PROMETHEUS

Prometheus
Toolkit

Erasmus+ | HUMAN RESOURCE DEVELOPMENT CENTRE

table of CONTENTS

Prometheus **Toolkit**

The Prometheus **Toolkit** is one of the intellectual outputs of the Prometheus projectp 2014-1-BG01-KA204-001560, funded with the support of the European Commission and is jointly developed by the partners from different European countries. Its main purpose is to provide additional resources, which will help career advisors enhance the quality of their services offered to clients.

The Prometheus team includes 6 partner organisations from 6 European countries:

Business Foundation for Education, Bulgaria (www.fbo.bg)

Centro Italiano per l'Apprendimento Permanente, Italy (www.ciape.it)

BEST Institut für berufsbezogene Weiterbildung und Personaltraining

GmbH, Austria (www.best.at)

Institute of Entrepreneurship Development, Greece (http://entre.gr)

Aspire-igen, Great Britain (www.aspire-i.com)

Cork Institute of Technology, Ireland (www.cit.ie)

The Prometheus **Toolkit** includes a set of 25 innovative career counselling and guidance tools. The tools are miscellaneous; they can be applied in the different stages of the career counselling process and are selected in a way, that they can fit various objectives and areas of career guidance. The majority of tools are appropriate both for face-to-face and online guidance; there are tools, specifically addressing individual counselling, as well as others, which are applicable in a group context.

The first 11 tools are mainly addressing the needs of people who are in a process of choosing a profession, unemployed people and/or people who search for a change. Tools from 12 to 18 are aiming at acquisition and evaluation of soft skills as part of the career development. The last 8 tools can be implemented in the work with all kind of clients and include topics such as planning, aims setting, balance between personal and professional life, etc.

The main types of the career counselling tools included in the Toolkit are:

- role play
- psychological tests
- interview tools

- exercises/structuring tasks
- self - evaluation/reflection questionnaires
- skills evaluation tools.

The description of each tool contains 5 sections:

- **Type of tool:** It provides information about the format and mode of the instrument - whether it is a role play, a psychological test, an interview tool, an exercise / structuring task, a self - evaluation / reflection questionnaire or a skills evaluation tool.

- **Objectives:** This section directs the career advisor in what type of situation the specific tools is most appropriate and what kind of purpose it serves best.

- **Target groups**: The main target groups addressed by the selected tools include all types of people interested in planning and managing their career. In particular, the main target groups are school children, youngsters, university students, unemployed people, people wishing to change their career and people interested in their professional development. For some instruments, the identification of the target groups is linked to each client's individual goals and needs.

- **Description / Presentation of the tool:** This section describes in detail the processes and characteristics of each instrument. Various guidance notes for career advisors are also included – such as tables, questions, behavioral strategies and reactions, etc.

- **Learning outcomes:** In this last part the key expected outcomes of each tool are listed.

The PROMETHEUS **Toolkit** is available on the Prometheus website in English, Bulgarian, Italian, German and Greek.

Please follow the activities of the Prometheus team:

Online: http://prometheus-eu.net/

Facebook: https://www.facebook.com/prometheuseu

LinkedIn group: https://www.linkedin.com/grp/home?gid=6936869

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Title:

OPPORTUNITIES FOR CAREER DEVELOPMENT

Type of Tool:

An individual task during an interview

Objectives:

The main purpose of this tool is to gather information which will allow the client to expand their opportunities for career development and a choice of career.

Target groups:

- Young people choosing a university field of study (major);
- People wishing to change their career.

Description / Presentation of the tool:

The client is presented with Table 1 and asked to review the example career development opportunities for someone working as a Nurse (see Table 1). They are then asked to write down their own idea profession/ major/position and on the opposite side to list the other professions/majors/positions that are somehow related to this. If required this exercise can be repeated with other professions or jobs.
After working on the table the consultant discusses each individual opportunity with the client and also which are the most realistic/ preferred by the client. In the end 4 or 5 new opportunities for career development are identified, which the client can further research.

Table 1 "New opportunities for career development"

HEALTHCARE (Nurse)	Physiotherapist	Assistant Pharmacist	Doctor	Midwife
	Medical social worker	Dental hygienist	Radiologist	School nurse
	Hospital attendant	Senior Nurse	Healthy lifestyle and nutrition consultant	Provider of medical equipment
	Dietician	Laboratory technician	Social worker	Medical equipment technician
	Obstetrician	Nursing Professor in a University	Medical secretary	Medical researcher

1.				
2.				
3.				

Learning outcomes:

- Developing a list of additional career opportunities, close to the ideal profession/major/position;

- Expanding the opportunities for applying for a job;

- Expanding career choice.

Title:

PERSONAL BARRIERS TO SUCCESSFUL PROFESSIONAL ACHIEVEMENT

Type of Tool:

The exercise can be used during an interview or as an individual task for self-reflection.

Objectives:

Some of the challenges in career planning and job searching are related to being able to recognise and overcome barriers faced. Some of these barriers include: negative past experience in searching for and finding a job, lack of focus, low level of motivation, interpersonal relationships, which influence decision-making, the use of ineffective strategies for achieving goals, lack of resources, negative emotions, difficult circumstances, waiting for future events, etc.

The main goals of this exercise are:

- Focusing the client's attention on the personal barriers and obstacles they might face when looking for or starting a new job;

- Developing skills for recognising and overcoming these barriers and obstacles.

Target groups:

This exercise is suitable for unemployed people as well as for people in the process of changing their career.

Description / Presentation of the tool:

The exercise can be used during an online conversation between the client and the consultant or can be given as an additional task, which the client has to complete between two online sessions.

It contains a couple of steps, and the instructions for each step can be given in stages (if the exercise is used during an online session) or all at once (if given as an additional task).

Step 1: "Reflect and share/write down in Table 1 all the barriers/obstacles/expected difficulties, which you meet or you are afraid might happen when you search for a job.

Step 2: Define which of these barriers/obstacles/expected difficulties influence the development of your career and arrange them by level of significance (in Table 1).

Step 3: Write down in Table 2 those barriers/obstacles/expected difficulties that are most significant for you.

Now focus your attention on the possible ways to overcome them. What strategies would you use to overcome them? You can remember how you reacted in similar situations in the past and the way you coped back then. If you personally don't have similar experiences, think about how your friends or close ones have coped with similar situations.

If you cannot remember such situations imagine people you like and admire – how would they react if they came across such an obstacle? What would they do?

Write down in Table 2 all the strategies which you can use to cope with the respective difficulty.

If the exercise is done during an online conversation, the last questions are asked one after the other in order to ascertain the client's ability to cope with these difficulties.

Table 1: Barriers / obstacles / expected difficulties:

Significance level	Barrier / obstacle / difficulty:

Table 2: Coping strategies

Barrier 1:	Strategies:

Barrier 2:	Strategies:

Barrier 3:	Strategies:

Learning outcomes:

- Predicting the possible difficulties/obstacles/barriers, which can emerge during a job search;

- Realising the fears, beliefs and attitudes related to finding a job and/or changing your career;

- Developing skills for creative coping with possible barriers/obstacles/difficulties;

- Improving motivation to search for and find a job.

Title:

EVALUATION OF CAREER DEVELOPMENT OPPORTUNITIES

Type of Tool:

A decision-making tool

Objectives:

The goal of the exercise is to assist the client when taking a decision linked to their personal career development.

Target groups:

- Young people who are choosing a university course;
- People wishing to change their career.

Description / Presentation of the tool:

This exercise can be preceded by the "Professional values" and "Career development opportunities" tools. The client is asked to list again vertically their 10 most important professional values, and horizontally to write down 4 or 5 most preferred professional opportunities. Then the client is asked to evaluate each career opportunity in terms of each separate professional value on the scale of 1 to 5, where 5 is the highest value and 0 is the lowest. At the end the points for each opportunity for professional development are summed up and the final results are discussed together with the consultant.

The exercise can also be done individually (without using the tools mentioned: "Professional values" and "Career development opportunities"). In this situation the client is asked to write down vertically the ten factors that are most important for their career development and career choice. Horizontally, the task again is to write down opportunities for professional development (in terms of positions and professions). The following table can be used as an example.

The exercise can be further developed if the client is given an individual task to talk to people who hold the respective position/profession and ask them to evaluate it based on the 10 factors or professional values they have identified.

Table 1 "Career development opportunities" - Example

Career opportunities \\ Factors	1.Social worker	2.Labour mediator	3.Care home worker	4.Financial consultant
1. Challenge	5	5	3	2
2. Freedom	4	4	3	1
3. Flexibility	4	4	2	1
4. Application of skills	2	4	1	0
5. Exciting	2	3	1	0
6. Creativity	2	4	1	0
7. Money	3	4	2	2
8. Rewarding the efforts invested	2	2	1	0
9. Helping others	4	3	2	1
10. Travelling opportunities	0	0	1	0
Total result:	28	33	16	7

Career opportunities \\ Factors	1.	2.	3.	4.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total result:				

Learning outcomes:

• Gathering additional information to aid the process of choosing a career;

• Mastering techniques for decision-making;

• Evaluating opportunities for career development.

Title:

THE VALUE OF MY WORK

Type of Tool:

A structuring task

Objectives:

The goal of this instrument is to support the development of skills for personal budget planning and defining a salary which the client can negotiate during an interview or with the current employer.

Target groups:

- Unemployed people who will be attending a job interview;
- Clients wishing to negotiate an increase in their current salary.

Description / Presentation of the tool:

The exercise is used whenever the consultant decides that the client has difficulties defining a salary to negotiate during a job interview or has unrealistic expectations about the monthly remuneration (lower or higher).

The exercise can begin with the consultant asking a question which aims to clarify if the client has the skills to plan their own budget. If the answer is positive, additional information is gathered about the method the client uses and the client is then encouraged to present it in details.

If the answer is negative, the client is given Table 1 which contains in column 1 different types of possible monthly expenses. The client is instructed to fill in column 2 with their current expenses, and in column 3 the expenses they would like to have in the future. They are also encouraged to add additional expenses in column 1, in order to cover all their expenses.

After filling in the table and calculating the amount of current and desired (future) monthly expenses, the client is given an individual task – to check the average salary for the position and sector they work in or would like to start working in. If needed, the consultant can support the client with information about possible sources to use to find this type of information (provide a link where information about the average salary range in a specific sector can be obtained).

During the next meeting the consultant and the client discuss the desired salary in comparison to the average salary range for the sector. The consultant investigates and observes the attitude of the client regarding the desired salary and if necessary spends additional time working with the client on their self-evaluation.

The table can be modified and used in the following way: only write in column 1 the basic monthly expenses and respective amounts and in column 2 those expenses which improve the quality of life. Using the table in this way can help calculate the point in which a salary would fail to provide a basic standard of living, as well as future salary aspirations.

Table 1 "Personal budget"

Monthly expenses	(current)	(future)
1. rent or mortgage		
2. car leasing monthly payment		
3. transport / bus expenses		
4. household electricity, water, gas		
5. taxes		
6. telephone bills		
7. waste bill		
8. child care payment		
9. food expenses		
10. clothing		
11. medical expenses		
12. household expenses		
13. entertainment		
14. cable television		
15. petrol		
16. insurance (life, health, car)		
17. household and car repairs		

19. "Disaster" fund		
20. other expenses		
21. savings		
Total amount of monthly expenses:	(current)	(desired)

Learning outcomes:

- Developing skills for planning a personal budget;
- Defining a realistic monthly remuneration to be negotiated;
- Defining the limits of the desired monthly remuneration (minimum/maximum);
- Contextualising the client's self-evaluation.

Title:

PROFESSIONAL VALUES

Type of Tool:

Self-reflection

Objectives:

• Defining and prioritising the most important professional values.

Target groups:

• Young people choosing their first job;

• People wishing to make a change in their career – new work place, new career;

• Clients facing a decision about their professional development.

Description / Presentation of the tool:

The client is given Table 1, where different professional values are described and is instructed to review them and note every professional value that is important for them. If there is enough time, the consultant can ask the client to go over each chosen value and to explain why it is important to them and their career development. The client is told that they can add other values to the list, if the values that are important to them are not listed in the table.

The next step is prioritisation of the chosen values. The client is instructed to review the professional values that they have written down and to choose the 10 most important values for them at the moment. If you are working with a client who wishes to make a career change or is about to take a decision about their career development, the client is guided to choose values which they think will be important for them in the next 2 years (the period can be adapted).

As a third step, the consultant discusses with the client the 5 professional values they can compromise on and the 5 they cannot.

The final step of the exercise is to fill in Table 2, which represents the personal pyramid of career needs (similar to Maslow's pyramid of basic human needs). The client is instructed to write in the pyramid the five values they could not compromise on at the work place. The client should write in the foundation of the pyramid the value which is most essential and important and then arrange the rest depending on their level of importance.

Table 1: A list of professional values

Work environment:
• To have security in my work place;
• To have flexibility in the work duties/tasks;
• To have a policy regarding the work time – flexible or strictly fixed;
• To receive my salary on time;
• To receive higher salary for additional responsibilities I handle;
• To have the opportunity to grow and develop;
• To have a job that is physically safe;
• To have a job that corresponds to my health;
• To have a clean and organised work place;
• My work place to be in a suitable location;
• To have a job that is related to travelling;
• To retire early;
• To have a pension, health insurance and other insurance policies;
• To have a lot of annual leave;
• To be trained at my work place and have the opportunity to learn new things;
• A job which reflects my interests;
• To work at a calm pace;
• ....
• ....
• ....

Job specifics:
• To have the opportunity to use all my abilities;
• To develop new skills and qualities;
• To be able to study while working;

- To have the freedom to do things in a new way;

- To know what is expected of me in advance;

- To have clear rules and deadlines;

- To have diverse responsibilities; various tasks which help me not feel bored;

- To have a challenging job;

- To have a manager I can learn from;

- Precision and detail-orientated;

- To have clear rules for everyone;

- Timely control and feedback on the performance of my duties;

- To be socially involved;

- To find a job easier, after having learned new things;

- Distinction between my personal life from my professional life;

- To have a job which challenges me to think and act;

- To have suitable equipment and tools to be able to do my job;

- To be physically active;

- To work with people;

- To work with numbers, analysis, forecasts;

- To have a job which involves research and scientific activity;

- To use my sales and entrepreneurship skills;

- Creative work;

- To work with high level experts (people who are good at their job);

- Team work;

- Individual work;

- ....

- ....

- ....

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Work relationships:

- Relationship with colleagues based on trust and counting on each other;

- Open and clear communication;

- Competitive atmosphere in the team, so I can constantly develop;

- Relaxed work atmosphere;

- Opportunities for development;

- Cooperation between colleagues and teams;

- Involvement of the entire team and pursuit of common goals;

- Encouraging leadership;

- Humour and friendly relationships;

- Support and cooperation;

- Receive feedback about my performance;

- ....

- ....

Inherent universal values:

- My achievements to be acknowledged and appreciated;

- To be respected;

- To have influence;

- To give and receive support;

- To have freedom / independence when taking decisions and carrying them out;

- To hold high positions;

- To encourage and be encouraged;

- Mistakes to be tolerated and support to be given to avoid them in the future;

- ....

- ....

- ....

Table 2: "My pyramid of career needs"
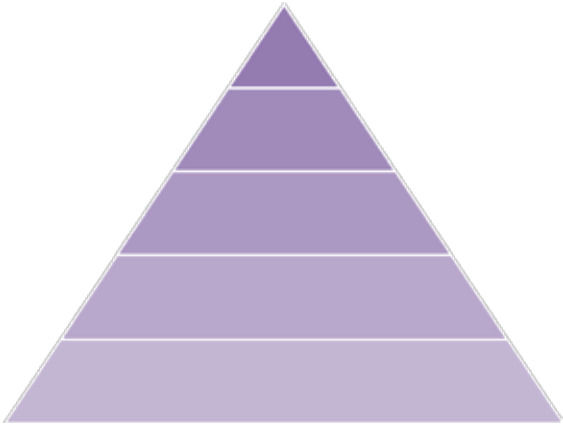
Learning outcomes:

- Gaining clarity about the most important professional values;

- Opportunity to make a career choice;

- Gathering information, which can be used when writing a covering letter and/or during a job interview.

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Title:

AT THE RECEPTION

Type of Tool:

Role play

Objectives:

• Observation and evaluation of the communication skills of the client.

Target groups:

• Clients who need good communication skills for their professional development;

• Clients who have come to have their soft skills evaluated;

• People whose profession is related to working with clients;

• Clients whose purpose for consultation is to receive a plan for career development.

Description / Presentation of the tool:

This exercise takes place in the form of a role play exercise, in which the client has to play the role of an administrator at a hotel reception desk, and the consultant - the role of different customer of the hotel. The task of the "administrator" is to serve each client that visits him/her today, despite their behavior. If the client finds it difficult to play the role of a hotel receptionist, the task can be modified and related to his/her last professional role (especially if it involves working with clients).

This role-play activity can help the client learn a lot about their communication skills, by observing their own reactions to the different situations they face. The consultant will take on the roles of different customers, depending on the respective hypothetical situation. It is important for the consultant to be as authentic as possible in the different roles, because this will provoke the client to actively participate in the role play, as if it were a real situation.

Possible hypothetic situations and roles:

1. A telephone conversation in which a man is interested to learn more about the conditions and prices of the hotel. He wants to hire a double room for 3 days. The communication skills for speaking on the phone with an unfamiliar client/person are being observed.

2. An elderly man wants to use the hotel spa center and is asking for more information about the services offered. The man has a hearing problem. In this role the consultant needs to play the role of a person with a hearing problem well, in order to observe whether the "receptionist" will take into consideration the characteristics of the client and start speaking in a slower and clearer manner, using less words and repeating the information if required.

3. A young woman approaches the Reception desk to complain about irregularities in her room – clogged waste pipe, cold water, uncomfortable bed. The woman speaks angrily, interrupts and does not hear the explanations of the receptionist. The receptionist has to find a way to "calm down" the dissatisfied customer.

4. A tourist wants to do a city tour and kindly asks the receptionist to write down the most famous landmarks in the city and something specific about each one of them. The receptionist cannot refuse this kind request and spends time helping the tourist. Here the written skills of the "receptionist" are also being observed.

5. A tourist who does not understand the language of the receptionist and speaks very little English wants to stay in the hotel for three days. The receptionist has to carry out a conversation with the tourist and tell them they have no available rooms for today, only from tomorrow onwards and to tell the tourist about the prices of the other hotel services. The ability to cope with a new situation and the use of non-verbal communication are observed.

6. A hotel manager calls the receptionist because there has been a complaint by a client, regarding the receptionist's performance. The behavior of the manager is not very aggressive, but still he raises his voice. The manager will enter into a dialogue if the receptionist does not get confrontational, but instead, listens to his/her arguments, manages to formulate his/her own arguments without attacking, and maintains a good tone of conversation throughout the entire dialogue.

The consultant will determine whether to use all hypothetical situations, which one to start with and which one to finish with, as well as whether to change any of them.

The consultant is observing the behavior of the client during the conversation, in order to discuss later their behavior, communication strategies, difficulties, emotions, thoughts and feelings.

The consultant can use the "self-evaluation of the process" questionnaire to help the client share their own evaluation and opinion about the way they coped with the different situations. The same questionnaire can be used as a template in which the consultant marks down the level of communication skills possessed.

Learning outcomes:

- Ability for self-evaluation and evaluation of communication skills;
- Experiencing the peculiarities of communication with different types of clients;
- Developing flexibility for new and unusual situations;
- Developing skills for implementing different communication strategies;
- Awareness of the role and responsibilities for communication in different situations.

Supporting material "Self-evaluation of the process"

This questionnaire will help you evaluate your performance in the different situations of the exercise "At the Reception".

Under each scenario there are a couple of statements which describe different skills, qualities and abilities in communication. Having in mind your own performance, evaluate each statement by using a scale from 1 to 5, where 1 is "very low level of the given skill, quality or ability" and 5 is "excellent level of the given skill, quality or ability".

Scenario 1:

A telephone conversation in which a person is interested in the prices and conditions offered by the hotel. He wants to rent a double room for 3 days.	
I can communicate information in an understandable way.	
I can ask questions.	
I can answer questions clearly and specifically.	
I can carry out a polite conversation over the phone.	

Scenario 2:

An elderly man wants to use the spa services of the hotel and asks for more information regarding the offered services. The man has a hearing problem, which requires the receptionist to speak clearly, slowly and using fewer words, when explaining the spa services of the hotel.	
I take into consideration the client's characteristics and I am capable of presenting the required information in an understandable way.	
I speak clearly and distinctly.	
I am able to distinguish between the important and unimportant information.	

Scenario 3:

A young woman comes to the Reception to complain about the irregularities in her room – clogged waste pipe, cold water, uncomfortable bed. The woman speaks angrily, interrupts and does not hear the explanations of the employee at the Reception. The Receptionist has to find a way to "calm down" the dissatisfied client.	
I possess the necessary patience to listen to people without interrupting them, even when they are angry.	
I am able to focus on the problem without attacking the other person.	
I am able to control my emotions during conflict situations; I react in an emotionally balanced way and maintain a seemingly calm presence.	

I am able to formulate my arguments clearly and convincingly.	
I am able to use different communication strategies, depending on the situation and the person with whom I am speaking.	
I am able to listen and to hear the other person's perspective.	

Scenario 4:

A tourist wants to see the city. They politely ask the employee at the Reception to write down on a piece of paper the most famous landmarks of the city and something specific about each one of them. The employee at the Reception cannot refuse.	
I am able to communicate information clearly and concisely in a written form.	

Scenario 5:

A tourist does not understand the native language of the employee at the Reception and speaks very little English. The receptionist has to conduct a conversation with him and tell him that there are no free rooms today in the hotel, and there will be available rooms from tomorrow onwards. The receptionist also has to tell the client about the prices and services of the hotel.	
I am able to understand the non-verbal communication of the person I am speaking to.	
I am able to have a conversation and provide understandable messages, even in a non-specific intercultural communication situation.	
I am able to communicate the same message in different forms (using different words and expressions).	
I have a positive attitude in intercultural communication.	

Scenario 6:

The hotel manager calls the Reception employee because there has been a complaint received by a client regarding the receptionist's performance. The attitude of the manager is not too aggressive but he raises his voice, although he is willing to have a constructive dialogue. The manager will enter into a dialogue if the Receptionist listens to the arguments of the other, formulates his own arguments without attacking and keeps a good tone throughout the whole conversation.	
I am able to have a constructive dialogue.	
I am able to hear the other person's point of view.	
My arguments are constructive and objective.	
I am open to receive feedback.	
I am aware of my non-verbal behavior during the conversation.	

Annex 1

Title:

ACTION PLAN

Type of Tool:

A structuring activity

Objectives:

• Preparation of an action plan to achieve a specific career goal

• Developing skills for the creation of an action plan

Target groups:

• The exercise is suitable for all types of clients

Description / Presentation of the tool:

This exercise gives the opportunity to develop a specific action plan in order to achieve a career goal. The action plan helps the client to follow a set of steps, either individually or with the support of the consultant, in order to achieve a respective goal. A good action plan is a well-developed road map that one needs to follow in order to achieve their goal.

In the beginning of the exercise the consultant may ask the client if they have any experience and skills related to creating an action plan, and after that proceed to the specific form. If the client does not have any prior experience, the purpose of developing an action plan can be explained to them, before moving on to its practical development.

"Action plan" form

Goal:	
Attitude towards the goal:	
Achieved so far:	
Sub goals:	
Available opportunities / resources:	

Other required resources:	
Strategies for achieving the goal:	
Steps towards the goal and a time plan:	
Execution period:	Specific steps:
Control:	

The consultant discusses each of the separate steps of the action plan's development and gives additional guidelines and explanations if needed.

- Goal: the client has to clearly describe what they want to achieve during the planned period. A specific career goal can be written down, which has already been formulated with the support of the consultant.

- Attitude towards the goal: here it is important for the client to realise the specific meaning and benefits of achieving the goal. Sample questions can be asked, such as: "What will achieving this specific goal contribute to the success of the company you are working in?", "How important is it for you to achieve this goal and what are the specific benefits for you?"

- Achieved so far: information is provided here about any steps already fulfilled regarding the respective goal. What is the starting point (in terms of results, achievements, activities, level of skills, etc.) which the client has used to set this goal?

- Sub goals: this point is discussed and filled in when creating an action plan for a long-term goal, which implies the presence of sub goals. An answer to the following question is sought: "What sub goals can I define for myself in order to successfully fulfill the bigger goal?"

- Available opportunities / resources: What resources does the client have, in order to cope with the goal – time, money, other means, people, information, etc.?

- Other required resources: Information is gathered about any additional needs of the client in order to achieve their goal.

- Strategies for achieving the goal: Does the client have a strategy to achieve the goal and alternatives if the leading strategy does not work?

- <u>Steps towards the goal and a time plan:</u> In this section the specific steps that the client will take in order to achieve the goal and the sub goals are described in detail as well as how the client will execute these steps over time).

- <u>Control:</u> In the last section the client can write down the ways they will measure their progress towards the fulfillment of the career goal.

After discussing each section of the action plan, the client is encouraged to write down what has been discussed in the form.

At the end of the exercise, the consultant provides the client with an opportunity to ask additional questions in case something needs to be clarified in regards to the creation of the action plan.

Learning outcomes:

- In-depth understanding of the goals and the purpose of creating an action plan;

- Prepared action plan for a specific career goal;

- Developing skills for preparing of an action plan independently.

Title:

BALANCING ONE'S PERSONAL AND PROFESSIONAL LIFE

Type of Tool:

A structuring activity

Objectives:

- Evaluation of planning and time management skills;
- Recognising the need to balance personal and professional life;
- Developing skills for efficient time management and balancing one's personal and professional life.

Target groups:

- The exercise is suitable for all types of clients

Description / Presentation of the tool:

The exercise consists of two parts, which can be used together or separately, depending on the goals of guidance.

The first part of the exercise aims to draw the attention of the client towards the presence or absence of balance between work, study and personal life.

The consultant asks the client to imagine what happens in a regular work day. They then give the client Table 1, in which the client has to describe in percentages the amount of time per day spent on each area described in the table. It can be made clear that what is meant by study is not just traditional learning at university or college, but also participation in seminars, lectures, taking classes in something, as well as individual studying – learning new things through books, article reading, developing skills, etc.:

Table 1

Area	%
Work	
Study	
Personal life	

Once the client fills in Table 1, the consultant provides them with Table 2 and asks them to write down the percentage distribution between work, study and personal life in an ideal situation.

Table 2

Area	%
Work	
Study	
Personal life	

After filling in this table the consultant continues with the instruction: "Review the differences. Do you think changes are needed in order for your real situation to be much closer to the ideal one? If yes, write down at least 3 specific steps, which you could undertake in order to achieve balance between these three life areas."

In the end of the first part of the exercise the consultant discusses the specific steps provided by the client, possible difficulties and obstacles, as well as opportunities to support their achievement. These steps can be included in a future action plan for achieving a career goal.

The second part of the exercise further deepens the work on planning professional and personal life. It is suitable especially if the client has met any difficulties identifying specific steps towards achieving a work, study and professional life balance, as well as in all cases in which the topic is important for the client and is aligned with the goals of the consultation. In this second part, the exercise goes through the following steps:

Step 1: "First of all imagine all the personal and professional roles you enter in your life and write them down in Table 3. You can use as a guideline the list with sample roles in the beginning of the table, and write down your own after those."

Table 3

Sample roles: Parent, Brother/Sister, Manager, Employee, Colleague, Husband/Wife, Daughter/Son, Friend, Football Coach, Musician, Partner, Reporter, Teacher, Investigator, Adventurer, Inventor, Volunteer, Healthy Eeater, Sports person…..
Personal roles: ....

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....

Step 2: Review all the roles you have written down. Underline the ones which are currently the most important for the different aspects of your life (personal and professional roles). You can choose a maximum of seven roles.

Step 3: In Table 4 you should plan your next week, during which it is important to spend some time on each of the roles you have chosen as important. For each role answer the following question: "What is the most important thing I can do this week regarding this role?" Based on the answers, define one clear task for the week, regarding this respective role. Define the exact day of the following week when you will fulfill each task, as well as the time you will need to do it."

Table 4

Roles	Task	When (day of week)	Approximate time
1.			
2.			
3.			
4.			

5.			
6.			
7.			

After filling in the table, the client and consultant review it together and time is spent once more discussing possible difficulties in executing each task, as well as resources to support their realisation. As a result of doing this exercise the discoveries of the client are discussed. It is very useful during the next session for the consultant to check the extent to which the client has fulfilled the planned steps and tasks for that week and discuss the achievements or failures in their execution.

Learning outcomes:

- Enriched knowledge and developed skills for effective time planning;

- Realising the important professional and personal roles in the life of the client;

- Realising the necessity and benefits of having a balance between personal and professional life;

- Defining goals and steps which can be included in a future plan for career development.

Title:

ARE YOU FAMILIAR WITH YOUR TEAMWORK SKILLS?

Type of Tool:

This tool can be applied in the form of an interview or as a questionnaire for self-reflection

Objectives:

•   Evaluation of the skills for teamwork

Target groups:

•   Clients whose goal during guidance is to be assessed for their soft skills;

•   Clients for whose professional development teamwork is important;

•   Clients whose goal during guidance is the creation of a career development plan.

Description / Presentation of the tool:

The sequence of questions provided below gives an opportunity to investigate and evaluate the different aspects of teamwork. The consultant can use this selection of questions during an online session to gather information about the knowledge, skills and abilities of the client in relation to teamwork. What part of the session will be dedicated to this topic and what part of the questions will be used, depends on the goals for the guidance session. It is possible for the consultant to start with more general questions to understand the professional experience of the client and to what extent teamwork has played a part. If the client does not have any teamwork experience, the questions can be modified so as to match hypothetical situations: "imagine that…"; "let's say you work in a team where…" etc. The questions can be asked sequentially or randomly, again depending on the goals of the guidance session. It is important to ask enough additional questions, in order to assess the client's teamwork skills objectively.

The consultant encourages the client to give as many specific examples as possible.

A sample set of questions:

1.   What do you prefer more – to work on your own on a given task or in a team with other people?

2.   What does it mean to you to be "a good team player" at work?

3.   When you work in a team, what is your preferred role in it? Can you describe a situation which demonstrates your usual attitude and style of teamwork?

4.   What are the qualities and skills you think help you most when working with other people?

5.   Which aspects of teamwork do you find challenging?

6. Can you give an example of a situation in which teamwork was a challenge for you? What did you do?

7. Give an example of a successful team project or team activity in which you have participated. What was your role in it? Why was the project/ activity successful?

8. Let's assume you are participating in a virtual team (you have never met most of your teammates). How can you build trust with these people?

9. What actions and support, according to your experience, would help a team function successfully?

10. Have you been part of a team which has failed to achieve its goal? If yes, how would you comment on the mistakes that have been made?

11. Have you been in a situation when you received a work assignment which was new for you and exceeded your current abilities and knowledge and you had no idea how to deal with it? Tell us about it. What did you do? How did you gather information and what actions did you undertake in order to achieve the final result within the given deadline?

12. Imagine you are working as a team on a project task where each member has their sub-tasks, but the final result depends on the execution of all sub-tasks of each team member within the defined deadline. You have allocated your time very precisely, but you receive an additional task with a very limited time frame for execution. What are you going to do?

13. Have you ever been in the role of a team leader or in a situation where you were a more experienced employee working in a team with younger and inexperienced people? Describe the situation. How do you react when you see that someone does not cope well? What are your specific actions?

14. What is constructive feedback? Give me an example of such feedback in the form of a comment on my work (the consultant's work).

15. Imagine there is a person in the team you are working in who has completely different beliefs and perceptions regarding teamwork than yours. You often have different opinions and this impacts your work. How would you react?

16. In today's fast-paced, global world of technology, which team characteristics do you think are most valued?

This set of questions can be offered in the form of a questionnaire for self-reflection (see supplementary material "My teamwork skills"). It is useful if the consultant wants to save time and use the session for other purposes. Then the questionnaire is given as homework between two sessions and the information from it is analysed and discussed during the next session.

Regardless of which format is used, it is very important for the consultant to summarise everything observed in the form of feedback (driven by the goals for using this instrument).

> **Learning outcomes:**
>
> • Knowledge and deeper understanding of one's strengths and weaknesses regarding teamwork;
>
> • Clarity about the need to develop one's qualities/ skills/ behaviour to facilitate better team cooperation;
>
> • Preparation for a job interview.

Supplementary material "My teamwork skills"

Review the questions below. They explore your experience and teamwork skills. Answer each one of them according to your understanding and experience. As you will see some of the questions require you to share your views, based on your experience, while others refer to imaginary situations where it is important to describe how you would react if these situations actually happened.

Be specific and thorough. We would be grateful if you give as many specific examples as possible from your experience working in a team.

1.	What do you prefer more – to work on your own on a given task or in a team with other people? Answer:
2.	What does it mean to you to be "a good team player" at work? Answer:
3.	When you work in a team (if you work in a team), what is your preferred role in it? Can you describe a situation which demonstrates your usual attitude and style of teamwork? Answer:
4.	What are the qualities and skills you think help you most when working with other people? Answer:

5.	Which aspects of teamwork do you find challenging? <u>Answer:</u>
6.	Can you give an example of a situation in which teamwork was a challenge for you? What did you do? <u>Answer:</u>
7.	Give an example of a successful team project or team activity in which you have participated. What was your role in it? Why was the project/ activity successful? <u>Answer:</u>
8.	Let's assume you are participating in a virtual team (you have never met most of your teammates). How can you build trust with these people? <u>Answer:</u>
9.	What actions and support, according to your experience would help a team function successfully? <u>Answer:</u>
10.	Have you been part of a team which has failed to achieve its goal? If yes, how would you comment on the mistakes that have been made? <u>Answer:</u>
11.	Have you been in a situation when you received a work assignment which was new for you and exceeded your current abilities and knowledge and you had no idea how to deal with it? Tell us about it. What did you do? How did you gather information and what actions did you undertake in order to achieve the final result within the given deadline? <u>Answer:</u>

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12.	Imagine you are working as a team on a project task where each member has their sub-tasks, but the final result depends on the execution of all sub-tasks of each team member within the defined deadline. You have allocated your time very precisely, but you receive an additional task with a very limited time frame for execution. What are you going to do? <u>Answer:</u>
13.	Have you ever been in the role of a team leader or in a situation where you were a more experienced employee working in a team with younger and inexperienced people? Describe the situation. How do you react when you see that someone does not cope well? What are your specific actions? <u>Answer:</u>
14.	What is constructive feedback? Give me an example of such feedback in the form of a comment on my work (the consultant's work). <u>Answer:</u>
15	Imagine there is a person in the team you are working in who has completely different beliefs and perceptions regarding teamwork than yours. You often have different opinions and this impacts your work. How would you react? <u>Answer:</u>
16.	In today's fast-paced, global world of technology, which team characteristics do you believe are most value? <u>Answer:</u>

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Title:

ANALYSIS OF PAST EXPERIENCE

Type of Tool:

An interview or an individual activity

Objectives:

- Build knowledge and developing analytical skills through a reflection on past experiences;
- Understand the motivating and demotivating factors for achieving one's goals;
- Identify strategies, beliefs and attitudes, which can support the achievement of goals.

Target groups:

This activity is suitable for:

- Clients who are going to set career goals and will develop an action plan;
- Clients who are unmotivated to achieve their goals;
- Clients with low self-esteem.

Description / Presentation of the tool:

This exercise can be used during an interview or as an individual activity. The consultant can present the client with the following instruction: "Now we will spend some time gathering information about your personal achievements and challenges. First of all I would like you to tell me about your achievements/ achieved goals from the past year/past month. What feeling did you gain from the achieved results? What did you do in order to reach the respective goal/achievement? Which of your qualities helped you achieve this success? What helped you reach this achievement? What beliefs or attitudes influenced the achievement of these goals?"

It is recommended to ask the questions one by one and the consultant decides whether it is necessary to ask all the questions or just some of them, depending on the client.

The exercise continues with analysis of the goals which have not been achieved: "Now let us spend some time on the goals that have not been achieved. What have you not achieve during the past year/past month which you wanted to achieve? What goals have you postponed for a long time? Why have things not happened the way you wanted them to happen? What did not work for you?"

The third step is to guide the participants to review once more the things that have worked well for them, as well as those that haven't. The conclusions which they are able to draw from their observations and answers, can be used to help them in future goal setting, action plan execution, etc.

In each step of the exercise the consultant can both comment on the questions asked and also encourage the client to write down some of their answers, in order to remind themselves about the past experiences being analysed, if needed.

It is possible to only use the first part of the exercise - analysis of achievements. This option is especially suitable for clients who need a boost in their motivation and self-esteem, as they are able to come up with positive beliefs, attitudes and behaviours, which have previously helped them achieve their goals.

The consultant first asks the client to fill in the table with the instruction: "Think about and write down the goal that you have achieved during the past year, by using the table":

"Personal achievements table"

Important goals achieved by me	I felt...	What worked? What did I do to achieve this goal?	What helped me? (received support)	What attitudes and beliefs did I have, which helped me?

After filling in the table the consultant can discuss with the client what they have discovered and learnt about themselves.

Learning outcomes:

- Self-reflection skills;

- Higher level of awareness about the benefits/negative outcomes of achieving/not achieving one's goals, as well as the factors which help/prevent things from happening;

- Coming up with conclusions and information which can be used for goal setting and/or preparation of an action plan.

Title:

GROW COACHING

Type of Tool:

Interview

Objectives:

- Gaining experience and skills linked to in-depth analysis and the formulation of career goals

Target groups:

- This exercise is suitable for any type of client

Description / Presentation of the tool:

The GROW model or process is a method for goal setting and problem solving, which can be used in online career consulting. It can be found in literature in different versions and here you can find one of them.

Each letter from the acronym means a specific method for gathering information and a separate stage in the goal setting process.

Goal – The goal is the ultimate place where the client wants to be and what they want to achieve. It is important to define the goal in such a way that it is completely clear for the client who wishes to achieve it.

Reality – The present, specific situation of the client, regarding their goal. What are the current challenges and problems, how "far" is the client from their goal; what are the available resources and support?

O – The letter "O" can have two meanings - Obstacles and Options. On their way to achieving the goal, the client can face challenges and obstacles. If it were not for these obstacles the client would probably have already achieved their goal. These obstacles are discussed, explored and identified at this stage.

Once identified, the client needs to find ways to cope with these obstacles, in order to progress toward their goal – Options.

Way Forward – the explored Options have to be transferred into specific action steps, which will "lead" the client towards their goal.

By following these guidelines, the consultant goes through the different stages of the GROW model and asks different kinds of questions (open, closed, reflexive, specifying, etc.) in order for the client to receive maximum information and deepen their understanding of their goal and its achievement. Below you can find different questions for each one of the stages of the model. These are only sample questions and it is recommended to change their number and type, depending on the client, the consultant's point of view and the goals of the guidance session.

GROW model

Goal

- What is your goal?
- What exactly are you trying to achieve?
- What would success look like for you? Describe in detail what would the situation look like, when you achieve this goal?
- What will be different if you achieve success/your goal?
- How would you know you have achieved it?

Reality

- What is happening now? What is the current situation regarding your goal?
- What have you done so far in order to achieve your goal?
- What are the factors, which support and influence your current actions in order to achieve your goal?
- What has happened before, which you can use as a learning experience to achieve your current goal? Think about similar situations, experiences, similar goals you have achieved, in order to use this experience in the present.

Obstacles

- What stands in the way of achieving your goals? What can stop you achieving your goal?
- Options
- What can you do to overcome each obstacle? What needs to change?
- How can you benefit most from what is happening at the moment, in order to achieve your goal?

Way forward

- What strategy can you choose to achieve your goal?
- What specific steps can you define to help you develop a detailed action plan?
- What are the resources and support that you need?

Learning outcomes:

- Developed skills for formulation of realistic, specific, planned and achievable goals;

- Awareness about the benefits of achieving career goals, as well as the factors and resources which can be an obstacle or support.

- Gaining experience and skills in defining specific steps as part of the action plan for achieving goals.

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Annex 1

Title:

MY TRANSFERABLE SKILLS

Type of Tool:

Self-evaluation questionnaire

Objectives:

• Gathering information about the client's transferable skills

Target groups:

• Clients whose goal for guidance is to have their transferable skills evaluated;

• Clients whose goal for guidance is to prepare a career development plan;

• Clients whose goal for guidance is related to self-evaluation;

• Clients who are preparing for a job interview.

Description / Presentation of the tool:

Before presenting the client with the table of transferable skills, their understanding of the term "transferable skills" (skills which are developed throughout one's life in different situations and are applicable in each professional field of work) can be discussed. After that the consultant presents the table and gives the client the instruction to evaluate independently the level to which they possess or exert the respective transferable skill from the table. The consultant explains that if there are skills not present in the table, the client might add them at the end.

After filling in the table, the consultant discusses with the client the observations, discoveries and thoughts which have accompanied the transferable skills self-evaluation process. After that the client is encouraged to review once more the table and to mark the skills they think are most developed, as well as mark those skills they think need to be developed, in relation to their current job or career development plan. The consultant might also encourage the client to provide examples to support their observations – what are the reasons for them to evaluate the respective transferable skills as most or least developed (the client might be guided to share where they have acquired these skills, how they have perfected them, what were the specific situations and/or feedback which made them evaluate their skills this way).

Table: "Transferable skills"

Area	Skills	Level		
		High	Average	Low
Management skills	• Planning and organising • Responsibilities delegation • Tasks assignment • Attention to observable details • Evaluation of one's own work and that of his/her colleagues and subordinates • Use of databases or software for information organisation and presentation • Decision-making • Coping with change • Organising, planning and prioritising work • Administration • Analysis • Coordination • Planning of personal development • Guidance/mentoring • Multitasking, working on multiple projects without compromising the quality • Monitoring • People motivation • Leadership skills			
Communication	• Listening to and hearing the other party in the conversation • Answering questions clearly and precisely • Asking questions • Providing and presenting information effectively • Understanding information • Keeping correspondence, reports, notes and technical or specialized documentation • Presentation skills – presenting information in front of big and small groups • Persuading others to accept your ideas • Negotiation skills • Foreign language skills			

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Area	Skills	Level		
		High	Average	Low
Conflict management	• Problem analysis • Coping with abstract problems • Generating alternative decisions for one and the same problem • Choice of an appropriate alternative • Flexible behavior in cases of inability to carry out the chosen alternative • Using critical evaluation to define causality • Setting and achieving goals • Creative thinking/Creativity • Objectivity when listening to other people's point of view when resolving problems			
Team and social relationships	• Leading or guiding a team • Following guidelines/ instructions • Cooperation • Searching for justified support • Being respectful towards other people's opinions • Reaching mutual understanding with the others • Conflict and problem resolution • Encouraging/ supporting and cooperating with the others • Understanding/meeting the needs of the work environment and the people • Good teamwork with different people • Training of colleagues • Diplomacy			
Learning and career development	• Searching and finding the required information • Diligent and patient attitude towards the work • Coping with obstacles – being persevering and resourceful • Keeping up to date with the latest innovations in the field of work • Good judgment of what needs to be learned and developed • Benefiting from both success and failure • Accepting and implementing the feedback in one's work • Development planning • Use of internet for conducting research			

Ability to work with finances	• Administering • Financial assessment • Analysis • Financial statement preparation • Budget preparation • Calculation • Estimation • Prognosis • Sales • Planning • Forecast			
Other transferable skills	Write down any transferable skills you possess, which are not listed in this table			

Note: this table can be modified and supplemented, depending on the needs of the clients and the consultant's point of view.

This exercise can be expanded by adding another step. The client can receive an explanation that the full map of their strengths and weaknesses can be enriched by adding, the opinion of other people to their self-assessment. The client is given the instruction to try and "get in the shoes" of people who are important to them - these might be managers, colleagues or relatives. Then they should choose one or two of them and fill in the table again, but from their perspective - how this person (manager, colleague, relative) would evaluate the possession and exertion of the transferable skills of the client. In the perfect scenario, the client is asked to provide the same table to the chosen people, in order for them to fill it in.

Regardless of which option is chosen, it is important afterwards to discuss the differences between the self-evaluation and evaluation, and discuss the reasons for the differences and, if required, to work on the self-evaluation of the client.

Learning outcomes:
• Skills for gathering information about transferable skills;
• Realising the level of development of personal transferable skills;
• Clarity about the need to develop specific transferable skills;
• Information/ understanding of self-evaluation;
• Preparation for a job interview;
• Self-reflection skills.

Title:

AT MY WORKPLACE

Type of Tool:

A structuring task

Objectives:

• Evaluation of professional values

Target groups:

• People who want to make a change in their career development – new workplace, new career;

• Clients who have to make a decision regarding their professional development;

• Young people who are choosing their first job;

Description / Presentation of the tool:

The client is given a table with statements, each one describing opportunities and situations at the workplace and is given the following instruction: "There are many statements in the table you have received, each one related to the work place. Read each one of them and decide whether you believe the respective statement to be valid or not for your current or future workplace. Express your opinion with "X" in the "I like" column or "I don't like" column, depending on your preferences. After you review all the statements, you will receive information about the values that are currently important for you at the workplace."

After the client fills in the table, the consultant processes the results and provides feedback on the final results which then need to be discussed. It is recommended to have the result processing between two sessions or during a time when the client is busy with another task, which does not require the consultant's participation.

Table "At my work place"

Statements	I like	I don't like
(R) It is important that others respect me and the place where I work		
(L) I need to be viewed as a leader at my workplace.		
(C) I look for new challenges in everything I do.		

(M) It is important for me to have as high an income as possible for a certain job.		
(T) I like working with other people.		
(G) I like to take risks.		
(A) When I perform a certain task, I feel the need to do it better.		
(H) I like to help my co-workers with certain tasks.		
(V) I like jobs where I can have a variety of tasks.		
(I) I like to do things my way at my workplace.		
(L) I like to be in charge of everything that I am doing.		
(R) It matters where I work!		
(T) Teamwork usually makes my work easier.		
(A) I like to learn new tasks at every workplace that I might have.		
(H) I feel good when I can help someone.		
(G) I like to have a job where I can take risks.		
(C) I get bored easily.		
(V) I like to work with diverse people.		
(M) I believe that my family needs the latest technology and equipment on the market.		
(R) My job title is the most important thing for me.		
(I) I do not accept easily orders from my superiors.		

(C) I like to know my duties every day.		
(T) I like to work with people who think exactly like me.		
(A) I stay with a certain job only as long as I feel challenged		
(L) I like supervising people in doing a job.		
(M) Material aspects are very important to me.		
(R) I need to be respected in the local community.		
(G) I like to do things that nobody else does.		
(H) I like to help new employees.		
(V) I like to change my workplace often		
(I) I like to have the opportunity to structure my tasks the way I want.		
(C) I like trying creative ideas.		
(M) I always like to drive a new car.		
(L) I want responsibility for planning and organising.		
(H) If a co-worker made a mistake I would tell him/her.		
(A) I look for opportunities to enrich my workplace.		
(T) I usually perform a task better when I have someone's help.		
(I) I like to work independently with no direction.		
(G) I like challenging jobs.		
(V) I have had a variety of jobs over the last 5 years.		

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Result processing

Each statement refers to a different professional value. The type of value can be seen in the letters, marked in front of each statement. After the person marks their opinion for each statement, the consultant tallies the results in the table below.

Your workplace	I like	I don't like
R		
L		
M		
C		
T		
A		
H		
I		
G		
V		

The following guidelines for interpretation of the results can be used in order to provide feedback to the client:

R = Recognition, a higher score in the "likes" column indicates that you need jobs that bring recognition to you, and that things such as job titles, having an office, etc., are important to you. A higher score in "dislikes" shows that you are not bothered by some of the trappings of an office, or where you work does not make much of a difference to you.

L = Leadership, a higher score in the "likes" column indicates that you enjoy taking charge of tasks, and would probably do well in jobs in which you were seen as the team leader. A higher score in the "dislikes" shows that you do not need leadership jobs to enjoy a job.

M = Money, a higher score in the "likes" column indicates that money is an important consideration when you seek a job. A higher score in the "dislikes" column shows that you can be rewarded by other things, besides money, on the job.

C = Creativity, a higher score in the "likes" column indicates that you need jobs that stretch your creativity. A higher score in the "dislikes" column indicates that you do not need jobs that require you to seek creative solutions.

T = Teamwork, a higher score in the "likes" column indicates that you enjoy working in teams on the job, and should seek occupations where teamwork is required. A higher score in the "dislikes" column may mean that you enjoy working alone, and you may want to seek jobs that do not require you to work as part of a team.

A = Achievement, a higher score in the "likes" column may indicate that what you achieve on the job is important to you. You may be more successful in jobs that allow you to achieve. A higher score in the "dislikes" column may mean that you enjoy jobs that are steady, with out stresses and strains.

H = Helping, a higher score in the "likes" column may tell you that you should look for jobs in which you help other people, co-workers, and the public. A higher score in the "dislikes" column may indicate that you could be more successful in jobs where you have little or no public contact, or in ones where you do not supervise others.

I = Independence, a higher score in the "likes" column may mean that you should look for jobs that give you the freedom to do the job tasks in any way that you want. A higher score in the "dislikes" column may mean that you enjoy structured jobs, where you know every day what you are going to do.

G = Gamble, a higher score in the "likes" column may mean that you like to take risks, and may want to look for jobs that involve risk-taking. A higher score in the "dislikes" column may mean that you should look for jobs that involve taking no risks, or ones that are not challenging.

V = Variety, a higher score in the "likes" column may mean that you enjoy jobs that are varied, ones that allow you to do many different tasks. A higher score in the "dislikes" column may mean that you enjoy jobs that are stable, where, once you learn a task, you keep doing that task for an extended period.

It is important for the consultant to explain to the client that these results are tentative and provide an opportunity for reflection.

Learning outcomes:
- Gain information about topical and important professional values;
- Opportunity to make a career choice;
- Gather information which can be used for writing a covering letter and/or at an interview with an employer.

Title:

PLUS – MINUS – INTERESTING

Type of Tool:

A structured activity for decision-making

Objectives:

- Developing skills for assessing alternatives and decision-making

Target groups:

- Clients whose goal for guidance is decision-making;
- Clients whose goal for guidance is assessment of career choices;
- Clients who have difficulties making decisions.

Description / Presentation of the tool:

To apply this decision-making method you can use a table with four columns named "Alternative", "Pluses", "Minuses" and "Interesting".

The consultant encourages the client to write down in the first column the alternative decisions/career goals/choices one under the other. If needed, time is spent to clearly define each alternative.

After that each alternative is reviewed separately by writing down in column "Pluses" all possible positive outcomes from the decision/goal/choice, in column "Minuses" – all possible negative outcomes and in the last column – all interesting reflections and possible results. After describing the pluses, minuses and possible results for each alternative, the consultant discusses with the client their readiness to make a possible decision – whether the client feels more confident to choose/select any of the alternatives. If the client is unable to choose yet or feels uncertain, he/she is asked to evaluate (positively or negatively) each positive/negative consequence in the three columns. The consultant can explain that the evaluation can be a number between -10 and +10. The more positive or negative the consequences of a given alternative are, the higher or lower mark should be given to it. The results in each column are added together and this helps track which of the alternatives has the highest positive result. The consultant discusses with the client the results for each alternative, as well as the readiness of the client to make a decision after this task has been completed.

Table „Plus – minus – interesting"

Alternative	Pluses	Minuses	Interesting
1.			
2.			
3.			

Learning outcomes:

• Information and deep analysis of each possible alternative of the decision;

• Developed skills for decision-making;

• Adopted method, which helps the decision-making process.

Annex 1

Title

HOW DO I EVALUATE MY COMMUNICATION SKILLS?

Type of Tool:

Self-evaluation questionnaire

Objectives:

• Self-evaluation of the communication skills

Target groups:

• Clients for whom communication skills are important for their professional development;

• Clients for whom the goal of guidance is to have their soft skills evaluated;

• Clients for whom the goal of guidance is to form a career development plan;

• The tool can be used for clients whose goal of guidance is self-evaluation.

Description / Presentation of the tool:

The client receives the self-evaluation questionnaire, provided below, with the following instruction:

"Below you will find statements which describe different communication skills, qualities and abilities. Read them carefully and mark to what extent you possess each one of them. In order to be as objective as possible, use real situations from when you communicated with people in your professional and personal life.

It is important that you answer each statement by using the given scale, where 1 means "very poor manifestation of this skill, quality or ability", and 5 is "excellent manifestation of the given skill, quality or ability".

Communication skills and qualities	1	2	3	4	5
I can present and communicate information in an understandable way.					
I express my ideas in a written form clearly and precisely.					

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I can introduce/present myself with confidence and creativity.					
I can ask questions (clear, suitable, different types).					
I can answer questions clearly and to the point.					
I can listen to other people.					
I can hear the other party's point of view during communication.					
I am respectful towards the opinion of my partner in the communication process.					
I can speak and present information in front of an audience in a remarkable way.					
I use different styles of communication depending on the auidence I am communicating with.					
I can communicate the same message in different ways (using various words and expressions).					
I possess good writing skills.					
I formulate constructive arguments.					
I am open to receive feedback.					
I am aware of my non-verbal behaviour during conversation.					
Additional qualities, abilities and skills:					

The self-evaluation questionnaire can be given as an independent activity between two sessions, or can be filled in during an online session.

After completing the questionnaire it is important for the consultant to discuss the results with the client. It would be useful to discuss the communication skills the client thinks they need to further develop, as well as what specific activities can be undertaken to achieve this. The following questions can be asked:

"Which skills for communication are important to be further developed according to your personal self-evaluation? Answer this question by considering the specifics of your job role or profession?"

Then the following question can be asked:

"What specific activities can be undertaken to develop these skills?"

Learning outcomes:

• Better understanding of the strengths and weaknesses in communication;

• Clarity about the need to develop specific communication qualities/skills/abilities;

• Job interview preparation;

• Self-reflection skills.

Title:

BUILDING A TOWN

Type of Tool:

Play

Objectives:

- Identify competencies and skills such as work planning, concentration, team work skills, conflict resolution skills, motivation.

- Enhance appreciation between playful exercises and the earnest nature of the assessment

- Improve self-esteem.

Target groups:

Anyone

Description / Presentation of the tool:

- Discuss content and task objective.

- Form groups of 3 – 4 participants (e.g. by random selection).

- Working in small groups, construct a town with buildings and infrastructure from material provided.

- Participants are observed with regards to task planning, concentration, team work, conflict resolution, motivation, diligence and fine motor skills. Notes are taken with the help of prepared observation forms.

- Present group results.

- Evaluate personal skills and capacities in the observation forms.

- Evaluate skills and capacities using a list of criteria in the observers' meeting.

- Strengths-and-weaknesses profile

- Feedback talk

Building a town – Instructions for participants
Category: Demand-oriented assessment exercise
Assessment exercise for various career sectors
Assignment for the group:

Imagine you are a team of urban planners and architects. Next year a small town is to be built near your town. You have been asked to plan the town and construct a model of it.

Keep in mind that a few thousand people will live and work in this town, that they will need various public facilities and want a variety of leisure venues.

Objective:

To optimise your team's chance to win the commission to build the town, the town you design must possess all the important and necessary facilities. The new town should be a nice place to live in and offer something for every age group.

After the completion of the model, your team will present the new town to the rest of the group.

Time: 2 hours (including short breaks)

Advice:

- Take your time for planning and discussion.
- Begin building your model as soon as possible.
- All the material provided for the project may be used.
- Also think about how your team will present the model of the town.

And now have fun building your town together!

Building a town – Instructions for moderators	
Category: Demand-oriented assessment exercise	
Instructions to the moderators	
Preliminary	• Introduce content and objective of the exercise.
	• Explain the purpose of the exercise with regards to the points being observed.

	• Explain that the exercise is not a competition between the groups. The aim is to demonstrate personal abilities and skills. • Groups work out the task by reading and explaining the terms and the context. • Explain the implementation conditions, time frame and help allowed. • Explain the evaluation.
Implementation	• It is the moderator's job to set up the work groups, introduce the task and assign the observers, assign working space to the groups and start the task. • The rooms should be well lit and, if possible, quiet. The groups will find work material and a large table on which a surface is prepared for the building of the town. • The observers will stay in the background, though they may move around, and remain neutral and unobtrusive.
Checklist	• Has the task been understood? • Is the sense of the exercise clear? • Is it clear which skills and competencies are observed and what purpose the observation serves? • After the introduction, do the groups start on their project with a positive work attitude?
Support	• The moderator checks for constraints, missing material and the framework conditions. If difficulties arise during the task, the moderator can allow for changes or clear up the situation.
Evaluation	• Each participant carries out a self-evaluation. • Results of the observers' meeting and feedback talk are compared with the individual observations and self-evaluations. • Interpret the results in terms of significance and meaning with regard to specific job or training objectives.
Feedback	1. Participants provide feedback to each other. 2. The whole group provides feedback on the entire process. 3. Participants receive a thorough review during the evaluation talk.

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Notes	The town-building exercise can be modified for different target groups. With a mixed-sex group gender stereotypes should be avoided.

Building a town – Observation and evaluation form on social skills

Participant:	Date:
Exercise:	Observer:
Time span:	Professional field:

Skill field	Skills	Observation criteria	+	0	−	Notes
Social Skills	Sociability	reach out to others				
		initiate talks				
		maintain contact				
		agree verbally and nonverbally				
	Team work ability	work with others on a task				
		make necessary compromises				
		fit into the group				
	Communications skills	speak and form understandable sentences				
		signal listening through facial expressions and gestures				
		maintain eye contact				
		bring others into a conversation				
		let team partners speak				

Social Skills	Conflict resolution ability	stay calm and relaxed in conflict situations				
		remain objective				
		resolve conflicts constructively				
		arbitrate disputes and mediate				

Building a town – Overall evaluation (mean values of the observations of all observers)				
Participant: Date:				
Professional field:				
Observer 1: Observer 2:				
	+	0	−	Notes
Personal Skills				
Work planning				
Ability to learn				
Diligence				
Concentration				
Punctuality				
Independence				
Motivation				
Flexibility				
Perseverance				
Stress resistance				

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Social skills				
Socialises well				
Team-work				
Communication skills				
Conflict resolution				
Psychomotor skills				
Gross motor skills				
Fine motor skills				
Physical reaction				
Reaction rate				
Methodological skills				
Multilingualism				

Building a town – Evaluation talk with the participant
Category: Demand-oriented assessment exercise
Central issues of the evaluation *In the one-to-one talk the observers' impressions, the participant's self-evaluation as well as the possible consequences of the exercise for the participant's career choice are discussed.*

General acceptance, enjoyment or dissatisfaction with the task	• Did you like the exercise 'building a town' in general? • If no, what exactly did you dislike? Can you give a reason? • If yes, what exactly did you like? Can you give a reason?
Review of the observed situation	• How was it for you to be observed? • Could you ignore the observer? • Was it constraining or inhibiting to have someone observing you? • I observed that you… What was the reason for that?

Communication and cooperation in the group	• How did you like the composition of your group? • Do you think your group worked well together? • How did you actively contribute; what did you actively construct? • What restricted you in carrying out the job, what inhibited you? • I observed that you… What was the reason for that?
Planning phase	• Do you think your group took enough time to plan the town? • Do you think every group member participated in the planning? • Could you bring up ideas and suggestions? • What suggestions did you make? • What possibly restricted you? • I observed that you… What was the reason for that?
Decision making	• How did it come that your town was built this way and not another way? • How were decisions made in your group? • Did the group make use of your suggestions? • Which parts of the town came about as a result of your suggestions? • What restricted the achievement of your idea(s)? • I observed that you… What was the reason for that?
Utilisation of material/tools	• Did you find the material appropriate? Could you use the material? • Which materials do you prefer? • I observed that you… What was the reason for that?
Shifting between individual and group work	• How did you feel when you were working alone? • Did you want help? • Did you get help? • What did you like about working alone/in the group? • What strengths did you discover in yourself while working alone/in a group? • I observed that you… What was the reason for that?

Personal contribution to the overall result	• When you look at your finished town: How significant was your contribution?
	• Which of your personal skills helped or prevented you from realising your ideas?
	• Was there anything in your behaviour that you wanted to change?
Discrepancies between self-evaluation and external observation	The group and the observer have given you feedback:
	• Could you relate to the feedback?
	• Do you agree with the feedback?
	• In what ways do you see your behaviour differently?
	• What could the reason be?
Possible significance of the exercise for career choice	• How much value did the task have for you in identifying your competencies and potentials?
	• Do you have competencies that might be advantageous for you in a job?
	• Have you learned anything from working on the task?
	• Have you learned or experienced anything about yourself from the task?

Learning outcomes:

Knowledge:

- Knows advantages of planning and division of roles.
- Identifies potentials, strengths and weaknesses of oneself and other team-members.

Skills:

- Utilises the strength of a team.
- Expresses his/her ideas for finding a solution.
- Analyses the existing resources and relates them to the plan agreed upon.

Competence:

- Uses the skills and knowledge of the team to reach a good result.
- Combines the ideas and creates possible solutions.
- Takes on an assigned role easily and feels responsible for his/her duties.
- The ability to deal with problems as they occur.

Title:

DESCRIBE THE JOB

Type of Tool:

Role playing

Objectives:

The goal of this tool is to help the learners to get to know different job descriptions and to become acquainted with several ways how a job can be described (e.g. job announcement, job description, presentation, informal, formal etc.). Thus the learners can show they are aware and understand the traditional job profiles.

Target groups:

Anyone

Description / Presentation of the tool:

The learners will be investigating different job-profiles that are in their field of interest. After they have chosen one, they will describe it orally and/or in writing; depending on the size of the group and education level.

After the learners have chosen a job, they search the media (internet, newspaper etc.) about different descriptions of this job. They should collect as much material as possible reaching from videos to written job-announcements.

The next step is to analyse the content and sort the collected materials by categories. They should define the common characteristics of the elements per category (like announcement, profile description etc.).

Subsequently, they will share their findings and describe the job they picked. This can happen in the following ways (depending on complexity/knowledge level):

• Informally on a peer to peer level,

• Formally in front of a group of people,

• Formally in front of a group of people using visual aids such as flipcharts, PowerPoint, etc.,

• Make a video or audio report about the job.

The final task could be to design a job announcement for the ideal job.

Learning outcomes:

Knowledge:

- knows different types of job-descriptions

- distinguishes the differences in wording used in job-announcements

- knows the tasks to be done in certain jobs

Skills:

- Is able to gather information from various sources

- Is able to describe a job profile in his/her own words

Competence:

- Applies presentation techniques

- Links findings and understanding of job-profiles to other job-profiles and the market situation

Title:

WHAT TYPE OF DECISION MAKER AM I?

Type of Tool:

Psychological tool

Objectives:

Decision making is the process of choosing the best option for reaching objectives. There are three types of decision making:

A. Rational type

B. Intuitive type

C. Addicted type

The user can discover his/her type.

Target groups:

Anyone

Description / Presentation of the tool:

N/A	QUESTION	YES (1)	NO (0)
1	When I'm about to take an important decision, I tend to be very methodical. (R)		
2	I often make a decision that is right to me, without knowing why. (I)		
3	When I make a decision it's important for me to know my friends' decisions. (A)		
4	I rarely make an important decision, without having gathered all the necessary information first. (R)		
5	I make fast decisions, even the most important ones. (I)		
6	When I face an important decision, I want someone to guide me towards the right one. (A)		
7	When I make a decision, I account for that decision in my future plans. (R)		
8	When I make a decision, I just trust my feelings and intuition. (I)		
9	It's really hard for me to make important decisions with no help. (A)		

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10	When I have to make a decision I think about it deeply. (R)		
11	I often decide on something without studying it first. (I)		
12	I often make decisions based on what others are thinking, and not what I really want. (A)		
13	When I'm about to make an important decision, I think about it for a long time, so that I can have time to plan ahead. (R)		
14	When I'm about to make a decision, I do not need to examine it; it's like the answer is already inside my mind and I know what to do. (I)		
15	I rarely make a decision without having talked to my best friend. (A)		
16	Before deciding, I usually crosscheck the information I have, so that I can be sure that it's correct. (R)		
17	When I'm about to make a decision, I usually use my imagination, to see how I will be		
18	I postpone many of my decisions, because when I focus on them, I'm really stressed. (A)		
19	Before doing anything important, I firstly plan ahead. (R)		
20	There is no logical evidence for most of my decisions. (I)		
21	I think that I need encouragement and emotional support from other people to make a decision. (A)		
22	I don't make fast decisions because I want to be sure that I've made the right choice. (R)		
23	I decide completely and intuitively, following my instinct. (I)		
24	I cannot take a decision that will make me seem unpleasant to others. (A)		
25	I usually consider my every decision a step towards a final objective. (R)		
26	I usually decide based on the current situation and not the future. (I)		
27	I don't trust my decision-making skills so I usually count on the decisions of others. (A)		

28	I want to know every possible detail before I make a decision. (R)		
29	A decision is right for me as long as it satisfies me emotionally. (I)		
30	I usually do not trust my decision-making skills, unless my friends help me. (A)		

FEEDBACK

Condition (Score Q.1 – Q.30)

According to the user's answers there will be the following table. For example

Your profile	
Rational type	25%
Intuitive type	35%
Addicted type	40%
Total	100%

Suggestions (Score Q.1 – Q.30)

Your goal should be to **increase** your percentage as a rational type and **decrease** your percentages as an intuitive and addicted type. In order to be a successful entrepreneur you have to be well-informed and aware of the decision you are about to make. Below you can find some tips and steps on how to achieve this:

- Identifying a problem or opportunity
- Gathering information
- Analysing the situation
- Developing options
- Evaluating alternatives
- Selecting a preferred alternative
- Acting on the decision

Rational type

You are aware that decision is closely related to consequence, and therefore you always seem to be well-informed and aware of the decision you are about to make. Generally, you have developed methodical skills when taking an important decision.

Rational decision making processes consist of a sequence of steps designed to rationally develop a desired solution. Typically these steps involve:

- **identifying a problem or opportunity.** The first step is to recognise a problem or to see opportunities that may be worthwhile. A rational decision making model is best employed where relatively complex decisions have to be made. The first decision making lesson should be to ask yourself if you really have a problem to solve or a decision to make.

- **gathering information.** What is relevant and what is not relevant to the decision? What do you need to know before you can make a decision or what will help you make the right one?

- **analysing the situation.** What alternative courses of action may be available to you? What different interpretations of the data may be possible?

- **developing options.** Generate several possible options. Be creative and positive.

- **evaluating alternatives.** What criteria should you use to evaluate? Evaluate for feasibility, acceptability and desirability. Which alternative will best achieve your objectives?

- **selecting a preferred alternative.** Explore the provisional preferred alternative for future possible adverse consequences. What problems might it create? What are the risks of making this decision?

- **acting on the decision.** Put a plan in place to implement the decision. Have you allocated resources to implement it? Is the decision accepted and supported by colleagues? Are they committed to making the decision work?

Intuitive type

You are aware that decisions come with consequences; still you tend to make sentimental decisions without understanding them and having researched them enough. Most of the times you make decisions based on your current situation and without having thought through the logical evidence. Your instinct seems to guide you in the decision making process.

Intuitive decision making can be described as the process by which information acquired through associated learning and stored in long-term memory is accessed unconsciously to form the basis of a judgment or decision. This information can be transferred through affect induced by exposure to available options, or through unconscious cognition. Intuition is based on the implicit knowledge available to the decision maker.

The decisions are based on judgments that are affected by a range of factors including our experiences, values, attitudes and emotions. Judgment-heuristic decision making uses simple rules and approximate short cuts to help us arrive at decisions. Drawing particularly on our experiences and attitudes, it does this by helping us to cut through the excessive information that can overload and delay decisions.

Whilst useful in helping us to simplify complex situations, we must also remember that the subjective nature of heuristic decision making also introduces elements of bias. This can be illustrated in the different types of judgment heuristics. For example:

- **Representative heuristics** - where judgments are made on the basis of things that are familiar, or inferred from "representative" characteristics.

- **Anchor heuristics** - where decisions are based on an anchor like a "value", and then adjustments are made from that start point.
- **Availability heuristics** - where judgments are built on the information that is readily available, or on easily recalled memory/experience.

Addicted type

You are not aware that decisions come with consequences, and you tend to make your decisions based on the desires of others. It is important for you to know your friends' decisions or to be guided by someone you trust in order to make your own decisions. This is happening because either you do not want to make a decision that makes you seem unpleasant to others, or you do not trust your decision-making skills.

Keep in mind that decision making is a very important process for your business start-up. In order to avoid some bad decisions, you should follow these steps in the decision making process:

1. Identify the existing problem
2. List possible alternatives for solving the problem
3. If you believe that someone in your social environment can help, ask them for help
4. Select the most beneficial of these alternatives
5. Implement the selected alternative
6. Gather feedback to find out if the implemented alternative is solving the identified problem.

Learning outcomes:
- The user can discover the type of decision making group that he/she belongs to.

Title:

WHAT WORD DESCRIBES YOU BEST?

Type of Tool:

Interview

Objectives:

The goal of this tool is to build one's motivation, goal-setting, self-esteem and personal impact where knowing who one wants to be is critical.

Target groups:

Anyone

Description / Presentation of the tool:

In this exercise, the learners are forced to choose one word that describes them best. The process they go through to find this one word helps them to better understand their own likes and dislikes as they want to be seen by outsiders. The exercise is ideal for courses on motivation, goal setting, self-esteem and personal impact where knowing who one wants to be is critical.

The following steps must be followed:

1. Explain to the learners that everyone has certain likes and dislikes that define their character. Sometimes being forced to describe this helps people to better understand where they are and where they want to go.

2. Ask the learners to think of 10 words or phrases that describe them the best and write this down. These can be words that describe their character, talent, personality or even their emotional state. The words can describe how they are or how they want to be.

3. For your reference some examples are provided below. However, you do not need to elaborate too much on this so as not to anchor learners on their use. You want them to come up with their own original words. Examples are:

-   <u>Character</u>
    -   o Determined
    -   o Prosperous
    -   o Over achiever
    -   o Go getter
    -   o Honest
    -   o Problem solver
    -   o Competitor

- Emotions
    - o Super-happy
    - o Enthusiastic
- Skills
    - o Windsurfer
    - o Artist
    - o Explorer
    - o Pilot
    - o Writer

1. Allocate 10 minutes for this part.
2. After the allocated time, ask the learners to choose one word from the set that describes them the best.
3. Allocate 2 minutes for this part.
4. Ask everyone to present their ideal word to other.
5. Distribute the blank badges and ask them to write their ideal word on their badges. They should wear the badges for the rest of the course to emphasise the word both to themselves and to others. This will also make the word more memorable for them.

Optionally, ask the learners to share the other 9 words they have chosen with other participants too. This helps the group to get to know each other better and can act as an icebreaker.

Learning outcomes:

Knowledge:
- Basic words that describe oneself
- Language to be used in describing one-self

Skills:
- Is able to summarise his/ her personality in one word
- Is able to communicate with others
- Is able to efficiently work in groups
- Is able to present his/ herself in one word

Competence:
- Summarises his/ her personality in one word
- Be concise and to the point

Title of instrument:

AM I READY FOR MOBILITY?

Type of instrument:

Self-assessment questionnaire

Aims:

The main purpose of this instrument is to help clients and career advisors define their readiness for mobility.

Target groups:

- Young people, who are considering education and work mobility opportunities abroad;
- Career counsellors, who provide guidance for mobility services.

Description:

The instrument can be applied by the clients with or without the career counsellors' help.

The clients fill-in the self-assessment questionnaire and mark whether each statement is valid for them or not. Each positive answer is given 1 point, and the bigger the total number, the more clients possess the necessary personal traits, skills, aptitudes and experience for living abroad. The results include recommendations on how the clients could prepare better for mobility, which could be discussed in detail with the career advisor. The questions on which the clients provide negative answers are a good starting point for the next steps for the achievement of a successful mobility – development of the required skills and qualities, conducting research, preparation and planning, obtaining life skills and experience, personal contacts and networks for support.

Expected results:

- Enabling a realistic view on the client's readiness for mobility;
- Raising awareness of the necessary traits, skills and experience for living, working and studying in a foreign country;
- Identifying specific steps and tasks in the individual preparation for mobility.

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AM I READY FOR MOBILITY?

This instrument is for people, who are considering working or studying in another country. The following questions will help you assess to what extent you are ready to face the challenges of mobility.

Please, mark if the statements below are valid for you or not:	Yes (1 point)	No (0 points)
I know what I want.		
In difficult situations I mainly count on myself.		
I can say what my major accomplishments are and what I am proud of.		
People think that I am a reliable person, and deliver to me tasks, which others cannot handle.		
I know my strengths and the areas that I manage well.		
I am not afraid of taking on challenges.		
I make contacts easily.		
I am able to adapt to different types of people and situations.		
I like making plans.		
I love travelling.		
I am good at organising events, activities and people.		
If I want to do something which is important to me, I find a way to convince all who are concerned, to support me.		
Mobility will help me reach the goals I have put in front of myself.		
I have researched specific destinations abroad, where I would like to live.		
I am aware approximately how much money I will need to live in a foreign country.		
I always have a plan "B".		
I have lived far from my family for more than a month.		
I can speak fluently on different topics in at least one foreign language.		

I am tolerant and I can get on well with people who are quite different from me.		
If an unxpected expenditure occurs, I can handle it.		
I can list several aims and reasons to go abroad.		
I have a clear criteria for the suitable opportunities for me abroad.		
I like to communicate with new people and learn new things.		
I have researched in detail different places which are of specific interest for me - culture, lifestyle, cost of living, study and work opportunities, etc.		
My family and friends support my plans for mobility.		
I have dealt with several difficult situations on my own.		
I know what kind of procedures and documents going abroad requires and where to find the information I need.		
When things do not happen according to my expectations, I find the positives in the situation and look for alternatives.		
I have no specific health, emotional or physical issues, which can hamper my travel or stay abroad.		
I know what kind of skills and knowledge life abroad requires and I think I possess them.		

Results:

More than 25 points:	You have every chance of successfully completing time abroad. You have carried out excellent preparation and you possess the skills which are critical for living abroad. You can contact a careers or mobility advisor to discuss any questions you have.

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20-24 points:	You have a very good chances of successfully completing time abroad. You have done good preparation work and you possess skills which are very important for living abroad.
	Please review the questions which you have answered "No" – they will show you the areas in which you need to deepen your skills.
	You can contact a careers or mobility advisor to discuss any questions you have.
Less than 20 points:	You are not ready yet for time abroad.
	Life abroad requires a lot of knowledge, skills and preparation in advance. If you are set on studying or working in a foreign country, it is important that you develop skills like planning, financial management, decision making, fluent foreign language skills; as well as personal traits and experience to help you make it on your own in tough situations.
	Please, review the questions, which you have answered "No" – they will show you the areas in which you need to deepen your skills.
	You can contact a career or mobility advisor to discuss any questions you have.

Title:

OPPORTUNITIES FOR NEW PERSPECTIVE

Type of Tool:

An individual task during an interview

Objectives:

The main purpose of this tool is to help unemployed women start to think about professions they had not previously taken into consideration because they are traditionally considered "man jobs" and so allow the client to expand their opportunities for career development and a choice of career.

Target groups:

• Unemployed women.

Description / Presentation of the tool:

The consultation starts with a presentation from the career advisor on professional fields usually considered "for men only". The career advisor should be prepared to give information on the state of the labour market and on the opportunities offered by some of these sectors (according to the situation in the country and period).

Then the career practitioner discusses with the client her attitude towards certain professions, the doubts and obstacles she sees, the curiosity she has, etc.

The interview will be conducted with the help of Table 1.

The career advisor will help the client to complete the table and discuss with her the results. At the end of the consultation the woman will be able to identify new professional opportunities according to her skills and desires, without being influenced by social and cultural barriers.

Table 1 "New perspective and new opportunities"

Please think about some examples of "man's job"	
In your opinion which personal, physical, psychological behaviours are necessary to perform such jobs?	

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What obstacles you do think a woman can face when doing such jobs?	
What are your personal concerns about the idea of doing such jobs?	
What attracts you to such jobs?	
What kind of support could be useful to help a woman choose such jobs?	

Learning outcomes:

- Developing a list of additional career opportunities;

- Expanding the opportunities for applying for a job;

- Raise the awareness of her own competences;

- Predicting the possible difficulties/obstacles/barriers, which can emerge during the process of job search.

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Title:

THE IMPORTANCE OF TRANSFERABLE SKILLS

Type of Tool:

An individual task during an interview

Objectives:

The main purpose of this tool is to help the client identify personal and professional skills gained through informal experiences and informal learning (such as talking to more experienced colleagues, watching a movie, going to the cinema, participating in a conference, etc.). This may help them to have a better awareness of their skills and capabilities and therefore better prepare them for the labor market and opportunities for career development.

Target groups:

- Young people choosing the first job.
- People wishing to change their career.
- Unemployed and unspecialised people.

Description / Presentation of the tool:

The career advisor will start the process by discussing with the client their understanding of the term transferable skills (skills acquired throughout one's life in different situations and in informal learning, which can be applicable in different professional fields of work).

Then the career advisor presents table 1 and gives the client the instructions to reflect independently on their own transferable skills. The career practitioner explains that if there are skills not present in the table, the client might add them at the end. As a useful exercise, the career advisor might invite the client to reflect upon the most important instances of informal learning where he or she acquired transferable skills (for instance by doing volunteering, by travelling, by reading articles and essays, etc.)

As a second step, the counsellor will present table 2 asking the client to link each competence listed to one or more professions for which those skills might be useful.

Table 1. Transferable skills

Communication	
Leadership	
Team working	
Problem solving	
Flexibility	

Table 2 " Transferable skills and related jobs"

My Skills	Job
Communication	
Leadership	
Team working	
Problem solving	
Flexibility	

Learning outcomes:

- Developing a list of additional career opportunities.

- Expanding the opportunities for applying for a job.

- Self-awareness which can be used for writing a covering letter and/or in an interview with an employer.

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Title:

JOB INTERVIEW SITUATION

Type of Tool:

Group work/ role play

Objectives:

The purpose of this tool is to support professionals in their work with clients to improve their communication skills, to use reasoning and logic to answer questions.

Target groups:

Career counsellors/trainers

Description / Presentation of the tool:

Participants get together in an even number of working groups. Each group prepares an interview guide for another group. Each group receives the same indications (but will not know this) about how to interfere with the interact with the speaker or to facilitate communication. Each group nominates a speaker, who performs the interviews with one of the members of another group. The interview topic is related to employment law on employer – employee relationship or employers and the union. The interviewer follows the interview guide and he/she adopts different behavioural styles trying to irritate the interviewee in order to see his/her reaction regarding assertiveness and active listening (e.g. contradicts the speaker, he/she address another colleague or makes a phone call without notice or apology, etc.). The other participants are asked to take notes in order to give feedback on the behaviour of the interview partners after the activity.

Learning outcomes:
- Ability to define assertiveness in correlation with aggression;
- Ability to define the levels of listening;
- Knowledge of areas of employment relationships;
- Knowledge of different forms of expression (verbal, non-verbal, para and meta language), active listening techniques, interview techniques;
- Ability to communicate effectively using appropriate language and attitude;
- Ability to communicate assertively;
- Ability to use different forms of expression (verbal, non-verbal, para and meta language);
- Competence to react according to the attitude and message of the speaker;
- Ability to choose appropriate communication techniques to effectively communicate.

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Title of instrument:

WHICH JOBS ARE SUITABLE FOR ME?

Type of instrument:

Self-assessment questionnaire

Aims:

The main purpose of this instrument is to help clients find out which professional areas are suitable for them.

Target groups:

- Young people who need career guidance;
- Career counsellors.

Description:

The instrument can be used by clients with or without career counsellors' help. The clients fill-in the self assessment questionnaire and mark whether each statement is valid for them or not. The results are calculated based on the number of answers marked A and B (answers C do not count). Depending on which letter prevails, the user gets an interpretation after each section. Then the users can proceed to next section.

Expected results:

- Improved clients' self-awareness about own interests, preferences, attitudes and values in their career;
- Provided perspective on suitable professional areas and jobs.

Which jobs are suitable for me?

This application aims to help you find out which professional areas are suitable for you. It contains 4 sections:

I. People and Relationships;

II. Procedures and Systems;

III. Communications and Arts;

IV. Science and Engineering

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Each section contains a list of statements, which describe various beliefes, attitudes, preferences and values. For each statement below indicate whether it is valid for you or not. Note that there is no right or wrong answer.

After completing a section, you will get some brief guidance on which professional fields are suitable for you. Then you can proceed to another section.

I. People and Relationships	yes	no
Before making a decision, I always think about the opinion of the others.	A	C
I love working with statistical data and analysis.	C	A
I always help friends who have family problems.	A	C
I often forget where I have put my belongings.	A	C
I often fail to convince others to adopt my views.	B	C
Personal attacks do not bother me.	C	A
In a group of people I tend to feel uneasy.	C	B
I like telling others about my successes.	C	A
I get bored with routine tasks.	B	C
I always like to win in the games in which I take part.	C	A
I agree easily with the opinion of the majority.	C	B
If I can choose, I do things my way.	C	A
The success in my work is very important to me.	B	C
I like tasks that challenge me physically and mentally.	B	C
I often wonder how I actually feel.	A	C
If someone upset me, I tell them.	C	B

Please, count how many answers A and B you have. Answers C do not count.

Results:

More answers A:	The answers you have given show that you have a potential to develop in the fields of medicine, education or social studies. Some examples of jobs in these areas include: a physician, dentist, psychiatrist, psychotherapist, social worker, speech therapist, teacher or tutor.
More answers B:	The answers you have given show that maybe you would be more interested in jobs which require more leadership and control or related to business and management. You may find attractive careers in the field of the army, police and security, trade, as well as positions as a sales representative, marketing director, personal assistant in marketing agency, market researcher and so on.

II. Procedures and Systems	yes	no
I like to keep mybelongings in order.	A	C
I usually draw conclusions quickly.	C	A
Traditional solutions are the best.	A	C
I do not care about other people's interests.	B	C
I rarely question what people say.	C	B
I do not complete all my tasks on time.	C	A
I feel comfortable in almost all situations.	C	B
I like to foresee the results before I start something.	A	C
I like working under pressure.	B	C
I love the challenge of new tasks.	C	A
People are usually convinced by my arguments.	C	A
Verification of details is not among my strengths.	C	A
Clear thoughts are important to me.	B	C
It is hard for me to expose my opinion in a group.	B	C

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I always try to finish what I have started.	A	C
I am often stuck by the beauty of nature.	C	B

Please, count how many answers A and B you have. Answers C do not count.

Results:

More answers A:	The answers you have given show that you might consider occupations and qualifications relating to administration and legal services, such as clerk, office manager, human resources manager, lawyer, secretary, librarian, archivist, etc.
More answers B:	The answers you have given show that probably be you would be interested in jobs related to processing of financial results or data, such as accounting, banking, audit, economics, programming, systems analysis.

III. Communications and Arts	yes	no
I would like to be a TV host.	A	C
Sometimes it's hard to explain what I think.	C	A
I think I can write good stories.	A	C
I can paint.	B	C
My knowledge of art is quite limited.	C	B
I would rather practice than read or write.	C	A
I rarely notice things such as style or cut of clothes.	C	B
I like discussing with others about their opinions.	A	C
I am full of creative ideas.	B	C
I find fiction rather uninteresting.	C	A
I am not very resourceful.	C	B
I am a very down-to-earth person.	C	A

I like to show my photos or pictures to others.	B	C
I can create something that looks good.	B	C
I think I can deal with translation from a foreign language.	A	C
Unconventional people make me feel uncomfortable.	C	B

Please, count how many answers A and B you have. Answers C do not count.

Results:

More answers A:	The answers you have given show that your interests are in the fields of media, literature, languages, journalism. Some jobs that might be attractive for you are: radio or television reporter, translator, public relations specialist.
More answers B:	Based on the answers you have given, some jobs that might be suitable for you are those in design or visual arts - graphic designer, cartographer, architect, interior designer, arranger, flower arranger, fashion designer, photographer or make-up artist.

I cope well with finding weaknesses in an argument.	A	C
I tend to take decisions spontaneously.	C	A
New ideas come easily to me.	A	C
I am not very good at persuading others.	B	C
I like to arrange things in advance.	C	B
Abstract reasoning helps me resolve issues.	C	A
Repairing things is not my strong point.	C	B
I like talking about abstract things.	A	C
Other people's comments about me do not insult me.	B	C

I try to solve problems using my intuition and personal experience.	C	A
I do not always finish what I have started.	C	B
I am not trying to hide my emotions.	C	A
It is easy for me to find solutions to practical issues.	B	C
The traditional methods are usually the best.	B	C
My independence is very important for me.	A	C
I love reading classic literature.	C	B

Please, count how many answers A and B you have. Answers C do not count.

Results:

More answers A:	The answers you have given show that you like to analyse, explore and theorise. You feel good when your decisions are sound and logical. You will probably feel good in a career in the scientific field.
More answers B:	Based on the answers you have given, you are a practically oriented person. You like to follow the well-tried methods to handle a situation. You will probably feel best in jobs, which require practical solutions, creating something with your own hands or operating machinery, such as engineering, automation, manufacturing, testing, repairing, crafts, sports, etc.

After completing the sections, the results may look a bit diverse. Note that each person possesses a wide range of skills, attitudes and talents which can be displayed and applied in multiple fields. If you need more detailed information and support for making a successful career choice, you can refer to a careers advisor.

Title of instrument:

SELF-ASSESSMENT OF JOB SEARCH SKILLS AND STRATEGIES

Type of instrument:

Self-assessment questionnaire

Aims:

The main purpose of this instrument is to help clients and careers advisors assess the knowledge and skills, related to various methods and effective strategies for job searching.

Target groups:

- Job seekers;
- Career counsellors.

Description:

The instrument can be applied by the clients with or without a career counsellors' help.

The clients fill-in the self-assessment questionnaire and mark whether each statement is valid for them

or not.

Each answer "very often" is given 2 points. Each answer "sometimes" 1 point. The answers "never" get 0 points.

The bigger the number of points, the more the clients possess the skills and awareness linked to effective job search strategies.

The results include recommendations on how the clients could improve these skills, which could be discussed in details with a career advisor. The questions for which the clients provide negative answers are a good starting point for the development of effective job search techniques and methods.

Expected results:

- Enabling a realistic view of the client's knowledge and skills for effective job search;
- Enhancing the awareness about effective methods and approaches;
- Identifying specific steps and tasks for further development of job search skills.

Self-assessment of job search skills and strategies

This tool will help you assess to what extent you are aware of effective strategies and tools for job searching. In the list below, tick "very often" for those strategies and tools that you know very well and have applied in the job search process. In the "Sometimes" column you can tick those methods that you have used rarely and/or relate to your experience only to some extent. Tick "Never" for those approaches and methods that you have never used and are not familiar with during your job search.

When looking for a job	Very often	Sometimes	Never
I have an active profile on at least two job search websites.			
I maintain and update my CV or profile on the job search websites and platforms I use.			
I have subscribed to receive daily notification to my email about job positions which interest me.			
I review regularly information/ publications about the labour market to keep up to date, even in areas which are not specifically related to my immediate interest.			
I search the internet for additional information about companies, which publish job offers, and try to get a complete picture of their business and scale.			
When I send my applications off I connect with the employers to confirm that they have received my documents.			
I check my email regularly (on daily basis) for new messages from employers.			
When I apply by email, I indicate which position I am sending my documents in for and leave contact details.			
When I apply I prefer to be among the first to send applications (and do not wait until the last minute).			
If I do not get a response from the employer by the deadline for informing the applicants, I contact the employer by phone or email to check how things are going.			
The attachments in my application are titled with my name and the type of document I sending (e.g. CV_IvanPetrov.pdf)			
Before I apply, I check my CV to make sure it is updated and presents my skills and qualities in the best way according to the requirements of the position.			

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When looking for a job	very often	sometimes	never
If a covering letter is required, I always prepare a new one, according to the company, the industry, position and my personal motives.			
I use the services of a careers advisor.			
I identify the professions that are of interest to me.			
I look for information about my strengths and qualities, as well as the areas that I can further develop – through self-reflection, questionnaires, feedback, etc.			
I meet company HR representatives and know how they can help me in my job search.			
I send my CV to HR companies.			
I contact them regularly to check for new information or opportunities.			
I regularly review the websites of HR Agencies for newly published job offers.			
I keep informed about forthcoming careers events and how I can participate.			
I participate in careers events if they are suitable for me.			
I monitor closely the websites for careers events to get information about the companies which are involved and what kind of job opportunities they offer.			
I participate in specialised events and activities in my sector to expand my professional network.			
I have a list of industries and companies that are of interest to me and regularly monitor their websites for career opportunities.			
I send open applications to companies which interest me, even without a specific position is published. I prepare in advance my CV and covering letter and research to whom to send my documents.			
I have received refusals from such companies, but that does not stop me.			
I monitor job search websites and visit job centers, employment offices or other agencies / institutions which offer support for finding a job.			

When looking for a job	very often	sometimes	never
I use my professional network of contacts and connect to relevant people to discuss job opportunities.			
I have a list of friends with their job positions and companies and when I need information in my job search, I can turn to them for support or advice.			
I monitor job offers in other towns and regions and I am aware of the challenges and opportunities associated with mobility.			
I manage my online image and take advantage of the opportunities of the online environment (I maintain my professional network, I participate in online professional groups, etc.).			
I am familiar with the job opportunities that the EU offers – I know the websites of the European institutions and I am aware of the application and selection process of employees in them.			
I spend time on job searching every day.			
I take note of which to companies and for which positions I apply.			
I keep notes on the application deadline and the date when I can expect a response from employers.			
I look for feedback on the quality of my application documents (from friends, experts, Internet).			
I gather information about the position I am applying for and try to imagine what questions they will ask me.			
I practice with friends, and specialists, in my mind or in front of the mirror for the upcoming job interview, to overcome my concerns and clarify my answers.			
I prepare a list of questions for the employer that interests me.			
I know how to dress for a meeting with an employer.			
I estimate how long it will take to get to the meeting venue on time.			
Number of answers:			

To calculate the results, please add up the number of answers in each column. Each answer "very often" is given 2 points. Each answer "sometimes" 1 point. The answer "never" is given 0 points.

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Results:

60 to 86 points:	Congratulations! Your score shows that you know and apply a very large number of the most effective strategies and tools for job searching. Obviously you put a lot of effort in to getting acquainted with and starting to use the most varied means of finding a job.
30 to 59 points:	You use a good range of job searching strategies and tools. If you do not get the desired result, check whether you can add new approaches by looking again at the strategies and tools in the questionnaire. They will help you widen your repertoire of strategies and achieve better results. If you want to know more about this topic or have further questions, you can also discuss them with a careers advisor.
0 to 29 points:	You apply only a limited number of possible strategies and instruments. If you want to improve your effectiveness in the job searching process, review the methods and approaches which you use sometimes or never. They will help you widen your repertoire of strategies and achieve better results. You can also refer to a careers advisor to help you increase your awareness in the topic and discuss any other questions or difficulties you might have in job search process.