

HANDBOOK WITH GOOD PRACTICES

CAREER GUIDANCE IN ACTION



*Path
to Success*



**Co-funded by
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein.

KA220-YOU - Cooperation partnerships in youth

Project no.: 2023-2-RO01-KA220-YOU-000184435

COORDINATOR

Asociația Be You

PARTNER ORGANIZATIONS

Youthfully Yours SK

Zavod za podjetnistvo, turizem in mladino Brezice (ZPTM Brezice)

Fundacja Akcelerator Obywatelski Spark

The Handbook is available in open source and free to be used as an educational resource.



Table of contents

Introduction	4
• About this handbook	4
• Why is it necessary	4
• About the partners	6
Type of methods: profiling	10
• The Compass to Success	11
Type of methods: researching and employment opportunities	14
• Community Mapping	15
Type of methods: skill gap	18
• The Cluster of self-discovery	19
Type of methods: expectation management	22
• Hands on my future	23
• JUMP cards - CREATE CONSENSUS!	27
• Force Field Analysis	30
Type of methods: role-play and preparation for job interview	33
• Job interview – role play	34
• LARP	38
• Content from Modular Programs – Self-Promotion	42
Type of methods: self reflection tools	47
• Mosty z chudoby (Bridges out of Poverty) by Ruby Payne, adapted for Slovakia by Slavka Mačáková and Miro Polak	48
• PROFESSIONAL MATURITY - self-evaluation through conversation	53
• Self-development workshops	57
• Content from Modular Programs - Job Searching in the Hidden Job Market - Networking	61
• Blob Tree	66
• The Twenty Statements Test (TST)	70
• Career Construction Interview	74
Type of methods: personality assessment	78
• IKIGAI	79
• SWOT Analysis / GOAL Setting	83
• Me and I as ...	87
• Schein's Career Anchors	91
Acknowledgements	98

INTRODUCTION

About this handbook

Hereby we present the handbook entitled “Career guidance in action”, which was developed as part of the “Path to success” project, funded by the European Union through the Erasmus+ programme. It constitutes the result of several months of extensive research and partner collaboration.

The people involved in the development of the handbook, representing non-governmental organisations from Romania, Slovakia, Slovenia and Poland, have for many years been involved in helping young people take their first steps on the labour market and find good employment. Collectively we noticed a lack of a modern toolbox containing good practices that both beginner and seasoned youth workers, career counsellors and other professionals working in a similar capacity could use to improve the quality of their work and make it more efficient.

Why is it necessary?

The landscape of the labour market has been shifting more rapidly than ever before in recent years. The lockdowns resulting from the COVID pandemic have rapidly accelerated the phenomenon of remote and hybrid work. Digital nomads who never physically show up at the office constitute a larger part of the workforce each year, providing new opportunities, but also requiring both employers and workers to adapt to these changes.

Following the footsteps of automation and robotics, which hand in hand with globalization led to a displacement of many traditional jobs, we are now witnessing the emergence of artificial intelligence. As a consequence we can already observe many creative and “desk” jobs facing extinction in the near future. Gig economy, DEI initiatives, climate and sustainability jobs are just some of the other phenomena reshaping the labour market in recent years. While such challenges will need to be addressed by policy reforms, young people have to factor them into their educational and career choices as soon as possible.

INTRODUCTION

Technology globalisation or ecology are not the only factors driving the change. Millennials have become the dominant demographic of the active workforce and enforced many changes on the employers, who especially in the western economies are facing an employee's market and struggle to find good workers.

Currently Gen Z, the first generation raised with omnipresent smart-phones since early childhood and 24/7 internet access, that additionally faced the 2 year lockdown during education, is taking their first professional career steps. Employers are reporting huge problems with incorporating them to their workforce, citing skill gaps, unrealistic expectations, lack of motivation and discipline, as just some of the issues that are difficult to overcome.

The above mentioned examples are but a few reasons why career counsellors, youth workers, teachers, coaches and other professionals assisting young people in taking their first career steps need to constantly update their tools and understanding of the labour market. This handbook was created for exactly this purpose and other outputs developed as part of the "Path to success" project will complement it to create a comprehensive and complete toolbox for career professionals.

INTRODUCTION

About the partners

Asociatia Be You



Be You is a non-profit organization established in November 2015 in Romania by a team of dynamic professionals with experience in national and international youth projects. Our organization is driven by a passionate group of educators, change-makers, and enthusiasts committed to empowering youth and fostering their personal and professional growth.

We specialize in promoting youth development through non-formal education, organizing workshops, trainings and volunteering opportunities. Our initiatives are inclusive, addressing the diverse needs of young people aged 13–30 from both rural and urban areas, regardless of their religious, ethnic, cultural, or socio-economic backgrounds.

Our career guidance efforts focus on equipping youth with the tools they need to succeed on the labour market. Our activities in this field aim to support digitization, assist in choosing educational paths, and foster financial independence.

Since 2015, our programs have included thematic workshops and career counseling that have empowered participants to draft CVs and cover letters, to improve essential soft skills, develop SMART objectives and actionable plans in order to make informed decisions about their career. Be You Association is a catalyst for youth-driven transformation and success.

INTRODUCTION

About the partners

**Fundacja Akcelerator
Obywatelski Spark**



Spark Foundation, based in Wrocław (Poland), provides non-formal education opportunities for youth from all over Europe. A big part of the organisation's activity revolves around vocational education and the support of VET schools to improve the chances of getting work experience and starting a career.

Spark provides vocational training for domestic and international students in various fields of education and assists in hosting VET mobility projects. Additionally the Foundation hosts numerous training courses in Poland, Cyprus, Portugal, Italy and Romania aimed at improving teacher's competences in topics ranging from teaching methodologies, entrepreneurship and soft skills to hard competences in the fields like photography, 3D scanning, 3D graphics design and 3D printing.

The organisation assists VET schools in conducting pre-departure trainings for students before their first mobility experiences within Erasmus+ or similar programmes as well as organising extracurricular activities like educational camps, youth exchanges and training courses.

INTRODUCTION

About the partners

Youthfully Yours



Youthfully Yours SK is a non-profit organization established in Eastern Slovakia, committed to empowering young people through innovative education and meaningful engagement. Our team includes experienced youth workers, trainers, and facilitators who work passionately to promote youth development and active participation in society.

We specialize in using non-formal education and experiential learning to foster personal and professional growth among young people. Our programs include workshops, training sessions, and mentoring opportunities, both locally and internationally. Locally, we collaborate with educational institutions to provide workshops on emotional well-being. Internationally, we actively participate in well-established partnerships and networks supported by Erasmus+ and the European Youth Foundation. We also partner with the Košice Self-Governing Region to assess the needs of young people and contribute to youth work strategies at the regional level.

Our career guidance initiatives focus on equipping young people with the skills and tools they need to succeed in the labor market. Through tailored training and mentoring, we empower youth to develop key competencies, enhance their communication skills, and build confidence in their abilities.

Since our establishment, Youthfully Yours SK has supported young people in gaining leadership skills, improving their facilitation techniques, and engaging in civic activities. By creating innovative educational methodologies, we aim to inspire young people to take initiative and become active contributors to their communities and beyond.

INTRODUCTION

About the partners

**Zavod za podjetništvo, turizem in
mladino Brežice (ZPTM Brežice)**



Institute for Entrepreneurship, Tourism and Youth Brežice in Slovenia is a public institution with a mission to work with and for young people. We provide a safe, supporting and inclusive environment where young people can develop valuable skills, knowledge, values and competences. We promote active citizenship, social inclusion and diversity, youth employment, youth mobility, voluntary service, sustainability, Human Rights and democracy through non-formal education, youth information and international cooperation. We provide and develop quality programmes and activities, play an active role and voice in developing, implementing local and national youth policies that address youth work and the needs of young people.

Through integration of active cooperation at the national level, we want to contribute to the recognition of the youth sector and the effects of the youth work of the highest institutions in Slovenia by 2025. By 2030 we want to create our own strategy for active participation of vulnerable young people, empower and encourage them to think critically about human rights, enabling their inclusion in our programme design, implementation and participation. We want to become multipliers of youth work at national level, within the framework that will help to build sustainable and high quality youth work in Slovenia. We want to become important players in creating European Youth Policy and strengthening youth dialogue at international level.

Its unit Youth Centre Brežice together with the Brežice Youth Hotel represents a European centre of informal education for young people under the auspices of the Council of Europe. In 2013, it was the first in Europe and the only youth centre in Slovenia to obtain the Quality Mark of the Council of Europe, which until now has been awarded to only fifteen youth centres in Europe. It strives in Human Rights Education and youth participation. In accordance with the values and standards of the Council of Europe, YC Brežice strives to develop and implement quality educational programs with the aim of strengthening the competences of young people.

Type of methods:

PROFILING

The background of the slide is a solid orange color. In the lower half, there are several large, overlapping, wavy shapes in a lighter shade of orange, creating a sense of movement and depth. The shapes are layered, with some appearing to be in front of others, and they have smooth, rounded edges.

PROFILING

The Compass to Success

Asociația InoVita Verde,
November 2019

Description of the method

The participants work individually and in groups in order to discover a path way between their goals and aspirations, on one hand, and the careers they need in order to reach those goals and aspirations. The method helps young people establish connections between expectations, abilities and professions, revealing the practical ways in which professional choices influence their lives and how those professions should be pursued. This way, the present method encourages youngsters to think constructively and mobilize their energy towards certain objectives, helping to bridge the gap between aspirations and reality.

How to implement this method



1 facilitator and a group of 15-20 participants



50 minutes



paper, flip-chart, pencils

This method involves three different stages/levels. Each participant shall receive a paper containing three boxes:

- What do I want in life?
- Which profession can get it for me?
- How do I get there?

1. The participants answer the first question by writing three to five key-words; the aspirations may be material or spiritual; for example: 1) money, cars, respect; 2) travelling, meeting new people, having fun etc. The facilitator guides the participants towards attainable goals, avoiding exaggerations (such as flying to the Moon). At the end, participants present their answers frontally, explaining the choices made.

2. In the second phase, the participants can work either individually or in groups (according to similar aspirations, if the previous responses permit). In

PROFILING

this formula, they need to identify a list of professions or jobs which can provide them satisfaction, helping to achieve the goals stated before. For example:

Goal: travelling

Professions: tourist guide, flight attendant, train mechanic

The facilitator will encourage the most various options possible, encouraging big aspirations. At the ends, a list of such professions shall be written on the flip-chart, carefully selecting professions that are representative for a larger array of options.

3. The third phase can be organized in groups of 2-3. Each group shall receive a certain profession and be required to list 4-5 abilities necessary in order to obtain that profession. The results are also shared frontally.

The activity closes with a debate in which the facilitator encourages each participant to elaborate a personal plan on how to obtain or consolidate the abilities necessary for the profession needed according to his/her goals and aspirations. For example: if I chose to be a pilot in the aviation, I must be good in Physics and Maths. The conclusion would be: even if Math can be boring, it helps me become an aviator!

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Creative thinking: allowing participants to establish a logical connection between their expectations, on one hand, and the various ways and forms in which those expectations can be met;
- Self-management skills: establishing personal goals and developing concrete plans in order to reach those goals;
- Research skills: identifying various professions on the labour market, selecting the abilities necessary for them and devising ways in which those abilities could be obtained through the available resources.

PROFILING

Benefits for young people

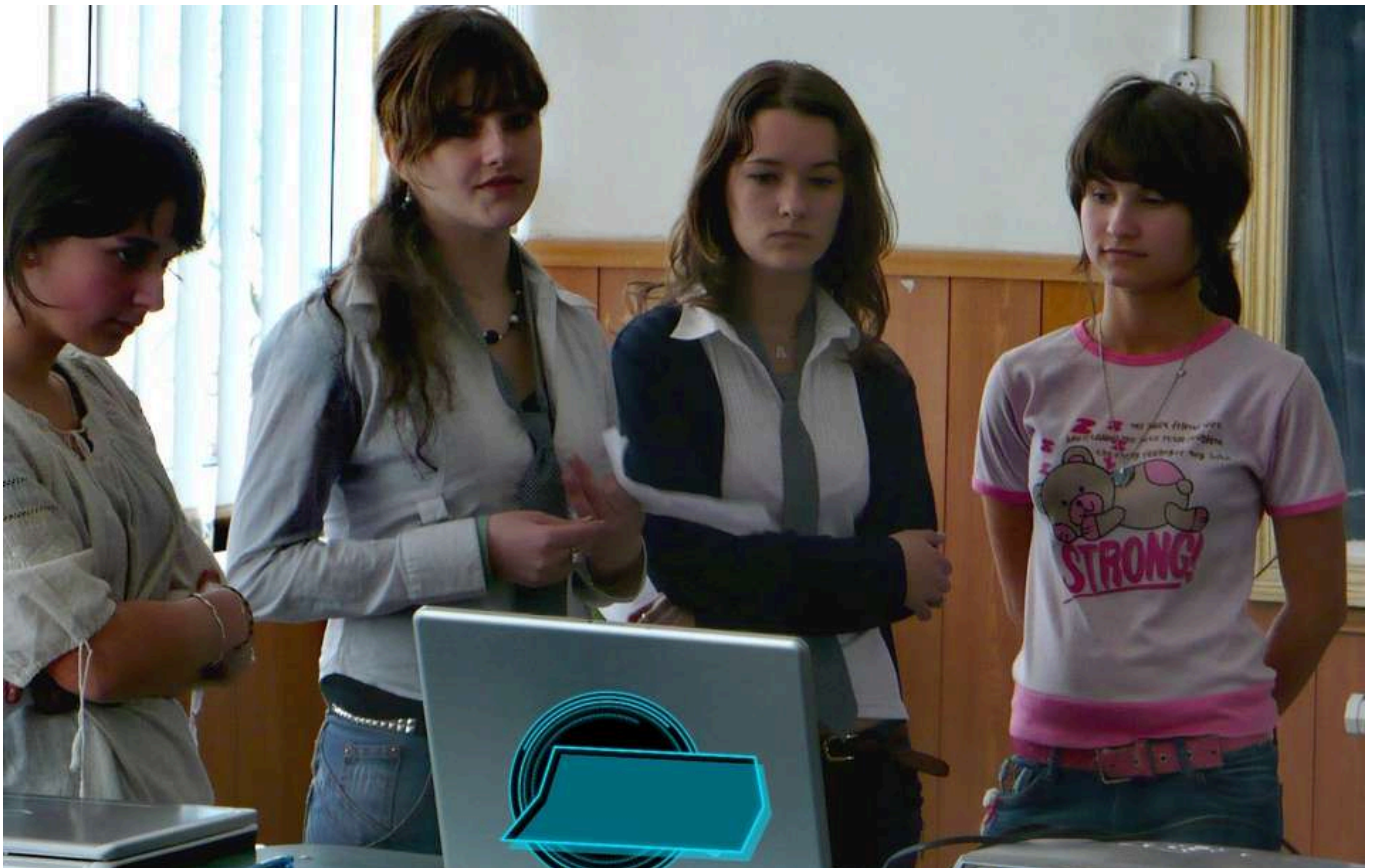
1. Participants would obtain increased self-confidence in what concerns their future by understanding the pathway between goals and success in terms of a process which they control
2. Participants would understand formal education as an instrument to obtain personal success because it provides them with the resources necessary to develop abilities.

Target group

Young people, aged 14-20

Resource

www.inovitaverde.ro



Asociatia InoVita Verde, Group presentation during The Compass of Success activity, November 2019, Targoviste Romania

Type of methods:

RESEARCHING AND EMPLOYMENT OPPORTUNITIES

Community Mapping

„Nicolae Titulescu” National College,
Pucioasa, February-June 2016

Description of the method

This method helps to familiarise young people with the labour market and raise their knowledge and awareness of the existing opportunities. Basically, the method consists of a project in which participants elaborate lists and categories of employers at local/regional level and also the jobs those employers have to offer. It is a project that may be pursued individually or in group for the duration of one workshop or a series of workshops. Participants use online tools to identify institutions, companies and enterprises in their city, in their country or in neighbouring cities/counties. Deriving from this, an additional list is compiled with the professions wanted by each employer. This instrument may also be used as a deliverable or transferred to other groups. It engages numerous skills and has the advantage of providing a real-time image of the labour market at local level through accessible means.

How to implement this method



1 facilitator and a group of 15-20 participants



50 minutes



paper, flip-chart, pencils

This method consists in compiling a list of employers in a given geographical and the professions they employ.

The facilitator may request young people to do independent documentation beforehand or documentation can be done during an extended workshop using the internet. The facilitator may also choose to divide participants in separate groups and allocate to each group a specific domain (public institutions, finances, retail, industry, transportation etc.). For each actor identified, professions would also be listed, and this is where the facilitator must intervene to clarify aspects. For example, in retail, when mentioning a supermarket, participants would tend to list „cashier” or „commercial worker”

RESEARCHING AND EMPLOYMENT OPPORTUNITIES

as the professions, but supermarkets also work with security agents, accountants, marketing agents etc. Adding such specifications would ensure a diversified list of professions, corresponding to local specificity.

In a later stage, data about the number of employees can also be identified online or – in the case of independent research – by addressing the employer directly through email. Participants may also request the employer data about the structure of its employees (how many cashiers, how many security agents, how many accountants etc) because such data is usually non-confidential.

The result of such a project would not only be the list of employers, but also a structure of employees by profession in the respective community (0,3% accountants, 14% cashiers, 22% industrial workers, 8% IT, 9% education, 8% health). Such a graphic or diagram could provide youngsters with a clear image of employment opportunities at local level and would have the advantage of being created by them following their own investigation. Such a direct contact between youth and the labour market helps bridge a gap and make the labour market appear less distant or strange, but something rather tangible.

The method could continue in future workshops with questions such as: Which of these professions would interest me? What qualities are needed to obtain that particular job? What do I need to learn in school to get that job?

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Research skills: identifying various professions on the labour market, selecting the abilities necessary for them and devising ways in which those abilities could be obtained through the available resources.
- Analytical abilities: structuring quantitative data into qualitative indicators with significance in the process of personal decision-making;
- Communication: obtaining answers from individual and institutional actors by using appropriate language, correct phrasing and explaining the purpose of inquiry; presenting and explaining such results to peers.

RESEARCHING AND EMPLOYMENT OPPORTUNITIES

Benefits for young people

1. Participants would establish direct contact with the labour market, describe its structure, understand the ways in which it must be interpreted, identify the opportunities; the idea of employment would no longer seem strange or unfamiliar;
2. Participants would have the possibility to shape their options in education at an early level, either by pursuing professions in the local community or deciding to move/relocate in search for another profession. Youngster would obtain the instruments necessary to investigate the labour market in other cities/counties on their own to make an informed decision.

Target group

Young people, aged 16-24

Resource

<https://cnnt-puc.net>



Nicolae Titulescu National College, Group work during Community Mapping activity, February 2016, Pucioasa Romania

Type of methods:

SKILL GAP



The Cluster of self-discovery

Colegiul Național „I.L. Caragiale” Moreni,
March-June 2022

Description of the method

This method provides an organized framework for debates concerning professions and should be applied to groups of young people who are on the verge of making an important choice in what concerns education or profession. It explores the advantages and disadvantages of various professions as well as the abilities required and the obstacles which may be encountered by using a combination of the Frisco and Cubing methods. In debating these categories, youth are required to interact and exchange ideas, to convince others of their point of view or to provide arguments in favour of their answers. This provides potential for new ideas and interpretations and for unlocking the potential of imagination and creativity which exists in young people.

How to implement this method



1 facilitator and a group of 15-20 participants



50 minutes



paper, flip-chart, pencils

The facilitator lists a profession on the flipchart and divides the participants in four groups with four tasks: the first identifies the advantages of the profession, the second identifies the disadvantages, the third enumerates the abilities necessary for that profession and the fourth explains the obstacles one must confront in order to obtain that profession.

After 5-10 minutes of reflection, each group presents its answers and notes them in four balloons placed around the keyword on the flipchart.

Debates follow under the supervision of the facilitator. In order to facilitate exchanges of views, the facilitator shall encourage participants to challenge the answers provided by their peers (Do you really think travelling a lot would be an advantage? What about family?). The purpose is to stimulate

SKILL GAP

stimulate participants to explore all options and side-faces of an answer and to formulate points of view according to their preferences. The exercise of argumentation and counter-argumentation helps participants to clarify their own mind.

The exercise would be repeated with a different profession (of an opposite kind). This time, the roles would be changed among the groups: for example, those in charged with identifying advantages would now have to identify disadvantages and vice-versa. The exercise must be continued for as long as the time permits. This way, participants would obtain a more nuanced view of their options, learning that multiple factors must be considered in every choice, including ability requirements and obstacles. By means of dialogue, participants would also have the chance to consider other points of view which may not have been considered before.

It is the liberty of the facilitator to chose another keyword (apart from profession), for example: a certain ability. Also, the balloons surrounding the keyword may be changed accordingly. It offers opportunity for self-discovery and for structured dialogue.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Critical thinking: exploring a particular topic from multiple perspectives, weighing the pros and cons, comparing the larger picture with personal preferences; multi-factorial analysis;
- Communication: capacity to formulate a coherent message, to elaborate arguments in favour of that message, receptivity to the arguments of others, comparing different points of view and drawing conclusions from this.
- Learning to learn: capacity to define one's own priorities in a well-informed environment, exploration of the means available in order to reach those priorities, discernment and argument-based judgement;
- Imagination and creativity: exploring various options and variants, anticipating risks and opportunities and devising potential solutions to mitigate the risks.

SKILL GAP

Benefits for young people

1. Participants would have the opportunity to explore their potential choices on multiple levels and therefore make an informed decision;
2. Participants would learn how to engage in dialogue, listen to other points of view from their peers and establish their own frame of reference when it comes to advantages and disadvantages, adapted to their generational perspective;
3. Career choices would escape the pressures usually exerted by families where certain choices are imposed on youngsters and debates are directed according to the will of parents; in such debates, young people can explore their options without outside pressure.

Target group

Young people, aged 16-24

Resource

<https://cncaragiagemoreni.ro/>



Colegiul National I.L. Caragiale Moreni, Job presentation during The cluster of self discovery activity, March 2022, Moreni, Romania

Type of methods:

EXPECTATION MANAGEMENT

EXPECTATION MANAGEMENT

Hands on my future

Asociatia Be You,
Targoviste, November 2023

Description of the method

This method guides young people in envisioning their ideal careers and setting actionable goals to achieve them. Beginning with a brainstorming on desired professions, participants engage in a visualization exercise to imagine the details of their future path. They then articulate their career vision on personalized vision boards, writing a clear, present-tense statement of their dream job. Using concrete objectives for reaching their goals over a 3- to 5-year period and identify specific actions to accomplish each objective.

By encouraging reflection, strategic planning, and creative expression, this activity helps participants break down their career aspirations into manageable steps, empowering them with clarity and motivation to pursue their goals.

How to implement this method



1 facilitator and a group of 15 participants



50 minutes

flipchart, A3 or A2-sized cardboard (1 per participant), colored paper cut into various shapes (e.g., hands, clouds), pens, pencils, colored markers, post-its, A4 paper

Instructions:

Introduction and brainstorming (10 minutes):

The facilitator begins with a group brainstorming session on desired jobs/professions. Participants take a few moments to reflect on their dream jobs, writing down the title or field of work they aspire to pursue. Participants are then invited to share their ideas briefly with the group.

EXPECTATION MANAGEMENT

Guided visualization (10 minutes):

Following the visualization the facilitator asks participants to close their eyes and visualize themselves having the desired job. Using guiding questions, the facilitator encourages participants to imagine details such as their daily tasks, workplace environment, attire, and interactions with colleagues or clients.

Creating the vision statement (10 minutes):

After the visualization, each participant receives a piece of cardboard and writes a vision statement summarizing their dream job at the top right corner or center of the board. The statement should be written in the present tense, capturing the essence of their goal (e.g., "I am a passionate web designer who creates visually appealing websites for a wide range of clients").

Formulating objectives (10 minutes):

The facilitator explains how to formulate objectives. Examples are provided to help participants understand each component.

Setting own objectives (20 minutes):

Each participant creates five objectives aimed at achieving their dream job within a defined timeframe (e.g., 3-5 years). Participants work individually to draft their objectives while the facilitator helps as needed.

Identifying actions for each objective (15 minutes):

For each objective, participants list three specific actions they can take to progress toward that objective. For example, for the objective "To design my own website in WordPress within five months," actions might include: researching three top websites created by professionals, reading weekly articles about website design, studying three articles on fonts and colour theory for websites.

Competencies and areas for growth (5 minutes):

Participants identify five strengths or competencies relevant to their desired career and write them in the bottom left corner of their vision boards. In the bottom right corner, they note five areas for growth or weaknesses.

EXPECTATION MANAGEMENT

Personalization and creative design (10 minutes):

Participants are encouraged to personalize their vision boards, using creativity to make them unique and reflective of their aspirations.

Reflection and debriefing (10 minutes):

To conclude, participants share their experiences with the group, reflecting on questions such as:

How did you feel during the process?

What was the most challenging part? The easiest?

How realistic are your objectives?

Does breaking down your goal into smaller steps make it feel more achievable?

Follow-Up:

Participants take their vision boards home to continue working toward their goals. If the facilitator has an ongoing relationship with the group, she/he can periodically check in to discuss participants' progress.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Goal setting and strategic planning
- Self-awareness and reflection
- Creativity and visual communication
- Problem solving and adaptability
- Motivation and self-confidence

Benefits for young people

1. Participants will gain clarity and direction in their career goals
2. Participants will build self-confidence
3. Participants will learn practical goal-setting and planning skills
4. Participants will gain self-awareness and personal insight
5. Participants will increase motivation and commitment to their goals

EXPECTATION MANAGEMENT

Target group

Young people, aged 16-20

Resource

<https://www.facebook.com/photo/?fbid=811419524365623&set=pcb.811420367698872>



Asociația Be You, Career plan development during Hands on my future activity (Part of local project Path to Success), 5 February 2024, Targoviste, Romania

EXPECTATION MANAGEMENT

JUMP cards - CREATE CONSENSUS!

VKO spot,
Ljubljana, September 2020

Description of the method

JUMP cards are a very popular tool in career counseling in Slovenia. There are many variations of different methods used all around Slovenia. All of us who work in the field of career counseling can get them free of charge through the VKO point. Goal of the method Create Consensus! is for students to challenge each other to understand a good workplace and identify their strengths.

How to implement this method



1 facilitator and a group of 15-20 participants



50 minutes



paper, flip-chart, pencils

1st question

Your workplace has been selected as the best workplace of the year. Why?

Arrange the cards. Write the question on the board or another visible place. Check that everyone understands the question. Choose a card and it gives an example of what the answer to the question might be. Individuals should arrange themselves in pairs and choose the cards that represent the answer to the question. Two pairs should join together, the individuals describe what they see on their cards and explain why they chose them. Each group should then choose 5 cards that explain answers to why a certain workplace is the best. Have the groups present their cards to the whole class.

2nd question

You work part-time and you want to be chosen as the best young worker month. How will you get them to choose you?

Write the question on the board or another visible place. Check that everyone understands the question. Choose a card and give an example of

EXPECTATION MANAGEMENT

what the answer to the question might be. Pupils should choose the card that corresponds to their question. Everyone should describe their card and say why they chose it. Group chooses the three best ways to become a young worker month.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Creativity: Deciding on and explaining chosen cards requires some creativity, as participants think of unique ways to present their workplace or qualities they would embody as an outstanding worker.
- Self-confidence: They experience a scenario in which they are and can be the best employee.
- Goal-setting: This activity nurtures goal-setting skills and an understanding of workplace motivation and ambition.
- Presentation skills: Presenting their answers to the larger group helps participants practice public speaking, which builds confidence in sharing ideas and enhances their presentation skills.

Benefits for young people

1. Participants will understand a healthy workspace, positive working environment. By discussing what makes a workplace the best, young people gain insight into the key factors that contribute to a positive work environment.
2. Participants will identify their needs in the working environment. This can help them understand what to look for in a future job, such as supportive colleagues, good management, work-life balance, and opportunities for growth.
3. Participants will recognize personal strengths. They learn to identify the qualities and behaviors that make them stand out. This boosts their self-awareness and helps them realize the importance of positive traits like reliability, initiative, and teamwork.

EXPECTATION MANAGEMENT

Target group

High school students, between age 16-20

Resource

<https://www.vkotocka.si/pripomocki/jump-skok-v-pogovor-o-zaposlitvi-izobrazevanju-in-drzavljanstvu/>



ZPTM Brežice, JUMP cards, Pišce, Municipality Brežice, Slovenia, 15. 11. 2024

EXPECTATION MANAGEMENT

Force Field Analysis

Technikum nr 15,
Wrocław, February 2024

Description of the method

Force Field Analysis is a tool that facilitates the assessment of the existing problem. The basis of this analysis is Kurt Lewin's theory "Force Field Theory", which assumes that all an individual's behavior is dictated by the interaction of two types of forces - driving forces and braking forces. It can be used when we have already identified a given problem and we need to choose the best solution. It allows us to conduct a kind of simulation of the consequences of taking specific actions and helps to consider many alternative solutions in a thoughtful and systematic way.

By analyzing the force field, you can see the conditions for change, predict obstacles and find helpful means to solve the problem. Implementing changes requires three steps: unfreezing, changing and freezing.

How to implement this method



individually or in small groups, max. 15 students



45 minutes



printed Force Field Analysis, pen

Time schedule:

- Introduction – 5 min
- Taking the test, counting points – 30 min
- Discussion and summary – 10 min

Instructions for participants

1. Write the current situation in the middle of the diagram.
2. Write the target situation below.
3. Identify the drivers and place them on the diagram.
4. Identify the restraining forces and place them on the diagram.

EXPECTATION MANAGEMENT

5. Analyze the diagram for possible changes to specific factors to achieve the intended goal.
6. Choose 3 primary drivers.
7. Choose 3 primary inhibitors.
8. Identify actions that can strengthen the enabling factors.
9. Identify actions that can weaken the inhibitors.
10. Consider whether the selected solution is feasible:
 - If YES, prepare an action plan (be specific: who? what? what? when? where?).
 - If NO, look for another solution.

Questions for summary discussion:

- What are the driving forces that most support achieving your goal?
- What are the limiting forces that have proven to be the biggest challenge
- What actions can you take to strengthen the drivers of change?
- What steps can you take to weaken the inhibiting forces?
- Is your action plan realistic and feasible?
- What resources or support will you need to implement your solution?

Which skills useful on the labour market does the tool/method help develop?

The tool develops critical thinking and analytical skills, encouraging participants to assess factors influencing a situation. It strengthens decision making through structured evaluation of alternatives and strategic planning by identifying solutions and anticipating obstacles. It promotes adaptation by teaching users to anticipate and effectively manage change.

Benefits for young people

1. Force Field Analysis helps young people develop the ability to systematically identify and analyse problems, enabling them to approach challenges in a structured and logical way.
2. It strengthens the strategic thinking and planning skills that are crucial to setting and achieving personal and goals.

EXPECTATION MANAGEMENT

3. It builds confidence in young people by teaching them how to make informed decisions based on careful evaluation of options.

4. It prepares young people to anticipate obstacles, adapt to change and build resilience, equipping them with the skills to cope with the complexities of life and career planning.

Target group

Youth, adults, unemployed, NEETs

Resource

<https://cdn.smartkarrot.com/wp-content/uploads/2022/09/force-field-analysis.png>



Technikum nr 15, Force Field Analysis - discussion, Wrocław, Poland, 2024

Type of methods:

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

Job interview – role play

Asociatia Be You,
Targoviste, January 2024

Description of the method

This method prepares young people for job interviews through a realistic, interactive simulation. Starting with an icebreaker and a discussion on interview "Do's and Don'ts," participants engage in group exercises to categorize effective and ineffective interview behaviors. They then divide into smaller groups, with each participant taking on the role of either interviewer or interviewee, and simulate interviews for specific roles using pre-assigned questions.

Through this role-play, participants practice responding to questions, demonstrating professionalism, and understanding body language cues. A follow-up debrief allows them to reflect on challenges, share insights, and discuss strategies for handling common interview questions. Concluding with practical advice and shared takeaways, this activity builds participants' confidence, communication skills, and self-presentation abilities, empowering them with practical experience for future job opportunities.

How to implement this method



1 facilitator and a group of 15 participants



90 minutes



a room with space for 15 participants, chairs for each participant, a few desks, A4 paper, flipchart, pens and markers, a list of job interview questions & job cards for the role play

Instructions:

1. Introduction (10 minutes):

The facilitator begins with an icebreaker game that involves movement or acting, helping participants feel comfortable and preparing them for the upcoming role-play activity. The facilitator then introduces the topic of job interviews and conducts a matching exercise on "Do's and Don'ts" during an

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

interview. Participants are divided into three groups, each group receiving the same cards with specific actions. They classify these actions into two categories: Do (e.g., preparing in advance, dressing appropriately, researching the company) and Don't (e.g., arriving late, using closed-off body language, wearing bold or distracting attire).

2. Preparation for role-play (15 minutes):

The facilitator divides participants into three groups, arranging each group in different parts of the room. Each group selects two interviewers and three interviewees. The facilitator provides each participant with a list of common interview questions (e.g., "Can you tell me about yourself?", "Why are you interested in this position?", "What are your strengths and weaknesses?", "Describe a challenging situation you've faced at work and how you handled it," "What are your salary expectations?"). Additionally, each group receives handouts describing the job role they will simulate, including key skills and tasks for each position:

- Web Designer
- Waiter
- Accountant

3. Role-play simulation (20 minutes):

Participants take on their assigned roles and conduct mock interviews. The interviewers ask prepared questions, while interviewees respond, simulating a real interview experience based on their assigned job role.

4. Debrief and reflection (15 minutes):

After the role-play, the facilitator brings everyone together for a debrief. Participants discuss their experiences with questions like:

- "How did you feel during the interview?"
- "What was the most challenging aspect?"
- "Was it easier to be the interviewer or the interviewee?"
- "Did you pay attention to body language?"
- "What questions were most difficult to answer?"

5. Discussion and conclusion (20 minutes):

The facilitator leads a group discussion on effective answers for each interview question and practical advices. Participants share insights and

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

takeaways, and the activity concludes with a summary of key points about successful interviewing strategies.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Self-presentation in a professional manner
- Research and preparation skills for a job interview
- Effective communication and active listening
- Critical thinking and adaptability

Benefits for young people

1. Improved communication and self-expression - participants learn to articulate their thoughts more clearly and present themselves professionally.
2. Better understanding of interview etiquette and expectations - participants learn essential interview etiquette, such as punctuality, appropriate attire, and positive body language, etc.
3. Enhanced critical thinking and problem-solving skills - by simulating a job interview situation participants strengthen their ability to respond to unexpected questions and handle challenging scenarios effectively.
4. Valuable insights into different jobs - by role-playing positions participants gain insights into specific job responsibilities and expectations, which can inform future career choices.

Target group

Young people aged 16-20, NEETs or unemployed

Resource

<https://www.facebook.com/photo/?fbid=802511571923085&set=pcb.802511755256400>



ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW



Asociatia Be You, Job interview simulation activity (Part of local project Path to Success), 5 February 2024, Targoviste, Romania

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

LARP

Rada mládeže Košického kraja - Youth Council of Košice Region,
Košice Slovakia, ongoing

Description of the method

Live-action role-playing (LARP) is a hands-on way develop essential skills for future jobs. In LARP, participants create characters and participate in stories involving challenges, teamwork, and problem-solving. This lets them practice real-life skills in a safe, supportive environment, which can make learning more engaging and memorable.




In LARP, participants take on different roles and work together to solve problems and achieve goals for their characters. This experience helps them practice communication, teamwork, and adaptability—essential skills in any job. For example, they might have to lead a team, make a quick decision, or resolve a conflict, allowing them to try out these actions without real-world consequences.

LARP also boosts confidence and public speaking. Many activities require participants to speak before a group, lead a discussion, or make decisions for their characters. This can be a fun way for young people to push past nerves and build the confidence they need to handle similar career tasks. Goal-setting and reflecting on their experience are also parts of LARP. Each character in the story has goals, and participants work towards these throughout the game. Afterwards, they can discuss what went well, what they found challenging, and what they learned. This reflection helps them see how these skills apply to real-life work situations and encourages them to set career goals.

LARP creates a supportive community where participants feel connected and supported by others. This sense of belonging and teamwork is valuable in any career, helping young people feel less anxious and more prepared for their future.

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

How to implement this method

-  1 facilitator and a group of 10–15 participants
-  90 minutes (60 minutes for the activity and 30 minutes for the debrief)
-  character role cards, scenario descriptions, costumes or props (optional), and a quiet space for the activity

Implementation Steps:

The Live-Action Role-Play (LARP) method is a dynamic tool for career counseling that uses immersive storytelling to teach teamwork, communication, and problem-solving. This method involves participants adopting roles in a simulated work environment, encouraging them to explore workplace dynamics hands-on.

Setting Goals and Designing the Scenario

Start by defining clear objectives for the session, such as improving teamwork, decision-making, or communication skills. Develop a scenario that reflects a real-world work environment. For instance, participants might work together to solve a technical issue in an engineering company, manage a healthcare crisis, or pitch a business idea in a corporate setting. The scenario should include tasks and challenges that encourage collaboration and strategic thinking.

Assigning Roles and Preparing Participants

Provide each participant with a detailed character role card, which includes their character's background, strengths, weaknesses, and objectives. For example, a role in a healthcare scenario might involve being a doctor, a nurse, or an administrator, each with a specific responsibility in solving a crisis. Explain the rules of the activity and emphasize the importance of staying in character. Set expectations for respectful communication and teamwork.

Conducting the Role-Play

Begin the activity by immersing participants in the scenario. Encourage them to fully embody their roles, make decisions, and collaborate with their team to address the scenario's challenges. For example, participants in a business setting might negotiate a contract, while those in healthcare

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

might triage patients in an emergency. As a facilitator, observe the interactions, providing guidance only if the activity stalls or goes off track.

Debriefing and Reflection

After the role-play, lead a structured debrief session to help participants analyze their experiences. Ask open-ended questions, such as:

- What challenges did you face in your role?
- How did you collaborate with your team?
- What skills did you use or discover during the activity?

Encourage participants to connect the role-play to real-life career situations and discuss how the skills they practiced, such as leadership or problem-solving, are applicable to their career goals.

Feedback and Future Development

Provide constructive feedback on individual and group performance, highlighting strengths and areas for improvement. Work with participants to identify concrete steps they can take to develop the skills they practised further. For example, a participant who struggled with communication might set a goal to practice active listening in future teamwork scenarios.

Example:

In a scenario where participants role-play as a startup team, one participant might take on the role of a project manager. In contrast, others act as marketing strategists or financial advisors. The group works together to pitch a business idea to an imaginary investor. Afterwards, participants reflect on their skills—like presenting ideas, negotiating, and collaborating—and discuss how these skills align with their career aspirations.

Which skills useful on the labour market does the tool/method help develop?

Through these methods, youth develop self-awareness, decision-making skills, and teamwork, all of which are valuable for career success.

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

Benefits for young people

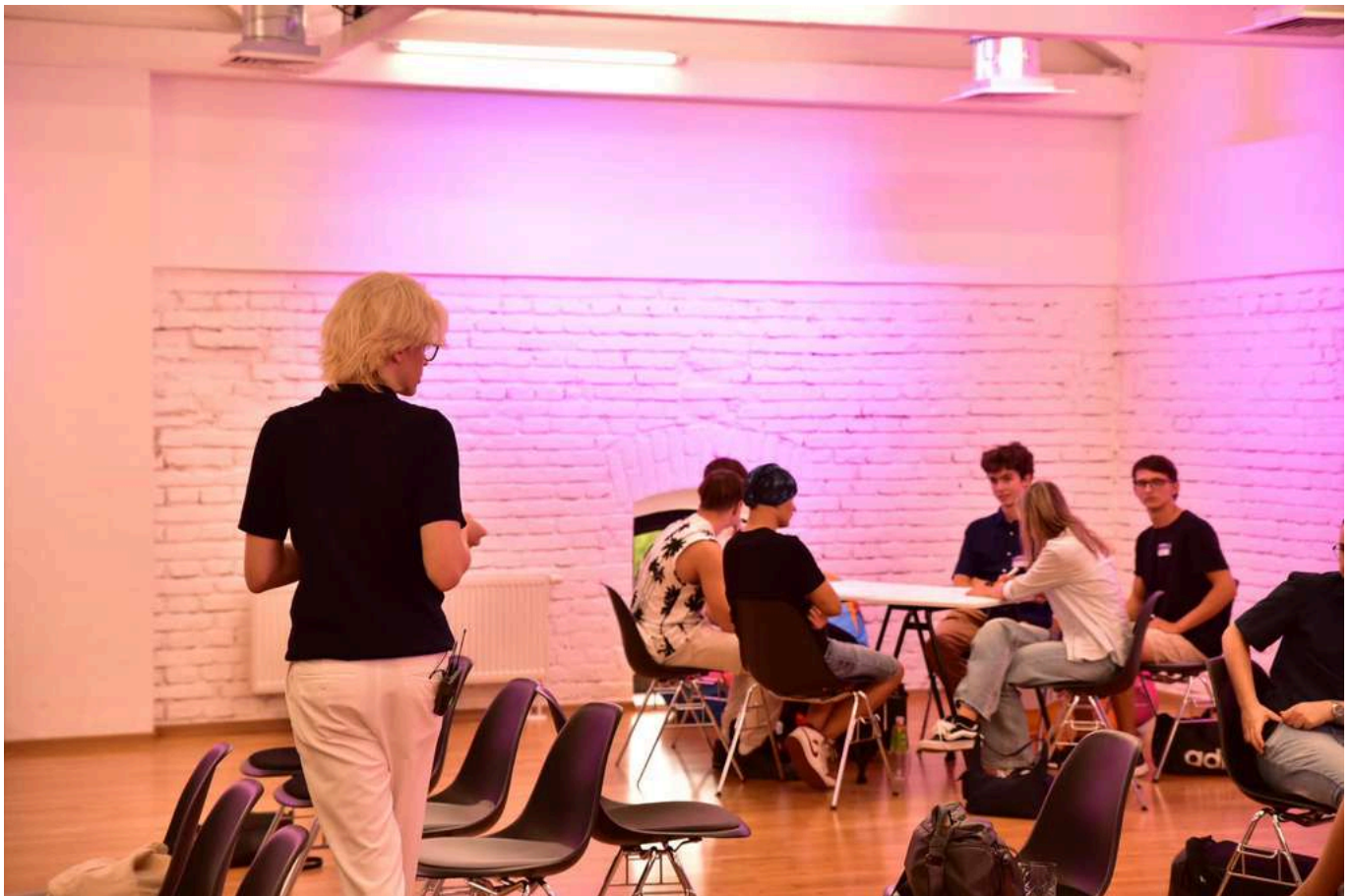
It helps build self-confidence as they take on different roles, speak in front of others, and lead groups, which prepares them for similar situations in real-life workplaces. Participants also improve their communication and teamwork skills through group activities and role-playing, allowing them to work better with others and handle conflicts or decisions collaboratively.

Target group

High school students and young people involved in non-formal education, who are at a key stage in exploring career paths and building professional skills.

Resource

<https://guardup.com/how-to-larp-a-guide-for-beginners/>



Radoslav Blaško, Youth Councils Conference, Košice, 2024

Content from Modular Programs – Self-Promotion

Institute of the Republic of Slovenia for Employment,
Ljubljana, 2013

Description of the method

Strengthening the core competence of self-promotion in an unemployed individual and gaining insight into the key elements of personal marketing is essential for career advancement. The goals of self-promotion include enhancing interpersonal skills, self-awareness, and self-confidence, understanding the components of a job interview, which allows for more effective preparation and execution and improving self-presentation skills and managing one's career efficiently are vital steps. Additionally, familiarizing oneself with the behaviors of successful job seekers can greatly benefit one's job search strategy.

How to implement this method



1 facilitator, 8 participants



115 minutes



presentation, computers, internet connection, paper, pencils

Lead participants to imagine the institution they want to work for or pick one they have already chosen to go to an interview.

Firstly present them 5 phases of employment interview:

1. INTRODUCTORY CHAT - starting points:

- Be aware that in the first 20 seconds the decision of liking or disliking comes down and on that so to speak unfortunately we have no influence.
- Act naturally, in no way arrogant. A little nervousness is not a problem.
- Neat appearance (with clothes suitable for the field of work) and consistent body language.
- A short but firm handshake offered to us. At the same time, the eyes also heal.

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

- We can say thank you for the invitation and wait for the invitation to sit down.
- The technique of mirroring the interlocutor's body language - the chameleon effect.

It is an imperceptible adaptation to the behavioral patterns of the communication partner.

With this, we can influence trust, but be careful, because the repetition of gestures is obvious can cause the opposite effect.

2. GETTING TO KNOW

- In this phase, you have the opportunity to convince the interviewer that you are the right candidate for a certain job.
- Be prepared for typical questions such as "Tell me something about yourself, Why do you want this job city, etc., but above all, don't be surprised by unexpected questions at this stage.

3. COMPANY PRESENTATION

- Listen carefully.
- In this part of the conversation, you have the opportunity to show how much you have really inquired about the company.

4. QUESTIONS

- After the company is presented by the employer, there is often an opportunity to get information about the company additional information (e.g. "Would you like to ask something else?", "Are you interested in anything else about our company?").
- If you have no more questions, you can reflect on the previous conversation and thus check if you understood everything correctly.

5. CONCLUSION

- Thanks for the interview. Take advantage of it by asking when you can expect a response.

Starting points for preparation of 60" simulated performance

The goal of a successful self-presentation should always be a presentation of what we know and what we are good at, not what we do not know and what

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

we are not good at.

1. Preparation

Participants have now time to prepare for their 60-second simulated performance in front of the participants. The goal of the performance is the achievement of persuasiveness with other participants and covers three fundamental topics:

- who I am and what I am good at,
- what kind of future I want,
- what I will do for her.

In addition to the prepared communication plan, it is necessary to thoroughly prepare before the planned interview or presentation to a potential employer. The preparation includes information about the company, its vision and strategic plans for the future, as well as informing about the characteristics of their organizational culture and employees.

2. Presentation exercise in 60"

Participants have ten minutes to prepare for their 60-second simulated performance in front of other participants, in which they try to integrate as many recommendations. The goal of the performance is the achievement of persuasiveness with other participants and covers three fundamental topics:

- who I am and what I am good at,
- what kind of future I want,
- what I will do to reach my goals.

A short reflection of each participants performance follows.

3. Qualities of a successful job seeker

Instead of a closure, a summary of the discussed topics and a cue for reflection while going home about characteristics of a successful job seeker.

According to D. Goleman (2010):

- 1. able to motivate himself,
- 2. persistent in the face of obstacles and achieving goals,
- 3. assumes responsibility for his own actions,

ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW

- 4. controls impulses – capable of delaying gratification,
- 5. controls his own moods,
- 6. thinks rationally,
- 7. plans for the future.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Communication: the practice of condensing their key messages into a brief, persuasive pitch enhances participants' ability to communicate clearly and assertively—a skill that's valuable not only in job applications but also in everyday workplace interactions.
- Analytical skills: analyzing companies, institutions, which offer work participants get a clear picture on the labor market as well as the profile of workers needed.
- Self-confidence: Participants practice presenting themselves concisely and confidently, which is essential for job interviews and networking.

Benefits for young people

Improved interview readiness. By familiarizing themselves with the phases of an interview and practicing a 60-second pitch, participants gain confidence and competence in handling different interview scenarios, from introductions to answering questions effectively. They are able to invest in maintaining and increasing their own employability.

Target group

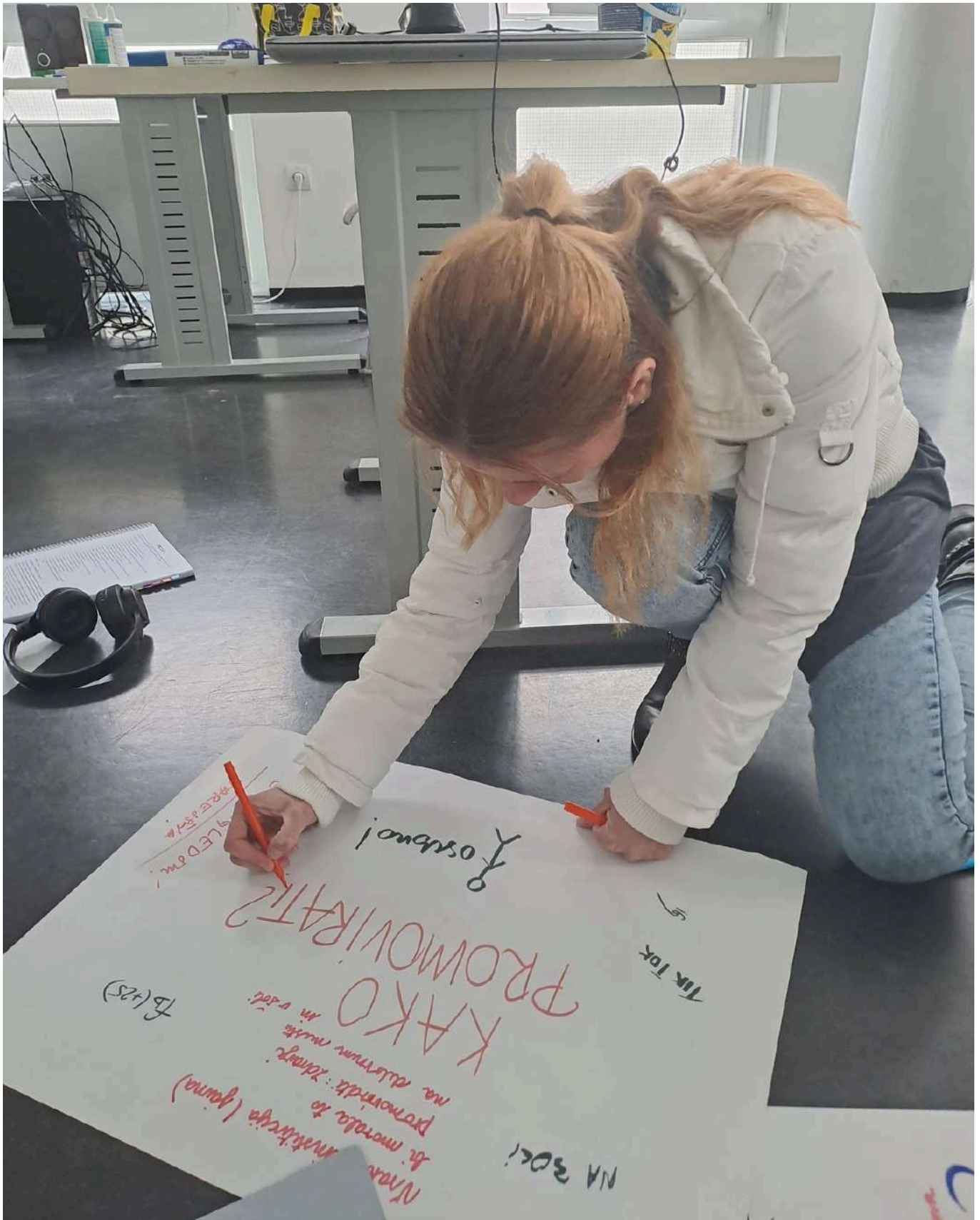
Unemployed to 29 years old

Resource

<https://www.vkotocka.si/wp-content/uploads/2018/08/BO-7.SAMOPROMOCIJA.pdf>



ROLE-PLAY AND PREPARATION FOR JOB INTERVIEW



Self promotion, ZPTM, 15. 4. 2023, Brežice, Slovenia

Type of methods:

SELF REFLECTION TOOLS

The background of the slide is a solid orange color. In the lower half, there are several large, overlapping, wavy shapes in a lighter shade of orange, creating a sense of movement and depth. The text is centered in the upper half.

SELF REFLECTION TOOLS

Mosty z chudoby (Bridges out of Poverty) by Ruby Payne, adapted for Slovakia by Slavka Mačáková and Miro Polak.

ETP Slovakia, Slovak Republic,
ongoing program

Description of the method

The Mosty z chudoby ("Bridges out of Poverty") methodology is a holistic approach to understanding and addressing poverty, focusing on empowering individuals through tailored support. Initially developed by Ruby Payne and adapted for Slovakia, this method emphasizes the need to view poverty beyond financial limitations, considering social, cultural, and psychological factors that influence individuals' lives.

Mosty Z Chudoby encourages a comprehensive assessment of each client's circumstances in career counselling. It addresses family dynamics, financial obligations, and personal challenges that may affect career decisions. The methodology also teaches the "hidden rules" of different social classes, preparing clients for professional environments and helping them understand workplace expectations.

The approach is centred on building self-confidence, transferable skills (such as problem-solving and adaptability), and resilience, all essential for long-term career success. This method aims to provide sustainable support, helping clients to achieve stable employment and financial independence.

How to implement this method



1 facilitator, individual clients, or small groups of 3-4 clients (depending on the session's focus)



approximately 50–60 minutes per session



paper, pens and visual aids for explaining concepts (e.g., diagrams about "hidden rules" and financial stability)

Implementation Steps:

The Mosty z Chudoby ("Bridges out of Poverty") methodology provides a comprehensive framework for career counselling, addressing the diverse needs of individuals from low-income backgrounds. The method is

SELF REFLECTION TOOLS

implemented through multiple stages, tailored to each client's unique circumstances and aspirations.

Stage 1

Understanding the Client's Context

Begin by assessing the client's personal, social, and economic background thoroughly. This includes understanding family responsibilities, financial obligations, and mental health. The facilitator uses this information to build a holistic picture of the client's life, ensuring that career guidance is tailored to their needs.

Stage 2

Establishing Career Goals

Facilitate a discussion where clients identify their aspirations and the steps needed to achieve them. Use visual tools or written exercises to guide clients in setting clear, achievable career goals. For instance, the facilitator might ask, "What do you want to achieve in your career?" and "What small steps can help you get there?" These goals should be realistic, actionable, and aligned with the client's situation.

Stage 3

Addressing "Hidden Rules" and Skill Development

Educate clients on the "hidden rules" of professional environments, which may be unfamiliar to individuals from low-income backgrounds. This includes unwritten norms like punctuality, networking, and workplace etiquette. The facilitator explains these rules through real-life examples and role-playing exercises, helping clients understand and apply them.

Additionally, focus on developing transferable skills such as problem-solving, adaptability, time management, and self-confidence. These skills are crucial for navigating the labour market and handling setbacks.

Stage 4

Integrating Financial Literacy and Stability

Provide clients with financial literacy training, helping them understand how employment impacts household income, benefits, and financial obligations. Include exercises like budgeting simulations or case studies to make these concepts tangible. Discuss the importance of balancing

SELF REFLECTION TOOLS

financial goals with career aspirations to avoid unintended disruptions to family benefits.

Stage 5

Creating and Reviewing Career Plans

Guide clients in creating personalized career plans that outline short-term and long-term objectives. For example, a plan might include applying for entry-level positions in the short term and pursuing vocational training in the long term. Regularly review these plans with clients, adapting them as their circumstances and goals evolve.

Stage 6

Providing Ongoing Support

Schedule regular check-ins with clients to address new challenges and provide additional guidance. For example, if a client experiences difficulties in the workplace, the facilitator can help them problem-solve and adjust their approach. Encourage continued career growth by supporting clients in pursuing further education, certifications, or upskilling opportunities.

Example:

Consider a single mother facing financial instability. The facilitator would start by understanding her childcare needs, financial obligations, and potential impacts on welfare benefits. They would guide her in identifying career goals, such as becoming a vocational trainer. The facilitator might suggest short-term steps like applying for entry-level positions and long-term objectives like obtaining relevant certifications. Training would cover both job-specific skills and soft skills like communication and resilience. The facilitator would provide ongoing support to ensure the client navigates workplace challenges and builds a sustainable career path.

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- **Communication Skills:** supports the ability to clearly communicate ideas, engage in active listening, and collaborate effectively with others, which are essential in most workplaces.

SELF REFLECTION TOOLS

- **Problem-Solving:** equips individuals with strategies to analyze challenges, think critically, and develop practical solutions, which are highly sought-after skills in various job roles.
- **Adaptability:** builds resilience and flexibility to cope with changing work environments and responsibilities, preparing individuals for the dynamic nature of modern workplaces.
- **Time Management:** teaches effective planning and prioritization of tasks, which is crucial for productivity and meeting deadlines.
- **Self-Confidence and Motivation:** supports personal growth by fostering a positive self-image and motivation, empowering individuals to take initiative and pursue career opportunities with confidence.

Benefits for young people

This practice gives young people several important benefits that help them grow personally and professionally. First, it makes them more employable by building essential skills like communication, problem-solving, and adaptability, which makes them stronger candidates for jobs. It also boosts their self-confidence, helping them feel more prepared and positive about new career opportunities. The practice teaches them about different career options and how to plan for the future, giving them a clearer sense of what they want to achieve. Working with others in this practice also improves their social skills, which are valuable in almost any job.

Target group

Young adults, unemployed individuals, NEETs, and those seeking employment or career guidance, particularly from disadvantaged backgrounds. ETP primarily works with individuals from the Roma community, who often come from low-income families and face multiple barriers to employment and social inclusion.

Resource

<https://etp.sk/z-chudoby-k-sebestacnosti/>



SELF REFLECTION TOOLS



Source YYSK, Photo from Experienship with NEETS at ETP, July 2023, Lunik IX, Košice, Slovakia

SELF REFLECTION TOOLS

PROFESSIONAL MATURITY - self-evaluation through conversation

Cene Štupar - CILJ: educational programs for all generations and
Center of the Republic of Slovenia for Vocational Education;
Denmark, Iceland, Germany and Slovenia; 2019-2020

Description of the method

Professional maturity, which is defined as the ability to manage professional or career development tasks across 6 dimensions: goal setting, adaptability, labor market and work environment, motivation, resilience, professional skills. The tool opens up the recognition of the basic competences of young people and encourages reflection and approaches to the desired life changes on the way to greater professional maturity.

How to implement this method



1 counsellor, individual session



45 minutes



<https://youth-it.cool/vocational-maturity/>

The tool, or the counseling process in which the tool is used, is intended to support young people in deciding to enroll in vocational education or entering the labor market. The individual path to the goal can consist of more or less different steps and situations, which can be illustrated as a tangle of roads, stations, highways, dead ends and rest areas. Individual paths must be designed together with young people as part of the individual counseling process. One of the results of the YIT project integrates professional maturity into the taxonomy of individual paths of young people. The taxonomy is based on Danish practice and addresses the progress of the adolescent on his individual basis career paths: from his willingness to contact, willingness to advise, willingness to decision-making, readiness for education to his professional maturity. It is important to keep in mind that each young person's path to professional maturity is a unique process that is often not well-defined and it would be difficult to place it in a single phase of

SELF REFLECTION TOOLS

the development cycle. According to the taxonomy and the results of tool testing in the Slovenian area, it is a tool intended for young people on the transition from the stage of readiness for education to the stage of professional maturity. The tool is intended to support the individual counseling process. It is recommended that the tool is used after preliminary discussions between the counselor and the young person about his situation. Optimal is that phase of the counseling process when the counselor already knows the individual young person well and at the point when the relationship is based on mutual trust.

The use of the tool is designed to evaluate each of the six dimensions within each dimension statement with one of six possible responses: "It doesn't matter", "It would be good, but ...", "I don't know if I succeed.", "Sometimes I succeed.", "I'm doing pretty well.", "That's true for me." At the start when using the tool, one of the profiles is selected: consultant, target or counselor. The same claims can be made the advisor defines twice. First with the current situation in mind (he selects the "consultant" button), secondly, where he selects the "goal" button, in relation to the planned development in some future period. The third button "counselor" is intended for the counselor to give his view on the young person's situation adviser, if he judges that this would be appropriate and meaningful.

The results of all three profiles (consultant, target, counselor) therefore refer to the counselee and reflect the given situation of his process. The response pool is plotted in a diagram that you can print. You can also print a longer document, where all statements and definitions are written. We do not consider results as "good" or "bad". Each graph reflects the situation at a given moment and indicates where further development activities make sense. In short, the tool only complements the process of supporting young people in achieving their goals.

SELF REFLECTION TOOLS

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Decision making skills: The tool helps young people assess their decision-making abilities and their readiness to make career-related decisions. It emphasizes the ability to make informed choices and deal with ambiguity in the career journey. Being able to evaluate career options, set goals, and take decisive actions is a key skill in the workplace, where individuals are often required to solve problems and make decisions under pressure.
- The tool encourages young people to assess their current situation. This process fosters self-awareness, which is crucial for career planning and personal development. Knowing one's strengths and areas is crucial when making informed career decisions.

Benefits for young people

1. With self-evaluation and conversations, the tool supports the recognition of the basic competencies of young people in their paths to greater professional maturity, necessary for entering the labor market.
2. The tool encourages young people to assess their current situation and reflect on their goals for the future.

Target group

Unemployed (to 29 years old)

Resource

<https://www.vkotocka.si/pripomocki/poklicna-zrelost-samoevalvacija-s-pogovorom/>

<https://youth-it.cool/>

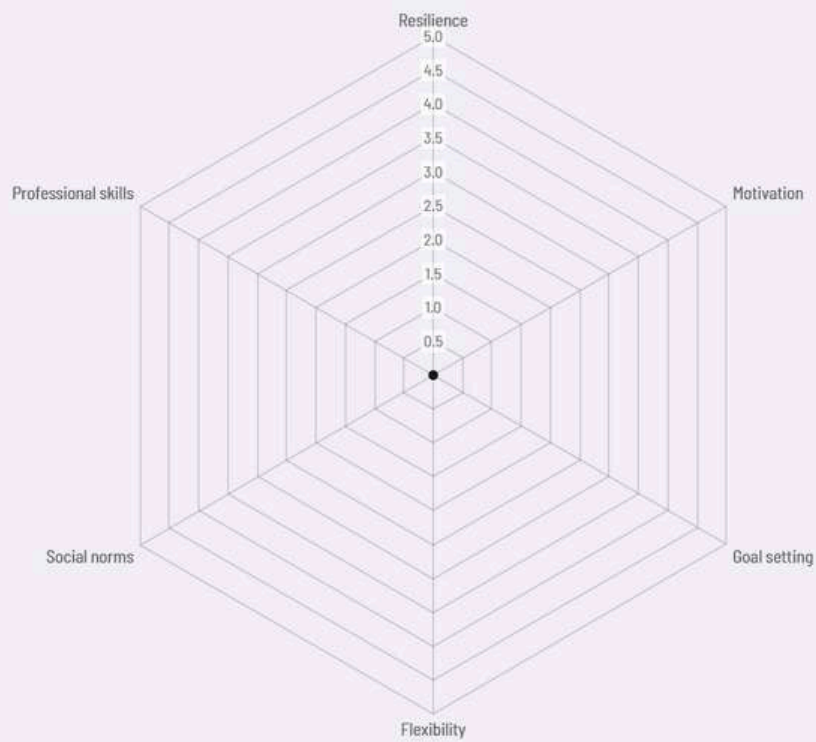


SELF REFLECTION TOOLS

26. 11. 2024

YOUR NAME

Resilience	0
Motivation	0
Goal setting	0
Flexibility	0
Social norms	0
Professional skills	0



Youth	—
Goal	—
Professional	- - - -

Vocational maturity

SELF REFLECTION TOOLS

Self-development workshops

dm drogerie markt Slovakia, Slovakia,
ongoing program

Description of the method

In the context of career counselling, the Experiential Education Method provides hands-on approach to developing essential skills that support long-term career success. Through workshops on critical thinking, self-reflection, emotional management, values, and communication, this method equips participants with the tools needed to succeed in professional settings. The process is guided by coaches and psychologists who facilitate group activities and structured self-reflection exercises, helping participants connect deeply with the material.

Experiential education in career counselling emphasizes learning through doing. This active approach allows individuals to experience the real-life consequences of their decisions and actions, fostering critical thinking and problem-solving skills. For example, career counselling sessions might involve role-playing job interviews or collaborative projects requiring teamwork and decision-making, allowing participants to practice and refine these skills safely.

This method also promotes personal responsibility and self-reflection, crucial aspects of career development. Participants are encouraged to take ownership of their learning and outcomes, which helps them build resilience, confidence, and adaptability—highly valued in the workforce. During reflective feedback sessions, participants analyze their actions, identify personal strengths and areas for improvement, and learn how to generalize these lessons to future career situations.

The method supports emotional management and adaptability, both key to navigating workplace dynamics. Participants gain the emotional intelligence necessary for professional growth and workplace satisfaction by learning to manage emotions effectively and respond thoughtfully under pressure.

SELF REFLECTION TOOLS

In experiential career counselling, participants are not passive recipients of information but actively engage in a process that mimics real-world scenarios.

How to implement this method



1 facilitator and a group of 10–20 participants



approximately 60-90 minutes per session



scenario scripts, role-play cards, flip-chart, markers, and handouts for reflection exercises

Implementation Steps:

The Experiential Education Method is designed to develop practical career skills by immersing participants in real-world scenarios that simulate workplace dynamics. This method is implemented through three main phases: preparation, active participation, and reflection.

Preparation

Define clear objectives and career skills to develop during the session, such as problem-solving, teamwork, communication, and conflict resolution. Prepare scenarios relevant to workplace challenges, such as job interviews, team collaborations, or handling conflicts. For instance, you might design a scenario where participants work together to solve a simulated project challenge, requiring creativity and cooperation.

Ensure all materials, such as scripts for role-plays or prompts for group exercises, are ready. Brief participants on the session's goals and outline the activities they will engage in, creating a safe and supportive environment for learning and self-expression.

Active Participation

Facilitate practical activities that allow participants to engage in real-life career challenges. Examples include:

- Job Interview Simulations: Participants take turns as interviewers and interviewees, practising how to present themselves professionally.
- Teamwork Exercises: Small groups collaborate to complete a project or solve a problem, such as brainstorming ideas for a marketing campaign.

SELF REFLECTION TOOLS

- Conflict Resolution Scenarios: Participants role-play workplace conflicts, practising strategies to de-escalate situations and find solutions.
- The facilitator observes the activities, providing guidance and support when needed. Encourage participants to leave their comfort zones and apply critical thinking to overcome challenges.

The facilitator observes the activities, providing guidance and support when needed. Encourage participants to leave their comfort zones and apply critical thinking to overcome challenges.

Reflection and Analysis

After each activity, hold a feedback session where participants discuss their experiences. The facilitator encourages critical self-assessment, asking questions like:

- What worked well in your approach?
- What could have been done differently?
- How does this experience relate to your career goals?

Participants can journal their reflections or share insights with the group, fostering self-awareness and mutual learning. Exercises like mindfulness or guided visualization can help participants manage emotions and build resilience.

Integration and Application

Conclude the session by helping participants relate their learning to real-world career scenarios. For instance, after a teamwork exercise, discuss how collaboration and empathy are essential in a professional setting. Provide actionable steps for participants to develop further the skills practiced, such as setting specific goals or seeking additional training opportunities.

Example:

In a job interview simulation, participants practice answering common questions while receiving feedback on their responses and body language. Following the simulation, they reflect on the experience, identifying areas for improvement, such as speaking more confidently or structuring their answers better. The facilitator can include mindfulness exercises to help participants manage pre-interview anxiety.

SELF REFLECTION TOOLS

Which skills useful on the labour market does the tool/method help develop?

This tool/method develops several valuable skills for the labor market. One key skill is critical thinking, which teaches young people to analyze situations and solve problems effectively, a competency that is useful in nearly all job roles. It also promotes emotional management, helping them manage stress and stay calm in challenging situations, which is essential for maintaining productivity and a positive work environment.

Benefits for young people

This practice boosts young peoples self-confidence, making them feel more prepared and capable as they approach new career opportunities.

Target group

Students of Dual Education program

Resource

<https://www.lifescied.org/doi/10.1187/cbe.19-12-0270>



DM opening workshop for new students, Slovakia 2024

SELF REFLECTION TOOLS

Content from Modular Programs - Job Searching in the Hidden Job Market - Networking

Institute of the Republic of Slovenia for Employment,
Ljubljana, 2015

Description of the method

Networking is one of the most effective methods of tapping into the hidden job market, helping you get in touch with potential employers through friends, relatives, colleagues and all other people. In order for entry into the hidden labor market to be effective, it is necessary to take a planned approach to establishing contacts with people who have information about employment opportunities, occupations, activities and employers or who can connect with people who have that information.

How to implement this method



1 facilitator, 8 participants



30 minutes



presentation, computers, internet connection, printed newspaper with job vacancies, colored paper, pencils

Firstly, present a search on the hidden job market to participants.

Presentation - MATERIAL

Networking in the job search process requires a systematic approach, organization, time, and effort to achieve the greatest possible benefit. An effective methodology for networking is:

1. Understanding the purpose: When networking, the goal is not to ask directly for a job but to make connections with people to gather information, advice, experiences, and names and to inquire about the characteristics employers seek in candidates within the field and learn how others have successfully secured jobs.

SELF REFLECTION TOOLS

2. Growing your network:

Networking can lead to multiple new contacts from a single connection. It's a crucial element in the job search process. Here's how to expand the network:

- Identification of potential contacts, including friends, family, former classmates, lecturers, past employers, colleagues, other job seekers, neighbors, and acquaintances who can provide useful information.
- Attending social gatherings, conferences, and events whenever possible. Joining professional associations in the field.

3. Preparation:

- Developing a concise presentation about yourself, including education, experience, and main strengths. Knowing what type of job you're interested in, how much time you need for an interview, and what you're seeking—be it time, information, advice, contacts, or a recommendation.
- Conducting research on the field, profession, and organizations that interest you. This preparation demonstrates enthusiasm and provides a framework for understanding new information gained through networking.
- Creating a priority list of contacts, determining who to contact first and later. Draft a rough scenario for communication, considering the best way to contact each person—whether in person, by phone, or via email.

4. Contacting:

- Contacting the more familiar names on the list, then move to others.
- Using prepared presentation and mention who recommended them if applicable.
- Have a CV ready in case someone requests more.

5. Keep in touch:

- Thanking the contacts by phone or email for their help.
- Updating them on progress with follow-up calls.

Search on hidden job market

Participants independently search all sources of information about vacancies on the open labor market. Afterwards they present the findings to each other.

SELF REFLECTION TOOLS

Where and how to look for a job on the open labor market? Before they start searching for posted vacancies, it's good to know the following things:

- Job titles are sometimes misleading. Read the job description and requirements employers so that you don't miss any suitable employment.
- Vacancies are not always posted under the title or page where you expect them.
- See which employers are posting jobs suitable for you and find their competitors or employers from a similar activity. Use this list when you want to explore the hidden job market.
- Regularly monitor job postings and application and resume submission deadlines.

The basic search criterion is their employment goals, which are related to the profession or position. If necessary, also use the names of related professions that they know or have discovered with help from job descriptions. They can also expand your list of potential jobs by browsing different postings, which may not even be interesting to them at first glance. With a more detailed analysis of the requirements that employers set for potential candidates, they can understand that this position would make sense, or further research the profession.

Possible sources of finding jobs on the open labor market are: publications of the Employment Agency of the Republic of Slovenia, newspapers, employment agencies, and the internet.

Disadvantages of applying for advertised vacancies:

- you see the same post from several job seekers, so you should expect a lot of competition;
- only a good quarter of all job postings are unfilled, so don't get involved here, but discover the hidden job market.

Participants share their findings.

SELF REFLECTION TOOLS

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- Critical thinking: Participants learn the process of establishing and maintaining professional connections, a critical skill for expanding job opportunities and accessing hidden job markets.
- Analytical skills: The activity requires researching various sources of job information and analyzing job descriptions. This skill is essential for assessing job suitability and understanding employer expectations.
- Problem solving skills: Exploring alternative job titles, industries, and related positions encourages adaptability and a problem-solving mindset, allowing participants to think creatively about their job search.

Benefits for young people

1. Participants will develop a comprehensive understanding of both open and hidden job markets, learning how to leverage various sources.
2. They will discover job opportunities.
3. They will recognize the importance of professional relationships.
4. By analyzing job postings, descriptions, and employer expectations, participants will enhance their ability to critically assess job opportunities.
5. They'll also refine their research skills.
6. The structured approach to researching job opportunities, networking, and following up will help participants develop better organizational and time management skills, which are key to a successful job search.

Target group

Unemployed to 29 years old

Resource

<https://www.vkotocka.si/pripomocki/prirocniki-za-izvajanje-modularnih-programov-na-podrocju-razvoja-kompetenc-za-iskanje-zaposlitve/>



SELF REFLECTION TOOLS



Networking workshop, ZPTM, 24. 1. 2024, Dobova, Slovenia

SELF REFLECTION TOOLS

Blob Tree

Dolnośląska Federacja Organizacji Pozarządowych,
October 2024

Description of the method

Blob Tree is a visual tool designed to allow people to express themselves and their emotions non-verbally through the use of human characters known as Blobs, who are genderless, ageless and cultureless. It is a self-reflection tool that helps to recognise and express feelings about the past, present and future. Developed by psychologist Pip Wilson, it is used to identify emotions and personalities.

Blob Tree can be used to talk about feelings and emotions related to a given topic. It can also be an incentive to discuss stages of a project or a stage of life. It is a method for children, teenagers and adults and can be used on any topic.

Blob tree assumptions:

- Blob is a genderless figure of indeterminate age, who can symbolise any of us.
- Working with cards is based on the interpretation of one's own feelings and opinions - there are no right or wrong answers.
- Cards inspire conversation on various, sometimes difficult topics - they make it easier to share opinions on a given topic.

How to implement this method



individually or in small groups, max. 15 students



45 minutes



printed blob tree, pen

Instructions for participants (in this case students - you may want to include this in your group):

SELF REFLECTION TOOLS

Look at the Blobs in the tree. Consider:

- Which Blob represents how you felt about school at the beginning of the school year or on the first day of school? Why does this Blob resonate with you or show how you felt?
- Which Blob represents how you feel about school now or today? Why does this Blob resonate with you or show how you feel? Do you only feel like this Blob at school? Is there another Blob that represents how you feel outside of school?
- Which Blob represents your goal or ultimate Blob - the Blob you want to feel like at the end of the school year? Why does this Blob resonate with you or show how you feel? What other Blobs might you think are on the way to this goal Blob? Why? How will it make you feel?

It may be helpful to discuss your answers out loud with a parent, friend, mentor, or coach. You can also write them down in a journal so you can come back to them later and repeat the activity to see how your thoughts and feelings have changed and/or stayed the same.

Which skills useful on the labour market does the tool/method help develop?

This is a self-reflection tool that allows you to acknowledge and articulate your feelings about where you've been, where you are now and where you hope to be in the future. The Blob Tree tool helps you develop emotional intelligence by encouraging you to identify and express emotions, which is a key skill in teamwork and communication. It promotes self-reflection by helping to understand personal strengths, weaknesses and motivations. By setting goals and planning steps to achieve them, it strengthens strategic thinking and adaptability. Discussing emotions and aspirations strengthens communication skills and empathy.

Benefits for young people

1. The Blob Tree practice helps young people recognize and express their emotions, improving emotional awareness and self-regulation.
2. It builds self-confidence by encouraging self-expression and understanding personal experiences.

SELF REFLECTION TOOLS

3. It teaches goal setting by helping young people identify and work towards their personal and academic aspirations.
4. It develops empathy and communication skills necessary to build strong relationships and collaborate with others.
5. It promotes resilience and adaptability by reflecting on challenges and strategies to overcome them.

Target group

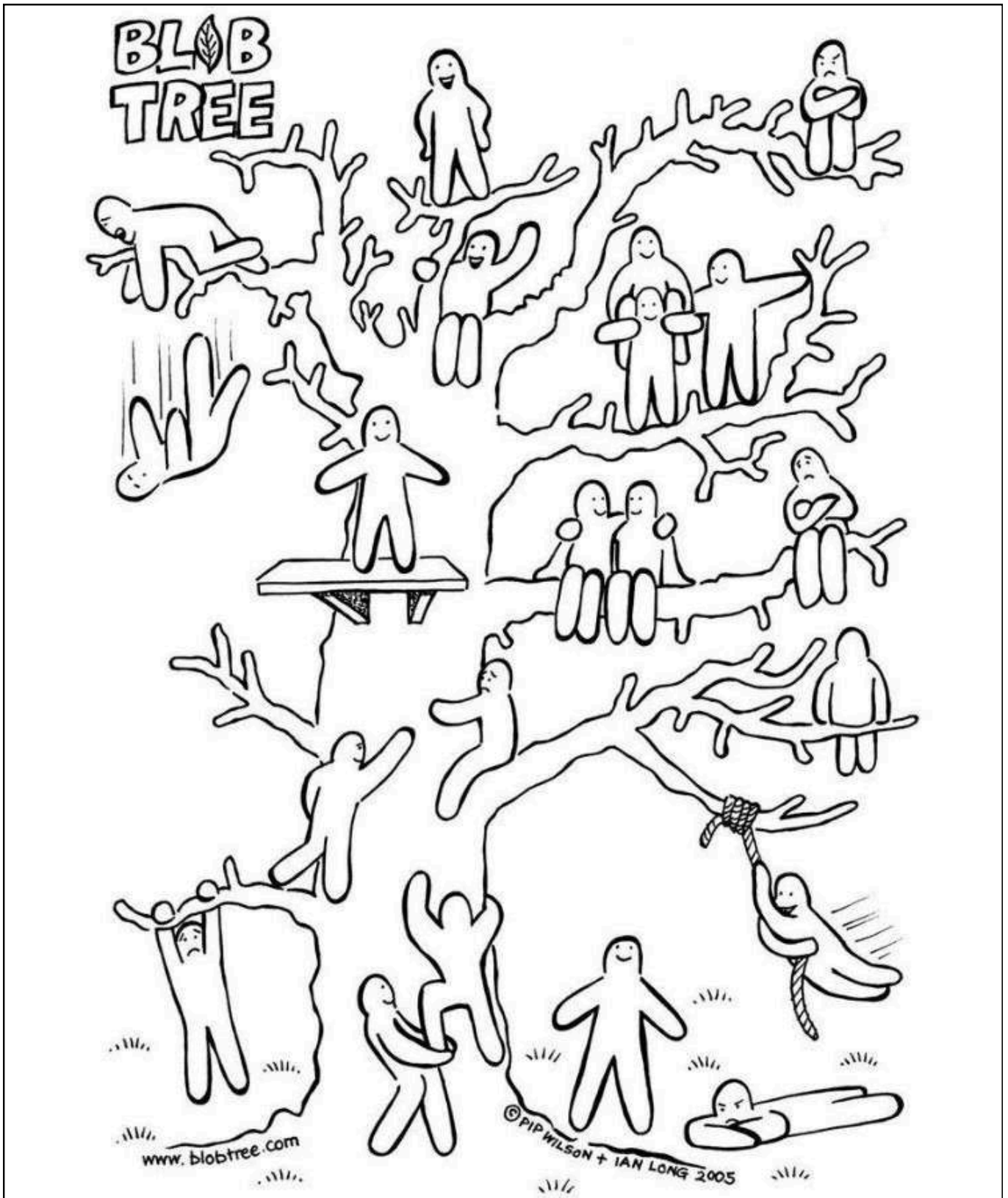
Children, youth, adults

Resource

<https://i.pinimg.com/originals/b9/c2/10/b9c210b78fd85466fa004c9e131c923c.jpg>



SELF REFLECTION TOOLS



SELF REFLECTION TOOLS

The Twenty Statements Test (TST)

Szkoła Podstawowa nr 82,
Wrocław, October 2023

Description of the method

The Twenty Statements Test (TST) is a tool used to explore how people define themselves through a series of statements starting with "I am...".

It helps uncover the various ways in which social factors, such as cultural, familial, and societal influences, shape self-perception and self-esteem. By reflecting on the responses, participants can gain insight into the balance between their personal identity and the roles they feel compelled to play within society. The test also highlights the impact of external expectations on one's sense of self-worth, shedding light on the connection between social affiliation and self-concept development.

The test is unusual in utilizing an open-question methodology, making coding non-straightforward. Kuhn (1960) has stated that responses to the twenty statements test should be grouped into five categories:

1. Social groups and classifications
2. Ideological beliefs
3. Interests
4. Ambitions
5. Self-evaluations.

How to implement this method



individually or in small groups, max. 15 students



45 minutes



paper, pen

Time schedule:

- Introduction – 5 min
- Taking the The Twenty Statements Test (TST) – 20 min
- Discussion and summary – 20 min

SELF REFLECTION TOOLS

You can use a printed list for this exercise, but I recommend simply handing out blank sheets of paper for participants to write down 20 beginnings of "I am..." sentences.

Instructions for participants:

1. Write down the numbers 1 to 20 from top to bottom and the beginning of the sentence "I am..."
2. Complete each of the 20 "I am" sentences. Don't think too much about your answer. It should be quick and spontaneous. Write everything that comes to mind. Sentences should be short and concise.
3. Now it's time to analyze the answers. Put each one according to the four categories listed below. Evaluate, as best you can, which answers fall into the A-mode, B-mode, C-mode, and D-mode categories.

- A-mode answers refer to physical characteristics that are often found on a driver's license, such as "I am a blonde," "I am short," or "I am a Wisconsinite."
- B-mode answers describe socially defined statuses, usually associated with group membership, such as "I am a college student," "I am Catholic," or "I am African-American."
- C-mode answers describe behavioral styles or emotional states, such as "I am a happy person," "I am a country music fan," or "I am fashionably dressed."
- D-mode answers are more general and less individual, such as "I am part of the universe" or "I am human."

Some answers may be difficult to categorize—for example, "I am an American" might fit into category A, B, or C or D.

4. Use your best judgment to assign each answer to the appropriate category. Count the number of answers in each category, then compare the results. Which category received the most responses?

Questions supporting summary discussion:

- How do you think the different categories (A-mode, B-mode, C-mode, and D-mode) reflect different aspects of your identity?
- Were there any responses that you found difficult to categorize? What made them challenging, and how did you decide where to place them?
- Which category had the most responses, and what do you think that says about how you define yourself?

SELF REFLECTION TOOLS

- Do you believe that the way you identify with certain categories influences your self-esteem or self-perception? Why or why not?
- How do the categories of responses in this exercise relate to how others might perceive you or how you fit into society?

Which skills useful on the labour market does the tool/method help develop?

TST helps develop emotional intelligence and self-reflection skills. By encouraging individuals to assess their identity, the tool helps them better understand their motivations, values, and emotional states. This leads to improved self-regulation, communication, and interpersonal skills that are valuable in the job market. It also strengthens critical thinking and adaptability, as individuals are encouraged to think about how their identity affects their career decisions and goals. It is a great starting point for people who feel confused about who they are and who they want to be.

Benefits for young people

1. It helps young people explore and understand their identity, fostering a stronger sense of self.
2. It enables better career choices by helping them understand their self-concept and navigate challenges.
3. It encourages reflection on values and emotions, helping young people develop empathy and emotional regulation.
4. It builds confidence and self-assurance, empowering young people in both personal and professional life.
5. By examining their social affiliations and self-definition, young people can align their career aspirations with their values.

Target group

Youth, unemployed, NEETs

Resource

https://mpathtowellbeing.com/wp-content/uploads/2020/06/Twenty-Statements-Test-w_explanation.pdf



SELF REFLECTION TOOLS



Fundacja Akcelerator Obywatelski Spark, The Twenty Statements Test (TST) - workshops, Wrocław, 2023

SELF REFLECTION TOOLS

Career Construction Interview

Uniwersytet Wrocławski,
Wrocław, February 2019

Description of the method

The Career Construction Interview (CCI) is a method developed by Mark Savickas as part of the Life Design approach in career counseling. This method is based on the idea that people build their careers through the stories they tell about themselves and these stories can be used to understand their past experiences and guide their future career decisions. The CCI focuses on helping individuals construct a narrative about their professional career. This process allows them to better understand how past experiences influence their current career situation and future aspirations. During the interview, the individual is asked to reflect on key moments in their life, such as significant achievements, challenges, and turning points. These stories are analyzed to understand their values, interests, and motivations.




4 Key Areas - The method typically includes four main areas:

1. Asking about the person's career story, such as "Tell me about a time you felt proud of your work" or "When did you experience a challenge that affected your career?"
2. Reflection on meaning - Encouraging the person to reflect on how they made sense of their experiences.
3. Exploring future possibilities and imagining potential future career scenarios and roles.
4. Connecting the past, present, and future. Integrating the person's past career stories with their current goals and future aspirations.

The Life Design approach emphasizes the importance of viewing careers as unfolding narratives in which individuals create their own career paths through the meaning they give to their experiences. The Career Construction Interview is designed to help individuals identify the stories they have about their careers, explore how these stories shape their career choices, and imagine new, fulfilling future career paths.

SELF REFLECTION TOOLS

How to implement this method

-  individual 1:1 consultation is suggested; optional small group around 5-6 people
-  around 60 minutes
-  optional paper, pen to make some notes

Instructions for career counsellor:

1. Introduction: Explain to participants that the purpose of the activity is to understand their career by reflecting on past experiences and future aspirations.
2. Storytelling: Ask participants to tell a story about their career, starting with the beginning of their career, through their challenges, and ending with their current situation. Encourage them to talk about their passions, values, and goals – an interview scheme can be an inspiration, but don't stick to it strictly unless it is advisable.
3. Reflecting on the past and future: Help participants consider what experiences have influenced their current career choice and what they hope to achieve in the future. Ask about what they would like to achieve.
4. Setting goals: Using the story, help participants set short-term and long-term career goals that align with their values and aspirations.
5. Wrap-up: Finally, encourage participants to think about what actions they need to take to achieve their career goals.

Interview scheme:

- A. How can I be helpful to you as you construct your career?
- Who did you admire growing up? Tell me about them.
 - Do you regularly read any magazines or watch any TV programs? What are they? What do you like about them?
 - Do you have a favourite book or movie? Tell me what happens in it.
 - What is your favourite saying or motto?
 - What is your earliest memory? I would like to hear three stories about what happened to you when you were between the ages of 3 and 6.

SELF REFLECTION TOOLS

Which skills useful on the labour market does the tool/method help develop?

The Career Construction Interview is highly effective in career counseling because it helps individuals align their career choices with their personal narratives, leading to more meaningful and satisfying career paths.

The CCI helps develop skills like self-awareness, goal-setting, and decision-making, which are important for career growth. Through storytelling and discussing their career journey, participants develop the ability to articulate their skills, values, and aspirations clearly to others.

Benefits for young people

1. The Career Construction interview helps young people better understand their values, interests and motivations, guiding their career choices.
2. It involves imagining future possibilities. The young person is encouraged to think about what kind of work or role they would like to have, integrating their current identity with their career aspirations.
3. This approach encourages young people to take responsibility for their career decisions, increasing their self-confidence and independence.
4. By reflecting on their career stories, young people learn how to adapt to change and successfully navigate career transitions.

Target group

Youth, adults, unemployed, NEETs

Resource

<https://unesco.uwr.edu.pl/wp-content/uploads/sites/155/2023/01/Career-Interview.pdf>



SELF REFLECTION TOOLS

Career Construction Interview

*prof. Mark Savickas
(Northeastern Ohio Medical University, USA)*

- A. Jak mogę Ci się przydać, gdy będziesz konstruował/a swą karierę?
1. Kogo podziwiałeś/aś dorastając? Opowiedz mi o nim/niej.
 2. Czy regularnie czytasz jakieś czasopisma albo oglądasz programy telewizyjne? Jakie to czasopisma/programy? Co Ci się w nich podoba?
 3. Czy masz jakąś ulubioną książkę lub film? Opowiedz mi, co się w niej/nim dzieje.
 4. Jakie jest Twoje ulubione powiedzenie albo motto?
 5. Jakie jest Twoje najwcześniejsze wspomnienie? Chciałbym/ chciałabym usłyszeć trzy historie o tym, co Ci się przydarzyło, kiedy byłeś/aś w wieku do 3-6 lat.

Type of methods:

PERSONALITY ASSESSMENT

PERSONALITY ASSESSMENT

IKIGAI

Flexskill Slovakia,
Košice, Summer 2022


Description of the method

The Ikigai method is a Japanese approach used in career counseling to help individuals identify a career path that aligns with their passions, strengths, the needs of the world, and financial viability. "Ikigai" translates to "reason for being," and the method guides individuals to find fulfillment by exploring four core areas: what they love, what they are good at, what the world needs, and what they can be paid for. These areas are visualized in a Venn diagram with overlapping circles, encouraging individuals to find their unique "sweet spot" where all four elements meet.

Through guided reflection and brainstorming exercises, individuals are prompted to list aspects of each area separately before identifying intersections. This process helps them clarify their interests and skills, identify meaningful contributions they can make, and consider financial sustainability. The Ikigai method provides a comprehensive, personalized framework for career planning that evolves with the individual over time, supporting both initial career choices and later career shifts.

How to implement this method

 1 facilitator and a group of 5–10 participants (or individual counseling)

 90 minutes

 Printed Ikigai Venn diagrams, paper, pens, and markers

Implementation Steps:

The Ikigai Method is a structured approach to career counselling that helps individuals identify fulfilling career paths by aligning their passions, skills, societal contributions, and financial potential. It is implemented through a series of guided exercises and reflective discussions.

PERSONALITY ASSESSMENT

Introduction to Ikigai

Begin by introducing the concept of Ikigai, explaining the four intersecting areas:

- What You Love: Activities and subjects that bring joy.
- What You're Good At: Personal talents and professional skills.
- What the World Needs: Causes and issues one feels passionate about.
- What You Can Be Paid For: Careers or opportunities that offer financial stability.
- Provide each participant with a printed Venn diagram of the Ikigai framework to visualize the process.

Brainstorming Each Area

Guide participants through brainstorming exercises for each section:

- What You Love: Encourage participants to freely list activities, hobbies, and topics they enjoy, such as art, teaching, or exploring new places.
- What You're Good At: Have them identify skills or strengths, including academic achievements, soft skills like communication, or hands-on abilities like cooking.
- What the World Needs: Facilitate a discussion on causes or fields they are passionate about, such as education, healthcare, or environmental conservation.
- What You Can Be Paid For: Help participants explore viable career fields, potential job roles, or entrepreneurial ventures that align with their interests and skills.

Encourage participants to avoid overthinking and focus on listing as many ideas as possible for each section.

Finding Overlaps and Identifying Ikigai

Once the brainstorming is complete, guide participants in analyzing their Venn diagram. Have them identify where the areas intersect, highlighting points where passion, skill, societal contribution, and financial opportunity align.

Ask them to create a list of potential career ideas from these overlaps—this becomes their “Ikigai List.” For example, someone who loves storytelling, is skilled at writing, cares about education, and can be paid to create content might consider a career as an educational content creator.

PERSONALITY ASSESSMENT

Prioritizing and Refining Options

Facilitate a reflective discussion to help participants prioritize ideas from their Ikigai list. Ask questions like:

- Which of these ideas excites you the most?
- Which feels most aligned with your values and long-term goals?
- What challenges do you foresee, and how might you overcome them?

Action Plan Development

Conclude the session by guiding participants to develop an actionable career plan. This plan should outline specific steps such as:

- Researching their chosen field or profession.
- Identifying required skills or qualifications and creating a plan to acquire them.
- Networking with professionals in their field of interest.
- Seeking mentorship or internships for hands-on experience.

Encourage participants to set realistic milestones and timelines for achieving their goals.

Example:

A participant identifying their Ikigai as “helping children through education” might create an action plan that includes researching teaching programs, volunteering at a local school, and enrolling in an education certification course.

Which skills useful on the labour market does the tool/method help develop?

The Ikigai method helps build several useful skills for the job market. It improves self-awareness by helping people understand their strengths, interests, and values, which supports better career choices. It also boosts decision-making skills as individuals consider different career options that match what they enjoy and are good at. Adaptability is strengthened, as the method encourages people to rethink and adjust their goals over time, which is important in today’s changing job market. Goal-setting skills are also developed by creating clear steps toward a chosen career path, helping individuals stay focused and organized.

PERSONALITY ASSESSMENT

Benefits for young people

This practice provides young people with several valuable benefits, supporting their personal growth and future career success. It encourages self-discovery, helping them understand their unique skills, interests, and values, which builds confidence and gives direction for their future.

Target group

Students/ Unemployed, NEETS, Employed searching for a job

Resource

<https://www.youtube.com/watch?v=VRwhL1wwiU>



EIP TC, Employability training course, Košice 2022

PERSONALITY ASSESSMENT

SWOT Analysis / GOAL Setting


Partners Group SK,
ongoing


Description of the method


The first method, Life Planner (Goal Setting), focuses on helping clients identify and achieve key financial goals across four main areas: savings, retirement, housing, and specific personal objectives. Through structured conversations, Mrs. Slosarčíková guides clients in clarifying these goals, tailoring financial plans that align with their needs and resources. This method provides clients with a clear path to financial stability and success, addressing each goal in detail and helping them understand the steps needed to achieve them.

The second method, SWOT Analysis for Career Development, is used when working with her employees or potential collaborators. This tool assesses an individual's strengths, weaknesses, opportunities, and threats, giving Mrs. Slosarčíková a holistic view of their career potential. Through this analysis, employees gain insights into areas for growth, allowing them to set realistic goals and work toward developing their roles within the organization.

How to implement this method

 1 facilitator (career counselor) and 1 participant for Life Planner. For SWOT Analysis, it can be conducted with individual participant or in small groups of 2–4 participants

 Life Planner session: 60–90 minutes
SWOT Analysis session: 50–60 minutes

 Life Planner: paper, financial planning templates, calculators, and client-specific data (income, expenses, goals)
SWOT Analysis: flip-chart or paper, markers, and a prepared SWOT matrix template

Life Planner (Goal Setting) Implementation

The Life Planner method helps individuals set clear, actionable goals in four key areas: savings, retirement, housing, and personal aspirations.

PERSONALITY ASSESSMENT

Start with an introductory meeting to create a comfortable environment. The facilitator asks the participant open-ended questions to clarify their goals in these areas. For example, if the goal is retirement savings, the facilitator guides the client to specify an amount or timeframe. This session focuses on identifying realistic, measurable goals.

The next step involves a comprehensive financial analysis. The facilitator reviews the client's income, expenses, savings, and financial obligations to assess their current financial standing. This creates a clear foundation for designing a step-by-step plan to achieve their objectives. For instance, if the client wants to purchase a home, they discuss housing preferences, potential budgets, and financing options.

Using this information, the facilitator creates a tailored financial roadmap. Each step in the plan is explained, ensuring the client understands the actions required. For example, saving 20% of monthly income over three years to secure a down payment. Regular follow-up meetings are scheduled to review progress and adjust the plan as needed to accommodate changes in the client's financial circumstances.

SWOT Analysis Implementation

The SWOT Analysis is an excellent tool for career development, helping individuals or small groups assess strengths, weaknesses, opportunities, and threats to guide career growth.

Begin by explaining the purpose of the SWOT Analysis. Participants are encouraged to view it as a constructive self-assessment to identify areas for growth and career advancement.

Participants then fill in the SWOT matrix:

- Strengths: Core skills, qualifications, or achievements.
- Weaknesses: Areas that need improvement, such as technical skills or time management.
- Opportunities: Internal opportunities, such as promotions, or external opportunities like industry trends.
- Threats: Potential challenges, such as economic conditions or job competition.

Once the SWOT Analysis is completed, the facilitator helps participants

PERSONALITY ASSESSMENT

create a personal development plan. For example, an employee with strong public speaking skills (strength) but limited technical knowledge (weakness) may be encouraged to attend workshops or seek mentorship. Opportunities within the organization, like leadership programs, are highlighted, and strategies to mitigate threats, such as industry shifts, are discussed. This approach ensures participants leave with actionable steps and a clear personal and professional growth direction.

Example for Both Methods

1. For the Life Planner, a participant aiming to save for higher education is guided to allocate 10% of monthly income, reduce unnecessary expenses, and explore scholarship opportunities. Regular check-ins track progress and make adjustments, such as increasing contributions after a raise.
2. For the SWOT Analysis, a mid-level manager identifies strengths in team management and weaknesses in advanced technical tools. They plan to attend coding workshops (to improve skills) while leveraging their strong interpersonal skills to take on leadership roles within the company.

Which skills useful on the labour market does the tool/method help develop?

This method helps build several important skills for the job market. It encourages clear thinking, as individuals learn to understand their strengths, weaknesses, and opportunities. People also improve their decision-making skills by setting goals and making choices that fit their long-term plans. Communication skills are developed as clients learn to talk about their goals and needs openly. Financial skills are strengthened as they gain a better understanding of budgeting and planning for the future.

Benefits for young people

They gain a clearer understanding of setting and working toward personal and career goals, building confidence in their ability to shape their own future. It helps them develop self-awareness, as they learn to identify their strengths, areas for improvement, and ambitions.

Target group

Employed, Students



PERSONALITY ASSESSMENT

Resource

<https://www.youtube.com/watch?v=20Fx0H90-9I>

<https://www.youtube.com/watch?v=XpKvs-apvOs>

HOSŤ:

**Andrea
Kasanická
Straková**



TÉMA:

**Ako byť
matkou a úspešnou
podnikateľkou?**

PARTNERS

**#47
FINANCIE
PRI KÁVE**



PERSONALITY ASSESSMENT

Me and I as ...

Institute of the Republic of Slovenia for Employment,
Ljubljana, 2012

Description of the method

This method was developed during the VKO project and is a part of Sustainable self-management careers and competences or the CH-Q method. It is designed to help participants explore, identify, judge and evaluate personality as a whole. The positions of the self are understood here as different aspects of our personality: our properties, characteristics, views, values, characters, self-image, emotional states, social roles, etc.

How to implement this method



1 facilitator and a group of 8 participants



120 minutes



annex 1, stones, shells, colorful goods, photographs, old magazines, pencils, crayons, markers, pens, large format paper, adhesive in contact, adhesive tape, white A4 sheet

Individual work within a group

1. To begin with, we invite participants to relax (as much as possible). Put them in the role of "Explorer of yourself". Please give them time to think about themselves, let them think about all the possible and different positions of Self (I as...). For help: list below of different possible "I-positions" and invite them to tick all those that they think and feel describe them well. (Annex 1). If they do not find aspects in the table that adequately describe their "I-positions", they can come up on their own. Participants then re-examine the selected aspects or "I-positions" that have ticked. In the next step, they can choose and write down ten of those that they really feel the most on smaller individual pieces of paper they stand out, they best describe you and you judge them as such.

2. Participants have in front of them collected word tags of their "I-positions". Participants now should think of a particular "I-Position" and allow the

PERSONALITY ASSESSMENT

stream of thought to flow freely through any associations that may arise while allowing various feelings and emotions to arise freely as well. Everything is fine, everything is allowed. For all of their chosen "I-Positions" they should find the corresponding non-verbal material symbols that reflect. They can choose or use the materials available to them (stones, shells, colorful goods, photographs, old magazines, etc.).

3. Now participants put themselves in the role of the almighty "Creator" and set about shaping the "Landscape of their own mind". They should take a larger format paper and be creative; and can choose or use materials that are available to them:

- pencils, crayons, markers, pens, etc.;
- adhesive in contact, adhesive tape;
- other materials as desired (stones, shells, colorful fabrics, photographs, old magazines, etc.);
- white A4 sheets;
- etc.

They should artistically express, design, draw or write how you see, perceive, experience themselves. In "The Landscape of your own mind" they can include verbal labels and non-verbal symbols of all chosen 'I-Positions'. What shapes, colors, symbols, words, pictures or images represent them? They add "Landscape" to the assessment so that it truly reflects them or their personality as a whole. If they are not good with hands or have a creative block, they can help themselves by asking the questions below:

- Should there be any volcano in my "Province"?
- Is the center of my "Province" somewhere?
- What about storms in my "Province"?
- Is the sun shining (where)?
- Is it cloudy, snowy, windy?
- Are there cold, dark areas and where?
- Are there continents, countries, oceans, seas, rivers?
- Where could you place the source(s)?
- Which of my "I-positions" simply must not be missing?

PERSONALITY ASSESSMENT

Working in a group

1. Divide participants into pairs (or small groups) and talk about "Landscapes". They can help themselves with this by asking the questions below:

- What does this artistic composition mean to you?
- (Annotate individual "Landscapes" elements.)
- Why did you choose these colors, shapes, symbols, words, etc.?
- Which of your "I-Positions" are major, minor, or dominant?
- Where does the energy flow?
- Does any "I-position" act as a barrier, blockage or "stealer" of energy?
- Does any "I-position" act as a source of energy?
- Is there voltage located anywhere?
- What are the relations, relations and relationships between different "I-positions"?
- What is the relationship between private and professional or vocational "I-positions"?
- Can any pattern be observed in the "Landscape"?
- Which "I-positions" are particularly important to you or have some deeper meaning?
- Is there an "I-Position" in your "Landscape" that is an important source of wisdom?
- If it isn't there, could you find it and include it?
- Which "I-positions" are particularly important for your personal and career development?
- Which "I-positions" would you like to develop for pleasure, for fun?
- Would you like to change, add, or take away something?

Participants should save their "Landscape of your own mind", as they will continue to work with it during the workshop, explore it in more detail, change it, supplement it, improve it. It can serve them as the basis for self-assessment and creation of a personal development career action plan. At the end, participants can take another five minutes to reflect and, if they wish, write down their own conclusions or insights.

PERSONALITY ASSESSMENT

Which skills useful on the labour market does the tool/method help develop?

Key competences the method develop:

- **Critical thinking:** Critical thinking skills are honed as participants reflect on the significance of different "I-positions," evaluate energy flows in their "landscape," and make connections between their personal and professional identities.
- **Emotional intelligence:** The activity encourages participants to explore different facets of their identity ("I-positions") and reflect on how they perceive themselves. By associating these "I-positions" with non-verbal symbols and emotional imagery, they develop emotional self-awareness and learn how to articulate complex inner experiences.
- **Communication:** This aspect of the activity helps young people practice expressive communication. It builds confidence in speaking about their inner world and encourages them to engage in active listening when considering others' experiences.

Benefits for young people

1. By reflecting on their "I-positions," young people can uncover internal conflicts or contradictions (for example, if the "I as a professional" conflicts with "I as a creative person"), which can be an important first step in resolving them and achieving greater personal harmony.
2. This activity encourages participants to express themselves freely, encouraging creative thinking and helping them unlock their potential for innovation and original thought.
3. Identifying "energy blocks" or sources of wisdom helps young people understand where they might need to focus their energy (or release negative energy), which is a useful tool in both personal growth and career development.
4. The insights participants will come to while creating the "Landscape of Your Mind" can also benefit them for further exercises, such as preparing materials for creating a biography competencies, personal portfolio and personal development career action plan, job interview.

PERSONALITY ASSESSMENT

Target group

Students, age 13-18

Resource

<https://www.vkotocka.si/pripomocki/delavnica-trajnostno-samoupravljanje-kariere-in-kompetenc-metoda-ch-q/>



ZPTM, Brežice, Me and I as ..., Slovenia, 8. 11. 2024



PERSONALITY ASSESSMENT

Annex 1

tabela možnih »jaz-pozicij«		
1.	Jaz kot moški	☉
2.	Jaz kot silen	☉
3.	Jaz kot sodelavec	☉
4.	Jaz kot ženska	☉
5.	Jaz kot osramočen	☉
6.	Jaz kot strokovnjak	☉
7.	Jaz kot vesel	☉
8.	Jaz kot skrben	☉
9.	Jaz kot brezposelni	☉
10.	Jaz kot žalosten	☉
11.	Jaz kot ljubeč	☉
12.	Jaz kot iskalec	☉
13.	Jaz kot navdušen	☉
14.	Jaz kot nežen	☉
15.	Jaz kot raziskovalec	☉
16.	Jaz kot podrejen	☉
17.	Jaz kot samozavesten	☉
18.	Jaz kot žrtev	☉
19.	Jaz kot zaskrbljen	☉
20.	Jaz kot osamljen	☉
21.	Jaz kot idealist	☉
22.	Jaz kot jezen	☉
23.	Jaz kot zaupajoč	☉
24.	Jaz kot neodvisen	☉
25.	Jaz kot ponosen	☉
26.	Jaz kot intimen	☉
27.	Jaz kot klovn	☉
28.	Jaz kot močan	☉
29.	Jaz kot varen	☉
30.	Jaz kot duhoven	☉
31.	Jaz kot šibek	☉
32.	Jaz kot svoboden	☉
33.	Jaz kot iskalec bližine	☉
34.	Jaz kot »Moja bolečina«	☉
35.	Jaz kot oče	☉
36.	Jaz kot žrtvovalec	☉
37.	Jaz kot miren	☉
38.	Jaz kot mati	☉
39.	Jaz kot odvisen	☉
40.	Jaz kot »Moja energija«	☉
41.	Jaz kot mož	☉
42.	Jaz kot stvaritelj	☉
43.	Jaz kot nemočen	☉
44.	Jaz kot žena	☉
45.	Jaz kot dejaven	☉
46.	Jaz kot depresiven	☉
47.	Jaz kot prijatelj	☉
48.	Jaz kot seksualen	☉
49.	Jaz kot dvomljivec	☉
50.	Jaz kot uživalec življenja	☉
51.	Jaz kot samosvoj	☉
52.	Jaz kot borec	☉
53.	Jaz kot sanjač	☉
54.	Jaz kot individualist	☉
55.	Jaz kot razumevajoč	☉
56.	Jaz kot »Moja moškost«	☉
57.	Jaz kot del skupine	☉
58.	Jaz kot pustolovec	☉
59.	Jaz kot »Moja ženskost«	☉
60.	Jaz kot izraziti	☉
61.	Jaz kot dominanten	☉
62.	Jaz kot »Otrok v meni«	☉
63.	Jaz kot strog	☉
64.	Jaz kot nemiren	☉
65.	Jaz kot pesimist	☉
66.	Jaz kot nesposoben	☉
67.	Jaz kot izdajalec	☉
68.	Jaz kot materialist	☉
69.	Jaz kot vodja	☉
70.	Jaz kot iskalec priznanja	☉
71.	Jaz kot bojzaljivec	☉
72.	Jaz kot nihče	☉
73.	Jaz kot zahteven	☉
74.	Jaz kot stabilen	☉
75.	Jaz kot norec	☉
76.	Jaz kot ljubosumen	☉
77.	Jaz kot labilen	☉
78.	Jaz kot zguba	☉
79.	Jaz kot perfekcionista	☉
80.	Jaz kot skriti	☉
81.	Jaz kot zmagovalec	☉
82.	Jaz kot tekmovalec	☉
83.	Jaz kot sin	☉
84.	Jaz kot hči	☉
85.	Jaz kot krivec	☉
86.	Jaz kot igralec	☉
87.	Jaz kot ...	☉
88.	Jaz kot optimist	☉
89.	Jaz kot razkriti	☉
90.	Jaz kot ...	☉
91.	Jaz kot ranljiv	☉
92.	Jaz kot delavec	☉
93.	Jaz kot ...	☉
94.	Jaz kot razočaran	☉
95.	Jaz kot intelektualca	☉
96.	Jaz kot ...	☉
97.	Jaz kot »Moja vest«	☉
98.	Jaz kot previden	☉
99.	Jaz kot ...	☉

PERSONALITY ASSESSMENT

Schein's Career Anchors

Szkoła Podstawowa nr 82,
Wrocław, November 2023

Description of the method

Edgar Schein - a researcher and psychologist - identified the main factors influencing people's career choices and their job satisfaction. Each of us in our professional life is guided primarily by one or two selected anchors. The Schein Anchors is a tool that helps you understand what your values and career preferences are. You can use it in a variety of situations such as:

- Career change: If you're thinking about changing career paths, the test will help you identify what's most important to you in your job.
- Personal development: If you want to better understand your strengths and areas for development, the test can provide valuable information.
- Career planning: As you consider the next steps in your career, the test will help you determine what roles might be most fulfilling for you.
- Job satisfaction assessment: If you feel like your current job isn't meeting your expectations, the test can help you understand what exactly motivates you.
- Team management: As a leader you can use the test to better understand the motivations of your team members and adjust your management style accordingly.

Schein's Career Anchors – Interpretation

This tool identifies eight different "career anchors" that Schein described. They are:

1. Professionalism. It is accompanied by the desire to be an expert in a specific field, to confirm one's own mastery, and to advance horizontally. Such people are most often not interested in managerial positions.
2. Leadership. The professional goal then becomes gaining new experience in management, making decisions, increasing the scope of authority, striving for financial success.
3. Autonomy and independence. It is associated with the desire to expand the margin of one's own freedom, to free oneself from the restrictive bonds and limitations (related to, for example, bureaucracy and the autocracy of

PERSONALITY ASSESSMENT

superiors). People strongly focused on independence do not seek managerial positions, but they do not want to be only executors of superiors' orders. Their goal is to be their own helm and sailor, to work as independent specialists and the responsibility associated with them.

4. Security and stability. The main driving force in this case is the emotional connection with the company, a sense of loyalty. Employees with a relatively strong need for security may aspire to managerial positions, but most often within the same unit. They usually defend themselves against changes in their environment, e.g. they are generally not interested in an international career.

5. Creativity and entrepreneurship. It is manifested in the fact that creative people are eager to have knowledge about themselves, the organization and its various subsystems, they notice problems and solve them, strive to introduce changes, innovations, etc. They are usually mobile and have a positive attitude towards rotation as a way to improve their qualifications and to horizontal promotion. Most of them are satisfied with the position of advisor to the boss. Entrepreneurship is also one of the varieties of creativity.


6. Services and dedication to others. The main goal in life becomes the realization of humanistic values, solving political problems, helping others, healing, teaching. People who share these values are eager to get involved in social activities, take up volunteer work.


7. Challenge. The basis of action here is often the desire to oppose difficulties and the ability to take risks. People who like challenges are eager to work in an environment that creates an opportunity to fight and compete. The fields of challenge can be very different, e.g. such as saving a company from bankruptcy, but also trade and sports.

8. Lifestyle. People who represent these values strive to maintain proportion and harmony between different aspects of life, and above all, work and personal life. They are ready to give up higher incomes in favor of spending more time with their loved ones. Success for them is more than professional success.

PERSONALITY ASSESSMENT

How to implement this method

 individually or in small groups, max. 15 students

 65 minutes

 printed test, pen

Give everyone a printout of the test along with the score table and interpretation.

Time schedule:

- Introduction – 5 min
- Taking the test, counting points – 45 min
- Discussion and summary – 15 min

Instructions for the participants:

Please assign the highest rank (the highest number of points) to the sentences that best describe you, and the low rank (the lowest number of points) to the sentences that do not fit you at all. For example, if the statement says "I dream of being the CEO of a company," you can assign it the following ranks:

1 if this statement does not apply to you at all,

2 or 3 if this statement applies to you in some situations,

4 or 5 if this statement applies to you to a large extent,

6 if this statement applies to you completely.

Write the ranks in the column to the left of the statements.

Now review your answers again and note the ones you ranked the highest. Choose the **THREE** that best describe you and add four (4) points to the ranks assigned to them.

Scoreboard

Move the results entered in the columns to the key array. Add the points entered in each column to calculate the number of points assigned to each career anchor. Don't forget to add four points to the ranks that best describe you. Then divide the result of each column by five. This way you will get an average score for each scale, indicating the importance of a given career anchor value to you.

PERSONALITY ASSESSMENT

For the career counsellor:

After knowing the results, propose a discussion to the participants.

Supporting questions:

- What career paths align with my anchors?
- Have you previously thought about choosing your future job in terms of your values and motivation, and not only the specific nature of the job?
- Why is working in accordance with your values and needs important? Do you know people who work with or against their values?
- Do you think the career anchors you have identified today will change in the future, or will they remain the same? Why?

Which skills useful on the labour market does the tool/method help develop?

The Schein Career Anchors test helps people discover what is most important to them in a career context. It helps them understand themselves better and make smarter decisions about their career. It also helps them plan their career path, adapt to job market needs, and make informed decisions. Knowing their preferences makes it easier for them to choose the right school or job.

Benefits for young people

Schein's Anchors Test is a tool that helps you understand professional values and work preferences in the area of:

1. Self-knowledge: the test allows us to better understand ourselves, our motivations and what is important to us in our career. This allows you to make more informed career decisions.
2. Job fit: understanding your professional anchors can help you find a job that is more aligned with your values and expectations, which increases job satisfaction.
3. Career development: knowing what motivates us can be crucial in planning our future career path. You can focus on the areas that interest you and where you feel best.
4. Better team relationships: understanding the diversity of values in your team can help you build a better working and collaborative atmosphere.

PERSONALITY ASSESSMENT

Target group

Youth, job changers, unemployed, managers/team leaders, NEETs

Resource

http://www.ckzkk.pl/gallery/file/TEST_KOTWICE_SCHEINA-AKTYWNY-pdf.pdf



Fundacja Akcelerator Obywatelski Spark , Schein's Career Anchors, Wrocław, Poland, 2024

ACKNOWLEDGEMENTS

On behalf of the entire partnership, heartfelt gratitude is extended to everyone who contributed to the creation of this Handbook, *Career Guidance in Action*.

Special recognition is given to the organizations and professionals who dedicated their time to share effective methods and practices. Their valuable contributions have been pivotal in shaping this resource, which aims to enhance the capabilities of youth workers, career counselors and any other interested professionals. By integrating these shared approaches, the handbook seeks to provide actionable tools for supporting young people as they navigate the complexities of the labor market and work toward achieving their career aspirations.

The Career Guidance in Action handbook represents a collective effort to bridge the gap between education and employment. Its contents are designed to support youth workers in addressing key challenges, such as skills mismatches and youth unemployment, by fostering innovative and adaptable career counseling strategies.

This handbook reflects the shared commitment of its contributors to empower young people across Europe. The efforts and insights of the contributing organizations are invaluable in advancing career guidance practices, ensuring that more young people are equipped to take their first steps on the labor market and secure meaningful employment opportunities.

In conclusion, the partnership expresses its deepest appreciation for the dedication of organizations and youth workers. This collective work highlights the importance of collaboration and innovation in supporting the personal and professional development of youth.