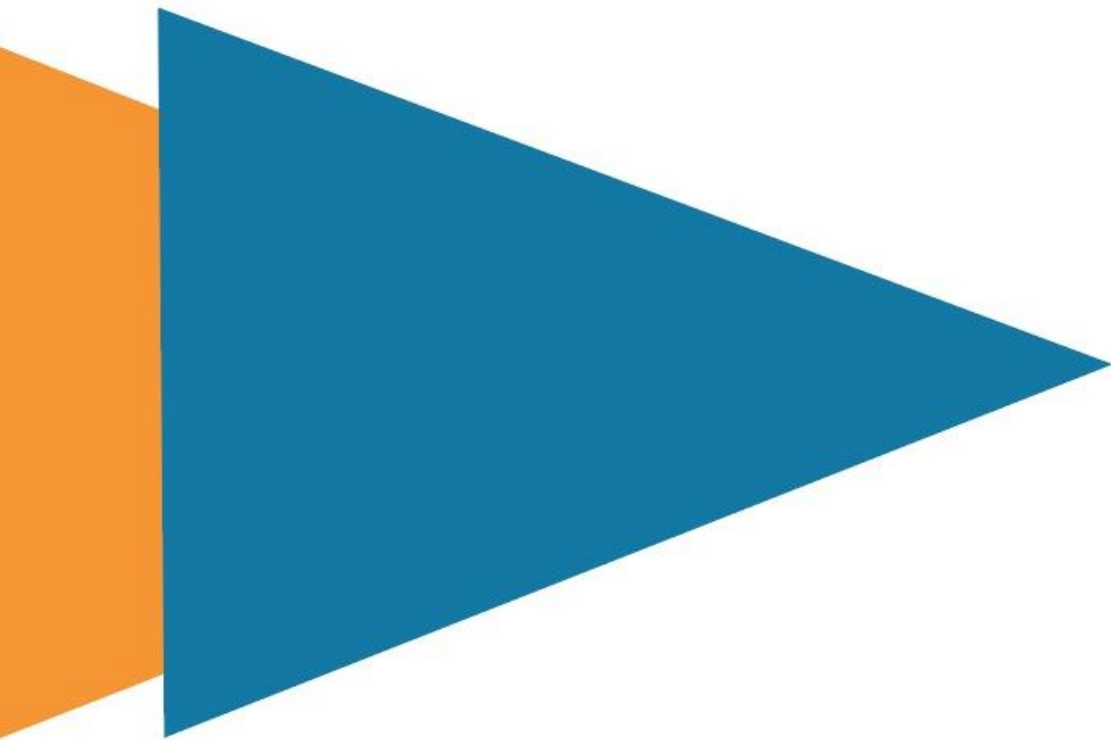


CURSOR: Crafting Career Roadmaps

In-service Training Programme Handbook



Crafting Career Roadmaps

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Introduction to the project CURSOR

The project CURSOR- Crafting Career Roadmaps is a Strategic Partnership with the aim to tackle the issue of youth unemployment and social exclusion. The project offers youth workers an opportunity for professional development along with innovative tools to use in their work to support young people with fewer opportunities in Career Planning.

With CURSOR, the partners seek to enhance the international dimension of youth activities and promote high-quality and inclusive youth work.

Project identity

The project is co-funded by the EU Programme Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices.

Action: Field: Strategic Partnerships for youth.

Main objective: Development of Innovation.

Project Partners

The CURSOR consortium comprises four partners representing Cyprus, Ireland, Poland and Romania.



Cyprus Organisation for Sustainable Education and Active Learning – SEAL CYPRUS – Cyprus

SEAL CYPRUS is a non-profit organisation based in Nicosia, the ethnically divided capital of Cyprus. Our members are from both ethnic groups. Our activities include volunteer actions in social issues, cultural events, and educational programs. We are experienced in working with participatory methods and techniques of non-formal education. We use a wide range of innovative interactive educational methods to provide open and distance learning, non-formal education, e-learning and on the job training. We are working with individuals, non-profit organisations, and public sector entities. www.sealcyprus.org



Universitatea Din Pitesti – UPIT – Romania

University of Pitești (UPIT) has over 10.000 students, 500 staffs and 6 faculties (www.upit.ro). UPIT areas: education/training; scientific/applicative research; guidance/counselling; professional orientation; international cooperation; publishing. Its staffs are accredited and have experience in EU projects. UPIT has specialised departments: Training Center, Teaching Staff Training Department, Centre for Sustainable Development Projects, International Cooperation Center, Research Centers, Centre of Higher Education Quality Assurance, Publishing House, etc. UPIT is member of European Universities Association (EUA), Danube Rectors' Conference (DRC), Agence Universitaire de la Francophonie (AUF), European Forum of Technical and Vocational Education and Training (EfVET), European Distance and E-Learning Network (EDEN). www.upit.ro



Tomorrow Sp. z.o.o. – Poland

Since 2008, Tomorrow links technology and innovation to provide their clients with unique multimedia solutions. Our experts' craft bespoke solutions fit the needs and high expectations of the market and users. Our company owns proprietary, well-tested technology, based on international standards, allowing us to create virtual environments, mobile apps, entire platforms or training simulators, used in business, industry, IT environments as well as education and culture. Tomorrow actively uses „gamification” systems – that is, introducing techniques and design typical for games in different contexts. Tomorrow's clients include Poland's largest organizations (500+), including financial organizations (banks, insurance companies), universities and NGOs, or state and local authorities. www.tomorrow.pro



Future In Perspective Limited – FIP – Ireland

Future In Perspective Limited is a private company working in the field of vocational training, adult education, youth development, e-learning, digital media and social inclusion. The company focuses its work in 6 main areas, namely: conducting research and analysis in the fields of education and business development; developing continuous professional development training resources for front-line youth workers, VET and adult education professionals; developing training to support workplace learning; designing evaluation and quality assurance frameworks; multi-media design and developing media-rich learning resources; developing branding concepts and promotional campaigns for community and voluntary education providers to re-engage reluctant learners. www.fipl.eu

Introduction to the CURSOR Career Planning Resources

The partners in the project CURSOR have developed a full suite of innovative tools for youth workers who wish to support young people with fewer opportunities in Career Planning. These tools are educational resources for career planning that can be used in day-to-day youth work.

The project CURSOR has developed career planning resources and tools to be used by youth workers to support young people to take control of their career. The resources have been developed based on a thorough needs analysis which was the initial stage of the project CURSOR. The needs analysis has been developed in parallel with a **Learning Outcomes Matrix**. The resources are grouped into four themes:

SELF: Understanding your personality, interests and values

STRENGTHS: Know how to use your talents and personal qualities

HORIZONS: Visualise yourself in the world of work, training and learning

NETWORKS: Identify who can support you finding opportunities for education and work

The classification of the above themes has been inspired by the Career Management Skills (CMS) Framework of Scotland. If you wish to find out more on the CMS Framework, visit https://www.skillsdevelopmentscotland.co.uk/media/34749/career_management_skills_framework_scotland.pdf

The developed learning resources constitute a complete in-service training programme for the continuous professional development of front-line youth workers. With the use of these resources, youth workers can support young people to acquire career planning skills and identify their career pathways.

Each learning resource has been produced in video format to support learning in a variety of different learning environments. The video has been uploaded on the E-learning portal of the project but also on Youtube. All the resources are available in all partner languages; Greek, English, Polish, and Romanian.

Six resources have been developed for each of the themes of Self, Strengths, Horizons, and Networks; three of them being Introductory (I) and three of them being Advanced (A). The structure of the resources is as follows:

R1 Self 1 (I) - Work Values

R2 Self 2 (I) - My Self in Society

R3 Self 3 (I) - The Sense of Self

R4 Self 2 (A) - Self-knowledge Journal

R5 Self 5 (A) - Stress Management to Build Personal Resilience

R6 Self 6 (A) - The Social Self

R7 Strengths 1 (I) - Strengths Development Planner

R8 Strengths 2 (I) - Personal Timeline - Tracking my Achievement

R9 Strengths 3 (I) - Evaluate Your Strengths

R10 Strengths 4 (A) - Growth Mindset
R11 Strengths 5 (A) - Using my Strengths to Set Career Goals
R12 Strengths 6 (A) - Boost your career

R13 Horizons 1 (I) - Growth Tree
R14 Horizons 2 (I) - Identifying Transferrable Skills
R15 Horizons 3 (I) - Plan your career pathway
R16 Horizons 4 (A) - Personal Scenario Planning
R17 Horizons 5 (A) - Presenting Transferable Skills
R18 Horizons 6 (A) - Factors around planning career pathways

R19 Networks 1 (I) - Making Connections
R20 Networks 2 (I) - Developing your Elevator Pitch
R21 Networks 3 (I) - Networking - why to do it
R22 Networks 4 (A) - Social Networking Diary
R23 Networks 5 (A) - Building EQ for Career Success
R24 Networks 6 (A) - Networking - how to do it

For each of the above educational resources, the partners have developed additional educational material. This material constitutes the Handbook you are now holding in your hands or reading online.

For each of the resources, you can find the following material: Theoretical background, guidelines on how to use the resource and, references (in the cases where there are additional resources you can study).

The aim of the guidelines on how to use the resources is to ensure that front-line youth workers, youth leaders, youth volunteers and any other potential intermediaries are confident in using them to support young people in career planning.

Youth workers in online learning environments

The importance of the internet needs to be taken into account in youth work since these online tools are often the first stop for young people. As youth work adapts to new contexts, greater diversity of formats is required to reach wider audiences of young people; particularly those who usually do not take part in youth activities like the young people with fewer opportunities.

Youth workers today need to be prepared to guide young people on how to navigate the internet with a critical mind. They need to guide them to harvest the opportunities the internet provides for learning and personal and professional development.

Some of the benefits of taking up online learning courses are:

LOWER COST

On the whole, most online classes are considerably less costly compared to the traditional classroom setting. There are no transportation, lodging, or meal expenses. Learning materials such as textbooks and manuals can also be available digitally, which comes at a lesser or no cost to the learner. In the case of CURSOR, enrolment in the project e-learning platform is (and will remain) free of charge.

LEARNER'S PHYSICAL CONVENIENCE

An obvious benefit to online courses is accessibility. Learners don't need to leave their home and can conveniently take their course. This is particularly appealing for learners with disabilities, as their limitations present concerns that would arise in a more traditional learning setting. The internet and the computer, the laptop, and the smartphone provide accessibility and visual and auditory impairments.

TIME FLEXIBILITY

Online classes remove the inconvenience of standard times scheduling by allowing learners to take their courses at their convenience. Online courses also minimise scheduling conflicts with personal responsibilities, such as work and family commitments by allowing learners to continue their courses at their own pace.

PROFESSIONAL DEVELOPMENT

It is essential to understand that the internet gives youth workers the opportunity to pursue professional development by attending online courses in relation to their occupation. The lack of opportunities for professional development for youth workers has been one of the primary needs that have driven the design of the project CURSOR.

The partners' ambition is that the youth workers in their wider networks will guide the young people in their career planning with the help of the resources that have been developed by the project. It is important to mention here that all the resources we have created can help the users learn in a self-directed way.

There are four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning. The role of self-directedness is considered paramount in maintaining one's employability. We believe that with the project CURSOR, we have covered all the above mentioned stages. What's more, we have created the material and the structure to support self-directed learning in an online environment.

The online learning environment has been the fastest-growing educational context in the last decade (2010- 2020). For the design and the development of the online environment of the project CURSOR, the course management tool that has been chosen was eFront.

eFront has been selected because it has the following characteristics: it is content friendly, it has an assessments engine with native support for multiple types of questions, quizzes, and tests with reporting on all results, and it supports certification of learning. Moreover, the learners can access the CURSOR e-learning platform from their smartphones.

CURSOR E-Learning Portal

An e-learning portal to help you manage your career! You can even get a certificate after finishing each step! Available in English, Greek, Polish, and Romanian. In the e-learning portal of CURSOR you will find modules on four themes:

SELF: Understanding your personality, interests and values;

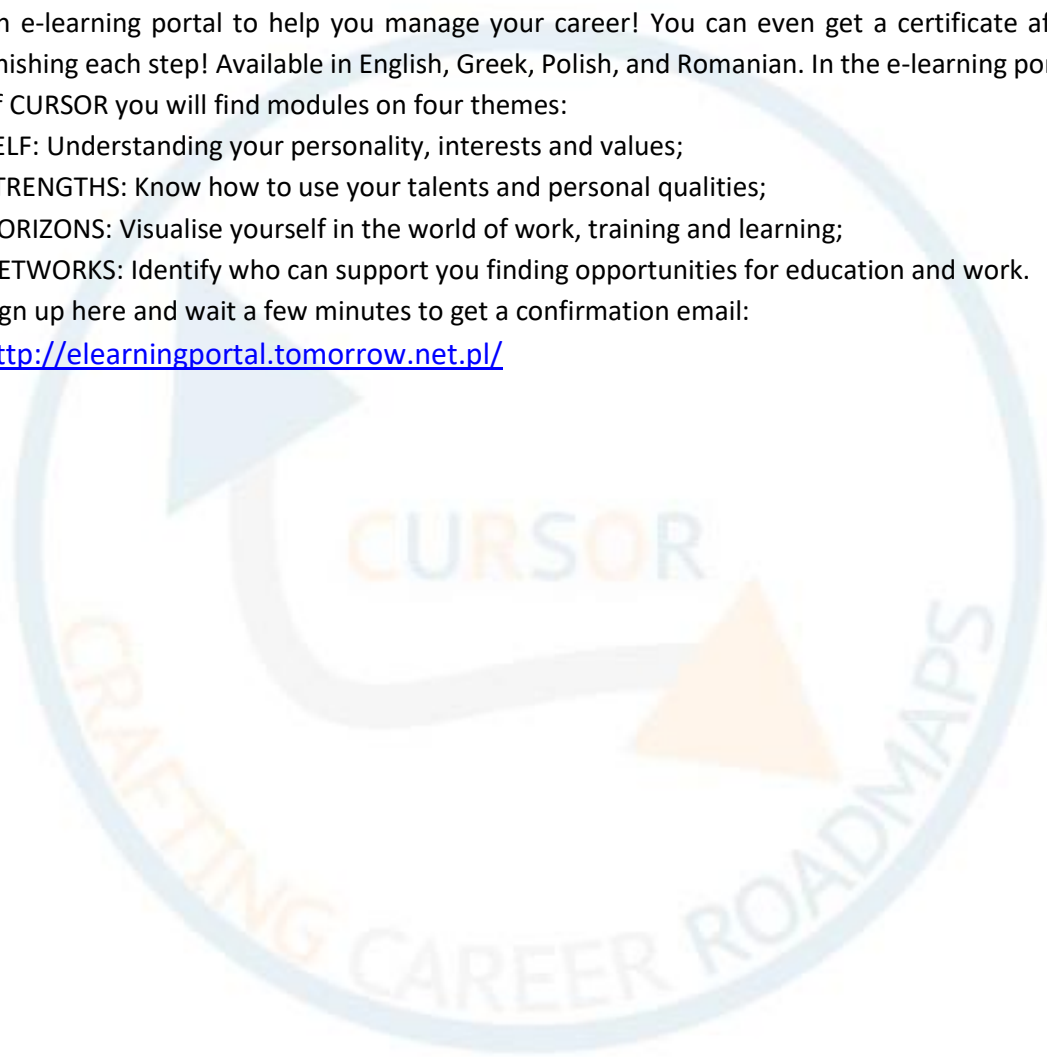
STRENGTHS: Know how to use your talents and personal qualities;

HORIZONS: Visualise yourself in the world of work, training and learning;

NETWORKS: Identify who can support you finding opportunities for education and work.

Sign up here and wait a few minutes to get a confirmation email:

<http://elearningportal.tomorrow.net/pl/>



Learning Outcomes Matrix [LoM]

The Learning Outcomes Matrix (LoM) has been prepared based on the findings from the desk and field research performed in Cyprus, Ireland, Poland and Romania, according to the Learning Outcomes identified and presented within the national research reports elaborated by CURSOR project partners.

Learning Outcome	Knowledge	Skills	Attitudes/ Competencies
LO1: Learning how to support young people develop their sense of self within society	K1.1 Have knowledge of how to use popular models to help young people develop and maintain a positive self-image.	S1.1 Develop self-image in young people S1.2 Use tools to support young people in work- personal life reconciliation	C1.1 Amplified sensitivity in work- personal life reconciliation issues
LO2: Learning how to enable young people to build on their strengths	K2.1 Have knowledge about models that help understand which types of professions are matching to each personality	S2.1 Use inventories that reveal the professional personality of the young people (i.e. the Holland test)	C2.1 Increased understanding of the relationship between personality and career.
LO3: Learning how to enable young people to develop relationships and network of support	K3.1 Have knowledge how to build professional networks	S3.1 Use LinkedIn to build a professional network online	C3.1 Increased awareness of the importance of social networking in career planning

Learning Outcome	Knowledge	Skills	Attitudes/ Competencies
LO4: Learning how to support young people to access and effectively use a full range of career management products and services at a time and place that suit their needs	<p>K4.1 Have intermediate knowledge of the topics of the CURSOR Career Management Resources</p> <p>K4.2 Have advanced knowledge of how to use the CURSOR Resources in a range of settings</p> <p>K4.3 Have advanced knowledge of the key learning outcomes to be achieved on completion of the CURSOR Career Management Resources</p>	<p>S4.1 Use the CURSOR Career Management Resources in an educational setting with young people</p> <p>S4.2 Teach in a blended learning environment</p> <p>S4.3 Develop an assessment framework for the CURSOR Resources to be used with young people</p>	<p>C4.1 Demonstrate how to use the CURSOR Career Management Resources with young people</p> <p>C4.2 Develop a lesson plan for integrating CURSOR Career Management Resources into teaching/coaching sessions</p> <p>C4.3 Assess if the learning outcomes for each of the CURSOR Resources have been achieved</p>
LO5: Learning how to enable young people to identify opportunities to develop their learning goals and employability skills	<p>K5.1 Have intermediate knowledge of the range of education and training programmes available to young people locally, nationally and also online.</p> <p>K5.2 Have intermediate knowledge of digital tools and resources that can be used to develop career management skills.</p> <p>K5.3 Have intermediate knowledge of how to set realistic learning goals for disadvantaged learners</p>	<p>S5.1 Identify learning opportunities for young people</p> <p>S5.2 Use digital resources to encourage young people to re-engage in education and training</p> <p>S5.3 Formulate learning goals for disadvantaged learners that are SMART.</p>	<p>C5.1 Demonstrate how to identify learning opportunities</p> <p>C5.2 Demonstrate how to use digital tools to find learning opportunities online</p> <p>C5.3 Instruct young people on how to set SMART learning goals for themselves</p>

<i>Learning Outcome</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes/ Competencies</i>
LO6: Learning how to support young people to research possible career pathways, how to plan a career for themselves and understand how the labour market works	<p>K6.1 Intermediate knowledge in how to research different careers</p> <p>K6.2 Intermediate knowledge of how to plan a career pathway for different careers, using the information that is available online</p> <p>K6.3. Advanced knowledge of the processes involved in applying for a job</p>	<p>S6.1 Research skills</p> <p>S6.2 Critical thinking skills</p> <p>S6.3 Coaching skills</p>	<p>C6.1 Demonstrate to young people how to research potential careers</p> <p>C6.2 Demonstrate to young people how to plot a career pathway for their chosen careers</p> <p>C6.2 Explaining the job application and acquisition process to young people</p>
LO7: Acquiring Social and civic competences	<p>K7.1. Define general and specific social, political and cultural concepts</p> <p>K7.2. Identify general and specific social, political and cultural features and trends of various environments (local, regional, national, European, international)</p> <p>K7.2. Describe the peculiarities of different social, political and cultural environments</p>	<p>S7.1. Explain social, political and cultural concepts</p> <p>S7.2. Apply theoretical knowledge to investigate and assess the environment according to social, political and cultural particularities (especially with a focus on existing cultural realities: traditions, habits, patterns, practices, etc.)</p>	<p>C7.1. Instruct trainees in relation to interpersonal and cultural competencies</p>

Learning Outcome	Knowledge	Skills	Attitudes/ Competencies
LO8: Working strategy according to a heterogeneous group	<p>K8.1. Present and explain working strategies</p> <p>K8.2. Select and match working strategies according to individual and group profile</p> <p>K8.3. Determine (identify or outline) the heterogeneous group characteristics</p>	<p>S8.1. Diagnose the characteristics of a heterogeneous group</p> <p>S8.2. Analyse and plan/organize the work strategy according to the group peculiarities</p>	<p>C8.1. Develop peer-to-peer learning</p> <p>C8.2. Apply group integration strategies</p>
LO9: Acquiring different techniques and resources of career planning according to the background of the learners	<p>K9.1. Have knowledge of techniques of career planning and new career planning resources</p> <p>K9.2. Have knowledge upon the group members' background identification</p> <p>K9.4. Recognise and explain the advantages/benefits of online learning environments</p>	<p>S9.1. Demonstrate understanding of the career planning techniques</p> <p>S9.2. Connect career planning techniques to the learners' background</p>	<p>C9.1. Apply correct profile identification tools</p> <p>C9.2. Efficiently use career planning techniques and new resources</p> <p>C9.3. Develop a career plan according to the profile</p> <p>C9.4. Act independently within online learning environments</p>

RESOURCE 1- SELF 1- INTERMEDIATE LEVEL: “WORK VALUES”

Theoretical background

Work values are one’s beliefs and ideas about their profession or job. They are closely tied to an employee's needs, and they are often linked to motives and incentives. The work values are important for choosing a profession, and they influence job satisfaction. It is essential to identify what work values you appreciate the most before you choose a career or decide whether to accept a job offer.

The resource “Work Values” has been developed based on the approach of the Theory of Basic Human values, developed by Shalom H. Schwartz. The Theory of Basic Human Values tries to measure Universal Values that are recognised throughout all major cultures. Schwartz’s theory identifies ten such motivationally distinct values and further describes the dynamic relations amongst them. In addition to identifying the ten basic values, the theory also explains how these values are interconnected and influence each other since the pursuit of any of the values results in either agreement with one another (conformity and security) or conflict with at least one other value (benevolence and power). Tradition and conformity share particularly similar motivational goals. Values can lightly or more strongly oppose each other. The first dimension is the openness to change versus conservation, which contrasts independence and obedience. The second bipolar dimension is self-enhancement versus self-transcendence and is concerned on the one side with the interests of oneself and, on the other side, of the welfare of others. Although the theory distinguishes ten values, the borders between the motivators are artificial, and one value flows into the next. In the following table, you can see the comparison between the ten universal values of Schwartz and the work values we have chosen to present to the learners.

Universal Values- Schwartz’s model	Work Values- CURSOR project
Benevolence	Cooperation
Universalism	Diversity
Achievement	Enterprising
Power	Influence
Self-direction Stimulation	Innovation
Achievement	Intellectuality
Security Conformity Tradition	Structure

How to use the resource

To use this resource in your work with young people, you can start by introducing the meaning of the work values. You can then present the seven central work values:

Cooperation

It concerns teamwork and collaboration with others in the workplace. People who give weight to these values prefer a working environment where people are cooperative. They seek understanding, appreciation and tolerance. They pay great attention to the working climate and the relations with their colleagues.

Diversity

It concerns the preference for variety and different experiences. People who give weight to these values prefer to work with people from different cultural backgrounds. They seek diversity and can efficiently work in multinational environments or even in another country on their own. They also prefer switching tasks and goals.

Enterprising

It is about doing business. People who give weight to this value want to set goals and timetables and seek success. They are focused on profit and do not hesitate to risk.

Influence

It concerns control over people and procedures. People who value influence want to be in a working environment where they have the opportunity to influence people, resources or situations. They like making decisions.

Innovation

It represents the need to find creative solutions to problems. People who give value to innovation want to produce original ideas and can be creative.

Intellectuality

It concerns the need to engage in theoretical issues. People who value this value are of great interest in theoretical analysis. At the other end, people who have a practical orientation appreciate finding immediate and tangible results.

Structure

It represents the preference for professions with specific rules. People who appreciate the structure in the working environment want to have a particular professional outline of their role and take clear directions. They like to know from the beginning not only what to do but also how to do it.

At this point, you should provide the space for fruitful dialogue with the young people. Later, you can guide the young people to use the grid “Value your work values” which you provide as a handout. You should explain that “one” is the lowest grade while the “ten” is the highest. In the end, you can discuss the individuals’ grids while stressing the importance of knowing one’s value to choose a profession or to accept a job offer.

RESOURCE 2 - SELF 2 - INTRODUCTORY LEVEL: “My Self in Society – Understanding my Roles and Relationships”

Theoretical background

This resource and activity aim to support young people to appreciate that they occupy a range of different roles in life and that for each role, they take on the expectations of others as well as some personal responsibility. By developing this appreciation, young people will be supported to understand that they have many different skills and talents that they have honed through their various social roles and through the relationships they have developed in their lives so far.

When young people are suffering from low self-esteem, they may struggle to see their abilities and talents or to appreciate the range of different activities they are competent in. They may feel low about themselves and have a sense of helplessness when it comes to choosing a career pathway because they genuinely believe that they are not good at anything. This short resource aims to achieve that young people will begin to appreciate the range of roles and abilities they already have in life, without even being aware of it. Also, to take confidence from their ability to engage with others and live up to the expectations of others in these social roles.

If young people have low self-esteem, this activity may also help them to identify individuals or relationships which contribute to their low self-esteem. This will be very beneficial for the young people to be aware of so that they can correct the imbalance in their personal or professional relationships.

How to use the resource

To use this resource in your work with young people, first, you should introduce some of the different social roles that we occupy in life – you can use yourself as an example if you wish – and for each role, you should outline the expectations, responsibilities, skills and abilities associated with that role.

Next, you can ask all young people in your group to draw a graph to highlight each of their social roles. For each role, you should ask them to list the role, who expects what from them in this role, how the role makes them feel, what responsibilities they have in this role and what skills and abilities they have developed through this role/they need to be good in this role. Throughout this exercise, you can move between learners to support them in creating their social role graph.

After 30 minutes, you can invite volunteers to share their charts with the whole group. Once the presentations are all finished, you can ask young people to select which social role they

prefer the most, to share this with the group and to explain why they picked this social role as their favourite.

As a follow-up discussion, you can ask young people to reflect on their most preferred social role and ask, are there any careers that would allow them to live in this social role – or to apply their skills in this role to a different setting? Also, would they be interested in conducting further research into this career?



RESOURCE 3- SELF 3- INTERMEDIATE LEVEL: “The Sense of Self: Brief Introduction”

Theoretical background

Every person is a unique individual with thoughts, emotions and behaviours. This person has the ability to see, understand and know the world around him in a way only he can. There were adults in his life that helped him to develop these abilities and himself. And so, he used his experiences to develop a Sense of Self.

The resource “The Sense of Self: Brief Introduction” has been developed based on a literature review (see reference list) in the field of ‘Self’ and ‘Sense of Self’.

Our Sense of Self includes the roles, attributes, behaviours and associations that we consider most important about ourselves. Examples of things that help to develop who we are as individuals can include our occupations, hobbies, affiliations, abilities, personality traits, and spiritual beliefs. How we identify and how we feel about ourselves is mostly the result of our environment and immediate surroundings. As we grow and mature over our lifetimes, our identities can also change depending on time and place. Relationships, parenthood, and other life events can help shape our identities. Our interactions with others can also shape our Sense of Self. A Sense of Self encompasses the individual’s self-esteem, self-worth, identity and self-image. It is a combination of the way the persons see themselves, their experiences and their environment and how they feel about themselves.

How to use the resource

To use this resource in your work with young people, you can start by defining the Sense of Self. You can then present the seven experiences that contribute to the construction of a positive Sense of Self:

Acceptance and respect

The level of recognition and respect you get from relevant adults is a strong contributor to your sense of personal identity. Respect for others is communicated through the expression of genuine thoughts and interests as well as holding reasonably high standards for their behaviours and ability levels. Non-judgmental communication and view of families are also important components of respect.

Success with a meaningful task

A positive Sense of Self is derived from meaningful achievements. You must, therefore, be creative in identifying activities and tasks in which you can experience meaningful success and ideally a sense of contribution.

Association of positive role models

People who are reminded of someone with strong values or great inner strength prior to beginning a complex task tend to put more effort into it and achieve at higher levels than if they had not had the positive association before starting the task.

Honest feedback

When giving feedback to an accomplished task, it should be honest, respectful and specific to the task at hand. Rather than saying “Good job!”, try saying, “Wow! You worked so hard. That took a long time, and you didn’t give up.”

Genuinely challenging and meaningful tasks

Creating experiences that are meaningful and fitting to your developmental level contribute to a positive Sense of Self.

Opportunities for meaningful peer interaction

Finding opportunities that can add to ongoing support from peers can help contribute to a positive Sense of Self.

Coping with defeats

Defeats are a part of everyday life. Sometimes, things do not work out or go as planned and learning how to deal with these setbacks and turn them into opportunities for growth will help you build a positive Sense of Self.

At this point, you should provide the space for fruitful dialogue with the young people and should ask them to assess their Sense of Self. You can show them examples of Sense of Self evaluation tests and quizzes on the Internet and support them to assess themselves. You can conclude by reminding the young people how important it is for their career or job choice to evaluate their Sense of Self and to have a positive Sense of Self.

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RESOURCE 4 - SELF – INTERMEDIATE LEVEL: “Self-Knowledge Journal”

Theoretical Background

Writing your thoughts down on paper is an activity that helps the brain relax and leaves more working space for creativity to happen along the way. This is but one of the significant advantages of journaling. It is one feature of it that transcends trends and fashion. The journal style might change; the format of journaling has evolved over the years. Still, the activity in itself is used by many for self-discovery, self-improvement and therapeutic purposes. Writing a journal has admittedly helped people through decades.

It is a practice that has been around for millennia, tracing back to civilisations such as the Chinese and it was not until recently that it has acquired its’ female fans. Journaling used to be an activity for male persons of high rank or who were travelling. Travelling journals were not limited to describing locations; they also spoke of the emotional and physical state of the journalist and the results of human interactions. Such uses have survived to our century, albeit women have gathered the writing skills - through equality in education - to be keeping their private journal.

How to use this resource

Use the journal as a tool for self-improvement as well as for self-knowledge. Journaling is one of the many paths to self-knowledge. Each decision we make about our actions in daily life is leading us to a different path. To make sure that we stay near to the path of our vision, learners should use a type of reflective practice in combination with the journal.

Self-knowledge Journal

This activity has several steps:

1. Introduction to journaling mode of writing.
This step encourages learners to write without criticising their thoughts and how they will look on paper. It is the first one because it sets the stage for the rest of the resource.
2. Let your inner grammar critic behind.
This step emphasises, leaving the grammatical errors aside when writing in journaling mode. Achieving this will allow the free flow of thoughts. Learners are encouraged to write brief phrases or bullet points instead of long and complicated sentences.
3. Write every day!
With this step, the learners are encouraged to keep writing every day in their journal. This is important because it helps them to create a good habit. It also informs them that a journal entry can be just for one simple thought or idea. It doesn’t have to be complicated.
4. Keep a record of your journal entries!
With this step, the learners are encouraged to keep a visual record of their journal

entries. Their creativity is tapped on by recommending a visual chart that transcends the calendar format. From here, each learner may come up with their way to portray their journal entry each time.

5. Time for reflection!

The next step after writing a few entries is to go back to the first entry and re-examine all that has been written! The patterns that will emerge from doing this might be numerous and important. The learners are encouraged to take note of their observations because this is helping them get to know themselves better.

6. Evaluate your behaviour.

The learners are encouraged to rate the thoughts and patterns for which they have taken a note on a scale that goes from the negative to the positive. This is to have a visual of how thoughts and patterns can change to better in time when one sets a goal to do so.

7. Brainstorm into a new you!

Brainstorming is a method for self-knowledge and self-improvement. Here, the learner is encouraged to brainstorm ideas for self-improvement while leaving self-criticism aside. The ideas need to be explicitly referring to thoughts and patterns as they have been observed through the journal entries.

8. Put thought into action!

Going a step forward, learners are now encouraged to take a few steps toward the direction of their goals. This is facilitative of their sense of self-worth, goal-attainment and self-confidence.

9. Celebrate your Authenticity!

This step is necessary because no change is established until it is celebrated as successful! Hence, learners are encouraged to colour their entries whenever they feel content about their efforts and then do something they enjoy to celebrate their self-improvement.

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RESOURCE 5 - SELF 5- ADVANCED LEVEL: “Stress Management to Build Personal Resilience”

Theoretical background

Workplaces can be stressful environments for young employees and employers alike. While some work-related stress is normal, for example, when there is a deadline to work towards or a conflict to be resolved, it is not healthy for pressure to be a constant factor in a workplace. For young learners who have yet to enter the workplace, it is important that they are prepared and supported to develop their resilience to stress before it becomes an issue and impacts on their lives and their health. It is worthwhile to emphasise to young people that excessive or long-lasting stress can negatively impact on the physical, emotional and mental well-being of all individuals. Chronic stress can also affect performance and productivity in work or education, which in turn can perpetuate the stress in our lives. As such, a first step to protecting ourselves against the effects of stress is to understand the common causes of stress in the workplace. By understanding the causes of stress, we can start to take steps to reduce it in the workplace, or to prepare young learners for the pressure they may encounter when they enter the workplace.

It is essential to inform of the different sources of workplace stress that they may face and to support them to develop coping strategies for dealing with stress from a young age.

A range of factors can cause the workplace – from difficult managers to heavy workloads, or poor working conditions or unhealthy company culture. Some common sources of workplace stress can include:

1. Bullying and harassment - instances of bullying, harassment and intimidation of employees by managers and /or peers can cause anxiety.
2. Technology overload - employers placing unrealistic demands on employees, such as answering emails, phone calls, or other work activities outside of working hours can cause additional stress.
3. Poor physical work environment - lack of protective clothing, comfortable seating, adequate lighting or appropriate equipment, workplaces that are too hot, too cold, too noisy.
4. Being under-qualified for work tasks - employers asking employees to perform tasks that they are not qualified or experienced enough to do.
5. Work-life balance - working unsocial hours, long-hours, shift work, etc. can negatively influence family and personal life, increasing personal stress.
6. Concerns over job security and salary - managers and employers not keeping employees informed of company decisions that could affect their job can cause stress.
7. Poor or inadequate management - weak or ineffective leadership and management can leave employees feeling like they lack direction or support.

8. Conflict with peers or managers - conflict with colleagues, especially if it is reported and not dealt with by managers, can cause prolonged, chronic anxiety.

How to use the resource

To use this resource in your work with young people, first, you should introduce some of the common sources of workplace stress, which are mentioned above, and open a dialogue to enquire if any of the young people have experienced pressure from one of these sources. If they have, you should ask them what techniques they used to overcome this stress.

Next, you can introduce some of the standard methods and activities that people do to manage their stress related to their work, school or career planning. These techniques are described in the career management resource. You can access them directly from the resource, or discuss the following techniques with your youth group:

1. Regular exercise is an excellent way of relieving stress as it produces endorphins – happy hormones.
2. Making time for hobbies and favourite activities helps us to experience things in life we enjoy. This can help us to overcome negative thoughts and feelings.
3. Taking a walk through nature can help us to de-stress.
4. Practising yoga and Pilates is a great way to relax.
5. Reach out to friends and family – we can re-connect if we have lost touch with social groups as a result of stress. Spending quality time with loved ones can help to ‘switch-off’ from feeling stressed, but it also gives us a support network that we can rely on when we are experiencing a stressful episode.
6. Establish boundaries – we can make a deal that we won’t check emails in the evening or at weekends, turn off our phones during the night so that we get a good night’s sleep.
7. Doing activities that we love can give us a sense of ‘flow’ – this is where we are fully immersed in that activity, that we lose all sense of time. It is one of the best things we can do to improve our happiness.
8. ‘Switching-off’ and disconnecting from social media and other outlets can give us the headspace to relax. We can all think about taking a ‘digital detox’ in the evenings to help us to de-stress.

After using the resource or discussing each of the methods above, ask all young learners to identify at least one technique that they can use to limit the impact that stress has on their health.

RESOURCE 6 - SELF 6- ADVANCED LEVEL: “The Social Self”

Theoretical background

The Self is not created in isolation: Our observations of and interactions with others determine our beliefs. The Self has meaning only within the social context, and it is not wrong to say that the social situation defines our self-concept and our self-esteem. We rely on others to provide a “social reality” - to help us determine what to think, feel and do.

The resource “The Social Self” has been developed based on the literature review (see reference list) in the field of ‘Social Self’.

Among other things, human beings have complex and well-developed self-concepts, and they generally attempt to view themselves positively. These more cognitive and affective aspects of ourselves do not, of course, occur in a vacuum. The social forces that surround us heavily influence them. Feedback from others can affect our self-concept and esteem, and our socio-cultural backgrounds can affect the content of our self-concept. There are many ways in which the social situation influences our self-concept and esteem.

How to use the resource

To use this resource in your work with young people, you can start by defining the Social Self. You can then present and explain the forms that social influences take on the Sense of Self:

The Looking-Glass Self: our Sense of Self is influenced by others’ views of us

The Looking-Glass Self, or how we understand ourselves through the perception of how others see us, has three elements:

- How we imagine we appear to others
- The judgement we guess that the other people may be making about us
- Our self-image based upon the evaluation of the others

Social Comparison Theory: our Sense of Self is influenced by comparisons with others

The process of social comparison profoundly affects Self-concept and self-esteem. Social comparison occurs primarily on dimensions on which there are no correct answers or objective benchmarks and thus on which we can rely only on the beliefs of others for information. Therefore, we use social comparison in part to develop our self-concept - that is, to form accurate conclusions about our attitudes, abilities and opinions.

Upward and Downward Comparisons influence our self-esteem

Social comparison has an even more significant impact on our self-esteem than on our self-concept. When we can compare ourselves favourably with others, we feel good about ourselves, but when the outcome of comparison suggests that others are better or better off than we are, then our self-esteem is likely to suffer.

Downward social comparison occurs when we attempt to create a positive image of ourselves through favourable comparisons with others who are worse off than we are. It provides positive feelings. Upward social comparison occurs when we compare ourselves with others who are better off than we are, and it lowers our self-esteem.

Social Identity Theory: our Sense of Self is influenced by the groups we belong to

Social identity theory asserts that we draw part of our sense of identity and self-esteem from the social groups that we belong to. Usually, group memberships result in positive feelings, which occur because we perceive our groups and thus ourselves in a positive light. Your membership in the group becomes part of what you are, and the membership often makes you feel good about yourself.

Self-Presentation: our Sense of Self is influenced by the audiences we have

Positive self-esteem occurs not only when we do well in our own eyes, but also when we feel that other people, we care about, positively perceive us. The tendency to present a positive self-image to others, with the goal of increasing our social status, is known as self-presentation, and it is a fundamental and natural part of everyday life.

At this point, you should stimulate the young people to analyse certain situations when they have engaged in downward and upward social comparison and motivate them to describe what were the effects these comparisons have had on their self-esteem. You can use as a closure exercise a small reminder upon the fact that the Social Self is an important factor for their decisions regarding career.

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RESOURCE 7 - STRENGTHS – INTERMEDIATE LEVEL: “Strengths Development Planner”

Theoretical Background

Strengths are potentials for excellence which can be improved by awareness, accessibility and effort (Biswas-Diener, Kashdan & Minhas, 2011). Awareness of the limitations and strengths is vital in reaching out to improvement opportunities and making an effort to improve. Accessibility means having available opportunities close at hand. It means that the opportunities are not only available but also within reach. The person needs to also expend effort in terms of reading the educational or informative material and understanding it. Moreover, it means that the person uses this newly found information to make changes in their behaviour, reactions and thinking.

Talents are natural aptitudes that also need nurturing but are distinctively increased in the talented person when compared to others of the same age group. An aptitude with numbers helps someone understand mathematical concepts more quickly, but the person still needs to be instructed Maths to become able to solve relevant problems. Likewise, a talent in gymnastics means that the person is overall good athlete material but still requires exercise and training to perform the combined tasks of a competent athlete.

Skills are abilities to do well or being an expert at something. Skills can be improved and increased through education, practice and training. A virtuoso of the piano has practised for countless hours and is now allowed to claim that he owns this skill.

Knowledge can be increased through education, both in formal institutions as well as with self-study.

How to use this resource

This activity has several steps. Following these steps in order is important because there needs to be a build-up of information that will facilitate decision making and goal setting, as well as motivation.

Strengths Development Planner

The first important step is the instruction regarding the differences and relations between strengths, talents, skills and knowledge. This step will give information such as the definitions of each of these, and then it will explain how they relate. Also, it will include information regarding the variability of these in time.

The second step is to brainstorm as many strengths as it is possible and to do so without judgment. The learner is to note down every strength they possess. Included in this step is a fun task which allows the person to give an alternative, unique name to each strength they want to evolve.

Following these steps, the learner is to evaluate their current efficiency in each of the located strengths. They will use these preliminary evaluations to assess their improvement later on. Pre-evaluation is necessary because it makes goal setting more attached to their current reality, and it puts expectations in a realistic viewpoint.

The next step is the strengths' improvement actions tracker. Here, the learner should note down all actions taken to improve the state of their strengths throughout the implementation period of their strengths development plan.

Another important part of this step is the reflection, which is introduced at this point to facilitate learning and to make the outcomes of the actions taken or not taken more visible. The reflection should include sentences which begin with "My strengths are...", "I need improvement in...", "The results of my actions will be...", and "No improvement will result in...".

At the end of this planner, there is a goal tracker, where the learner is expected to write about the goals that they have achieved. This step facilitates motivation and the feeling of accomplishment! It is not intended to put stress to the learner, but to help them organise their goals and keep a visual chart. The goal tracker makes the best achievements possible because it helps to break them down into controllable chunks.

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RESOURCE 8 - STRENGTHS 2 - INTRODUCTORY LEVEL: “My own Personal Timeline – Tracking my Achievements, Identifying my Strengths”

Theoretical background

According to Dr Thomas Stanley, author of *The Millionaire Mind*, there are typically four characteristics which affect how people make career choices. These are:

1. Personality – comprised of someone’s orientation, meaning if they are naturally optimistic, realistic, creative or practical, etc. and their individual needs, referring to desire to achieve, to gain status, etc.
2. Strengths and Interests – people are mostly drawn to careers and sectors which they believe are aligned to their strengths, interests and talents; as by choosing these career paths they are more likely to be successful and have successful and meaningful careers.
3. Self-Identity – people tend to follow career pathways that are in keeping with their self-image. This is based on the belief that someone’s career is an extension of themselves.
4. Social Backgrounds – this influencing factor is based on an individual’s education and employment status, socioeconomic background, and family values, etc.

As we see from this list, the role that strengths, interests and the sense of self-identity can all play a central role in influencing the types of careers we pursue and the type of career choices we make. By creating a personal timeline, young people can be supported to identify their strengths, to understand how their interests have influenced their past experiences and achievements. Also, to highlight how the culmination of their strengths, interests and past experiences have all helped to develop their sense of self-identity.

In addition, tracking our achievements has been shown to be very beneficial concerning our abilities to set and achieve goals, because tracking our past achievements helps us to stay focused on our future goals. When we don’t track and recognise our accomplishments, as humans, we are more likely to focus on our failures and short-comings. Tracking the experiences we have had in the past, and paying particular attention to our strengths, helps to foster in us a sense of achievement and pride in ourselves, which is essential for us all to have a positive outlook on our futures. Tracking our past experiences and achievements on a Personal Timeline also helps us to identify the activities, experiences and people who were with us when we had a sense of accomplishment. It helps us to understand which activities gave us the greatest sense of achievement and the best result, which is useful information for us to have when we plan future goals and steps to take to be successful in the future. As such, creating a Personal Timeline is a very worthwhile experience for young people.

How to use the resource

To use this resource in your work with young people, you should first open a dialogue on the topics by asking them to define what they interpret by the word 'strengths' and asking for examples of possible strengths that people in the room have. A good exercise for an established group of young people, who are used to working with each other, is to form a circle and for each person to list one strength of one of their peers in the circle. It is a very nice and positive exercise to encourage praise among peers, and it also provides a sense of validation of the strengths of young people when these strengths are mentioned by peers.

Once the learners have an understanding of what strength is, and also have an example of a strength they have, they are invited to complete the personal timeline. For this, you should give out blank sheets of paper and colourful pens and pencils to all learners and ask them to mark on their timeline the milestones they have reached in their lives. Following the model outlined in the career management resource, once they have identified the key milestones in their lives, they need to arrange the events chronologically and evaluate if these milestones brought positive or negative experiences for them individually. They should draw their timeline with an x-axis that is marked horizontally and a y-axis that is drawn vertically on the page. When filling in this graph, learners should mark positive events on the x-axis; and plot events that they associate with a negative memory on the y-axis.

Once the young people have completed their graphs and plotted all of their points, they are invited to draw a graph to represent the high and low points of their lives and to mark the turning points where they showcased their natural strengths, abilities and talents.

As this is a personal exercise and could bring up some negative memories and emotions, as well as giving a sense of achievement for overcoming these lows, it is important to be mindful of the individual's journey and not to force young people into sharing their timelines with the group. Instead, ask each young person to complete a self-reflection exercise when they are alone after the classroom session to write down their 3 greatest strengths identified during this activity and to write the situation where these strengths were cultivated on their timeline. They can also write a short journal entry about a new perspective that they have gained through tracking their achievements in their timeline.

RESOURCE 9 - STRENGTHS - INTERMEDIATE LEVEL: “Evaluate Your Strengths and Weaknesses”

Theoretical background

What are you good at? That’s a question you definitely want to know about yourself, as well as the question that occasionally comes after it: *What aren’t you good at?* If you don’t know how to answer those questions about yourself, then you have to analyze your strengths and weaknesses.

The resource “Evaluate Your Strengths and Weaknesses” has been developed based on the literature review (see reference list) in the field of ‘Strengths and Weaknesses’.

Knowing where you come in strong and where you need assistance can help you stabilize your personal life and nurture your professional interactions. A self-knowledge is a powerful tool that too many people disregard because it’s difficult or inconvenient, or perhaps because it makes them feel uncomfortable. What seems like strengths to one person, moreover, might not necessarily seem that useful to others, which can make figuring out whether specific qualities you possess are strengths as opposed to weaknesses confusing or frustrating. Your real strengths set you apart from your colleagues and make you unique. This is why you need to identify your strengths. Most people do not do this. We’ve all probably analysed and worked on our weaknesses, but many people don’t give their strengths much thought. It, however, is a mistake. Working with our strengths is one of the surest paths to a successful career and happiness in what we do. And there’s a good chance that we have strengths we’ve never even considered.

How to use the resource

To use this resource in your work with young people, you can start by defining what a Strengths and Weaknesses Analysis is and how to use it in career and development assessments. You can then present and explain the steps in assessing Strengths and Weaknesses:

List your strengths

The concrete skills and knowledge you’ve acquired through work experience and education may come to mind first. The softer intrinsic strengths may be less obvious but more fundamental. Look back to your previous jobs and to your time at school. What did you enjoy most? What were you best at? Your current job may hold clues. Pay attention. Look for surprises.

Ask others for input

Ask current or former colleagues for honest feedback without pulling punches. They may mention strengths you don't recognize, raise questions about the strengths you do mention, or ask questions that lead you to imagine new strengths.

Revisit past feedback

Reread your old performance appraisals or recall coaching from supervisors.

"Hire" yourself

Think like an employer, about hiring yourself for a potential job, a job you envisage or like. Ask yourself why you would - or would not - be hired for this job.

Revisit your strength list

Return to your first list of strengths and modify it to reflect what else you've learned. Categorize and rank that list. Be specific. Generic strengths are easy to state. They're seldom helpful. Particular strengths are credible. They will naturally target you to some opportunities.

At this point, you should stimulate the young people to identify their personality by taking some Personality Tests, like for example Myers-Briggs Personality Type Indicator, which is a self-report inventory designed to identify a person's personality type, strengths and preferences. And you should end by emphasizing that analysing strengths and weaknesses is important when choosing a career and accepting a job.

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RESOURCE 10 - STRENGTHS – INTERMEDIATE LEVEL: “Growth Mindset”

Theoretical Background

Science has evolved from the belief that the mind has limited capabilities in terms of intelligence, to the idea that the mind is, in fact, capable of modifying itself through effort. Recent scientific reports support that through a growth mindset – as opposed to a fixed mindset – people can continue improving their skills, knowledge and abilities well after the traditional developmental stages. In her book, *Mindset: The New Psychology of Success*, Carol Dweck describes a method for reaching this growth mindset and also provides references to relevant scientific studies of the matter.

How to use this resource

It is an adaptation of the concept of Growth Mindset. The steps progressively make it possible to challenge limiting beliefs and thoughts, so that the person will understand that to be growing is an ability that does not need to end after formal education. It is advised to write down some insights and thoughts as this will facilitate decision making and change.

Growth Mindset

This activity has several steps:

1. Growth Mindset means Continuous Improvement!
At this point, the concept of a fixed mindset versus that of the growth mindset is introduced.
2. Listen to your inner voice!
The first step toward the growth mindset is to listen to the inner voice that stops us from trying new things.
3. Observe your Beliefs!
The next step is to take a look into our beliefs, the things we hold to be true, even though we have no certain facts about them.
4. Try to do something new every day!
Here is a challenge for the learner to embrace change. The learner is instructed to take a chance in something they have never tried before and to take note of the outcome of the action.
5. Take note of what you do well in!
This is where the facts about what the learner believes about themselves are to be found.

6. Treat yourself for doing good!
Rewards are the basis of behaviour change. This step is strategically put here to help the learner embed this new outlook into their daily life.
7. Find out why trying is worth the effort!
Cognitively, having a reason for what we are doing is a great strength of the effort. This is why there is a step dedicated to finding the purpose underlying the efforts the learner is making.
8. Focus on doing well enough!
With this step, the aim is to keep the bar low, so the learner is feeling the progress that he or she is making.
9. Not Yet!
Part of the new mindset is the words we choose to say to others, as well as to ourself. Saying “Not Yet!” instead of “I will never make it!” is putting the learner into the route of the process of change.
10. Love Yourself!
Basic for positive change is the love of the self. Without it, all effort will prove to be futile. This is where you have to emphasize loving oneself.

References

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RESOURCE 11 - STRENGTHS 5 - ADVANCED LEVEL: “Using my Strengths to Set Career Goals”

Theoretical background

Supporting young people to understand their strengths and to harness their awareness of these strengths to determine the direction of their career is key to ensuring that they develop robust and well-thought-out career roadmaps. Teaching young people to be honest with themselves about their strengths – and weaknesses – can help them to make informed career decisions and to set realistic and achievable goals for their careers. In addition, through this activity, they will also be developing an important life skill – setting goals.

When working with young people to set goals, it is vital to follow some steps to support them in understanding what a goal is and why they should set goals for themselves. In the career management resource, we advocate using the SMART model for setting career goals. When discussing general goal-setting with young people, it is important to understand the following process.

1. Define what we mean by ‘goal’:
 - a. The first step to supporting young people to set goals is to find out how they interpret the terms. While they may understand physical goals like in a football match or the bulls-eye on a dartboard; they may not understand more abstract goals like being on time for school or work each day, saving money for a special occasion, securing a place in a university, etc.
2. Plan out the steps needed to achieve the goal:
 - a. Young people should be aware of the amount of effort and the duration of effort required to achieve the goal. The energy that they are willing to invest will ultimately link to their core values, desires and motivations for achieving the goal.
 - b. Once they understand their motivation, they next need to consider the resources they will need to achieve their goal - these could be financial, educational or experiential.
 - c. The next step is to plan out the steps one-by-one and to rank them so to reach them.
3. Introducing long-term and short-term goals:
 - a. Here you should introduce the difference between long-term and short-term goals to young people and to describe the difference in attitude, motivation and effort required for both, i.e. long-term goals may require patience and persistence, short-term goals may require intensive effort over a shorter time.

4. Name the goal:
 - a. In this step, after they have done all of these reflective steps, it is time for young people to actually name their goal. They can write it down, draw it out, build a model, create a timeline or anything that they can do to make the goals more real and tangible for them.
5. Identify obstacles:
 - a. Unfortunately, when we strive for any purpose in life, we are bound to be met by obstacles along the way. In this session, you should talk to young people about barriers that might prevent them from reaching their goals and also brainstorm some potential solutions to these obstacles.

It describes a very simple process which you can replicate with young people in your group to support them to set some goals. For this exercise, their goal does not have to specifically relate to their career; it can be a personal, social or educational goal. Still, it is important that they can undertake the process of setting a goal before they are introduced to the topic of career goals.

How to use the resource

To use this resource with your group of young people, it is first vital to open a dialogue with young people about why it's important to set career goals. In an open session, pose this question to young people and take note of their answers. Follow-up with discussion by asking them if any of them have previously thought about setting career goals or if anyone already has career goals. Ask volunteers to share their career goals if they wish.

For young people in your group who have never previously set career goals, you should begin by asking everyone to work on their own to answer the following three questions concerning the career they envisage for themselves in the future:

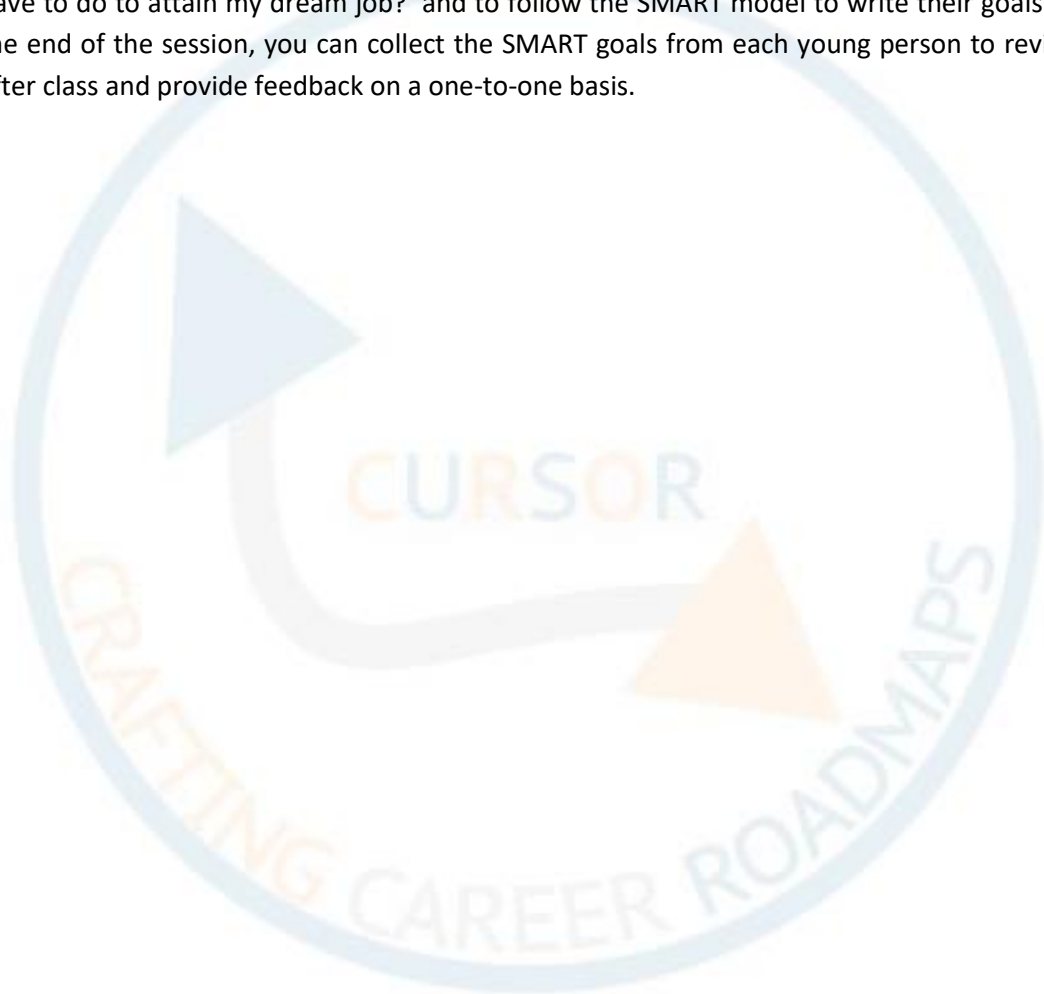
1. Where am I now?
2. Where do you I want to go?
3. What do I have to do to attain my dream job?

Once they have answered these questions, they are ready to move on to setting some career goals. As confidence can be an issue when working with young learners, and goals are intrinsically personal, it is not advisable to ask any young people to share their goals with the group at this time. As such, young people should work independently for the duration of this activity.

The next step is to introduce young people to setting SMART Goals:

- Specific
- Measurable
- Attainable
- Realistic
- Timed-oriented

You can illustrate these steps with examples included in the career management resource. Working on their own, young people reflect on their answer to the third question: ‘what do I have to do to attain my dream job?’ and to follow the SMART model to write their goals. At the end of the session, you can collect the SMART goals from each young person to review after class and provide feedback on a one-to-one basis.



RESOURCE 12 - STRENGTHS - ADVANCED LEVEL: “Using strengths to boost your career”

Theoretical background

You have seen that the Strengths and Weaknesses Analysis is a tool you can apply to your career development, as it helps you assess what you are good at and the areas you need to work on. Strengths and Weaknesses are used to evaluate yourself: these include your skills, knowledge, experience and your motivation. But you can also identify opportunities and threats, and use them to assess the environment around you, including issues arising in the working environment and industries that you envisage for your career.

The resource “Using strengths to boost your career” has been developed based on a literature review (see reference list) in the field of ‘Strengths and Weaknesses’.

Career success can be achieved through optimization of strengths and reduction of performance risks. During the past two decades, research has linked personality strengths to a wide range of positive work and life outcomes, including well-being and stress-management, motivation, creative problem-solving and improved relationships, self-confidence, career success and teamwork. Research has also shown the importance of addressing performance risk areas, as well as developing strengths areas, to achieve the possible best outcomes. Risk areas such as overuse or inappropriate use of strengths or weaker areas that can disrupt/derail performance should also be addressed if we are to achieve sustained success. Understanding and optimizing your strengths, those qualities that energize you and enable you to do your best work, will help supercharge your performance.

How to use the resource

To use this resource in your work with young people, you can start by explaining to them why they need to focus on valorising their strengths to be successful in career development. Then to share with them the next steps that follow after performing the Strengths and Weaknesses Analysis:

Determine your career motivations and build your career vision board

It’s crucial to understand your motivations and how they align with your career. Starting from a blank canvas, consider what’s important to you in your next career opportunity. Answer the question “What is my vision for my career?”. Build your career vision board, as a visual representation (a collection of photographs, trinkets and sketches) of what you want to achieve for your career and life, illustrating your career hopes, dreams and aspirations in a way that inspires you to strive for them.

Develop your career intent

Be clear about what you want to achieve in your career. Evaluate potential job(s) and consider if they fit to your motivations and career vision board. Your career intent is your long-term career goals. According to your Strengths and Weaknesses Analysis, write down what you want to achieve in your career in 3, 5 and 10 years. Your career intent will give you a direction that you want to go on your career path. Your long-term intent can help you set realistic short-term objectives. Answer the question “Am I able to achieve my short-term career objectives and long-term goals?” to make your career decisions.

Create an action plan

Make an action plan of how you can achieve your career goals and objectives, that contains the following:

- S.M.A.R.T. objectives (Specific, Measurable, Achievable, Realistic and Time framed);
- Actions and resources: you need to conduct and apply to achieve your objectives;
- Review: this helps you to adjust your objectives and further development.

Build confidence by updating your CV

A CV is not just for applying for a new job. Building a CV is an ongoing process. By updating it, you can improve your confidence and understand how you can achieve your career goals. CV sections, such as personal profile, skills and experience, need regular updating. You gradually develop your skills and enrich your experience in your career path. You don't always notice this, but you will realise it while you are updating your CV.

Document your continuous professional development

Record, reflect and review your professional development. Continuous professional development (CPD) is an investment that you make in yourself. Systematically documenting your CPD process will help to plan, record and review your learning processes, boost your confidence, accelerate your development and advance your career.

At this point, you should stimulate the young people to make an introspection and check if they have the following strengths: courage, decisiveness, flexibility. And you should conclude by emphasizing that they will grow the most, learn the most and develop the most in their areas of strength. Their career develops on their strengths!

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RESOURCE 13 - HORIZONS – INTERMEDIATE LEVEL: “Growth Tree”

Theoretical Background

The concept underlying this educational resource is that improvisation activates the mind through creativity in a way that promotes positive change and motivation to change. Here, the visual of a tree is used because growth is an innate ability of the tree, and the tree is a three-dimensional living object that can grow for a long time. In this way, it is similar to the opportunities that life brings forth.

This resource is also based on the self-motivation of learners to gather opportunities for growth. It goes against the traditional perspective of expecting the educator to provide with such growth opportunities and makes the learner an active agent in his or her self-improvement.

How to use this resource

This resource is creative, and it involves the drawing of a visual representation of a three-dimensional tree. It is possible to complete the resource without the actual drawing of a tree, but it is a useful metaphor and seeing the tree develop visually helps the understanding of the positive message of opportunity growth.

Growth Tree

The several steps of this activity are listed below:

1. The choice is yours.
It is an introductory step that calls on the learner to step away from stagnancy and progress into growth.
2. The tree of growth.
Now, try drawing a visual representation of a three-dimensional tree, with the prospect of embellishing the tree with new notes in the format of leaves and branches, or even fruits.
3. Where do you stand?
With this step, the learner is instructed to look within and outside of them, to look at what is lying on the ground, they are stepping on. Also, it is a moment to take into consideration the obstacles that are currently in their way of progress. It is done with a positive mindset, looking for alternative courses of action and with attention to planning their time.
4. What can you reach?
In this step, the learner is called to look outside for opportunities for growth.
5. Keep a record of your effort!
This step involves writing down the efforts already done. It also includes a reflective component, which facilitates decision making and behaviour change.

6. Plan your rewards!
Planning for rewards is a vital step in behaviour modification and opportunity, growth and development are all activities that involve a considerable amount of behavioural change.
7. Reflection time!
This step is purely reflective and is here to round up the outcome of the efforts already made. Through this step, the learner can expect new goal setting and the development of alternative courses of action in basically trying the same thing.
8. Keep your eyes open!
With this final step, the learner is called to maintain a positive outlook for new opportunities that may come upon the horizon in the future. It calls the learner to keep the method of this resource in mind and maintain this new habit of drawing on the horizon growth tree.

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RESOURCE 14 - HORIZONS 2- INTRODUCTORY LEVEL: “Identifying and Understanding Transferrable Skills”

Theoretical background

Transferable skills are skills and abilities that are relevant and applicable to a variety of settings, scenarios and areas of our lives such as in our professional work, socially, in our family and also in school or college. As such, transferrable skills are skills that we acquire across the spectrum of our life experiences and include our professional, social and educational qualifications. Because they are ‘transferrable’ to a wide variety of contexts, they can also be termed ‘portable skills’.

When applying for a job, it is important to understand our transferrable skills fully and to know how to sell them to employers. People tend to reflect on their transferrable skills when applying for a job or when considering a career change. Transferrable skills are skills that people already have. So, when faced with a lack of direct experience for a job we are applying for, or when considering a career change into a new field or sector, a good place to start is by reflecting on the skills we already have. Also, by seeing how these skills can be re-purposed and re-applied to different settings and contexts. Particularly when working with young people who may have a lack of professional experience, helping them to recognise and highlight their transferrable skills can give them more confidence in their ability to secure a job that they are interested in – because it is placing a value on the skills that they have already developed and refined.

In the modern labour market, employers are increasingly looking for employees who can demonstrate a good set of transferable skills because these employees tend to have an ability to be adaptable, flexible and to respond well to change within the company, organisation or job role. In order to secure the job, however, the young people need to be able to identify and list their transferrable skills, and also to give examples of different contexts where they have applied these skills. It will help them to make a strong case with their prospective employer that they are the ones for the job.

How to use the resource

To use this resource in your work with young people, you should first introduce the topic of transferrable skills to them by opening a dialogue asking them to give examples of skills which they developed in one setting but were able to apply to another scenario. Following this discussion, ask young people to apply what they have learned through this discussion to create a definition of transferrable skills as a group.

Once the group has defined the term, ask all young people to work on their own to come up with a list of transferrable skills that they have acquired through different situations. Highlight for young people that these don’t have to be skills that they acquired through school or work

experience only. They can also come from their roles in their family, from volunteer experiences, from youth groups, skills learned through scouts or other types of activities, for example.

To support young people to write their list of transferrable skills, you should read aloud the categories and examples of skills that are presented in the career management resource. Ask all young people to take note of the skills they have in each category as you read. Read slowly through the following list so that young people do not need to rush when writing their list and so that they don't miss any categories:

1. Problem Solving. These skills include:
 - a. Researching and gathering information
 - b. Organising and categorising information
 - c. Analysing information
 - d. Evaluating findings and judging outcomes
 - e. Trouble-shooting and thinking of possible solutions
2. Learning which can include:
 - a. Your ability to take in information through a variety of written, verbal, auditory and visual stimuli
 - b. An ability to grasp a concept and to make sense of it
 - c. The ability to use acquired knowledge to think of other ideas
 - d. The ability to use the experience to generate an idea and implement an action
3. Numeracy, this includes being able to:
 - a. Calculate numbers
 - b. Undertake basic arithmetic, addition, subtraction, division, multiplication, etc.
 - c. Manipulate numbers
 - d. Read financial information and records
 - e. Interpret financial plans and budgets
 - f. Develop financial plans and budgets
 - g. Keep financial records
 - h. Analyse, interpret and use statistics accurately
4. Communication, this is a broad range of transferable skills which includes written and spoken communication. Specifically, communication includes being able to:
 - a. Write clear and concise instructions, emails, letters, papers or reports
 - b. Proof-read and amend documents
 - c. Use words for advertising events, products or services through social media, traditional media, and promotional materials
 - d. Use words creatively
 - e. Write factual content
 - f. Reach a diverse range of audiences through written communication
 - g. Present information in written and verbal forms
 - h. Deliver speeches, presentations and talks
 - i. Show good listening skills

- j. Practice active listening
 - k. Speak a foreign language
 - l. Use age-appropriate language
 - m. Speak to and be understood by speakers of foreign languages
5. Leadership, these skills include being able to:
 - a. Take the initiative in personal or professional circles
 - b. Hosting events or meetings
 - c. Manage and deliver projects and programmes
 - d. Motivate others to work alongside you
 - e. Lead teams of peers and colleagues to deliver work on-time
 - f. Manage other people and resources
 - g. Make decisions
 - h. Give clear and concise instructions to others
 - i. Take responsibility for yourself, your work and for others.
 6. Follow through and delivery, these transferable skills show that you can complete work tasks. You can develop these skills by:
 - a. Following instructions explicitly
 - b. Completing projects, education programmes, training certificates, assignments
 - c. Improving how efficiently you complete tasks
 - d. Being resourceful to complete difficult tasks
 7. Physical skills, these include your ability to:
 - a. Work with tools;
 - b. Operate machinery;
 - c. Complete demanding work using your hands;
 - d. Physical coordination;
 - e. Planning strategy in physical competition.
 8. Skills related to developing human relationships; these include:
 - a. Negotiation skills
 - b. Empathy,
 - c. Counselling and giving advice
 - d. Dealing effectively with difficult people
 - e. Mediating a resolution between conflicting parties
 - f. Dealing with customers
 - g. Networking
 - h. Collaborating with peers or colleagues
 - i. Preparing a group presentation for work or education

At the end of this activity, each young person should have a list of their transferrable skills that they can call on the next time they attend an interview for employment or further education. Young people are not asked to share these skills with the group, but instead, they can review their skills on their own and think how these could be useful in an interview scenario.

RESOURCE 15 - HORIZONS - INTERMEDIATE LEVEL: “Why plan your career pathway?”

Theoretical background

Career planning is the continuous process of thinking about your interests, values, skills and preferences, exploring the life, work and learning options available to you and ensuring that your work fits with your circumstances.

The resource “Why to plan your career pathway?” has been developed based on a literature review (see reference list) in the field of ‘Career planning and development’.

Having a realistic career plan in place is often an essential part of our personal growth and development. Without goals to strive for, most people find it difficult to stray from the easy norm or to gain skills which make them a more valuable commodity in the business world. By planning for the future and setting a specific timeline for accomplishing the things you want to achieve, you will find that your career plan is an effective way to ensure you never lose motivation along the way. Between the accountability of having fixed objectives and the inspiration you’ll receive when you attain your goals, your career plan is an opportunity to maximize your true potential.

How to use the resource

To use this resource in your work with young people, you can start by explaining them, which are the necessary steps to make a feasible and realistic career plan:

- Think big
- Define your strengths and what you enjoy
- Be adaptable:

Think big

Don’t sell yourself short with your career plan. If you don’t currently have the skills necessary to land your dream job, that shouldn’t stop you from aiming for this goal. Plus, by looking at your written-out plan, you may gain more motivation. Also, don’t restrict your career plan to your current path or desired job. If your dream job entails doing something that isn’t related to your current career at all, spell out the steps that it would take to make the switch.

Define your strengths and what you enjoy

Building wealth is the main motivator when it comes to career planning. But money shouldn’t be your main objective: focusing on money alone can lead to an unsuccessful career plan, future unhappy job experience and early burnout. Instead, focus on what you enjoy doing and what you’re good at.

Be adaptable

There's no guarantee that your career will turn out exactly as you planned: as you take steps toward your dream job, you may notice your preferences have changed over time. So, don't be afraid to adjust your career plan. Doing this doesn't mean that you're giving up on your dreams. It simply means that you're recalibrating. As you go through your planning process, you can determine what to tweak and what to keep the status quo. Go back to your original career plan and add in new goals.

Then, you should continue by discussing the reasons for Early Career Planning:

Early Career Planning helps identify your interests

Discovering what you are good at and enjoying doing it helps you focus on pursuing a career in the field of your choice.

Early Career Planning prepares you mentally and intellectually for a career

If you plan earlier your career, you can study or practice more in a relevant field, and this prepares you mentally for the type of work you'll expect to have when you graduate and when you get the eventual full-time job.

Early Career Planning provides you with valuable experience

Experience can teach you a wealth of lessons almost nothing else will: what you enjoy doing every day and what you cannot tolerate. Early career planning is a perfect way to gain such experience.

Early Career Planning allows for a smoother transition between studies and a job

Early Career Planning should include internships, which foster building up industry-specific knowledge and skills. It should also help you take on full-time responsibilities similar to those of employees, acquaint you with the stress level, work ethics and the skills required when you'll officially enter the workforce, reduce the shock of your study-job transition.

Early Career Planning provides with networking opportunities

By early planning of your career, you'll get valuable networking opportunities: business contacts, advice on the industry and possible graduate job offers. These will increase your chances of securing a job after graduation, in the field you've chosen.

At this point, you should stimulate young people to involve in a discussion for checking the status of their career planning. They can do it by answering questions such as 'Did you already start planning your career?', 'If so, how far did you reach, how detailed is your Career Plan?', etc.

You should finish by reminding young people that career planning is important because it can help them leverage their strengths and build confidence. More importantly, it encourages them to take ownership of your career.

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RESOURCE 16 - HORIZONS – ADVANCED LEVEL: “Personal Scenario Planning”

Theoretical Background

Envisioning the future is admittedly a powerful tool in understanding where the person wants to be later on. Many people attest to using visualisation as a tool for public speaking, negotiation, and other tasks. In this resource, envisioning is only the first step toward self-knowledge, which then leads to action steps toward an expansion of the Horizons.

Such an introspective point of view is necessary for career development because the ultimate goal of a Personal Scenario is a lifetime one. Hence, it is important that the Personal Scenario comes from within. Motivation to reach the envisioned outcome is important, because the obstacles found on the way to success may distract the learner. That is the reason behind using praise and rewards in this resource.

How to use this resource

This resource is a step-by-step guide to developing a Scenario for Personal development. The learners are instructed to follow these steps as they are presented because each one builds on the outcomes of the previous one. The learners will need a few pages of a notebook and a few pens and pencils of a different colour.

Personal Scenario Planning

This activity has several steps:

1. Visualise your Future!
The first step is a step towards the inside! That is where the dream resides. This step asks learners to think and visualise their future self. How do they imagine that they will be in the future?
2. Describe your Vision!
The following step is to tell others, in written form, what they have visualised. They are instructed to add as much detail as seems to be appropriate.
3. Which skills will bring you closer?
Now the learner needs to think about the skills and abilities that will have to be improved for their future self to come closer to being a reality.
4. How much improvement do you need?
Here, the learners are to estimate how much improvement of their skills, knowledge and abilities they will have to achieve.
5. Set your Priorities.
At this step, the learner is asked to put the small goals in order of priority. They are asked to sort the improvement steps according to their prerequisites.
6. How to get from point A to point B.
It is the step of action as it requests the learners to take active steps toward attaining the small goals they have ordered before.

7. Personal SWOT analysis.
Now, the learner is asked to analyse their personal scenario for Strengths, Weaknesses, Opportunities and Threats. Knowing these will facilitate their journey toward the envisioned self they have previously described.
8. Plan for rewards.
Rewards and praise is the fundamental key to attaining goals. This step is important in keeping the learner motivated to succeed throughout the difficulties and obstacles found on the way.
9. Record your Progress.
Writing down the efforts for progress will help later on when the learner is looking in retrospect and remembering how they acted and what went right or wrong.
10. Review and Revise.
The final step is a reminder to keep revising after they have looked back into what they have done so far. The initial plan does not have to be the only effort to reach the goal. In case the first plan has errors, this step will help in overcoming them.

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RESOURCE 17 - HORIZONS 5- ADVANCED LEVEL: “How to Present Your Transferrable Skills”

Theoretical background

When working with young people who may have limited professional work experience, gaps in their CVs or unfinished academic studies, but who are still looking to secure a job, it is important that you support them to work with the skills that they do have so that they can present their strengths in an interview scenario. One way of doing this is to support young people to identify and show their transferrable skills. When working with young people, it is important to stress that transferable skills are skills and abilities that they have already acquired through their years in school, family life, social circles, volunteering posts, youth clubs and groups, work experience or any life experience where they learned something. As such, there is a vast array of settings and scenarios for young people to reflect on so that they can come up with their list of transferrable skills.

Once they have completed their list of skills, the next task is to show them how they can present these skills to potential employers. For this, we propose that you show your young people how to use the STARL method in an interview setting. STARL stands for Situation, Task, Action, Result and Learning; and is a basic model which can show your young people for summarising and presenting their transferrable skills to potential employers. To use the STARL method, young people in your group will need to follow these 5 steps:

1. Situation – here they should set the scene and explain an experience they had where they can later describe how they used their skills. Here they should describe the environment they were in, the type of people who were involved and the resources they could access. They should describe these aspects briefly.
2. Task – here they should explain what has been asked of them. The task could include the description of a problem they encountered or how they had to manage a difficult person or overcome different obstacles to deliver a project, for example.
3. Action – here they should describe the actions or activities they undertook when faced with the task. To illustrate their action, they need to evaluate what they did in the described situation and then re-tell this to the interviewer.
4. Result – here they should briefly present the outcome of their action. For this, they should reflect on the specific difference or impact that their action had on the situation and/or task.
5. Learn – in the final step, young people should show that they have been able to reflect on the scenario they described and that they have learned from this experience. Here they should also highlight the skills and competences that they developed throughout this scenario and what they have taken away from this experience. This is also where they should highlight how the described skill is indeed transferrable, and to give an

example of how they can apply it to the specific job that they are being interviewed for.

The STARL method is a simple but effective means of presenting transferrable skills to employers, and of showing that young people have the maturity and self-awareness to identify the skills they have and demonstrate how these skills are applicable to different contexts.

How to use the resource

The first step in using this resource with young people is to ensure that they have a list of transferrable skills that they have identified. To support them to write their list of transferrable skills, you should read aloud the categories of skills that are presented below and ask all young people to take note of the skills they have in each category as you read. Read slowly through the following list so that young people do not need to rush when writing their list and so that they don't miss any categories:

1. Problem-solving skills
2. Skills related to the ability to learn and acquire new knowledge
3. Literacy skills
4. Numeracy skills
5. Communication – both written, spoken and non-verbal communication
6. Leadership skills
7. Ability to follow through and deliver on tasks, projects, assignments, etc.
8. Physical skills and abilities
9. Skills related to developing human relationships
10. Digital skills

After you have read through these categories, you should ensure that each young person has a list of transferrable skills that they can use for the next activity.

For the next activity, you should first outline the steps involved in the STARL method, which are mentioned above in this chapter. Working with the whole group, you should then take an example of one transferrable skill – volunteered by one of the young people if possible – and as a group, develop an example of how the STARL method could be applied to present this skill to a potential employer.

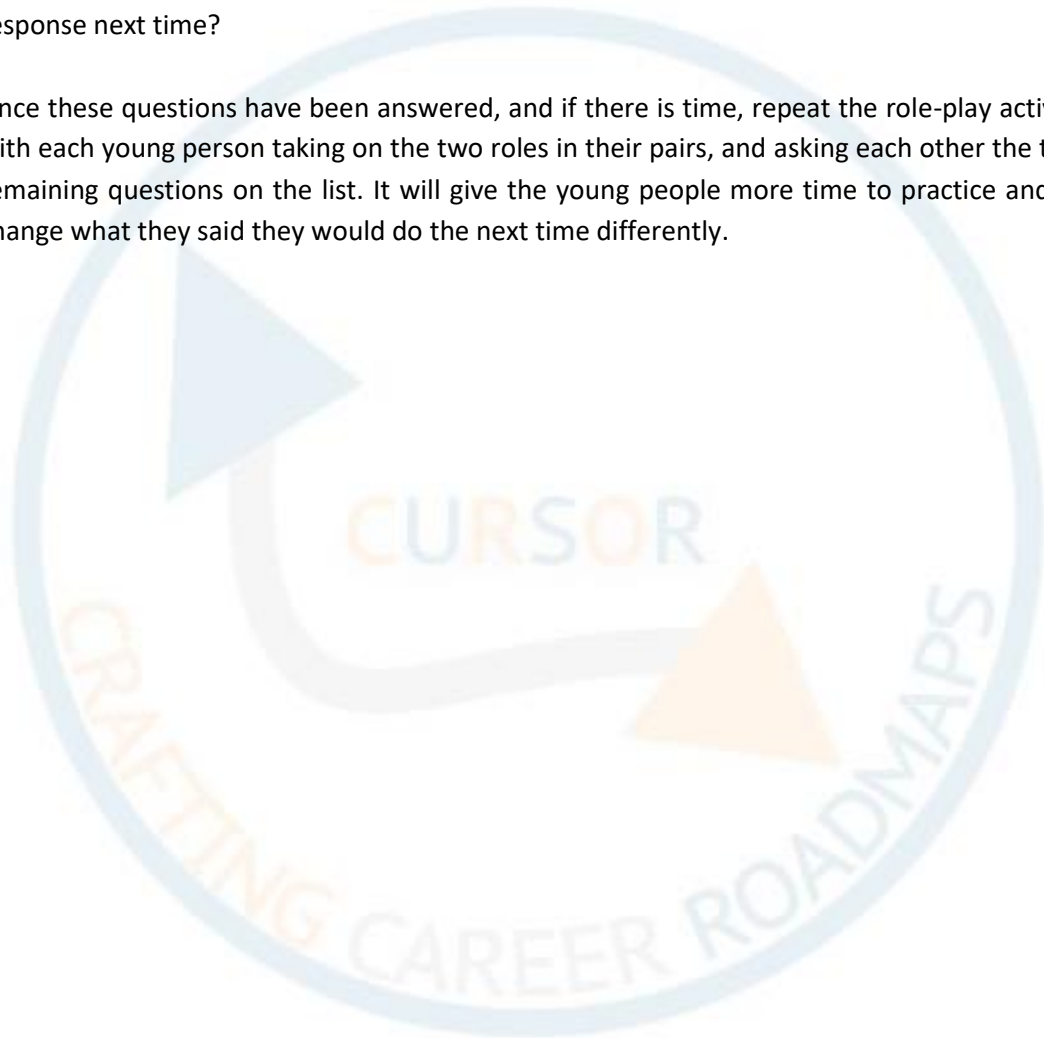
Following on from this open discussion, you should then divide all young people into pairs. Working in pairs, each young person will take part in a role-play exercise. This activity will be repeated at least twice so that each young person has the opportunity to play both roles.

The first role will be as an employer in a job interview. The second role will be the candidate for the interview. In this role-play scenario, the employer will ask the candidate one of the following questions, and the candidate will have to use the STARL method to answer the question:

1. Tell me about a difficult decision you've made in the last year.
2. Describe a stressful situation at school, home or work, and how you handled it.
3. Give me an example of when you showed initiative and took the lead.
4. Give me an example of a time when you tried to accomplish something and failed.

After this first example, the roles switch, and the employer should ask the candidate one of the other questions on the list. After each young person has had the opportunity to play both roles, you should bring the whole group back together and ask the young people: (1) how they found the exercise of using STARL; (2) is there something they would change about their response next time?

Once these questions have been answered, and if there is time, repeat the role-play activity with each young person taking on the two roles in their pairs, and asking each other the two remaining questions on the list. It will give the young people more time to practice and to change what they said they would do the next time differently.



RESOURCE 18 - HORIZONS - ADVANCED LEVEL: “What factors revolve around planning career pathways?”

Theoretical background

From the early stage of career development – childhood fantasies – to your adult decisions, the ideas about your career are shaped by a multitude of factors.

The resource “What factors revolve around planning career pathways?” has been developed based on a literature review (see reference list) in the field of ‘Career planning and development’.

Research indicates that career planning is highly influenced - among others - by parents, teachers, friends, high school academic experience and self-efficacy. Young people also perceive Ethnic-gender expectations, culture and the personality type as influencing their career planning. When we think about career choice, several things immediately come to mind - job description, training and education required, career outlook and salary - but many other factors may influence our decisions. Theories can help us frame why and how things happen. In this case, career development theories help us explain why and how we choose to pursue specific career fields. But any of the theories explain everything, so it's good to consider these factors from multiple perspectives.

How to use the resource

To use this resource in your work with young people, you can start by describing the most influential factors:

Personality type

Knowing your Personality Type will aid you in selecting a career field that is a good fit for you, searching for a job, marketing yourself and evaluating opportunities that arise.

Skills, abilities and talents

These are strongly related to your education (especially high school academic experience) and completed training and courses. By considering your skills, abilities and talents, you may find out how they fit a particular job or occupation, create your occupational profiles for specific jobs and identify activities you enjoy and those in which you have a level of competency.

Behaviour, Self-presentation and Self-efficacy

The behaviour is sometimes more important than job performance. Consider your career goals and modify your behaviour, self-presentation and self-efficacy accordingly.

Culture

Our culture shapes our values and expectations. Your cultural background, as well as your regional area and ethnic group, can influence your future work choice. Culture may affect how you look at career decisions in general and how you make choices for yourself.

Gender

Both men and women have experienced career-related stereotypes. How you view yourself as an individual may influence both the opportunities and barriers you perceive as you make career decisions.

Interests

There is a strong connection between the personality type and career fields, a classification system that matches personality characteristics and personal preferences to job characteristics. You can find your 'match' and receive a list of related occupations, by completing a questionnaire on the Internet (i.e. at <https://www.careerkey.org/explore-career-options/personality-career-match.html#.XBpHNIwzZnI>)

Life roles

Being a worker is just one of your life roles, in addition to others such as child, student and parent. These roles change throughout your life. How you think about yourself in these roles, their requirements and the external forces that affect you may influence how you look at a career in general and how you make your choices.

Social and economic conditions

All of your career choices take place within the context of society and the economy. Events that take place in your life may affect the options available to you and even dictate your choices to a certain degree. Changes in the economy and resulting job market may also affect how your career develops.

Previous experiences

Having positive experiences and role models working in specific careers may influence the set of careers you consider as options for yourself. You are likely to consider continuing a particular task if you have had a positive experience doing it. In this way, you'll focus on areas in which you have had proven success and achieved positive self-esteem.

Parents, Teachers, Friends

Socializers such as parents, teachers and friends, are highly influential and play an important role in career choices, as career-related discussions mostly occur with parents, peers and school teachers or counsellors. Family involvement is the most significant predictor of career choice in gender-dominated occupations.

At this point, you should stimulate young people to involve in a discussion for checking the status of their career planning, by answering questions such as 'Did you already start planning your career?', 'If so, how far did you reach, how detailed is your Career Plan?', etc.

You should finish by reminding young people that career planning is important because it can help them leverage their strengths and build confidence. More importantly, it encourages them to take ownership of your career.

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RESOURCE 19 - NETWORK – INTERMEDIATE LEVEL: “Making Connections in Conferences and Seminars”

Theoretical Background

Every career counsellor will agree that attending conferences and seminars will give to the newly graduated or the job seeker the opportunity to learn about new trends that are happening in their field. They can get certificates to enrich their portfolio, and they can get some relevant entries for their curriculum vitae. One of the most valuable things they can get from a conference or a seminar is contacts. These contacts can build into a network of people that will be valuable to them throughout their career.

Building professional connections can be challenging, especially for someone who is just starting on their career. But, like any challenging task, contact-making is easier if breaking it down into small actionable tasks.

Networking doesn't have to be limited in exchanging business cards and making pointless small talk. Networking can actually be fun as well.

How to use this resource

In the beginning, you can facilitate a dialogue on the benefits of attending conferences and seminars. Then, you can focus on the benefit of acquiring professional connections.

Then, you can provide the learners with a set of tips for making connections in the limited time of conferences and seminars.

Become a juggler

The beginning of a conversation is an exercise in multitasking. Learn how to make and keep in touch with the eyes, smile, give positive confirmation, lift your hand for a greeting and say something essential. So you can create a good communication vibe.

Do not try to fix the problems of the person you met

Some consider nagging a safe way to open a conversation with someone unknown. You do not have to fix your interlocutor's problems. It is more constructive for the relationship you are trying to start reassuring him to solve the issues himself.

Forget the small-talk

Quickly leave the weather discussion and go straight to the great theories of the universe. People are more than welcome to the important conversations from chat. The best thing, however, is what your new friend has in recent times.

Avoid interrogation

Asking questions is interesting, but do not overdo it. Anyone trapped on an aeroplane next to an interrogator knows that it's terrible. Avoid pushing the conversation with questions. Use better statements.

Talk like you are already friends

Statements, that include both of you in the same story, quickly create mutual sympathy. For example, "I do not know about you, but I could go for a coffee now." Such statements encourage interaction without demanding it.

Say something silly

People trust you when you trust them enough to relax and stop defending. Tell a story where you were ridiculed or try your poor French accent. Laugh at yourself, and others will feel ready to be opened.

Do not boast

When it comes to promoting yourself, subtlety is required. You finished second at the Marathon. Well, you must be restrained. Let your new friend discover your achievements later.

Do not think; just listen!

It is tempting to spend the time the other person is talking about by planning what you are going to say next. Do not do it. You better listen to what the other person says. The answer to the riddle of how to manage the flow of the discussion is not in your head. It is right in front of you.

In the end, you can advise the participants to try the above tips with their peers or their friends.

References

The tips in this resource are adapted from the tips provided by Wayne Elise in an article in the March 2013 issue of WIRED UK magazine.

RESOURCE 20 - NETWORKS 2- INTRODUCTORY LEVEL: “Developing my Personal Elevator Pitch”

Theoretical background

No matter what job interview or networking event a young learner will attend throughout their career, at some point they are going to be asked the question: “So tell me about yourself?” While most people dread the prospect of ‘selling themselves’ to a stranger at a networking event or a potential employer at interview, having a short and snappy profile prepared which describes their skills, experience and qualifications is essential in answering this question competently. In this resource, we are aiming to support young people to prepare such a statement about themselves.

Termed an ‘elevator pitch’, this is a short 30-60 second polished pitch which outlines who they are, what they bring to the table, and why this stranger should want to hire them. In a nutshell, an elevator pitch is a short summary of their qualifications, skills and professional experiences. It is called an elevator pitch because the pitch is designed to be delivered in the amount of time a person would have if they were stuck in an elevator with a potential employer and they wanted to persuade them to hire them. Elevator pitches can be designed for business ideas so that entrepreneurs can try and sell their business to potential investors. However, the focus of this resource will be to create a personal elevator pitch which will help young learners to advance in their career.

Although different people have different ideas about what makes a good pitch, at a minimum an elevator pitch should include their name, current job title, one sentence on their work experience, what their key skills are, what their unique skills and experiences are. They should finish by stating a career goal or the type of job that they are currently looking for.

How to use the resource

To use this resource in your work with young people, you should first ensure that you create a supportive and trusting environment with your group, where young people will feel comfortable to share their elevator pitches with one another. The next step is to introduce the concept of an elevator pitch to them, and then get them to start writing their pitch.

To support them to write their elevator pitch, review the following steps and guide learners through answering all of the questions listed:

1. The first step is for each young person to write down their full name.

2. Next, they should ask the following question:
 - a. What skills do I have? To answer this, they have to review their skill set and assess what it is that they do well. They need to be able to describe accurately and concisely what they can deliver to a potential employer. Here, it is worthwhile to consider any professional or academic accomplishments.
3. The next step in developing an elevator pitch is to determine what is unique about them. Although you have outlined your essential skills at the beginning of your elevator pitch, it is important to build on this as you develop your pitch to talk about what unique skills and experiences you have that will set you apart from others. It is important that they have a clear and concise understanding of their unique abilities in work so that others will better understand their strengths and so that potential employers can appreciate their value to their company. To identify these strengths, young people should try thinking about where they feel most assured. What aspects of their job or school do they excel in? What is their favourite subject, and why? What do they do better than their peers?
4. The next step is for young people to set a goal for themselves and to determine for others what it is that they would like to do? The reason it is important to include a goal in their pitch is to highlight to others how they could help the young person. People need to know what they are hoping to achieve to be able to help them to achieve it. To help young people to set this goal, tell them to try thinking of what is it that they want as a result of this pitch? Is it help in developing a new skill, gaining new experience or support in applying for a job in a particular company or field? If they are pitching to a potential employer, what do they hope to gain from being an employee at that firm? If they are struggling to answer these questions, tell them to try looking at job descriptions that really interest them and ask them why this interests them? Then relate this to setting career goals.
5. Another element which can be included in an elevator pitch relates to motivation. It is linked to the goal, but rather than focusing on the 'what', it highlights the 'why' of their pitch. When determining motivation, first the young person should analyse their emotional investment in making a career change, securing a new job, up-skilling in a new field, etc. To determine their motivation, simply ask the young person: why do you enjoy your work? Or why do you want this job? Who would you like your work to inspire or help others?

Once young people in your group have answered all of these questions and written a short pitch for themselves, it is important to give them the opportunity to practice their delivery. To do this, get all young people up off their seat and walking around the classroom. Stage networking events, where they are each asked to walk around the room and when someone stops them, they have to deliver their elevator pitch to that person, and also listen to the pitch of the other person. In this way, young people will get an opportunity to practice their pitch, but also to listen to the pitches of their peers, which might help them to refine their pitch based on what others have said about themselves.

RESOURCE 21 - NETWORKS - INTERMEDIATE LEVEL: “(Face-to-face and online) networking for career development: *why to do it?*”

Theoretical background

Networking can serve as a valuable strategy at every stage of your career development. It simply means connecting with people - your most valuable resources at every phase of your pursuits. Networking basically means to connect and make contacts by conducting communication at different platforms. Networking is significantly required in professional life, as isolation will never let you become a part of an office or workplace.

The resource “(Face-to-face and online) networking for career development: *why to do it?*” has been developed based on a literature review (see reference list) in the field of ‘Networking for career planning’.

Researches have proven that networking is now a must-have capability for professionals, the most important tool for intelligence gathering. Networking skills are needed to take advantage of great connections within the professional and personal environment. There is a high need to develop strategic networking skills and practices to excel at creating, cultivating and capitalizing on the cross-functional relationships that get things done and affect the bottom line.

How to use the resource

To use this resource in your work with young people, you can define networking and show why Networking is Highly Important for Career Development:

Networking is Highly Important for Career Development

- Networking with highly qualified individuals can lead to career development by improving your professional performance.
- When you make connections with people who work for leading brands and popular firms, the chances of career development increase.
- When your network grows, you come to know more efficiently about job requirements and employment openings, so you don’t miss out on any good vacancies.
- When networking, you learn through an interconnected professional community, and you can use your networking skills to increase your knowledge about job tactics and tricks.

- Networking broadens your circle and makes an impressive addition of skilled personalities to it. Connecting with such people who are expert and quite professional, can turn out to be prominently helpful regarding your skill advancement.
- You can improve your expertise and put them to a better usage by observing other successful professionals in your network.
- Networking polishes your skills and makes you remarkably capable of challenging tasks. The bigger network you'll have, the more skills you'll learn and the better you'll grow professionally.

Then you should continue by emphasizing that both Face-to-face or online networking should be used, as an efficient combination, and provide the reasons and benefits for each of the two types of networking:

Why choose face-to-face networking?

Because face-to-face interaction is still paramount and because meeting outside the office:

- gives time to learn about those in your network;
- inspires new ways of thinking;
- increases learning without office distractions;
- boosts creativity.

Why choose online networking?

Because:

- it gives employers a summary of expertise, strengths and work experience;
- it distinguishes from less tech-savvy job-hunters through a personal brand;
- it provides you with a digital Rolodex of connections for future references;
- it helps recruiters weigh you personally and professionally based on posts.

Professional Benefits of Networking 1

It gives you a word of mouth referrals. 57% of jobs are filled through networking contacts.

Professional Benefits of Networking 2

It harnesses and strengthens your creativity. 96% of Adobe employees report creativity as central to their value to the world and the company.

Professional Benefits of Networking 3

It connects you with mentors. 68% of those, planning to stay with their company for five years, have a mentor.

Quality of Life Benefits of Networking

Having a strong social network is an indicator of psychological, emotional and physical wellness. Strong and healthy networks lead to a decrease in dementia, breast cancer and premature death.

At this point, you should stimulate a discussion among young people and ask them to analyse their network. You can use questions like: *'How strong and large is your current network?'*, *'How can you get the most value out of your network to plan and develop your career?'*, *'What would you need to change in your network to make it more profitable?'*.

To close, you can remind them that to make networking work for the growth and development of both themselves and their career. They have to build sustainable relationships instead of just adding to their number of connections.

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RESOURCE 22- NETWORKS – ADVANCED LEVEL: “Social Networking Diary”

Theoretical Background

Being a social person puts a person in the same category as many other people. What will define the person is how they express, their sociability and their motive. How a person expresses can bring people closer to them, or it can drive them away. It can make or break a relationship. Even when the person does not want everybody to become their friend, the expression might be affecting their career plan in unimaginable ways. Sociability is everything that we do when we speak with people, when we meet new acquaintances, and when we make new friends. Our motive is something that is usually hidden beneath our words when talking to someone. It includes all the hopes and expectations we have of each conversation.

With the present resource, the learner will come to know more about how to embark on a journey of meeting new people and reconnecting with the people that she has not talked to in some time. You will make the most of this resource when you guide the learners to keep their motive clean from the hope to get something out of somebody. The method we will describe in this learning resource is focusing on getting to know others, and not on asking things of others. Talk with the learners about the difference between speaking to take something and speaking to know something.

The activities require a lot of writing because it is well known that writing facilitates remembering. They also require coming up with novel ideas to facilitate learning. Moreover, the activities leave room for improvisation, which makes them easily adaptable to all people regardless of background. Another important aspect of this set of activities is that they focus on abilities that most humans have mastered, making their level of attainment easy to follow. Lastly, they follow a person-centred approach in making contact with other people by calling learners to learn more about the other person rather than seek others only when asking something of them.

How to use this resource

The structure of this exercise is simple but progressive. It means that the steps should be taken one at a time. That is so because there are learning objectives attached to each step and only having talked about the previous matters can the next step fulfil its' purpose.

Self-knowledge Journal

The following set of activities develops into a journal as it has a daily entry format for record-keeping. The word “journal” is included in the title to help learners figure out how to structure their note-taking in the process of completing the tasks. Such a structure does not require the acquisition of a calendar or a diary though. It can be easily created using lined sheets of paper of a comfortable to use paper size (such as A5 or A4).

This activity has several steps:

1. Brainstorming regarding who the person already knows.
It is a brainstorming exercise in which learners are instructed to remember that the people they already know belong in their network. They can use any sort of contacts list, such as their e-mail provider list, their Facebook contacts, phone contact list, etc.
2. Creating a Personal Card Index.
This task involves writing down contact names and sorting them alphabetically. The learner will need small pieces of paper (size A5 or smaller) because, on the paper, they will include information about the person as they get more acquainted. The sheets of paper need to be separate as they will be sorted in alphabetical order. One recommendation is that they can be kept safely in a box.
3. Approaching the contacts the person already has.
For this task, the learner can use e-mail, phone, or face-to-face communication. Whichever seems to be more befitting the situation will do.
4. Discussion about the benefits of being sociable.
It is a discussion that can take place in a group setting or on the one-to-one communication.
5. Discussion about being available.
It is another group or one-to-one discussion matter.
6. Appointment making with people for relationship building.
Here the learner will have many opportunities to improvise their social skills while improving their relationships with their social network. In the process recommended in the relevant slide, there are opportunities for network building.
7. Creation of a social map.
Taking some time to create a visual map of the network of people, the learner knows, will facilitate meaning-making out of their network. It also facilitates the development of novel ideas for collaboration!
8. Evaluation time!
The final recommended step is to look at the personal index cards once more and answer some reflective questions.

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RESOURCE 23- NETWORKS 5 – ADVANCED LEVEL: “Building Emotional Intelligence for Career Success”

Theoretical background

In order to effectively work with people, to network and to engage with diverse groups of contacts in our increasingly interconnected modern workplace, it is important that future employees develop high levels of emotional intelligence. Having good emotional intelligence will also support the young people you are working with to take new career opportunities as they come their way and remain flexible and responsive to the changes in the labour market. Theorist Daniel Goleman describes emotional intelligence as “the capacity for recognising our own feelings and those of others, motivating ourselves and for managing emotions well in ourselves and in your relationships”.

Emotional Intelligence incorporates aspects of empathy, awareness of others, self-awareness and control of our own emotions and emotional responses. Whereas IQ measures an individual’s traditional forms of intelligence such as their subject knowledge or aptitude for learning; the assessment of a person’s emotional intelligence, or EQ, can be categorised in two ways. Firstly, EQ assesses a person’s interpersonal intelligence: this is their ability to understand and interpret the intentions, motivations and desires of other people. Secondly, EQ measures an individual’s intrapersonal intelligence which is a person’s capacity to understand oneself and one’s desires, motivations, fears and feelings.

In his work, Goleman outlines the five main constructs for developing emotional intelligence. These include:

1. Self-awareness;
2. Self-regulation;
3. Internal Motivation;
4. Empathy; and
5. Social Skills.

These five components of emotional intelligence fit into the two categories of EQ; namely, components 1 to 3 relate to an individual’s intrapersonal intelligence and components 4 and 5 relate to interpersonal intelligence.

In relation to intrapersonal intelligence, self-awareness relates to knowledge and understanding of our personal moods. It includes any triggers which can cause us to react emotionally. A sign that someone is self-aware is when they can laugh at their own expense and show others, they have a sense of humour. This type of awareness is the first step in controlling and regulating our emotions and reactions to other people. Self-regulation is concerned with building on this awareness so that we can effectively manage our emotions and reactions. When we identify triggers in the first component, we need to be able to re-

direct these disruptive impulses and regulate our moods in response to these triggers. This type of control is central to developing a high EQ. Lastly, in terms of our intrapersonal intelligence, we have to understand our internal motivation. This can be shown by a person's passion for work that goes beyond external rewards such as money, status or promotion. It is mostly concerned with understanding what is important in life and in being able to show our willingness to become better ourselves in our careers or other aspects of our lives.

With regard to a person's interpersonal intelligence, a person is considered empathic when they show that they understand the emotions of others. The way they show this is by treating people in accordance with how they are likely to react. Empathy also includes being sensitive to other cultural traditions so that others are not offended by how we treat them. Developing and practising compassion is a crucial ability for our modern working environments. So young learners must develop this characteristic to support their career progression in the future. The final construct of good emotional intelligence relates to an individual's social skills. It includes how we build and manage relationships, networks and professional contacts. Young learners, young employees, people who are planning their careers or those, currently job-seeking, need to be able to build a rapport with others. Included in this skill set is an ability to seek compromise with others and to persuade others to our point of view when in disagreement. These skills are particularly useful in competitive or group interview settings. These are the hallmarks of individuals who have a high enough EQ to be diplomatic colleagues but also determined, focussed and productive employees.

EQ is vital in modern professional environments, but especially for those who are seeking a career or job change. If a potential employee has high EQ, it means that they have a high level of self-awareness which means that they can recognise their feelings and manage their emotions. It is particularly important when networking with peers, colleagues or potential employers. In order to advance in their careers, young learners need to be able to handle criticism, manage rejection and show resilience; they need to keep their emotions in check and remain professional at all times. A good response to criticism or rejection shows a degree of self-awareness and control, which is a crucial quality that potential employers look for.

How to use the resource

To use this resource in your work with young people, you can begin by introducing them to the five main constructs of emotional intelligence, which are described above:

1. Self-awareness
2. Self-regulation
3. Internal Motivation
4. Empathy
5. Social Skills.

After you have introduced these five constructs, you can open a dialogue with young learners to discuss why they think these are important attributes for young employees to have. In

particular, you should discuss with young learners why it is important to control your emotions and to take responsibility for your feelings and behaviours, especially in a professional environment. This discussion should re-confirm for young learners why it is so important to have high levels of emotional intelligence.

Following this discussion, you can emphasise some of the steps outlined in the career planning resource, such as: taking time to observe how they feel, observe how they behave; taking responsibility for their feeling and behaviour and practising empathy. After this, you can introduce a short role-play between volunteers so that they can practice managing a conflict scenario in a work environment, using good and bad emotional intelligence. You can run this role play with different scenarios until your learners get to see good and bad practices in relation to EQ. At the end of this role play, open a dialogue with young learners once more, to discuss the scenarios that were played out and the steps to take to develop their emotional intelligence.



RESOURCE 24 - NETWORKS - ADVANCED LEVEL: “(Face-to-face and online) networking for career development: *how to do it?*”

Theoretical background

There are three main types of networking that you will be engaging in to build your career:

- **Operational networking** involves building relationships with people you do business with regularly, from suppliers to colleagues.
- **Personal networking** helps you find support when you go through rough patches in your career and personal life.
- **Strategic networking** happens when you target someone who would add a specific benefit to your network.

The resource “(Face-to-face and online) networking for career development: *how to do it?*” has been developed based on a literature review (see reference list) in the field of ‘Networking for career planning’.

All experts agree that networking is an important part of job-hunting. But there is less much agreement on the best way to do it. In order to manage career planning or a job search project and make it effective, it might be smart to be systematic about your networking. Once that the need for effective networking is understood, the next level is knowing and applying additional strategies to make the best use of social and professional networking.

How to use the resource

To use this resource in your work with young people, you need to explain to them, which are the steps to be taken for better networking:

Step 1: Have the right mindset

Networking is more like farming than hunting. You will be more successful in the long run by cultivating relationships with people than by trying to close the deal in a first meeting.

Step 2: Have the tools to network with you at all times

These include an informative name badge, business cards, a brochure or resume. Don’t just hand them out indiscriminately - that makes them seem less valuable.

Step 3: Act like a host not like a guest

A host is expected to do things for others, while a guest sits back and relaxes. Make people feel welcome and comfortable. Introduce others to people you have already met, especially if they have something in common. Meet people who are standing by themselves.

Step 4: Listen and ask questions

Remember that a good networker has two ears and one mouth and uses them proportionately. Find out about the others' business as well as their outside interests.

Step 5: Give leads or referrals whenever possible

The best networkers believe in the givers gain philosophy. If you don't genuinely attempt to help the people you meet, then you are not networking effectively. Reciprocity builds the relationship. Success in business is the result of service and relationships.

Step 6: Small courtesies count a lot in today's world

A thank-you note or follow-up call after someone has given you a referral shows that you value the relationship and appreciate their efforts. They are more likely to remember you and be interested in helping you again.

Step 7: Make a point to meet new people

While it is more comfortable for most of us to hang out with friends and associates, you are at these functions to meet new people. Get out of your comfort zone. Set a goal for how many people you meet or set time limits for how much time you spend with each person.

Step 8: Write notes on the backs of business cards you collect

Record anything you think may be useful in remembering people or the conversations you had, especially, anything you promised to do. If it is awkward to do this at the meeting, stop on your way home or in your car and write down as much as you can remember.

Step 9: Be yourself! Be authentic!

Remember, you are building relationships that may last a long time. People trust you more when they see a consistent pattern of behaviour. And trust and knowledge are the basis of developing a relationship. Present yourself in a positive and professional manner.

Step 10: Follow up!

It is the most important part of networking. Ask for permission to call or e-mail or send information. Then do whatever you say you are going to do. If someone has helped you get an interview or gave you a referral, keep in touch and let them know how things went.

At this point, you should invite them to describe their current network based on the above 10 steps. Towards that purpose, you can use debate questions like *'Do you think you made all the necessary efforts?'*, *'Can you do better and improve your network?'*.

To close, you can remind them that after they developed a clearer picture of their career plans, they do not have to forget to begin expanding the network of contacts beyond those closest of them. You can also provide them with few hints on that (i.e. to access professional associations, blogs, online networking sites, newspaper articles, social media, formal networking programs, professional conferences, panel discussions and even use a more formal tool called the informational interview).

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