



Erasmus+

# TRAINING PROGRAM

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 training program 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 curriculum 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 training program is comprised of 14 sessions which are designed to have an approximate duration of 2 hours each.

Many of the exercises are designed to accommodate the needs for both individual and group work. However, depending on class size, many of them can also be done as individual work. Particular exercises are designed to be completed individually by the students; these are generally exercises that are related to acquisition of certain ICT skills.

The program is purposely designed to incorporate intensive use of ICT. Hence the effective delivery of the course requires computers, smartphones, and Internet access. Nonetheless, some of the work can also be done with pen and paper, without the use of ICT.

When conducting counseling session in groups, have in 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.

Furthermore, 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.

## 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 apposition 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. 2. 3. 4. 5.
I can do...	1. 2. 3. 4. 5.
I cannot do...	1. 2. 3. 4. 5.
The perfect qualities of the ideal man / woman are...	1. 2. 3. 4. 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:

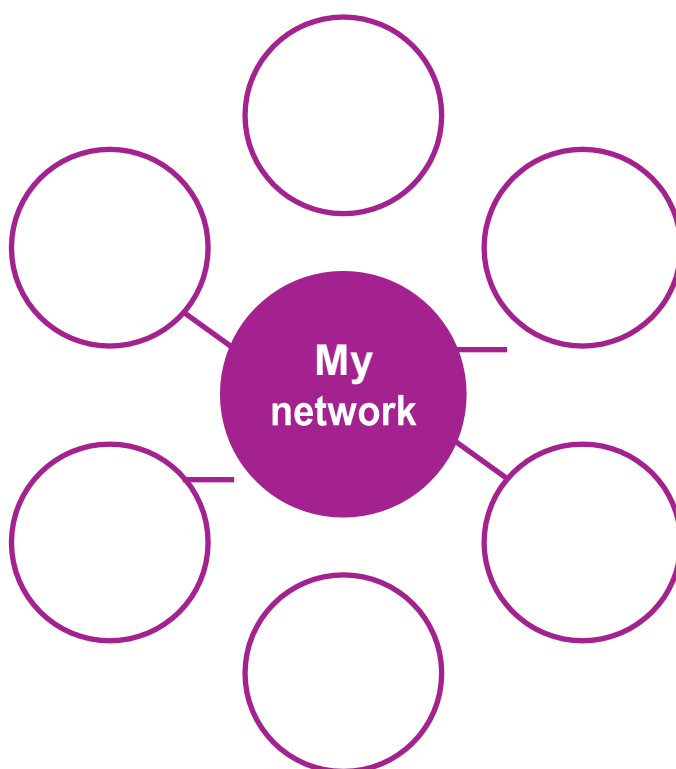
Ask the beneficiaries to list the skills and abilities they identified during the previous session. Then, ask them to identify 4-5 areas that they need to work on to progress.

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	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Teacher	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Accountant	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Shopkeeper	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
Engineer	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

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! :	
Positive aspects about my job:	
Negative aspects about my job:	

<sup>1</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. 2. 3. 4.
2.	1. 2. 3. 4.
3.	1. 2. 3. 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. Ali2,

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.

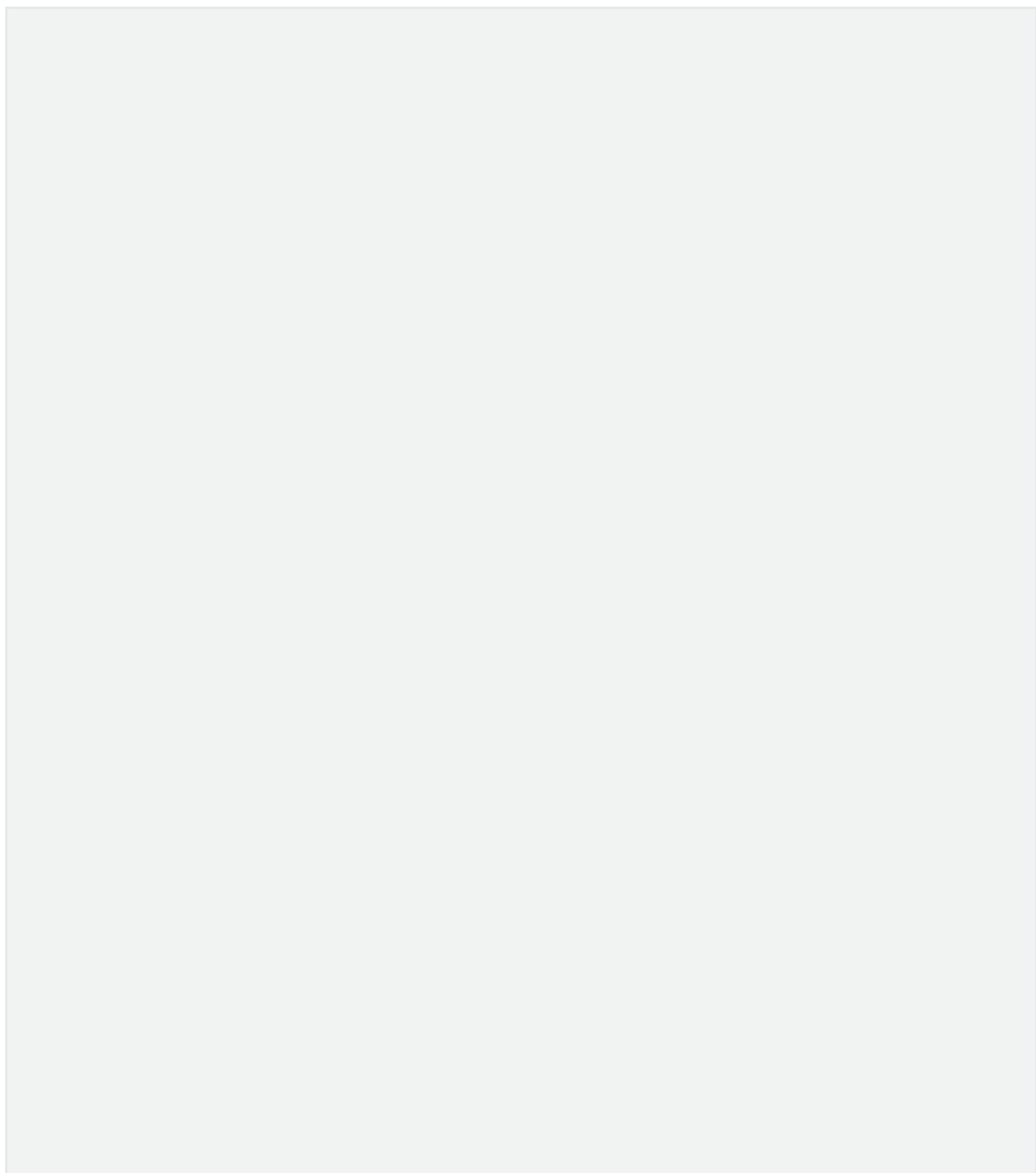
I look forward to discussing the Lead Digital Marketing position and my qualifications with you in more detail. I'm available to talk at your convenience. I'll be in touch next week to follow up and to make sure you've received my application.

Thank you so much for your time and consideration.

Sincerely,  
Ana

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

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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