C5C-B753-E7059E29C3CE/pspmanual_module3.pdf">http://www.toolkitsportdevelopment.org/html/resources/D5/D5E79552-46DE-4C5C-B753-E7059E29C3CE/pspmanual_module3.pdf</a>
<b>Supporting material for teaching</b>	1.2.1. Presentation – BARRIERS FOR AN EFFECTIVE COMMUNICATION 1.2.2. Presentation – IMPORTANCE OF SUPPORTIVE COMMUNICATION 1.2.3. Presentation –METHODS OF EFFECTIVE COMMUNICATION

## Content

Everybody knows what is communication, right? It is very simple – communication is transferring information from one person or group to the other.

Although it sounds quite basic, the act of communicating is actually very complex. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable: accurate, effective and unambiguous communication is actually extremely hard.

There is a wide range of ways in which we communicate and more than one may be occurring at any given time. The different categories of communication include:

- Spoken or Verbal Communication, which includes face-to-face, telephone, radio or television and other media.
- Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.
- Written Communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.
- Visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

(<https://www.skillsyouneed.com/ips/what-is-communication.html>)

So, having in mind all the factors communication consists of, how can we know if a communication is a good one or not? Here are several skills which can help us recognize effective communication:

1. Being able to listen to others is imperative in the communication process. This means not only listening with your ears but also being able to comprehend what the person is saying. Giving co-workers your full attention when they are conveying an idea can go a long way in building relationships and furthering progress.
2. Having empathy is very useful in communication. Empathy involves seeing things from the point of view of others. Put yourself in the other person's position instead of being judgmental or biased by your own beliefs. While this may be difficult for some, empathizing with others can be very helpful to keep in tune with your own emotions and ideas.
3. Encouraging others will heighten morale and appreciation in the workplace. By praising and offering words of encouragement, you help others feel they are wanted, welcomed and respected by co-workers. People are much more likely to put forth their best effort if they know they are valued.
4. Being aware of others and their emotions mean being sympathetic to misfortunes and praising positive milestones. To achieve this successfully, you need to know what is going on in other people's lives. Getting to know co-workers on a first-name basis and holding meaningful conversations through the work week creates a better and more productive work environment.
5. Body language can greatly impact how others perceive you in the workplace. Maintaining an extroverted, friendly persona lets co-workers know you are open to hearing their opinions about projects or new designs. Body language is a large part of being empathetic and encouraging. Be sure to maintain eye contact the majority of the time you are speaking with someone, and use hand gestures to help you form clearer thoughts. Smiling is incredibly dynamic and creates a noticeable difference in how you are perceived. People who smile more are seen as more approachable and trustworthy.

(<https://www.tuw.edu/program-resources/good-communication/>)





When working with young people, a good and effective approach in terms of communication is crucial. Whatever may be the topic, knowing how to communicate it to the youngsters is of great importance – the more youth workers are able to understand young people, the more success will they have in reaching them effectively. Keeping that in mind, in this unit we will also talk about something called ‘supportive communication’. On top of being able to communicate effectively and efficiently, it is also important to be supportive – to maintain or strengthen the relationship between the communicating individuals.

**Supportive communication** is a style of communicating that has a specific set of goals and techniques. The primary goal of supportive communication is to resolve conflict or achieve change in a situation while preserving, even strengthening, the relationship between the communicating individuals. This style of communication is used in many types of interpersonal interactions, such as those including a power differential, as is found between manager and employee, teacher and student, or parent and child. It is also effective when used between those with more equal power, such as spouses, business partners and friends. Learning these techniques can result in more effective communication.

#### Focus on Problem and Solutions

Supportive communication emphasizes a problem or a situation and its potential solutions or possible changes, instead of focusing on the other person involved and their personal traits or characteristics. By taking that approach, the communication can be more effective because the other person doesn't feel as defensive. If the other person doesn't feel the need to defend himself personally, he may be more willing to participate in the proposed solution or change and may even take an active role in coming up with suggestions on how best to resolve the matter.

#### Use Descriptive Language

Instead of using evaluative language, which can sound judgmental or feel like a statement on a person's overall competence or worth, and thus invoke non-productive defensiveness, try using descriptive language. Descriptive language describes the situation or problem in specific terms. For example, instead of saying something was done wrong, describe what was done, the results of what was done and what could be done instead to better meet the original goals.

#### Take an Inclusive Approach

Avoid sounding like a superior person delivering messages from a high pedestal. This type of communication can make the listener feel as though they are considered to be less -- less intelligent, less competent and less valuable as a person or part of the group. Supportive communication seeks to resolve problems while ensuring that the other people feel valued and respected. It aims to have people identify themselves as part of the solution, not the source of the problem.

#### Encourage Productive Dialogue

Communication is a two-way street, and that concept is an important part of supportive communication. It is imperative to listen to the other person and encourage productive back and forth communication. Simply providing instructions or putting forth demands without accepting or leaving room for any input from the other person can make that person feel as though she is not valued or considered to be worth listening to. Making a person feel as though she is a valuable part of the team or the solution strengthens the relationship while addressing the problem.

<https://oureverydaylife.com/supportive-communication-10031324.html>



Like any other soft skill, communication abilities can also be learnt and/or improved. So, here are some tips for you as a youth worker on how you can create a safe and pleasant environment for young people and help them to communicate more effectively and supportively.

### 1. Listening

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who cares only about putting in her two cents and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to comprehend what you're being asked to do.

Take the time to practice active listening. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is..."). Through active listening, you can better understand what the other person is trying to say, and can respond appropriately.

### 2. Nonverbal Communication

Your body language, eye contact, hand gestures, and tone of voice all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable and will encourage others to speak openly with you.

Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on them and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable).

Also, pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.

### 3. Clarity and Concision

Good verbal communication means saying just enough – don't talk too much or too little. Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want.

Think about what you want to say before you say it. This will help you to avoid talking excessively and/or confusing your audience.

### 4. Friendliness

Through a friendly tone, a personal question, or simply a smile, you will encourage your coworkers to engage in open and honest communication with you. It's important to be nice and polite in all your workplace communications. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees – a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.

### 5. Confidence

It is important to be confident in your interactions with others. Confidence shows your coworkers that you believe in what you're saying and will follow through. Exuding confidence can be as



simple as making eye contact or using a firm but friendly tone. Avoid making statements sound like questions. Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

#### 6. Empathy

Using phrases as simple as “I understand where you are coming from” demonstrate that you have been listening to the other person and respect their opinions.

Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view.

#### 7. Open-Mindedness

A good communicator should enter into any conversation with a flexible, open mind. Be open to listening to and understanding the other person’s point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

#### 8. Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person’s name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think that you do not respect her enough to think through your communication with her.

#### 9. Feedback

Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates.

Giving feedback involves giving praise as well – something as simple as saying “good job” or “thanks for taking care of that” to an employee can greatly increase motivation.

Similarly, you should be able to accept and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.

#### 10. Picking the Right Medium

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, resignation, changes in salary, etc.) are almost always best done in person.

You should also think about the person with whom you wish to speak, if they are a very busy person (such as your boss, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication and will be more likely to respond positively to you.

UNIT 3	MAINTAINING PROFESSIONAL BOUNDARIES AND SETTING RULES
<b>Contents</b>	<p>This learning unit consists of a theoretical presentation of how Professional boundaries ensure that youth workers can be trusted to work for the benefit of young people in ways that foster their independence. To maintain these boundaries attention needs to be paid to the power and autonomy so that an attentive and sometimes supportive or caring relationship does not slide into personal involvement. All staff and volunteers who work with young people need to be clear about their role and responsibilities and should to maintain appropriate professional boundaries at all times.</p>
<b>Objectives</b>	<p>At the end of this unit, learners will have an overview of the followings:</p> <ul style="list-style-type: none"> <li>• Role model to the young people healthy communication and professional relationships</li> <li>• Help avoid the “rescuer” role</li> <li>• Help you stay focused on your responsibilities to the young people and the provision of an appropriate service</li> <li>• Help avoid “burn-out”</li> <li>• Maintain a healthy, open, communicating, and functioning team</li> <li>• Maintain physical and emotional safety</li> <li>• Steer away from preferential treatment of individuals</li> <li>• Encourage peer supervision and reflect constantly</li> <li>• The dos and don’ts of youth worker code of conduct</li> </ul>
<b>Time</b>	2 h
<b>Learning methodologies</b>	Group work activities, small group and class discussions, brainstorming
<b>Resources required</b>	Flipchart or whiteboard, white papers and pens, printed copies of handouts and training materials, LCD projector
<b>Additional resources of information</b>	<p><a href="https://studyingyouthwork.wordpress.com/2016/10/27/outline-how-professional-boundaries-are-important-when-engaging-with-young-people-and-with-your-team/">https://studyingyouthwork.wordpress.com/2016/10/27/outline-how-professional-boundaries-are-important-when-engaging-with-young-people-and-with-your-team/</a></p> <p><a href="http://elearning.youthline.co.nz/mod/book/tool/print/index.php?id=625">http://elearning.youthline.co.nz/mod/book/tool/print/index.php?id=625</a></p>
<b>Supporting material for teaching</b>	<p>1.3.1. Presentation – HOW PROFESSIONAL BOUNDARIES ARE IMPORTANT WHEN ENGAGING WITH YOUNG PEOPLE</p> <p>1.3.2. Presentation – PROFESSIONAL BOUNDARIES IN YOUTH WORK SETTINGS</p>



## Content

In every interaction, whether personal or professional, we need some boundaries. We may not be talking or thinking about them a lot, but they are definitely there – various guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits. They are built out of a mix of conclusions, beliefs, opinions, attitudes, past experiences and social learning. ([https://en.wikipedia.org/wiki/Personal\\_boundaries](https://en.wikipedia.org/wiki/Personal_boundaries))

Professional boundaries hold a special importance to them, especially in the youth work context. Professional boundaries are the legal, ethical and organizational frameworks that protect both clients and employees, or workers, from physical and emotional harm, and help to maintain a safe working environment. (<https://www.relationshipsvictoria.com.au/resources/tip-sheets/maintaining-personal-and-professional-boundaries/>)

Following lines should serve you as a helping tool in understanding boundaries better in order to reach young people more successfully.

“Professional boundaries ensure that youth workers can be trusted to work for the benefit of young people in ways that foster their independence. To maintain these boundaries attention needs to be paid to the power and autonomy so that an attentive and sometimes supportive or caring relationship does not slide into personal involvement. This requires youth workers to remain aware of their role as workers, establishing their boundaries at the ‘edge of the playing field’ and not becoming embroiled in young people’s lives as another ‘player’. In order to maintain appropriate boundaries, youth workers need to reflect on their practice in light of youth work principles and make use of supervision sessions to discuss any situations where dependency, sexual desires, or friendships are impacting relationships” – (Sapin K. (2013) Essential skills for youth work practice)

### **Some of the reasons professional boundaries are important are to: –**

#### Role model to the young people healthy communication and professional relationships

This enables the young people to understand how to communicate effectively with other people or agencies and sustains the purpose of the work. It will hopefully set them up to become healthy communicators for important events such as job interviews etc. It also teaches the young people about having professional relationships, so that they do not try and become too emotionally or physically involved with the youth worker.

#### Help avoid the “rescuer” role

This protects the youth worker and their team from being too involved and feeling like they have to solve all of the young person’s needs or problems. It makes it apparent to the young people that although you will do everything you can within a professional manner, you may not be able to solve every need or problem they have. This could also encourage the young people to be more proactive in helping themselves rather than relying on someone else to do it for them.

### Help you stay focused on your responsibilities to the young people and the provision of an appropriate service

This enables the youth worker and their team to stay focused on their role as a youth worker. To provide resources and access to appropriate agencies or services in order to help the young people. The young people can then be aware of what help is available and where to go to receive that help. They may be able to help other young people by knowing this information and passing it on.

### Help avoid “burn-out”

If the youth worker is too compassionately fatigued, they may feel that their role is not sustainable. This will put doubt in their mind of their future career, and this will have an impact on their lives and their co-workers. It can also impact and have an effect on the young people, as they may feel that the youth worker is not doing their job properly, which could place mistrust in any other service or agency available to the young people.

### Maintain a healthy, open, communicating, and functioning team

This enables the service team to share ideas, keep on task, and be able to report any concerns. This helps the young people because a multitude of ideas will have been shared; allowing the young people to receive maximum support and information to best fulfil their needs.

### Maintain physical and emotional safety

This means that both the youth worker and the young people are aware of the limits, skills, and competencies, and must carefully consider whether they can take on a particular task or role – relating it back to their job role. This creates a safe environment, safe atmosphere, and hopefully a more positive experience for both the young people and the youth worker. It also adds a little bit more protection for the young people and the youth worker in terms of everyone being aware and working within their remit.

### **To ensure that my professional boundaries are develop and maintained, as a trainee youth worker I should: –**

#### Ensure my boundaries are ‘as clear as day’ from day one

This means that I should firmly develop my boundaries and ensure that they are of a ‘crystal clear’ standard to the young people from the very first time we make contact. If a young person was then to break my boundaries, depending on the severity I am a position to either reiterate them or take the appropriate action in response to the situation. This will show the young people that I take my profession seriously and will hopefully encourage them to listen before breaking my boundaries altogether.

#### Spend time with a multitude of young people

This means I should divide my time, energy, and resource towards all of the young people, rather than allowing an exclusive clique to develop. I can do this by encouraging and supporting the young people to engage with the other young people and youth workers, whilst insisting they take part in a range of the activities being provided. This will allow me to develop positive relationships with all of the young people, which will lessen the chance of them becoming too comfortable or too attached to the point where they feel like they can take advantage.



Make sure my relationship with a young person isn't dependant on my well-being

If my mood is strongly affected by a young person's actions or progress, I should focus on working with the other young people and asking an alternative member of staff to continue providing support to that young person. This way I am showing I am professional and experienced in what I am doing, and that I am prepared to act upon things. This will teach the young people that they cannot always get away with things, like breaking boundaries, which may make them think twice and behave more appropriately next time we engage to avoid further repercussions.

Retain a level of detachment from close or personal relationships with the young people

By this I mean I should act appropriately and should retain personal space between myself and the young people. Including, I should not have any sexual interaction with them, however minor, or nor should I initiate a hug or a kiss for example. I should also have support and access to a limited space. This is because when dealing with vulnerable young people I need to be in 'eyes reach' to prevent them from being in a position to take advantage of me. I can then confirm my call of protocol and boundaries for dealing with the matter, and hopefully prevent the matter from happening altogether.

Discuss responses to, and discuss any concerns about the appropriateness of a relationship with my supervisor

By this I mean I should discuss any responses of support to individuals who were experiencing difficulties with my supervisor. I also mean I should discuss any concerns about the way a particular relationship is forming with a young person with my supervisor too. Including; situations of dependency, sexual desires, or friendships that are impacting on my relationships with the young people. This will ensure any claims about unacceptable behaviour are avoided. It will also give my supervisor the chance to discuss strategies for maintaining that professional relationship and boundary with that young person.

Follow the appropriate policies and procedures such as; Safeguarding, Lone Working, and Child Protection policies

By this I mean the policies and procedures in my organisation are there to keep both myself, the youth workers, and the young people safe. By following these policies and procedures I am ensuring the welfare and the safety of myself, the young people, and the youth workers involved. This will inform good practice and will ensure any claims about unacceptable behaviour are avoided. Meaning I am maintaining both my professional relationship and boundaries with the young people.

Be an appropriate role model. Think about how my own behaviour may come across to a young person, at any one time

By this I mean I need ensure that I don't undermine the young people's confidence in the profession. If my own behaviour will have an effect on the young people's behaviour I need to consider the way that I act, approach, and deal with certain situations and circumstances both inside and outside of work. This will influence the young people when they are facing similar situations and will hopefully make them look up to me. Bettering my chances of them listening to me and following my boundaries at present and in the future.

**To ensure that professional boundaries are developed and maintained, as a trainee youth worker I should: –**

Encourage peer supervision and reflect constantly

By this I mean I should be encouraging that my supervisor and my peers regularly oversee and reflect on both the positive and negative ways in which I have developed and maintained my boundaries. Then in light of this, use this reflection and evaluate on my boundaries in alignment with the youth work principles. This will ensure my boundaries are of the highest standard and effect, which will help me better inform my boundaries and practice for the sake of myself and the young people.

Steer away from preferential treatment of individuals

If one young person is informed about a job or educational opportunity, I should be inclusive, and find ways to share this information more widely. I am then giving the young people the information and support they need to act upon, in order to make it a fair process everyone. This will show the young people that I care about them and that I value everyone as an individual rather than for who they are, which will hopefully pay off in respect of to them listening to me and my boundaries.

Maintain some limits on the time that individuals discuss personal and private matters

Although the young person may want to share their personal and private matters with me and this may sometimes be important in creating a professional relationship, maintaining trust, and getting to know that young person, I must remember to focus mainly on the support services available or that I am able to offer. This is because I need to ensure a young person doesn't get too comfortable with confiding in me and knows that I am there out of a duty of care and support. To ensure this I should identify alternative support structures and inform the young person about any limitations to confidentiality before they disclose the matter, such as; the fact I may need to pass on the information if it's concerned around safeguarding or child protection. This will ensure I develop a positive relationship with that young person, and that I am in a position of trust so that they will open up to me or other services in the future. The fact I listened and helped them, may make them listen and help me – by following my boundaries at present and in the future.

Use social media with precaution, a young person should not have access to a youth worker's personal information

By this I mean I should use social media and other forms of networking with precaution. In general, young people accessing my provision should not have access to my personal information or details. To ensure this I should review my privacy settings regularly and update them as necessary. This way I am leaving my personal life at home, and my working life at work, which again should lessen the chance of me undermining the profession. Bettering my chances of the young people listening and following my boundaries altogether.

<https://studyingyouthwork.wordpress.com/2016/10/27/outline-how-professional-boundaries-are-important-when-engaging-with-young-people-and-with-your-team/>





# MODULE 2

## EFFECTIVE SELF-ASSESSMENT AND JOB SEARCH PROCESS



## MODULE 2: Effective self-assessment and job search process

P1 SIRIUS (HR)

MODULE 2	EFFECTIVE SELF-ASSESSMENT AND JOB SEARCH PROCESS		
<b>Objectives</b>	<p>At the end of this module, youth workers will be able to:</p> <ul style="list-style-type: none"> <li>• introduce the participants to the concept of career development and setting goals and their own role in planning their careers;</li> <li>• introduce youth workers with importance of self-assessment and its role in job search process and career development;</li> <li>• provide overview of the entrepreneurship and skills that are needed for a successful entrepreneur.</li> </ul>		
<b>Content</b>	<p>This module consists of three units lasting 9,5h hours in total which will focus on 1) Career planning, setting goals 2) Assessment of relevant personal characteristics and 3) Entrepreneurial skills acquisition</p>		
<b>Units</b>	<b>UNIT 1</b>  <b>Career planning, setting goals</b>	<b>UNIT 2</b>  <b>Assessment of relevant personal characteristics</b>	<b>UNIT 3</b>  <b>Entrepreneurial skills acquisition</b>
<b>Time</b>	3 h	3,5 h	3 h
<b>Target Group of Learners</b>	<p>Practitioners who are working with young people (especially NEETs or other youth with fewer opportunities) as youth workers, case workers, educationalists and career guidance counsellors</p>		
<b>Number of participants</b>	Max 30		
<b>Resources required</b>	<p>Flipchart or whiteboard, colored markers, white papers and pens, LCD projector, computer, internet access, printed copies of handouts and training materials.</p>		
<b>Learning methodologies</b>	<p>Group work activities, small group discussions, brainstorming, multimedia presentations, handouts, inventories, scales, sheets.</p>		

<b>Learning Outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Understand the developmental phases of reflections on someone's career.</li> <li>2. Understand concepts about career development such as: Employability, Competences vs. technical knowledge, Flexicurity, Active job search, Professional identity.</li> <li>3. Understand the rationale behind SWOT analysis.</li> <li>4. Understand SMART(ER) method of goal setting and the concept of career vision.</li> <li>5. Understand the importance of relevant personal characteristics.</li> <li>6. Understand concepts such as general personality traits, transversal competences and work values.</li> <li>7. Understand connection between self-assessment process and employability.</li> <li>8. Know the basic characteristics of entrepreneurship.</li> <li>9. Know personal characteristics and skills important for successful entrepreneurship.</li> <li>10. Know different ways of developing the key skills.</li> <li>11. Know the basic steps in the development of an entrepreneurial idea.</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Lead a discussion on developmental nature of participants' career.</li> <li>2. Transfer knowledge about basic career development concepts to participants.</li> <li>3. Use SWOT analysis to provide insight into participants' individual job search process.</li> <li>4. Enable participants to define their own career vision and short- and long-term goals</li> <li>5. Lead a discussion on importance of knowing yourself in professional context.</li> <li>6. Provide participants guidance in defining their personal strengths.</li> </ol>
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7. Make an assessment of the development of the key entrepreneurial skills in youngsters
8. Explain to the youngsters the importance of each of the key skills for effective entrepreneurship
9. Direct the youngsters to the skills that they need to develop further
10. Give practical tips on how to develop each of the key skills
11. Demonstrate the basic steps in the development of an entrepreneurial idea
12. Mentor youngsters in the development of their own ideas, analyze their strengths and weaknesses and give instructions on how they can be upgraded
13. Motivate young people to consider the possibility of becoming entrepreneurs and further develop their entrepreneurial skills

#### **COMPETENCES:**

1. Being able to implement appropriate time management.
2. To adapt to various characteristics of different groups of participants.
3. To motivate participants to understand their own role in career development.
4. Being able to implement appropriate time management.
5. To adapt to various characteristics of different groups of participants.
6. Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into entrepreneurship.
7. Demonstrate abilities in development of an entrepreneurial idea and support the young person in developing this skill.
8. Adapt his/her own behavior and guidance methodologies to the young person's specific needs (NEET, young migrant, person with disabilities, etc.).

UNIT 1	CAREER PLANNING, SETTING GOALS
<b>Contents</b>	This learning unit consists of activities that provide insight into basic concepts of career planning and development. Trainers are introduced in ways how to put a career development and planning into lifetime perspective of a participant, transfer basic knowledge about career development concepts, ways of analysing participant's job search process, ways of setting short and long-term goals as well as defining someone's career vision.
<b>Objectives</b>	<p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Transfer information to participants about basic career development concepts</li> <li>• Provide lifetime perspective on career development</li> <li>• Enable participants to analyse their own job search process</li> <li>• Provide knowledge on setting goals and career development vision</li> </ul>
<b>Time</b>	3 h
<b>Learning methodologies</b>	Group work activities, small group discussions, brainstorming, multimedia presentations, handouts, inventories, scales, sheets
<b>Resources required</b>	Flipchart or whiteboard, colored markers, white papers and pens, LCD projector, computer, internet access, printed copies of handouts and training materials
<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Understand the developmental phases of reflections on someone's career.</li> <li>2. Understand concepts about career development such as: Employability, Competences vs. technical knowledge, Flexicurity, Active job search, Professional identity.</li> <li>3. Understand the rationale behind SWOT analysis.</li> <li>4. Understand SMART(ER) method of goal setting and the concept of career vision.</li> </ol>

	<p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Lead a discussion on developmental nature of participants' career.</li> <li>2. Transfer knowledge about basic career development concepts to participants.</li> <li>3. Use SWOT analysis to provide insight into participants' individual job search process.</li> <li>4. Enable participants to define their own career vision and short and long-term goals by using SMART(ER) method.</li> </ol> <p><b>COMPETENCES:</b></p> <ol style="list-style-type: none"> <li>1. Being able to implement appropriate time management.</li> <li>2. To adapt to various characteristics of different groups of participants.</li> <li>3. To motivate participants to understand their own role in career development.</li> </ol>
Additional resources of information	<p><a href="http://www.ouderenenarbeid.uhasselt.be/Documenten/artikel%20IJHRDM.pdf">http://www.ouderenenarbeid.uhasselt.be/Documenten/artikel%20IJHRDM.pdf</a></p> <p><a href="https://en.wikipedia.org/wiki/Flexicurity">https://en.wikipedia.org/wiki/Flexicurity</a></p> <p><a href="https://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1875&amp;context=articles">https://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1875&amp;context=articles</a></p> <p><a href="https://www.wanderlustworker.com/setting-s-m-a-r-t-e-r-goals-7-steps-to-achieving-any-goal/">https://www.wanderlustworker.com/setting-s-m-a-r-t-e-r-goals-7-steps-to-achieving-any-goal/</a></p>
Supporting material for teaching	<p>2.1.1. Timeline of your life sheet</p> <p>2.1.2. Career reflections phases – flipchart content</p> <p>2.1.3. Career development concepts ppt</p> <p>2.1.4. SWOT analysis sheet,</p> <p>2.1.5. SMART(ER) goals – flipchart content sheet</p> <p>2.1.6. Setting goals sheet</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<p><b>Aim of this activity is to put career development and planning into lifetime perspective and provide starting point for creation of group cohesion.</b></p>	<p>Activity title: Timeline of your life</p> <p>The trainer provides participants with prepared sheets “Timeline of your life” and explains the tasks to be done within this activity.</p> <p>“Take some time to think about your growing up period, think about time before you went to school, or the time you went to high school and/or university up until the present moment and try to answer following questions for each mentioned period:</p> <ol style="list-style-type: none"> <li>1. What were your “dream come true” occupations in following periods?</li> <li>2. Mark important events and people that influenced your choice of high school and/or university?”</li> </ol> <p>After the task is done by the participants, trainer gives opportunity to willing participants to share their overview of their reflections about their professional development in front of the group. Usually, it can be seen that this development flows through different phases that can be labelled as:</p> <ol style="list-style-type: none"> <li>1. imaginative phase,</li> <li>2. exploration phase and</li> <li>3. realistic phase.</li> </ol> <p>These phases can be written down to flipchart in order to provide framework for participants’ development of reflections about their career. This serves as a starting point on group discussion and/or comments on developmental nature of someone’s career, profession. Following questions can guide the discussion:</p>	<p><b>25 min</b></p>	<p><b>2.1.1. Timeline of your life</b> sheet,</p> <p><b>2.1.2. Career reflections phases –</b> flipchart content,</p> <p>flipchart, markers</p>



	<p>What factors do we take into consideration when taking professional decisions?</p> <p>Is our present situation regarding our profession/ occupation will change and how?</p>		
Main/central activities			
Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Aim of this activity is to provide basic overview of the most important concepts regarding the career development</b>	<p>Activity title: Career development concepts</p> <p>The trainer introduces participants with relevant concepts regarding career development by using the prepared PPT. Included concepts will provide framework for participants how to think about their current career development in the present context of job market. Following concepts will be included:</p> <ol style="list-style-type: none"> <li>1. Employability</li> <li>2. Competences vs. technical knowledge</li> <li>3. Flexicurity</li> <li>4. Active job search</li> <li>5. Professional identity</li> </ol>	25 min	<p><b>2.1.3. Career development concepts</b> ppt</p> <p>computer, projector</p>
<b>Aim of this activity is to enable insight into individuals current job search process</b>	<p>Activity title: SWOT analysis of current job search process and career development</p> <p>The trainer provides the participants with the SWOT analysis sheet and explains the rationale behind that kind of analysis.</p> <p>Aim of this specific analysis is to explore individuals current job search status and position in the development process of one's career. This analysis provides the possibility to divide overview of the current job search situation based on two dimensions:</p> <ul style="list-style-type: none"> <li>- positive and negative factors</li> <li>- internal and external factors</li> </ul>	45 min	<p><b>2.1.4. SWOT analysis</b> sheet,</p> <p>flipchart, markers</p>



	<p>Combination of abovementioned dimensions provides 4 different factors to be addressed:</p> <ol style="list-style-type: none"> <li>1. STRENGTHS = positive + internal</li> <li>2. WEAKNESSES = negative + internal</li> <li>3. OPPORTUNITIES = positive + external</li> <li>4. THREATS = negative + external</li> </ol> <p>Participants have to analyse their current job search status based on abovementioned categories by themselves. They have to identify their personal strengths (e.g. formal and non-formal experiences, work experience, gained knowledge and competences...) and weaknesses (e.g. lack of work experience, lack of communication skills...), As well as opportunities in the social context (e.g. a lot of job vacancies, educational possibilities, employment incentives...) and threats (e.g. high unemployment rate, employers prejudices regarding youth and other disadvantaged groups, corruption...).</p> <p>Other than just identifying key factors in individuals job search process, this analysis enables participants to establish scope of their possible action (internal factors) and potential negative influence of the external factors (which are out of their scope of possible action) on their motivation to persist in the job search process.</p> <p>In the end of this activity, trainer writes down individual examples on joint SWOT analysis sheet written on the flipchart to discuss on similarities and differences of individuals experiences.</p>		
<p><b>Aim of this activity is to bring awareness of participants on their long-term vision of their career development</b></p>	<p>Activity title: Setting long-term vision of career development</p> <p>The trainer asks participants to take the already introduced Timeline of your life sheet and focus on the righthand side of the sheet. For this purpose, participants have to imagine themselves in five years' time regarding their career development. Participants should provide answers to following questions and write them down in the sheet:</p>	<p><b>25 min</b></p>	<p><b>2.1.1. Timeline of your life sheet</b></p>



	<ol style="list-style-type: none"> <li>1. Where do you work? On what kind of position? In what kind of organisation?</li> <li>2. How does your typical workday look like?</li> <li>3. What have you achieved so far in your career? What are the achievements that you are proud of?</li> <li>4. What competences and knowledge do you use on daily basis?</li> </ol>		
<b>Aim of this activity is to bring awareness of participants on importance of setting goals for various purposes</b>	<p>Activity title: Setting goals using SMART(ER) method</p> <p>The trainer provides intro on the SMART(ER) method of setting goals by writing it down on the flipchart. It also puts accent on importance and benefits of setting goals in everyday life, but setting goals that actually work:</p> <ul style="list-style-type: none"> <li>- Goals that are defined in the abovementioned method have strong motivational drive for an individual.</li> <li>- Goals provide basis for so-called “behaviour towards...” instead of “behaviour from...” Behaviour towards reaching some goals are more likely connected with greater achievement, with creating some new things, accomplishments and improvements, rather than just “running away from something”.</li> <li>- Goals provide clear instructions for what to do in particular situation which raises the chances of involving someone in useful activities.</li> <li>- Goals provide overall clarity in someone’s life which is beneficial to overall wellbeing</li> </ul> <p>After presentation of the method, the trainer provides Setting goals sheet in which participants have to connect the present situation of their career development with the established vision of their career in five years’ time. Goals, in this case, long and short-term goals provide steps that lead to the vision fulfilment. When writing down goals, participants should rely as much as possible on the SMART(ER) method.</p>	<b>45 min</b>	<p><b>2.1.5. SMART(ER) goals – flipchart content sheet</b></p> <p><b>2.1.6. Setting goals sheet</b></p> <p>flipchart, markers</p>

Final/conclusion activity			
Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<p><b>Aim of this activity is reflection and clarification of presented concepts if needed.</b></p>	<p>Activity title: Reflection on what we have learned in this unit</p> <p>The trainer leads the group discussion on the concepts and knowledge presented in today's learning unit. Participants provide their feedback on what they have learned today and raise potential questions if needed.</p> <p>Participants reflect on how they will use the knowledge and skills acquired in this unit in their daily guidance activity with young people.</p>	<p><b>15 min</b></p>	

UNIT 2	ASSESSMENT OF RELEVANT PERSONAL CHARACTERISTICS
<b>Contents</b>	This learning unit consists of activities that provides insight into concepts of relevant personal characteristics such as general personality traits, transversal competences and work values. Trainers are introduced in ways how to ensure the self-assessment process for participants and to connect this process with their job search process and career development.
<b>Objectives</b>	<p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Transfer information to participants about concepts of relevant personal characteristics.</li> <li>• Provide perspective on importance of self-assessment for self-presentation and career development.</li> <li>• Provide awareness on personal strengths and areas of potential improvement.</li> </ul>
<b>Time</b>	3,5 h
<b>Learning methodologies</b>	Group work activities, small group discussions, brainstorming, multimedia presentations, handouts, inventories, scales, sheets
<b>Resources required</b>	Flipchart or whiteboard, coloured markers, white papers and pens, LCD projector, computer, internet access, printed copies of handouts and training materials
<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Understand the importance of relevant personal characteristics.</li> <li>2. Understand concepts such as general personality traits, transversal competences and work values.</li> <li>3. Understand connection between self-assessment process and employability.</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Lead a discussion on importance of knowing yourself in professional context.</li> <li>2. Provide participants guidance in defining their personal strengths.</li> </ol>

	<b>COMPETENCES:</b> <ol style="list-style-type: none"> <li>1. Being able to implement appropriate time management.</li> <li>2. To adapt to various characteristics of different groups of participants.</li> <li>3. To motivate participants to understand their own role in career development and improving their employability.</li> </ol>
Additional resources of information	<a href="http://personalitytest.net/index.html">http://personalitytest.net/index.html</a> <a href="https://www.skillsyouneed.com/general/transferable-skills.html">https://www.skillsyouneed.com/general/transferable-skills.html</a> <a href="https://www.thebalancecareers.com/transferable-skills-list-525490">https://www.thebalancecareers.com/transferable-skills-list-525490</a> <a href="https://www.thebalancecareers.com/top-work-values-employers-look-for-1986763">https://www.thebalancecareers.com/top-work-values-employers-look-for-1986763</a> <a href="https://careerwise.minnstate.edu/exoffenders/assess-yourself/your-work-values.html">https://careerwise.minnstate.edu/exoffenders/assess-yourself/your-work-values.html</a> <a href="https://www.monster.com/career-advice/article/work-values-check-list">https://www.monster.com/career-advice/article/work-values-check-list</a>
Supporting material for teaching	2.2.1. I am... sheet 2.2.2. Self-assessment of relevant personal characteristics ppt 2.2.3. General personality traits inventory sheet 2.2.4. Transferable skills inventory sheet 2.2.5. Work values inventory sheet 2.2.6. Work sample analysis sheet

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
Aim of this activity is to bring awareness of participants to their personal qualities	Activity title: I am... The trainer provides the participants with the I am... sheet and ask them to finish these 5 sentences in a way that resembles them in their professional context.	40 min	2.2.1. I am... sheet 2.2.2. Self-assessment of relevant personal characteristics ppt



	<p>They can finish sentences in any way they find suitable and they can consist of names of occupations, personal characteristics such as competences, traits, abilities, or work values or interests they strive to the most in their work life. After they have completed the task, participants are asked to share their answers if they want and are asked if this task was difficult/easy for them. This can be a starting point for discussion about usual difficulties when a person is asked to describe her/himself.</p> <p>The trainer continues with the ppt about the framework introduction of this learning unit by presenting most important personal characteristic types regarding the career development and its importance in identifying and using them.</p>		
Main/central activities			
Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Aim of this activity is to provide insight to participants individual personal characteristics</b>	<p>Activity title: General personality traits and Transversal skills (competences) identification</p> <p>The trainer explains the rationale behind these two types of personal characteristics and their importance in terms of career development by using the ppt.</p> <p>After that, the trainer introduces two developed scales that can be used individually by the participants. Scales are used with aim of self-assessment and gaining insight into individuals personal characteristics.</p> <p>After the completion of the task, trainer provides opportunity for the participants to present themselves in following manner:</p> <p>For general personality traits inventory: present several traits (up to 4) that are marked with highest score.</p>	<b>60 min</b>	<p><b>2.2.2. Self-assessment of relevant personal characteristics</b> ppt</p> <p><b>2.2.3. General personality traits inventory</b> sheet</p> <p><b>2.2.4. Transferable skills inventory</b> sheet</p>

	<p>For transversal skills inventory: present at least one or two skills from each section that is recognized by the participant as well or fully developed.</p> <p>The trainer leads the discussion on what participants have discovered:</p> <ul style="list-style-type: none"> <li>• What are your key competences? These can be seen as your strengths or assets that you offer in the labour market and which a person can use in various work tasks.</li> <li>• What are the competences that still need to be developed? Where and how these can be developed? What are opportunities and/or situations where you can improve your competences?</li> <li>• For what kind of jobs would your competence profile be mostly suitable?</li> </ul>		
<p><b>Aim of this activity is to provide insight to participants individual personal characteristics</b></p>	<p>Activity title: Work values identification</p> <p>The trainer explains the rationale behind work values and their importance in terms of career development by using the ppt.</p> <p>After that, the trainer provides the prepared work values inventory sheet which has to be filled individually by participants.</p> <p>Participants have to proceed with following tasks:</p> <ol style="list-style-type: none"> <li>1. Participants should choose at least 3 values from each section of the inventory which they have marked as extremely important.</li> <li>2. After that, they should narrow down the list to maximum 5-6 values they find as most important.</li> </ol> <p>Created list represents clearly who this person is and what are the most important thing she/he want to have in his/her job.</p> <p>The trainer sets questions for reflection that can be done individually or in a group:</p> <ol style="list-style-type: none"> <li>1. How did you manage to figure it out in your life, what values are the most important to you?</li> </ol>	40 min	<p><b>2.2.5. Work values inventory sheet</b></p> <p><b>2.2.2. Self-assessment of relevant personal characteristics ppt</b></p>



	<ol style="list-style-type: none"> <li>What events or experiences contributed to this?</li> <li>How well do your values complement with your education?</li> <li>What is potential type of job that would complement your most important values?</li> </ol>		
<b>Aim of this activity is to connect all described personal characteristics with work related task.</b>	<p>Activity title: Work sample analysis</p> <p>Trainer presents a task that is aimed at connecting all abovementioned characteristics in a single work-related task. It will also provide a framework for participants how to think about and use identified characteristics in their communication and presentation towards potential employers.</p> <p>The task consists of defining single work task that the person of their education should be able to implement. After short description of the task, participant must identify and list all of knowledge/skills/competences that she/he must use while performing this task. Also, participant should identify work values that are complementary with performing this task.</p>	<b>40 min</b>	<b>2.2.6. Work sample analysis sheet</b>
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Aim of this activity is provide insight on connection between self-awareness of personal characteristics and employability.</b>	<p>Activity title: Conclusion on employability and professional identity</p> <p>The trainer concludes on the structure of one's professional identity that is consisted of one's self-evaluations of relevant personal characteristics. Self-awareness of personal characteristics improves individual's employability because she/he is more aware of their personal strengths and is more in control of developing his/her own career.</p> <p>Participants reflect on how they will use the knowledge and skills acquired in this unit in their daily guidance activity with young people.</p>	<b>30 min</b>	<b>2.2.2. Self-assessment of relevant personal characteristics ppt</b>



UNIT 3	ENTREPRENEURIAL SKILLS ACQUISITION
<b>Contents</b>	<p>This unit entails information about entrepreneurship with the focus on the skills that are important to be an effective entrepreneur.</p> <p>Learners will be acquainted with the basic characteristics of entrepreneurship. They will be able to assess their own development of the key entrepreneurial skills and get an idea in which skills they need further development. Youngsters will get practical tips on how to develop each of the key skills. Furthermore, they will get information on the basic steps in the development of an entrepreneurial idea and will get an opportunity to try to compose their own ideas on a topic in which they are passionate about.</p>
<b>Objectives</b>	<p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> <li>• understand the basic characteristics of entrepreneurship</li> <li>• understand which personal characteristics and skills are most important for entrepreneurship</li> <li>• make an assessment of the development of the key entrepreneurial skills in youngsters</li> <li>• explain how these skills can be developed</li> <li>• demonstrate the basic steps in the development of an entrepreneurial idea</li> <li>• mentor youngsters in the development of their own ideas</li> <li>• motivate youngsters to keep developing their entrepreneurial potential</li> </ul>
<b>Time</b>	3 h
<b>Learning methodologies</b>	Group work activities, small group and class discussions, brainstorming, multimedia presentations, handouts, self-assessment
<b>Resources required</b>	Flipchart or whiteboard, coloured markers, white papers and pens, LCD projector, computer, internet access, printed copies of handouts and training materials

<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Know the basic characteristics of entrepreneurship</li> <li>2. Know personal characteristics and skills important for successful entrepreneurship</li> <li>3. Know different ways of developing the key skills</li> <li>4. Know the basic steps in the development of an entrepreneurial idea</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Make an assessment of the development of the key entrepreneurial skills in youngsters</li> <li>2. Explain to the youngsters the importance of each of the key skills for effective entrepreneurship</li> <li>3. Direct the youngsters to the skills that they need to develop further</li> <li>4. Give practical tips on how to develop each of the key skills</li> <li>5. Demonstrate the basic steps in the development of an entrepreneurial idea</li> <li>6. Mentor youngsters in the development of their own ideas, analyse their strengths and weaknesses and give instructions on how they can be upgraded</li> <li>7. Motivate young people to consider the possibility of becoming entrepreneurs and further develop their entrepreneurial skills</li> </ol> <p><b>COMPETENCES:</b></p> <ol style="list-style-type: none"> <li>1. Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into entrepreneurship</li> <li>2. Demonstrate abilities in development of an entrepreneurial idea and support the young person in developing this skill</li> <li>3. Adapt his/her own behaviour and guidance methodologies to the young person's specific needs (NEET, young migrant, person with disabilities, etc.)</li> </ol>
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<b>Additional resources</b>	<p>Basics on entrepreneurship:</p> <p><a href="https://smallbusiness.chron.com/basic-concepts-characteristics-entrepreneurship-18526.html">https://smallbusiness.chron.com/basic-concepts-characteristics-entrepreneurship-18526.html</a></p> <p><a href="https://en.wikipedia.org/wiki/Entrepreneurship">https://en.wikipedia.org/wiki/Entrepreneurship</a></p> <p><a href="https://www.irinadelgado.com/2013/08/31/difference-between-sme-ide-entrepreneurship/">https://www.irinadelgado.com/2013/08/31/difference-between-sme-ide-entrepreneurship/</a></p> <p><a href="https://www.mindtools.com/pages/article/newCDV_76.htm">https://www.mindtools.com/pages/article/newCDV_76.htm</a></p> <p>Entrepreneurial skills acquisition:</p> <p><a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx</a></p> <p><a href="https://www.profitableventure.com/develop-entrepreneurial-skills/">https://www.profitableventure.com/develop-entrepreneurial-skills/</a></p> <p><a href="https://www.entrepreneur.com/article/279465">https://www.entrepreneur.com/article/279465</a></p> <p>Development of an entrepreneurial idea:</p> <p><a href="https://www.forbes.com/sites/kauffman/2012/06/11/how-to-turn-an-idea-into-a-startup-begin-with-a-business-concept-statement/#7323ecf6451c">https://www.forbes.com/sites/kauffman/2012/06/11/how-to-turn-an-idea-into-a-startup-begin-with-a-business-concept-statement/#7323ecf6451c</a></p> <p><a href="https://www.entrepreneur.com/article/247574">https://www.entrepreneur.com/article/247574</a></p> <p><a href="https://www.entrepreneur.com/article/247575">https://www.entrepreneur.com/article/247575</a></p>
<b>Supporting material for teaching</b>	<p>M2_U3_PPT_Basic information on entrepreneurship</p> <p>M2_U3_DOC_Self-assesment of the key entrepreneurial skills</p> <p>M2_U4_PPT_Development of an entrepreneurial idea</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Clarifying objectives of this module / unit and starting the discussion about entrepreneurship</b>	<p>Trainer asks about learners' expectations, i.e.: "What do you hope to learn today?". Writes down all expectations on a flipchart. Then, states &amp; displays objectives of this module / unit.</p> <p>Before starting with main activities trainer leads a class discussion on the following topics and writes down all answers on a flipchart:</p> <p>How does one person successfully take advantage of an opportunity, while another, equally knowledgeable person does not?</p> <p>What personal characteristics are desirable for effective entrepreneurship? (e.g. Ambition, perseverance, risk tolerance, resistance to stress, optimism and self-confidence...)</p> <p>What skills are important to be an effective entrepreneur? (e.g. Time management, decision making, negotiation, communication, delegation....)</p>	<b>10 minutes</b>	<p><b>2.3.1. M2_U3_PPT_Basic information on entrepreneurship</b> (1<sup>st</sup> – 2<sup>nd</sup> slide)</p> <p><b>White board/ flipchart, colored markers, LCD projector, PC with Internet access</b></p>

### Main/central activities

Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Understanding the basic characteristics of entrepreneurship</b>	Trainer introduces the main characteristics of entrepreneurship through a short power-point presentation. Trainer explains the difference between 2 different types of entrepreneurship: SME and IDE. Through a discussion with the students, potential advantages and disadvantages of entrepreneurship are exposed. It is concluded that not everyone is suitable to becoming an entrepreneur:	<b>20 minutes</b>	<b>2.3.1. M2_U3_PPT_Basic information on entrepreneurship</b>

	<p>an honest introspection needs to be done in order to determine one's own potential of becoming an entrepreneur. Trainer introduces the most important skills for effective entrepreneurship and announces the following testing of some of the key skills.</p> <p>All materials presented can be used by youth workers in their future daily work with young people. Furthermore, they will be available in the From Youth to Work on-line platform (e-portfolio) to be used by the young people themselves.</p>		White board/ flipchart, coloured markers, LCD projector, PC with Internet access
<b>Self-assessment of the development of the key skills</b>	<p>The trainer gives each participant one copy of the prepared questionnaire. He explains the instructions for filling out the questionnaire. Each participant should self-assess how much the presented statements are describing him. After 15-20 minutes, after all of the participants have filled out the questionnaire, the trainer gives the additional paper that explains how the results are calculated. Each participant calculates his result. Those who want can share their scores with the others. Discussion is led.</p>	<b>30 minutes</b>	<p><b>2.3.2. M2_U3_DOC_Self-assessment of the key entrepreneurial skills</b></p> <p>One copy of the questionnaires per participant</p>
<b>Suggestions on how these skills can be developed</b>	<p>The trainer sums up the previous activity: The good news is that important skills for entrepreneurship can, as any other skills, be developed with exercise. In this part of the workshop we will brainstorm effective ways of developing the most important entrepreneurial skills.</p> <p>The group is divided into 3 smaller work groups. Each will brainstorm the possible ways of developing the key skills:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> group will do this for <u>Interpersonal skills</u> (leadership, communication skills, listening, negotiation)</li> <li>• 2<sup>nd</sup> group for <u>Critical and creative thinking</u> (creative thinking, problem solving and recognizing opportunities)</li> <li>• 3<sup>rd</sup> group for <u>Practical skills</u> (goal setting, planning and organizing, decision making).</li> </ul>	<b>20 minutes</b>	PC with Internet access, LCD projector Coloured A3 papers and markers for working in small groups



	Each group writes their ideas on coloured papers (different colours for each group). After 10 minutes, every group presents their ideas to all participants and put their papers on a united poster. The trainer comments on ideas and make additional suggestions that the youngsters haven't thought off.		
Demonstrate the basic steps in the development of an entrepreneurial idea and mentor youngsters in the development of their own ideas	<p>The trainer demonstrates the basic steps in the development of an entrepreneurial idea through the attached PPT.</p> <p>After the presentation, trainer gives blank A3 papers and handouts of the PPT to the participants, with the following instruction:  <i>What are you passionate about? Imagine that you want to start your own business. The first step is to sketch the business concept following the presented steps – so we will try to do it here. Each of you will get a blank A3 poster on which you will develop your idea. The sketch doesn't have to be perfect: look at this task as an exercise which will help you to detect the strong and weak aspects of your business idea. Some of you will present your ideas in the end and get some instructions on how to develop them further.</i></p> <p>The discussion following the presented ideas:</p> <p><i>Which skills need to be further developed to support the implementation of this idea? How can you develop these skills?</i></p>	90 minutes	<p><b>2.3.3. M2_U4_PPT_Development of an entrepreneurial idea</b></p> <p>White A3 papers and coloured markers for participants</p> <p>White board/ flipchart, coloured markers, LCD projector, PC with Internet access</p>

### Final/conclusion activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
Reflecting on the Unit 3, conclusion and motivational finishing	Trainer leads a short discussion to share learners' impressions, feelings and tips on entrepreneurial skills acquisition and on how they can better support young people (including NEETs, migrants and those from disadvantaged backgrounds) in assessing their entrepreneurial potential.	10 minutes	Whiteboard/ flipchart, coloured markers

	<p>In the discussion, youth workers are welcome to bring their previous work experiences with this target groups.</p> <p>To conclude and sum up, the trainer will emphasize that entrepreneurial skills are not something that you are born with – they need to be actively developed. The good news is that, as with any other skill, you become better with exercise. For entrepreneurship, the most important thing is that you believe in your idea and are passionate about it, because there will be a lot of obstacles that you will have to cope with in the implementation phase. The passion about the idea and determination will make this coping possible.</p> <p>Youth people which would like to become entrepreneurs are asked to share their opinions: Why would they want to do it, since there are many obstacles? What are the motivations for entrepreneurship? By sharing their own perspectives, they can inspire and motivate other participants.</p>		
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# MODULE 3

## HIGH QUALITY JOB SEARCH TOOLS



## MODULE 3: High quality job search tools

P6 - FCN (IT)

MODULE 3	HIGH QUALITY JOB SEARCH TOOLS		
<b>Objectives</b>	<p>At the end of this module, youth workers will be able to:</p> <ul style="list-style-type: none"> <li>introduce the youngsters to the concept of effectively searching for jobs using on-line tools and how to search for entrepreneurial opportunities of their client's choice to match their skillset;</li> <li>Help their young clients to understand what components are involved in a high-quality CV and they will be able to understand how to effectively prepare a CV;</li> <li>Introduce the young NEETs the features of a high-quality cover letter / motivational letter to enable them to write their own in the future in order to secure a job role of their choice</li> </ul>		
<b>Content</b>	<p>This module consists of three units lasting seven hours in total which will A) look at how to search for jobs / entrepreneurial opportunities in an on-line context; B) explore how to write and produce a high-quality Curriculum Vitae and C) explore how to write and produce a high-quality cover letter.</p>		
<b>Units</b>	<b>UNIT 1</b>  <b>Seeking job and entrepreneurial opportunities using on-line tools</b>	<b>UNIT 2</b>  <b>Effectively preparing CVs: How to produce a high-quality CV to secure a job</b>	<b>UNIT 3</b>  <b>Letter Writing: How to produce a high-quality cover letter / motivational letter</b>
<b>Time</b>	2 h	3 h	2 h
<b>Target Group of Learners</b>	<p>Practitioners who are working with young people (especially NEETs or other youth with fewer opportunities) as youth workers, case workers, educationalists and career guidance counsellors</p>		
<b>Number of participants</b>	Max 30		

<b>Resources required</b>	<p>Classroom equipped with:</p> <ul style="list-style-type: none"> <li>• chairs arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• LCD projector</li> <li>• PCs with Internet access</li> <li>• printed copies of handouts and training materials</li> </ul>
<b>Learning methodologies</b>	<p>Lectures, multimedia presentations, group work activities, handouts, simulations with case studies, small group and class discussions, brainstorming</p>
<b>Learning Outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Know on-line job searching strategies</li> <li>2. Define the main contents of an action plan to support the young person in on-line job searching</li> <li>3. List different on-line national / international sources to search for job and entrepreneurial opportunities for the young people</li> <li>4. Recognize and understand the key elements of an on-line job advertisement</li> <li>5. Distinguish the key elements of a successful and high-quality CV, cover letter / motivational letter</li> <li>6. Name and describe different types of CVs (functional, chronological, compound...)</li> <li>7. Name and describe general CV structure and sections</li> <li>8. Name and describe motivational letter structure and information to mention</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Make use of on-line job search tools</li> <li>2. Develop an action plan for seeking a job / an entrepreneurial opportunity for his/her young client, using on-line tools</li> <li>3. Show abilities to effectively help his/her clients to develop an action plan and efficiently search for a job (an entrepreneurial opportunity) in an on-line context</li> <li>4. Analyse on-line job adverts and entrepreneurial opportunities for young people</li> </ol>

5. Extract information about skills, experience and qualities from on-line job adverts and job specifications
6. Teach the young people how to analyse on-line job adverts / entrepreneurial opportunities
7. Select, in collaboration with the youngster, his/her skills / working / education and training experiences to respond properly to an on-line job offer
8. Support his/her clients to produce a high-quality CV
9. Support his/her clients to produce a high-quality cover letter / motivational letter
10. Show abilities to help his/her clients to understand how to think from the perspective of the employer, when writing a job application

#### **COMPETENCES:**

1. Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into employment
2. Demonstrate abilities to promote young people's skills and experiences in a positive and relevant manner for job hunting
3. Demonstrate abilities to provide guidance, autonomy and self-confidence to young people for job hunting in on-line contexts
4. Adapt his/her own behaviour and guidance methodologies to the young person's specific needs (NEET, young migrant, person with disabilities, etc.)
5. Demonstrate abilities in job applications writing and support the young person in developing this skill

UNIT 1	SEEKING JOB AND ENTREPRENEURIAL OPPORTUNITIES USING ON-LINE TOOLS
<b>Contents</b>	This unit entails understanding how to search effectively for jobs and entrepreneurial opportunities using on-line tools to enable a young job seeker to find the most suitable placement for them. Learners will be acquainted with on-line job searching strategies and tools and will develop their skills on this matter in order to better support their clients.
<b>Objectives</b>	<p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> <li>• understand the different job searching strategies and tools</li> <li>• introduce the youngsters the concept of effectively searching for jobs in an on-line context and how to search for entrepreneurial opportunities of their choice to match their skill set</li> <li>• develop and increase their competences on how to support youngsters in job searching in an on-line context</li> </ul>
<b>Time</b>	2 h
<b>Learning methodologies</b>	Group work activities, small group and class discussions, brainstorming, multimedia presentations, handouts
<b>Resources required</b>	Those listed in the general module description
<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Know on-line job searching strategies</li> <li>2. Define an action plan to support the young person in on-line job searching</li> <li>3. List different on-line national / international sources to search for job and entrepreneurial opportunities for the young people</li> <li>4. Recognize and understand the key elements of an on-line job advert</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Make use of on-line job search tools</li> <li>2. Develop an action plan for seeking a job / an entrepreneurial opportunity for his/her young client, using on-line tools</li> <li>3. Show abilities to effectively help his/her clients to develop an action plan and efficiently search for a job (an entrepreneurial opportunity) which corresponds to his/her skillset, in an on-line context</li> </ol>

	<ol style="list-style-type: none"> <li>Analyse on-line job adverts and entrepreneurial opportunities for young people</li> <li>Extract information about skills, experience and qualities from on-line job adverts and job specifications</li> <li>Teach the young people how to analyse on-line job adverts / entrepreneurial opportunities</li> </ol> <p><b>COMPETENCES:</b></p> <ol style="list-style-type: none"> <li>Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into employment</li> <li>Demonstrate abilities to provide guidance, autonomy and self-confidence to young people for job hunting in on-line contexts</li> <li>Adapt his/her own behavior and guidance methodologies to the young person's specific needs (NEET, young migrant, person with disabilities, etc.)</li> </ol>
<b>Additional resources</b>	<p>Job searching on-line:</p> <p><a href="http://www.Monster.com">www.Monster.com</a></p> <p><a href="https://it.indeed.com/?r=us">https://it.indeed.com/?r=us</a></p> <p><a href="https://ec.europa.eu/eures/public/en/homepage">https://ec.europa.eu/eures/public/en/homepage</a></p> <p><a href="https://lp.experteer.com/executive-jobs-com/?gclid=160808771997&amp;gclid=EAAlQobChMI54rRyva-3AlVyaia-Ch2gdwNNEAAYASAAEgKUX_D_BwE">https://lp.experteer.com/executive-jobs-com/?gclid=160808771997&amp;gclid=EAAlQobChMI54rRyva-3AlVyaia-Ch2gdwNNEAAYASAAEgKUX_D_BwE</a></p>
<b>Supporting material for teaching</b>	<p>3.1.1. Logbook_of_online_applications_template</p> <p>3.1.2. Analyse_job_adverts</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Clarifying objectives of this module / unit and make learners understand the importance of on-line job searching strategies</b>	<p>Trainer asks about learners' expectations, ie: <i>"What do you hope to learn today?"</i>. Writes down all expectations on a flipchart. Then, states &amp; displays objectives of this module / unit.</p> <p>Before starting with main activities trainer leads a class discussion on the following topics and writes down all answers on a flipchart:</p> <p>What are the reasons for a job search? (eg. career change, laid off, returning to work, first-time worker)</p> <p><i>How did you (or someone you know) get a job in the past?</i></p> <p><i>How has the internet changed the job hunt process?</i> (e.g. jobs posted on-line, networking opportunities have expanded globally, more job applications to fill in online, email is a necessary communication tool)</p> <p><i>What does a modern job seeker need?</i> (e.g. Internet access, professional e-mail address, CV in PDF, organizational system such as calendar, contact list, application log)<sup>1</sup></p>	<b>20 minutes</b>	<p>White board/ flipchart, coloured markers</p> <p>LCD projector</p> <p>PC with Internet access</p>

<sup>1</sup> Activity adapted from "On-line job search lesson plan"

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/Ld/LibrariesLiteracy/6-1%20Online%20Job%20Search%20Lesson%20Plan.pdf>



Main/central activities			
Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Finding On-line job search tools and entre- preneurial sources</b>	<p>With all learners, brainstorm all the possible on-line sources where information about vacancies can be gathered. Record on a flip-chart/ whiteboard.</p> <p>Answers might include: state employment on-line services, job portals on the Internet, recruitment agency websites, LinkedIn, social networking sites, career network, sector-specific sites.</p> <p>There is a lot of information on the web and in order to have an efficient and successful job search, it is important to know which the best websites and portals for job search for the labour market are.</p> <p>So, split the group in two teams and ask one team to research on-line in order to make a list of recruitment websites/ portals, and one team to research and make a list of entrepreneurial opportunities (e.g. on-line entrepreneurial programmes for youth, websites of chambers of commerce, etc). All materials presented or produced in this unit such as list of job portals or list of portals with entrepreneurial opportunities for the young people can be used by youth workers in their future daily work with young people. Furthermore, they will be available in the From Youth to Work on-line platform (e-portfolio) to be used by the young people themselves.</p>	<b>25 minutes</b>	<p>Whiteboard/ flipchart, markers</p> <p>white papers and pens</p> <p>PCs with Internet access</p>
<b>Learning on-line job-search strategies</b>	<p>Trainer displays some on-line job boards and explains/demonstrates research strategies (registration, keywords, location, salary, etc): <a href="http://www.Monster.com">www.Monster.com</a>, <a href="http://www.indeed.com">www.indeed.com</a>, <a href="https://ec.europa.eu/eures/public/en/homepage">https://ec.europa.eu/eures/public/en/homepage</a><sup>2</sup></p>	<b>15 minutes</b>	PC with Internet access, LCD projector

<sup>2</sup> Activity adapted from "On-line job search lesson plan"

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/LibrariesLiteracy/6-1%20Online%20Job%20Search%20Lesson%20Plan.pdf>



<p><b>Developing an on-line job search plan</b></p>	<p><i>Trainer emphasizes the importance to develop an on-line job search plan in order for the young person to reflect on different aspects. This plan rises engagement and motivation of the young people, and it is important for them to write it down so to feel more engaged and to check their achievements in an on-line job search.</i></p> <p><i>Some elements to consider may be:</i></p> <p><i>What:</i> young people should have clear in mind what job they want to look for (career objective)</p> <p><i>Where:</i> young people should make a list of sources they intend to use (portals, company websites, etc)</p> <p><i>How:</i> Do they have to register? Is there an on-line application form to fill in?</p> <p><i>When:</i> it is important to schedule a specific time throughout the day or throughout the week dedicated to their on-line job search (or entrepreneurial opportunities search).</p> <p>In small groups, youth workers brainstorm all key points that should be included in a job search plan, to be carried out using on-line tools. They should keep in mind these key aspects when helping young people to define their on-line job search. Furthermore, they should support young people to create their own written plan for on-line job search, having in mind these key aspects.</p> <p>Then, each group will share their ideas, and, in a class discussion, learners will create a flipchart with all key elements a young job seeker should consider to create their own on-line job search plan.</p> <p>At last, trainer will show a useful template to keep track of the job applications sent by the young person. This document can be used later on by youth workers as well as by young people themselves</p>	<p>20 minutes</p>	<p>White papers and pens</p> <p>Flipchart/ whiteboard and coloured markers</p> <p>3.1.1. Logbook_of_online_applications_template</p>
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<b>On-line job adverts analysis</b>	In pairs, trainer asks each couple to find three job adverts from the previously identified resources. Learners analyse these job adverts using the template provided <sup>3</sup>	<b>25 minutes</b>	PCs with Internet access, pens  <b>3.1.2. Analyse_job_adverts</b>
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Reflecting on the importance of having computer skills for the young people</b>	<p>It is important that learners understand that not all youngsters (especially those from disadvantaged backgrounds) might have the necessary computer skills to use the Internet appropriately for effective job-searching on-line:</p> <p>Learners brainstorm what sort of informal assessment they might arrange to establish to what extent young people use the computer in general and Internet in particular, and if they require further support.</p> <p>Clients' emails should be also checked to ensure that they have simple, brief and concise email addresses and to avoid creating ones which contain erotic, funny or long names<sup>4</sup></p>	<b>15 minutes</b>	Whiteboard/ flipchart, coloured markers

<sup>3</sup> Activity developed by Bridges Programmes for the "CA@SE Training Handbook" in the framework of the Erasmus+ KA2 project "CA@SE Competence Assessment and Social Entrepreneurship" – project no. 2015-1-IT02-KA204-015147 and adapted for the From Youth to Work training curriculum

<sup>4</sup> Activity developed by Bridges Programmes for the "CA@SE Training Handbook" in the framework of the Erasmus+ KA2 project "CA@SE Competence Assessment and Social Entrepreneurship" – project no. 2015-1-IT02-KA204-015147 and adapted for the From Youth to Work training curriculum

UNIT 2	EFFECTIVELY PREPARING CVS: HOW TO PRODUCE A HIGH-QUALITY CV TO SECURE A JOB
<b>Contents</b>	This unit consists of effectively preparing the Curriculum Vitae: how to produce and write a high-quality CV to secure a job in the future. It will show learners the different types of CVs and all the elements that need to be included in a high-quality CV. Furthermore, this unit will enable learners to look at a CV from an employer's perspective increasing learners' competences on how to support youngsters in CV-writing.
<b>Objectives</b>	<p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> <li>• understand which elements are involved in a high-quality CV</li> <li>• chose the most suitable type of CV according to the application requirements</li> <li>• understand how to effectively prepare a CV from an employer's perspective</li> <li>• develop and increase their competences on how to support youngsters in CV-writing</li> </ul>
<b>Time</b>	3 h
<b>Learning methodologies</b>	Lecture, simulations with case studies, handouts, group work activities, small group and class discussions, multimedia presentations
<b>Resources required</b>	<p>Those listed in the general module description, as well as:</p> <p>Europass CV <a href="https://europass.cedefop.europa.eu/documents/curriculum-vitae">https://europass.cedefop.europa.eu/documents/curriculum-vitae</a></p> <p>Accessible CV editor + tips on cv writing <a href="https://europass.cedefop.europa.eu/accessible-editors/cv/?lang=it&amp;ref=https://europass.cedefop.europa.eu">https://europass.cedefop.europa.eu/accessible-editors/cv/?lang=it&amp;ref=https://europass.cedefop.europa.eu</a></p> <p>CV writing by Monster UK &amp; Ireland <a href="https://www.youtube.com/watch?v=1EgOH0scyCE">https://www.youtube.com/watch?v=1EgOH0scyCE</a></p>

<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish the key elements of a successful and high-quality CV, cover letter and motivational letter</li> <li>2. Name and describe different types of CVs (functional, chronological, compound...)</li> <li>3. Name and describe general CV structure and sections</li> </ol> <p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Select, in collaboration with the youngster, his/her skills / working / education and training experiences to respond properly to an on-line job offer</li> <li>2. Is able to support his/her clients to produce a high-quality CV</li> <li>3. Show abilities to help his/her clients to understand how to think from the perspective of the employer, when writing a job application</li> </ol> <p><b>COMPETENCES:</b></p> <ol style="list-style-type: none"> <li>1. Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into employment</li> <li>2. Demonstrate abilities to promote young people's skills and experiences in a positive and relevant manner for job hunting</li> <li>3. Demonstrate abilities to provide guidance, autonomy and self-confidence to young people for job hunting in on-line contexts</li> <li>4. Demonstrate abilities in job applications writing and support the young person in developing this skill</li> </ol>
<b>Additional resources</b>	<p>How to write a CV: <a href="https://www.cv-library.co.uk/career-advice/cv/how-to-write-a-cv-tips-for-2018/">https://www.cv-library.co.uk/career-advice/cv/how-to-write-a-cv-tips-for-2018/</a></p> <p>How to write a CV: <a href="https://www.wikihow.com/Write-a-CV-(Curriculum-Vitae)">https://www.wikihow.com/Write-a-CV-(Curriculum-Vitae)</a></p> <p>CV types and examples: <a href="https://resumegenius.com/resume-formats">https://resumegenius.com/resume-formats</a></p>
<b>Supporting material for teaching</b>	<p>3.2.1. CV_TIPS</p> <p>3.2.2. Personal_statement</p> <p>3.2.3. Case_study</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Learning the different types of CVs and the key elements of a high-quality CV</b>	<p>Trainer explains and shows examples of the three different types of CV: chronological, functional, compound. Furthermore, trainer shows and explains the Europass CV.</p> <p>The trainer can find some CV examples at the following link:  <a href="https://resumegenius.com/resume-formats">https://resumegenius.com/resume-formats</a></p> <p>Since CV formats can vary between countries, we recommend to use the Europass CV format too. This is a free resource that can help job seekers to create and update their CV on-line or, if Internet is not available, an offline function is also available.</p> <p>All materials presented can be used by youth workers in their future daily work with young people. They will also be available on the From Youth to Work on-line platform (e-portfolio) to be used by the young people themselves.</p>	25 minutes	<p>PC with Internet access, LCD projector</p> <p>Europass CV instructions (on-line documentation)</p> <p>3.2.1. CV_TIPS (PPT)</p>

### Main/central activities

Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Learning and practising how to write a CV personal statement</b>	After having presented the main features of a personal statement, trainer asks learners to write it in small groups using the case study provided. Then, each group will share, discuss and revise its personal statement in plenary.	25 minutes	<p>3.2.2. Personal_statement</p> <p>3.2.3. Case_study</p> <p>PC with Internet access</p> <p>LCD projector</p> <p>White papers and pens</p>

<b>Practising CV writing</b>	Trainer splits the class into 4 groups. Using the case study provided one group should prepare a functional CV, one group a chronological CV, one group a compound CV and the last one the Europass CV. If there is still time left, each group should try a different type of CV so that each group has tried to write at least 2 formats of CVs <sup>5</sup> .	<b>80 minutes</b>	<b>3.2.3. Case study</b>  White papers and pens
<b>Matching CV with job advert</b>	Now, having in mind the information provided in the case study, trainer asks learners to find a suitable on-line job advert.  In small working groups, learners have to read carefully the personal specification of the job advert and have to make sure that skills and experiences highlighted in the CV they have just produced (including the personal statement) fit with the specification of the job advert.  If not, learners should try to adjust the CV accordingly.	<b>20 minutes</b>	<b>3.2.3. Case study</b>  CV including personal statement (from previous activity)  PCs with Internet access  White papers and pens
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Reflecting on pros and cons of each CV type</b>	Before closing this session, the trainer leads a class discussion on the pros and cons of each CV type (including the Europass one). And writes them down on a flipchart.	<b>15 minutes</b>	whiteboard/ flipchart, markers
<b>Debriefing and conclusions: how to support young people</b>	Trainer leads a short discussion to share learners' impressions, feelings and tips on CV-writing and on how they can better support young people (including NEETs, migrants and those from disadvantaged backgrounds) in this task. In the discussion, youth workers are welcome to bring their previous work experiences with this target group.  To conclude, trainer proposes the video about CV writing realized by Monster UK & Ireland available on YouTube that might represent a nice and funny tool for the young clients.	<b>15 minutes</b>	CV-writing by Monster UK & Ireland on YouTube  PC with Internet access  LCD projector  whiteboard/ flipchart, markers

<sup>5</sup> Activity developed by Bridges Programmes for the "CA@SE Training Handbook" in the framework of the Erasmus+ KA2 project "CA@SE Competence Assessment and Social Entrepreneurship" – project no. 2015-1-IT02-KA204-015147 and adapted for the From Youth to Work training curriculum

UNIT 3	LETTER WRITING: HOW TO PRODUCE A HIGH-QUALITY COVER LETTER / MOTIVATIONAL LETTER
<b>Contents</b>	This unit concerns of cover letter writing and aims at producing a high-quality cover letter / motivational letter. It will show learners the components of a high-quality cover letter and will enable learners to look at it from an employer's perspective increasing their competences on how to support youngsters in cover letter-writing.
<b>Objectives</b>	<p>At the end of this unit, participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand how to draw a cover letter for a specific job advert</li> <li>• introduce their clients to the features of a high-quality cover letter / motivational letter to enable them to write their own in the future</li> <li>• understand how to effectively prepare a cover letter from an employer's perspective</li> <li>• develop and increase their competences on how to support youngsters in cover letter writing</li> </ul>
<b>Time</b>	2 h
<b>Learning methodologies</b>	Lecture, group work activities, simulations with case studies, brainstorming, use of good and bad practices, multimedia presentations, small group and class discussions
<b>Resources required</b>	<p>Those listed in the general module description, as well as:</p> <p>Europass Cover Letter editor <a href="https://europass.cedefop.europa.eu/editors/en/cl/compose">https://europass.cedefop.europa.eu/editors/en/cl/compose</a></p> <p>Eures portal <a href="https://ec.europa.eu/eures/public/en/homepage">https://ec.europa.eu/eures/public/en/homepage</a></p> <p>How to write a powerful cover letter by Utrecht University <a href="https://www.youtube.com/watch?v=lq6aGl1QBRs">https://www.youtube.com/watch?v=lq6aGl1QBRs</a></p>
<b>Learning outcomes</b>	<p><b>KNOWLEDGE:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish the key elements of a successful and high-quality cover letter / motivational letter</li> <li>2. Name and describe motivational letter structure and information to mention</li> </ol>

	<p><b>SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Select, in collaboration with the youngster, his/her skills / working / education and training experiences to respond properly to an on-line job offer</li> <li>2. Is able to support his/her clients to produce a high-quality cover letter / motivational letter</li> <li>3. Show abilities to help his/her clients to understand how to think from the perspective of the employer, when writing a cover letter</li> </ol> <p><b>COMPETENCES:</b></p> <ol style="list-style-type: none"> <li>1. Apply a suitable personal practice which makes him/her excellent facilitator for the young people to move into employment</li> <li>2. Demonstrate abilities to promote young people's skills and experiences in a positive and relevant manner for job hunting</li> <li>3. Demonstrate abilities to provide guidance, autonomy and self-confidence to young people for job hunting in on-line contexts</li> <li>4. Demonstrate abilities in job applications writing and support the young person in developing this skill</li> </ol>
<b>Additional resources</b>	<p>Motivational letter: <a href="https://novoresume.com/career-blog/how-to-write-a-motivation-letter">https://novoresume.com/career-blog/how-to-write-a-motivation-letter</a></p> <p>Cover letter: <a href="https://zety.com/blog/how-to-write-a-cover-letter?gclid=EAlaIQobChMlxLmvy_q-3AIVUETTCh1sawGqEAAYASAAEgJ8qfD_BwE">https://zety.com/blog/how-to-write-a-cover-letter?gclid=EAlaIQobChMlxLmvy_q-3AIVUETTCh1sawGqEAAYASAAEgJ8qfD_BwE</a></p>
<b>Supporting material for teaching</b>	<p>3.3.1. Cover_letter</p> <p>3.3.2. Cover_letter_good_bad_practises</p> <p>3.2.3. Case_study</p>



## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Brainstorm about the main elements of a cover letter</b>	<p>This unit will start with a Brainstorming about learners believes and thoughts on the contents of a cover letter / motivational letter.</p> <p>Learners will work in small groups and will note down all the ideas, then they will discuss with the whole group in plenary.</p>	<b>20 minutes</b>	<p>White papers and pens</p> <p>Whiteboard/ flipchart, markers</p>

### Main/central activities

Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Learning to draw up a cover letter</b>	Trainer introduces the main elements of a cover letter and leads a presentation of good and bad cover letters examples to show good practices. All materials presented can be used by youth workers in their future daily work with young people. Furthermore, they will be available in the From Youth to Work on-line platform (e-portfolio) to be used by the young people themselves	<b>25 minutes</b>	<p><b>3.3.1. Cover_ letter</b></p> <p><b>3.3.2. Cover_ letter_good_b d_practises</b></p> <p>PC with Internet access</p> <p>LCD projector</p>
<b>Practising cover letter writing</b>	Trainer asks learners to write individually a short cover letter based on the case study and the job advert used in Unit 2. Then, in pairs, learners revise their cover letters.	<b>30 minutes</b>	<p><b>3.2.3. Case_ study (and job advert used by learners in Unit 2)</b></p> <p>White papers and pens</p>



<b>Practising the Europass on-line cover letter editor</b>	As useful on-line tools for the young people, learners will try to use the Cover Letter Editor from the Europass portal. Individually, they will search for an opportunity in the Eures portal and they will tailor the cover letter on themselves.	<b>30 minutes</b>	PCs with Internet access  Eures portal  Europass Cover Letter editor
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Debriefing and conclusions: how to support young people</b>	<p>Trainer leads a short discussion to share learners' impressions, feelings and tips on cover letter writing and on how they can better support young people (including NEETs, migrants and those from disadvantaged backgrounds) in this task. In the discussion, youth workers are welcome to bring their previous work experiences with this target group.</p> <p>To conclude and sum up trainer will propose to watch the Video "How to write a Powerful cover letter" by Utrecht University available on Youtube, that might represent a nice and funny tool for the young clients.</p>	<b>15 minutes</b>	<p><b>Video "a Powerful cover letter" on YouTube</b></p> <p>PC with Internet access</p> <p>LCD projector</p> <p>Whiteboard/ flipchart, markers</p>

# MODULE 4:

## APPROPRIATE COMMUNICATION AND SELF-PRESENTATION



## MODULE 4: Appropriate communications and self-presentation

MODULE 4	APPROPRIATE COMMUNICATIONS AND SELF-PRESENTATION		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Prepare youth workers to provide support to young people for a successful job interview</li> <li>- Make youth workers aware that the preparation process of a job interview is actually part of the personal development of the young person.</li> <li>- Make youth workers aware of their role as facilitator and coach for personal development of young people seeking employment.</li> <li>- Familiarize the youth workers with the business communication expression</li> <li>- Gain theoretical knowledge</li> <li>- Raise awareness of the importance of business communication</li> <li>- Empower youth workers with skills and knowledge to provide support and advise to youth related to their self-presentation image in social media.</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>- Strategies to successfully prepare, implement and follow up job interviews</li> <li>- Reflection and self- reflection to improve self-presentation skills as tool to increase employability.</li> <li>- Addressing different types of job interviews.</li> <li>- Self-presentation in digital context</li> </ul>		
<b>Units</b>	<b>UNIT 1</b>  <b>Job interview</b>	<b>UNIT 2</b>  <b>Effective business communication</b>	<b>UNIT 3</b>  <b>Communication in digital context</b>
<b>Time</b>	6 h	1 h	1 h
<b>Target Group of Learners</b>	Practitioners who are working with young people (especially NEETs or other youth with fewer opportunities) as youth workers, case workers, educationalists and career guidance counsellors		
<b>Number of participants</b>	<b>Max 30 participants</b>		

<b>Resources required</b>	<ul style="list-style-type: none"> <li>• Classroom equipped with movable chairs with writing support arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• LCD projector</li> <li>• PC with Internet access</li> <li>• Portable video recorder, smart phone</li> </ul>
<b>Learning methodologies</b>	Presentations, lectures, demonstrations, role-plays, multimedia presentations, group work activities, handouts, small group and class, discussions, brainstorming, individual work
<b>Learning Outcomes</b>	<p>After going through the module participants will:</p> <ul style="list-style-type: none"> <li>- gain theoretical and practical knowledge about how to prepare and go to job interviews</li> <li>- be able to support young people improving their communication and self-presentation skills;</li> <li>- be able to use digital videos for fostering self-reflection and improve young persons' self-presentation skills;</li> <li>- be able to provide support to youth handling rejection from an interview</li> <li>- be able to support young people improving their communication skills and self-presentation skills;</li> <li>- gain information and theoretical and practical knowledge on business communication,</li> <li>- be able to support young people improving their business communication skills,</li> <li>- distinguish the verbal communication from the non-verbal communication in the business field</li> <li>- gain information and knowledge on the most common online social media platforms and communication channels;</li> <li>- get information and knowledge on correct use of informal and informal communication channels;</li> <li>- be able to recognize possibilities/risks hidden in using social media and its effect on their employability (both positive and negative effect);</li> <li>- be able to raise awareness of young people related to how their self-presentation may influence of their employability.</li> </ul>

UNIT 1	JOB INTERVIEWS
<b>Contents</b>	<p>Presenting the concept of a job interview</p> <p>Preparation strategies for a job interview</p> <p>Reflection and self-reflection as preparation strategies for job interviews and development of personal presentation skills</p> <p>Handling rejection and recognition of possibilities for self-improvement</p> <p>Role of professional during the preparation and implementation (follow up) phases of a job interview</p>
<b>Objectives</b>	<p>Prepare youth workers to provide support to young people for a successful job interview</p> <p>Make youth workers aware that the preparation process of a job interview is actually part of the personal development of the young person.</p> <p>Make youth workers aware of their role as facilitator and coach for personal development of young people seeking employment.</p>
<b>Time</b>	4 -5 h
<b>Methodology</b>	presentation, brainstorming, discussion, role play, interactive tasks
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Classroom equipped with movable chairs with writing support arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• LCD projector</li> <li>• PCs with Internet access</li> <li>• Portable video recorder, smart phone</li> </ul>
<b>Learning outcomes</b>	<p><b>Going through the unit, participants will</b></p> <ul style="list-style-type: none"> <li>– gain theoretical and practical knowledge about how to prepare and go to job interviews</li> <li>– be able to support young people improving their communication skills and self-presentation skills;</li> </ul>

	<ul style="list-style-type: none"> <li>– be able to use digital videos for fostering self-reflection and improve young persons' self-presentation skills;</li> <li>– be able to provide support to youth handling rejection from an interview</li> <li>– learn to make young people aware of their nonverbal communication</li> </ul>
<b>Additional resources</b>	<p>Digital video for fostering self-reflection in an ePortfolio environment  <a href="https://www.tandfonline.com/doi/abs/10.1080/17439880903338614">https://www.tandfonline.com/doi/abs/10.1080/17439880903338614</a></p> <p>How To Nail The 'Tell Me About Yourself' Question In Your Next Interview  <a href="https://www.forbes.com/sites/forbescoachescouncil/2017/05/19/how-to-nail-the-tell-me-about-yourself-question-in-your-next-interview/#4f85076464cd">https://www.forbes.com/sites/forbescoachescouncil/2017/05/19/how-to-nail-the-tell-me-about-yourself-question-in-your-next-interview/#4f85076464cd</a></p> <p>Peter Slepcevic-Zach &amp; Michaela Stock (2018) ePortfolio as a tool for reflection and self-reflection, Reflective Practice, 19:3, 291-307, Link to this article: <a href="https://doi.org/10.1080/14623943.2018.1437399">https://doi.org/10.1080/14623943.2018.1437399</a></p> <p>Gary Cheng &amp; Juliana Chau (2009) Digital video for fostering self-reflection in an ePortfolio environment, Learning, Media and Technology, 34:4, 337-350, Link to article <a href="https://doi.org/10.1080/17439880903338614">https://doi.org/10.1080/17439880903338614</a></p>
<b>Supporting material for teaching</b>	<p>4.1.1. Let's study a job description</p> <p>4.1.2. Observation sheet</p> <p>4.1.3. Sample interview questions</p> <p>4.1.4. Self-reflection sheet</p> <p>4.1.5. Types of online job interviews</p> <p>4.1.6. Thinking like an employer</p> <p>4.1.7. During interview</p> <p>4.1.8. Checklist am I prepared for a job interview?</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Introduce participants to the topic / Identification of the module's objective</b>	<p>The trainer asks participants to share their experiences related to job interviews young people, they worked with, had with employers:</p> <ul style="list-style-type: none"> <li>- Were the interviews successful in general?</li> <li>- How did you prepare?</li> <li>- What was the most difficult to master?</li> <li>- What do you expect to learn in this module?</li> <li>- Etc.</li> </ul> <p>The trainer closes the circle of discussion by providing a short summary.</p> <p>Then presents the structure and main topics of the unit.</p>	15'	White board/ flipchart, coloured markers

### Main/central activities

Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Aim of the activity</b>  Defining the job interview.	<p>Trainer explains:</p> <p><b>The job interview</b> is a form of recruitment procedure in order to achieve certain common goals of the employer and candidate. It has become the most popular selection method of new employees. It is an easy procedure and makes a face to face meeting possible. The two parties have an opportunity to have a conversation and discuss their mutual expectations, the candidate's skills and job requirements.</p>	10'	White board/ flipchart, coloured markers



	<p>The implementation of the process of a job interview is an integrated part of vocational guidance and is proceeded by the following processes:</p> <ul style="list-style-type: none"> <li>- Assessment of the young person's skills, interests and needs (see module2)</li> <li>- Identification of possible job opportunities (see module 3).</li> </ul> <p>Before defining the actions beginning with preparing for a job interview, ending with the implementation of the process of accompanying and supporting the young person through the experience of meeting an employer, it is important to consider some specific characteristics of the of the young person:</p> <ul style="list-style-type: none"> <li>• Level of education, socio-economic circumstances (degree of disadvantage), learning styles, etc.;</li> <li>• Previous experiences;</li> <li>• Level of autonomy and self-guidance</li> <li>• Level of self-awareness (see module 2)</li> </ul> <p><i>Trainer summarizes:</i></p> <p>The job interview is a critical step in obtaining a job, one's future might be determined by this conversation, and for this reason it is very important that the youth worker/ vocational and career guidance counsellors supports the preparation process for the job interview. This process may vary from job to job and person to person. Throughout the process it is important to keep in mind to</p> <ul style="list-style-type: none"> <li>- <b>promote the autonomy and independence of the youth;</b></li> <li>- <b>encourage self-guidance and self-discovery;</b></li> </ul>		
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<b>Gaining skills to support young people to gather information about the job opportunity/ potential employer</b>	<p><b>Planning for the job interview</b></p> <p><b>a. Studying the job description.</b></p> <p>Based on the activities of module2, the trainer asks participants to choose one job advertisement. Then presents the Worksheet M4.a.1 and asks learners to put themselves in the role of a young person trying to fill all questions.</p> <p><i>Trainer presents:</i></p> <p>Your effort will show in the job interview, and you'll be seen as having an interest in the company and showing resourcefulness.</p> <p>Gather information about the future employer/ employing company (structure, positions, number of employees, company history, field, products or services of the company) and of the job (required skills, responsibilities) is important</p> <ul style="list-style-type: none"><li>- It highlights some directions on how to prepare for the job interview:</li><li>- During interview it can be seen as an indicator of the interest invested in acquiring the position presenting also resourcefulness.</li></ul> <p>But many companies, job advertisement are lacking the required information. Young persons can get information by:</p> <p>Checking the website of the company;</p> <ul style="list-style-type: none"><li>- Looking for a recent newspaper article about the company;</li><li>- Talking to other people who are working there;</li></ul> <p><b><i>Possessing enough information is a resource to better formulate arguments on why the young person wants to work for the employer.</i></b></p>	20'	<p><b>4.1.1. Let's study a job description</b></p> <p>Pc's with internet connection</p> <p>Pens</p>
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<p><b>Realizing the importance of self- presentation and improving self-reflection skills</b></p>	<p><b>Planning for the job interview</b></p> <p><b>b. Working on self-presentation skills</b></p> <p>Trainer highlights:</p> <p>Job seeker's self-presentation, in our case the way the young person presents him/herself in the situation of a job interview can affect the hiring employer's impressions. Therefore, working on the presentation skills of a young person is an integral part of the preparation for a job interview. Especially disadvantaged young persons need notable support to develop their self-presentation skills.</p> <p>In the following we will perform some activities that will provide information on how to improve young persons' self-presentation based on reflection and self-reflection.</p>	<p>5'</p>	
<p><b>Demonstrating the usefulness of digital recording to improve self-awareness</b></p>	<p>Trainer asks participants to volunteer for an experiment. Then the trainer asks for the participants' permission to record a conversation reassuring that there will be no inappropriate conversation and that the recording serves only didactical purposes.</p> <p>After setting up the recorder, trainer ask the volunteer random questions:</p> <ul style="list-style-type: none"> <li>- Please present yourself</li> <li>- How did you come across youth work/ vocational guidance?</li> <li>- What do like at your job?</li> <li>- Where do you see yourself in 5 years?</li> <li>- Etc. and thank you.</li> </ul> <p><i>After the discussion the trainer uploads the recording and replays while the volunteering participant is also following the recording.</i></p>	<p>40'</p>	<p>Pc's with internet connection</p> <p>Pens</p> <p>Portable video recorder/ Smart phone, Video projector</p>



	<p><i>Then asks the participant:</i></p> <ul style="list-style-type: none"> <li>- How did you feel during the short interview?</li> <li>- How is it to re-see yourself in this context?</li> <li>- Did you notice something new about yourself?</li> <li>- If possible, what would you change related to the short interview we had?</li> </ul> <p><i>Trainer asks the group:</i></p> <ul style="list-style-type: none"> <li>- What impression did our volunteer make over you? Was she nervous, how could you recognize that?</li> <li>- Do you think you may use video recording while working with the young person?</li> </ul> <p><i>Trainer summarizes:</i></p> <p><i>Broadly speaking reflection and self-reflection is a basis of competence development.</i></p> <p><i>Reflection is a 'mental process of structuring or restructuring an experience, a problem or pre-existing knowledge or existing recognition', while self-reflection is as an ability to relate to one's own strengths and weaknesses, at the same time being able to act critically- it is a question of the ability and willingness for personal insight<sup>6</sup></i></p> <p><i>Digital videos combined with competences of a youth worker/vocational counsellor may be a resourceful technique for young persons to get aware of their personal characteristics and impressions they might have over others.</i></p>		
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<sup>6</sup> Based on Peter Slepcevic-Zach & Michaela Stock (2018) ePortfolio as a tool for reflection and self-reflection, Reflective Practice, 19:3, 291-307, Link to this article: <https://doi.org/10.1080/14623943.2018.1437399>

<p><b>Practising self-presentation using digital video for fostering self-reflection</b></p>	<p><b>“Tell me about yourself!” role-play activity</b></p> <p><i>Trainer asks participants to volunteer for a job interview simulation (if possible, participants can also form groups of three). The selected three participants will work on the previously identified job advertisement from module 2:</i></p> <ul style="list-style-type: none"> <li>- Participant 1 will play the role of the job seeking young person,</li> <li>- Participant 2 will be in the recruiter’s role</li> <li>- Participant 3 will be observer.</li> </ul> <p><i>Participants will be encouraged to make a video recording of the simulated a job interview as well.</i></p> <p><i>The groups will be handed over worksheets 4.1.2. for the observer to note observations and 4.1.3. for the recruiter for source of questions and 4.1.4. to be used by the “job seeker” at the part of the evaluation.</i></p> <p><i>For the role play participants will have 15 minutes.</i></p> <p><i>After the simulation the trainer will ask the groups to reflect on the experience with help of the video recording (and 4.1.4. for the interviewee) and asks to attention:</i></p> <ul style="list-style-type: none"> <li>- Lengths of self-introduction</li> <li>- Expressed motivation</li> <li>- Expressed attitudes</li> <li>- Behaviour</li> <li>- Verbal communication</li> <li>- Tone used during the interview</li> </ul> <p><i>The participants can choose to provide one case evaluation before the class or do it individually in the group of 3.</i></p>	<p><b>40’</b></p>	<p>Pc’s with internet connection</p> <p>Pens</p> <p>Portable video recorder/Smart phone, Video projector</p> <p><b>4.1.2. Observation sheet</b></p> <p><b>4.1.3. Sample interview questions</b></p> <p><b>4.1.4. Self-reflection sheet</b></p>
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<p><b>Providing tips for practising self-presentation with young persons</b></p>	<p><i>The trainer hands out 4.1.2., 4.1.3., 4.1.4. to each participant and as a conclusion to the previous activity he presents the importance of practicing self-presentation and simulating job interview as source of self-reflection and personal development:</i></p> <p><i>a. Self-presentation</i></p> <p>Talking about ourselves should be easy. However, in an interview or any other formal context, information to share about ourselves, other than personal ones, might seem difficult. In case of a recruiting process personal life story – like parents, what they do, religion, and where they live might seem irrelevant, as these don't reflect on skills the employer seeks.</p> <p>According to HR specialist a good self-introduction shouldn't last more than 60-90 seconds and should cover core points:</p> <ul style="list-style-type: none"> <li>• Where'd you go to school (and what you studied)</li> <li>• A very short summation of your career or background</li> <li>• The last job you've had, what that company did, key responsibilities and one important impact you made in that organization</li> <li>• Why you're there interviewing for this job</li> </ul> <p>In case of no working experience/unfinished education:</p> <ul style="list-style-type: none"> <li>• Where did you go to school?</li> <li>• What was your course and how is that going to be useful for you for this job?</li> <li>• Key coursework, or work experience and what they taught you</li> <li>• Why this company + this job to start your career</li> </ul>	<p><b>15'</b></p>	<p><b>4.1.3. Sample interview questions</b></p> <p><b>4.1.8. Checklist am I prepared for a job interview?</b></p>
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	<p><i>b. Anticipating possible questions and answers</i></p> <p>Anticipating questions and answers beforehand it might help act calmer and more confident. Youth workers should encourage young job seekers to list possible questions addressed to them and questions they might want to ask. Encouraging them to identify these aspects on their own may improve their creativity and self-reflection.</p> <p>M4a3 provides sample questions one might be asked during a typical job interview. These questions however need to be adapted to the specific circumstances of the young person.</p> <p>Some core areas of possible job interview questions are:</p> <ul style="list-style-type: none"> <li>• Knowledge about the company</li> <li>• Professional experience</li> <li>• Personal strengths and weaknesses</li> <li>• Motivation</li> <li>• Former employers / previous job</li> <li>• Future plans</li> </ul> <p><i>c. Questions addressed to the employers</i></p> <p>An interview is not a questioning, a session of questions and answers; the interview must take the form of a conversation. For this reason, youth worker should encourage young job seekers to prepare a few questions for the employers.</p> <p>The goals should be obtaining information about work conditions, work environment, responsibilities, and opportunities for advancement.</p> <p>Asking questions shows interest in the position:</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>- Is there a probation period?</li> <li>- What are the specific responsibilities of this position?</li> <li>- Are there any kind of training opportunities and career paths available?</li> </ul>		
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	<p><i>In the end the trainer presents participants 4.1.8. worksheet to use with young people and highlights some important aspects youth workers should consider before starting simulating a job interview:</i></p> <ul style="list-style-type: none"> <li>- First discuss if the young person is willing to participate on the simulation. Discuss roles.</li> <li>- Prepare for anxiety, even a panic attack or antisocial behaviour</li> <li>- Consider specific personal history (criminal, institutionalized etc)</li> </ul>		
<b>To empower youth workers with skills to support</b>	<p><b>Non-verbal communication during job interview</b></p> <p><i>Trainer asks participants to name non-verbal communication elements that are typical to be taken into account during a job interview! The ideas will be written on a flip chart/whiteboard:</i></p> <p>Possible conclusions:</p> <ul style="list-style-type: none"> <li>- Punctuality</li> <li>- Proper attire</li> <li>- Eye contact</li> <li>- Nervous tics with hands/feet</li> <li>- Gestures</li> <li>- Personal space</li> <li>- Etc.</li> </ul> <p><i>Trainer provides a short summary and presents handouts 4.1.6., 4.1.7. related to prepare young people to reflect on their behaviour and self-presentation during a job interview.</i></p>	15'	<p><b>4.1.6. Thinking like an employer</b></p> <p><b>4.1.7. During interview</b></p> <p>Whiteboard/flip chart markers</p>
<b>Get participants informed about online job interviews</b>	<p><b>Online Job Interviews</b></p> <p><i>The trainer asks participants</i></p> <ol style="list-style-type: none"> <li>1. <i>to identify possible pro and contra arguments concerning online job interviews. The arguments will be summarized on a white board/flip chart.</i></li> <li>2. <i>After closing trainer asks participant to evaluate the appropriateness as job application for disadvantaged youth.</i></li> </ol>	20'	<b>4.1.5. Types of online job interviews</b>



	<p>Possible arguments can be:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• The interviewees can feel more confident in their known environment.</li> <li>• They can save time, energy and money by not having to travel to the interview venue.</li> <li>• Interview scheduling becomes much easier</li> <li>• Interviewees can use software that is easily available on the internet (mostly free).</li> <li>• Many consider online interviews easier to deal with than in-person interviews.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• In case of written online interviews, it often gets difficult for the interviewers to assess the interviewee.</li> <li>• Wrong choice of words or expressions by the candidate can ruin his/her chances of getting the job; which can otherwise be explained or rectified in case of face-to-face or in-person interviews.</li> <li>• Making a good impression is more difficult in online interviews compared to in-person interviews.</li> <li>• It requires specific technological conditions. Often online interviews turn out to be inconvenient because of low internet speed or disturbance in the line.</li> <li>• Some employers do not have quality websites. Poor website can cause problems for candidates to understand the organization and the job they are applying for.</li> <li>• Online interviews are usually very impersonal in nature.</li> </ul> <p><i>After the activity, the trainer distributes M4a4 to participants for individual study</i></p>		
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<b>Raise awareness of youth workers' concerning the follow up of a job interview</b>	<p><b>Handling rejections</b></p> <p><b>Things to learn from not getting the job</b></p> <p><i>Trainer asks participants to share experiences related to how young persons handled rejections after an application and what possible reasons the rejections might had. The trainer transfers these inputs on the whiteboard of flip chart.</i></p> <p>Possible conclusions:</p> <p>Young people do react differently to rejections and their personal-psychological background should be taken into account.</p> <p>Unsuccessful interviews are valuable as they provide hints for self-improvement. Youth workers should reflect together with the young person about the experience and identify the possible reasons of the rejection:</p> <ul style="list-style-type: none"><li>- Having not the right qualification (mismatch)</li><li>- No understanding of the organisation</li><li>- Lacking enthusiasm</li><li>- Failure to establish ones worth (giving the impression that one is only interested in "what's in it for me" without regard to what he/she has to offer)</li><li>- Presenting unclear job goals (presenting uncertainty)</li><li>- Presenting previous employer in negative light</li><li>- Poor personal appearance (lack of proper etiquette)</li><li>- Unprepared for the interview</li><li>- Failure to sell oneself</li><li>- Other reasons beyond the young person.</li></ul>	20'	Pens, flip chart/ whiteboard, marker
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	<p>Strategies to support young people handling rejection:</p> <ul style="list-style-type: none"> <li>- Keeping a positive attitude: one rejection may not lead to other rejections but is a source for reflection and self-learning.</li> <li>- Working on the personal skills may lead improved and self-presentation skills. The young person could ask for feedback.</li> <li>- Develop the understanding that the young person is not alone and there are others who are also rejected.</li> <li>- Sometimes, rejection is a blessing in disguise.</li> </ul>		
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Defining the active role of vocational counsellors in the context of preparation and implementation of job interviews</b>	<p><i>Trainer sums up:</i></p> <p>To disadvantaged young people finding a job can be a greater challenge than for other groups. They must determine their career path, interests, skills they have and what they need to develop, and they have to break the circle of social reproduction. The numerous resources developed to help youth may not reach them, as they are living in distant rural areas or not frequent places to get access to them.</p> <p>A youth workers role therefore is to help the personal development, awareness of young people to raise their employability changes.</p> <p>A youth worker should be an important support for youth as they transition to adulthood and the workforce. Youth workers should therefore:</p> <ul style="list-style-type: none"> <li>- Develop a mentoring or coaching relationship with the young</li> </ul>	<b>15'</b>	



	<ul style="list-style-type: none"><li>- Facilitate and encourage involvement in activities that result in personal development, development of skills (career focused mentoring).</li><li>- Develop individual development plans / in case of job interviews individual preparation plans</li><li>- Recognise and respect the young person's responsibility to make decisions (youth workers may encourage but not decide for the young person)</li><li>- <b>promote the autonomy and independence of the young;</b></li><li>- <b>encourage self-guidance and self-discovery;</b></li></ul> <p><i>Trainer asks participants:</i></p> <p><i>What boundaries should be taken into consideration in the support relationship with the young?</i></p> <p><i>Should a youth worker assist job interviews?</i></p> <p>Preferred conclusions:</p> <p>Youth workers should:</p> <ul style="list-style-type: none"><li>- Offer support before, during, or after a job interview; this may include sitting in on a job interview.</li><li>- Allow the job seeking young person to speak for themselves.</li><li>- Not act and speak for the young person.</li></ul>		
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UNIT 2	EFFECTIVE BUSINESS COMMUNICATION
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Presenting the concept of the business communication</li> <li>- Important facts about the business communication</li> <li>- Techniques to improve business communication skills</li> <li>- Guide youth workers in the verbal and non-verbal communication and the effects on it</li> <li>- Practical exercises in the business communication</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Familiarize the youth workers with the business communication expression</li> <li>- Gain theoretical knowledge</li> <li>- Raise awareness of the importance of business communication</li> <li>- Learning strategies to improve business communication skills</li> </ul>
<b>Time</b>	1-1.5 hours
<b>Learning methodologies</b>	<ul style="list-style-type: none"> <li>- Presentation, theory</li> <li>- Brainstorming</li> <li>- Discussion, interactive tools</li> <li>- Role plays</li> <li>- Group work activities</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li>• Classroom equipped with movable chairs with writing support arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• LCD projector</li> <li>• PC with Internet access</li> <li>• Portable video recorder, smart phone</li> <li>• Handouts (see activities description)</li> </ul>
<b>Learning outcomes</b>	<p>After the module, participants will:</p> <ul style="list-style-type: none"> <li>- gain information and theoretical and practical knowledge on business communication,</li> <li>- be able to support young people improving their business communication skills,</li> <li>- distinguish the verbal communication from the non-verbal communication in the business field</li> </ul>

<b>Additional resources</b>	<a href="https://www.skillsyouneed.com/ips/verbal-communication.html">https://www.skillsyouneed.com/ips/verbal-communication.html</a> <a href="https://www.eztalks.com/unified-communications/effective-business-communication.html">https://www.eztalks.com/unified-communications/effective-business-communication.html</a>
<b>Supporting material for teaching</b>	4.2.1. – Channels 4.2.2. – Facts, suggestions 4.2.3. – Non-verbal BC 4.2.4. – Checklist

## UNIT PLAN SCHEDULING

### Introductory activity

<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Gain theoretical knowledge about business communication</b>	<p>The trainer presents the major types of communication channels.</p> <p>“Business communication is the sending and receiving of verbal and non-verbal messages within the organizational context.” (Roebuck, 2001; Ober, 2001; Murphy, Hildebrandt, &amp; Thomas, 1997).</p>	<b>5”</b>	Presentation  <b>4.2.1. – Channels</b>  <b>4.2.2. – Facts, suggestions</b>

### Main/central activities

<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity(s) description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Raise awareness on the importance of non-verbal communication in the workplace, during an interview, trial, meeting, etc.</b>	<p>The trainer presents the non-verbal communication in a business context.</p> <p><u>Group practice:</u> Practice of expressing emotions. 4 volunteers stay in the room and the rest of the group leave the room where the training is taking place. The volunteers will be asked to take on the role of job seekers, so every volunteer needs to embrace an emotional state: one must choose one of the four uses for angry, depressed, anxious and calm states.</p>	<b>15”</b>	<b>4.2.3. – Non-verbal BC</b>

	Volunteers must express the emotional state they receive by taking non-verbal communication (taking up the most sitting position with minimal movement). After the other members of the group (aka employee) return to the room, the moderator will inform them, that the volunteers are trying to express an emotional state and they have to stand behind the person they would like to hire. The employee and the jobseeker may get in contact, or initiate a conversation, and the user may only be chosen based on the observation.		
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity(s) description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Gaining skills to understand the interaction between partners in the workplace</b>	The members of the group watch a video, a short film about a dialogue between the partners. The task will be for the attendees to observe the mimics, the gestures, the signals and the relationships between the parties to each other. (boss-subordinate, peer-to-peer, male-female, confident - jealous, etc. It is important to observe the nature of handshake and to analyse eye contact.	<b>15"</b>	Pc's with internet connection
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Experiencing different types of workplace situations through role-play in order to understand and gain communication skills in the workplace</b>	<p>We create groups of two people, one of them the role of the boss and the other the role of the subordinate. We write different workplace situations on a piece of paper and associate them with a style of communication. Afterwards, the participants will present the workplace situation and a communication style separately for each team.</p> <p>For example:</p> <p>the boss orders the subordinate to work on a Saturday, but the same day there is an important family event that the employee must attend.</p>	<b>25"</b>	Paper, pencil

UNIT 3	COMMUNICATION IN DIGITAL CONTEXT
<b>Contents</b>	<p>Main channels of online communication and their appropriateness for formal communication in the context of employability</p> <p>Guidelines for correct use of informal and informal communication channels</p> <p>Possibilities/risks hidden in using social media and its effect on their employability (both positive and negative effect)</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Raise awareness on the digitalization of personal, informal and formal communication</li> <li>- Get participants familiar with main online communication tools</li> <li>- Empower participants with skills and knowledge to provide support and advise to youth related to their self-presentation image in social media</li> </ul>
<b>Time</b>	1-1.5 hours
<b>Learning methodologies</b>	Presentations, lectures, demonstrations, role-plays, multimedia presentations, group work activities, (small) group discussions, peer learning, brainstorming, individual work
<b>Resources required</b>	<ul style="list-style-type: none"> <li>• Classroom equipped with movable chairs with writing support arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• LCD projector</li> <li>• PC with Internet access</li> <li>• Portable video recorder, smart phone</li> <li>• Handouts (see activities description)</li> </ul>
<b>Learning outcomes</b>	<p>After the module, participants will:</p> <ul style="list-style-type: none"> <li>- gain information and knowledge on the most common online social media platforms and communication channels;</li> <li>- get information and knowledge on correct use of informal and informal communication channels;</li> <li>- be able to recognize possibilities/risks hidden in using social media and its effect on their employability (both positive and negative effect);</li> </ul>



	<ul style="list-style-type: none"> <li>- be able to support young people improving their communication skills and self-presentation skills;</li> <li>- be able to raise awareness of young people related to how their self-presentation may influence of their employability.</li> </ul>
<b>Additional resources</b>	<p>Internet Communication: Social Media, Email, Blog, &amp; Chat</p> <p><a href="https://study.com/academy/lesson/internet-communication-twitter-email-im-blogging-rss-newsgroups.html">https://study.com/academy/lesson/internet-communication-twitter-email-im-blogging-rss-newsgroups.html</a></p> <p><a href="https://www.betterinternetforkids.eu/">https://www.betterinternetforkids.eu/</a></p>
<b>Supporting material for teaching</b>	<p>4.3.1. Online communication channels</p> <p>4.3.2. E-mail etiquette</p> <p>4.3.3. 4.3.3. Advices for social media posts</p>

## UNIT PLAN SCHEDULING

### Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Raise participants' interest related to the thematic of communication/self-presentation in digital context</b>	<p><i>The trainer presents the thematic of the following activities concerning digital communication and digital context of communication by asking participants to share</i></p> <ul style="list-style-type: none"> <li>– <i>their thoughts why they think it is important to take into consideration digital communication as topic in training related to career guidance?</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>– <i>share experiences related to online communication in their vocational guidance activity!</i></li> </ul> <p>Possible conclusions:</p> <ol style="list-style-type: none"> <li>1. Digitalization alters all segments of society and economy; therefore, it apparently influences work and employment.</li> </ol>	<b>10'</b>	Pens, flip chart/ whiteboard, marker



	<p>2. Communication is essential to both relationships and to business success. As the number of people using and preferring digital communication over other forms is increasing, it is important for youth workers to have a wider view on digital environments and to understand the importance to make young people aware of some essential rules of sharing information in a digital context.</p> <p>3. Internet is a new medium for social communication and information exchange that holds the capacity for delivering kinds of career counselling services.</p>		
Main/central activities			
Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Get participants familiar with main channels of online communication</b>	<p><i>The trainer distributes handout 4.3.1. to participants and ask them to evaluate the different communication channels according to their appropriateness for</i></p> <ul style="list-style-type: none"> <li>- contacting a possible employer</li> <li>- maintaining contact with the employer</li> <li>- self-presentation</li> </ul> <p><i>Optionally the trainer may provide some examples to the listed communication channels.</i></p> <p>Possible conclusion:</p> <p>Especially for young people instant messaging's dynamic can be more attractive but there are certain situations that require a certain level of formality. A job application is certainly one of these.</p> <p>Contrary to instant messages or social media communication, an email may be a flawed method to send a casual reminder or ask a quick question, but it is a valid choice when it comes to:</p>	<b>15'</b>	<p>Handout 4.3.1. Online communication channels</p> <p>Pens, flip chart/white-board, marker</p> <p>Optionally PC with internet connection</p>

	<ul style="list-style-type: none"> <li>- Setting up an interview</li> <li>- Making first contact with a new employer</li> <li>- Sending a contract/application</li> <li>- Managing other formal actions</li> </ul> <p>Email offers a level of formality, and beside it leaves a solid paper trail, is easier to track and archive, which is integral for these more formal conversations.</p>		
<b>Getting participants informed about common mistakes in formal digital communication</b>	<p><i>Trainer distributes handout 4.3.2. to participants for individual study and support to work with young people.</i></p> <p><i>Then he asks participants to study it and reflect on their own habits, if they've been in situations to make mistakes.</i></p>	<b>10'</b>	<b>4.3.2. E-mail etiquette</b>  Pens, flip chart/ whiteboard, marker
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Self-presentation and online media</b>	<p><i>Trainer introduces topic of self-presentation in connection with social media and asks participants to evaluate based on the experiences, insights gained through previous activities</i></p> <ul style="list-style-type: none"> <li>- <i>The possibilities/risks hidden in using social media in connection with seeking employment;</i></li> <li>- <i>To rate the level of awareness of youth using social media and its effect on their employability (both positive and negative effect);</i></li> </ul> <p>Possible conclusions:</p> <p>Self-presentation may follow the aim to get employment, but mostly people engage in personal presentation for social reasons or to express themselves.</p>	<b>15'</b>	<b>4.3.3. Advices for social media posts</b>



	<p>Young people tend not to be aware of how their online persona may influence others or employers and therefore they should learn to combine both personal and professional goals in their self-presentation.</p> <p><i>Trainer highlights the importance of youth workers to prepare and work up with young job seekers the importance of online awareness and distributes handout 4.3.3.</i></p>		
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# MODULE 5

## GUIDING YOUNG PEOPLE IN DEVELOPMENT OF TRANSVERSAL AND SPECIFIC COMPETENCIES THROUGH CAPACITIES OFFERED IN LOCAL COMMUNITIES



## **MODULE 5:** Guiding young people in development of transversal and specific competencies through capacities offered in local communities

P5 - EMINA (HU)

<b>MODULE 5</b>	<b>GUIDING YOUNG PEOPLE IN DEVELOPMENT OF TRANSVERSAL AND SPECIFIC COMPETENCIES THROUGH CAPACITIES OFFERED IN LOCAL COMMUNITIES</b>
<b>Objectives</b>	<p>At the end of this module, youth workers will be able to:</p> <ul style="list-style-type: none"> <li>• Support young people to obtain, update and analyse information about the labour market trends, state subsidies and official services and programs; volunteering, training and internship opportunities at local level.</li> <li>• Promote active participation and support of key stakeholders (youth; employers; trade unions; training and education institutions and vocational schools; regional and local governments) to develop, implement and continuously improve quality local youth programmes.</li> <li>• Raise awareness about local problems and needs, help integration and active participation in the community.</li> <li>• Develop sense of initiative and entrepreneurship among youth as well as transversal skills usable in local level.</li> </ul>
<b>Content</b>	This module consists of a tool set with 5 items and a practicing lesson how to use these tools, lasting 4 hours in total.
<b>Time</b>	2 h
<b>Target Group of Learners</b>	Practitioners who are working with young people (especially NEETs or other youth with fewer opportunities) as youth workers, case workers, educationalists and career guidance counsellors
<b>Number of participants</b>	Max 30
<b>Resources required</b>	<p>Classroom equipped with:</p> <ul style="list-style-type: none"> <li>• chairs arranged in a semicircle</li> <li>• flipchart or whiteboard</li> <li>• coloured markers</li> <li>• white papers and pens</li> <li>• printed copies of handouts and training materials</li> </ul>

<b>Learning methodologies</b>	Lectures, group work activities, simulations, small group and class discussions, brainstorming
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Participants will learn how to adapt techniques and tools to specific target groups and local demands.</li> <li>• Participants will understand and represent the approach that there should be an interaction between local community and youngsters based on the mutual needs.</li> <li>• Participants get familiar with the different tools of career counselling, both individually and in small groups, and will be able to set a toolkit that meets the needs of youth and local community too.</li> <li>• Participants will learn how to evaluate and re-create toolkits.</li> </ul>
<b>Additional resources</b>	<a href="https://www.ilo.org/wcmstp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf">https://www.ilo.org/wcmstp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf</a> <a href="https://ctb.ku.edu/en">https://ctb.ku.edu/en</a> <a href="https://en.wikipedia.org/wiki/Checklist">https://en.wikipedia.org/wiki/Checklist</a> <a href="https://www.examples.com/">https://www.examples.com/</a> <a href="https://www.enterprise-pm.com/">https://www.enterprise-pm.com/</a> <a href="https://www.ru.nl/careerservice/english/">https://www.ru.nl/careerservice/english/</a> <a href="https://www.slideshare.net/Bplans/business-plan-template-free-download-on-bplanscom?ref=https://www.bplans.com/downloads/business-plan-template/">https://www.slideshare.net/Bplans/business-plan-template-free-download-on-bplanscom?ref=https://www.bplans.com/downloads/business-plan-template/</a>
<b>Supporting material for teaching</b>	<p>5.1. My_network_template</p> <p>5.2. SWOTanalysis_template</p> <p>5.3. MicroProjectDevelopment</p> <p>5.4. BusinessPlan</p> <p>5.5. Interests_questionnaire</p>



## MODULE PLAN SCHEDULING

## Introductory activity

Aim of the activity (outcome(s) to be achieved)	Activity description	Duration	Training materials
<b>Collecting information about local labour market features, state subsidies, governmental and non-governmental presence, regional programs, etc.</b>	Trainer hands out coloured cards and markers and asks the participants to think about their local environment and collect regional programs, municipal and civil support, available public funding opportunities and local initiatives in connection with the field of career choice support, educational and job related or volunteer opportunities. They share the examples and the way how they got the information.	<b>15 minutes</b>	Cards, markers  Flipchart or whiteboard

## Main/central activities

Aim of the activity (outcome(s) to be achieved)	Activity(s) description	Duration	Training materials
<b>Learning about the tools that have been developed and their use</b>	Trainer introduces and shows the tools that have been developed through the project. Regarding their use the participants shortly discuss in pairs the specialties of the individual and small group use and potential combination depending on the target group.  All of the tools presented can be used by youth workers in their future daily work with young people. They will also be available on the From Youth to Work on-line platform (e-portfolio) to be used by the young people themselves.	<b>15 minutes</b>	PC with Internet access, LCD projector  M5_PPT_Tools.pptx
<b>Learning and practising how to use (or even create) different toolkits with different target groups in order to improve local activity</b>	After the participants are getting familiar with the tools, trainer divides them into small groups (3-5 people per group). The teams choose a toolkit and plan its pilot implementation in connection with their work - specify the target group, their demands and special needs; the aims of the activities; the methodology – individual or small group usage; giving examples, (partly) fill the documents with the clients' potential answers and give feedback about the toolkit. Finally, each group create a poster about their pilot project using the toolkit.	<b>1 hours</b>	PC with Internet access  White papers and pens  Flipchart, coloured markers  Tools



<b>Giving examples how to use the tool-kits, getting new ideas</b>	The groups shortly present their pilot projects, ask and answers the questions and give feed-back about the toolkits.	<b>15 minutes</b>	Flipchart, coloured markers
<b>Final/conclusion activity</b>			
<b>Aim of the activity (outcome(s) to be achieved)</b>	<b>Activity description</b>	<b>Duration</b>	<b>Training materials</b>
<b>Conclusion about local activities and opportunities in connection with career guidance and counselling</b>	The trainer leads a class discussion on the collection and exchange of information, raise awareness about local activities and opportunities and encouraging actions for employability and developing transversal skills.	<b>15 minutes</b>	whiteboard/ flipchart, markers



# 1.1.1. Are young people's work values changing?

Module 1 - Effective approach toward youth

Learning unit 1 - Motivating young people changing their attitudes towards work

# Are young people's work values changing?

## INTRODUCTION

- Using a simple but straightforward definition of work values borrowed from Smola-Sutton (2002) we sought to find out regarding different age cohorts:
- How central work is as a part of their life and identity?
- Would they work even if there was no financial pressure to do so?
- And, how important are different extrinsic and intrinsic aspects of work: comparing having a 'good income', 'security' and 'flexibility' with having 'interesting work' and a job that is 'useful for society'.
- We did not find significant gaps between the birth cohorts regarding centrality of work, employment commitment, or extrinsic or intrinsic work values in evaluating a job.

# Are young people's work values changing?

## The methodology and data

The basic problem in analysing generations stems from the fact that age, period and birth cohort are linearly interdependent; their effects cannot be simultaneously estimated using standard regression models. A possible solution to this identification problem is to use a hierarchical age-period-cohort (HAPC) regression model.

Our analysis is based on the pooled data of the World Values Survey/European Values Study (WVS/EVS), the International Social Survey Programme (ISSP) and the European Social Survey (ESS) between 1980 and 2010 (N = ca. 160 000).

To control for the changing composition along the basic socio-economic characteristics of subsequent generations in our multivariate models, we use the following control variables: gender, education, marital status, labour force status and type of settlement. Additionally, every model contains country-fixed effects to control for time-invariant country characteristics.

# Are young people's work values changing?

## Main findings Centrality of work

- We found that the centrality of work is higher in the middle-age groups than among the younger or older ones. The interpretation of this inverted U-shape by age is rather straightforward: younger people are not yet, and older people are no longer, involved in income-generating activities. We also found a decreasing linear trend of the centrality of work by period. This fits well into the theory stating that post-modern values have become more important nowadays than modern values (including the ethos of hard work).
- Our results suggest that work is less central for the birth cohort born between 1940 and 1959 compared to those cohorts born earlier or later; however, these differences are very small. This result may be interpreted as a rather weak generational effect. For those who entered the education system and the labour market in the 1960s and 1970s, intrinsic values became more important than the extrinsic aspects of life. However, this change was reversed rather quickly, and those who entered the labour market after the mid-1970s became increasingly extrinsically oriented in their attitudes to work.
- Comparing EU15 and post-socialist countries, we found that the general trend of the centrality of work was similar in these two groups; however, in the post-socialist countries, the age and cohort differences were larger than in the EU15 countries. Cohort differences in the post-socialist countries might be explained by a tendency on the part of the younger cohorts to disentangle from state socialist doctrines and/or to have a growing fear of unemployment and/or impoverishment.

Are young  
people's work  
values  
changing?

## Employment commitment

There is no relevant period and cohort effect on employment commitment, but this does decrease with age. Age differences are in accordance with both the labour market career and the life-course concept of working capacity: younger people are more motivated and are in better physical condition than older people.

# Are young people's work values changing?

## Conclusions

Our research findings indicate that generational differences in attitudes to work are a myth, even though these are often referred to in public debates and used in political discourses. The most important conclusion from our results from a policy point view is that our 'search for gaps' was futile; that is, we were unable to identify any relevant gap in attitudes between different age cohorts. Kowske et al. (2010) quite rightly summarised their findings by suggesting that instead of generational differences we should speak about 'generational similarities'.

Our results imply that in contemporary Europe all generations follow a similar age trend; in other words, as the younger ones become older, their work values change similarly.



# Are young people's work values changing?

Policy-wise, the most important conclusion is that although birth cohort does not have a strong impact on work values, we detect differences in work values by age and period as well as between EU15 and post-socialist countries. For example,

The slow but steady decrease in the centrality of work by period suggests that, in the long run, work may lose its dominant position as the source of identity;

Employment policies are especially important for the youngest cohorts, where the level of commitment to employment is the highest.

# 1.2.1. How to motivate young people in terms of work

Module 1 - Effective approach toward youth

Learning unit 1 - Motivating young people changing their attitudes towards work

# How to motivate young people in terms of work

## INTRODUCTION

It's crucial to find effective means of motivating your workforce--for their sake and for the sake of your business. Fortunately, there are a few simple strategies that will help to encourage productivity in your young employees.

# How to motivate young people in terms of work

Create work teams. Teenagers and young adults typically like being part of a group. When you create work teams, you also create groups that every young worker can be a part of. Set work-related goals for each of your groups and emphasize how important it is for every member of the group to participate in order to make the team successful.

# How to motivate young people in terms of work

Provide a variety of work tasks. Young workers can become bored easily, and boredom can lead to daydreaming, texting or other unproductive activities. Mix it up a bit and challenge them by giving them some variety in their work duties. The more your young employees have to focus on their responsibilities, the less time they will have to waste on non-work-related distractions.

# How to motivate young people in terms of work

Provide positive reinforcement, and don't be too quick to criticize. If they make mistakes, correct them in a positive manner and encourage them to try again and continue trying until they succeed. Most young adults--and people in general--respond well to positive reinforcement.

# How to motivate young people in terms of work

Listen to your young employees, and show them the same respect that you show to your older workers. Young adults may not have the experience that your older employees do, but they can still make valuable observations and suggestions. Pay attention to what they tell you, show them some respect, and they'll be more likely to do the same for you.

# How to motivate young people in terms of work

## Tip

Remember what it's like to be their age. Looking at things from a young adult's perspective will help you understand why they may lack motivation to begin with. Low self-esteem, raging hormones and a desire to be accepted will all impact how a young adult performs in the workplace. Fortunately, these conditions can also be tools for motivating your young worker



# 1.1.3. Young People's Attitudes to Attractive Work

Module 1 - Effective approach toward youth

Learning unit 1 - Motivating young people changing their attitudes  
towards work

# Young People's Attitudes to Attractive Work

## DEFINITION OF “ATTRACTIVE WORK”

*A job position:*

- *which an individual wants*
- *With job stability*
- *Where identification and dedication are fostered*
- *With possibilities of professional development*
- *With good working conditions*
- *With job stability*

# Young People's Attitudes to Attractive Work

## THEORIES OF ATTRACTION

- **Holcombe Ehrhart and Ziegert (2005), and Breugh (2008)** discuss applicant attraction that provides the best conditions for recruitment. According to these authors, the concept implies characteristics of the work, or parts of the recruitment, such as the content of advertising, information about the company, or how the recruiter acts. What also comes into play is how those looking for employment see the company, compare how it suits them as a person, and ultimately make a judgment about its attractiveness.
- **Holtom et al. (2006)** emphasize that workers who are satisfied, or have few other options, often remain at their workplace.
- According to **Gardner et al. (2009)**, experiencing a sense of belonging with the company early on can be achieved by discussing culture, development opportunities, and benefits.
- **Korunka et al. (2008)** discuss a third example concerning the relationship between workers and their work environment.
- **Chaves et al. (2004)** conclude that urban 9th-grade students' opinions about the meaning of work are shifting, with their families having a strong influence on the students' perceptions of work. Most of the adolescents, but not all, have the notion that work is to make money to earn a living
- **Blustein et al. (2002)** state in a school-to-work transition study that socioeconomic background significantly affects adolescents' view of work. Young adults coming from a lower social class have a tendency to only see work as a source of income. Those who come from a higher social class have greater opportunities for self-realization.

# Young People's Attitudes to Attractive Work

• Sustainable good health, as well as good attendance at work, can be Nordic journal of working life studies promoted by a leadership that includes both managerial skills and organizational structure (**Dellve, 2007; Eriksson, 2011; Stoetzer, 2014**).

• **Berglund (2001)** discusses four different patterns: altruistic, materialistic, instrumental, and individualistic. In a second step, he divides the workforce into two groups, consisting of a superior role and a subordinate role in the workplace. In a final step, he ties together the different patterns of attitudes with the two different work situations, so that a subordinate role is linked to altruistic and instrumental patterns, while a superior role is linked to materialistic and individualistic patterns. Berglund concludes that the instrumental attitude, which points out the importance of work as a source of money, implies low loyalty and insufficient salary

• **Masdonati et al. (2015)** state in their study that work values change during the transition from school to work life. The result is independent of whether the adolescent is employed or not.

# Young People's Attitudes to Attractive Work

## **DIMENSIONS OF RELATIVE IMPORTANCE IN MAKING WORK ATTRACTIVE**

- Location
- Hours of work
- Physical work environment
- Suitable equipment
- Organization
- Leadership
- Loyalty
- Contact
- Relationships
- Salary
- Familiarity
- Freedom to plan
- physical activity
- Mental work
- Practical work
- Work rate
- Variation
- Sought after
- Stimulation
- Outcomes
- Acknowledgement
- Status

# Young People's Attitudes to Attractive Work

The perception of what is important for attractive work is strongly dependent on whether or not employment is obtained after completing schooling. In the present study, the importance of salary declined for adolescents who have not started professional work. The qualities of attractiveness for work among the youngster group studied, in general, do not fulfill the participants' expectations. This conclusion is similar to that found for employees in several different branches. (Young People's Attitudes to Attractive work, during and after Upper Secondary School - Ing-Marie Andersson, Professor, Dalarna University, SE 79188 Falun, Sweden E-mail: [ima@du.se](mailto:ima@du.se).)

# Young People's Attitudes to Attractive Work

The perception of what is important for attractive work is strongly dependent on whether or not employment is obtained after completing schooling. In the present study, the importance of salary declined for adolescents who have not started professional work. The qualities of attractiveness for work among the youngster group studied, in general, do not fulfill the participants' expectations. This conclusion is similar to that found for employees in several different branches. (Young People's Attitudes to Attractive work, during and after Upper Secondary School - Ing-Marie Andersson, Professor, Dalarna University, SE 79188 Falun, Sweden E-mail: [ima@du.se](mailto:ima@du.se).)

# 1.2.1. Barriers for an effective communication

Module 1 - Effective approach toward youth

Learning unit 2 - Effective and supportive communication



# Barriers for an effective communication

## INTRODUCTION

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The skills of [Active Listening](#), [Clarification](#) and [Reflection](#) may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.

# Barriers for an effective communication

## COMMON BARRIERS

- **The use of jargon.** Over-complicated, unfamiliar and/or technical terms.
- **Emotional barriers and taboos.** Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.
- **Lack of attention, interest, distractions, or irrelevance to the receiver.** (See our page [Barriers to Effective Listening](#) for more information).
- **Differences in perception and viewpoint.**

# Barriers for an effective communication

- **Physical disabilities such as hearing problems or speech difficulties.**
- **Physical barriers to non-verbal communication.** Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- **Language differences and the difficulty in understanding unfamiliar accents.**
- **Expectations and prejudices which may lead to false assumptions or stereotyping.** People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.
- **Cultural differences.** The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

# 1.2.2. Importance of supportive communication

Module 1 - Effective approach toward youth

Learning unit 2 - Effective and supportive communication

# Importance of supportive communication

## INTRODUCTION

Communication is an everyday activity. And is the ordinary interaction that occurs between coworkers, friends, acquaintances, or intimates on daily bases. Communication comes in different forms. Verbal communication which includes sounds, words, language and speaking whiles non-verbal communication involves physical ways of communication like, tone of voice, touch, smell and body language.

The quality of communication and how communications are evolves and is maintained are the basis of whether a relationship amongst individuals are stable, become more intimate when appropriate and if additional information is shared between individual reflecting trust between the both parties in every facet of human life. Ineffective communication may lead individual to dislike each other, be offended by each other, lose confidence, refuse to listen and disagree to each other as well as causing a host of other interpersonal problem.  
(Whatten & Camaron, 2011)

# Importance of supportive communication

**Supportive communication** is interpersonal communications that help individuals to communicate accurately, especially in difficult situations and times. Supportive communication seeks to preserve or enhance a positive relationship between you and another person while still addressing a problem, giving negative feedback, or tackling a difficult issue. It allows you to communicate information to others that is not complimentary, or to resolve an uncomfortable issue with another person but, in the process, strengthen your relationship. Supportive communication builds and strengthened relationships when delivering negative feedback or when you have to point out few shortcoming of another person. It thus seek to preserve or enhance a positive relationship between two people whiles still addressing issue. It allows communicating information to others that is not complementary but rather that strengthen the relationship.

**Companies** fostering supportive communication enjoy higher productivity, faster problem solving, higher quality outputs, and fewer conflicts and subversive activities than groups or organizations where relationships are less. (Robbins & Coulter, 2007) it goes on to present a survey conducted with conclusion, that companies with presence of good supportive communication between managers and subordinate were three times more powerful in predicting profitability in major cooperation's over a five year period than the most powerful variables – market size, firm size and saves growth rate-combined.

# Importance of supportive communication

## ATTRIBUTES OF SUPPORTIVE COMMUNICATION

- **Problem oriented, not person oriented.** Problem-oriented communication focuses on a problem that can be solved rather than the person who is responsible for the problem. Person-oriented communication puts the listener on the defensive and focuses the attention on blame rather than on avoiding or solving future problems
- **Congruent, not incongruent.** Congruent communication conveys what the speaker is thinking and feeling. There are definitely situations where discretion is a more appropriate choice than full disclosure of what we think and feel. However, in most communication situations, we communicate more effectively when we're candid. If we aren't honest, listeners won't trust what we say.
- **Descriptive, not evaluative.** Evaluative communication expresses judgment of the listener, or his or her actions. To be an effective constructive communicator, we should objectively describe problems rather than speak in an evaluative manner. Evaluative communication puts the listener on the defensive.

# Importance of supportive communication

## ATTRIBUTES OF SUPPORTIVE COMMUNICATION

- **Validating, not invalidating.** Validating communication helps people feel understood, valued, and accepted. In contrast, invalidating communication treats people as if they are ignored, worthless, or alienated. Invalidating communication is superiority-oriented, rigid, impervious and/or indifferent and its avoid treating the listener like a lesser person.
- **Specific, not global.** There are two key drawbacks to global statements of problems; they're often too large to be resolved and they tend to oversimplify and misrepresent problems.
- **Conjunctive, not disjunctive.** Disjunctive communication takes at least three forms; not letting the other party speak, long pauses, and switching topics. Disjunctive communication can result in the other party thinking that their input is not being considered.



# Importance of supportive communication

## ATTRIBUTES OF SUPPORTIVE COMMUNICATION

- **Owned, not disowned.** When we “own” our communication, we take responsibility for our statements and acknowledge that we are the source of the ideas conveyed and not someone else. We “disown” communication when we search for third parties to attribute our comments to.
- **Listening, not one-way message delivery.** Explains, effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received. Effective listening is often taken for granted, but it’s a valuable managerial tool.

# 1.2.3. Methods of effective communication

Module 1 - Effective approach toward youth

Learning unit 2 - Effective and supportive communication

# Methods of effective communication

## INTRODUCTION

- Skilful communication can be challenging under any circumstances. The following may help to improve your ability to understand and support affected people:
  - ■ Non-verbal communication
  - ■ Listening and responding
  - ■ Giving feedback.

# Methods of effective communication

## Non-verbal communication

While conversation is often the dominant form of communication, many studies find that most of a message is sent non-verbally, through posture, facial expressions and non-verbal sounds like sighs or gasps. Every culture has its own set of meanings for different body movements and sounds. The ones listed below may need adapting to your own culture. The following behaviours generally tend to promote increased trust and communication:

- Face the speaker
- Display an open posture, especially with your arms
- Keep an appropriate distance: proximity reflects interest, but may also communicate intimacy, informality or pushiness
- Make frequent and soft eye contact, but be particularly aware of different cultural practices with this behaviour
- Appear calm and relaxed.

# Methods of effective communication

## Listening and responding

Skilful listening is more than just paying attention to what is said. It is also important to be responsive and to communicate that you are following what the person speaking means.

- Seek first to understand, then to be understood
- Concentrate on what is being said
- Be an active listener by responding non-verbally (attending, nodding, affirming)
- Be aware of your own biases or values; they may distort what you hear

# Methods of effective communication

## Listening and responding

- Listen and look for the feelings and basic assumptions underlying remarks
- Do not rehearse your answers while the other person is talking
- Do not interrupt, especially to correct mistakes or make points
- Pause to think before answering
- Do not judge
- Use clarifying questions or statements to check your perception
- Avoid expressions of approval or disapproval, but affirm that you understand
- Do not insist on having the last word
- Ask mostly open-ended questions
- Ask for additional details, examples and impressions

# Methods of effective communication

## Giving feedback

People will be curious and value your feedback on what they share with you. Therefore, how you give feedback is a crucial element of the effectiveness of your communication style.

- Be sure the person is ready to receive feedback
- Speak in a calm, not high-pitched, tone of voice
- Describe observed behaviours, as well as the reactions they caused
- Describe, rather than interpret
- Focus on recent events or actions that can be changed
- Give sincere praise whenever possible to support constructive coping
- Use personal statements that reflect your own views (called “I” messages) and rely on descriptions of:
  - The problem or situation
  - Your feelings about the issue
  - The reason for the concern

# 1.3.1. How professional boundaries are important when engaging with young people

Module 1 - Effective approach toward youth

Learning unit 3 - Maintaining professional boundaries and setting rules



# How professional boundaries are important when engaging with young people

## INTRODUCTION

Professional boundaries ensure that youth workers can be trusted to work for the benefit of young people in ways that foster their independence. To maintain these boundaries attention needs to be paid to the power and autonomy so that an attentive and sometimes supportive or caring relationship does not slide into personal involvement. This requires youth workers to remain aware of their role as workers, establishing their boundaries at the 'edge of the playing field' and not becoming embroiled in young people's lives as another 'player'. In order to maintain appropriate boundaries, youth workers need to reflect on their practice in light of youth work principles and make use of supervision sessions to discuss any situations where dependency, sexual desires, or friendships are impacting relationships" – (Sapin K. (2013) Essential skills for youth work practice)

How  
professional  
boundaries are  
important when  
engaging with  
young people

### **Role model to the young people healthy communication and professional relationships**

This enables the young people to understand how to communicate effectively with other people or agencies, and sustains the purpose of the work. It will hopefully set them up to become healthy communicators for important events such as job interviews etc. It also teaches the young people about having professional relationships, so that they do not try and become too emotionally or physically involved with the youth worker.

# How professional boundaries are important when engaging with young people

## Help avoid the “rescuer” role

This protects the youth worker and their team from being too involved and feeling like they have to solve all of the young person’s needs or problems. It makes it apparent to the young people that although you will do everything you can within a professional manner, you may not be able to solve every need or problem they have. This could also encourage the young people to be more proactive in helping themselves rather than relying on someone else to do it for them.

How  
professional  
boundaries are  
important when  
engaging with  
young people

## **Help you stay focused on your responsibilities to the young people and the provision of an appropriate service**

This enables the youth worker and their team to stay focused on their role as a youth worker. To provide resources and access to appropriate agencies or services in order to help the young people. The young people can then be aware of what help is available and where to go to receive that help. They may be able to help other young people by knowing this information and passing it on.

How  
professional  
boundaries are  
important when  
engaging with  
young people

## Help avoid “burn-out”

If the youth worker is too compassionately fatigued they may feel that their role is not sustainable. This will put doubt in their mind of their future career and this will have an impact on their lives and their co-workers. It can also impact and have an effect on the young people, as they may feel that the youth worker is not doing their job properly, which could place mistrust in any other service or agency available to the young people.

How  
professional  
boundaries are  
important when  
engaging with  
young people

### **Maintain a healthy, open, communicating, and functioning team**

This enables the service team to share ideas, keep on task, and be able to report any concerns. This helps the young people because a multitude of ideas will have been shared; allowing the young people to receive maximum support and information to best fulfil their needs.

How  
professional  
boundaries are  
important when  
engaging with  
young people

### **Maintain physical and emotional safety**

This means that both the youth worker and the young people are aware of the limits, skills, and competencies, and must carefully consider whether they can take on a particular task or role – relating it back to their job role. This creates a safe environment, safe atmosphere, and hopefully a more positive experience for both the young people and the youth worker. It also adds a little bit more protection for the young people and the youth worker in terms of everyone being aware and working within their remit.

How  
professional  
boundaries are  
important when  
engaging with  
young people

## **Steer away from preferential treatment of individuals**

If one young person is informed about a job or educational opportunity, I should be inclusive, and find ways to share this information more widely. I am then giving the young people the information and support they need to act upon, in order to make it a fair process everyone. This will show the young people that I care about them and that I value everyone as an individual rather than for who they are, which will hopefully pay off in respect of to them listening to me and my boundaries.



How  
professional  
boundaries are  
important when  
engaging with  
young people

### **Encourage peer supervision and reflect constantly**

By this I mean I should be encouraging that my supervisor and my peers regularly oversee and reflect on both the positive and negative ways in which I have developed and maintained my boundaries. Then in light of this, use this reflection and evaluate on my boundaries in alignment with the youth work principles. This will ensure my boundaries are of the highest standard and effect, which will help me better inform my boundaries and practice for the sake of myself and the young people.

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# 1.3.2. Professional Boundaries in Youth Work Settings

Module 1 - Effective approach toward youth

Learning unit 3 - Maintaining professional boundaries and setting rules

# Professional Boundaries in Youth Work Settings

## Professional Boundaries

All staff and volunteers who work with young people need to be clear about their role and responsibilities and should to maintain appropriate professional boundaries at all times. The following gives a list of common 'Do's and 'Don'ts' when working with young people. These should apply to whatever setting you are working, whether within a school, health in a sports setting, on outreach projects or during outdoor trips and residential visits.

# Professional Boundaries in Youth Work Settings

## Youth Worker Code of Conduct

### DO'S

- Do treat young people with respect and dignity
- Do be aware of physical contact with young people and ensure any actions could not be misinterpreted
- Do treat young people equally and avoid favouritism
- Do build positive relationships with young people
- Do pass on any concerns you have to your line manager about a child or young person however insignificant it may seem
- Do maintain a positive image your organisation at all times, even when you are not working or volunteering
- Do allow young people to talk about any concerns they have
- Do challenge inappropriate behaviour; bullying, offensive language or unsafe risk taking
- Do respect young people's right to privacy
- Do set a positive example and behave in a way which is in keeping with your organisations' ethos of support and encouragement

# Professional Boundaries in Youth Work Settings

## DON'T

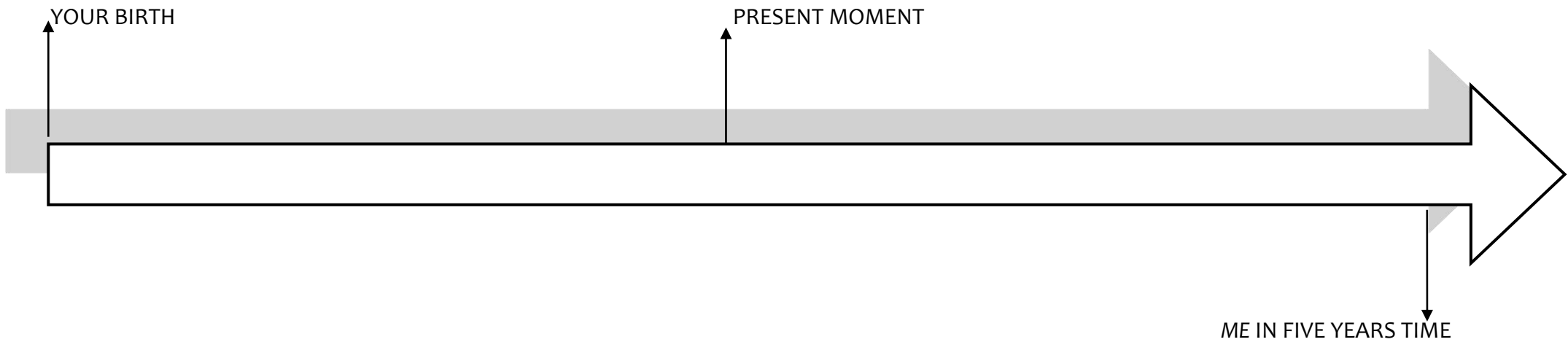
- Do not transport young people in your car at any time unless previous arranged with a line manager
- Do not lend or give young people money or buy gifts, sweets, drinks, food, or cigarettes
- Do not take photos or images of young people unless authorised by a line manager and avoid using your own equipment
- Do not give a young person your personal mobile/home number or have their number on your personal mobile phone unless prior authorisation through your line manager
- Do not make contact young people via any personal social networking sites (E.g. Facebook e.t.c.) or contact them through personal e-mail or web based applications
- Do not arrange to meet members outside the Club's programme or disclosure your home address
- Do not enter into any inappropriate behaviour or contact whether physical, verbal or sexual relationship with young people
- Do not work with young people if you are under the influence of alcohol or drugs
- Do not impart your personal views on young people which contravene the clubs equality and diversity policy (i.e. sexist, racist, homophobic, anti-faith) or make jokes or comments which could be considered derogatory or offensive to others
- Do not threaten, intimidate or humiliate young people

# Professional Boundaries in Youth Work Settings

## **A Code of Ethics for Youth Work**

The code of ethics for youth work in Aotearoa forms a good set of guidelines which outline the boundaries that youth workers work within and defines the parameters of the professional relationship between youth workers and young people.

### 2.1.1. TIMELINE OF YOUR LIFE



## 2.1.2. Career reflections phases – flipchart content

### 1. Imaginative phase

- Preschool and lower elementary school
- Choices are exciting and concrete but not realistic
- Decisions are emotional and based on direct influence of significant adults
- Usual choices: astronauts, fairies, police officers, firefighters

### 2. Exploration phase

- Comes alongside with adolescence
- End of this phase depends on the end of formal education
- Characterized by more realistic matching of one's interests, abilities and values

### 3. Realistic phase

- Characterized by choosing appropriate education in terms of university programmes, specific trainings etc. and analysis of opportunities in the job market.



# 2.1.3. Career development concepts

Module 2 - Effective self-assessment and job search process

Learning unit 1 - Career planning, setting goals

# Career development concepts

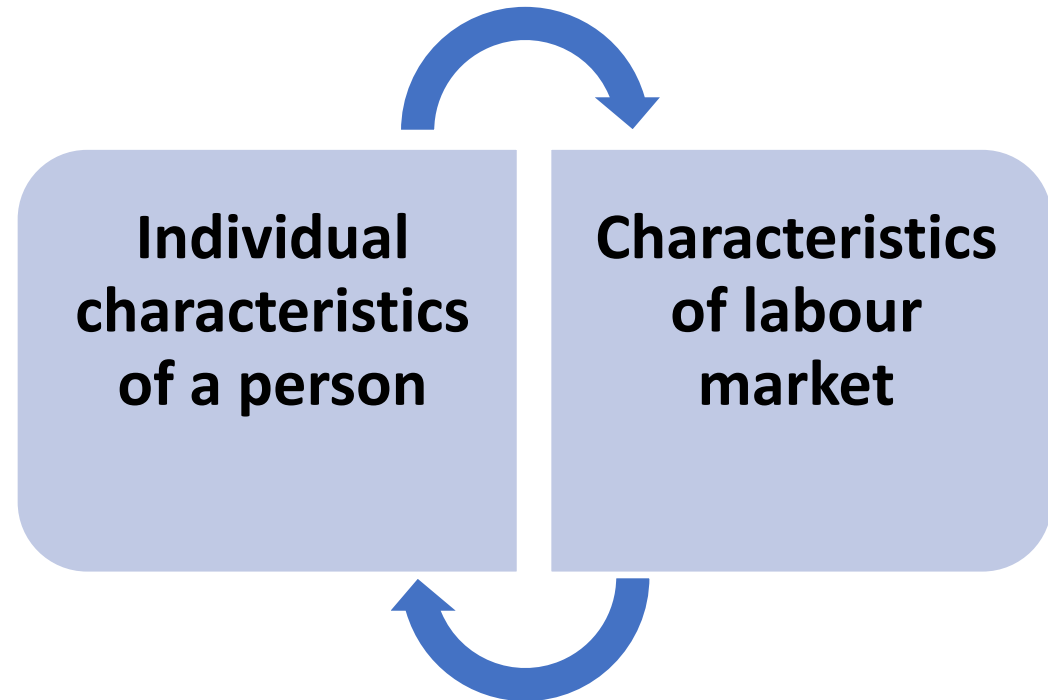
## **FLEXICURITY** (*Wilthagen i Tros, 2004*)

- *Balance between flexibility of the labour market and security of possibilities of finding a job*
- *Perceived as a way to restrict the employers' rights, lower the organisational costs and making easier the process of losing a job*
- *Greater possibilities of career change and more variety in professional development processes*
- *Higher possibility of job change*

## EMPLOYABILITY

It is defined as a result of interaction between individual characteristics of a person and characteristics of labour market and overall social context

Career  
development  
concepts



## EMPLOYABILITY

# Career development concepts

- Large and constant changes in the labor market, and the content of jobs
- Less formalized, structured and routine jobs
- Need for increased employee flexibility and adaptation to change
- Responsibility for career development and management is transferred from the employer to the individual

In such context, individual with its qualities and skills becomes one of the few factors of security, stability and predictability. The only factor of stability are our own experiences and competences with which we act in the labor market.

# Career development concepts

What do employers look for?

A broad set of knowledge, skills and experiences that we can define as  
**COMPETENCES**

BEFORE:  
Specific technical  
knowledge



TODAY: Potential  
and ability to use  
skills in different  
jobs and tasks

# Career development concepts

## ACTIVE JOB SEARCH

- *Relying only on the services of the national employment service is insufficient*
- *Active job search consists of:*
  - Searching for and creating professional opportunities
  - Gathering information and continuous monitoring of job vacancies
  - Improving job search techniques

# Career development concepts

**ACTIVE JOB SEARCH** is a full-time job that requires an active, responsible and hard-working approach (as well as every job)

- Requires searching for information, networking, joining (with other unemployed), contacting, investing in oneself and your skills ...

# Career development concepts

**PROFESSIONAL IDENTITY** is a part of complete individual's identity and is based on person's self-evaluations about her/his abilities, competences and values

- It is needed in a way which helps and individual to define her/himself in professional context
- It is developed in interaction with others and in various contexts (education, free time activities, work place...)



# Career development concepts

## TYPES OF PROFESSIONAL IDENTITIES

### 1. Simple (singular) professional identity

- Connected to „regulated professions” such as teachers, doctors, lawyers...

### 2. Multiple (complex) professional identity

- Connected to specific experience of an individual
- Greater accent is given on competences and values
- Result of new, complex and multidisciplinary professions

## 2.1.4. SWOT ANALYSIS

	POSITIVE FACTORS	NEGATIVE FACTORS
INTERNAL, PERSONAL FACTORS	<i>Your strengths</i>	<i>Your weaknesses</i>
EXTERNAL, CONTEXTUAL FACTORS	<i>Opportunities in the social context</i>	<i>Threats in the social context</i>

## 2.1.5. SMART(ER) GOALS – flipchart content

### 1. S – specific

- Define it as specific as possible, in general with as much details you can describe what you want to achieve

### 2. M – measurable

- Define it in a way that you can measure the achievement of your goals, use specific amounts, numbers, to be able to “check the boxes” along the way

### 3. A – achievable

- Define it in a way that you can actually achieve it, don't be too hard on yourself, if you put it too high it won't work

### 4. R – relevant

- Make it relevant for your own vision, for your own wishes and life values, what matters for you, not someone else

### 5. T – time-bound

- Give yourself a deadline, nothing is as motivating as an approaching deadline

### 6. E – evaluate

- Evaluate the achievement of your goals, if things aren't going as planned try to figure it out why, do not abandon set goals if something isn't completely working as planned

### 7. R – readjust

- Set new adapted and adjusted goals that will help you achieve your plans, goals can be changed, that's life

### 2.1.6. Setting goals sheet

YOUR VISION	LONG/MID-TERM GOALS	SHORT-TERM GOALS
	1.	1.1.
		1.2.
		1.3.
	2.	2.1.
		2.2.
		2.3.

## 2.2.1. I am... sheet

1. I am

.....

.....

2. I am

.....

.....

3. I am

.....

.....

4. I am

.....

.....

5. I am

.....

.....

## 2.2.2. Self-assessment of relevant personal characteristics

Module 2 - Effective self-assessment and job search process

Learning unit 2 - Assessment of relevant personal characteristics

# Relevant personal characteristics

## **PERSONALITY TRAITS** – general descriptors of a person

- Developed in constant comparison with others and emotional experiences in certain situations
- Relatively stable, mostly developed by the time of adolescence
- It is important to recognize and be aware of them and choose social contexts (e.g. work place) that are most suitable for the certain personality structure
- Usually identified by psychological inventories

# Relevant personal characteristics

## PERSONALITY TRAITS – examples

- **COPING WITH PRESSURE** and **EMOTIONAL STABILITY** visible through appropriate emotional reactions, the ability to control them, the adequacy of emotional reactions in relation to others, the ability to function under pressure of work obligations and tasks.
- **AGREEABLENESS** visible through the capacity to cooperate with others, adopting a general belief in good in people.
- **ADAPTABILITY** to different requirements and types of tasks, groups, sudden novelties in work, changes to set plans.



# Relevant personal characteristics

## TRANSFERABLE SKILLS/COMPETENCES

- These skills are adopted in individual's life through taking part in various experiences such as:
  - Formal education
  - Non-formal education
  - Volunteering activities
  - Sports
  - Free time activities, hobbies
  - Work
  - Family
  - ....
- Main focus within transferable skills is on the **process** rather on the **content** of some work task
- Underlying processes and the ways how we work can be transferred to different work places with various work tasks
- Basis for acquiring technical knowledge of a specific work

# Relevant personal characteristics

## TRANSFERABLE SKILLS/COMPETENCES

### SOFT SKILLS (interpersonal/communication skills)

- include communication and influence towards others

### ORGANISATIONAL SKILLS

- include planning, coordination and multitasking skills as well as time management

### ANALITICAL SKILLS

- include identification and problem analysis, suggesting new and creative problem solutions

### DIGITAL – INFORMATIONAL SKILLS

- include competent usage of various digital and IT tools, as well as searching for information from relevant sources.

# Relevant personal characteristics

## WORK VALUES

- Values are our deepest beliefs that drive our behaviour and shape our decisions
- Our values provide our individual hierarchy of life goals that we strive to achieve
- Work values are those that are connected to our professional part of our lives
- They are milestones of the features that we want to encounter in our jobs and what would consequently provide us with job satisfaction
- We also tend to search for harmony between our life and work values

# Relevant personal characteristics

## WORK VALUES - examples

- **ACHIEVEMENT:** Being able and wanting to meet my goals.
- **FAST PACED:** Work that has many things happening at one time.
- **HIGH EARNINGS:** Work that has the potential to make a lot of money.
- **COMPETITION:** Work where I can compete with others.
- **TEAMWORK:** Work where working together is important.
- **CREATIVE:** Work that uses imagination and creativity to produce results.
- **RISK TAKING:** Work that may be dangerous or risky.

Professional  
identity

ABILITIES  
+  
PERSONALITY TRAITS  
+  
SKILLS/COMPETENCES  
+  
VALUES

Professional  
identity

+

Employability

ABILITIES

+

PERSONALITY TRAITS

+

SKILLS/COMPETENCES

+

VALUES

### 2.2.3. GENERAL PERSONALITY TRAITS INVENTORY

NOTE: On a scale from 1 (not developed at all) to 5 (fully developed), assess each of the general personality traits listed.

<b>ADAPTABILITY</b> to different requirements and types of tasks, groups, sudden novelties in work, changes to set plans.	1	2	3	4	5
<b>CREATIVITY</b> and the use of <b>INNOVATION</b> through reflection on new business ideas, forms of cooperation, services and ways of work.	1	2	3	4	5
<b>COPING WITH PRESSURE</b> and <b>EMOTIONAL STABILITY</b> visible through appropriate emotional reactions, the ability to control them, the adequacy of emotional reactions in relation to others, the ability to function under pressure of work obligations and tasks.	1	2	3	4	5
<b>RESPONSIBILITY</b> visible through conscientiously performing work activities, understanding of one's own work role, authority and ability to act.	1	2	3	4	5
<b>OPENNESS TO LEARNING NEW KNOWLEDGE</b> and <b>ACQUIRING NEW EXPERIENCES</b> through the expressed desire for the continuous acquisition of new knowledge, skills, further improvement of personal competences.	1	2	3	4	5
<b>ACHIEVEMENT ORIENTED MOTIVATION</b> through an accentuated desire for excellence in work tasks, meeting and overcoming set goals and expecting success.	1	2	3	4	5
<b>RELIABILITY</b> visible through dedication to details, checking work done, relying of other people on you.	1	2	3	4	5
<b>FAIRNESS</b> and <b>ETHICS</b> visible through the obeying the standards established in the organization and generally accepted moral principles.	1	2	3	4	5
<b>PROBLEM SOLVING ORIENTATION</b> visible through efficient time management, personal resources and dedication to work.	1	2	3	4	5
<b>PROFESSIONALISM</b> visible through work in accordance with the principles of organization, using professional approach even in stressed and conflict situations.	1	2	3	4	5
<b>AGREEABLENESS</b> visible through the capacity to cooperate with others, adopting a general belief in good in people.	1	2	3	4	5

## 2.2.4. TRANSFERABLE SKILLS

		<b>Fully developed skill</b> – I use it often; other people recognize me using this skill	<b>I have some experience in using this skill</b> – I have been in situations where I had to use it.	<b>I haven't really developed this skill</b> – I haven't used opportunities that I had to use this skill or didn't have these opportunities at all.
<b>COMMUNICATION SKILLS (SOFT SKILLS)</b>	Teaching, transferring knowledge to others.			
	Communication in a team that promotes the production and sharing of ideas of all team members.			
	Communication through presentations, the ability to create an appropriate presentation adapted to the audience.			
	The ability to capture someone else's perspective and recognize other people's needs.			
	The ability to provide effective feedback.			
	The ability to perceive nonverbal messages to improve communication.			
	Use of appropriate language in verbal and written communication, usually for work related purposes.			
	The ability to resolve conflicts, acknowledging all conflicting parties, propose solutions.			
	The ability to listen actively, giving enough time to one involved in conversation, checking acquired information, paying full attention to involved person.			



	Providing support and encouragement.			
	Communication with people of different socioeconomic, educational, ethnic, religious and other background.			
	The ability to influence other people and gain support for your own ideas.			
	The skill of managing other people, taking the lead in a team or organization, presenting a vision or idea.			
	Client oriented approach, focus on provision of highest quality services.			
<b>ORGANISATIONAL SKILLS</b>	The ability of self-organization through efficient use of personal resources, time, efficient goal setting and realistic progress assessment.			
	The skill of working under the pressure of set deadlines.			
	The ability to perform multitasking, the ability to monitor and implement multiple parallel processes.			
	Independence in most aspects of implementing a task, effective self-management.			
	Managing collection and classification of data in a database required in a particular work-related process.			
	Planning through setting clear goals and implementing activities needed to accomplish set goals.			
	The skill of coordination with numerous tasks and team members.			
	The skill of prioritizing work tasks by importance and urgency.			
	The ability to encourage a good working atmosphere, positive changes in the team and organization.			
	Skill of improvisation, finding solution in unforeseen situations and context.			

<b>ANALITICAL SKILLS</b>	Decision-making skills based on analysis of available data, situation and assessment of impact.			
	The ability to make conclusions based on quantitative and statistical indicators.			
	The ability to recognize and determine the causes and consequences of a particular process.			
	The ability to propose a variety of solutions, ideas and methods to solve a problem.			
	Skill of thinking outside of predefined boundaries to achieve set goal.			
	The ability to take positions, shaping your own opinion on a topic.			
<b>DIGITAL AND INFORMATIONAL SKILLS</b>	The ability to use computer programs for text production.			
	The ability to use computer programs to create spreadsheets, tables.			
	The ability to use computer programs for making presentations.			
	The ability to use computer programs for photo editing.			
	Skill of developing online forms, content sharing, data management "in the cloud".			
	The ability to produce and manage content on social networks for business or educational purposes.			
	Skill of using online or mobile tools, applications, knowledge databases for business or educational purposes.			

## **BUSSINESS/TECHNICAL SKILLS**

Specific skills that are specialized and related to a particular job, acquired by education or training.

## 2.2.5. WORK VALUES INVENTORY

	<b>4 = Extremely important</b> – My job must have this feature in order to ensure my satisfaction	<b>3 = Important</b> – I would really like to have a job with this feature but could also live without it if necessary	<b>2 = Not important</b> – Having this feature would be a nice bonus, but I don't need it	<b>1 = Not necessary at all</b> – This feature won't impact my job satisfaction at all
<b>1. MY CORE VALUES THAT ARE ALSO IMPORTANT TO ME IN MY LIFE ARE:</b>				
<b>ACHIEVEMENT:</b> Being able and wanting to meet my goals.				
<b>BALANCE:</b> Time for family, work and play.				
<b>INDEPENDENCE:</b> Control of my own destiny.				
<b>INFLUENCE:</b> Able to want to and having an impact on others.				
<b>INTEGRITY:</b> Stand up for my beliefs.				
<b>HONESTY:</b> Telling the truth and knowing that others are telling the truth.				
<b>POWER:</b> Control over others.				
<b>RESPECT:</b> Care and trust of self and others.				
<b>SPIRITUALITY:</b> Believing in my core beliefs.				
<b>STATUS:</b> Having influence and power over others.				

	<b>4 = Extremely important</b> – My job must have this feature in order to ensure my satisfaction	<b>3 = Important</b> – I would really like to have a job with this feature but could also live without it if necessary	<b>2 = Not important</b> – Having this feature would be a nice bonus, but I don't need it	<b>1 = Not necessary at all</b> – This feature won't impact my job satisfaction at all
<b>2. I VALUE WORK ENVIRONMENTS THAT ARE/OR HAVE:</b>				
<b>FAST PACED:</b> Work that has many things happening at one time.				
<b>FLEXIBLE:</b> Work that is not set to a specific time schedule.				
<b>HIGH EARNINGS:</b> Work that has the potential to make a lot of money.				
<b>LEARNING:</b> Work that is intellectually challenging to me.				
<b>GOOD LOCATION:</b> Work that is in a convenient place and an easy commute.				
<b>PREDICTABLE:</b> Work where you know what is going to happen day after day.				
<b>QUIET:</b> Work where there are few disruptions throughout the day.				
<b>RELAXED:</b> Work where there are few pressures to get things done.				
<b>STRUCTURED:</b> Work where it is organized and has a specific set time.				
<b>TIME FREEDOM:</b> Work where you set your own schedule and plan how and when you do your work.				

	<b>4 = Extremely important</b> – My job must have this feature in order to ensure my satisfaction	<b>3 = Important</b> – I would really like to have a job with this feature but could also live without it if necessary	<b>2 = Not important</b> – Having this feature would be a nice bonus, but I don't need it	<b>1 = Not necessary at all</b> – This feature won't impact my job satisfaction at all
<b>3. I VALUE WORK INTERACTIONS WITH CO-WORKERS WHERE I CAN BE INVOLVED IN:</b>				
<b>COMPETITION:</b> Work where I can compete with others.				
<b>DIVERSITY:</b> Work where there are people with different backgrounds.				
<b>FRIENDSHIPS:</b> Work where I can socialize with my co-workers.				
<b>LEADERSHIP:</b> Work where I can be good leader managing the organization.				
<b>MANAGEMENT:</b> Work where I can manage work processes.				
<b>OPEN COMMUNICATION:</b> Work where information is not held back from employees.				
<b>RECOGNITION:</b> Work where I am acknowledged for my work and contribution.				
<b>SUPPORT:</b> Work where everybody supports each other.				
<b>TEAMWORK:</b> Work where working together is important.				
<b>TRUST:</b> Work where you can count on each other.				
<b>INDEPENDENCE:</b> Work where I can carry on work tasks on my own.				

	<b>4 = Extremely important</b> – My job must have this feature in order to ensure my satisfaction	<b>3 = Important</b> – I would really like to have a job with this feature but could also live without it if necessary	<b>2 = Not important</b> – Having this feature would be a nice bonus, but I don't need it	<b>1 = Not necessary at all</b> – This feature won't impact my job satisfaction at all
<b>4. I VALUE WORK ACTIVITIES THAT ARE/OR HAVE:</b>				
<b>ANALYTICAL:</b> Work that requires interpretation of data and information.				
<b>CHALLENGING:</b> Work that is mentally or physically challenging.				
<b>CREATIVE:</b> Work that uses imagination and creativity to produce results.				
<b>HELPING:</b> Work that is helping people.				
<b>LEADING EDGE:</b> Work on new and innovative products or projects.				
<b>PHYSICAL:</b> Work that has a lot of physical activity.				
<b>PUBLIC CONTACT:</b> Work that has daily interaction with the public.				
<b>RESEARCH:</b> Work that searches for new information.				
<b>RISK TAKING:</b> Work that may be dangerous or risky.				
<b>VARIETY:</b> Work where many different tasks are done during the day.				

### 2.2.6. WORK SAMPLE SHEET

Description of a work-related task that I am able to perform with my level of education, expertise:

---

---

---

---

---

List of knowledge/skills/competences I must use while performing the task:

1. 

---
2. 

---
3. 

---
4. 

---
5. 

---

Work values complement with this work-related task:

1. 

---
2. 

---
3. 

---
4. 

---





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# M2\_U3\_PPT From Youth to Work

## IO2. TRAINING CURRICULUM

**Module 2 – Effective Self-assessment and  
Job Research Process**

Unit 3 – Entrepreneurial skills acquisition:  
Basic information about entrepreneurship

# Introduction

- How does one person successfully take advantage of an opportunity, while another, equally knowledgeable person does not?
- What makes an effective entrepreneur?



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# What is entrepreneurship?

- **Entrepreneurship** is the process of designing, launching and running a new business
- The people who create these businesses are called **entrepreneurs**.



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- **Business dictionary** described entrepreneurship as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit".



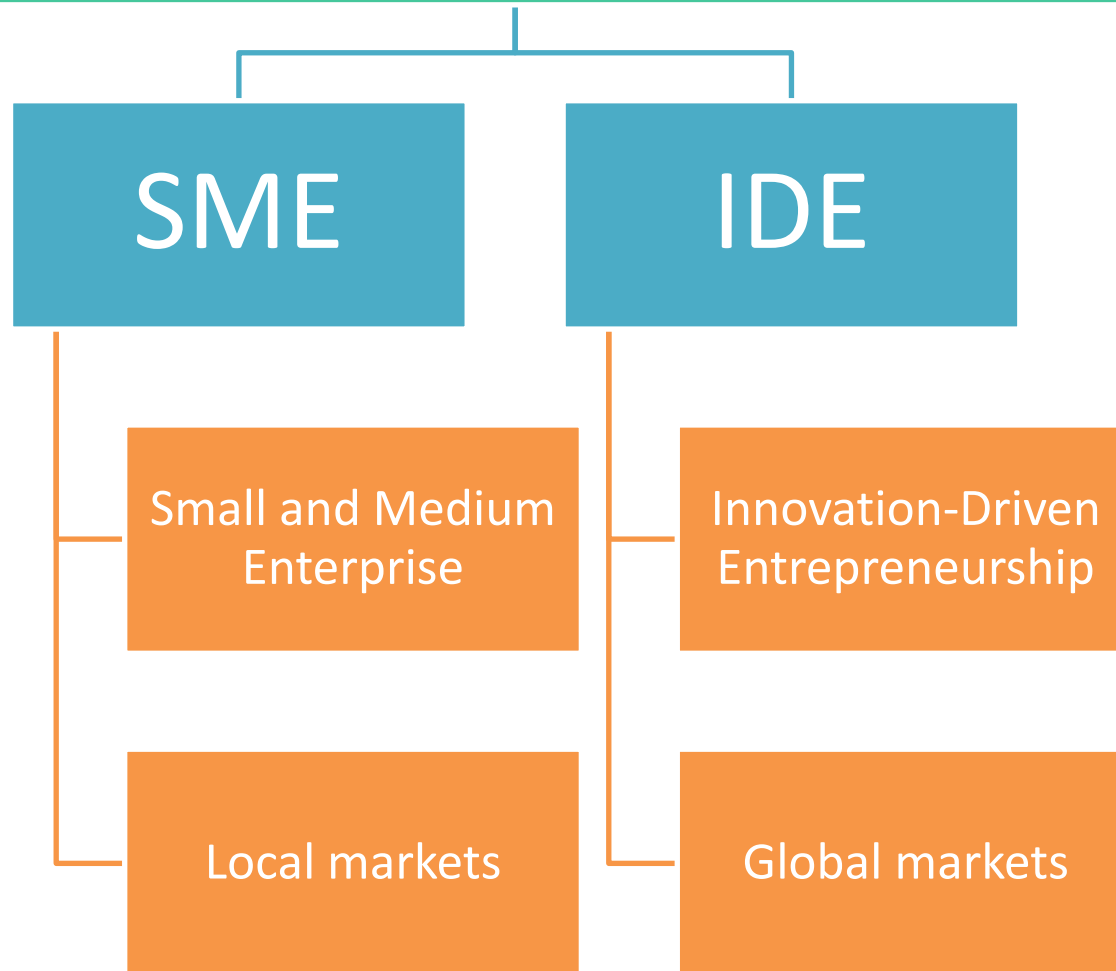
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# Famous entrepreneurs...



# Two types of entrepreneurship



## Pros

- Control
- Excitement
- Inspiration
- Flexibility
- Freedom
- Rational income

## Cons

- Unpredictable work schedule
- Competition
- Administration
- No regular salary
- Greater risks
  - lack of funding
  - bad business decisions
  - economic crisis
  - lack of market demand



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over 400 million  
are entrepreneurs



1.9 billion are  
too young to work  
(ages 0-15)



430 million are  
unemployed



577 million  
are older  
than 64



800 million  
work industrial jobs



1.4 billion  
work in agriculture



1.7 billion  
work  
in services

# WHAT DO 7 BILLION PEOPLE DO?



# Entrepreneurship is not for everyone!

- Not everybody is willing to have to make important decisions every day or take the risk of not having a regular monthly salary.
- You need to be honest with yourself: Are you willing to take these risks?
- While entrepreneurs must deal with a larger number of obstacles and fears than hourly or salaried employees, the payoff may be far greater as well.



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# The preconditions... Personal Characteristics

Interest and  
vision

Ambition

Investment:  
perseverance and  
determination

Risk tolerance  
and resistance to  
stress

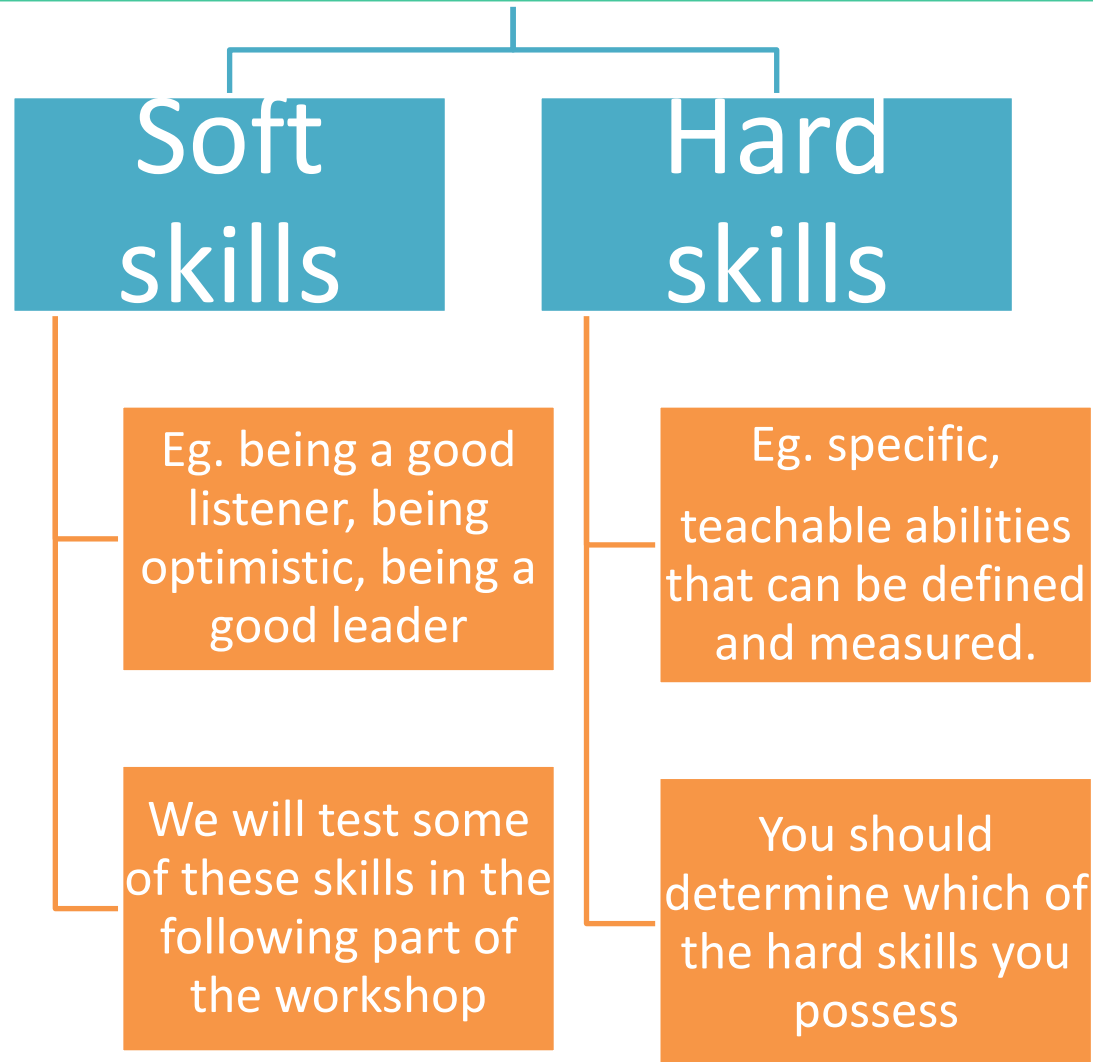
Optimism and  
Self-confidence



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# Two main types of skills



# Interpersonal skills

Leadership

Communication  
skills

Listening

Negotiation



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# Critical and Creative Thinking

Creative  
thinking

Problem  
solving

Recognizing  
Opportunities



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# Practical skills

Goal setting

Planning and  
Organizing

Decision  
Making



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## M2\_U3\_DOC Self-assessment of the key entrepreneurial skills

Please indicate your agreement or disagreement with the following statements by circling the response using this scale:

1	2	3	4	5
Strongly disagree	Somewhat disagree	I can't estimate	Somewhat agree	Strongly agree

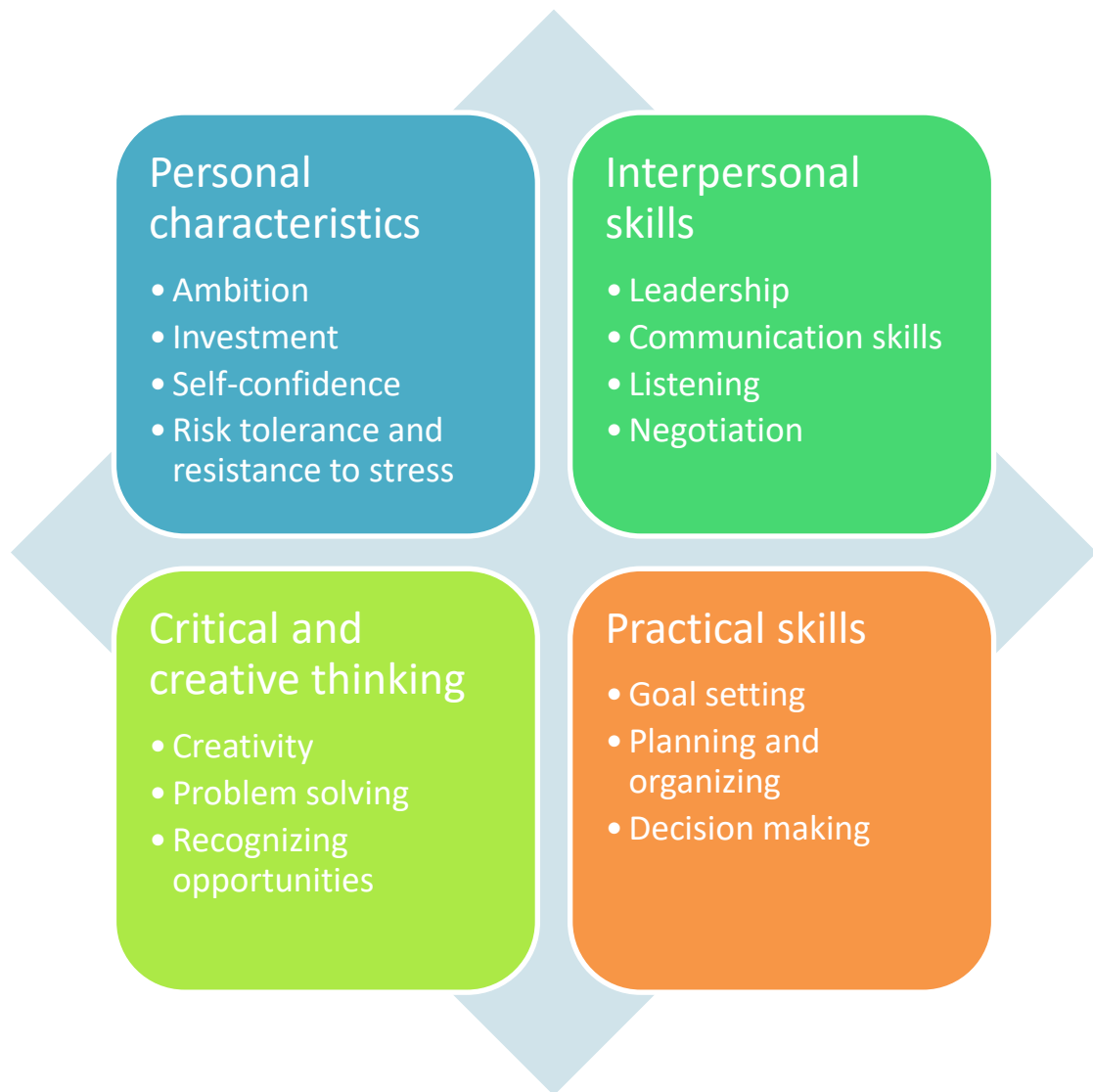
1.	I shoot for excellence in everything I do.	1	2	3	4	5
2.	When faced with difficulties, I look for alternative solutions.	1	2	3	4	5
3.	Where others see problems, I see possibilities.	1	2	3	4	5
4.	I am fairly effective in stressful situations.	1	2	3	4	5
5.	It is easy for me to motivate others to work for me.	1	2	3	4	5
6.	I communicate my opinions to others easily.	1	2	3	4	5
7.	I like listening to other people.	1	2	3	4	5
8.	I usually prepare a strategy before important negotiation.	1	2	3	4	5
9.	I am continually in search of discovery.	1	2	3	4	5
10.	I enjoy solving a problem.	1	2	3	4	5
11.	It is easy for me to recognize opportunities when they present themselves.	1	2	3	4	5
12.	I regularly set goals.	1	2	3	4	5
13.	I am able to coordinate people to achieve the goals that are set.	1	2	3	4	5
14.	I make my decisions based on relevant information and by weighing the potential consequences.	1	2	3	4	5
15.	I am always in the midst of launching new projects.	1	2	3	4	5
16.	I persevere even when I am faced with difficult problems.	1	2	3	4	5



17.	I know I can carry out the project successfully when I take it on.	1	2	3	4	5
18.	A certain level of stress stimulates me.	1	2	3	4	5
19.	I like to influence others.	1	2	3	4	5
20.	Sometimes I find it difficult to express what is on my mind.	1	2	3	4	5
21.	When I have difficulty in understanding what somebody wants to say, I give up and stop listening.	1	2	3	4	5
22.	I have a clear idea of what I want to say when I enter negotiation.	1	2	3	4	5
23.	I am capable of imagining how I can make things work.	1	2	3	4	5
24.	I like to struggle with solving problem even if I cannot solve the problem.	1	2	3	4	5
25.	I am able to spot a trend in some events.	1	2	3	4	5
26.	I usually have a plan on how to achieve my goals.	1	2	3	4	5
27.	I have good organization skills.	1	2	3	4	5
28.	It is hard for me to make a decision.	1	2	3	4	5
29.	You learn most when you work on a difficult project – that is why I gladly take them on.	1	2	3	4	5
30.	After a failure, I am able to start over soon with a different approach.	1	2	3	4	5
31.	Everything is possible if I believe I can do it.	1	2	3	4	5
32.	I don't like to take risks.	1	2	3	4	5
33.	I don't like to be in a position to lead others.	1	2	3	4	5
34.	Most of the time, people like talking to me.	1	2	3	4	5
35.	As I listen, I am preparing what I will say next.	1	2	3	4	5
36.	After negotiation, I am usually pleased with the result.	1	2	3	4	5
37.	I prefer using the good old ways of doing things.	1	2	3	4	5
38.	I am sure that I am capable of solving most everyday problems.	1	2	3	4	5
39.	I am able to create a plan to take advantage of opportunities I identify.	1	2	3	4	5
40.	I use a SMART model to set goals.	1	2	3	4	5
41.	I know how to develop a coherent business plan.	1	2	3	4	5
42.	Usually I am confident in decisions that I make.	1	2	3	4	5

## How to calculate your results:

After calculation of your results, you will get your scores in 14 subscales that combined in a certain way create 4 greater scales according to the model below.



First, you need to reverse score the negative items. The negative items are questions: 20, 21, 28, 32, 33, 35, 37. Do the rescore according to a following table:

Before:	After rescoring (R):
1	5
2	4
3	3
4	2
5	1

For example, if you answered the question 33 ("I don't like to be in a position to lead others.") with the number 1, you will rescore that item to 5.

After rescoring all of the negative items, you should calculate your results using the following table. The minimum of each scale is 3 points and the maximum is 15.

Subscales:	How to calculate:	My result:	Greater scale:	My result:
Ambition	1 + 15 + 29		<b>Personal characteristics</b> (Ambition + Investment + Self-confidence + Risk tolerance and resistance to stress) / 60 x 100(%)	
Investment	2 + 16 + 30			
Self-confidence	3 + 17 + 31			
Risk tolerance and resistance to stress	4 + 18 + 32 (R)			
Leadership	5 + 19 + 33 (R)		<b>Interpersonal skills</b> (Leadership + Communication skills + Listening + Negotiation) / 60 x 100(%)	
Communication skills	6 + 20 (R) + 34			
Listening	7 + 21 (R) + 35 (R)			
Negotiation	8 + 22 + 36			
Creativity	9 + 23 + 37 (R)		<b>Critical and creative thinking</b> (Creativity + Problem solving + Recognizing opportunities) / 45 x 100(%)	
Problem solving	10 + 24 + 38			
Recognizing opportunities	11 + 25 + 39			
Goal setting	12 + 26 + 40		<b>Practical skills</b> (Goal setting + Planning and organizing + Decision making) / 45 x 100(%)	
Planning and organizing	13 + 27 + 41			
Decision making	14 + 28 (R) + 42			



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# M2\_U3\_PPT From Youth to Work

## IO2. TRAINING CURRICULUM

**Module 2 – Effective Self-assessment and  
Job Research Process**

Unit 3 – Entrepreneurial skills acquisition:  
Development of an entrepreneurial idea

Close your eyes. Imagine that the date is five years from now. Where do you want to be?



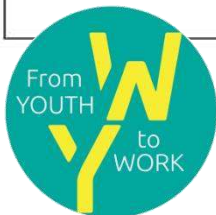
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# Determine Your Objectives



Specific	Measurable	Attainable	Relevant	Time-Bound
Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.	You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.	Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.	This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.	Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.



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# Business concept

What is my product/service?

What does my product/service do?

How is it different or better than other products/services?

Who will buy the product/service?

Why will they buy the product/service?

How will the product/service be promoted and sold/offered?

Who are my competitors?



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The following questions can help you to further envision and plan your venture...



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# Goals and Objectives Checklist

- How determined am I to see this succeed?
- Am I willing to invest my own money and work long hours for no pay, sacrificing personal time and lifestyle, maybe for years?
- What's going to happen to me if this venture doesn't work out?
- If it does succeed, how many employees will this company eventually have?
- What will be its annual revenues in a year? Five years?
- Will it be a niche marketer, or will it sell a broad spectrum of good and services?
- What are my plans for geographic expansion? Local? National? Global?
- Am I going to be a hands-on manager, or will I delegate a large proportion of tasks to others?
- If I delegate, what sorts of tasks will I share? Sales? Technical? Others?
- How comfortable am I taking direction from others? Could I work with partners or investors who demand input into the company's management?
- Is it going to remain independent and privately owned, or will it eventually be acquired or go public?



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# Financial checklist

- What initial investment will the business require?
- How much control are you willing to relinquish to investors?
- When will the business turn a profit?
- When can investors, including you, expect a return on their money?
- What are the projected profits of the business over time?
- Will you be able to devote yourself full time to the business, financially?
- What kind of salary or profit distribution can you expect to take home?
- What are the chances the business will fail?
- What will happen if it does?



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# Lifestyle checklist

- Where are you going to live?
- What kind of work are you going to be doing?
- How many hours will you be working?
- Will you be able to take vacations?
- What happens if you get sick?
- Will you earn enough to maintain your lifestyle?
- Does your family understand and agree with the sacrifices you envision?



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### 3.1.1. Logbook of job applications found on-line

*Template for young people*

Objective:

When applying for a lot of job vacancies found on-line it is hard to keep track of the applications sent. This logbook can help young people to keep track of their applications. They can note them down in this logbook and they can update it at any time.

N°	Date of application	Company Name	Contact (e-mail, address or telephone)	Date foreseen for application's feedback	Notes

### 3.1.2. Worksheet: How to analyse job adverts?<sup>1</sup>

1. First read carefully the job advertisements
2. Then analyse the advertisements based on the following questions and then discuss your impressions in small groups and write the results below each question:

**What information is contained in the job advert?**

*Job description, age & gender of applicants required, salary, working hours, company profile*

**What are the requirements for each specific job advert?**

*What are the key words? What sort of person are they looking for? Which skills are necessary?*

**What is the application process?**

*Which documents to send? Is there a specific application tool to be used? Who is the contact person (position, e-mail, phone)?*

**Do you have any doubts regarding the job advert?**

*Any information missing? Anything not clear? Questions still to be sorted out?*

**How to proceed?**

*How would you show you had the necessary skills? What would you refer to?*

<sup>1</sup> Template based on the worksheets developed by Bridges Programmes and by Jugend am Werk Steiermark for the “Seminars on active Job Search” of the «EU-ROADMAP: Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation» project n° HOME/2015/AMIF/AG/INTE/9102 of the Asylum, Migration and Integration Fund and



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# 3.2.1. From Youth to Work

## IO2. TRAINING CURRICULUM

**Module 3 – High Quality Job Search Tools**

Unit 2 - Effectively preparing CVs: How to produce a high quality CV to secure a job

# What is a CV?

- A CV is the summary of our educational and professional journey, of the experiences and the skills that we have developed in our life and career



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# What's its aim?

- It's to get us an interview for a job!
- The CV is our calling card: it describes us and what we can do in few lines



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# Types of CV

## Chronological

- It is the most common and it is organised according to the time or to the extent that the professional life has been developed.
- It usually starts with the most recent job held, going back to their first job.



## Functional

- Organises the information by topics in which duties and achievements are described.
- It shows skills and competences required by the job being applied for.

## Compound

- It combines both the chronological and the functional format.

## Europass

- It is a standardized version of CV created for transparency reasons by the European Commission together with CEDEFOP in 1998 (further info as well as the Europass CV template are available in the Europass website).

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# Key features

- A CV should be:

Clear, easy to read, tidy and **well-structured**: never forget the visual impact!

**Logical**: make use of different sections and bullet points

It has to be written taking into consideration this question: **why should we hire you?**

It has to **express** in a convincing way not only what you know but especially **what you can do**



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# Key features

But don't highlight too much! It wouldn't be meaningful and it might make it difficult to read

**Short:** 2 pages maximum

It should be on **white paper** or a clear coloured paper, in an **A4 format**

**Highlight key points** e.g. professions covered, studies, etc. You can use bold highlighting or underlined fonts

Take care of the written style and **avoid spelling mistakes**

Do not use abbreviations



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# Basic structure of the CV

- The main sections of a CV are:
  1. **Personal information.**
  2. **Personal statement** (not compulsory). It is mainly advised for spontaneous applications (further info about it will be presented in the Personal Statement PPT presentation)
  3. **Professional experience.** Indicate clearly:

Period of time  
(from ... to ....)

Role or position

Name of company  
and location

Role and  
responsibilities  
held (highlight the  
most important)

*Note: remember to start from the most recent to the least recent working experience. In addition, internships can be considered as professional experience.*



valorize your achievements!

# Basic structure of the CV

**4. Education.** Always go from the most recent degree/diploma to the least recent. Indicate when you obtained your certificate (year), the name of the institution (university/school/other), the title of your degree and the mark obtained.

If you don't have much work experience or you are a recently graduated student, you can enhance your educational career indicating:

Subjects  
studied or  
preferred

Projects or  
research you  
took part in

Moreover, you can rearrange the order of the two sections, putting the one about education before the one concerning “professional experience”.



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# Basic structure of the CV

**5. Language skills.** For each language indicate your level in written skills and speaking skills. Mention the courses you attended and certificates you got mentioning the name of the institution which organized the course and the mark you got.

**6. Computer / technical skills.** Mention all your skills and knowledge related to IT. You can also add certificates e.g. ECDL

**7. Additional information.** Optional. In this section you can indicate your availability for travelling, transfers, etc. You can mention everything you think useful.

*Don't forget the date, your signature and always remember to send an updated CV!*



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# Further tips

- Documents and certificates *do not need to be included*, unless requested
- If attaching a *photograph*, it must be recent in time and passport sized. Though note some CV cultures do not encourage enclosing a photograph so make sure that you follow custom on this issue
- Ask someone else to *proofread* your CV and to check grammar and spelling





# Further tips

Before starting to fill in a job application check carefully:

- The deadline
- The advert, and in particular the job specification

When you've finished

- Check spelling and grammar
- Don't forget to sign if required



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# Further tips for a job application:

- For online applications, write a draft answer in Word (or equivalent) first, then cut and paste
- Stay within the word limit (if specified)
- Always give an answer - don't leave questions blank
- Give clear, relevant examples from either professional or personal life which demonstrate you have the skills or experience needed
- Ask someone to read the answers
- Ensure that application is submitted or sent to the specified person



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<http://www.euroblind.org/sites/default/files/media/ebu-media/Manual-for-inexperienced-job-seekers-with-a-visual-impairment.pdf>



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## 3.2.2. From Youth to Work

# IO2. TRAINING CURRICULUM

**Module 3 – High Quality Job Search Tools**

Unit 2 - Effectively preparing CVs: How to  
produce a high quality CV to secure a job

# What is a personal statement?

- A personal statement consists of a **few sentences** that appear **at the top of your CV** (especially for spontaneous applications in the private sector)
- Its aim is to show **why you would be ideal** for the job, so it is important that you tailor your personal statement to the job you are applying for
- It has to state **who you are** and **what you have to offer** in terms of experience and ambition



# How to write a personal statement?

- It has to be **short** (2-3 lines max)
- Be **positive** and go to the point
- It has to be **tailored to the job** you are applying for
- Make sure that the **skills** you mention are the ones that the **employer is looking for** (so, read the job specification first!)
- Ideally, it has to be written using the 3rd person. Any person or tense you use, **maintain consistency** throughout
- **Avoid cliches**



# How to write a personal statement: structure

- Divide it into 3 sections:

Who you are

What you can **offer**  
(skills you have gained  
up to now and that  
match with the job  
specification)

Your career **aim** (your  
ambition)



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# Example #1

*“Recent graduate with a degree in English from Bath University. Practical work experience as the former editor of Bath University student blog and magazine.*

*Looking to start my career in journalism in a role where I can build on the skills gained at university and through my editorial experience.”*



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## Example #2

*“A motivated, adaptable and responsible graduate seeking an entry-level position in public relations which will utilise the organisational and communication skills developed through my involvement with promotional work during vacations”.*



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# Bad example of a personal statement

*"An employer would find me reliable and responsible as well as being extremely flexible and co-operative. I am eager and willing to expand my skills and try out new challenges that may come my way. I am a bubbly and bright person who works well in a team and solely. I also believe I have enough experience and life skills to excel at any challenge thrown my way"*

(taken from [http://cv4.biz!cv-personal statement](http://cv4.biz!cv-personal-statement))



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# Dynamic words you can use for your personal statement:

Planned	Devised	Achieved	Developed	Liaised	Evaluated	Supervised
Co-ordinated	Managed	Administered	Controlled	Selected	Created	Instructed
Negotiated	Designed	Researched	Analysed	Discovered	Recommended	Tested
Diagnosed	Budgeted	Monitored	Evaluated	Examined	Assessed	Promoted
Sold	Advised	Selected	Trained	Taught	Explained	Presented
Conducted	Distributed	Organised	Solved	Represented	Persuaded	Calculated
Completed	Arranged	Responsible for				

# Bibliography

- Bridges Programmes, materials developed for the “Seminars on active Job Search” of the «EU-ROADMAP: Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation» project n° HOME/2015/AMIF/AG/INTE/9102 of the Asylum, Migration and Integration Fund (AMIF)
- <https://www.fish4.co.uk/career-advice/how-to-write-personal-statement/> consulted on 19/09/2018
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## Case Study

Sam is 22. He is from an economically deprived family, lives in poor housing and experienced difficult family circumstances. Furthermore, he is one of seven siblings.

The family home is overcrowded, and although his stepfather is in work, money is very tight.

Sam completed technical upper secondary education in 2014 (even though with a low mark at the final exam) and, immediately after school, he started a 2-years VET course in order to get the vocational qualification of Cook Assistant. He was strongly motivated in his career choice (he wanted to become a cook). He is fond of cooking and he enjoys cooking for his siblings at home. In particular, he is good at first dishes preparation and dishes decoration.

At night he worked as bartender in a pub. But the excessive hours he was expected to work and the fact that he worked at night, meant he had little time and energy left to attend the course at morning.

This is why, after one year, he ended the vocational training course without qualification.

Unfortunately, few months later, his employer cut off his staff and Sam's contract was not renewed.

His mother and stepfather put him under pressure to bring in some kind of income.

During your first meeting with him, he said: "They [mother and stepfather] couldn't afford to keep me because I wasn't in any education so they weren't getting any money for me. So I was basically living there and having no money coming in so they needed me to either get a job or I needed to move out because they couldn't cope".

At this point, having to find any kind of job in order to help his family, he gave up with his dream to become a cook. He found some small jobs with little wages and no real contract: for few months he worked for a pizza delivery service, then he worked as porter for a small hotel.

He was very demotivated and resigned when you first met him in the Job Center you are working for. His job searching strategies hadn't been very effective until that moment.

With you, Sam saw an on-line job offer for an apprenticeship at a local restaurant and wants to apply.

Help him to prepare a good and attractive CV so to make his dream come true!



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# 3.3.1. From Youth to Work

## IO2. TRAINING CURRICULUM

**Module 3 – High Quality Job Search Tools**

Unit 3 - Letter Writing: How to produce a  
high quality cover letter / motivational letter

# What's a cover letter?

- The cover letter **introduces your CV** when applying for a job
- It answers the following questions:

Why you want to work in that particular job

Why you fit better than someone else for the job

- Thus, it is important to mention the skills that can **distinguish you** from other candidates. So, highlight what you can bring to the company, your added value!



# What's its main purpose?

- To challenge the **employer's interest** to read the curriculum vitae
- To highlight your **competitive advantages**
- To explain **why you are qualified** for this position
- To **prepare the reader** for the content of your CV





# General Tips

- Address the letter to a well-defined person (e.g. the HR manager)
- Use clear, direct language
- Don't forget to make it well-structured and tidy!
- Don't repeat elements of the CV but emphasize your competitive advantages
- Avoid introducing yourself with a list of positive adjectives. It is more important to highlight your skills and those which match the position you are applying for
- It has to convince the recruiter to read your CV!



# ...The most important tip!

You must point out why you are particularly suited to the position. The best way to do this is to take the job description and point out the highlights in your CV that exactly match the desired qualifications



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# Two kinds of cover letters?

- We can distinguish two kinds of cover letter:

letter  
accompanying a  
**spontaneous**  
candidature

specific  
motivational letter  
for a **well-defined**  
**job vacancy**



# For spontaneous applications...

- **15 lines maximum**
- To be **addressed directly** to the company or, even better, to the human resources manager
- Mention, in the object, the **area or the position** you are applying for
- Offer a **brief description of your profile** corresponding to the role you are applying for
- **Highlight the strengths** of your professional/educational career, coherent with the company activities



# For motivational letter in response to a job advert...

It has the same characteristics of the previous one and in addition:

- it might be **longer** (never more than 2/3 of an A4 page)
- respond to **criteria defined** in the advertisement
- it is **aimed at the job position** mentioned in the object and it has to fulfil point by point the required criteria
- it has to **express clearly your interest** in that specific occupation and company



# Basic cover letter structure

- Sender details
- Recipient details
- Greeting:  
*"Dear Madam .../ Dear Sir ..."*
- 1st paragraph states:
  - The reason for submitting the cv, the position you are interested in, as well as the source from which you were informed about the position
  - The purpose of submitting the cv, the reasons why you are interested in the job
- 2<sup>nd</sup> paragraph states:
  - A brief reference to your education and experience without details focusing on those that are relevant to the desired position
  - Explains how you can help achieve the company's goals



# Basic cover letter structure

- 3<sup>rd</sup> paragraph:
  - Expresses your availability for an interview or for telephone clarification, additional information and whatever else is requested by the company
  - Reports that you attach / enclose your CV (and any other document)
  - Indicates the days and times you are available for communication
- Close letter / Thanks:

*"Thank you very much in advance for your time" / "Thank you very much for your cooperation"*

*Yours sincerely*

*[Your name and surname]*



# Examples of cover letter

- See the handout  
*«M3\_U3\_cover\_letter\_good\_bad\_practises»*





# Bibliography

- Arsis – Association for the Social Support of Youth, materials developed for the “Seminars on active Job Search” of the «EU-ROADMAP: Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation» project n° HOME/2015/AMIF/AG/INTE/9102 of the Asylum, Migration and Integration Fund (AMIF)
- Vanessa Cascio and Jasper Ebels, *Manual for inexperienced job seekers with a visual impairment* – June 2016 co-funded by the Rights Equality and Citizenship programme of the European Union – downloadable from <http://www.euroblind.org/sites/default/files/media/ebu-media/Manual-for-inexperienced-job-seekers-with-a-visual-impairment.pdf>



### 3.3.2. Cover letters good and bad practices

Sample cover letter N° 1

This example is a cover letter for a spontaneous candidature for the position of administrative assistant:

Steeve Down  
Gamma corporation  
10, Yellow street – London (UK)

2018, the 20th of September

Object: application for the position of administrative assistant

Dear Mr Down

I completed my Bachelor's degree in Business and Economics in February 2014. Since then, I've performed two-years of administrative work experience.

I worked at SEMA COPIES as Junior Payroll assistant and Customer Service.

In my job, I handled payroll activities for 250+ employees and posted of checks before the end of the month.

I assisted in answering incoming calls (avg. 60/day) and I helped in resolving issues with both customers and the billing department.

I was recognized by the company for my work ethic. My key skills include IT skills for data entry, high attention to detail, the ability to run a payroll, and an excellent telephone manner.

Throughout my tenure I was reputed for taking the initiative, welcoming challenges, and scrutinizing alternatives to overcome obstacles.

In 2013 I worked as an office assistant internship at Gamma Corporation in UK. In that time, I gained in-depth knowledge of the various tasks and duties required of office assistant. I have a wide ranging familiarity with Microsoft Office and other office management software, and have developed a suite of efficiency tools to keep the office organized and on task.

I have shown my competency in clerical duties such as filing, typing, document scanning, answering phone calls, and dealing with senior members and public.

Enclosed is my CV for your review. I would welcome the opportunity for an interview to discuss my additional skills, previous work experience, and what I have to offer your company.

Please feel free to contact me at your earliest convenience.

Thank you for your consideration.

Sincerely,

John MCall

105, Green Street – London (UK)  
Phone 3333333333 / E-mail address xxxx@gmail.com

## Sample cover letter N° 2

This example is a cover letter in response to an on-line job advert<sup>1</sup>:

Jamie Thomas  
Wattle Tree Crescent  
Franksville NSW 2560  
0414 333 666  
(02) 1111 2222  
j.thomas@email.com

28 November 2010

Janice Wilson  
Manager  
Lime Tree Café  
45 Mango Lane  
Orange Grove NSW 2358

Dear Ms Wilson

Re: Cook position, Ref: 483C

I am writing to express my interest in the position of Cook, Ref no. 483C, as advertised on Seek.com.

I am an experienced cook and have worked in the kitchen at the Franksville RSL Club for the past three years. It is a high-turnover environment where members of the team each have their responsibilities, but we all chip in with whatever needs to be

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<sup>1</sup> Downloaded from <https://www.careerfaqs.com.au/careers/sample-resumes-and-cover-letters/cook-sample-cover-letter> consulted on 14/09/2018

done and work closely together. Excellent communication and interpersonal skills are an essential part of the job, and I am valued for my energetic and enthusiastic approach to work.

With over five years of experience working in professional kitchens, I am adept at all aspects of food preparation and cooking, and at the RSL Club the dishes I prepare include gourmet salads, steak and chips, Thai curry, grilled fish, lamb, soba noodles and stir-fry. This is only a small sample of my repertoire, which is wide-ranging. I also hold a Food Handlers Certificate and pride myself on maintaining the highest standards of food hygiene.

After I graduated from high school, I also travelled for one year around the world, working in pubs, cafes and restaurants as I went. That experience taught me so much about the cooking and hospitality industry and every role in it. I developed my skills in cooking, cleaning and customer service and, most importantly, team work.

I have been passionate about food and cooking my whole life. My strengths as a cook are in modern Australian and Asian-influenced dishes, and Neil Perry and Tetsuya Wakuda are my personal heroes. I read cookbooks and experiment with new dishes in my spare time, and I love nothing better than the satisfaction of creating something fresh, exciting and delicious.

I am a diligent, energetic team player who will work hard to turn out food that is both beautiful to eat and beautifully presented. I would love the opportunity to bring my enthusiasm and passion for cooking to the team at the Lime Tree Café – you won't regret it.

Kind Regards

[sign here]

Jamie Thomas

### Sample cover letter N° 3

This example is a cover letter in response to an on-line job advert<sup>2</sup>:

Dear Mr. Jones,

Hope you are having a good day. I want to help make it better by telling you all the reasons I am exactly right for your opening for a sales manager:

- I have always dreamed about working for your company.
- The commuting distance is great.
- The salary is exactly what I've been looking for.
- This is exactly the next step I want in my career.

Please call me at 555-555-5555 so we can explore this further. I look forward to hearing from you soon.

Sincerely,

Debbie Jobhunter

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<sup>2</sup> Downloaded from <https://www.resume-now.com/templates/career-tips/bad-cover-letter-examples-how-to-fix-annoying-mistakes> consulted on 17/09/2018



## Sample cover letter N° 4

This example is a cover letter in response to an on-line job advert<sup>3</sup>:

Dear Mr. Jones,

I am applying for your opening for the Environmental Projects Coordinator position. I was born to get this job. Please let me explain why I am such a good match.

As a little girl, my two brothers and I used to go camping with my parents. We were taught to respect nature, and to this day there is nothing I love more than camping and the great outdoors. I even joined the girl scouts when I was young, so I could improve my camping and nature skills. I am proud to say that I earned many badges.

Then, when I got older, I got caught up in trying to make money, and wound up spending the next ten years of my life working in accounting. I did well and got great reviews, but my heart wasn't in it. I used to sit and think about my next vacation, always feeling like something was missing.

And today, when I saw the listing for your job, I knew I had to write to you. I could feel it in my bones that your organization and this job were the right direction for me — something I should have done ages ago.

Since I read about your job, it's all I can think of. I really hope you are willing to give me a chance. I know if you do, I will have found the right job for me at last.

Please consider me seriously, despite my coming from a different background. I know I can do the job, and what I don't know yet I will learn quickly. Scout's honor!

I can be reached at 555-555-5555 if you have any questions or want to explore this further.

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<sup>3</sup> Downloaded from <https://www.resume-now.com/templates/career-tips/bad-cover-letter-examples-how-to-fix-annoying-mistakes> consulted on 17/09/2018

Hopefully,

Debbie Jobhunter



#### 4.1.1. Let's study the job description!

If you are lucky you will find all important information about the job opportunity in the job description but, unfortunately, many job ads are poorly written. Fill in what you can, and use the internet /interview to get your remaining questions answered.

<b>Company's name</b>
-----------------------

<b>Position</b>
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**1. Mission:** What is the mission of the company? How does this position support the mission?

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**2. Goals:** What are the immediate goals of this position? How will your success be evaluated?

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**3. Job duties:** What day-to-day tasks does this position need to execute to accomplish said goals?

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**4. Qualifications:** What experiences or skills do you need to perform the job duties?

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**5. Your personal questions:** Would you like know more about the job?

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### 4.1.2. OBSERVATION SHEET

#### ROLE PLAY: JOB INTERVIEW-

REQUIREMENTS	OBSERVATIONS
SELF-INTRODUCTION	
KNOWLEDGE ABOUT THE COMPANY / DESIRED JOB	
NON-VERBAL COMMUNICATION	
VERBAL COMMUNICATION AND ATTITUDE	
MOTIVATION, EXPRESSION OF INTEREST	

### 4.1.3. Sample Interview questions

Tell me about yourself...

→ **TIPP to talk about:**

- Where'd you go to school (and what you studied)
- A very short summation of your career or background
- The last job you've had, what that company did, key responsibilities and one important impact you made in that organization
- Why you're there interviewing for this job

With no experience:

- Where did you go to school
- What was your course and how is that going to be useful for you for this job
- Key coursework, or work experience and what they taught you
- Why this company + this job to start your career?

1. Explain gaps in your employment
2. What was the worst/most embarrassing situation of your career? What would have you done differently if possible?
3. Describe a time you had difficulty with a co-worker and how you handled it?
4. Why are you leaving your current position?
5. What do you consider your most significant accomplishment?
6. Why do you believe you are qualified for this position?
7. Have you ever accomplished something you didn't think you could?
8. What do you like/dislike most about your current or last position?
9. How do you handle pressure? Do you like or dislike these situations?
10. The sign of a good employee is the ability to take initiative. Can you describe a situation where you did this?
11. How have you grown or changed over the past few years?
12. What do you consider your most significant strength?
13. Deadlines, frustrations, difficult people and silly rules can make a job difficult. How do you handle these types of situations?
14. One of our biggest problems is... What has been your experience with this? How would you deal with it?
15. What are your career goals? Where do you see yourself five or ten years from now?
16. Why should we hire you for this position? What kinds of contributions would you make?

#### 4.1.4. Self-reflection work sheet

How loudly do I speak?

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Do I do any strange or distracting with my gestures, posture, etc.?

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How clear do I speak and express myself?

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Am I interacting with the employer effectively? Do I answer to his/her questions?

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What is the employer doing while I'm speaking?

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How much time do I spend talking about things that don't need to be talked about?

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Did I expressed my motivations clearly?

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#### 4.1.5. Types of online job interviews:

While preparing for online interviews, it's also important to know that there are a few different kinds of the same. Understanding the interview procedure will help you prepare better. Each method, style and technique has its own pros and cons, considerations and preparations depending hugely on your industry, business, the advertised position and so on.

##### 1. The Telephone Interview<sup>1</sup>

Telephone interviews are hugely valuable because they speed up the interview process and minimize time-wasting, whilst culling your weaker candidates earlier on.

A face-to-face interview will take up your time as well as your candidate's, so having a quick chat to suss out whether they're suitable, before meeting up, will benefit both of you.

A CV only tells part of the story; hearing the candidate's tone of voice and assessing their direct answers will provide a much more detailed insight into their personality.

##### **Recruiter Pro Tip**

This is the perfect interview for you if:

- ✓ You have heaps of great CVs and you need to cut down your potential candidate list.
- ✓ You don't have a lot of time on your hands.
- ✓ The job that's on offer requires great telephone communication.
- ✓ You want to make your interview process as efficient as possible.

##### **How Long Should It Take?**

In general, a telephone interview should take about 30 minutes, giving you both a chance to warm up for 5 minutes, check each other out for 20 minutes and warm down for 5.

Of course, if a candidate manages to keep you on the phone for longer than 30 minutes with engaging conversation, that's a very good sign.

##### **Advantages:**

It's quicker than a face-to-face interview.

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<sup>1</sup> <https://www.coburgbanks.co.uk/blog/assessing-applicants/6-different-types-of-interview/>



It's cheaper than a face-to-face interview.

It's less effort for you and the candidate.

You can assess the candidate's telephone manner.

You can reach long-distance candidates.

You can cull weaker candidates right at the start of the process.

#### **Disadvantages:**

The call could be interrupted (bad signal, other calls, background noise).

You can't read a candidate's body language.

You might have to schedule it outside of working hours (if their employers don't know).

It's difficult to build as much rapport via the telephone.

#### **Here's a tip:**

You can use the telephone interview as a fact-checking exercise to verify any prerequisites for the role, for example, do they have a driving license?

Also – don't try and be clever and multi-task whilst doing a telephone interview; it's important to remain focused, or you'll sound disinterested in your candidate!

If you'd like to find out more about how to successfully pull off a telephone interview (and why you should even bother) click [here](#) to check out our recent post.

Don't conduct a telephone interview whilst in the bathroom – the flush will betray you!

## **2. The Video Interview**

Video interviews (Skype, Google Hangouts, FaceTime) are a great alternative to telephone interviews.

The fact that you can actually see each other adds a certain level of importance and professionalism to the 'call' and removes the temptation for either party to multi-task or lose focus.

Of course, you could still face similar issues to those that plague the telephone interview.

Background distractions could still occur, other calls could come through, bad signal could distort the conversation and, as you can both see each other, there's no hiding from them!

How Long Should It Take?

Video interviews will vary in length, depending on the situation...

If used as a substitute for the telephone interview, at the beginning of the process, then it should last roughly 30 minutes.

#### **Advantages:**

It's quicker than a face-to-face interview.

It's cheaper than a face-to-face interview.

It's less effort for you and the candidate.

You can reach long-distance candidates.

You can cull weaker candidates right at the start of the process.

You'll be able to tell if they're focused (or just reading from notes).

#### **Disadvantages:**

The video call could be interrupted (bad signal, connection, background noise).

You'll find it difficult to read the candidate's body language.

You might have to schedule it outside of working hours (if their employers don't know).

It's difficult to build rapport via a video chat.

You have to look professional and focused (unlike via the telephone).

#### **Here's a tip:**

To successfully pull off a video interview, you'll both need to set up an account with a service provider like Skype, Google or Apple, have a strong connection and be positioned in a quiet location.

Tablets and phones are designed to make this process as easy and flexible as possible however we recommend using a computer for group video interviews – the more people, the smaller each feed will appear on the screen.

Don't multitask during video interviews; they will notice if your eyes keep darting around!

We'll explore two types of video interviews and video interviewing in this post: one-way video interviews and live video interviews.



### 3. One-Way Video Interviews: Asynchronous<sup>2</sup>

A one-way, or asynchronous, video interview is when an employer sends text-based interview questions to candidates who then record video answers and submit them back to the employer. It's asynchronous because the interview participants act independently.

The employer creates the questions and watches the video responses on their own time, while the candidate answers the questions at their convenience. Candidates can record their responses via webcam, and with some services, one-way video interviews can even be performed through a mobile application.

#### How to prepare for online job interviews?

As this is not an in-person interview, it gets more difficult for the interviewers to judge the candidate. Hence, you want to make sure that you give them enough reasons to hire you. So, here are some dos and don'ts that you should follow in order to increase your chances to get the job.

1. While in a video interview, make sure that your eyes are at the camera and not at the monitor. Looking at the camera would appear to your interviewers that you are looking at them, which is very important for a face-to-face interview.
2. Make sure that you have a decent sound system and a good internet connection. Poor sound and bad internet connection can create lot of confusion and disturbance in your interview.
3. For video interviews, you should be dressed appropriately (properly ironed formal clothes) and also make sure that your back drop is something very decent. Try to have a white or a light colored wall at the back.
4. While on a voice/video interview, you should be in a quiet room. Let everyone know that you are on an interview call and no one should make noise or enter the room till you are off the call. Any interruptions in the call from your side is definitely a negative.
5. Try not to ask your interviewer to repeat a question; hence, you need to be very attentive during the interview.
6. Make your answers to-the-point, short and simple.
7. Always remember you should not search your answers on the internet while you are in the middle of an online interview.

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<sup>2</sup> <https://workology.com/different-video-interviews/>

#### 4.1.6. THINKING FROM AN EMPLOYER'S PERSPECTIVE

First impressions can make a big difference!

*"Most job interviews are non-productive because studies show a strong correlation between how much the interviewer likes the interviewee and whether or not they get the job. In the end, most of the factual information that comes from the curriculum vitae –the real stuff about the candidate that is a good indicator of performance –is forgotten. What is remembered is the impression the candidate made on the interviewer."*

*Pease (2008) - The Definitive Book of Body Language pg. 348*

1) When you walk into a job interview, what are the first 3 things you think the interviewer notices about you?

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2) List 3 ways you can shape a prospective employer's initial opinion of you?

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3) How can you help an employer remember you positively after the interview has happened?

## 4.1.7. Tips to follow during job interviews

### Punctuality

Be on time: Allow extra time to arrive 10 -15 minutes early to an interview, allowing for factors like getting lost. To lower your anxiety, drive to the interview location a day in advance so you can see if you have the proper directions, how long it takes to get there, what kind of parking is available, and what side of the building you'll be entering on. This will help you enter calmly on the day of your interview.

### Proper attire

No matter which job you applied for, it is important to dress properly for the interview. Your appearance counts and personal hygiene has also a major role to play!

It is important that you look decent and you are well-groomed. Your clothes should not distract the interviewer in any way.

- You need to have a proper set of clothes; they should be clean, simple and ironed. The style should be conservative.
- Pay attention to personal hygiene. A candidate that smells sweaty, has dirty nails or messy hair will make a bad impression.
- Don't overuse cologne or perfume
- Don't smoke or drink alcohol before the interview
- Do not wear jewellery that makes noise when you're talking.
- There should not be any cleavage showing or tummies out of your outfit.

### Be Prepared

- Bring along a folder containing extra copies of your resume, a copy of your references, pen and paper to take notes. Taking brief notes during your interview makes the employer feel you are listening. Keep your cell phone off and hidden during the interview.
- Be prepared to talk to the employer about reasons you're the best candidate for the job.
- Silence or turn off your phone for the period of the interview.

### Behaving tips:

- Respect personal space
- Maintain eye contact.
- When shaking someone's hand keep eye contact, don't squeeze too hard, but avoid a weak handshake, a handshake must be firm.

- Be open and smile.
- Wait for them to offer you a seat. Only then it is polite for you to sit down.
- Stand up straight, don't move around too much.
- Sit with a straight back, place your hands near your body, don't move around too much.
- Don't cross your arms.
- Avoid playing with your fingers, hair or other objects

### Verbal communication

- Show positive attitude be enthusiastic.
- You need to be confident, optimistic and patient. Believe in yourself. Focus on positive things and characteristics.
- Be yourself! Don't try to say what you think the employer wants to hear, you will probably be wrong! Focus on presenting your best self and show them your genuine interest in working for them
- Don't talk too much or too fast.
- Don't talk too loud or quiet.
- Don't chew gum.
- Talk straight with conviction, in a clear and polite manner.
- Pay attention during the interview; don't interrupt the employer while he is talking.
- Make sure you understand what is being asked, and get further clarification if the question is not clear.
- Pause and think before answering questions.
- Don't say bad things about your former employers.
- When the interview is done always close by expressing thanks and appreciation for their time. Ask politely for some feed-back.

### Listen Carefully

- Maintain good eye contact. Make sure you are not only listening, but also reading between the lines. Sometimes what is not said is just as important as what is said.
- Avoid answering trick questions with personal information.

### Prepare to Ask Questions

- The questions you ask indicate your interest in the company or job.
- Ask for a business card from all interviewers so you have their contact information for thank you notes.

#### 4.1.8. Checklist: AM I PREPARED FOR THE JOB INTERVIEW?

##### Setting up a job interview:

- ☐ Do you have an appropriate e-mail address or functional mobile number?
- ☐ Have you thought about what questions you may want to ask when setting up the interview?
  - Where and when is the interview?
  - Who will be interviewing me?
  - Will the interview just be questions or will I have to perform any tasks?
  - Do I need to bring anything to the interview?
  - Who should I contact if I have any further questions before the interview?
  -

*It helps to take notes during the call so you don't forget any details, and, if you are applying for lots of jobs, put the interview details in your calendar ASAP so you don't double book yourself.*

##### Preparing for the interview:

- ☐ Do you know:
  - what you will wear?
  - how you will get there and how long it will take?
  - what you need to take with you to the interview?
- ☐ Have you researched the job and the company so that you can explain at your interview how you meet the job requirements?
- ☐ Have you gone through possible questions you might be asked at your interview, and have you prepared and practiced responses to these questions?
- ☐ Have you prepared questions that you might like to ask during your interview?
- ☐ Re-read the advertisement and your application so that you can remember what they say?
- ☐

*It's a good idea to allow plenty of time to get to your interview, and make sure you have the contact details for the business with you in case you are unexpectedly delayed and need to let them know that you will be late.*

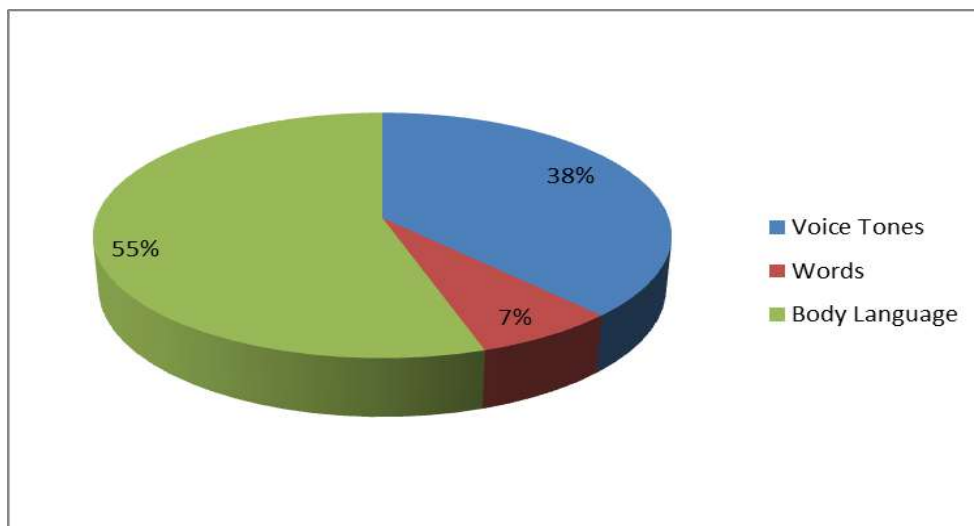


#### 4.2.1. Channels

MAJOR TYPES OF BUSINESS COMMUNICATION CHANNELS		
TYPE OF CHANNEL	ADVANTAGES	DISADVANTAGES
Oral communications	Build relationships and trust; accelerate decision making due to immediate feedback.	Spontaneous nature may lead to unwise statements; people are unable to refer to the communication once it is said unless a record is made.
Written communications	Message can be revised for exactness, can be archived for reference, can be studied. Appropriate for legal and formal business functions.	Message is static, sender does not receive immediate feedback. Hard for the sender to gauge if the receiver has understood.
Multimedia	Instant, global, and adaptable to multiple targets.	Technical difficulties and hack attacks threaten the security of organizations and their customers/clients.

#### 4.2.2. Facts, suggestions

Workplace communication culture has become part of everyday practice. Through these approaches, the personality of the person enriches, and the communicative manifestations becomes important.



#### Some suggestions:

- ✓ Through our communication, we provide an image of ourselves, our world view, our relationship with ourselves, so it is an important consideration, even if it sounds like a stereotype to trust ourselves.
- ✓ When it comes to solve a problem, do not approach why I cannot solve it, but look for the arguments for how to accomplish it. I am sure that we all had such an experience in our lives when we thought we couldn't do anything, and finally we did! If you practice this strategy on your own, you will eventually develop the coping mechanism and will be more confident about the new tasks.
- ✓ Not only the communication, the appearance is an important aspect too, the dress code. Therefore, dressing should not be provocative, the extremes of fashion should be avoided, it should be adapted to our individuality, occasion and context. Attentive attitude and respect for respect all contribute to engaging in engagement. A polite attitude and the respect we provide are contributing in pleasing appearance.



#### 4.2.3. Non-verbal BC

##### **The role of non-verbal communication in business:**

- Informs the people involved in communication and refers to the relationship between them. Suitable for creating the first impression and indicating the relationship the partner has with us: indifferent, accepting, rejecting.
- Manages the communication process. If you want to make a connection, if you want to speak to a partner, if you want to offer a place - such as handshake, an eye-contact, etc.
- It divides and emphasizes what is to be said. Emphasizing, listening, speaking, and pausing can strengthen or weaken what has been said.
- Our posture can express our emotions, interests, and relationships with our partners. For example, a head held high, a straight posture has a positive message, while a hunched posture may indicate illness, and a lack of self-confidence sadness. It is inappropriate for the person to swing on the chair during the job interview, at the trial, to sprawl, to put the feet on the table, to put the elbow on the table, etc.

Posture	Meaning
Hunched	Lethargy
Straightened	Fun, confidence
Forward-leaning	Openness, interest
Leaned-back	Defending, not interested
Crossed arms	Defend
Non-crossed arms	Willingness to watch

#### 4.2.4. Checklist

John Thill and Courtland Bovee, Thill, J. V., & Bovee, C. L. (2004). *Business communication today* (8th ed.). Upper Saddle River, NJ: Prentice Hall. two leading authors in the field of business communication, have created a checklist for planning business messages. The following twelve-item checklist, adapted here, serves as a useful reminder of the importance of preparation in the writing process:

1. Determine your general purpose: are you trying to inform, persuade, entertain, facilitate interaction, or motivate a reader?
2. Determine your specific purpose (the desired outcome).
3. Make sure your purpose is realistic.
4. Make sure your timing is appropriate.
5. Make sure your sources are credible.
6. Make sure the message reflects positively on your business.
7. Determine audience size.
8. Determine audience composition.
9. Determine audience knowledge and awareness of topic.
10. Anticipate probable responses.
11. Select the correct channel.
12. Make sure the information provided is accurate, ethical, and pertinent.

#### 4.3.1. Online communication channels

##### Commonly used online media's

1. Which messaging, communication channels do you find appropriate to get in contact with an employer?
2. Which communication tools do you consider accurate for self-presentation?



Snapchat



WeChat



WhatsApp



Blogs



Facebook messenger



Google Hangouts



Twitter



E-mail



Skype



Viber



Telegram



Linkedin



Line messenger



Facebook



Youtube



Intsagram



Source: Pixabay.com

## 4.3.2. E-mail etiquette

### *How to write a good e-mail?*

Every email has the same basic structure: Subject line, greeting, email body, and closing. But as with every written form of communication, there are some rules and standards that should be followed. Here are some dos and Don'ts you should take into consideration:

#### DO'S

**DO** look at your e-mail address and think about how it represents you. Does your e-mail address suggest interest and seriousness? An e-mail address may embarrass you while communicating with an employer.

**DO** pay attention to include a heading in the subject line. Often messages without a subject land in Spam, or are not considered by the recipient. If you want somebody to read your message, a subject header may be very essential.

**DO** make the subject line meaningful. The subject line should raise attention. The recipients may decide about the importance of a message based on the subject line. Try avoiding subject line like "Hi" or "Hello". You could instead write a short summary of the e-mail: "Job application as driver".

**DO** personalize your message to the recipient. Pay attention to include a personal greeting, such as, "Dear Ms. Jones," or "Hi, Jack." Missing to include a greeting can make your message seem cold.

#### DON'TS

**DON'T** forget to check for spelling and grammar. If you think that your message you want to convey does not have to be perfect, you should think again! In the eyes of the recipient, like an employer, it represents you. Poorly written messages may indicate a poor caliber of work in other ways. Use proper punctuation and grammar, and always check your spelling.

**DON'T** write the great novel. Email is intended to be a brief communication. Keep the message short and concise. Use only a few, brief paragraphs.

**DON'T** forward emails without checking first or whiteout permission. You may send unintentionally unnecessary or confidential information.

**DON'T** send your e-mail before checking all details, subject lines, greetings, signature. Fill in the "TO" line only after you've written and proofed/edited your message. Is the information accurate? Grammatically correct? In an appropriate tone? If you enter the "TO" information first, a quick inattention can send a message before its time!

**DO** account for tone. When you communicate in person being face-to-face to someone, more than 90% of your message is non-verbal. But in case of e-mails the recipient cannot see your face or hear the tone of your voice, so choose your words carefully and thoughtfully. Think about how your words will come across.

**DO** include your name or a signature with additional details and contact information. The recipient may want to communicate by means other than email.

**DO** reply to all emails, especially those sent from an employer. Give a timely and polite reply to each legitimate email addressed to you. Let the sender know you received their email or inform them if their email was sent to the wrong recipient.

**DON'T** assume the recipient knows what you are talking about. Create your message as a stand-alone note, even if it is in response to a chain of emails. This means no “one-liners.” Include the subject and any references to previous emails, research or conversations. It can be frustrating and time consuming to look back at the chain to brush up on the context. Your recipient may have hundreds of emails coming in each day and likely won’t remember the chain of events leading up to your email.

**DON'T** think that no one but the intended recipient will see your email. The recipient may overhand it to other persons.



### **4.3.3. ADVICES FOR SOCIAL MEDIA POSTS AND ONLINE SAFETY:**

#### **Check Your Privacy Settings**

In most cases, the default privacy settings will give posts the most public exposure which can be very dangerous. Even if you think you are being careful about what you post, you may post sensitive information without even realizing it. Setting up privacy settings can help to avoid exposure to inappropriate or upsetting content like mean, aggressive, violent or sexual comments or images. Furthermore it can avoid falling into predators nets.

Important Privacy Setting Resource Links:

[Facebook Privacy Settings](#) /  
[Twitter Privacy Settings](#) /  
[Control Visibility on Instagram](#)  
[Linkedin Privacy Settings](#)

**Before posting about yourself, your future or current job, answer these questions before:**

- Does it really represent me?
- Would I want my family and friends to read/see this?
- Would I want my (future) employer to read/see this
- Would I sustain this opinion openly to my friends/employer?
- Would this breach a confidence?
- Do I have permission to post or tag photos of friends, colleagues? Would I upset them posting about/with them?

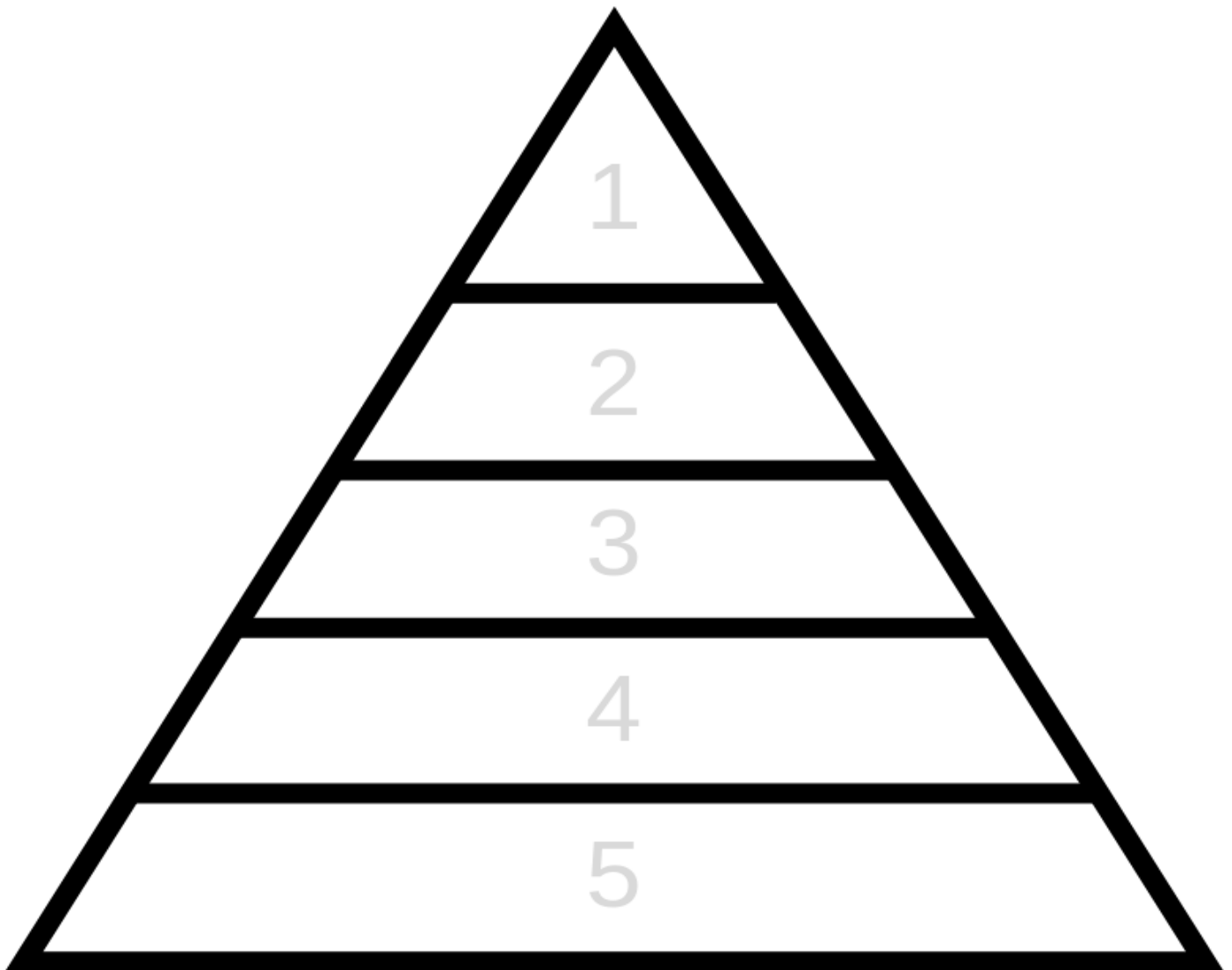
**Avoid using location services**

**Avoid posting that you are going on vacation, or posting pictures while on vacation**

Avoid meeting off line persons you've met online, never agree to meet them off line (even if it feels like you know him/her; you really don't know who he/she really is.

More content on <https://www.betterinternetforkids.eu/>

## 5.1. My network



1. Who do you live with? Who do you talk to every day in person?
2. Who do you meet several times a week? Who do you talk to very often online?
3. People you encounter less often but have a personal relationship with them (e.g. distant relatives, neighbours)
4. People with you are in formal relation (e.g. teachers, past employers, social workers, etc.)
5. People and organizations, you do not have a personal relationship with (e.g. local government officers, business owners, NGOs)



## 5.2. SWOT analysis

Of the environment

Strengths	Weaknesses
Opportunities	Threats

### 5.3. Micro-project development

#### Local community

Problems	Possible solutions
Needs	Possible solutions

#### Project vision:

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#### Risk analysis

<b>Objective risks</b> (natural, social, technological)	
Prevention	
<b>Subjective risks</b> (fault, mistake, misunderstanding)	
Prevention	

#### Stakeholders (people, institutes)

<b>Beneficiaries</b>	
<b>Project manager(s)</b>	
<b>Project team</b>	
<b>Others</b>	
<b>Authorities</b>	
<b>Sponsors</b>	

## Resources

	What?	Where from?
Information, knowledge		
Tools, materials		
Approvals, permissions		
Resources		

## Subtasks

	Task	Responsible	Deadline
D1			
D2			
D3			
D4			
D5			
D6			
D7			

## Timeline



## Dissemination

What?	When / how?	Where?

## 5.4. Business Plan

### Opportunity

Problem worth solving

*Describe briefly, why your business exists? What problem do you solve for your customers?*

Your solution

*What is your product or service about? What is unique and special about your business?*

Target market

*Describe your key customers – who and how many they are and what their key attributes are?*

Competition

Current alternatives

*What products/services are people using now instead of yours?*

Your advantage

*Why is your solution better than the others?*

**Marketing plan**

*How will you get your solution to the target market? Will you advertise? How? Where?*

**Operation**

Location

*Describe the location of your business, if it is relevant.*

Technology

*E.g. machines, computers and other devices, software you need to run your business.*

Equipment and tools

*Any specialty equipment you need that you have or plan to acquire to do your work.*

**Milestones**

*List the key milestones and the dates that you hope to accomplish them by.*

<b>Milestone</b>	<b>Date</b>

## Company

*Describe the owners, management and advisory team of your company/institute.*

## Financial plan

### Start-up costs

<b>Cost item</b>	<b>Months</b>	<b>Cost/month</b>	<b>One-time cost</b>	<b>Total cost</b>
Advertising/marketing				
Salary				
Rental costs				
Means				
Registration				
<b>TOTAL</b>				

### Profit & Loss

<b>Revenues</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Product sales				
Service sales				
Grants				
Other				
<b>TOTAL REVENUES</b>				
<b>Expenses</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Advertising/marketing				
Salary				
Rental costs				
Means				
Others				
<b>TOTAL EXPENSES</b>				

## Elevator pitch

*Short presentation about your business – imagine that you are in an elevator with somebody and you have 2 minutes to convince this important person to buy your solution and/or help your business!*

# Examine Your Interests Questionnaire

## Completion Instructions

Your interests reflect your preference for doing some activities instead of others and can help you choose an appropriate career. Simply score the following statements from 1 to 5 in the clear box alongside each one. If you strongly disagree with a statement – score 1, and if you strongly agree score 5. Add up your scores for each column and put the overall score boxes overleaf. If you rank your scores in order the top 3 represent your major interest areas.

I like ...	P	E	S	C	I	O
working out how to get things done efficiently						
repairing and fixing machines						
producing designs from my own ideas						
being physically active						
managing a team of people						
working our problems						
working with people						
getting the details right						
to be different						
exploring new ideas for research and purposes						
helping people learn new skills						
making or building things with my hands						
gathering information						
learning new things						
using my imagination in my work						
persuading people to do or to buy something						
organising things, people and events						
providing care for people in some way						
making decisions						
carrying out research projects						
briefing a sales team about a new product						
making lists						
expressing myself in music, painting or writing						
working with community groups						
questioning established theories						
taking calculated risks						
designing or servicing equipment						
analysing statistical data						
working outside in the fresh air						

I like ...	P	E	S	C	I	O
listening to people's problems						
analysing a company's annual accounts						
selling something I have created						
writing letters, reports and articles						
using hand/machine tools to make things						
being involved in a community arts project						
giving advice on grants or benefits						
<b>Totals for each column</b>	<b>P</b>	<b>E</b>	<b>S</b>	<b>C</b>	<b>I</b>	<b>O</b>

## Overall scores

### P Score ☐ Practical

You may enjoy working with tools, machines or animals, rather than people. You tend to prefer solving manual, mechanical, or electronic problems in a logical way. You may be good at using your hands to design, make or mend things. You prefer to use your physical skills, possibly out of doors and may be well co-ordinated or agile.

### E Score ☐ Enterprising

You enjoy working on projects, taking risks, organising or influencing other people. You may be ambitious, outgoing, independent, energetic, self confident, enthusiastic. You may want to develop your skills to lead, manage, motivate or persuade others. Careers with status, power, money or variety may attract you.

### S Score ☐ Social

You enjoy working with people. You tend to be friendly, sympathetic, helpful and sensitive to others. You may enjoy being close to other people, sharing problems, or managing a team. You may be interested in careers involving training, informing, understanding or helping people, such as teaching, nursing or counseling.

### C Score ☐ Creative

You enjoy developing your skills in art, music, drama or writing. You may prefer to work with your mind, body or feelings, enjoying beauty, variety, unstructured activity, unusual sights, sounds, textures or people. You tend to be talented, non conformist, sensitive and expressive and want to use your creative abilities in some way.



**I    Score    ☐    Investigative**

You enjoy intellectual challenges, focusing on ideas and using your thinking skills. You tend to be curious, independent, logical, and sometimes, introspective or unconventional. You may be more interested in solving problems than working with people or machines. You may have related interests in maths, science or medicine.

**O    Score    ☐    Organisational**

You enjoy working with people, data and things where you can establish clear systems for your own and others' work. You may be particularly good with details and can be relied upon to work accurately and to get things done. You may be interested in a work environment that is fairly structured such as administration.