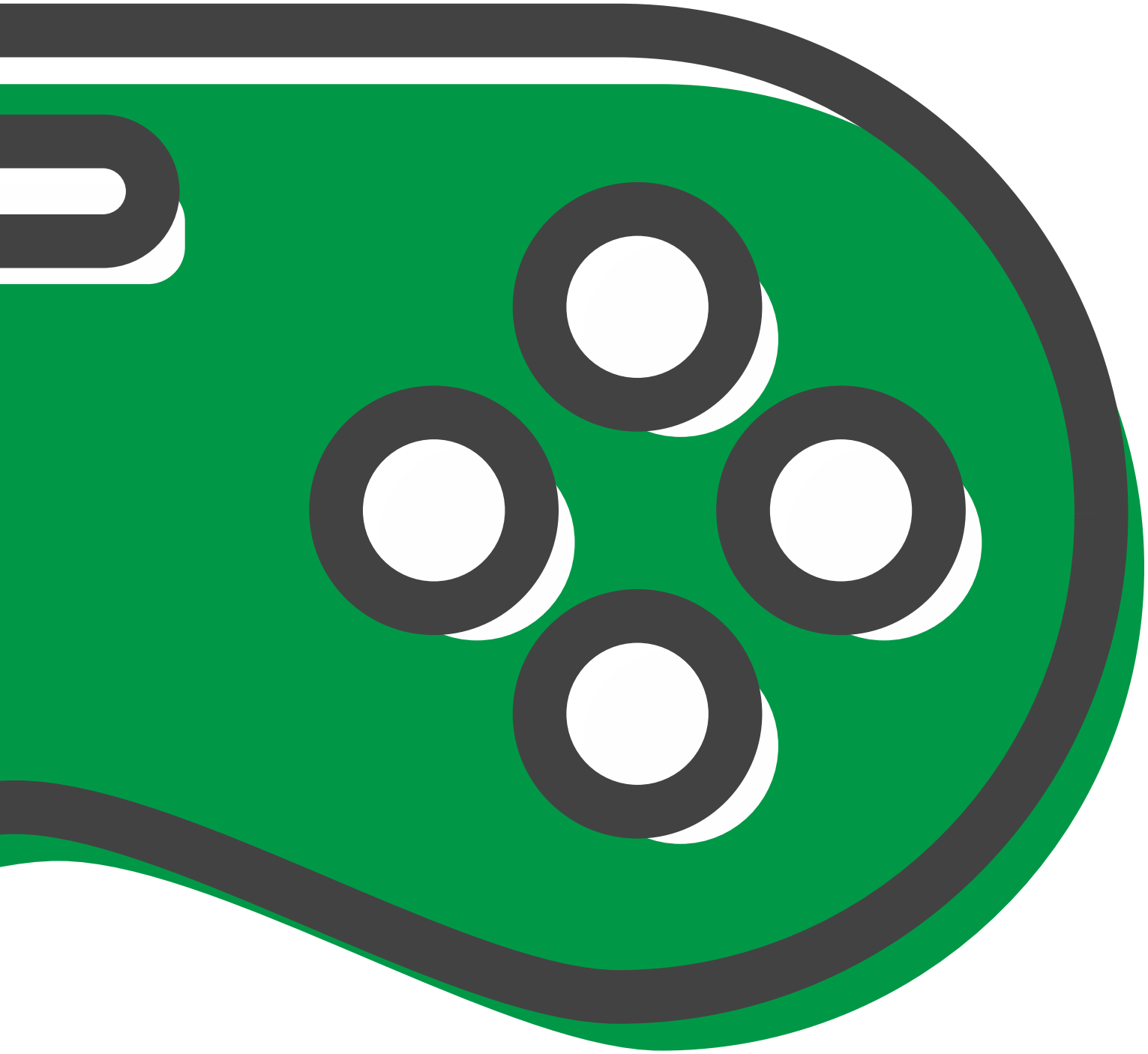
MY CAREER

OUR GAME



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FREE PUBLICATION | The result of the "My Career Our Game" project.

Authors: Agnieszka Tercz, Marta Ferreira Dias, Marlene Amorim, Tomasz Molęda, Tomislav Gajtanoski, Zoran Ilieski

INTRODUCTION

The project 'My Career Our Game' aims to introduce innovative early career guidance methodology as a sustainable tool for the prevention of young people becoming NEET, providing an innovative face-to-face approach. The project targets youth at risk to become NEET in secondary and higher education, providing career guidance via formal and non-formal / curricular and extracurricular activities in North Macedonia, Portugal and Poland.

Young people quite often have a problem with managing their career path, especially at the very beginning. The key concept here is NEET, which is used to describe young people not in employment, education or training. Many countries have developed specific programs targeting NEETs to support the transition of this population to education and work.

This publication was created with reference to the first project publication - INNOVATIVE MODEL OF FACE-TO-FACE CAREER GUIDANCE, which gave an overview of the method and outlined the steps to be taken. This publication is an extension. We can find here many tips and advice on how to carry out the activity data, contained in the scenarios for each step. Tools were also prepared and collected (we can find both traditional and online).

All the steps are ready to be delivered individually or in a group, face-to-face or online. This publication provides information about steps, its goals, methods and tools to achieve the goal that can be used. You will find also a description of achievements the step will bring to the client/ move the process. The variety of gamification tools and attractive methods of working with youth can be found.

Additionally, you will find card for the client (young person) to follow individual development in the process. The card is called 'MY ACHIEVEMENTS ON THE CAREER PATH' and reflects the process flow of early career guidance.

The Model of Face-to-Face Early Career Guidance is an innovative model consisting of 10 main steps of career guidance. It is a scheme that allows young people to be prepared to enter their professional life at the appropriate level and so that they feel that they are doing what they like. This process is very important, especially in the NEET group.

The first stage of this model involves initial contact, understanding and information exchange about NEETs. Young people can learn what the process of career guidance is about and what they can gain from it.
The second step is to initiate a meeting with young people who may be in the NEET area. The sphere of the young person's attitude and his/her relationship with the counsellor are very important here. They present what a career path could look like, share their experience. A big challenge at this stage may be the lack of motivation and willingness to cooperate of the NEET. You may find useful tools / exercises to increase the involvement of young people and their interest in the conversation.

In the next stage, you go on to prepare a question form for each young person to carry out the diagnosis, which will allow for further actions.

Then, set goals based on talents, predispositions or skills. You have to consider, among other values, beliefs, learning style, but also barriers or difficulties. A SWOT analysis may be a helpful tool in this section. It is worth focusing here on building self-esteem, getting to know yourself and your strengths. In this step you can also use mind map/visual metaphors which will help you better understand expectations.

The next step concerns the cooperation of a career counsellor with relevant school services. Psychological support for young people should be provided here, but they may feel reluctant to open to others. The job of a career counsellor is to maintain a friendly, open relationship with young people.

In step number 6, you should prepare an Individual Development Plan. It is a document that collects all the most important information about a young person, from his/her knowledge and skills or weaknesses and strengths to professional goals and the path to be followed to achieve these goals.

Subsequently, workshops with young people should be organized. People are more productive in a group, they support each other, help each other, learn from each other and at the same time compete and can become better and work on themselves and practice communicating in a group. Social competences are extremely important in terms of employment.

In the next step, you should get to know the current situation on the labour market and compare it with your competences and expectations. On this basis, IDP should be established, what the career counsellor and a young person do jointly in order to teach how to look for information, search for a job for a person with specific qualifications.

This stage also covers the topics of training and educational programs that are currently available. To set your goals, you need to consider a number of different factors to come up with the best solution.

Then the mentoring and support phase begins. The mentor should be the kind of person young people want to follow. He/she should supervise their current activities and encourage them to develop further. An important feature of it is active listening and empathy. At this stage, everything should be analysed and summarized. You should pay attention to these good actions and bad ones. Then you can start the whole process from the beginning to overcome any negative actions that have arisen.

STEP 1

Face-to-face career guidance

Introduction to the step

This is the first step towards effective early Face-to-face career guidance. Through this step, the youth workers and practitioners will establish joint understanding and exchange of information on regular basis towards identifying possible NEET youth.
This step also involves presentation of career guidance opportunities to youngsters in the formal education process.

The Goal

The aim of the first step is the initial contact, understanding and exchange of information on NEETs. Young people can find out what the career guidance process is all about and what they can benefit from.

Tools to achieve the goal

The tools should be adapted to the place / group / individual person depending on the situation in which we are. Here we can use tools such as: discussions, Internet communication, joint shared databases, structured presentations to students.
Duration: Regular monthly meetings between youth workers and practitioners (1-2 hours).

STEP 2

Initial meetings with possible NEET youth

Introduction to the step

Initial meetings with potential NEET youth give the opportunity to get to know each other, establish the first positive relationships and, above all, start the career counseling process.

Many methods can be used, the choice of the way in which the counselor will establish a relationship depends largely on his skills and experience with clients. However, the method that will be used is directly related to the number of clients (different methods and tools are used for one person, and different for the meeting with the whole group).

Advisors should feel comfortable with this method, and the toolkit should provide a wide range of selection options in accordance with the advisors 'competences and clients' interests.

Stories can be powerful tools. When we are able to use them effectively and use their potential - they can help in creating and strengthening relationships. Sharing your story is an effective strategy to promote and highlight shared connections that lead to positive relationships. This means that students and school staff often have more in common than they think. Focusing on sharing personal stories is an effective approach to revealing our shared experiences and perspectives in order to develop and strengthen the relationships necessary to ensure student learning and promote positive student engagement.

Conversation is the best way to get to know each other but conversation during different activity (games etc.) gives the opportunity to counselor to observe the client, his her reactions, emotions and way of behaving. Client does not feel like during examination process what makes him/her easy to answer. We should concentrate on list of open questions/topics that can be asked or discussed: hobbies/ family / best subject at school (why) / the best teacher he/she met / dream job / fears and expectations by asking questions: Imagine that this career guidance process was a success, what has happened? Imagine that the career guidance process was a disaster, what has happened?

Professionals who lead sessions with young people should be very open, listen to them and decide the deepness of questions and be very delicate with problematic areas to give the impression of safe and comfortable process.

The Goal

The main goal is to way to get to know each other and make a friendly relationship and organize comfortable environment.

Tools to achieve the goal

Depending on whether you will work individually or in a group, you should choose the right tools and methods.
In a group, you can apply:

- Marshmallow challenge - according to the pattern given by www.marshmallowchallenge.com, attached you will find scenario and the rules. [45 min]
- Skiers - attached you will find scenario and the rules. [45 min]
- The raft - attached you will find scenario and the rules. [20 min]

The conditions of individual work should be agreed with a specific person, depending on the time needed and the time he / she has at his / her disposal. The type of chosen activities must also be selected according to the prevailing conditions and place. They will prove themselves during individual conversations:

- Jenga - dexterity-mind social game, special blocks for the game required. Initially, a tower made of wooden blocks is set up, and the players' task is to remove more blocks and place them on top of the tower. The person who knocks over the towers while removing the block, loses the game. It is a game where customers can talk freely and at the same time get to know each other with their interlocutor. [5-40 min]
- Table games that are easy going and funny (not strategic) to be able to concentrate on conversation. You can use traditional or interactive games, e.g. from these links: link: www.playingcards.io or www.en.onlygames.io/games/board-games.html or easy puzzles which you can find here: www.jigsawplanet.com or www.im-a-puzzle.com/categories [time depends on the game]
- Coffee: depending on age and conditions you can go for a coffee or tea. [time depends on your availability]
- Gardening/cleaning school area or different small school project to be done together by counsellor and client. [time depends on your availability]

During both - individual and group first meeting it is important to ask questions to get to know with clients. Set of questions/topics that conversation can cover (examples to have easier kick-off):

- Hobbies/ family / best subject at school (why) / the best teacher he/she met / dream job /
- Imagine that this career guidance process was a success, what has happened?
- Imagine that the career guidance process was a disaster, what has happened?
- What are you doing better than anyone else you know?
- How do other people define you? What positive qualities do they give you?
- Enter the three most important values in life.
- Which achievements in your life are you most proud of?

You can use prepared cards in paper or you can also use online cards with these questions:
www.wordwall.net/resource/29975685
The questions are jumbled up. The client chooses the number and then answers the question hidden under the paper, which diversifies the course of the conversation.

During both - individual and group first meeting you can also use:

- Complete the sentences exercise (to be done on paper or oral):
  1. I like the most...
  2. I am most proud of...
  3. My dream is...
  4. I would like to improve in...
  5. I learn best when...
  6. It disturbs me during lessons...
  7. It mobilizes me to learn...

- Table of abilities and talents - attached you will find scenario and the rules or you can use online version (link below - need to save a copy)
  https://jamboard.google.com/d/1zQLGcgDJolXNSdm6WL4UjeqmKsJtMNhgv2wODSme8gc/copy
  On each page you can find another question. Client with the tools on the right can add post-its, textbox, picture, draw something and personalize his/her jamboard.
- Story cubes - Prepare a scheme of a cube (template in attachment), cut and fold it like a cube and glue it together. Place a picture on each wall, e.g. a house, a flower, a dragon, a plate of soup, a star. The participant rolls the dice 4 times (it is also possible to prepare 4 different dice, which gives more possibilities). On the basis of 4 pictures he/she has drawn, he/she has to compose a story and tell it to the rest of the group. Each of the elements must be mentioned.

For this exercise (especially in the online version) you can use also tool like this: www.pickerwheel.com/?id=mKJ9Q (the same you can also prepare here: www.wheelofnames.com/pl). You can choose the pictures you like. An example of inspiration above. [20 min]

It is very important to adjust all exercises and tasks to the level of the group, its interests and the place where they are. It is also important to consider the aspect of getting to know each other in the group.
For example, if meetings are organized at school, then you can propose a joint organization of an event such as cleaning the world, a board game tournament, joint transplanting of flowers etc. For adults, going out for coffee and talks together may be good. In the online version, the tools should be adapted to yourself, use the most convenient ones. Often the above-mentioned examples should be copied for each participant. Exercises in the online version don't have to be an exact reflection of traditional exercises, it is worth maintaining the substantive value and achieving the goal assumed by the exercise.

TOOL - The Marshmallow challenge

Objective: To construct a tower as high as possible using only spaghetti and masking tape, string.
The marshmallow must be placed on the top of the tower. The tallest tower still standing unassisted wins.

Opening Instructions:
Divide participants into groups of 4-5. Two groups can share a table.

"One of the keys to starting a successful business is teamwork and problem solving. This requires creativity, innovation and thinking outside the box, but also being able to develop a plan and execute it as a team.

In the Marshmallow Challenge your team is going to have 20 minutes to work together to construct a spaghetti tower that has a marshmallow on the top. The winning team will have the tallest tower standing unassisted.

Here are the rules:
1. Your team may only use the materials provided. This includes one yard of masking tape, 25 sticks of spaghetti, and your marshmallow.
2. You may not use any other materials to assist in the support of your tower.
3. You will have only 20 minutes. Marshmallow must be on the top of the tower when time is called and your tower must be standing unassisted.
4. Measurement is a vertical measurement from the table top up.
5. You may stick masking tape to the table top.
6. Spaghetti may be broken into smaller pieces. However, once broken, pieces may not be replaced.

Ok, remember 20 minutes, tallest tower wins, marshmallow must be on top, and no cheating! You may begin".

During team activity: Monitor team progress and remind tables of the rules if necessary.
Completion of team activity: When two minutes remain, give an announcement that there are two minutes remaining. Then also at one minute. When time is called, measure the height of each teams' tower. Declare a winning team.

Summary: You may want to ask a couple of teams that were successful, what was their secret? Discuss challenges and things they would do differently next time.

Close with this wrap up.

"The Marshmallow Challenge is an activity done to help business leaders realize the power and challenges of team problem solving. Thousands of groups have done the activity and there have been some interesting statistics that have come out of these studies.
1. One of poorest performing groups on average are College graduates with Business Majors (an average of 20 inches.) The reason…they have been told that problem solving is a linear solution where you plan, and then execute a plan. They work to the very end, place their marshmallow on top and have either an "aha moment" or more often an "oops moment".
2. One of the best performing groups is another group of graduates…graduates from Kindergarten. Kindergarteners average 30 inches. Why, because they have a natural instinct to prototype. Much like when playing with blocks as a toddler. They start with the marshmallow and build up. Plus they don't have the natural power struggle within their teams that adults develop. [45 min]

TOOL - Skiers

Aim:
To get people working and talking together, sharing a common goal, experiencing group work.

Steps:
1. The group should consist of 5 people. You must prepare the right amount of sets of required materials.
2. Inform the participant about their goal and rules:
- The task of every group is to prepare two skis on which 5 people move together. Skis cannot be attached to the shoe or foot "permanently".
- 5 people from each group moving on skis, 1 person is technical support.
- Time for groups to prepare skis: 20 minutes.
- Participants can decorate their skis.

3. Keep the track of time, while the groups work.
4. Determine the starting line and finish line (route of approx. 15-20 meters).
5. The teams should race on the track, at the same time.
6. Prize: the winning group can receive a gift - e.g. chocolate, you can prepare sashes or simply reward the winners with a big round of applause from other groups.
7. The game gives insight for the teacher/trainer about: group work competences of students/participants, potential leaders of groups. The game also starts a process of making a team out of the individual participants.

TOOL - The raft

Goal: Activation of participants, strengthening cooperation in the group

Duration: 10-15 minutes,
Materials: blanket.

In the middle of the room there is a blanket symbolizing a raft. Participants are invited to travel by raft, ie they enter the raft. Typically, the optimal number of people on a raft is 15-16 people. If the group is larger, two rafts can be created and the whole game can be played in the spirit of competition between the two groups. During the journey, people standing on the raft have to turn the blanket over. They cannot use their hands and allow anyone to fall off the raft - the blanket. tip: Summarize the game with the participants after the game is over. Ask the participants what was the greatest difficulty for them. How did they get to the way that allowed them to win this competition? These questions will help you get a picture of group collaboration.

TOOL - Table of abilities and talents

Complete the table and then use one colour to mark the terms that are ordinary and average in your opinion, and the other colour to mark the terms that are unusual and unique (each term should be assigned to one of the groups).

What can I do?

What am I like?

What is my talent?

Hobbies/ family / best subject at school (why) / the best teacher he/she met / dream job /

Imagine that this career guidance process was a success, what has happened?

Imagine that the career guidance process was a disaster, what has happened?

What are you doing better than anyone else you know?

How do other people define you? What positive qualities do they give you?

Enter the three most important values in life.

Which achievements in your life are you most proud of?

STEP 3

Open case management

Introduction to the step

Third step is opening case management for the young person. Within this step, youth worker/career counselors prepare entrance for the young person. This step is the administrative part and represents the entrance of the young person in the process of career counseling/guidance. Opening case management should be led through individual sessions with young people and talkative methods.

The goal

Opening case management leads to the first step in the process of career guidance and counseling of the young person. The young person will start to think about himself/herself and will make the first step in self-knowledge.

Tools to achieve the goal

Depending on whether you will work online or offline, you should choose the right tools and methods.
Opening case management starts with individual sessions of the young person done through conversations between young person and youth worker/career counselor. Opening case management should be done through 2 or more individual sessions with a young person and one consultation with the responsible from school where the young person studies.

On the process of opening case management, following forms should be done:

1. Application form (filled by the participant and filled by the career counselor)
For offline individual meetings, the Counselor can use printed forms of the Application forms.
For online meetings, you can use Google Jamboard where you can add the prepared background (My map-Participants), so young people can write on it, put post-its, etc.

2. Initial interview (Initial Interview Form)
For offline meetings, an official document needs to be printed.
For online meetings, the Counselor can use a word document (https://docs.google.com/document/d/1nMvzXG9s4YQ71c7QtPs4-hxBPc4YSBq7/copy) or f.ex. google forms (to be prepared by Counselor).

3. Agreement with young person (Agreement no. 1)

Official document needs to be printed.

4. Assessment (Assessment of the young person)

Official document needs to be printed.
Main part of Open case management is the first session and initial interview with a young person. During this session the youth worker leads conversation with the young person in order to introduce him/her but also to activate the young person to start to think about himself/herself as a first step in self-knowledge. In the session, the conversation is led according to the Application form but also adding other related questions which will help the youth worker more to understand the case (situation and condition of the young person). Answers of the specific questions are written in the Application form where at the end of it, a young person should sign as a consent that the written information is real and true. *In this part, Application form (standard questionnaire) - could be done by the youth worker /counselor or Application form - filled by the young person.*

According to the responses and attitude of the young person during the first initial session, youth worker/responsible for the case should write the Initial interview form in which should be indicated the attitude and situation in which the young person was during the first initial interview, his/her motivation for involvement and also which steps are recommended for the young person.

Depending on the motivation and willingness of the participant, in the next session he/she should sign a contract for involvement and his/her agreement for regular attendance on the envisioned activities.

While the second session for signing agreement and presenting the proposal of the next activities/steps should be done with the young person, the youth worker/career counselor should initiate a consultative meeting with the responsible person from the school where the young person studies. This could be a responsible teacher, psychologist or pedagogue from the school who is very well introduced to the situation and conditions of behavior and living of the young person. During this conversation/meeting we need to collect all information related to the Assessment tool (in which at the end, youth worker/career counselor need to add narrative assessment from all collected information during session with young person and consultative meeting with responsible from the school).

Estimate time for realization of the step:
- Application form - 30 minutes
- Initial interview - 30 minutes
- Agreement with young person - 20/30 minutes
- Assessment - 30 - 60 minutes (depending on the personality of the young person)

APPLICATION FORM
(Filled by the participant)

Personal information

Name and surname:	
Date of birth:	
Address:	
Cell phone:	
E-mail:	

Work experience
(Indicate your work/practical experience *full-time contract, temporary employment contract, part-time contract, contract through youth agencies, public works, flexible working hours, volunteering, internship, etc.)

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

Education

Formal education
(Indicate your formal education level):

☐ Primary school
☐ Unfinished high school
☐ High school
☐ College/ University
☐ Currently is studying (_____)

TOOL - Application form (filled by the participant)

Name of the educational institution:	
Direction / Section:	
Diploma (Title of the profession/occupation)	

Name of the educational institution:	
Direction / Section:	
Diploma (Title of the profession/occupation)	

Non-formal education

(Indicate each trainings in which you have participated: Title, duration/period, organizer)

Language skills

(Indicate which foreign language you are familiar and the level of knowledge)

Language	Speaking	Reading	Writing

Computer skills
(Indicate which computer skills you have)

Program	Level of knowledge
Internet (e-mail)	
Word	
Excel	
PowerPoint	
Social media	

Do you have **driver licence?**

☐ Yes, category: A B C D E
☐ No

Additional i fformation

What kind of work do you want to do?	
Are you interested in starting own business (entrepreneurship)?	Yes No
Indicate what kind of business:	
Are you interested in gaining/learning new skills:	
Indicate what kind of skills:	

Additional comments or information not listed above:

TOOL - Application form (filled by the participant)

Agreement with the candidate:

- I declare that all the information provided in this form are correct.

Signature: _____ (full name and surname) Date:

TOOL - Application form (filled by the career counselor)

APPLICATION FORM
(Filled by the career counselor)

Personal information

Name and surname:	
Date of birth:	
Address:	
Cell phone:	
E-mail:	

Category of users (Indicate which category / categories young person belongs to)

☐ Social assistance beneficiary
☐ Victim of domestic violence
☐ A child without parents or parental care
☐ Young Parent
☐ Single parent
☐ Former drug user
☐ Convicted person after dismissal from a penitentiary institution
☐ Person with disability
☐ Belongs to a Minority group (_____)
☐ Other _____

Work experience
(full-time contract, temporary employment contract, part-time contract, contract through youth agencies, public works, flexible working hours, volunteering, internship, etc.)

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

Period / Time duration:	
Name and address of employer:	
Job title:	
Short description for the job:	

TOOL - Application form (filled by the career counselor)

Education

Formal education
(Indicate your formal education level):

☐ Primary school
☐ Unfinished high school
☐ High school
☐ College/ University
☐ Currently is studying (_____)

Name of the educational institution:	
Direction / Section:	
Diploma (Title of the profession/occupation)	

Name of the educational institution:	
Direction / Section:	
Diploma (Title of the profession/occupation)	

Non-formal education

(Indicate each trainings in which you have participated: Title, duration/period, organizer)

Language skills

(Indicate which foreign language you are familiar and the level of knowledge)

Language	Speaking	Reading	Writing

Computer skills
(Indicate which computer skills you have)

Program	**Level of knowledge**
Internet (e-mail)	
Word	
Excel	
PowerPoint	
Social media	

Do you have **driver licence?**

☐ Yes, category: A B C D E
☐ No

Additional information

What kind of work do you want to do?	
Are you interested in starting own business (entrepreneurship)?	Yes No
Indicate what kind of business:	
Are you interested in gaining/learning new skills:	
Indicate what kind of skills:	

Additional comments or information not listed above:

TOOL - Application form (filled by the career counselor)

Agreement with the candidate:

- I declare that all the information provided in this form are correct.

Signature: _____ (full name and surname) Date:

TOOL - Initial Interview Form

PERSONAL INFORMATION	
Name and Surname	
Date of birth	
Sex	M F
Date of the interview/application	
DATA FOR OTHER IMPORTANT PERSON/S:	
Name and surname	
How is connected with the young person	

ASSESSMENT FROM THE INTERVIEW (youth's expectations, approach to the conversation, personal behavior, obstacles regarding activities, etc.)

Explanation whether the young person will participate:

Further steps and activities for the young person:
• Additional assessment • Individual development plan • Referral to another organization • Urgent action in accordance with the law should be done due to the urgent situation of the young person (referring to institution) • Other activities: _____

Signature of career counselor:

_____

Agreement
no. 1

Date:

Between _____ young person and _____

I. PURPOSE OF THE AGREEMENT

To ensure the achievement of the goals defined in the Individual Development Plan.

II. RESPONSIBILITIES OF THE PARTIES

a. The responsibilities of Career counselor/Organization are:

i. To assess the needs of the young person;

ii. To conceptualize the Individual Development Plan (IDP), discussed in agreement with the young person;

iii. To provide and facilitate the young person's access to the services set out in the IDP;

iv. Periodically evaluate and adjust the IDP according to the current situation of the young person, based on regular reviews of the plan;

v. To monitor the implementation of the goals and activities of the young person and, if necessary, to modify the IDP by mutual consent;

vi. To provide coaching sessions to the young man;

b. The responsibilities of the young person are:

i. Collaborate with the counselor in order to comply the IDP;

ii. To accept the established processes and to participate in the implementation of the activities defined in the IDP;

iii. To respect the obligations and conditions set out in the IDP;

iv. To enable the person responsible for the case to evaluate and monitor;

v. Inform the person in charge of the case of any change in the IDP.

II. CONTRACT DURATION

i. This agreement enters into force on the day of signing by both parties;

ii. As a next step, the Individual Development Plan is prepared and the implementation of the goals and activities of the young person is agreed upon;

iii. This agreement is in force until the defined goals of the young person are achieved. However, it may be terminated at any time for other reasons determined by the counselor.

III. FINAL CLAUSES

i. Any changes to this agreement require the consent of both parties;

ii. In case of non-compliance with the envisaged agreements for objective reasons, the situation is reviewed and, if necessary, new measures are agreed;

iii. IDP is attached to this agreement;

d. The statement of consent to the storage and sharing of information is part of this agreement.

IV. CONSENT

I agree for my data to be registered in the database. I hereby declare that all information provided is true.

_____ _____

Responsible for the case/Counselor (Signature)

Young person (Signature)

PERSONAL INFORMATION ABOUT THE YOUNG PERSON:	
Name and surname	
Date of birth	
Sex	

SOURCES OF INFORMATION (young person, family members, institutions, other important people who can contribute to the quality of the assessment)				
Date	Name and surname of the contacted person	Institution and function of the contacted person (if applicable)	Relationship with the young person	Contact phone / E-mail
Notes				

PERSONAL DEVELOPMENT

Physical health

- ☐ Good physical health
- ☐ Mild chronic illness / health problem
- ☐ Moderately severe or stable chronic disease
- ☐ Severe or life-threatening illness

Mental health problems

- ☐ Emotional difficulties
- ☐ Behavioral difficulties
- ☐ Difficulties in the form of hyperactivity / lack of focus / attention
- ☐ Difficulties in social relationships
- ☐ Difficulty attaching to others
- ☐ Psychosomatic difficulties
- ☐ No difficulties
- ☐ Severe or life-threatening illness

Status of happiness

- ☐ Very happy
- ☐ Moderately happy
- ☐ He/She is not very happy
- ☐ Unhappy

Social behavior

- ☐ Interacts with peers and participates in activities
- ☐ Small problems interacting with others
- ☐ Very little or no interaction with others
- ☐ Harmful behavior towards others

Self-esteem

- ☐ Great self-esteem
- ☐ Stable, but there is some risk of loss
- ☐ Average self-esteem
- ☐ Low self-esteem
- ☐ Very low self-esteem

Abuses alcohol

- ☐ Yes
- ☐ No

Abuse of drugs / other substances or use of illegal drugs

- ☐ Yes
- ☐ No

Whether ever he/she was in conflict with the law

- ☐ Yes
- ☐ No

Other comments and information related to personal development

LIVING CONDITIONS AND SOCIAL NETWORK

Social support networks

☐ Certain positive relationships
☐ Unstable and unhealthy relationships
☐ There are no relationships

Affected by discrimination

☐ There is no discrimination
☐ Certain discrimination (does not compromise well-being)
☐ Discrimination that compromises well-being
☐ Life-threatening discrimination

Level of participation in decisions that affect the young person's life

☐ Joint / independent decision making
☐ Consult him regarding decisions
☐ Informed about decisions
☐ Does not participate in decisions

The household income is sufficient to meet basic needs

☐ Yes
☐ No

Household income is stable

☐ Yes
☐ No

Family income source

☐ Income from self-employment
☐ Family / inheritance savings
☐ Pension
☐ Scholarships
☐ Social benefit / social assistance
☐ Loans or donations from extended family / social support networks
☐ Production of goods for own needs
☐ Other, state _____
☐ None of the above

Accommodation / access to appropriate sanitary conditions

☐ Yes
☐ No

Main reasons why there is no access to adequate sanitation

☐ Discrimination
☐ Not aware of available service (s) / sources
☐ Sanitary conditions are dirty / unsafe
☐ The service is physically inaccessible (eg too far)
☐ Can not afford the service
☐ Service is insufficient / unstable
☐ No information / not rated, to state _____

Accommodation / access to water

☐ Yes
☐ No

LIVING CONDITIONS AND SOCIAL NETWORK

Main reasons why there is no access to water

- ☐ Discrimination
- ☐ Not aware of the service (s) available
- ☐ The service is dirty / unsafe
- ☐ The service is physically inaccessible (eg too far)
- ☐ Can not afford the service
- ☐ Service is insufficient / unstable

Access to adequate energy services (electricity, clean fuel and cooking technologies)

- ☐ Yes
- ☐ No

Main reasons for not having access to adequate energy services

- ☐ Discrimination
- ☐ Not aware of the service (s) available
- ☐ The service is dirty / unsafe
- ☐ The service is physically inaccessible (eg too far)
- ☐ Can not afford the service
- ☐ Service is insufficient / unstable

Living conditions

- ☐ Appropriate, according to local standards
- ☐ Moderately suitable, according to local standards
- ☐ Below local standards, but do not affect well-being
- ☐ Under local standards, affect well-being

Accommodation stability

- ☐ Stable, no risk of loss
- ☐ Stable, but there is some risk of loss
- ☐ Unstable with high risk of loss
- ☐ Homeless or living in a temporary shelter

Other comments and information on living conditions and social networks

EDUCATION AND SKILLS

Educational status

☐ Has not yet completed the minimum compulsory education
☐ Currently is enrolled
☐ Not enrolled
☐ Completed education (at least the minimum compulsory education)

Level of education and school year / class (according to the local definition)

☐ Basic
☐ Intermediate
☐ Higher (not high) / two-year high
☐ University degree or equivalent
☐ Master's degree or equivalent
☐ Doctorate or equivalent

Reasons why the young man is not enrolled in school

☐ The parent / person caring for the young man does not send him to school
☐ The young person is ill or has special needs that are not adequately met
☐ The young person works (including helping the family)
☐ The young man does not want to go to school
☐ The young person is drop out from school
☐ The young man failed to complete his education (due to challenge with studying)
☐ The family cannot afford the cost of education
☐ No schools available
☐ No transportation
☐ Discrimination
☐ Other reasons _____

Special educational needs

☐ Yes, list _____
☐ No

Attends school for students with special needs

☐ Yes, state _____
☐ No

Regularity in attending classes

☐ Regularly
☐ Most of the time
☐ Rarely
☐ Does not attend, but should

Success in education

☐ Average
☐ Above average success
☐ Below average success
☐ Poor results

Vocational education

☐ Currently /on going, state _____
☐ Not
☐ Completed education, state _____

Digital and IT skills

☐ Advanced level
☐ Intermediate level
☐ Basic level
☐ No skills

EDUCATION AND SKILLS

Financial skills

- ☐ Savings for the future
- ☐ Resource savings whenever possible
- ☐ Spend responsibly
- ☐ None of the above

Life skills

- ☐ Possess cognitive skills (problem solving, decision making, critical and creative thinking)
- ☐ Possesses interpersonal skills (empathy, effective communication, interpersonal relationships)
- ☐ Possesses personal skills (coping with stress and emotions)
- ☐ None of the above

Employability / self-employment or employment skills

- ☐ High level
- ☐ Intermediate level
- ☐ Low level
- ☐ Very low level

Other comments about education and skills

Summary: Risk factors

PERSONAL RISK FACTORS

Risk factors		Risk factors	
Physical illness	☐	A little self-confidence	☐
Mental difficulties	☐	Problems with loss and grief	☐
Disability	☐	Problems related to social relations	☐
Alcohol abuse	☐	Undeveloped work habits	☐
Drug abuse	☐	Learning difficulties	☐
Antisocial behavior (inappropriate behavior)	☐	Poor school performance	☐
Violation of the law	☐	Lack of skills needed to provide resources and run the household	☐
Low tolerance for frustration and stress	☐	Inconsistency in terms of fulfillment of obligations	☐
Identity problems	☐	Impulsive reactions / inadequate conflict resolution	☐
Low level of independence	☐	Other (specify) _____	☐

LIFE CONDITIONS AND SOCIAL NETWORK

Risk factors		Risk factors	
Beneficiary of social assistance	☐	He was in a foster family / institution	☐
Poverty	☐	Recently moved	☐
Problems with the house	☐	Illness of a family member	☐
Exploitation of child labor	☐	Family member with a disability	☐
Lack of legal identity	☐	Takes care of many family members	☐
Dysfunctional family relationships	☐	Homelessness	☐
Family abuse	☐	Problems obtaining legal documents	☐
Affected by natural disasters	☐	Socially isolated environment	☐
Rejected by family and relatives	☐	There are no local services and resources or the young person does not use them	☐
The young man refuses help and support	☐	Great distance from the place of residence	☐
The young person cannot attend trainings outside the place of residence	☐	Other (specify)	☐

Summary: Risk factors

EMPLOYMENT AND SELF-EMPLOYMENT

Risk factors		Risk factors	
Unemployment	☐	The young man does not fulfill his responsibilities	☐
She/He lost his job	☐	No work experience	☐
She/He wants to change jobs	☐	There is no steady income	☐
Problems communicating with the employer and colleagues	☐	No income despite working	☐
She/He is not satisfied with the profession	☐	The young man does not respect the boundaries and rules of communication	☐
There is not enough knowledge about the field of work	☐	The young man can not focus on work tasks	☐
Does not initiate actions for self-improvement and professional development	☐	The young man does not take responsibility in the workplace	☐
The young man has no real insight into his own capacities (overestimated personal capacities...)	☐	Other (specify) _____	☐

ANALYSIS OF THE INFORMATION RECEIVED DURING THE ASSESSMENT

MY MAP

MY CAREER

Name & Surname: _____

Date of birth: _____

I AM INTERESTED IN

Working:

Learning:

Doing:

I AM SKILLED IN

- Speaking
- Reading
- Writing
- Programs I know
- What more?

WORK
I have experience in:

1
2
3

- When
- Where
- Explain

I am currently:

My school::

I have graduated:

I have trainings/courses:

YOU CAN CONTACT ME:

epi

SEGA
Coalition of youth organizations
www.sega.org.mk

universidade de aveiro

STEP 4

Young people personal resource

Introduction to the step

"Young people personal resource" is a step where youth worker through activities and creative methods is leading a process of coaching youth to his/her self-knowledge and self assessment of skills, values, competences etc. During this process, a youth worker/career counselor is using different methods such as individual assessment, conversation, projective technique, etc. The focus is the young person. It is very crucial that a career counselor/youth worker needs to explain each activity well and its aim but also to make a reflection after the young person done each activity.
This step is very important for the youth worker/career counselor as they learn about the personal resources of the young person (knowledge, skills, values, competences etc.)

The goal

Young person will be involved in a process of self-knowledge and will start to recognize his/her values and competences, but also will start to consent to her/his strengths and weaknesses.

Tools to achieve the goal

For discovering the young person's personal resources, different tools could be used.

- Tree of life
- Projective technique (strengths and weaknesses)
- Tree of job
- Test - Entrepreneur or Employed?

Tree of life is a tool for involving youth to start to reflect on his/her life. During the process of indicating roots, ground, trunk, branches, leaves, fruit, sun and rain; youth reflect on their whole being- their background, strengths, their allies but also open their mind for their weaknesses and self knowledge of what they need to improve themselves.
For offline activities, the participants could draw a tree on a flipchart or on a paper, or a poster could be printed so they can add sticky notes according to the steps and instructions from the activity.
Online activity could be done on a padlet (www.padlet.com) or on Jamboard or participants can draw it by themselves, if they want, on Paint. Tree of life poster is ready to download and can be used as a background to this tool.

Projective technique – Offline it could be done through different photos/cards of animals, or plants or common items. The technique is simple, a young person chooses one of the proposed animals/items that is somehow connected to them, they need to make an analysis of what this item has positive sides/strengths and what are its weaknesses or negative sides. In the end the youth worker tells the young person that this is narrative for themselves and subconsciously they were making a description of themself. This is a basis for making SWOT analysis which is also a good tool for thinking of their strengths, weaknesses, opportunities and threads.
For online meetings with the participant it can be done on Jamboard, so a young person can add sticky notes at the place of the animal that he/she choses.

Tree of job - Similar as „Tree of life", it has an aim of motivating their thinking related to their networking but also it gives direction of their prefered job.
For offline activities, the participants could draw a tree on a flipchart or on a paper, or a poster could be printed so they can add sticky notes according to the steps and instructions from the activity.
Online activity could be done on a padlet (www.padlet.com) or on Jamboard or participants can draw it by themselves, if they want, on Paint. Tree of job poster is ready to download and can be used as a background to this tool.

Test - Entrepreneur or Employed - is a short test that indicates the preferred choice of young person in being employed or entrepreneur.
For offline meetings it can be done via printed Tests or Questions to be read by the Counselor and participants to write the answers (whether it is A, B, or C).
Online, it can be done by Typeform, but it is not a free platform. Or it can be done via Google form, and the results of the Test to be sent to the participants later, or to be shared on the next session. You can also use a word document that is already prepared.

Estimate time for the step:

- Tree of life - 90-120minutes (90 minutes for self work + 30 minutes for presentation and conversation with career counselor/youth worker)
- Projective technique - 30 minutes
- Tree of job - 60 - 90 minutes (60 minutes for individual work + 30 minutes for presentation and conversation with career counselor/youth worker)
- Test - Entrepreneur or Employed? - 30 minutes

NOTE: The time for realization of each activity could be shorter or longer depending on the individue.

TOOL - Tree of Life Instructions

The Tree of life is a visual metaphor in which a tree represents your life and the various elements that make it up–past, present, and future-. By labeling these parts, you begin to discover aspects of yourself shaped by the past, and you can then begin to actively form the kind of person you want to be moving forward.

I have shared with you an example of my own tree of life.
The instructions below will describe how you can create your own.

The first step is to draw the outline of the tree. It doesn't have to be perfect, you can modify it, add details and use your creativity as you go through the exercise. Follow the instructions below to add each different part of the tree. Don't worry if you can only think of one or two things per section at a time, you can always come back and complete it.

Roots - formative influences
Write in the roots where you come from and all the factors that helped to form you or make you who you are today. Think about what has shaped you so far:

- where you come from, district, hometown etc.,
- your culture; language, religion,
- organizations you have belonged to e.g. scouts.

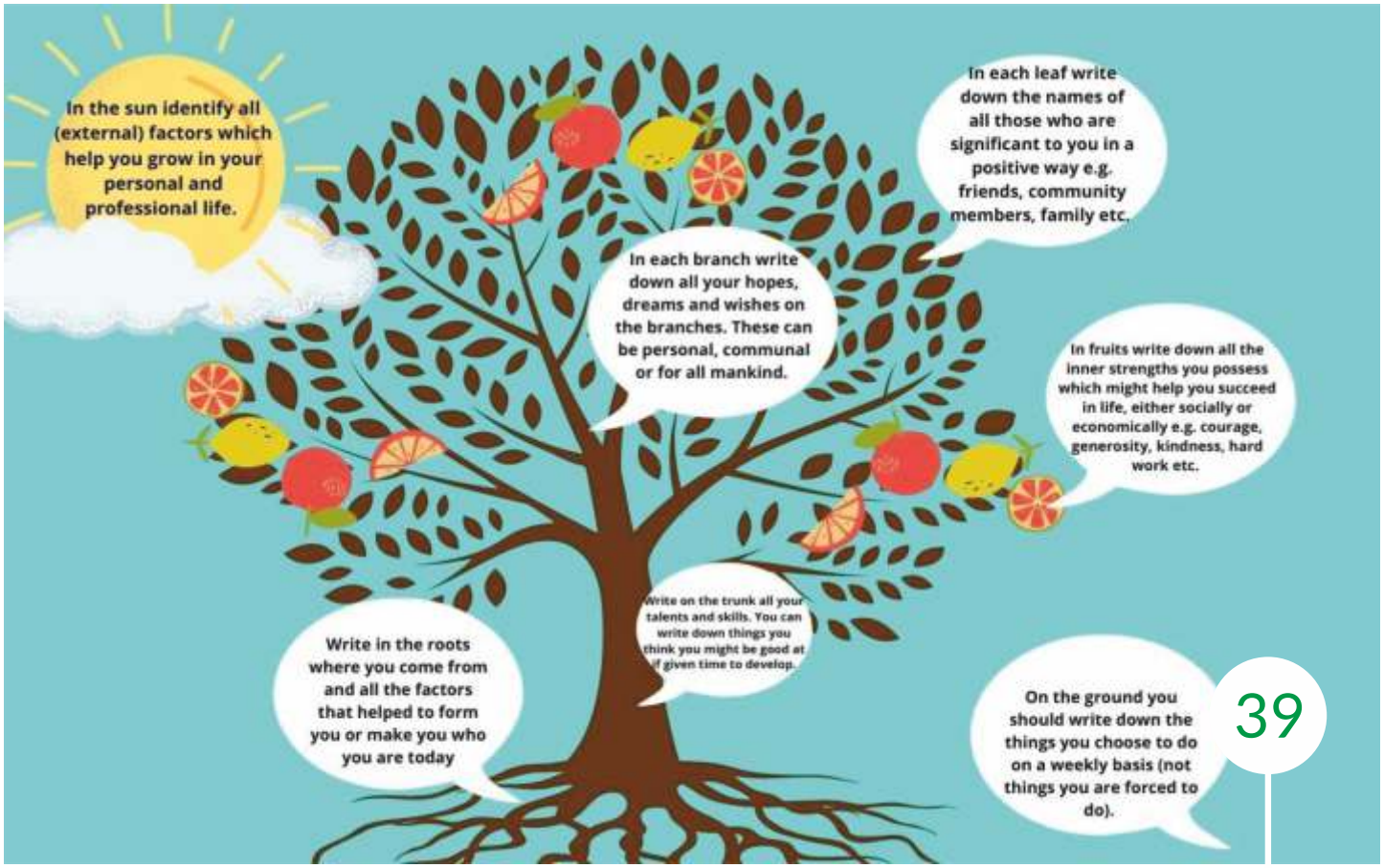
Ground - routines and behavior
On the ground you should write down the things you choose to do on a weekly basis (not things you are forced to do). This can include things related to earning a living/making money.

Trunk - talents and skills
Write on the trunk all your talents and skills. You can write down things you think you might be good at if given time to develop.
Branches - aspirations
Write down all your hopes, dreams and wishes on the branches. These can be personal, communal or for all mankind. This can be both long-term and short-term. You can dedicate at least one branch to hopes, dreams and wishes that relate to your future ability to start an enterprise or otherwise generate income and earn a living.

Leaves - support and allies
Write down the names of all those who are significant to you in a positive way e.g. friends, community members, family etc. Devote one leaf to someone who might be able to help you start an enterprise or offer you helpful advice.

Fruit - inner strengths
Write down all the inner strengths you possess which might help you succeed in life, either socially or economically e.g. courage, generosity, kindness, hard work etc.

Sun and rain - makes you grow
The last step will be the sun and rain. Without these (external) factors the tree won't grow. Here you can identify (external) factors which help you grow in your personal and professional life.



WILD ANIMALS

TOOL - Job Tree Instructions

Job Tree Instructions

Conversation, introduction in the activity:
Is there a specific person you know in your community (school, community centers, religious institutions, or even neighbors, shop owners, etc.) that you have great respect or even rely on for advice?
Reflect for a moment on why this person is special to you.
Have you ever asked adults in your community about what decisions and paths led them to their current jobs/life situation?
The following activity will help us map out jobs in our community, specifically focusing on the work that people are doing and how they found these opportunities.
Using the "Job Tree" tool we will reflect on how different community members found these opportunities. The tree you create now will be reviewed during the next session, and will also be used in further sessions to expand it and include others in the community.

The instructions below will describe how you can create your own.

The first step is to draw the outline of the tree. It doesn't have to be perfect, you can modify it, add details and use your creativity as you go through the exercise. / You could also use a created poster/ or padlet (www.padlet.com/vesna17/jobtree) with adding information on the specific points.

Follow the instructions below to add each different part of the tree.

Leaves - Community Members

Here you should draw one large leaf per person in the tree to represent different people in the communities and their jobs. Remember that examples like farming, gardening, child care, etc. which are sources of income are jobs that should be included and recognized. Inside each leaf, write that person's name and the job or type of work.

Trunk - Personal Job Ranking

Next, write your own name in the trunk. Underneath your name you should consider all of the different jobs done by the people represented in the leaves and you should rank them. For example, think about which of those jobs interests you most and write it as #1 under your name on the trunk. Continue this ranking until you have listed all or most of the jobs found in their tree.

Sun - Required Skills

Now, draw a large round sun in one corner above the tree. Looking at the top two jobs you ranked in the tree trunk, you should consider what kind of education, assets, training and/or experience is required to acquire that kind of job. You can also consider personal skills or characteristics. List as many of these as you can fit into the sun. It is important to consider or find out how others have found their opportunities so that you can learn from them.

TOOL - Employee or Enterpreneur Test

Employee or Entrepreneur Test

1. Are you a self-starter?
a. If someone shows me how to do something, I will work hard and finish on my own.
b. I do things my own way. No one needs to tell me how to start a task/project.
c. I like to have clear instructions and be motivated to start and finish a task/project.

2. How do you feel about other people?
a. I am friendly but I don't seek out new connections often.
b. I like people and can get along with just about anybody.
c. Many people irritate me.

3. Can you lead others?
a. I can motivate some people.
b. I can get most people to go along with my ideas/plans with little difficulty.
c. I have trouble leading others or I usually let others take the lead.

4. Can you take responsibility?
a. I take over if I have to, but I'd rather let someone else be responsible.
b. I like to take charge and see that things get done.
c. I feel that there is always someone who takes the lead and responsibility before I have a chance and that is okay with me.

5. How good of an organizer are you?
a. I am good until things get too complicated, then I feel unmotivated or I lose track of what I am doing.
b. I like to have a plan before I start. I'm usually the one who coordinates and prioritizes.
c. I do things as they come up without a lot of planning.

6. How good of a worker are you?
a. I will work hard sometimes and take it easy other times.
b. I can work as hard as necessary for as long as I need to complete something. I don't mind.
c. I don't always see the benefit in hard work. It doesn't always have a benefit for you.

7. Can you make decisions?
a. I can but I take time to make a decision. I don't like to rush because I regret it when I make a fast decision.
b. I can make quick decisions and in general it usually turns out okay.
c. I don't like being the decision maker.

8. Can people trust what you say?
a. I'm usually honest, but sometimes I just say what's easier or what people want to hear. But I follow through on promises.
b. People can trust what I say. I say what I mean. I always follow through and do what I say I'm going to do.
c. I think people should be more flexible and sometimes you need to withhold information. I don't think it should matter if I don't always tell the truth or if things change.

9. Are you able to complete tasks?
a. I usually finish what I start.
b. Once I decide to do something, I always finish it.
c. If a task/project isn't going well, I don't feel bad to end it or stop early. It's too stressful.

10. How do you save information?
a. For really important things, I write it down and save it, but when I'm busy, I think it's more important to do the work and not do extra work documenting, calculating, or writing and saving events and information.
b. I know that keeping all records is really important so I take the time to document most things.
c. I don't find keeping records very important. I generally know what I need to do or what has happened and I don't need to write it down.

Results: Once they've counted up their scores, interpret the results with them. If they have mostly As, then being an entrepreneur or business manager could be a great idea for them as they have a strong, intrinsic sense of motivation and leadership. If they have more Bs, then an employability track is probably the best course for them at this time. However, if they have a strong mix of As and Bs, then they may want to consider employability for now with the goal of being a manager for a company and later start a business of their own. If any participant has mostly or many Cs, then they will need courses/training in order to improve their general professional skills. The employability track is right for them to build up their experience.

STEP 5

Potential psychological assistance

Introduction to the step

Step five in the whole process is Potential Psychological assistance. This step should be led by a professional Psychologist. Through sessions of conversations with professional psychologists, a young person should go through his/her challenges that were discovered through previous activities. Joining on the sessions should be willingly for the young person and sometimes, youth discover more of their strengths and challenges which help them in the process of self-knowledge.

The goal

Potential psychological assistance will lead a young person deeply in self-knowledge, and through professional assistance will learn how to deal with her/his challenges.

Tools to achieve the goal

As this step should be done individually with a young person according to his/her personality, tools should be defined by the professional psychologists. The sessions are mostly through conversation leading on discovering challenges and dealing with.
Psychological sessions could be done in a row or only once, depending on the needs of the young person.
Approximately estimated time for one session is 60 minutes.

STEP 6

Individual development plan

Introduction to the step

Creating an Individual development plan (IDP) is the step of summarizing what a young person and his/her career counselor detect as personal aim for development in the world of job. This step is more like an administrative part where the Goal and its steps are put in one frame that could be used as a frame of following a young person's achievements. It could be done through individual conversation sessions.

The goal

Aim of the step is to create a framework for following the achievement and progress of the young person.

Tools to achieve the goal

Individual development plan is a simple form of frame where should be indicated personal information, main aim of young person, specific aims and steps for achieving main aim with part where could be indicated progress of achieving.
At the end there is a part where a timetable should be provided for following the progress. Here we need to consider that IDP could be adapted during the process.
You will find a form attached ready to print and word document (https://docs.google.com/document/d/11BhHUb3JcnNtSPDiOVtI8_b8hY_u26Sp/edit) to use during online sessions..

Estimated time for creating an IDP is about 2-3 hours (in which app. 2 hours career counselor analyze all information received previously, app.half an hour for overviewing the IDP together with a young person, and potentially half an hour if IDP needs revision according to the feedback of the young person).

INDIVIDUAL DEVELOPMENT PLAN

Personal information

Name and surname:	
Date of birth:	
Sex:	M □ F □
Contact phone/e-mail:	

Main goal				
Specific objectives	**Actions / activities**	**Responsible**	**Period for implementing**	**Comments on the progress made, activities performed / Corrections during the progress**

Additional comments:

Agreed progress review (dates)			

SIGNATURES

Young person

Counsellor

STEP 7

Organize joint workshops with youth

Introduction to the step

This step has the main purpose of **organizing joint workshops with youth**. It is focused on direct capacity building and awareness raising for young people, in a NEET context, on improving their life skills and employability competences. The youngsters will participate in joint events such as workshops, group activities, games and exercises since learning process is more productive in group. The subject will derive from their IDP, but focus will be given to communication skills and other relevant competencies. Moreover, we should always have in mind if the tools, methods and exercises are appropriate in NEET context, in the defined culture and age group before using them.

For this step we propose methods that involve individuals in "Group Discussions or Presentations"/Debate", to widen their point of view. The youth participation debates and activities aiming at the social and civic empowerment of vulnerable youth NEET.

Consequently, we expect to open up to youth participation. Using different methods, as games, youth may naturally be given incentives to develop their ways of thinking and their analytical/technical skills, team spirit and self-esteem.

At the end, collecting information regarding the youth is needed to help and suggest training workshops and other methodologies, applied to the NEET context, which will be provide in step 8, in order to turn the transition to the labour market of the youth smoother.

The goal

We propose that methods to be used in this step should involve both an "Individual" work/tasks and tasks oriented to "Group" work/task/exercises. Having both types of activities will allow for greater flexibility in using the tools - e.g. for settings where career counselors can setup group activities and/or individual ones only.

Tools to achieve the goal

Activity 1 - Online Workshop - Speed Dating for Competence Awareness

Organize workshops (either online or face-to-face) building on a speed dating format where young NEET interact with more senior professionals, who are willing to share their career paths and challenges. The activity requires a prior preparation of selection of participants. In the event day several rounds of one-to-one meetings are held (model to be defined, random/other?) and where participants are equipped with a set of ice breaking questions (a set of cards can be provided with e.g. questions such as "what was your first job" "what was the biggest challenge of your career" etc. Then a group moment follows where participants are asked to share the interview that impressed them the most and why.

The speed dating participants may be divided into small groups according to their competences or personal interests. And these activities may occur in a blended format: face-to-face or online.

Notice that - the online format will require technical support and the necessary tools in order to promote debates in small groups. The organizers should consider these aspects and the participation of professionals with digital and technical skills to conduct these activities.

Activity 2 - Interests and goals dashboard

Participants (online or face to face) will have to develop a dashboard and present it with their personal interests and goals, associated with their projected work life.

To this end they several rounds of an auction are run (by the organizer) with interests and goals that participants can "collect" (a limited number of a trading currency is offered as a starting point for each participant). After collecting a max of 5 interests/goals, participants do a pitch on why they chose that particular set of goals and interests. A round of swapping/market follows, where participants can switch and collect leftover goals. Finally, they prepare a map/dashboard with the selected goals/interests (e.g. online poster, paper poster etc.) and they share it. The final part is with invited speakers (e.g. professionals, recruiters) who comment the dashboards (anonymously or not) and relate them to actual real jobs.

Game Instructions

Game 1: Campaign - My Career

1. Pairs or group activity
2. Mode: Online or face-to-face
3. Goal: Attract talent
4. Instructions:
   - (1) Choose a career;
   - (2) Divide the team according to the career they are most interested in;
   - (3) Using cell phones or laptops, search at ESCO website for the required skills for this career (QR-Codes from ESCO);
   - (4) Build a framework with attractive indicators and challenges;
   - (5) "Sell" the career to the other groups.
5. Winner: group or duo that attracts more people from other groups to join in this career.
6. Suggested material: Board to write the skills, pens, mobile phone or laptop for consultation, printed material with the information; online: Jamboard.

Game 2: Select options for a career

1. Pairs or group activity
2. Mode: Online or face-to-face
3. Goal: Learn how to core competencies for an occupation.
4. Instructions:
   - (1) Select a row;
   - (2) select from among the main options for that career;
   - (3) the game presents the successes and errors, with a description of the importance of each skill.
5. Suggested material: Board to write the skills, pens, mobile phone or laptop for consultation, printed material with the information; online: Jamboard.

Game 3: Cards with activities

1. Group activity
2. Mode: Online or face-to-face
3. Goal: Discover skills and careers
4. Instructions:
- (1) Divide the into groups;
- (2) Alternately, each group will choose a letter with an activity that must be handed in;
- (3) Card suggestion activities: Look for 2 technical skills for ancareer; search for job offers on Linkedin; look for 2 soft skills for an career; Find 2 careers for a skill; skills-based occupations;

5. Winner: group with the most wins in each round.
6. Suggested material: Blackboard to draw, pens, mobile phone or laptop, printed material with the information; online: Jamboard.

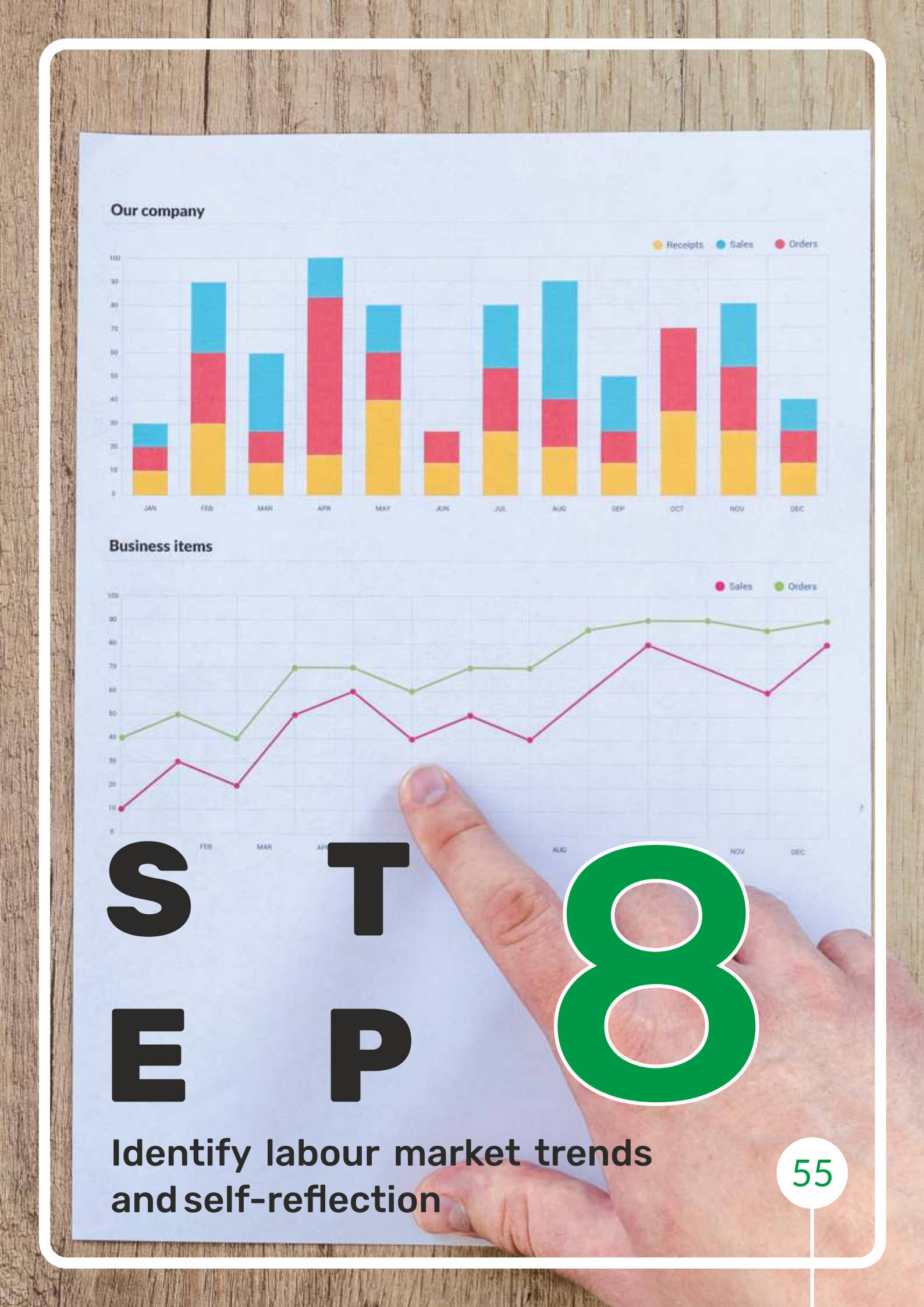
TOOL - Organize joint workshops with youth - QR codes

3D 4D Printing Specialist	Analytics Specialist	Artificial Intelligence and Machine Learning Specialist	Augmented Reality Developer
Back End Developer Engineering	Big Data and Blockchain Specialist	Business Intelligence Developer	Chief Sustainability Officer
Cryptocurrency Specialist	Customer Service Professional	Cyber City Analyst Consultant	Cybersecurity Specialist
Data Broker	Data Consultant	Data Engineer	DevOps Engineer Cloud Computing
Digital Marketing and Content Developer	Digital Marketing Specialist Marketing	Digital Offering Manager	Digital Transformation Specialist

TOOL - Organize joint workshops with youth - QR codes

Digital Twin Engineer	Drone Data Coordinator	Drone Traffic Management Specialist	Ecommerce and Social Media Specialist
Ecommerce Specialist Marketing	Edge Computing Architect Developer	Frontend Engineer Engineering	Hardware Engineer
Interpreter Translator and Cultural Facilitator	Javascript Developer Engineering	Legal Specialist for Cyber Space	Manager of Automated Processes and Teams
Network Engineer	Occupational Health and Safety Technicians	Online Community Manager	Predictive Supply Network Analyst
Process Automation Specialist	Quality Assurance Tester	Robot Teaming Coordinator	Robotics Specialist Engineer

Scrum Master	Site Reliability Engineer Cloud Computing	Smart Factory Manager	Smart Safety Supervisor
Smart Scheduler	Software and Application Developers	Sustainability Specialists	Synthetic Biology Engineer
Technical Maintenance Professional	Telecom Specialists	Tourism Development Professional	User Experience and HumanMachine Interaction Designer



STEP 8

Identify labour market trends and self-reflection

Introduction to the step

The main purpose of this step is to **identify labour market trends and self-reflection**. Through this step the career counselor should be able to define progress of the young person and to reflect on the planned developments.

The counselor and the young people will review the current requirements in the labor market based on the interests and competencies and skills of the young people. Based on this, the counselor and the young person will adjust the IDP and will assess potential future education possibilities. The types of labor market information needed should be adapted to the needs of a young person and their capacity and willingness to understand it in order to be a more effective strategy.

However, it is also relevant to have an accurate local labour market information for planning, implementing, monitoring the youth path and guidance to address their needs and other challenges to the priority areas in their labour markets requirements.

The goal

We propose that methods to be used in this step should involve both an "Individual" work/tasks and tasks oriented to "Group" work/task/exercises. Having both types of activities will allow for greater flexibility in using the tools - e.g. for settings where career counselors can setup group activities and/or individual ones only.

Tools to achieve the goal

Individual Work/Tasks

Preliminary task - Identification of market evolution and trend jobs.

This preliminary task has the main purpose of updating the information regarding the evolution of the labour market (global, country or local levels), profile career opportunities and the required skills. Moreover, this data is essential to prepare and guide the workshops and activities. The counsellor may be consult online sources as reports from World Economic Forum (Future of Jobs report); Consultancy companies as Deloitte, McKinsey Global Institute, The Boston Consulting Group, IEEE and Gartner; and European Commission.

It is important to highlight that these online sources may be presented to young people or engage them to do their own research in order to create an awareness related to required skills for new job opportunities in different areas and training.

Examples of web sources
https://www.europeanjobdays.eu/
https://ec.europa.eu/esco/portal/escopedia/Occupation
https://www.mckinsey.com/mgi/overview
https://www.weforum.org/
https://www.bcg.com/en-pt/
https://www2.deloitte.com/global/en.html?icid=site_selector_global

Task 1 - Developing the capability of identifying (realistic) job/career opportunities.

In this task the purpose is to get the individual acquainted with online sources of information about career opportunities and the competences associated/required by them.
The individual shall conduct a small job search exercise, recurring to online sources and then be able to have a self-reflection exercise about it.

Steps involved:
1. The individual is given a list of job titles in different sectors/areas;
2. The individual is asked to rank them according to his perceived attractiveness (e.g. how much I'd like to have this job) and feasibility (e.g how skilled am I for this job).
3. The individual selects a couple of the best positioned (+ desirable + skilled) possibilities and then performs an online search for job opportunities (e.g. in linked in).
4. The individual discusses/reflects on the competences that are being asked for the selected jobs (individually, in group, or guided by a counselor)
5. (Optional/If possible) - discuss the results with recruiters?

Task 2 - Understanding the notion of competences and skills and the requirements of different jobs.

In this task the purpose is learning about the wide ranges of competencies that are required for a job (and in the process to also discover some competencies and skills that the individual might have and had not realized they were valuable for the market/society).

Steps:
1. The individual tuns a "roulette" or any other "random" generator of job titles (prepared by the counselor?) and picks one.
2. The individual then searches for the job title in ESCO database to discover the competences and skills associated with that job.
3. The individual can discuss or reflect about what other jobs require similar competencies (e.g. search in ESCO).
4. The individual makes a self-competence map for selected competences (e.g. level of competence high/low and potential/willingness to develop high/low).

Task 3 - Develop a personal career opportunity dashboard.

This task aims to get the individual acquainted with online job advertisement sources, and to create the routine of monitoring them and actively searching for opportunities.

Steps:
1. The individual specifies its personal career opportunity dashboard criteria (e.g. location, competence areas, of job titles), as well as a routine/interval for checking selected sources.
2. Over a period of time - one week? Two weeks the individual checks the sources and places on the dashboard the most desired or possible opportunities.
3. The dashboard is discussed in group (e.g. online sessions?) or with the counselor?).

This can also be done in groups/e.g pairs where individuals are assigned to peer pairs where they collaboratively build the dashboards of each other.

The dashboard will be aligned with the competences or skills previously identified. Moreover, it is not focused on one possible career or field. The dashboard will present possible opportunities according to the participant's competences and skills but also their personal experiences and interests.

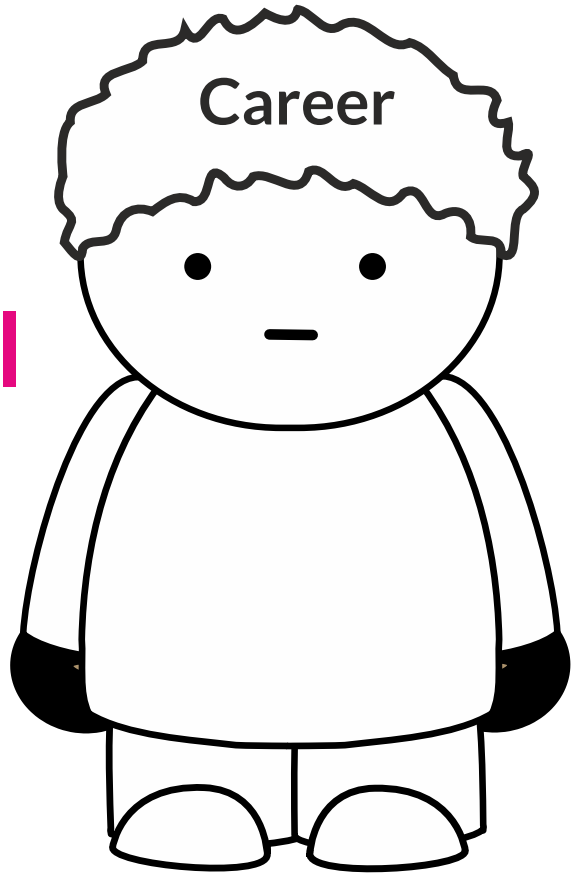
Game instructions

Game: Who am I?

1. Group activity.
2. Mode: Online or face-to-face.
3. Objective: Discover occupation based on skills.
4. Instructions:
   - (1) Divide the team;
   - (2) A participant chooses a card with the career or occupation and without seeing the card places it in the head holder;
   - (3) Based on a list of skills for this career, the other team members pass information so that whoever has the card can guess the occupation.
5. Winner: group with the most wins in each round.
6. Suggested material: support to put the letter on the head, pens, timer, printed material with the information.

Game: Build a career

1. Pairs or group activity.
2. Mode: Online or face-to-face.
3. Objective: To learn about the technical and transversal skills of a career.
4. Instructions:
   - (1) Divide the team into the career that attracts the most;
   - (2) Choose a career;
   - (3) Search the ESCO for skills for this career (QR-Codes of the Observatory);
   - (4) Assemble the puppet with technical and transversal skills;
   - (5) present to the other groups.
5. Suggested material: picture with a doll, post-it; online: jamboard.



Technical Skills

Soft Skills

TOOL - Identify labour market trends and self-reflection - QR codes

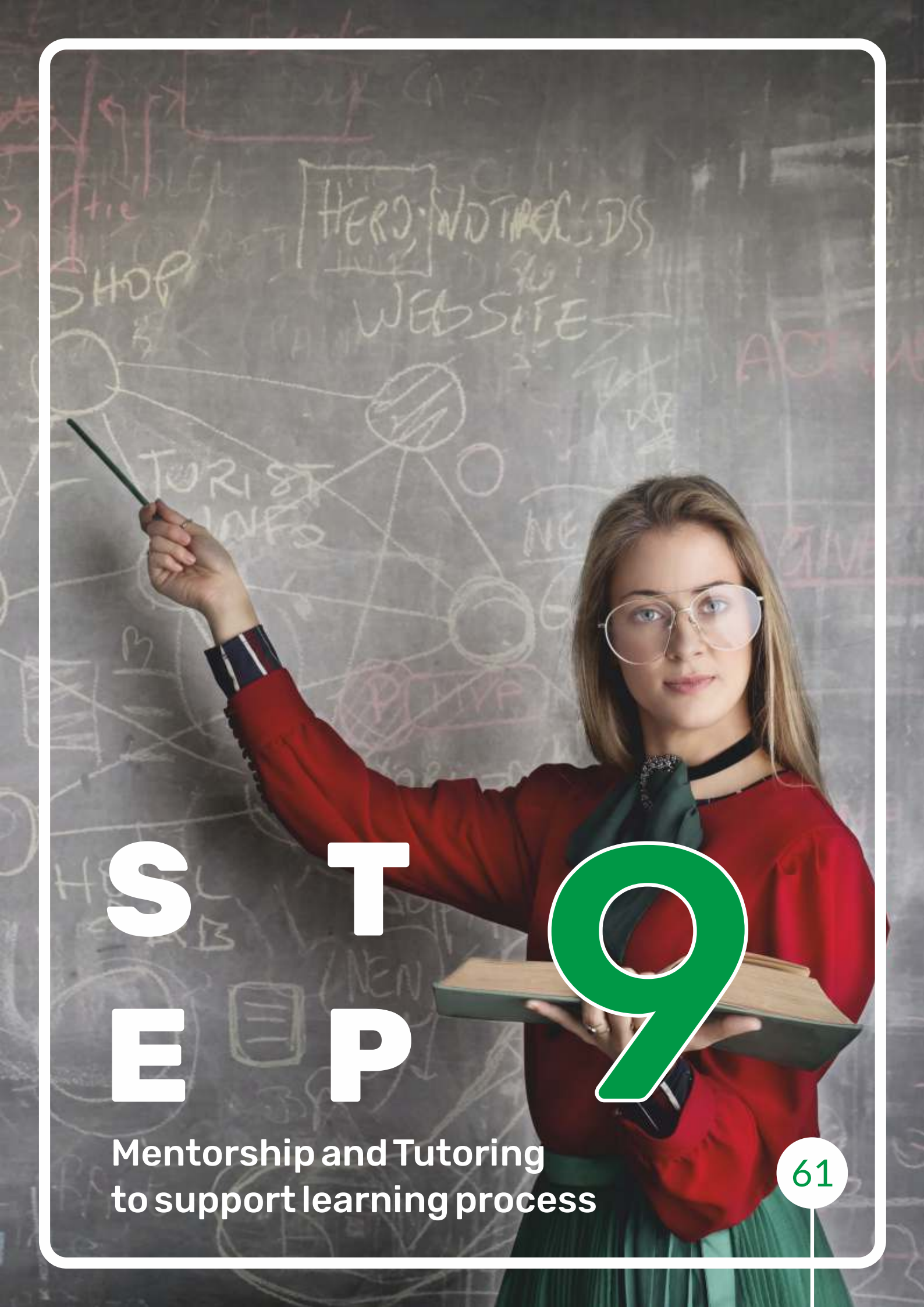
3D 4D Printing Specialist	Analytics Specialist	Artificial Intelligence and Machine Learning Specialist	Augmented Reality Developer
Back End Developer Engineering	Big Data and Blockchain Specialist	Business Intelligence Developer	Chief Sustainability Officer
Cryptocurrency Specialist	Customer Service Professional	Cyber City Analyst Consultant	Cybersecurity Specialist
Data Broker	Data Consultant	Data Engineer	DevOps Engineer Cloud Computing
Digital Marketing and Content Developer	Digital Marketing Specialist Marketing	Digital Offering Manager	Digital Transformation Specialist

TOOL - Identify labour market trends and self-reflection - QR codes

Digital Twin Engineer	Drone Data Coordinator	Drone Traffic Management Specialist	Ecommerce and Social Media Specialist
Ecommerce Specialist Marketing	Edge Computing Architect Developer	Frontend Engineer Engineering	Hardware Engineer
Interpreter Translator and Cultural Facilitator	Javascript Developer Engineering	Legal Specialist for Cyber Space	Manager of Automated Processes and Teams
Network Engineer	Occupational Health and Safety Technicians	Online Community Manager	Predictive Supply Network Analyst
Process Automation Specialist	Quality Assurance Tester	Robot Teaming Coordinator	Robotics Specialist Engineer

TOOL - Identify labour market trends and self-reflection - QR codes

Scrum Master	Site Reliability Engineer Cloud Computing	Smart Factory Manager	Smart Safety Supervisor
Smart Scheduler	Software and Application Developers	Sustainability Specialists	Synthetic Biology Engineer
Technical Maintenance Professional	Telecom Specialists	Tourism Development Professional	User Experience and HumanMachine Interaction Designer



STEP 9

Mentorship and Tutoring to support learning process

Introduction to the step

Young people often have a problem with unequivocally directing their career development. People with learning disabilities find it more difficult to face the challenges of everyday reality, as they do not always coincide with their resources or capabilities. In working with students with reduced abilities, who often experience various types of failures resulting from many reasons, the main emphasis is placed on equalizing knowledge and making up for gaps. School and career choices are often made too quickly, under pressure, under the influence of other people, e.g. parents or friends. It is important that young people themselves are aware of their potential and predispositions. On this path they should be accompanied by a certain person who will support and motivate them to further development. Such a mentor should be a person who is close to young people. A very important feature of the mentor / tutor is the ability to listen actively as well as engage and react to any doubts or questions from students.

Meetings with the mentor should be held individually, but it is also worth creating a group that will support and inspire each other while sharing their experiences. In such a group, also those with better learning outcomes can help the weaker with the less in collaborative learning sessions.

Phase 1: Diagnosis

During the meetings in the first phase, you should focus on diagnosing the problem. At the beginning, you should define what the client needs from us, whether to listen to him and be able to make decisions himself or rather ready-made answers. It is also important to consider whether the aid is to be a one-off or rather long-term development support. The mentor has to get to know his client, and together with him to determine what barriers are facing him. At this stage, an action plan should be established. It is very important that the client himself, after talking to the mentor, be able to determine which path he would like to follow.

Phase 2: Implementation of the plan
This is the most important stage during which the mentor should propose which path the client can take. It is worth showing various possibilities to increase the client's motivation and willingness to learn. However, remember not to take control of the client's activities, but only monitor his activities and, if necessary, correct them.

Phase 3: Support during action
If necessary, meet the client several times while supporting the learning process to determine where he is now, what needs to be changed and what he wants to pursue and what steps he should take. Reflecting together during the various stages is very important to know how to correct your actions. The client should feel that the mentor is his friend and can count on him at any time for advice. This report should include experiences and conversations on various topics, incl. discussing fears, doubts in relation to the sphere of education.

The goal

The aim of this step is to assess educational deficiencies, the level at which a each person is, and to plan actions to fill this gap and support the course of this process.

Tools to achieve the goal

Phase 1: diagnosis.

GROW model - attached you will find scenario and the rules. [25 min]

Phase 2: Implementation of the plan.

- Create a to-do list with the client (you can also divide it into two lists: things to do first, things to do next) and a list of things that have already been done. You can use post-it to translate from one list to another after the action is completed. To-do list can be prepared in paper or online -using e.g. https://www.checkli.com/. Go to this page and click "Make a free checklist". Now you can add tasks, delete them, mark them as done, and prioritize them. You can also save the list here and send someone a link to it. Each participant must create his own separate list and have his own separate link. You should also use similar tools e.g.: https://trello.com/, Google Tasks).
- Talk to the client about what he/she has learned, what he/she liked, what aroused his/her interest, what brought him/her satisfaction, what was his/her success. Each such element shows him/her how much he/she has achieved and that he/she is developing, which will be a motivation for further action.

Phase 3: Support during action.

- Assessment ladder - assess your skills and competences. You can download background from the attachment and print it or in online version we suggest Jamboard/Padlet etc. with the same picture using like background)[40 min]

1. In the middle of the ladder on 8-10 level please put words, formed us phrases, steps, things to do, so stages leading to solution.
2. On the left side of the ladder please put the information what kind of skills and competences are needed to accomplish each step (to do individually).
3. On the right side of the ladder please put the information what kind of new skills and competences you gained or/and developed on a higher level.

- Take a look at the to-do list prepared earlier. Analyze what has been achieved and what has not yet been achieved. Pick one thing that failed and think about it. The 5xwhy method will be helpful.

Write down your problem (as in the diagram) on a piece of paper (flipchart with a diagram drawn by hand or printed version - A4 sheet) and think about why it exists. Ask questions "why?" until you get the answer at the lowest level (The number of questions depends on the complexity of the problem). Then think how you should continue to get your problem solved.

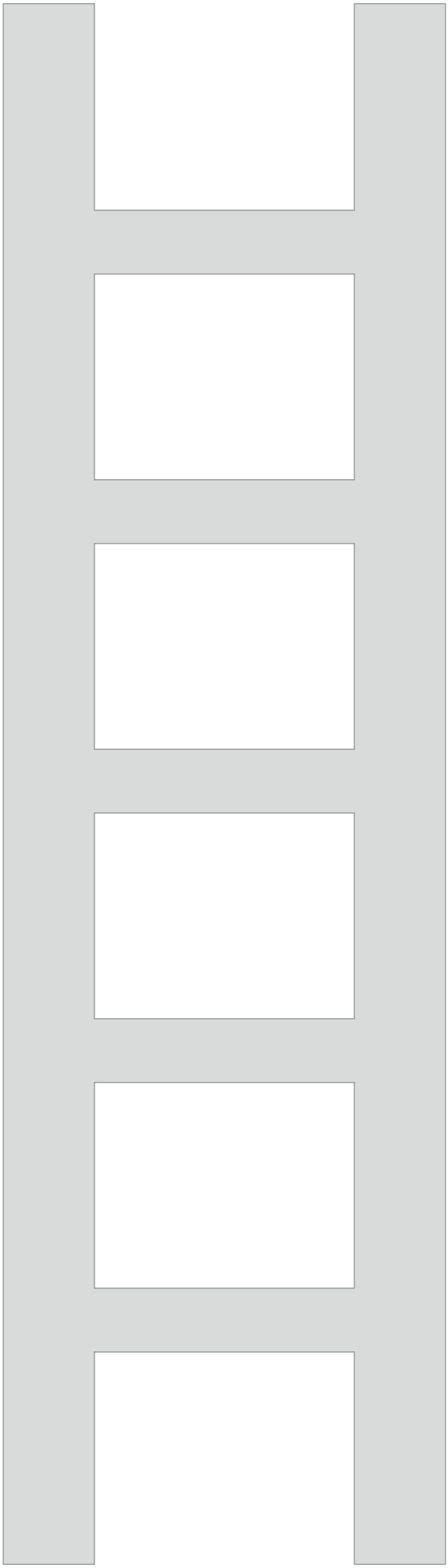
PROBLEM → **WHY** → **WHY** → **WHY** → **WHY** → **WHY**

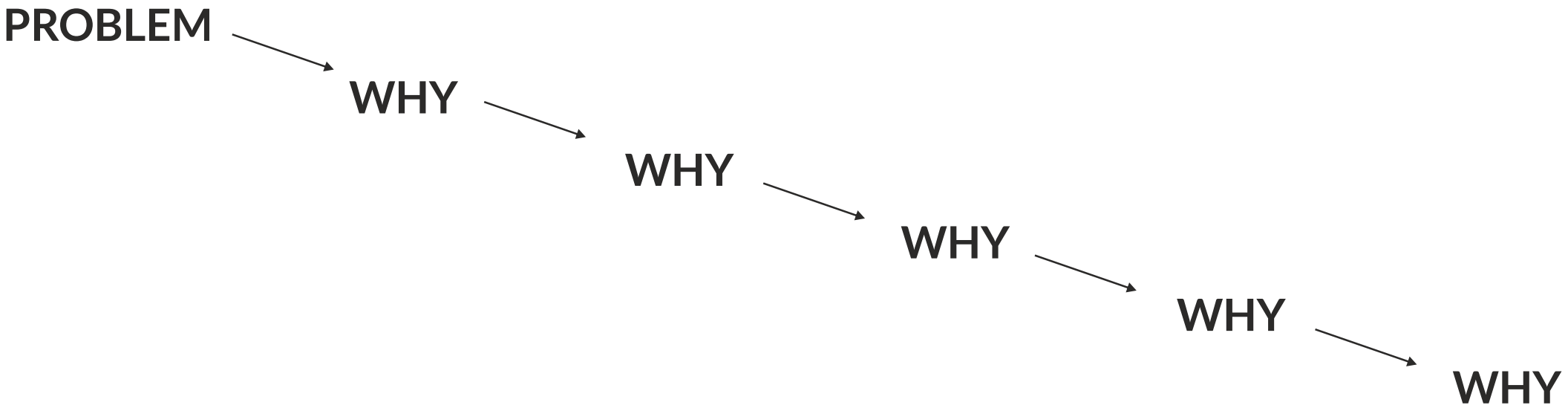
5 x WHY can be prepared in paper (printed scheme from the attachment) or online (using e.g. https://app.creately.com. It is needed to log in and choose 5xwhy template to create your own scheme or use an attachment as background. You can also use something similar like Padlet, Mural, Miro etc.

TOOL - GROW model

Create a table with subsequent stages and complete it by answering the questions below.

Stage	Questions	Stage's functions
G- goal	What do you want to achieve?	Going beyond the problem. Choosing and defining goals. Motivation to search for the best solutions. Awareness of the purpose of the session and short- and long-term goals.
R-reality	Current state. How is it now?	Changing and expanding the perception of the current state thanks to the coach's questions. Mental reality. Understanding emotions and naming them correctly. Review of the facts as it stands. Observation of own actions.
O - options	What can you do?	Expand your choice by creating new options. Improving the emotional state, e.g. by playing. Clarification of the selection criteria in search of the best solutions.
W - way forward W - will	What do you do? When? What will be your first step?	Selecting the options to be implemented from among the generated opportunities. Make your dreams come true. Creation of a framework plan and detailed plans. List of first steps, actions to be taken at the beginning of the process. Timing of the plan. Providing yourself with support. Ensuring you are motivated for the duration of the action.

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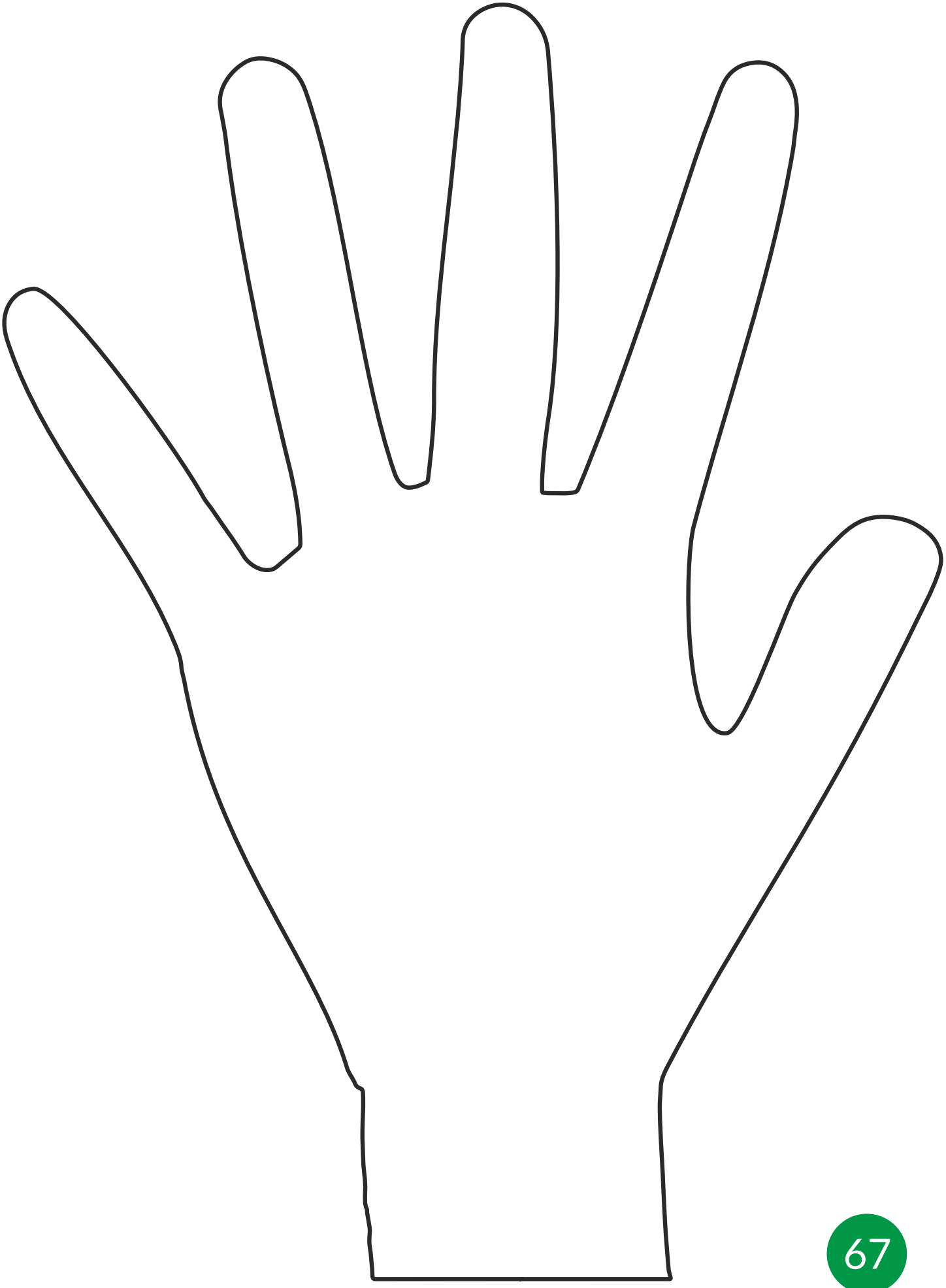
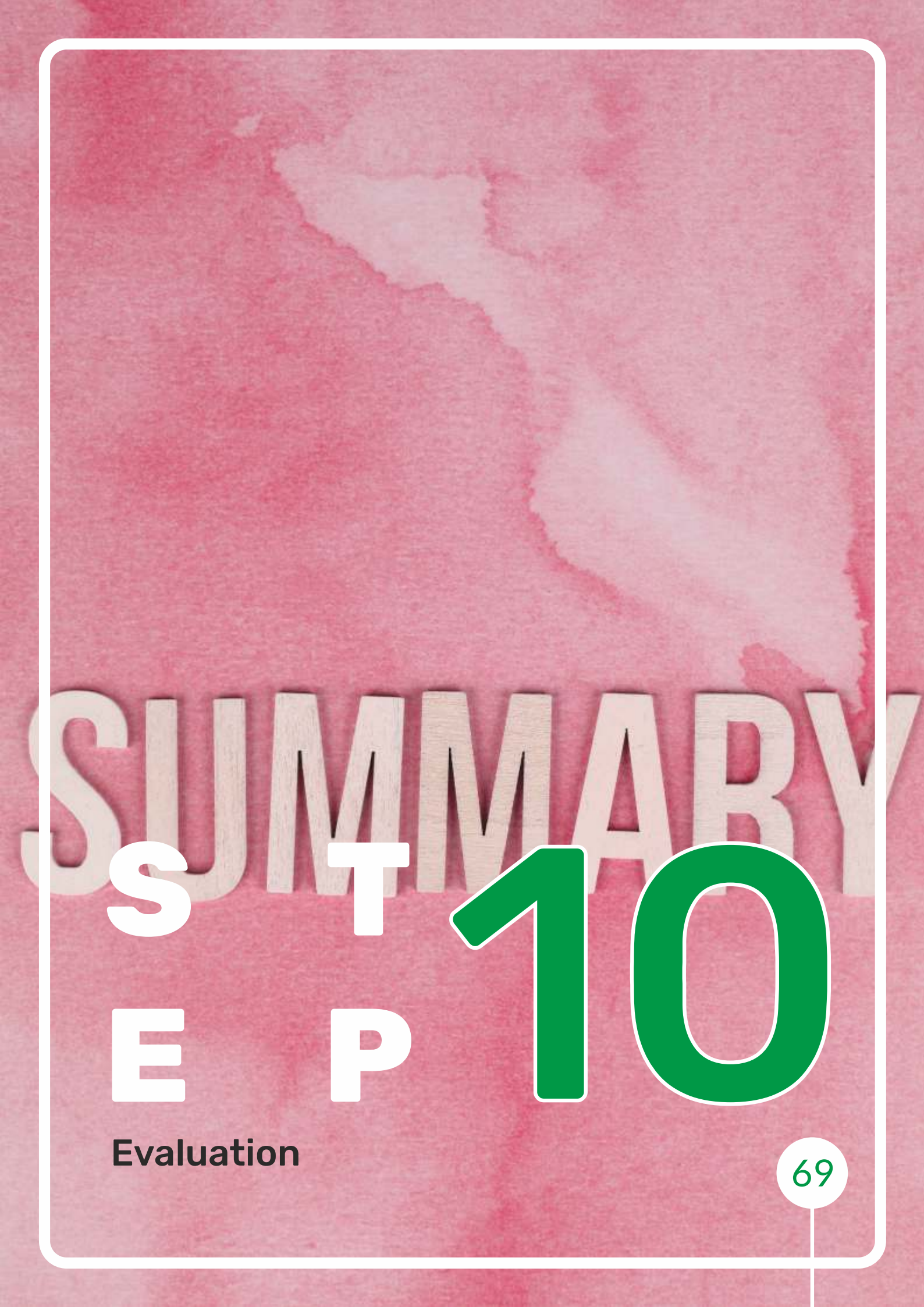




STEP 10

Evaluation

Introduction to the step

It is very important to evaluate all activities that are made. We need to consider evaluation on every stage of the process. In career guidance very important is to give time to a client for self-evaluation and reflection. Continuous evaluation and reflection should be a natural part of the processes.
Firstly, we need to take time to prepare evaluation plan that is prepared for the need of the group.
We need to consider all the goals that can be achieved during the process.

Phase 1 - Fears and expectations

No matter if it is a group or individual early career guidance we need to clarify fears and expectations of every individual client in order to try to shape the process as much ideal to the needs as it is possible. It can be done by asking questions: Imagine that this career guidance process was a success, what has happened? Imagine that the career guidance process was a disaster, what has happened? Answers can be provided verbal or written depending of a number of participants during the process.

Phase 2 - Evaluation/reflection of the process and of the achievements in early career guidance

Evaluation of the process gives feedback to career guidance counselor if the proposed classes, exercises and activities are tailored to the needs and capabilities of the client. It shows if it was valuable for the client, interesting and if he/she could follow every point of the meeting.
Evaluation of the process do not refer to achievements but to the way the activities were held and answer the question if the activities were tailored to the needs.
This is the stage that allows you to implement corrections in subsequent parts of the activities.

Phase 3 - Final evaluation of the process

At this stage, clients should consider what effects they achieved thanks to the counseling, and whether the process turned out to be efficient. It is worth paying attention to what they learned, how the whole process went, but most importantly whether their professional path was fully formed and everything is clear to them.

The goal

This is very important to give time to people to evaluate what they are doing/done and to be sure they know why they are doing any step. Evaluation process gives them the overview what they did and also let participants of career guidance understand more about themselves, name new skills they gain or realize abilities they already have and know new things about themselves.

Tools to achieve the goal

Phase 1 - Fears and expectations

Linen string - 30 min

Participants receive drawings of clothing items - Tshirt, shorts and socks. Each piece of clothing refers to a different area: fears, expectations, suggestions. Each participant writes his ideas on the appropriate pieces of clothing. Wardrobe items should be hung on strings in the room.

We all read all the "clothing".

During online meetings we can use Jamboard or Padlet (with backgrounds-t-shirt, shorts, socks) where clients will be able to post-its with their answers to define fears, expectations, suggestions. It can be used individually or in a group and it is possible to back to them during closing session.

Back to expectations and fears [20 min]

Expectations and fears that are on wardrobe parts should stay with us until last session. We read all and try to figure out if we manage. We invite participants to choose one or two and give us opinion. On some topics we can vote.

Phase 2 - Evaluation/reflection of the process and of the achievements in early career guidance

How do you feel? (if the evaluation is carried out in a group) [25 min]

Each participant draws something on a piece of paper that reflects their well-being in relation to a part / of the whole counselling process. The trainer displays the drawings on the board and the author makes a short comment. For online session we can use e.g. Canva (where you can create your own graphics from templates, photos, add text, etc.) or sharing a photo of a painted picture or this link to the kahoot quiz: https://bit.ly/36kmDuU, where participants can give own opinion about their mood.

Assessment ladder - assess your skills and competences. You can download background from the attachment and print it or in online version we suggest Jamboard/Padlet etc. with the same picture using like background) [40 min]

1. In the middle of the ladder on 8-10 level please put words, formed us phrases, steps, things to do, so stages leading to solution.
2. On the left side of the ladder please put the information what kind of skills and competences are needed to accomplish each step (to do individually).
3. On the right side of the ladder please put the information what kind of new skills and competences you gained or/and developed on a higher level.

Phase 3 - Final evaluation of the process

Doodling Together [30min]

Create wild, weird and often funny postcards together about the training.
Sitting around a table or in a circle helps but is not mandatory.

Hand out a sheet of paper or postcard & a pen to each participant. Pens in identical color and size - not too thick & not too thin - cater for better results.

Invitation
We'll create something together in the next couple of minutes. I'll guide you through a sequence of simple tasks. Please do as directed and - especially in the last two steps - don't do more than as directed.

Instructions for the group
- Draw a form - pass your paper on to the left (or right - stick to one direction).
- Make something out of the form you got from your neighbor (an object or a person, an animal) - pass your paper on.
- Add context to the paper you got from your neighbor - pass your paper on.
- Add action or drama to the paper you got. Refrain from using text, this will be another step! - pass on.
- Add text.

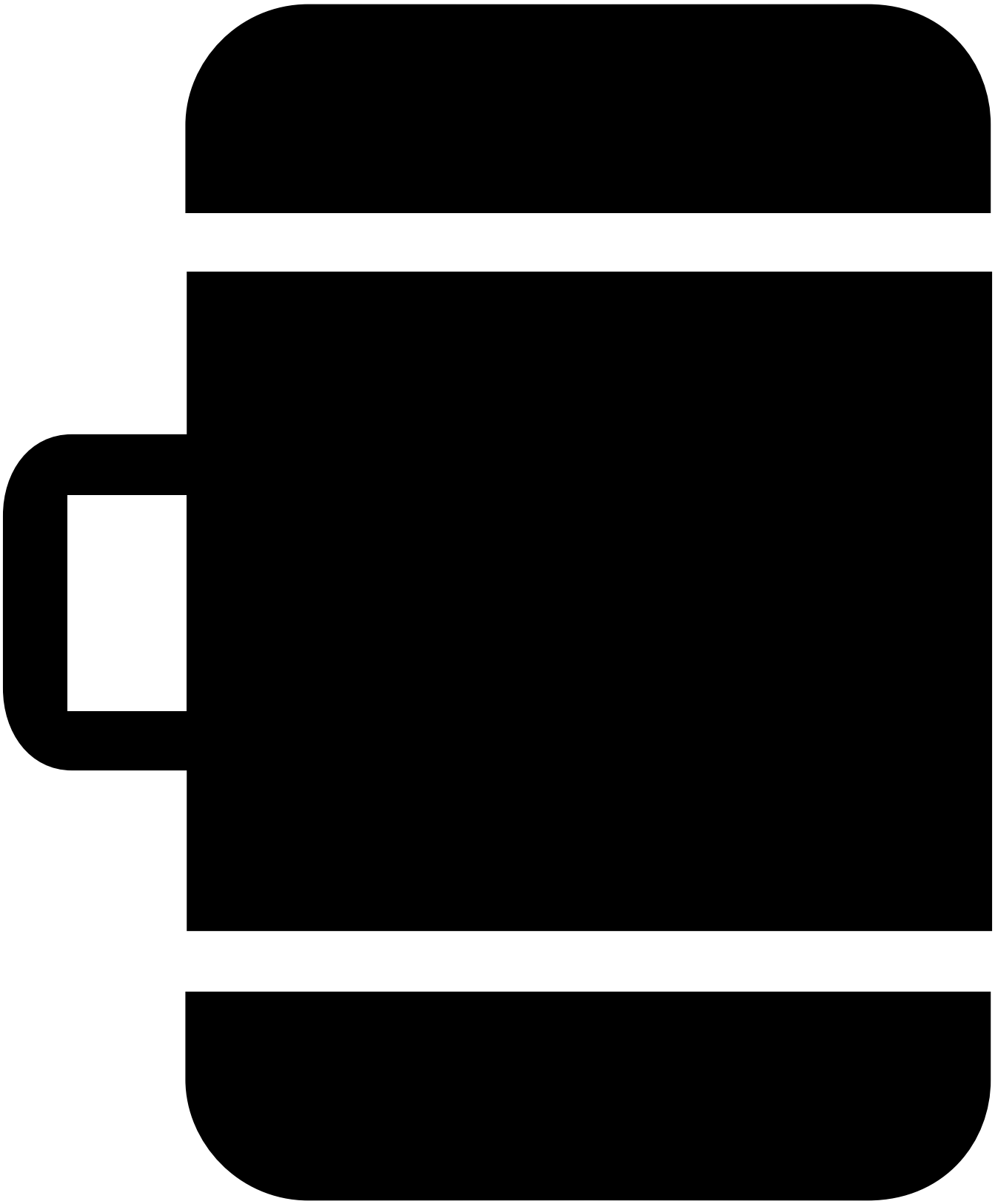
Online version of this exercise we can conduct using online whiteboard e.g. Jamboard/Padlet. Career guidance counselor should create a new file (To do this, log in to https://jamboard.google.com/, and then click "+" symbol in the bottom right corner of the screen. A new board will open where we can create our notes and share them with others.). Then career guidance counselor should pass the link to whiteboard to participants where everybody can draw something about the training at the same time and create big postcard together. Second proposition - the group is divided into 5-person teams (create a separate whiteboard for each group or one file with several pages assigned to group numbers). Participants take turns to execute 5 commands as above - first person - Draw a form, second person - Make something out of the form you got from your neighbor etc. Group members do not act simultaneously, everyone waits for their turn.

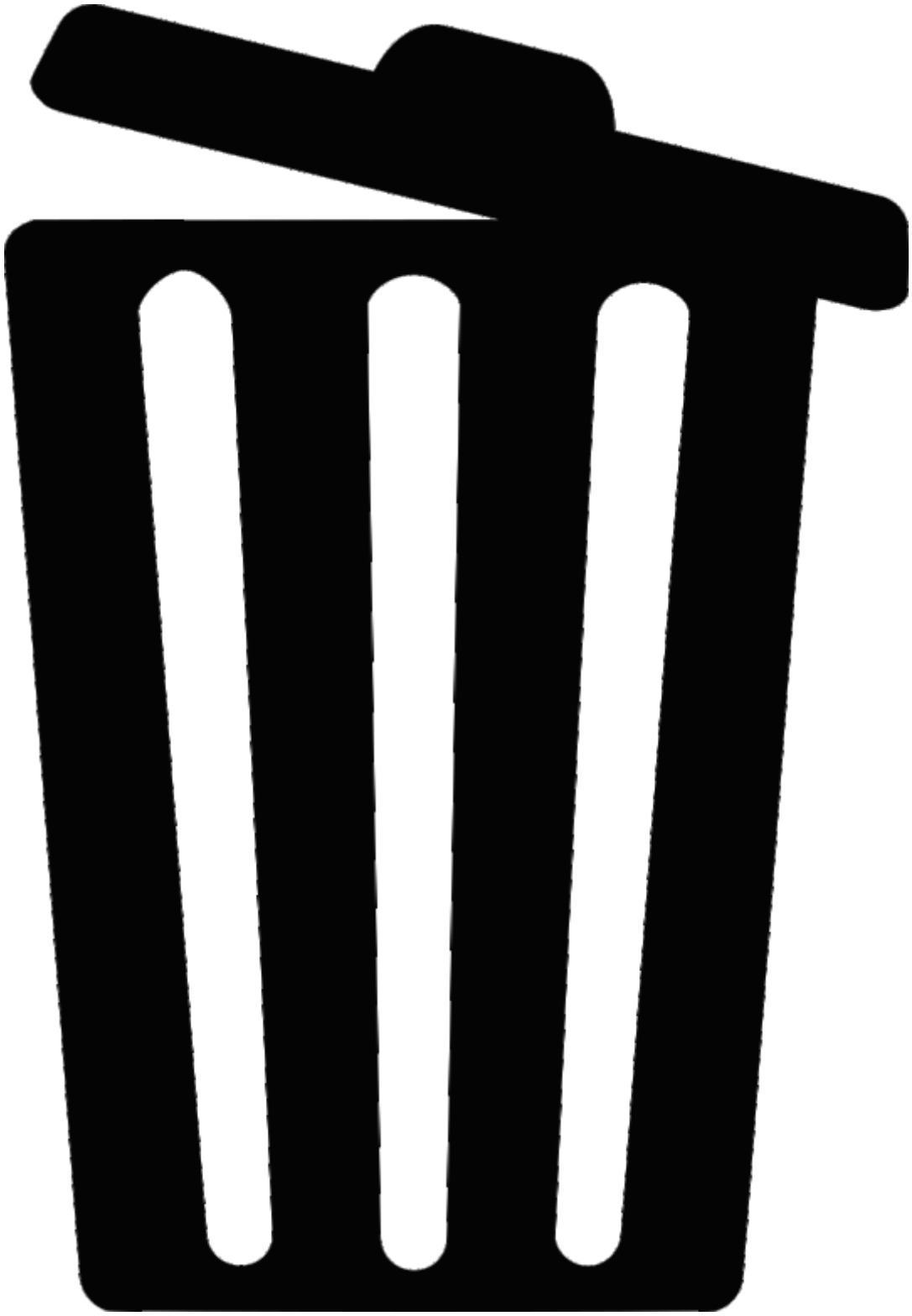
Hands [20 min] - Participants draw their hand. Starting from a thumb participants write:
- the best part of the training,
- what I will tell my friends about,
- the worst part of the training,
- something to change,
- what I have learnt.

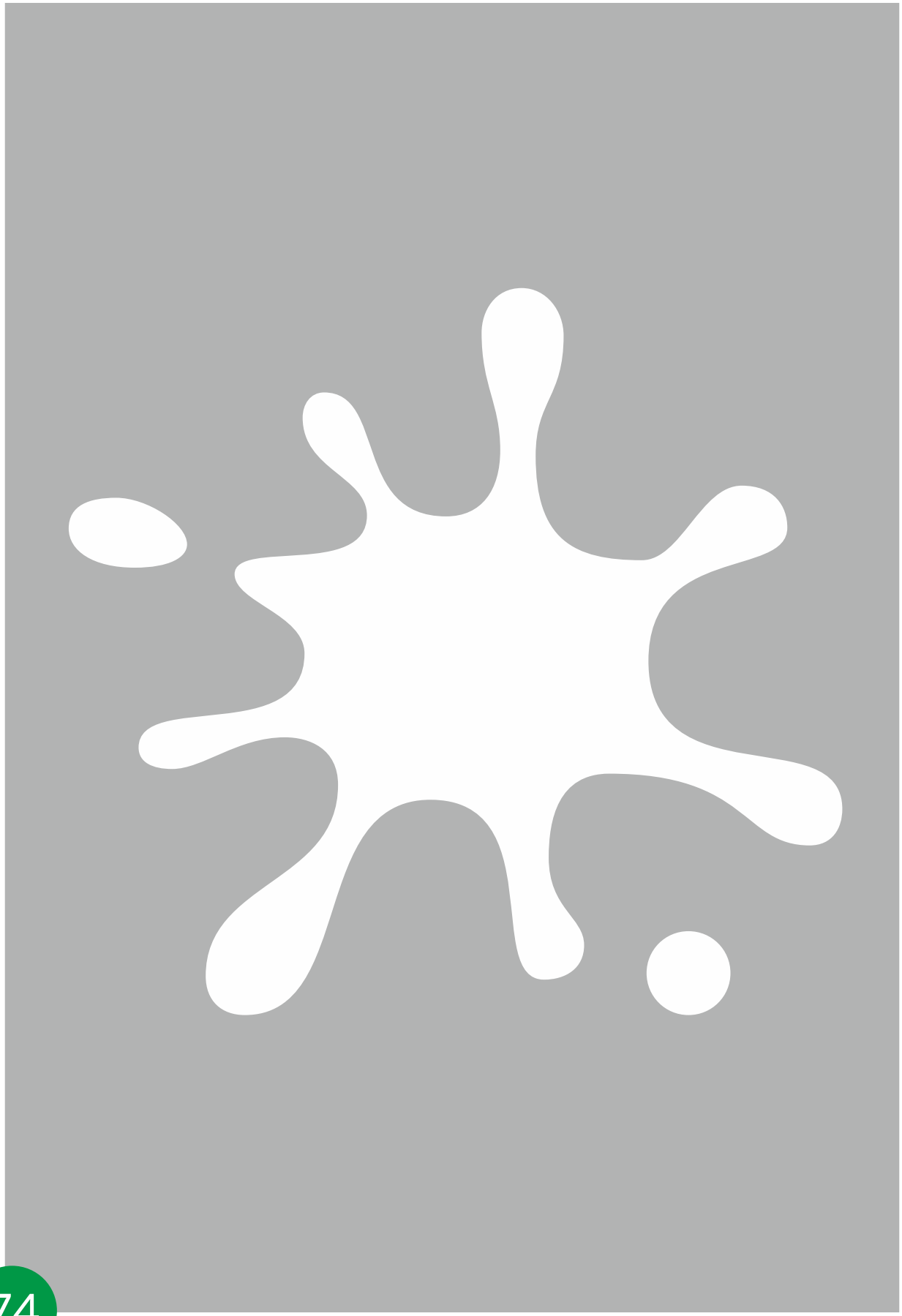
In online version we suggest Jamboard/Padlet etc. with background from attachment - hand contours - one for each client.

Suitcase, basket and white stain [20 min]

On a 1st flipchart draw suitcase with a sign "What do I take with me after the training?"
On a 2nd flipchart draw basket with a sign "I don't need that"
On a 3rd flipchart draw white stain with a sign "What was missing during the training?".
Participants should write "in" suitcase, basket and white stain their answers.
You can also download background from the attachment (suitcase, basket and white stain) and print it or in online version we suggest Jamboard/Padlet etc. with the same picture using like background). You need to create three separate whiteboards/ pages for each of the graphics.







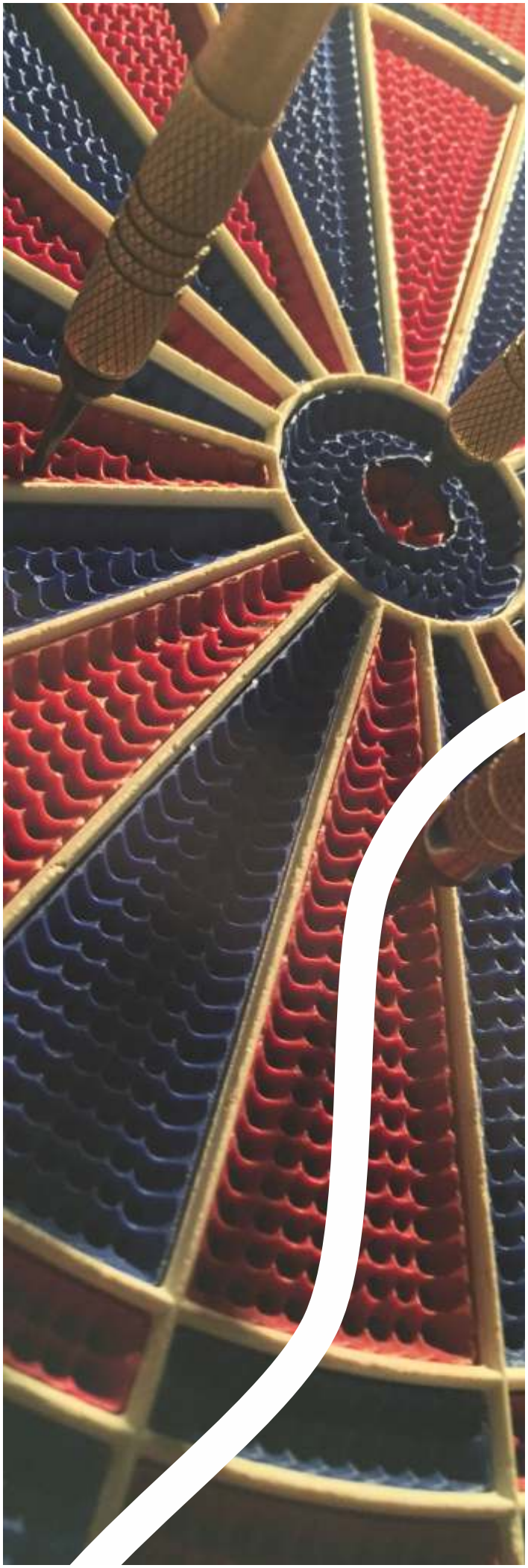
Gamification

Gamification of the process of early career guidance

The Model of Face-to-Face Early Career Guidance is an innovative model consisting of 10 main steps of career guidance. It is a scheme that allows young people to be prepared to enter their professional life. The Model of Face-to-Face Early Career Guidance assumes going through all the steps with a client. It is very important that client – young person knows the path, knows what are the milestones at each stage of the process and knows what will result from reaching the next step in the model. To keep young person involved and on track we suggest gamification to be used, not only in each step to have more interesting and varied tools but also in the Early Career Guidance as a process.

Attached to this publication you will find card for the client (young person) to follow individual development in the process. The card is called 'MY ACHIEVEMENTS ON THE CAREER PATH' and reflects the process flow of early career guidance.

The client should receive the card in the beginning of the process. You should have a conversation after acheiving each step, but the client should decide that he/she feels that ste step was acheived and "tick"can be done.



NAME: _____

MY ACHIEVEMENTS ON THE CAREER PATH

Check the box if the given goal in the step has been achieved. Do it at your own pace, according to your needs.
Follow the steps one by one.

- [ ] **Initial meetings**
  I know youth worker/career counselor I am going to work with during the process, we made a friendly relationship, feel comfortable with each other.

- [ ] **Open case management**
  I have my application form prepared. I did initial interview with counselor and the agreement between me and counselor/youth worker was signed.

- [ ] **Young people personal resource**
  I know myself even more and start to recognize my values and competences, but also start to be consent of my strengthens and weaknesses.

- [ ] **Potential psychological assistance - OPTIONAL**
  I know how to deal with my challenges.

- [ ] **Individual development plan**
  I have my Individual development plan prepared. I recognize my personal aim for development in the world of job.

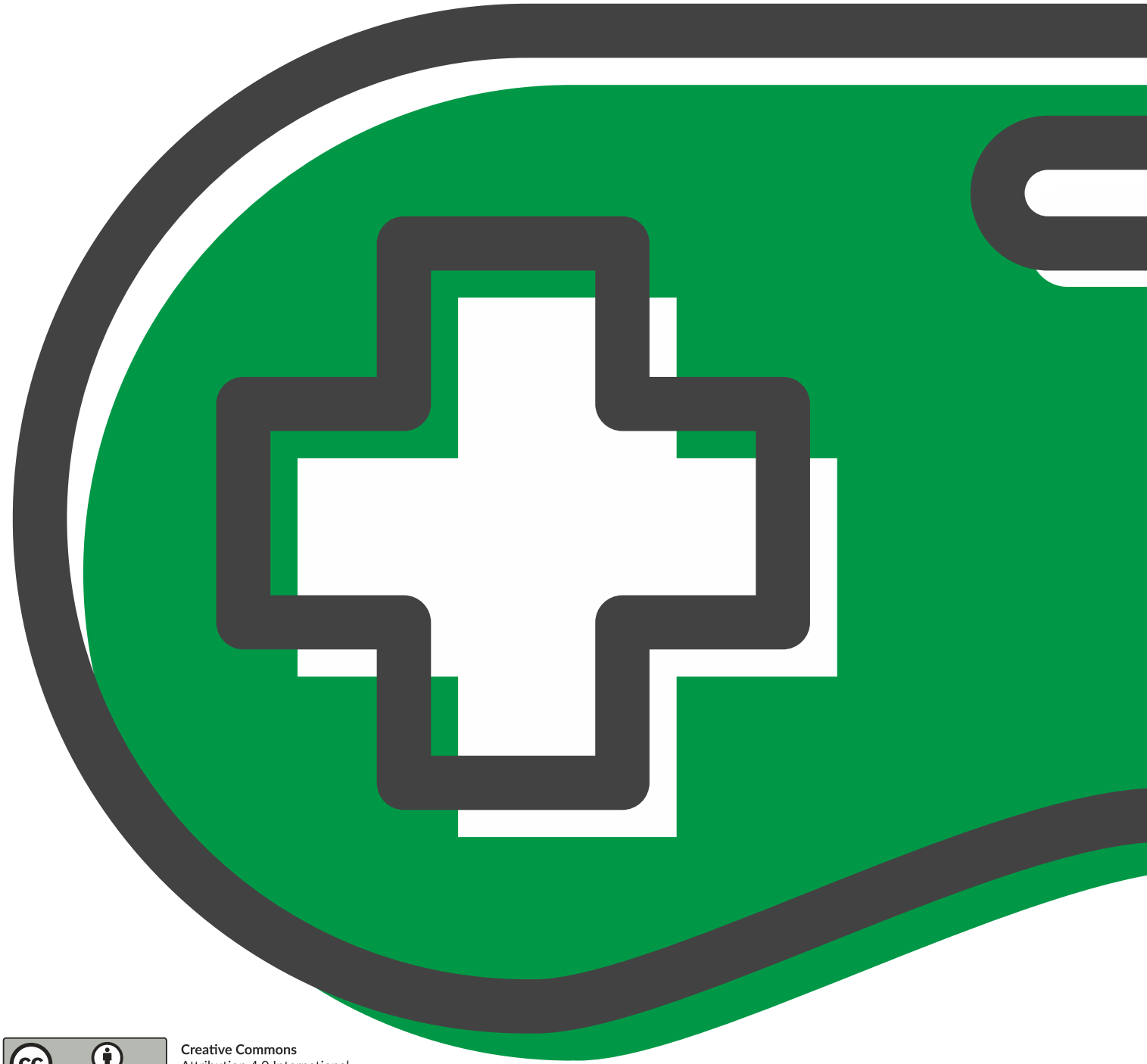
- [ ] **Joint workshops with youth**
  I am active and involved. I have developed my way of thinking and my analytical/technical skills, team spirit and self-esteem.

- [ ] **Identify labour market trends and self-reflection**
  I know current requirements in the labor market based on my interests and competencies and skills. I have adjusted the IDP and assessed potential future education possibilities.

- [ ] **Mentorship and Tutoring to support learning process**
  I know my needs. My action plan is established.

—

Online version:
https://docs.google.com/spreadsheets/d/1tXQgqf_YKbc8RgTTUiNSW0tZalpNktSk/copy



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