



Erasmus+

# GUIDE FOR ROMA YOUTH

WORKERS ON CAREER  
COUNSELLING WITH ROMA YOUTH

Erasmus+



Co-funded by the  
Erasmus+ programme  
of the European Union



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## Introduction

Career counseling has an important role in aligning labor market offer and labor market needs, supporting education systems and individuals to achieve their goals. Career counseling is also relevant for promoting social inclusion and equity, since recent evidence suggests that social mobility relies on wider acquisition not just of knowledge and skills, but of an understanding about how to use them. Another relevant role of career counseling is raising the awareness regarding and promotion of lifelong learning and supporting existing and prospective participants on the labor market in an era of rapid technological changes.

Throughout the decades career counseling has evolved, from a traditional model of a psychology-led occupation interviewing students, helping them to decide on a job or a course, to the broader development of career management skills. Countries have adopted different solutions to address the need of career counseling, some integrating career counseling in formal education, some even integrating it in the existing curriculum, other establishing specialized offices / centers in the frame of national employment institutions.

In the countries of the Balkans, career counseling has not been perceived as relevant need on behalf of the authorities. Despite the formal establishment of such institutions (particularly as special offices in the frame of existing institutions of formal education and as part of the activities of national employment agencies) the quality of services provided is generally low, and low remains the public awareness regarding the benefits and need of career counseling as well. Such provision is underdeveloped and used mainly by unemployed people accessing public employment services. Another relevant problem is the lack of access to such services, particularly among members of vulnerable groups, such as women, persons with disabilities, Roma, etc.

This presents the relevant challenge of making career counseling available to these groups, but also for persons across age groups. Namely, career counseling has become increasingly important to adults in recent years, as rapid technological changes result in changes of demands of skills on the labor market, to which adults are challenged to adapt.

This guide aims to support Roma youth workers for providing support to young Roma in the process of career orientation, career planning and career management. It aims to provide insights into the concept of career counseling, its aims, strategies and methods, as well as to provide support to youth workers working with young Roma. This guide is developed as part of the project Supporting the Social Inclusion of Young Roma Through Non-Formal Education Part II, implemented by IRCA from Albania, the National Roma Centrum (NRC) from the Republic of North Macedonia, and Akademika-245 from Bulgaria. The project is supported by the Erasmus + programme of the European Union.

The first part of the guide explains the concept of career counseling, methods of work in career counseling and work with young Roma. The second part of the guide presents methods and tools for individual and group work in career counseling.

## What is career counseling?

Career counseling helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labor market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. According to OECD, “career guidance<sup>1</sup> makes information about the labor market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where people need it” (OECD, 2003, p. 41) .

One of the main assumptions in career counseling work with vulnerable youth is basing the approach on the conviction that that marginalized youth can overcome obstacles and positively transform their living circumstances through motivation, determination and hard work. Hence, creating an environment which nurtures these dispositions and by supporting and facilitating a belief in the beneficiaries’ own capacities to progress and realize their ambitions is very important.

Consequently, youth workers need to create a pro-active environment for engagement with the beneficiaries through various exercises, discussions and provision of constructive feedback, encouraging them to realize their full potential (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018).

Counselors provide guidance and advice in the fields of employment, professional or career development, decision-making process, career planning, career path, as well as settling conflicts connected with the career development. Additionally, successful consultants need to possess sensibility and empathy of the specific circumstances that define the challenges these young people face in the labor market and their overall career prospects, and to incorporate these, as well as mitigation strategies, in the work conducted with the beneficiaries, regardless of whether it is individual or group work.

In order for the process of career counseling to be successful, the beneficiaries need to be aware of the employment process. Young people / job seekers need preparation in a variety of fields, how to assess their skills, how to look for a job CV preparation, cover letter creation, career portfolio development, interview techniques, networking strategies, professional career etiquette professional career etiquette, etc. The better prepared they are, the higher the probability they will land the desired work engagement. This is particularly important since poor early student/job seeker experiences could severely damage long-term external community relationships (My Career, 2014).

Career counseling represents a crucial link between the educational system and the labor market. There are number of definitions of career counseling, depending on the approach and scope of activities encompassed in the concept. The OECD Career Guidance Policy Review defines it as “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (Organization for Economic Co-operation and Development (OECD), 2004, p. 10).

According to this definition, career counseling has the goal to collect information about the labor market and educational and employment opportunities and make them more accessible to persons in need. The second part of the definition refers to providing assistance to people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.

According to some experts (Akkök, 2015) the traditional model for career counseling involved mere assessment / measuring of the individual’s abilities and aligning them / matching them with different occupations. Today, the concept of career counseling is wider, and includes the following dimensions:

<sup>1</sup> Career counseling and career guidance will be used interchangeably throughout this document.

- Career guidance should be available throughout life to support personal lifelong learning and career development;
- It should be viewed as a learning experience, including a range of learning interventions;
- It should foster the individual's autonomy, helping them to develop the skills and knowledge they need in order to manage their own decisions and transitions (Akkök, 2015, p. 5)

This new understanding of career counseling represents a shift from a traditional psychological perspective, to a more pedagogical approach – from assessment and a more passive role of the beneficiary to educating them to take an active part in their career development, by acquiring career management skills (CMS). Hence, the counselor does not only analyze the capacities of the beneficiary, but also support the development of self-awareness, decision-making, agency and empowerment.

Career counseling consists of: information giving, advice, counselling, assessment, teaching, advocacy.

It is intended for: All citizens

It is done at: Any age and point in their lives

The purpose of career counseling is: Making meaningful life choices on learning and work.

Empowerment to manage learning and career

A career is: Individual life paths in learning, work and in other settings in which these capacities and competences are learned and/or used (European Lifelong Guidance Policy Network (ELGPN), 2012)

Hence, today career counseling represents a combination of a variety of disciplines: psychology, pedagogy / andragogy, sociology, and economics. In most countries, career counseling is provided by persons with a wide range of qualifications. Some are experts and many are not. Some have had extensive, and expensive, training; others have had very little. In most cases, career counseling is delivered in a form of one-to-one interviews. However, the past focus on psychological assessments has been somewhat put aside to accommodate the new perspective regarding counselors as facilitators of individual choice and development.

Career guidance is provided to people in a very wide range of settings: schools and tertiary institutions; public employment services; private guidance providers; enterprises; and community settings. It is provided unevenly to different groups both within and between countries. In most countries there are large gaps in services. In particular employed adults, those not in the labor market, and students in tertiary education receive more limited services than, for example, students in upper secondary school and the unemployed (OECD, 2003, p. 41).

This confides a much more important role of the career counselor in the life of the beneficiary, providing him / her with skills for both professional but also personal growth. This approach places an emphasis on the individual / beneficiary, who does not make a mere choice on a career in one point of his / her life but plans and constructs a unique career path combining learning, work choices, skills and experiences.

## Elements of career counseling work

Career counseling work includes three key components:

1. Career information: providing relevant labor market information, (occupational outlook) as projections of the labor market, jobs on demand, labor market survey, numbers and ratios of unemployment, future career and job opportunities, courses and occupations.
2. Career education: as part of the educational curriculum, assists students to make decisions at key transition points, aims to develop the career management competencies to equip students to manage their career pathways and opportunities throughout life;

3. Career Counselling: conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals (Organization for Economic Co-operation and Development (OECD), 2004, p. 6)

Career information represents a core aspect of career counseling work. It consists of providing the beneficiaries with occupational information, educational information, employment information, and job banks. In many countries, information about labor market needs are not as easily accessible and may require contacting organizations / institutions which are involved in this type of work. The OECD report asserts the significance of accessibility of information, stating that “public investment in information is of little value if its potential users are not able to access information, to understand and relate it to their personal needs and act upon it” (Organization for Economic Co-operation and Development (OECD), 2004, p. 91) .

Career education involves activities that provide beneficiaries to develop career management competencies. Career education could be integrated in an existing curriculum, or it can be delivered as specialized, standalone events. The goal of career education is to help beneficiaries develop career management skills, enabling them to develop self-awareness; explore opportunities in learning and work, and relate them to themselves, and deciding and acting to make and adjust their plan, to manage change and transition, and to take appropriate action (Akkök, 2015)

Career counseling is more individual-centered and involves activities that enable beneficiaries to develop, plan, and realize long-term career goals. Both employed and unemployed persons can benefit from counseling. In this context, it is necessary to make a distinction between employment counselling and career counselling. Employment counselling focuses mainly on assessment, on developing and implementing an agreed action plan aiming on pathway for effective and rapid labor market integration. This involves provision of information and advice, assessment of competences, mentoring, etc.

## Career counseling – individual or group work?

Career counseling may be conducted both with individuals and groups. Apart from individual and group meetings, educational and training sessions, it can also include opportunities for career “tasting”, work-based learning and related opportunities.

Career counseling activities may be conducted face-to-face or at a distance (with the help of videoconferencing technologies, telephone, and other types of Internet-based services). ICT possess large potential for extending access to services to individuals and groups that live in remote areas or are otherwise prevented to attend face-to-face counseling, as well as for improving the quality of those services. In addition, the more recent advent of Web 2.0 and 3.0 technologies, including social media and user-generated information, opens up new possibilities, including interactions with ‘career informants’. These activities may involve provision of informative content (in print, electronic, textual, audio or video materials), realization of counseling interviews, organization of educational / training sessions, mentoring in searching and preparation of application forms, etc.

## Why do we need career counseling?

Career counseling has been gaining steady prominence and recognition in the past decades. This is the result of the perception that career counseling significantly improves labor market inclusion, labor market transparency and flexibility. It has also been determined that it contributes towards a better match between individual talents and qualifications on the one hand and the skills and qualifications demanded by employers on the other. Basically, career counseling can assist in reducing unemployment: for example by helping to reduce the incidence of voluntary employment terminations or by reducing periods of job search (thus

reducing frictional unemployment); or by encouraging those made redundant to improve their qualifications or to seek new types of work in different regions (OECD, 2003).

The extent to which career counseling supports labor market inclusion, reduction of inequalities and labor market efficiency depends on the type of work performed by career counselors. Providing information about types of jobs and skills demanded on the labor market is not sufficient in itself. Career counselors, but also policy makers, need to find ways to ensure that career information is understood, that people know how to use it, that it is regarded as trustworthy, that it is appropriate to the person's level of career development and maturity, and that, where appropriate, people are supported in relating it to personal aspirations, talents and achievements, and in acting upon it (Ibid.).

Finland's Employment Office employs some 280 specialized vocational guidance psychologists. Each has a Master's degree in psychology, and also completes short in-service training. Many obtain further postgraduate qualifications. Their clients include undecided school leavers, unemployed people, and adults who want to change careers. Clients need to make appointments, and typically have more than one interview. Demand is very high, and it is not unusual for clients to have to wait six weeks for an appointment (OECD, 2003, p. 42).

To this end, it is of utmost relevance to provide career groups, which are less likely to be familiar with relevant educational and labor market information. Members of these groups may be less confident, less motivated and have a more difficult access to relevant educational and work opportunities. They may need more assistance and support to identify and exploit opportunities that can achieve realization of their abilities, talents and goals. Hence it is important that countries undertake steps for ensuring that members of groups under risk of social exclusion have access to these services and that they are provided for free.

According to a report from OECD from 2002 indicates that less than half of earnings variation in OECD countries can be accounted for by educational qualifications and readily measurable skills. The rest is argued to be the result of people's ability to develop, manage and apply their skills. The report indicates that "this wider concept of human capital sees the planning skills required to develop and implement long-term career goals as a central component of human capital. It sees a wider concept of career guidance – focusing on the development of career management skills, not just upon immediate decision making – as a key policy tool for developing such skills. Recent thinking about the concept of employability as a tool of labor market policy leads to similar conclusions" (OECD, 2003, p. 47).

This has significant implications on the very objectives aimed to be achieved through career counseling. One is related to replacing passive unemployment intervening early in the cycle of unemployment, development of individualized action plans that involve job search, skilling / reskilling activities. Furthermore, this also turns the focus towards the user / beneficiary / unemployed person, and the development of his / her capacities to adapt to a changing labor market and new job requirements. This places several challenges before career counseling, which has to find ways to respond to the rapidly changing labor market; to respond to longstanding challenges within both the labor market and education, and at the same time adopt a broader approach in responding to newer challenges that arise from lifelong learning, from active approaches to labor market and welfare policy, and from the central role that career management skills appear to play in the formation and use of human capital and in the development of employability (OECD, 2003).

Thus, career counseling today aims to contribute to the holistic development of young people, supporting quality education choices and facilitating their transition from schooling to the labor market, supporting their capacities to continuously improve their professional competences throughout their lives.

In general terms, career guidance aims to support youth so that they:

- “fully develop their competencies and abilities;
- know and understand themselves in terms of their interests, strengths, and opportunities for improvement;
- are capable of realistically analyzing their social and work environments and the barriers and opportunities that exist;
- are capable of guiding and managing themselves;
- attain the maturity needed to make their own personal, educational and career decisions;
- are capable of adapting and making any necessary adjustments; and
- perform well in school” (NEO Initiative, 2012).

## Career counseling work

### Individual work

Individual work refers to one-on-one work with a beneficiary. The majority of the work takes place through a dialogue between the counselor and the young person. The quality of the work depends on numerous factors, but most importantly the capacity of the counselor to actively listen and manage the session with the beneficiary. Counselors should have in mind that they communicate with their entire presence, not only what they say. To this end, counselors should pay attention how they convey their non-verbal communication (posture, gestures, facial expressions, tone of voice), especially when working with vulnerable young people. Make sure that your posture, tone of voice and gestures articulate self-confidence and respect for the beneficiary.

Active listening relates to fully concentrating on what is being said rather than just passively ‘hearing’ the message of the speaker. Active listening involves pay attention to the information shared by the beneficiary:

- Their experiences, what they see as happening to them;
- Their behaviors, what they do or fail to do;
- Their affect, the feelings and emotions that arise from experiences and behaviors;
- The context of the dialogue and daily life of the individual.

Manifesting empathy in your work with the beneficiaries involves communicating understanding, trying to see and understand their perspective on things and convey an explanation that fits their reasoning. This is an indispensable skill when working with vulnerable groups, such as the Roma.

Throughout an individual session, you can work on three core areas with the beneficiary:

- self-awareness: self, general and life skills (learning skills and competences, talents, abilities), coaching, personal, values, interests and motivations;
- opportunity awareness: job market, skills, experience and knowledge required for different groups of professions, marketable and non-marketable professions, easy steps how to find out the information about the job market;
- Decision-making: career design skills, work placement, transition (Akkök, 2015).



Skills in career counseling (adapted from UNESCO, 2002)

| Skills   | Why is this skill important for career counselors?   |
|--|--|
| <p><b>Attitudinal skills</b></p> <ol style="list-style-type: none"> <li><b>1. Respect</b></li> <li><b>2. Patience</b></li> <li><b>3. Compassion</b></li> <li><b>4. unconditional positive regard (warmth)</b></li> <li><b>5. Empathy</b></li> <li><b>6. self-disclosure</b></li> <li><b>7. discretion</b></li> </ol> | <p>There is probably nothing which has a greater impact on the outcome of a counselling session than the counselor's attitude. Attitudes can be positive or reactive. Respect is one of the most important human attitudes required; It is having good intentions and warm regard for youth. Respect the students and avoid imposing your values on them. Avoid judging them as well.</p> <p>Patience is important. Some people need to discuss some-thing many times before to move on to an-other step. It is important that youth feels your compassion for his/ her problems. They also should feel you truly care about them. Warmth regard makes youth feel welcomed and valued as individuals.</p> <p>Empathy is to understand what youth experience, and how they communicate this kind of feeling. You need to be responsive to both the content and the feelings expressed by youth. This attitude helps you to assess youth's concerns and understand them better. It is understanding youth point of view.</p> <p>Self-disclosure helps youth to communicate easily. It is one of the attitudes that help youth to reveal something about him/ her-self. It helps to create mutual trust, and dis-arm the youth, so that he/she feels free and talks openly.</p> |

### **Listening skills**

- 1. Active listening**
- 2. Understand behind the words**
- 3. Non-Verbal Signs of Attentive**

Effective and active listening is more complicated than it seems, since it involves a counselor's own level of self-awareness. Counselor needs to be intuitive in discerning what the youth is trying to say and "read between the lines. Furthermore, a counselor needs to be able to respond to the youth in such a way that he/she feels understood. Being a good listener entails receiving and sending appropriate messages.

Listening to youth is not just a matter of receiving what they say, but also receiving how they say it. Sometimes how they communicate is much more revealing than what they actually say, which may be more concealing than revealing.

Non-Verbal Signs of Attentive are a smile, eye contact, posture, no distraction with phone, looking at a clock or doodling.

Advice: Listen nonjudgmentally and listen more than you speak. This enables youth to realize that you value his or her opinions, and thus to trust you more and feel free to share more with you.

### **Verbal communication skills**

- 1. Use appropriate words**
- 2. Be clear**
- 3. Be concise**
- 4. Speak with confidence and not too much**

The use of words in counseling is a skill which requires practice. If inappropriate vocabulary is used, rapport and understanding will be hindered. When this happens, miscommunication occurs. Even common words can be misunderstood due to the multiple meanings they carry. As counselor, you must be sensitive to both the literal and emotional phases of verbal communication.

### **Giving leads**

- 1. Restatement of Content = under-standing**
- 2. Questioning= investigating**
- 3. Reflection of Feeling = understand-ing**
- 4. Reassurance = supporting**
- 5. Interpretation**

Leads may be defined as statements that counselors use in communication with the youth. There are different kinds of statements that can be used (understanding, investigating, supporting or interpreting) as explained below.

1. Attempts to convey understanding by repeating or rephrasing the communication to make sure you both understand each other the same way.
2. Seeks for further information, prefer open questions which give youth more scope for self-expression and encourage involvement in the conversation.
3. Understanding from youth's point of view and communicating that understanding.
4. It is often used to support the youth exploration of ideas and feelings or test different behavior
5. Explains meaning behind the youth's statements

## **Group work**

Career counseling can also be performed in groups. The counselor should have mind that the dynamic of the work may be different, and that some participants will likely be hesitant to share personal and intimate (sometimes vulnerable) information in a group of people they do not know very well. Hence, one of the first steps in building a solid group dynamic is to support building relations of trust among the beneficiaries. When forming the group, make sure that the participants come from a similar background, are of same or similar age and particularly similar socio-economic position.

Secondly, despite the fact that most of the work will be conducted in groups, the counselor has to make time for one-on-one interaction with each participant. Therefore, the organization of the counseling session must involve taking time to devote to each participant, and even arranging for time for individual work (post-session) to discuss possible hesitations, doubts and other issues the participants may have regarding participation in the counseling. Even though the work is conducted in groups, the counselor should have in mind that each candidate has to be provided with time and space to express his / her opinions, attitudes and wishes.

Steps in designing career counseling

| Steps   | Activities   |
|---|--|
| <p><b>Design the overall scope of the career counseling process</b></p>                             | <p>Define the target population</p> <p>Identify the needs, resources and limitations of the environment in which the young people live</p> <p>Organize the team to plan and provide the services</p> <p>Define the scope of the guidance services that will be offered</p> <p>Select the intervention strategies</p>                                     |
| <p><b>Define the objectives, activities, resources and the monitoring and evaluation system</b></p> | <p>Define the goals and specific operating objectives</p> <p>Create the operating plan: activities, timing and people in charge</p> <p>Define the methodologies and resources needed to have the required information for a career guidance service</p> <p>Monitor planned tasks</p> <p>Design the information and evaluation system for the service</p> |
| <p><b>Implement and evaluate the career guidance service</b></p>                                    | <p>Advertise the career guidance services and attract youth</p> <p>Implement the career guidance service</p> <p>Measure participant satisfaction</p>   |
| <p><b>Adjust and enhance the career guidance service</b></p>  | <p>Define service improvement plans based on outcomes and participants' opinions</p> <p>Adjust procedures and service</p>  |

### Common mistakes in career counseling

Different types of strategies and behaviors may not provide the desired results in career counseling. Some of the most common mistakes in career guidance include:

- “not taking young people’s preferences, interests and motivations into account;
- not evaluating knowledge of the job market;

- not considering the social and family environment in which they live or economic and cultural variables;
- influencing, leading or directing young people's decisions;
- imposing the counselors' or coaches' opinions with the excuse that they know what young people need or what is best for them;
- pigeonholing and limiting young people's options based on hasty assessments, which should be administered and analyzed by expert professionals and must be supported by other resources like interviews or individual counseling;
- limiting career guidance to preparing youth to choose a career, without considering other options such as technical or vocational training, entrepreneurship, etc.;
- providing youth information without motivating them to make discoveries themselves; and
- not taking into consideration the demands of the job market" (NEO Initiative, 2012, p. 19).

## Skills for one-on-one work with beneficiaries

When you first meet the beneficiary, you must indicate you are interested in listening to their story and helping them. One-on-one meetings provide the opportunity to make an assessment of the beneficiary and the scope and type of support they need. Eye contact is important and polite (in Western society) when speaking or listening to another person. This does not mean that the counsellor stares at the individual but maintains normal eye contact to show genuine interest in what the individual is saying.

As the conversation evolves, you can either lean forward, to indicate empathy and understanding, or slowly slide back into the chair to take up a more relaxed sitting position. If you have made successful connection, the beneficiary is likely to follow suit, and will reduce the anxiety levels for the beneficiary. Counselling consists mainly of listening and talking, but sometimes the use of silence can have profound effects on the individual in the counselling session.

Silence can sometimes be unpleasant for inexperienced counselors, but with time and experience you will learn to use gaps in conversation to allow time for the beneficiary to become more comfortable with the situation, and simply sharing in a pleasant, encouraging and supportive environment.

Speaking of the questions that the counselor can ask the beneficiary, you cannot have a template that will be suitable for every situation, but you can have a block of questions that can assist to pinpoint an issue and they can assist to clarify information that at first may seem ambiguous. These are mostly questions that invite individuals to think or recall information can aid in an individual's journey of self-exploration. An aspect that you should always be aware of when conducting one on one interviews is asking too many questions - over questioning. This may put the beneficiary in an unpleasant and defensive position or tend to provide answers that he / she thinks are expected or desirable.

When conducting an interview, there are two basic question formats: 1) open and 2) closed questions. Open questions are those that do not have previously determined possible answers and allow the beneficiary to provide more background and explanation of his / her experiences, practices, and attitudes. Open questions usually start with: what, why, how or could.

List of possible topics that can be included in one-on-one counseling sessions with beneficiaries Source: Akkök, 2015, p. 51.

| Question starter | When to use it  |
|------------------|---|
| <b>How?</b>      | Most often enables talk about feelings and/or process.                                    |
| <b>What?</b>     | Most often lead to facts and information.   |
| <b>When?</b>     | Most often brings out the timing of the problem, including what preceded and followed it. |
| <b>Where?</b>    | Most often enables discussion about the environment and situations.                       |
| <b>Why?</b>      | Most often brings out reasons.  |

Closed questions are questions that can be answered with a minimal response (yes or no) or questions that you have previously developed possible answers for. This type of questions can help the counsellor to focus the individual or gain very specific information.

Among inexperienced counselors it is very common to overuse questions or questioning techniques; effective management of an interview is a skill that can be mastered over time. Nevertheless, the wrong types of questioning techniques, at the wrong time, in the hands of an unskilled interviewer or counsellor, can cause unnecessary discomfort and confusion to the individual.

Make sure that during the interview you use encouragers, summarizing and paraphrasing responses. Responding in this way informs the individual that the counsellor has accurately heard what they have been saying. Encouragers, also known as intentional listening, involve fully attending to the individual, thus allowing them to explore their feelings and thoughts more completely. Paraphrasing and summarizing are more active ways of communicating to the individual that they have been listened to. Summarizing is particularly useful to help individuals organize their thinking.

Encouragers represent verbal and non-verbal messages that stimulate the beneficiaries to continue speaking. Their purpose is to simply encourage the individual to share more with you. There are several types of encouragers (Akkök, 2015):

1. Non-verbal minimal responses such as a nod of the head or positive facial expressions
2. Verbal minimal responses such as “Uh-huh” and “I hear what you’re saying”
3. Brief invitations to continue such as “Tell me more”

Paraphrases are sentences / responses when you summarize what that beneficiary has shared with you. Paraphrases are useful both for you and the beneficiary – they provide you with the possibility to understand coherently the information you are being provided, and to assure the beneficiary they are being carefully listened to. They are also beneficial to resolve possible misunderstandings in communication. Bear in mind that paraphrasing is not simply repeating the information you have heard – it is more about capturing the essence of what the individual is saying, through rephrasing.

Summaries are brief sentences that coherently present information from a longer conversation during the counseling session. Summarizing involves pulling together parts of the conversation you think are important to understand the position of the beneficiary, restating them as accurately as possible. Summaries are similar to paraphrasing except they are used less frequently and encompass more information.

Reflecting refers to capturing the emotional tones and phrases during the conversation. Reflecting provides the opportunity for the counselor to empathize with the beneficiary, and to appreciate how an event or issue may be affecting the individual.

Confrontation in career counseling generally refers to challenging another person over a discrepancy or disagreement. During one-on-one sessions it can be used to gently bring about awareness in the individual of something that they may have overlooked or avoided. Confrontation is delivered in three phases. The first phase involves identification of the inconsistent (or untrue) messages of the beneficiary. The second phase involves bringing about an awareness regarding these inconsistencies and assist the individual to resolving them. The third phase involves evaluating the effectiveness of the intervention.

During a counseling session several types of problems may arise. They arise from discrepancies between thoughts and feelings, thoughts and actions, feelings and actions, feelings and actions, and a combination of thoughts, feelings, and actions. You should confront such discrepancies. Example statements: "On the one hand ..., but on the other hand...", or "You say ... but you do ..." etc. (Akkök, 2015, p. 54)

There are seven areas a counselor can focus on during the session (Ibid.):

1. Individual focus - the counsellor begins the counselling session by focusing totally on the personal aspects of the individual; the demographics, history, and the reasons why counselling is sought, from the individual. The counsellor will often use the individual's name, to help bring about total focus on that individual. For example, "Aurora, tell me a little about yourself". "Aurora, how many siblings do you have?"
2. Main theme or problems focus – here attention is given to the reason why the individual sought counselling.
3. Other focus - as no problem is truly isolated, the individual will often speak of friends', colleagues, extended family members and other individuals that are somehow connected with the reason for the individual seeking counselling.
4. Family focus - concerns siblings, parents, children.
5. Interviewer focus - when the counsellor may disclose information about themselves.
6. Cultural/environmental/context focus – for the counselor to understand how an individual is influenced by the community.

Another important process that occurs during a counseling session is reflection. Reflection refers to the understanding of underlying life experiences of the beneficiary. Different people can have completely different reactions to a same event. During reflection, the counselor achieves an understanding of the temperament, attitudes, and perspectives of the beneficiary, which influence how he / she reacts to the environment and specific events. Reflection is applied to support beneficiaries to explore their values and goals by understanding deeper aspects of their experiences.

Influencing is another frequent process during a counseling session. The mere goal of counseling is to influence the beneficiaries' motivation and behavior. Most common influencing skills represent interpretation and information giving.

Through interpretation, the individual is encouraged to analyze his/her experience in a positive fashion. The

counsellor encourages this shift by offering alternative ways of viewing their experience. For example, an individual may cling on to a negative life event, using it as a reason for lack of proactiveness and motivation. The counsellor, while acknowledging the feelings of the beneficiary, could reframe the event to be perceived as an opportunity to experience new things (places, people, events, educational and work opportunities). This is strategy that does not change the facts of a situation, nor does it trivialize the hurt or pain the individual may be experiencing.

Information giving involves providing the beneficiary with factual information that might help them in some way.

Ending the counseling session: As with any type of work, it is important for you to properly and objectively assess your performance as a counsellor. Not every session or process will be successful. Nevertheless, evaluation can help identify any areas that may require change. There are several strategies that can help you assess the success of your work with the beneficiaries:

- Self-assessment: refers to reflecting upon your skills, the session and examination of the results of the session.
- Beneficiary feedback: refers to review on behalf of the beneficiary on your work and the overall results of the counseling session. This is a good strategy since it acknowledges the opinion of the beneficiary, it also provides opinion from the other party on the success of the counseling process.
- Peer review: this enables counselors to be evaluated from colleagues which perform the same type of work. Such meetings with colleagues provide a good opportunity for analysis of individual cases, ethical dilemmas and brainstorm intervention options.
- Professional supervision: this is a process in which the counselor work is assessed by experts, called upon specifically to provide feedback on the counseling process.

## Career counseling of disadvantaged youth

Career counseling may be a challenging task when working with individuals and groups which are disadvantaged. Namely, these are persons who need much more support, encouragement, assistance and motivation to overcome their disadvantage and achieve professional realization on the labor market. These are often persons which are burdened by low self-esteem, apathy, self-doubt, lack of motivation and disenchantment with their prospects to achieve professional success. These persons also need additional support, primarily in gaining knowledge and skills to overcome societal barriers to their success, which often may be stronger than their motivation – social stigma, discrimination, prejudice. While there are multiple methodologies, strategies and supporting materials for youth workers / counselors working with disadvantaged youth, it is not to each of these in the frame of this guide all the specifics of consulting disadvantaged youth. Therefore, focus will be placed on one of the pivotal aspects in counseling work - the multicultural aspect in the process of communicating with the beneficiary.

The introductory chapters provided insight into the relevance of career counseling for the social mobility and inclusion of young people at disadvantage. Many of these young people have little education and little information about prospective jobs; often they are busy providing their families subsistence. They often are in a position when they know little about their own personal interests and abilities and lack clarity about what they want to be and do in the future. Often they tend to have unrealistic expectations and objectives and a lack of knowledge about the work-related needs and opportunities around them; or, they are apathetic and pessimistic, without motivation or skills to overcome their dire prospects.



Career counseling can help these young people to:

- reduce the frustration resulting from making hasty or ill-informed decisions, and
- support young people so that they make choices with which they are satisfied, perform well, and improve their quality of life (NEO Initiative, 2012, p. 12).

The following table information about career counseling work with disadvantaged youth (NEO Initiative, 2012, pp. 15–16):

| Scope of career guidance | Type of activity  | Resources  |
|--------------------------|---|--|
| <b>Informational</b>     | <p>Formal or informal education, online or in-person, in public or private institutions, educational centers, youth organizations, community centers, etc.</p> <p>Technical or higher educational courses, professional profiles, entry requirements, etc.</p> <p>Study opportunities and access to financing</p> <p>Opportunities to start a business</p> <p>Short courses offered as part of programs directed towards disadvantaged youth</p> <p>Occupational areas, possible career plans, salaries, rights, responsibilities, laws, opportunities for advancement, etc.</p> <p>Job training</p> <p>The working world and market trends</p> | <p>Printed materials and resources for group or individual sessions</p> <p>Websites about career guidance</p> <p>Job fairs</p> <p>Job search engines</p> <p>Employment observatories</p> <p>Interviews of people in the young person's environment regarding his studies and/or work</p> <p>Printed or electronic newsletters</p> <p>Videos, conferences about different professions, specifically job descriptions, salary, educational requirements, satisfaction levels, difficulties, etc.</p> <p>Ads in the media</p> <p>Promotional materials: flyers, newsletters, classified ads, catalogs</p> |

|  |  |   |
|--|--|---|
| <p><b>Assessment</b></p>                       | <p>Evaluation of knowledge, interests and abilities<br/>                 Assessment of entrepreneurial competencies<br/>                 Use of interests, ability, personality testing, etc. that can be administered online or in person<br/>                 Use of reading and writing, math, information and communication technology (ICT) testing, etc.<br/>                 Interviews to explore motivations<br/>                 Interviews to verify whether the young person’s profile fits the training offered<br/>                 Interviews to conduct psychosocial or socioeconomic analysis, etc.</p> | <p>Interest explorer<br/>                 Personality discovery test<br/>                 Cognitive explorer<br/>                 Vocational testing<br/>                 Tests of interests and abilities<br/>                 Tests of knowledge, personality, motivation, etc.<br/>                 Tests to assess basic reading and writing, math and ICT knowledge<br/>                 Interview formats/guides<br/>                 Formats for describing occupational profile</p> |
| <p><b>Counseling (individual or group)</b></p> | <p>Support to develop a realistic career plan and analyze, test, and interview results, with an emphasis on life skills (self-awareness, communication, etc.)<br/>                 Advice to define an educational, career or entrepreneurial life plan<br/>                 Guidance for business ventures or self-employment<br/>                 Psychosocial guidance in response to personal situations or conflicts</p>  | <p>Support material for workshops or personalized interviews<br/>                 Resources for workshops: printed materials, TV, DVD player, etc.</p>  |

|                        |  |   |
|------------------------|--|---|
| <p><b>Training</b></p> | <p>Training to improve academic performance and prevent school dropout</p> <p>Training in basic computer competencies (using Internet and e-mail, creating Word documents, etc.)</p> <p>Workshops/sessions to teach job search, résumé writing, interview techniques, and tips for preparing a business plan</p> <p>Training on life and other skills for the workplace on topics such as:</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Assertive communication</li> <li>• Decision making</li> <li>• Ability to work in a team</li> <li>• Problem-solving ability</li> <li>• Ability to negotiate and generate consensus</li> <li>• Capacity to discover, test and experiment</li> <li>• Organizational skills and time management</li> <li>• Ability to plan and manage</li> <li>• Capacity to analyze context</li> <li>• Developing competencies for self-employment</li> </ul> | <p>Teaching material for training topics</p> <p>Websites</p> <p>Teaching resources: videos, notebooks, work files, etc.</p> <p>Resources for workshops: printed materials, TV, DVD player, etc.</p> <p>Workplace observations, such as tours of potential places of employment, which help youth identify their areas of interest, positions and career paths</p> |
|------------------------|--|---|

|                                    |   |   |
|------------------------------------|---|---|
| <p><b>Advising and Support</b></p> | <p>Advice on educational and job opportunities<br/>                 Advice on learning about job market trends, high- demand occupations with the highest potential of finding employment and developing a career, salary ranges<br/>                 Assistance in preparing and updating a résumé<br/>                 Advice on performing well in job interviews and interpreting and responding to classified ads<br/>                 Support developing a business plan<br/>                 Support with networking<br/>                 Support visiting websites with job or educational opportunities<br/>                 Support connecting supply and demand: participating in job fairs, entrepreneurial events, etc.<br/>                 Training and advice to create on-line portfolios<br/>                 Support to connect with public or private entities that promote self-employment and entrepreneurship<br/>                 Providing information and connecting youth with social services that help with getting and maintaining a job<br/>                 Advice on considering volunteering options as opportunities to obtain initial work experience with work- like responsibilities and to begin to form relationships and network</p> | <p>Résumé formats<br/>                 Guide formats for developing a business plan<br/>                 Databases of organizations or entities that offer training or support for young people<br/>                 Online resources on youth employability<br/>                 List of resource centers and services offered<br/>                 List of work placement offices<br/>                 List of companies or associations that might have vacancies or offer internships<br/>                 Websites of job search engines, observatories or professional associations that provide information on occupations</p> |
|------------------------------------|---|---|

Career counseling, according to the toolkit produced by NEO initiative, involves provision of:

- Career information and advice about education, training and work opportunities;
- Career counselling delivered by practitioners with psychological training;
- Assessing (e.g. through psychological tests or skills portfolios);
- Sampling: providing work simulations or learning tasters to allow young people to experiment with career choices;
- Teaching: some schools may provide career education as part of the curriculum;
- Mentoring.

Since youth belonging to disadvantaged groups can often have a higher rate of early school leaving (this is especially pronounced among the Roma) career counseling can be effectively used to combat early this prob-

lem. Several strategies can be employed to this purpose:

1. Support for young people to acquire career management skills: this can be achieved through enabling young people to develop self-awareness (to develop an understanding of their talents, skills, capacities and goals) and to relate this to their educational and career choices. Learners can also be supported to define (long-term) career goals/plans and to understand how their short-term choices will help them realize their aspirations in a sustainable manner. Finally, to improve young people's capacities to search for information regarding available educational, training and working opportunities, and support them on their path to achieving these objectives.
2. Coordination in counseling work: Provision of career counseling is especially important for disadvantaged youth, but the manner of provision is also important. Since many young people will not be aware of opportunities for counseling and / or will not be aware how and where to look for these, career counseling may be part of the formal education system, as part of the curriculum or as a special office providing these services. What is important is that career counseling must be provided at no cost for the beneficiaries in order to ensure equity in the provision.
3. The counseling process needs to be steered by the beneficiary: The counseling process needs to be designed to focus on the beneficiary, and its specific needs and challenges. There may also be an informative role of guidance staff in ensuring that young people are fully aware of the range of options open to them. This is particularly important for young people from vulnerable socio-economic backgrounds. It is the role of the guidance professional to tailor the support provided to the young person and ensure that strengths are recognized and any gaps in skills are filled, so that the young person can set out on a motivated learning and work life path.
4. Provision of counseling throughout the life and different transition phases of the individual: the process of counseling has different relevance to different age groups, even when speaking of the same category – young people. Thus it is essential that vulnerable youth are provided with support throughout different phases of growing up and taking part in social life: primary and secondary education, but also work with university students and university graduates. Each of the phases has its own specificities and should be addressed differently. Since career counseling also has a preventive role. It helps identify risk of early leaving from education and training and prepare transitions well in advance. This is all the more relevant to help everyone continue to learn throughout their lives to ensure employability and social participation.
5. Integration of practical information into the process of counseling: This involves the provision of reliable, objective and relevant information about prospective educational and work opportunities to young people in the process of counseling. This can provide them with additional motivation to remain in education or to develop plans about achieving their goals. This can involve short-term support, in which the practitioner provides information about the occupation the young person is learning for (information on the generic skills and competences of a learning path and their application in related occupations as to increase the possible career options). This process also involve promoting beneficiaries' autonomy in exploring labor market information, identifying information sources, critically analyzing opportunities and making judgements. Such information can include: websites with information on training and job opportunities; websites to explore occupations and career pathways including interviews with professionals; websites with data on employability, etc. (NEO Initiative, 2012).
6. Provision of a variety of activities, to stimulate the development of different skills and attitudes among the beneficiaries. This can involve: one-on-one conversations; support in preparation of CV or other applications; mock interviews to build up confidence; assessment and self-assessment activities, etc.

Matching needs to youth counseling services (Source : KAMPUCHEAN ACTION FOR PRIMARY EDUCATION, 2014)

| <b>Need</b>   | <b>Service to be provided</b>   |
|---|---------------------------------|
| <b>A youth comes from a very poor background and is at high risk of migrating</b>                           | Self-study about career options |
| <b>A youth wants to know if there are any apprenticeships available in town</b>                             | One-on-One Counseling           |
| <b>A vulnerable youth who used to visit the center on a regular basis has disappeared for over 3 months</b> | Risk Classification             |
| <b>A youth wants to know how make a CV</b>  | Capacity-building               |

Types of counseling work (Source: KAMPUCHEAN ACTION FOR PRIMARY EDUCATION, 2014, p. 38)

| Services                            | Job description   | Specific tasks   |
|-------------------------------------|---|--|
| <p><b>One-on-One counseling</b></p> | <p>Career counselor provides one-on-one counseling to students and out-of-school youth. By taking youth's education level, work experience, personality, interests and skills into account, counselor suggests careers that match youth's background and abilities. During the one-on-one counseling, counselor takes time to listen to youth, identify the issues and advise him/her about further study, job opportunities or refer the youth to other service providers.</p> <p>Career counselor leads discussion with youth about their dreams or how to overcome an obstacle and to go forward. Some youth are uncertain about their dreams, counselor needs to discuss with them about their favorite subjects and then give some suggestion of relevant jobs they could choose for the future. Career counseling needs to keep informed of jobs, study, and apprenticeship opportunities in the area. He/she must also be able to face any emotional situations to help youth in difficult moments.</p> <p>Besides helping youth to seek jobs or further study, career counselors also help youth with any problems related to career such as people who have lost their jobs, are between jobs, unhappy with their career or have job stress. Counselor needs to be available to talk with youth at any time with or without appointment.</p> | <p>Make and respect appointments with youth</p> <p>Be available for one-one counseling with youth even if they don't have an appointment ( if you are not busy)</p> <p>Before each appointment, check the youth's case file in order to remind you your previous discussions ( only if it's not youth's first visit)</p> <p>Interview face to face with youth and advise them about career counseling</p> <p>Take notes during or after the appointment in order to complete Case Form with comments</p> |

|   |   |  |
|---|---|--|
| <p><b>Capacity building</b></p>         | <p>Career counselor plans workshops and/or presentation on capacity building. He/she gives regular workshops and presentations about different relevant topics on youth re-quests. These workshops may include topics such as Doing Job Interviews, Writing Resumes, Building Self-Confidence, Personal Leadership, Completing a Job Application, or others.</p>                    | <ul style="list-style-type: none"> <li>• Prepare schedule monthly for capacity building workshops</li> <li>• Select topics on youth request and interests</li> <li>• Prepare lesson and evaluation sheet in advance</li> <li>• Advice workshops and presentation to students and youth (bulletin board, call, schools' visit...)</li> <li>• Organize workshops (preparation, materials and resources)</li> <li>• At the beginning of each workshop, counselor should ask youths the reason they attend the workshop today. So counselor can get to know better each youth.</li> <li>• Pass out the evaluation sheet</li> </ul> |
| <p><b>Self-study career options</b></p> | <p>Career counselor needs to provide brochures and written materials to youth about other service providers. It is important that those written materials are updated regularly. Career counseling is able to instruct and help youth to use technologies as a career-planning tool such as specific websites, applications and platforms to search for a job or further study.</p> | <ul style="list-style-type: none"> <li>• Provide brochures from services providers</li> <li>• Contact services providers often to get updated brochures and make them available for</li> <li>• Youths</li> <li>• Help youth anytime with the use of new technology tools.</li> </ul>   |

## Career counseling in a multicultural setting

Counseling in a multicultural setting involves work with a wide range of different groups with respect to ethnic, national, social, family, religious aspects. Cultural awareness is pivotal for the success of the counseling process. The process may include some opportunities but also challenges for the achievement of the goals of the counseling work (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018, pp. 9–10):

- “The assumption of cultural differences enriches the consulting and has provided for overcoming the close relationship with a specific cultural community.
- Multicultural perspectives provide for visibility of the negative consequences of racial discrimination and suppression of minorities. This gives the opportunity to reveal the reasons for negative influence on representatives of ethnic minorities that does not depend on the individual aspects of the consulting.



- Multicultural perspectives in the consulting process stimulate its international orientation and improve the communication between career consultants all over the world.
- Multicultural aspect of career consulting leads to increasing the professionalism of the consultant with respect to perceptions and methods of consulting”.

Consulting in a multicultural setting can also have some challenges, as exemplified below:

- Lacking sensitivity regarding some cultural group, and implementing a generic approach is something that might not be effective for everyone. Namely there is the risk of failing to identify the specific circumstances that define the position of the members of this group, which can lead to stereotyping and make the counseling process ineffective.
- Overstressing cultural differences can also be interpreted as offensive among the participants;
- Persons from vulnerable groups are more likely to end the process of consulting early. You should concentrate on developing efficient strategies to cope with the problem and retain the client’s interest to continue the consulting process.

## Cultural diversity and career counseling

In order for the counseling process to be effective and impactful, the counselor should always pay attention to identify and take in consideration the individual characteristics of the beneficiaries. This relates to (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018, pp. 10–11):

### **Individual characteristics:**

- Level of command of the prevailing language (in the country of residence)
- Perception of their own ethnic identity
- Relationship with family and neighbors (whether the client lives with his/her parents, in a big family or in ethnic subculture community)
- Strength of the relations within the family (level of feeling of affiliation to their own family)

### **Cultural characteristics:**

- socio-cultural status, educational level, conditions for personal development of the client and his/her family
- language competence within the family
- belonging of the client to a first /second /third/... generation of immigrants
- attitude of the family and the ethnic group towards the consultant and social services
- marriage within or beyond their own ethnic community
- dimensions of the expectations towards family loyalty
- degree of affiliation of the family to the culture and religion of its fatherland
- enumeration of persons acting as conciliators and advisers within the ethnic community as a whole

When working in a multicultural setting, the following are also of relevance to be taken in regard (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018):

- attitude towards education and profession, quality of the general and vocational education, significance of the professional qualification;

- motivation of the client to attain certain goals, as well as its variables regarding his/her special requirements, goals, time management, etc
- culturally determined limitations or preferences for certain professions or activities
- communicational habits
- language, cultural and behavior competence with respect to professional development
- behavior during the decision-making process and competence for making decisions within the family (collective or individual)

**Several obstacles and challenges can occur when working in a multicultural setting. These can refer to:**

1. Language barriers – misunderstanding, lack of proficiency in a shared language.
2. Lack of knowledge and awareness about the purpose and process of career counseling
3. Lack of motivation and preparedness to work on overcoming personal obstacles;
4. Insufficient efforts in fighting discrimination and intolerance in the social surrounding
5. Psychological problems
6. Cultural identity conflicts.

This result in nine different combinations that describe the consultant (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018, p. 13):

|                             | Observation of their own convictions, values and prejudice   | Understand the beneficiary's point of view with respect to the cultural affiliation  | Development of appropriate intervention strategies and methodologies   |
|-----------------------------|--|--|--|
| <b>Opinion and attitude</b> | <p>aware of own personal cultural heritage and respect for other cultures</p> <p>efficient dealing with ethnic, cultural and racial differences with the beneficiary</p> | <p>aware of influence of discrimination and stereotypes of his/ her work</p> <p>estimation of his/her influence on the beneficiary</p> | <p>ability to distinct the limits of his/her capacities in consulting representatives of ethnic minorities</p>                 |
| <b>Knowledge</b>            | <p>aware of own negative and harmful emotional reactions to ethnic minorities</p>  | <p>precise knowledge about the development of the ethnic minorities</p> <p>aware of the socio-political influence on minorities</p>    | <p>well-informed about contemporary research on ethnic groups efforts to establish contacts with clients beyond consulting</p> |

|                      |   |  |   |
|----------------------|---|--|---|
| <p><b>Skills</b></p> | <p>respect for the religion and convictions of the client</p> <p>respect for specific forms of group support within the ethnic minority</p> | <p>clear vision of correlation between culture and counseling</p> <p>aware of institutional obstacles that could spoil the counseling</p> <p>aware of the existing cases of discrimination towards ethnic minorities</p> | <p>good command of verbal and nonverbal techniques to adapt to the corresponding cultural aspects</p> <p>capable of making the client realize the reasons for a certain problem</p> <p>collaborate with other advisers, assistants and spiritual leaders of ethnic minorities as long as it is of use or the client</p> |
|----------------------|---|--|---|

2 Example from: <https://resumegenius.com/cover-letter-examples>

## Session 1: Introductory session, building trust

The essence of the work of the counselor is to influence the attitude of the beneficiary to introduce change of behavior in a desired direction (development of career goals, looking for educational and work opportunities, applying for opportunities). Namely, part of the problems among disadvantaged youth, Roma included, is related to the lack of abilities to overcome their own negative attitudes towards life-circumstances. They often demonstrate behavior of apathy, helplessness and low self-esteem and fear of disappointment (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018).

The initial counseling session serve to establish contact between the counselor and beneficiary(ies), and create an atmosphere of trust and empathy, as well as identification of the beneficiaries' expectations and attitudes.

The first sessions not only serve for establishment of first contact, but also to identify and overcome some negative feelings or attitudes the beneficiary may have towards the work with the counselor, such as: doubt in the competence of the counselor, doubts about the effectiveness of the counseling, fears of being put in opposition to defend own life choices so far, different suspicions and anxieties.

### **Exercise 1: First interview**

Step 1: Greet the client, introduce yourself, your position, functions and the institution you represent.

Step 2: Introduce the beneficiary with your expectations about your joint work / explain how you can support them in achieving desired career goals. State your competences to provide such support.

Step 3: Ask the beneficiary to share some information about themselves and their attitudes to your joint work. You can use questions like:

- What do you expect of the counseling session?
- What are you comfortable talking about?
- Are there issues you do not want to talk about now?
- How do you see yourself in 5 years?
- Ask questions in reasonable succession about: the history of the problem, connection to past problems, other close relatives affected; measures that the client has taken up to the present moment; encountered difficulties, support and resistance and etc.

Step 4: Close of the interview by pointing out clearly what the client has accomplished- understanding, evaluation and decision for solving the problem.

Step 5: Final words: arrange the next session and make a transition to the next topic.

Counselor tips:

- Dress appropriately - as much as you evaluate your beneficiaries, you are also the subject of evaluation.
- Do not sit behind a desk – the general guidance is not to put any physical barriers between you and the beneficiaries. Two similar and comfortable chairs should be well chosen; everything about the session must be arranged as a dialogue between equals.
- Conduct the session in a quiet place without distractions or intrusions.
- Avoid interruptions and distractions during the conversation - do not answer the phone, do not read the mail. Your attention belongs entirely to the beneficiary.

- Be on time. Being on time send a message of trustworthiness.
- Discretion guarantees - make sure your beneficiary is aware that your conversation is confidential.
- Establish jointly rules for your work during the sessions – involving the beneficiary in this process provides him / her with a sense of ownership of the work and ensure stronger commitment.
- Clarify the rights and responsibilities of both parties.
- Pay attention to you verbal and non-verbal communication; make sure you use paraphrasing, reflecting, summarizing.

Exercise for the counselor:

*Plan a first session with a beneficiary. Fill in the table:*

| Question   | Response |
|--|----------|
| Where to organize it?  |          |
| How to dress?  |          |
| List of previously prepared questions:                       |          |
| What crucial information should be saved from the interview: |          |

## Session 2: Development of self-esteem

Many young people, especially young people from disadvantaged background do not identify or value their existing knowledge, abilities and attitudes as relevant for their future career development. The task of the counselor is to make them aware of these potentials. This will represent a motivation factor into further development of these capacities and development of a positive self-image (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018).

During such sessions (usually conducted one-on-one, but can also be realized in small groups as well, the counselor should invest efforts to:

- Support the beneficiary(ies) in recognizing, accepting and self-evaluating his/her own knowledge and skills;
- Motivating beneficiaries to specify future goals and aims;
- Supporting beneficiaries to acquire new relevant skills;
- Supporting beneficiaries to cope with

The outcomes of the session should be: a list of the beneficiaries strengths and qualities, identification of provisional mid to long term goals, development of a plan for mutual work.

Increasing the self-esteem of disadvantaged young people is one of the key steps in the process of transforming their attitudes and behavior towards achievement of their goals. Low self-esteem, as mentioned, is a common barrier for young people to devote efforts to career planning and management.

When working with individuals or groups with such problem, you as counselor need to address different aspects of the problem, the different reasons that resulted in low self-esteem and to try to work through it with the beneficiaries.

### ***Encouraging positive self-esteem***

#### ***Self-perception and building self-esteem***

You can start the session by exploring the values and beliefs of the beneficiary. Values refer to principles or standards of behavior; one's judgement of what is important in life. Beliefs are something that is accepted, considered to be true, or held as an opinion. Both are crucial in the process of personal and professional development.

Persons that are socially disadvantaged are likely to feel doubt and lack of confidence about their own values and beliefs. The task of the counselor is to transform this negativism into positive thinking, which is the base of self-esteem and self-confidence.

The session should include the following elements (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018):

1. Assessment of the present situation. Ask the beneficiary(ies) what they think they can do, and what they think they cannot do.
2. Establishing a foundation for changing the attitudes. Ask the beneficiary(ies) to list the qualities that a perfect man / woman should possess (a desired image).
3. Reflecting of one's own abilities. Ask the beneficiary(ies) to make a list of qualities they possess, starting with "I am..." / "I can..." Ask the beneficiary to connect each item on the list with a past experience, when the specific ability or skill was applied. At the end of the session, you can also ask the beneficiaries to keep

a small diary (at least throughout the duration of the counseling process) recording each time they display some of the desired abilities.

**For the student**

Finish the sentences below.

|   |                            |
|---|----------------------------|
| I am...   | 1.<br>2.<br>3.<br>4.<br>5. |
| I can do...   | 1.<br>2.<br>3.<br>4.<br>5. |
| I cannot do...  | 1.<br>2.<br>3.<br>4.<br>5. |
| The perfect qualities of the ideal man / woman are... | 1.<br>2.<br>3.<br>4.<br>5. |

### Values regarding life

This assessment will provide insights into the general outlook on life of the beneficiary(ies). It is important since these values have impact on the motivation, types of goals and agency that the beneficiaries possess.

The session should include the following elements:

1. Ask the beneficiary to assess different outcomes. The open-ended questions provided below might be of assistance (you can always add to the list or make a completely new list as you see fit).
2. Ask the beneficiary to support his / her statements and opinions with examples.
3. Ask the beneficiary to rewrite the statements starting with himself / herself.
4. Ask the beneficiary to write down in the diary every time they feel they have done something that brings them closer to achieving their ideal state.

### For the student

Please complete the sentences below (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018). Think of examples that can support your opinions.

|   |  |
|---|--|
| When people work together...  |  |
| Self-development is...  |  |
| A person is in harmony with himself / herself and the world when... |  |
| The world is...   |  |
| A failure is...   |  |
| Success is...   |  |



Now, fill in the following table.

|  |  |
|--|--|
| When I work together with other people...                    |  |
| My self-development is...                                    |  |
| I am in harmony with himself / herself and the world when... |  |
| The world is...  |  |
| A failure to me is...  |  |
| Success to me is...  |  |

## Session 3: Accomplishments

The aim of this activity is to reveal what the beneficiary is able to do and which are the things that he / she is proud of from the past. This will help to identify affiliations and preferences and what the beneficiary believes he /she can perform well. This can also help in development of a CV later on in the work and improve his / her self-presentation skills. This activity can also boost the beneficiaries' self-esteem and self-confidence.

Instructions for the counselor:

Ask the beneficiary(ies) to write down 5 past things he / she think they have performed well (accomplishments). These do not have to be related to working or schooling and can refer to any type of activity or engagement they are proud of. You can name several things you were proud of when you were their age, just to provide some examples.

Then, ask them to select the three achievements they are most proud of and describe them on paper (one page per achievement). Below are listed several auxiliary questions to help them structure their short essays. Finally ask the beneficiaries to identify specific abilities (talents, skills, knowledge) that have help them in realizing these accomplishments.

After finishing ask them to share these with the group, or if it is one-on-one counseling to share them with you.

### For the student:

Please fill in the table below:

| My greatest accomplishments (things you are really proud of) |
|--|
| 1.   |
| 2.   |
| 3.   |
| 4.   |
| 5.   |

Please select three of the listed accomplishments and describe them below:

|   |  |
|---|--|
| What is your accomplishment?                        |  |
| How did you began doing it?                         |  |
| What you have done specifically?                    |  |
| What was most satisfactory for you?                 |  |
| What abilities were crucial to accomplish you feat? |  |

At the end of the exercise, identify the abilities you possess, that helped you achieve your accomplishments.

| My abilities |
|--------------|
| 1.           |
| 2.           |
| 3.           |
| 4.           |
| 5.           |

## Session 4: SWOT analysis

The aim of this activity is to make the client evaluate his/her strengths and weaknesses, opportunities for development and threats after he/she has considered the way he/she refers to his/her own values and beliefs.

### For the student(s):

Please make a self-assessment of your employability using the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix.

Strengths are our own advantages, our strong sides.

Weaknesses are our own deficiencies, shortcomings.

Opportunities are external factors or events that are favorable to us.

Threats are external factors or events that are unfavorable to us.

| STRENGTHS     | WEAKNESSES |
|---------------|------------|
|               |            |
| OPPORTUNITIES | THREATS    |
|               |            |

## Session 5: Establishment of goals

Throughout our lives we acquire, more or less consciously, we acquire different skills and knowledge which can be applied into reaching our goals. Many times people tend to underestimate the abilities they have acquired out of the educational system, and these can be as equally important. Furthermore, advancement in some field not only depends on a person's competences, but also on its ability to present these competences in an effective manner, and the network of contacts that can support this.

This identification and recognition of skills also supports building self-confidence among the beneficiaries, and to help them identify their aspirations with regard to job / career opportunities. The goal of this session is to help the beneficiaries to focus in on particular job / career opportunities.

For the counselor:

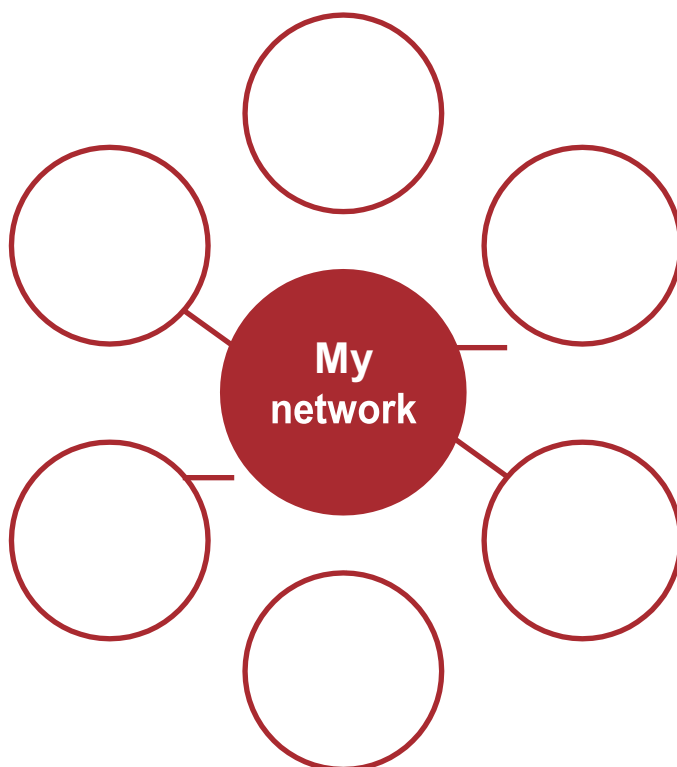
Ask the beneficiaries to list the skills and abilities they identified during the previous session. Then, ask them to identify 4-5 areas that they need to work on to progress.

The second step involves identifying networks of support. Ask the beneficiaries who can turn to for help in achieving their goals (family, friends, acquaintances, relatives, teachers, etc.).

**For the student:**

Think about the skills you listed in the previous exercise. Identify 4-5 areas that you need to work on to perform these skills better.

After you are finished, fill in the chart below. Think carefully about the people in your life and list the persons you think can be helpful in achieving your goals.



## Exercise 2

For the counselor:

Provide the beneficiaries with the handout below and ask them to identify skills for the listed professions. After the presentation of the results, ask them to identify an adequate profession based on the skills they have listed (your help may be needed in this process).

### For the student:

Look at the list of profession, and list the skills needed to perform these.

|            |                            |
|------------|----------------------------|
| Doctor     | 1.<br>2.<br>3.<br>4.<br>5. |
| Teacher    | 1.<br>2.<br>3.<br>4.<br>5. |
| Accountant | 1.<br>2.<br>3.<br>4.<br>5. |
| Shopkeeper | 1.<br>2.<br>3.<br>4.<br>5. |
| Engineer   | 1.<br>2.<br>3.<br>4.<br>5. |

Now, list several professions you would like to do and answer the following questions:

| Question | Skills required | Education required | I would be able to do this because... |
|----------|-----------------|--------------------|---------------------------------------|
| 1.       |                 |                    |                                       |
| 2.       |                 |                    |                                       |
| 3.       |                 |                    |                                       |

## Session 6: Understanding professional development

Not always the career choice is made out of pure desire to do a certain job, but out of a variety of reasons (financial, practical) that can influence life choices. Nevertheless, whatever the choice may be, achievement of success involves being aware of the path that needs to be taken for achieving the career goals, making adequate educational decisions, looking for objective information about career prospects, and skills for self-presentation on the labor market.

This session will involve learning about the different aspects that need to be taken in consideration when making a career choice: educational choices, professional responsibilities and rights. This is especially relevant for disadvantaged young people that do not have any working experience but could be useful stage for all beneficiaries as well.

Ask the beneficiaries to describe how they image one working day in their desired profession. You can provide sheets of paper where they will describe what they think their ideal job involves.

In the second stage of the session, ask them to fill in the table with different questions about their ideal profession. If you are working with a group, compare the answers of participants that have made the same career choice. When working individually with a beneficiary, research possible information online, and compare the results.

### For the student:

This exercise is related to your desired profession. Describe one workday at your desired profession. Use the table provided below.

#### One day at my desired profession (state the profession):

|  |  |
|--|--|
| What time do you start work and how do you prepare for work: |  |
| Describe your workplace (office, colleagues, etc.):          |  |
| What do you do at work:                                      |  |
| What are your responsibilities:                              |  |
| What are your rights <sup>2</sup> :                          |  |
| Positive aspects about my job:                               |  |
| Negative aspects about my job:                               |  |

<sup>2</sup> You can prepare the beneficiaries for this at a separate session, or at the start of the session.



## Session 7: Planning

The aim of the session is to prepare the beneficiaries for the process of achieving their career goals. Regardless of the result, each goal is achieved through careful planning and detailed steps to success.

Hence, the core of the session will focus on development of a personal plan of the beneficiary(ies).

The plan should be:

- Simple
- Attainable
- Measurable
- Immediate
- Involved
- Controlled by the beneficiary
- Committed to
- Consistent

For the counselor:

Explain the objectives of the session. Explain how planning is related to goal-achievement, and what planning entails. Then, provide the students with the handout presented below. Ask them to fill in the table below. They might need help, or further research. Allow them the time to get reliable information and assist them if needed. When the plan is completed, make sure you remind them that each plan can and should be subject of revisions.

| Career Action Plan  |  |
|---|--|
| Goal profession:  |  |
| Short term goal:  |  |
| Long term goal:   |  |
| <b>Narratively describe what are your career aspirations:</b> |  |
|   |  |

| Action plan:            | Timeframe for implementation: |
|-------------------------|-------------------------------|
| 1.                      |                               |
| 2.                      |                               |
| 3.                      |                               |
| 4.                      |                               |
| 5.                      |                               |
| Indicators for success: | 1.                            |
|                         | 2.                            |
|                         | 3.                            |
|                         | 4.                            |

## Session 8: Taking action

The aim of this session is to promote proactivity among the beneficiaries regarding identifying and using different educational and work opportunities. By completing the current module the beneficiary should have a clear vision regarding the progression path (either training or a job).

### For the counselor:

Provide the student with the handout presented below. Ask him / her to fill in the table with the necessary information. The information required refers to the relevant knowledge and skills needed to perform a job and researching educational opportunities. For the second part of the exercise, the students are open to use a variety of tools to get information (therefore, a PC or any type of smart device and an Internet connection would be necessary). The sources listed may involve formal education opportunities, non-formal training and informal learning (sources must be listed). Make sure to carefully explain the difference between soft skills / transversal skills and hard skills prior to the realization of the exercise.

### For the student:

This exercise is about identifying opportunities for development. Please, read carefully and fill in the required information in the tables below. If you are not sure about some answer, you can look for information online.

|   |   |
|---|---|
| My ideal profession:                      | <b>Skills needed for this profession:</b> |
|   | 1.  |
|   | 2.  |
|   | 3.  |
|   | 4.  |
| <b>Skills needed for this profession:</b> | <b>Where to acquire these skills:</b>     |
| 1.  |   |
| 2.  |   |
| 3.  |   |
| 4.  |   |

Now indicate the level of commitment to acquiring these skills (for each):

| Lower level                                |  | Middle Level |             | High Level         |
|--|--|--------------|-------------|--------------------|
| 1.   | 2.   | 3.           | 4.          | 5.                 |
| I feel forced into this, I do not want it. | I want to change, but I am afraid that all efforts are futile. | I can try.   | I will try. | I will do my best. |

## Session 9: Taking action – job searching

The aim of this session is to improve beneficiaries' job searching skills. Make sure you have adequate equipment (smart devices and Internet connection) for each beneficiary.

Ask each of the students to search for job ads related to the profession they want to do.

Then, ask them to identify the skills required in the ads.

Ask them to compare the skill with the skills they identified during the previous session.

Discuss any possible differences and make amendments to the plan for upskilling if needed.

Support and help students in the search process.

### For the student:

The aim of this session is job searching. With the tools you have, find three job ads related to the profession you want. Fill in the table below:

| Description of the job ad: | Skills required:     |
|----------------------------|----------------------|
| 1.                         | 1.<br>2.<br>3.<br>4. |
| 2.                         | 1.<br>2.<br>3.<br>4. |
| 3.                         | 1.<br>2.<br>3.<br>4. |

Then, write down the skills you identified in the previous session and compare them to the skills required in the job ads:

| Skills identified by me: | Skills required in the job ad: |
|--------------------------|--------------------------------|
| 1.                       | 1.                             |
| 2.                       | 2.                             |
| 3.                       | 3.                             |
| 4.                       | 4.                             |
| 5.                       | 5.                             |

Are there similarities or differences? Discuss these with the counselor and / or other students.

## **Session 10: preparation of a job application – CV**

The aim of this session is to support the students in preparation of a job application or application for further education. During this session, the focus will be the development of a CV.

### **For the counselor:**

Explain what a CV is. You can have a prepared template (or your own CV to demonstrate how to develop a CV and what information is necessary to be included). Then continue the session with individual work of the beneficiaries on development of CV. A CV template is provided below.

### **For the student:**

The aim of the exercise is to develop your CV. Your CV contains all the relevant information about your skills, abilities, talents, experiences and accomplishments. Below is a template to fill in the relevant information.

[Your Name]

[Street Address]

[Address 2]

[City, ST ZIP Code]

[phone]

[e-mail]

**Objective**

[Describe your career goal or ideal job.]

**Employment History**

[Job Title]

[Dates of employment] [Company Name], [City, ST]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job Title]

[Dates of employment] [Company Name], [City, ST]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job Title]

[Dates of employment] [Company Name], [City, ST]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job Title]

[Dates of employment] [Company Name], [City, ST]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

**Education**

[Dates of attendance] [School Name], [City, ST]

[Degree obtained]

[Special award/accomplishment or degree minor]

**Other Experience**

[Briefly list additional skills or experience.]

**References**

References are available on request.



## Session 11: Preparation of a motivational letter

The aim of this session is to teach the beneficiaries how to write a quality motivational letter, as part of their application for an educational opportunity or a job.

### For the counselor:

Explain the concept and function of motivational letters to the beneficiary(ies). Then, ask them to write a motivational letter for the job they desire.

### For the student:

This exercise involves writing a quality motivational letter. Think of the job you would like to have – prepare a motivational work for the desired job position. Below are several tips on how to write a good motivational letter.

### Guidelines:

The cover letter or motivational letter provides the opportunity for a more personal correspondence with the potential employer.

A good motivational letter should meet the following objectives:

- To target the curriculum vitae to a particular person;
- To direct particular attention to specific skills that might be important to the reader;
- To enable the writer to state clearly why an organization is of interest to him or her;
- To open the door for further communication and follow-through;

The cover letter should not be long, optimally 200-250 words. In the introduction section, address your letter to someone who has authority in the hiring process. Research the organization to which you are sending your application and whenever possible, address a specific person, not a title.

In the process of preparation of your job application, make sure you have as much information about the organization you are seeking employment from. Your motivational letter should be composed in an enthusiastic tone, clearly stating your interest in the advertised job position. Be specific about what you can offer, and what are your expectations from the employment. Try to identify unique skills or traits that set you apart from other job candidates.

Example of a cover letter:

Dear Ms. Ali3,

I was excited to see your job listing for the Lead Digital Marketing position at Westward Strategies on Indeed.com. As a dynamic email marketing specialist with over two years of professional experience executing market research, analyzing consumer data, and running A/B tests to drive successful marketing campaigns, I'm confident that I would be a valuable asset to the team at Westward.

Your job listing mentions a need for someone who is experienced in email segmentation and campaign development, both of which are areas I have extensive experience in. I'm currently employed at Market-ed Inc., where I've honed my skills by running numerous successful email marketing campaigns. While employed here, I've spearheaded a digital promotion campaign for the company's new line of sandals that successfully raised our total online engagement by an impressive 13% over the course of six months, contributing substantially to the department's annual goals.

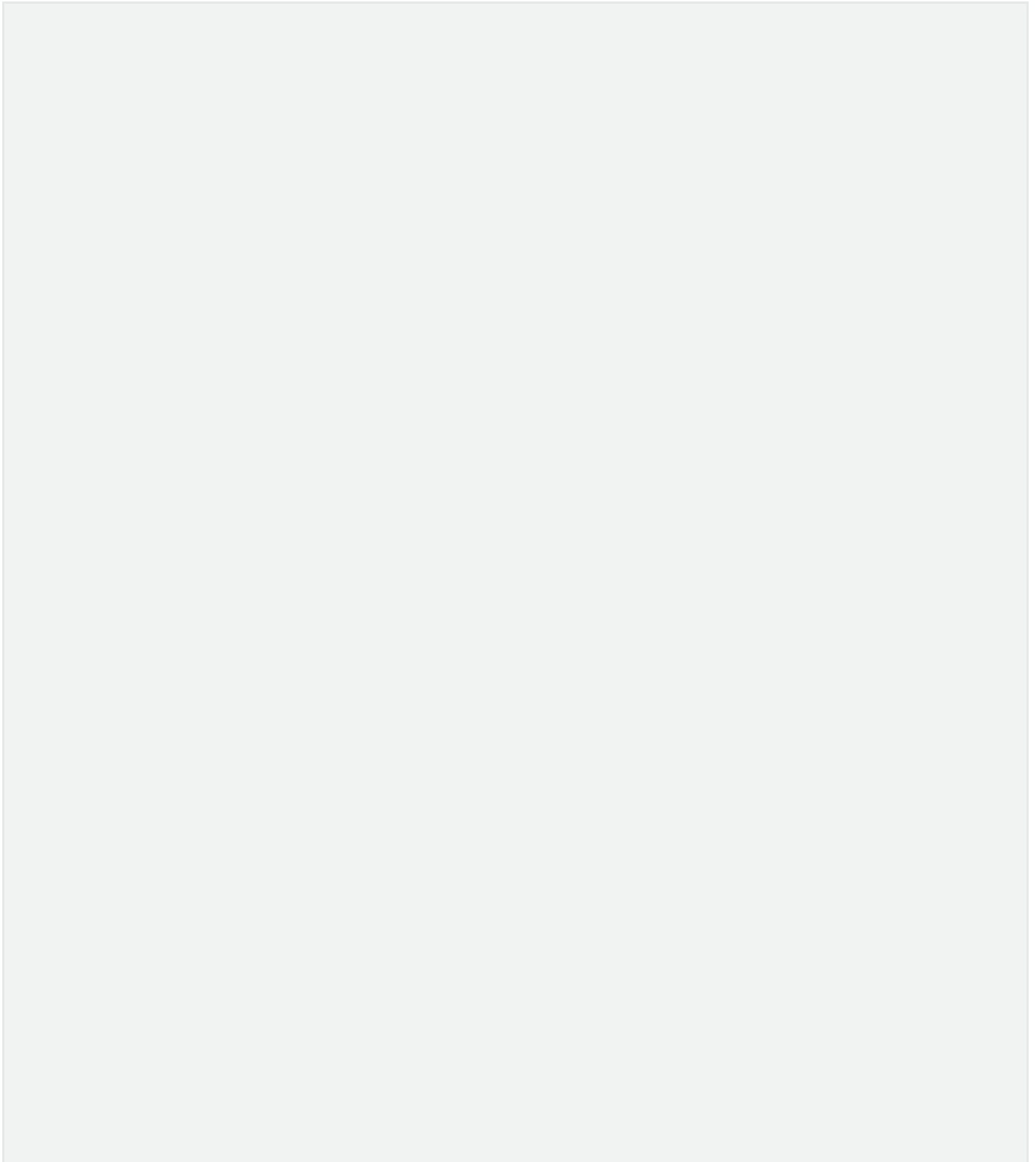
I'm confident that my proven track record of excellent work ethic, unparalleled attention to detail, and high-performing email marketing campaigns will make me an immediate asset at Westward Strategies, and allow me to contribute to the team's success.

I look forward to discussing the Lead Digital Marketing position and my qualifications with you in more detail. I'm available to talk at your convenience. I'll be in touch next week to follow up and to make sure you've received my application.

Thank you so much for your time and consideration.

Sincerely,  
Ana

My motivational letter:



## **Session 12: Preparation for a job interview**

### **For the counselor:**

Explain the importance of the interview in the for succeeding in getting an opportunity. Explain the main elements of a job interview. Then organize a simulation of a job interview (if you are working one-on-one with the candidate) or a role-play exercise with the beneficiaries working in pairs (one is an interviewer, the other – interviewee).

### **For the student:**

This session is devoted to strengthening your self-presentation skills at a job interview. The exercise is to practice your skills with the counselor or with a peer from the group.

## Session 13: Self-management

This objective of this session is to prepare the beneficiaries to be aware of the changes in work life, how to manage and control them.

### For the counselor:

Ask the participants to respond to the following questionnaire, which is related to different aspects of their behavior.

### For the participant:

Please respond to the questions provided in the questionnaire below, which is related to your habits and everyday behaviors (Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018).

|     |  |     |    |
|-----|--|-----|----|
| 1.  | I have a written long-term, middle and short-term objective about me and my family                             | Yes | No |
| 2.  | I have a clear vision of what I will do today at work and at home  | Yes | No |
| 3.  | I have a clear vision of what I want to achieve at work next week and next month                               | Yes | No |
| 4.  | I define my priorities before tackling with the most important tasks   | Yes | No |
| 5.  | I evaluate my success on the base of the results achieved in connection with the goals                         | Yes | No |
| 6.  | I use daily, weekly and monthly calendars in order to assign tasks and aims                                    | Yes | No |
| 7.  | I distribute my work whenever possible   | Yes | No |
| 8.  | I put in order only the documents, useful for my work. The rest is thrown away                                 | Yes | No |
| 9.  | I dispose of the junk mail   | Yes | No |
| 10. | My business case is not overloaded, I bring with me only the most necessary things                             | Yes | No |
| 11. | I limit the number of meetings with potential employers in order to concentrate on the decision-making process | Yes | No |
| 12. | I prefer telephone interviews to direct contact with the employer  | Yes | No |
| 13. | I make easily decisions of less importance   | Yes | No |
| 14. | I concentrate on attaining each goal separately  | Yes | No |
| 15. | I check each document only once  | Yes | No |
| 16. | I answer most of the letters on the same paper in hand-writing   | Yes | No |

|     |   |     |    |
|-----|---|-----|----|
| 17. | I fix terms for me and the others and insist they to be followed  | Yes | No |
| 18. | I leave some time for planning every week   | Yes | No |
| 19. | I know how to say “no” and stick to the refusal   | Yes | No |
| 20. | First of all I go through the available materials – books, articles and other written sources and then write them in detail | Yes | No |
| 21. | I observe the effectiveness of my daily work and ask myself the question “ How could I do this better?”                     | Yes | No |
| 22. | I get on with the present by doing the things that are to be done   | Yes | No |
| 23. | I leave some time for thinking over how to take advantage of the time most profoundly                                       | Yes | No |
| 24. | For me time is money  | Yes | No |
| 25. | I am the only one to control my time, do not leave it to someone else to do it  | Yes | No |
| 26. | I always have the door closed when I work   | Yes | No |
| 27. | I regularly assess to what extent I have achieved my goals  | Yes | No |

If the answer was “yes” to the majority of the questions, your organizing skills are good. Make sure you work through the issues you gave a “no” response.

Now, make a plan of your week.

| Hour    | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| 08 - 12 |        |         |           |          |        |
| 13 - 17 |        |         |           |          |        |
| 16 - 20 |        |         |           |          |        |
| 21 - 23 |        |         |           |          |        |

## Session 14: Career planning

The objective of the session is to support disadvantaged young people (because of socio-economic diversity, poor education, long-term unemployment, or discriminated due to cultural or ethnic diversity) to look beyond the first job as other people do. They need to be aware that what is crucial for a positive career development and achievements relevant to his/her ambitions is not the past history (what has been attained by him/her by that moment) but the future potential of the young person.

### For the counselor:

Ask the participants to respond to the following questionnaire, which is related to different aspects of their behavior.

### For the participant:

Please respond to the questions provided in the questionnaire below, which is related to your habits and everyday behaviors (adapted from Career Development Manual for Consultants Working with Youth with Fewer Opportunities, 2018).

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | I am aware of what motivates me to work hard  | 1 | 2 | 3 | 4 | 5 |
| 2.  | I can mark my best abilities and skills   | 1 | 2 | 3 | 4 | 5 |
| 3.  | I can mark seven great achievements, actual interests and abilities that refer to my job                          | 1 | 2 | 3 | 4 | 5 |
| 4.  | I know what I like and dislike in my job  | 1 | 2 | 3 | 4 | 5 |
| 5.  | I know what I would like to do in the next five years   | 1 | 2 | 3 | 4 | 5 |
| 6.  | My career has a defined purpose to which I refer and search for jobs only in definite organizations and companies | 1 | 2 | 3 | 4 | 5 |
| 7.  | I know which of my abilities to offer to employers in the different fields of work                                | 1 | 2 | 3 | 4 | 5 |
| 8.  | I know what abilities employers search for in candidates  | 1 | 2 | 3 | 4 | 5 |
| 9.  | I can explain to the employers what I can do well and what I like doing   | 1 | 2 | 3 | 4 | 5 |
| 10. | I can indicate why the employers should hire me   | 1 | 2 | 3 | 4 | 5 |
| 11. | My family and friends would support me if I change my occupation  | 1 | 2 | 3 | 4 | 5 |
| 12. | I have 10 to 20 hours spare time per week and I can look for only part time job                                   | 1 | 2 | 3 | 4 | 5 |
| 13. | I have the financial ability to look for three months for a job   | 1 | 2 | 3 | 4 | 5 |
| 14. | I can investigate various occupations, employers, organizations and communities through libraries and interviews  | 1 | 2 | 3 | 4 | 5 |

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 15. | I can write CV, thank you letters and speculative letters                               | 1 | 2 | 3 | 4 | 5 |
| 16. | I can send CV and letters to the right people   | 1 | 2 | 3 | 4 | 5 |
| 17. | I can mark my greatest achievements   | 1 | 2 | 3 | 4 | 5 |
| 18. | I can find employers that interest me and I can contact them                            | 1 | 2 | 3 | 4 | 5 |
| 19. | I can create networks for facilitating other people in their search for a job           | 1 | 2 | 3 | 4 | 5 |
| 20. | I can convince other people to take part in a group for helping people in finding a job | 1 | 2 | 3 | 4 | 5 |
| 21. | I can research for jobs   | 1 | 2 | 3 | 4 | 5 |
| 22. | I can use the phone in order to do research for work and get information                | 1 | 2 | 3 | 4 | 5 |
| 23. | I can plan and conduct an active job search campaign by direct mail                     | 1 | 2 | 3 | 4 | 5 |
| 24. | I can arrange one interview from every ten contacts for work I make                     | 1 | 2 | 3 | 4 | 5 |
| 25. | I can rely on my presentation during the interviews                                     | 1 | 2 | 3 | 4 | 5 |

Discuss the results together with the group / the counselor.



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Co-funded by the  
Erasmus+ programme  
of the European Union

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