ANNEX TO IYOT CURRICULUM

Where information, guidance and counselling services blend together.
For you. For me. For free.
Project title: iYOT

Grant Agreement number: 15-204-012641-K2-AE-9/15

Publisher: Ljudska univerza Ptuj (Public university of Ptuj), Slovenia

For the publisher: Tanja Božič

Editing: The partnership of the ERASMUS+ iYOT project

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Layout and design: Tanja Božič

This project has been funded with support from the European Commission.

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INTERACTIVE PDF BROCHURE

Date: March 2017
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1. MODULE 1 - DISTANCE COUNSELLING AND THE IYOT PROJECT

Session 1 – IYOT PROJECT AND DISTANCE COUNSELLING CONCEPT

INTRODUCTION TO DISTANCE COUNSELLING

- Wide variety of guidance or counselling services provided, at all levels
- Fast development and implementation of the Internet and the Information Technologies (IT) in our daily lives

Benefits

- Accessibility
  - Access from many places, 24/7 and can serve very large and dispersed audience.
- Anonymity
  - Internet provides “invisibility” that can make people feel less inhibited than in person.
- Affordability
  - Avoids many of the expenses related to the physical facilities where the service can be provided.
- Different communication options
  - Possibility to establish written and oral communication, taking advantage of the benefits each modality.
- Convenience
  - Possibility to access the information, send and receive messages at any time 24/7.
- Wide access to information
  - Internet-based software permits a complete, user-friendly and updated access to information.

Possibilities

- In user’s own time
  - Available at any time at any place, in the user’s own time.
- Data upload
  - Possibility to upload data, experience, studies, interests in order to receive adapted counselling.
- Self-Assessment
  - First feedback to visualise which areas are of more interest according to their interests and knowledge.
- Face 2 face interaction
  - Visual contact through videoconference programmes.
- Peer interaction
  - Share doubts, questions and ideas with other users.
Module 1: IYOT Software Administration
Session 1

iYOT Project and Distance Counselling Concept:
Benefits and Possibilities

INTRODUCTION: THE IYOT PROJECT IDEA AND AREAS

**iYOT Project idea**

**PURPOSE**
Jointly development of an user friendly distance counselling service to meet adults interests, skills, personal and occupational developments according to their available time (In Your Own Time).

**HOW: GUIDELINES + CURRICULA**
5 partners - 5 EU countries (Sweden, Spain, Slovenia, Portugal and Austria)
Adult education and labour market field experience
Truly European output that addresses a real European need in the educational and career counselling field.

**VEHICLE**
A web-based software system with an innovative mobile application (IYOT Software).

**iYOT Project areas**

**Distance counselling concept and IYOT Software management**
**Educational Counselling**
**Career Counselling**
**Communicational methods**
**Recognition of non-formal and informal knowledge**

**General Knowledge – European Approach**

**Updated, European and personalised feedback on the counselling areas related to both career and educational field that will help them improve their learning, employability and promotion potential.**

**iYOT Software**

**Software Tools supporting:**
- The acquisition of competences by the persons willing to become iYOT Counsellors.
- The contact between iYOT Counsellors and iYOT Users
- IYOT E-learning Platform
- IYOT Mobile Application
Module 1: iYOT Software Administration
Session 3

iYOT Software Tools: Purpose and Structure

PURPOSE
Development of an user friendly distance counselling service to meet adults interests, skills, personal and occupational developments according to their available time (In Your Own Time), which is done through a web-based software system with an innovative mobile application (iYOT Software).

STRUCTURE

3 Software Tools

- Web Portal
  - Information Site
  - Information (project, partners, outputs...)
  - Project Dissemination
  - Access e-learning Platform
  - Instructions e-learning platform and mobile application use
  - Registration / Assessment iYOT experience

- E-learning platform
  - MOODLE-based Learning System
  - For those persons willing to become iYOT Counsellors.
  - Intuitive access to all training materials
  - Evaluation of the knowledge acquired
  - iYOT Certificate after successful completion of the course

- Mobile App
  - Guidance and Interaction Space
  - Information on use
  - Professional profile
  - Self Assessment (first counselling feedback)
  - Interaction User-Counsellor (personalised feedback)
  - Interaction User-User

All Beneficiaries
(Users and Counsellors)

iYOT Counsellors
(potential Counsellors)

All Beneficiaries
(Users and Counsellors)

iYOT BENEFICIARIES

Different Project Beneficiaries ➔ Different Uses

- iYOT Counsellors
  - Persons offering advice related to the areas of iYOT project through the iYOT App.

- iYOT Users
  - Persons willing to receive counselling through the iYOT App.
Session 4 – GUIDELINES ON HOW TO USE IYOT SOFTWARE TOOLS

Module 1: IYOT Software Administration
Session 4

Guidelines on How to Use iYOT Software Tools

Different Project beneficiaries

1. Enter the iYOT Web Portal and get familiarized with the project and its objectives, outputs and tools (visit iYOT App instructions + E-learning platform explanations).

2. Access the E-learning platform and complete Curricula to obtain iYOT Certificate (Registration → Completion → Certification).

3. Registration in iYOT App and counseling service (create username and password once getting iYOT certificate → indicate details in Counsellor’s area).

4. Contact with iYOT Users: provide feedback to users after receiving notification (e-mail, videoconference).

5. Registration in the iYOT Web Portal of the counseling service provided (Counsellors service).

6. Contact with peers (Forum).

Different Users

1. Enter the iYOT Web Portal and get familiarized with the project and its objectives, outputs and tools (visit iYOT App instructions).

2. Registration in iYOT App (downloaded → register as User).

3. Fill areas related to Professional Profile (Background and areas of interest) and Self-Assessment.

4. Contact with iYOT Counsellors (Counsellors section), checking Counsellors available, asking doubts by e-mail and with the possibility to arrange a videoconference (Skype / Google Hangouts).

5. Contact with peers (Forum).

6. Registration in the iYOT Web Portal of the counseling service received.

First General Feedback Received

Specific Feedback Received

Registration of Counseling Provided

Informal Feedback and Exchange of Experiences

Evaluation of iYOT Feedback
Session 5 – OTHER ASPECT TO BE CONSIDERED

Other Aspects to be considered

**IYOT Software is:**

**Costs**
- Open Access: All the resources under IYOT Project (Web Portal) and IYOT App are open access.
- Free of Charge: Project beneficiaries will not have to pay for using IYOT Software tools. Thus, all the resources generated from the project as well as the counselling interaction will be freely accessible.

**Privacy**
- Data Confidentiality: All the data provided by the IYOT Users and IYOT Counsellors will be treated and protected according to EU legislation through a Code of Data Protection.

**Availability**
- In Your Own Time: IYOT Beneficiaries can use IYOT Software tools whenever they want or have time.

**How to download IYOT App**
- Mobile Device (Smart Phone or Tablet) with Operating Systems iOS or Android
- A proper Internet Connection
- Search IYOT in the App Store (for iOS devices) or Play Store (Android).

**How to download Videoconference software**
- Visit App Store (for iOS) or the Play Store (in case you have Android Operating System).
- Search “Skype” and download the programme.

**SOME GUIDELINES TO HELP PROTECT CONFIDENTIALITY**

1. Use a personal computer, as less people have access to it.
2. Avoid sending/receiving emails at wireless (Wi-Fi) points if you are not sure your connection is secure.
3. Double check the ‘To’ address field before sending the message.
4. Request a ‘return receipt’ so that the counsellor acknowledges your email upon receiving it.
5. Use a password for access to your computer and email account, and log out when you are finished.
6. Ensure all security software (such as anti-virus and firewall applications) and system software updates are installed.
7. Encrypt your email.
2. MODULE 2 - EDUCATIONAL COUNSELLING
Session 1 - PHASES IN GUIDANCE COUNSELLING PROCESS

Exercise 1

Reflection: Phases in Guidance Counselling Process

Introduction:
There are different phases in educational guidance counselling process that can help the counsellor to structure his/her work with the students.

Instructions:
A) Start with enumerating squares on your own. Place the stages of the counselling process in the most suitable order, enumerate 1 to 5 (10min).

Enumerate
1 to 5

The Applicant's Own Activities
The applicant is not passive in-between the activities that the guidance-counsellor is responsible for. Among the activities that the applicant is engaged into, are search for information, reading, contacts with the labour market etc.

Individual Guidance Counselling
Several conversations between the counsellor and the applicant are arranged where they deal with the applicant’s unique situation. The individual guidance-counselling conversation is the essence of the guidance-counselling process. It can be expressed metaphorically as a coat that embraces the various components. We can compare individual guidance-counselling conversation with the doctor’s visit where sometimes the doctor will refer the individual seeking consultations or treatment to other professional specialists or physiotherapists and then compile everything and present it in a dialogue with the individual at a subsequent visit.

Introduction Conversation
In this conversation, the applicant’s expectations of guidance-counselling are clarified based on the individual’s current situation in life. The framework for guidance counselling, i.e. the counsellor’s work and considerations about guidance counselling are presented as well as counsellor’s practical professional theory. Time scope, confidentiality, and the applicant's own anticipated activities between the different parts of the guidance-counselling process are also taken up in order to make the applicant understand the An initial short conversation, in which the applicant's situation and current possible solutions are briefly discussed. Importance to take her/his own responsibility. That is an opportunity to introduce one or more guidance-counselling theories or models. A plan for the applicant's guidance-counselling process is determined. It is appropriate already at this initial meeting between the interlocutors to decide, what kind of own activities will be performed.
by the applicant until their next meeting. Some applicants may be satisfied by the conversation with the guidance-counsellor. This is especially the case when the aim of visit to the guidance-counsellor is to get an answer to a substantive question or for example, when the applicant is seeking approval of an already made decision.

Information Sessions

One or more occasions when different explanations of individuals’ choice of education, profession and career are presented. The career development theories as well as choice/selecting/decision-making theories should be presented at this stage. This is also an appropriate time to present once again the guidance-counselling method to be used in this particular guidance-counselling process.

Group Guidance Counselling / Group Conversation

There are several different occasions when the group is used as a working method in order to support the participants to gain greater insight and knowledge about themselves and the world around.

B) Discuss in the groups of 3: Have you placed the steps of the education counselling process in the same order? If not, please motivate for each other why you placed the steps in counselling process in such an order, what are the advantages. (5 min)
C) Discuss in the groups of 3: Have you placed the steps in the same order as in the Guidelines (p. 23)? If not, please discuss advantages and disadvantages in placing the steps in one way or the other. (5 min)
D) Discuss together with the supervisor/facilitator conclusions that you would like to share with the other groups. (5 min)
Session 2 - DIFFERENT CASES WITH VARIATION OF PARTICIPANTS AND APPROACHES

Provides individually adapted understanding for different types of cases and real life examples of various types of students in different study situations. It also provides information on and structure for guiding students in an individually adapted ways.

EXERCISE 2

Word Reminder: Attractors for making choices
Instructions:
Find the hidden words, describing attractors that influence individuals when making studying career choices.

A T T R A C T O R S X
Y P G I L R O S R V U
T E O S K A R C H D I
P N L I M I U K B O K
R D U W N Z S Q V B D
K U E S S T R A N G E
I L U T X C O E P K H
E U H I J D E W X C V
E M L B Q A X F G I U
Reflection: Attractors for making choices * 1)

Introduction:
According to the theory of chaos our behaviour is controlled by the so-called attractors, which means that we act routinely. According to the theory, there are four such attractors. Each individual’s thoughts about her or his career are said to be more or less determined by one or several of those attractors. Apparently, awareness about that is not always obvious:

- Point - a belief in a life-long career that is determined rationally, for example by testing and matching.
- Pendulum - a belief that there is either one or the other is the right in one’s career.
- Torus - a belief in routines (everything is rather complicated but works mainly in the same way), and that the most is predictable when it comes to people’s careers.
- Strange - a belief in routines but also that external random changes may have consequences for one’s career. (For the students. Guidance counselling is individually adapted and everyone is influenced by different ones..)

Instructions:
A) Think over and note for yourself: Do you think you are influenced by one or several of those attractors (5 min)
B) Discuss in groups of 3: Compare your answers. (5 min)
C) What does it mean for you and your choice of studies/vocational orientation if you believe that everything is predictable and logical, or if you believe that, it is influenced by random changes that may occur at any time? (5 min)
D) Do you recall from your working experience the students that can be associated with those thinking patterns? Describe examples for each other suggesting approaches how a guidance counsellor can manage those types of students. (10 min)
E) Discuss together with the supervisor/facilitator conclusions that you would like to share with the other groups. (10 min)
**Exercise 4**

**Definition: Knowledge, qualities and competences**

**Introduction:**
An individual possesses qualities and competences that are both required to form an entirety for the studying- and working life. The knowledge about the different kind of skills and the balance between them are important when one provides a student with guidance counselling.

**Instruction:**
A) Draw connecting lines between the respective terms and their definitions.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ear for languages</td>
</tr>
<tr>
<td></td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>General Capabilities</strong></td>
<td></td>
</tr>
<tr>
<td>and Competences</td>
<td>considerate</td>
</tr>
<tr>
<td></td>
<td>embroidery</td>
</tr>
<tr>
<td></td>
<td>brave</td>
</tr>
<tr>
<td></td>
<td>bookkeeping</td>
</tr>
<tr>
<td><strong>Personal Qualities,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capacities and Attitudes</strong></td>
<td>can repair brakes</td>
</tr>
<tr>
<td></td>
<td>good knowledge about cars</td>
</tr>
<tr>
<td></td>
<td>economic thinking</td>
</tr>
</tbody>
</table>
B) Reflect and note for yourself: Individual’s various qualities and competences can be visualized in a pyramid illustrating the connections and relations in between. Fill in your qualities and competencies of the pyramid layers below:

C) Reflect on your own and write down for yourself: Which layer was the easiest to fill in and which one was the most difficult? What is your main strength of those layers? Do you need to fill up the pyramid on any of the layers? Are there any qualities you wish you had more of? How can you get those qualities in this case? (5 minutes)

D) Compare those results in the group of 3: Do you find any similarities or differences? (10 min)

E) Reflect in the groups of 3 (15 min):
   - The parts of the pyramid form a wholeness, but do you think that any part or layer is more important than the other?
   - For example, turn the pyramid upside down, is it still as resistant to a knock?
   - If you make it into a cylinder, would it handle it a knock as well?
   - Which layer of the pyramid do you think is easiest to fill up and develop in general?
   - Which layer do you think is the most difficult and how can be done in such a case?

F) Reflect together with the supervisor about any conclusions you would like to share with the other groups (15 min)
Exercise 5

**Role game: Meeting different participants**

**Instructions:**

Work in the groups of 3:

A) Below are the examples of six different students. One of you in your group assumes the role of an Educational counsellor, one of a Student and one of an Observer.

- The Student chooses one of the student roles from the examples below.
- The Counsellor chooses the phase of the educational guidance process your group will work with (from exercise 1) and informs the student.

B) Now, perform a scene, in which the student meets the educational counsellor, who guides the student through the chosen phase. What is important to think about and how would you set up your conversation? (10 min) The Observer observes the conversation and is ready to provide feedback.

C) After the conversation is finished, the Observer gives feedback on strengths in the conversation, as well as on what could be changed and developed. (5 min)

B) When you are done, you switch the roles so everyone can try to take each of those three roles. (20 min+20 min)

C) Reflect together with the supervisor about any conclusions you would like to share with the other groups. (15 min)

**Case study 1**

A participant, 30 years, foreign background, has an individual study plan with him from an authority (employment office, social services office, social insurance office etc.) when he comes to study to Svefi. A tutor/teacher (Svefi) discusses with the participant, they set the goals and estimate the time that is needed to reach them. The participant starts the studies and the tutor/teacher follows up the studies. In the middle of every semester/term, an evaluation of the participants’ studies is carried through at Svefi and thus the teachers get a clear picture of the development of every student. Afterwards the teacher in charge takes up a discussion and a follow-up with the student. The student has found the course she/he wants to study, and together with the teacher/tutor, she/he starts to check what is needed for this course and how to reach those demands. A curriculum vitae and a letter of motivation are written, an application fills in and is sent away.

**Case study 2**

This participant, 38 years, already has both upper secondary education and vocational education but has been involved in an accident at his work and needs a new profession and an appropriate education but he doesn’t know what kind of education/profession suits him because of his health status. The tutor and the participant discuss, check and also decide what different subjects are needed for the participant to complete his exam. Together they find a profession and an education that would be suitable for the participant. He starts to examine more about the profession and the education and he also starts to find out how to organize the financing and also how to organize his everyday life with the family so that participating in this education could be possible. A very determined and engaged commitment with the studies was carried out with the help of the tutors/teachers.
Case study 3
This participant, 21 years old, had started his studies at the university but private reasons, e.g. this was the first time he lived alone in a new town and in new surroundings, tempo of the studies was high, problems with financing, all this did that he interrupted his studies and started studying at Svefi instead. A tutor/teacher supported him in study techniques, in his routines and appropriate, manageable goals were set. Discussions and follow-up helped the participant to find his own rhythm and his own way to organize his studies. The goals were reached and he moved back to the university town, started studying and has succeeded.

Case study 4
This participant, 19 years, is not at all motivated to study, he is tired of all that is called education and has difficulties in concentration, comes to Svefi voluntarily and wants to be something because his education is low. He has no plans for any profession and with the help of the tutor/teacher an individual study plan is set up. He starts his studies, they are followed up, continuous discussions are held, he also gets a practical placement. He is encouraged to seek interesting, possible educations and step by step some goals and special demands are found. This has taken a long time and tutoring/counselling has to be very detailed and concrete in order to manage to help the participant.

Case study 5
A refugee who doesn’t speak Swedish, is illiterate, has stayed in Sweden for two years. In order to help this participant a lot of practical activities are needed, e.g. handicraft, cleaning, cooking, working with the janitors etc. This is how the participant hears Swedish and gets to know every day words and phrases. Even study visits to authorities, working places etc. are arranged together with different actors in the society.

Case study 6
A young foreign student, 26 years, who has an exam from her own country that is equivalent to the Swedish upper secondary exam. She wants to start studying art at Svefi in order to be able to learn Swedish and to get to know Swedish culture and traditions. At the beginning, only English is used in the communication. An individual study plan is set up, discussions and follow-up are continuous. She seeks information about art and architecture educations and also finds out what exams are demanded. Her grades and certificates from her home country need to be validated and the tutor/teacher helps her to find the right authority/service which is UHR (Swedish Council for Higher Education). Some certificates and grades are not accepted by the council so she has to study the courses according to the Swedish eligibility rules for higher education. She also gets the advice of carrying through the Swedish Scholastic Aptitude Test (SAT) in order to get better chances while applying for university studies.

Session 3 - EDUCATIONAL GUIDANCE COUNSELLOR CHANGING ROLE IN THE FUTURE

Offers reflection on how the world around is changing and how a guidance counsellor should act in order to be successful in his career.

Exercise 6

Reflection: New conditions – new role of the guidance counsellor
Introduction:
We live in an ever-changing world when things change faster and faster. The youth have today lots of choices and access to information.
Instruction:
Reflect in groups of 3:
A) What changes do you see in the society that occurred during the last 5 years, which influenced students' attitudes and behaviour when choosing study career? (5 minutes)
B) How do you think the society will look like in another 5-10 years? (5 minutes)
C) Do you see any difference in how educational guidance counsellor’s role will have to be adapted / changed in the future? (5 minutes)
D) Reflect together with the supervisor about any conclusions you would like to share with the other groups. (15 min)

Session 4 - GROUP EXERCISES IN THE BEGINNING OF STUDENTS’ CHOICE OF STUDY CAREER

Provides information and tools for running introduction conversations with the students, who are in the beginning of their study carrier and are in need of general educational guidance counselling.

Exercise 7

**Reflection: Group guidance as a tool in the educational guidance counselling**

Introduction:
As the society changes faster, educational guidance counselling has to deal with new demands.
One way to address this might be to initiate conversation in a group with the others at an early stage of the guidance counselling process about general values in studies and work. In such a way one can be sure in and aware of one’s own starting point, in order to be able to decide when it comes to specific choices and issues that arise at a later stage.

Instruction:
A) Discussion in a group of 3 (10 min)
- Have you used group guidance counselling before, and what is your experience of it?
- What advantages do you see in group guidance counselling?
B) Reflect together with the supervisor about any conclusions that you would like to share with the other groups. (15 min)

Below there are six different types of reflection exercises, that you as a guidance counsellor can implement together with the students in a group. Using it as a study material here, you as an educational guidance counsellor yourself, can even try to put yourself in a place of a student and test thinking patterns while going through the exercises.
Exercise 8

Discussion exercise for students in group: How the actions affect the change *1)

Instruction:
A) Reflect and write down for yourself: Try to identify four occasions (moments) in your life when the possibility for a crucial change suddenly appeared/was initiated. It can be connected to opportunities in family life, leisure time, work or studies. (5 minutes)
B) Reflect and write down for yourself: Now analyze the first occasion and think whether that occasion turned up as a mere coincidence or was it the result of a planned action, or a change that you planned in advance and could expect what would happen? (5 minutes)
C) Reflect and write down for yourself: Was it one of the approaches below 1-6 (your reaction to the moment of change) that affected your actions (5 minutes):

1. curiosity
2. endurance, determination
3. flexibility
4. optimism
5. risk taking
6. relationship building, networking

D) Reflect in the group of 3: What do your actions mean for what happens in your life? Do you choose to act or it just happens so? What does it depend on? (15 min)
E) Reflect together with the supervisor about any conclusions that you would like to share with the other groups. (10 min)

Exercise 9

Discussion exercise for students in a group: Think of the future *1)

Instructions:
A) Reflect and write down for yourself (30 minutes):
   - What do you think you will be doing in five years?
   - How do you think you will change and how do you think the world around you will change in five years?
   - What would you like to have learned in five years?
   - How do you think you feel after two years (of the next five years)?
   - What are you going to do to get where you want to be in 5 years? (What will help you to get where you want to be? What qualities and capabilities do you need to achieve this?)
   - Why do you think you have answered the way you did?
   - How big is the probability that what you have described will occur?
   - What do need to change in your actions and thinking in order to achieve what you have described?
   - Reflect if there is anything in your conclusions that you would like to share with the others, what?
B) Reflect in a group of 3: Is there anything from your analysis you would like to share with the others in your group? (20 minutes)
C) Reflect together with the supervisor and the other groups about any conclusions drawn from the exercise that may be useful for implementing this activity together with the students. (20 min)

Exercise 10

Discussion exercise for the students in a group: Identity *1)
Instructions:
A) Draw on your own: a circle that fills an A4 paper and divide this circle into five sectors (like a cake with five pieces). Outside of the circle above each sector, write down:
- work, learning
- close relations
- values, view of the world
- creativity, recreation
- health, wellbeing
Fill in (so that no one else sees) one or a few words that describe a role or identity that you have within each of the sectors. For example: student, cousin, pacifist, sun lover or sports enthusiast.
(10 minutes)
B) When finished, the supervisor hangs the circles on the wall so that everyone can see everyone’s. Participants walk around and read the circles and trying to figure out who is the one who has filled in the circle (judging by the content). Once everyone has decided who filled in each of the circles, participants name the circle in turn. If the name of the circle is correct, then the owner of the circle continues with the next circle. If the name was wrong, the participant tries with the next circle. The word goes around until all the circles are named.
C) Reflect in the groups of 3:
- What is the significance of these roles or identities for you individually / you in a group? (5 min.)
- Which identity would you like to change or add? (5 minutes)
- How did it feel to think that one has different identities or roles? (5 minutes)
- How did it feel to take a guess whether this or that particular person drew a certain circle? (5 minutes)
D) Reflect together with the supervisor and the other groups about any conclusions drawn from the exercise that may be useful for implementing this activity together with the students. (20 minutes)

Exercise 11

Discussion exercise for students in a group: To reflect on different values regarding education and work *1)
Instructions:
A) Reflect and write down for your thoughts concerning the following statements (5 minutes):
- Anyone can get a job if one just wants and puts an effort into it.
Exercise 12

Discussion exercise for students in a group: To reflect on your own and other’s values regarding work *1)

Instructions:
A) Reflect and write down for yourself: Rank the values below for a future work in the order you think they are of more or less importance to you. (10 minutes)

Examples of values:
- To have a job where I feel comfortable with the work assignments.
- To have a job where I get along with my colleagues and we have fun together.
- To have a job in line with my level of education.
- To live close to work.
- To have flexible working hours and be able to combine it with my spare time.
- To have a high salary.
- To get travel for work.
- To be able to influence my work and work assignments.
- To be a chief and have a high reputation among my friends.
- To work with something that is good for the environment and nature.
- To be able to help young people enter the labour market through my work.

B) Discuss in groups of 6: Compare your answers and agree about ranking those values so that everyone approves. (15 minutes)

C) Reflect and note for yourself: Did you change your values after discussing with the others? (5 minutes)

D) Reflect together with the supervisor and the other groups about any conclusions drawn from the exercise that may be useful for implementing this activity together with the students. (10 minutes)
Exercise 13

Discussion exercise for students in a group: To reflect on the significance of failure

Instructions:
A) Reflect in a group of 3 (30 min):
- Of all the successful people you know, how many of these do you think have failed at some point along the way?
- What do you think about the following quote by Ingvar Kamprad, founder of furniture store IKEA: "Only those who sleep don’t do any mistakes."
- When talking about development, sometimes we talk about "successful failure" that pushed the development forward (see example below). Have you ever experienced any successful failures, i.e. you’ve done something by mistake that later on perhaps turned out to be even better than expected?
(Examples of successful failure: One day in 1872, when the recipe for a famous Swedish type of cheese "Vesterbotten" was invented. According to the myth, it was the distraction of a dairy farmer in charge that made Ulrika Eleonora to fail in fitting the cheese mould properly. The cheese was originally considered as a failure, but when the latter was tasted, it appeared to have a uniquely strong flavor and a new product was invented.)
- One of the biggest obstacles mentioned when people think of success is the fact that one does not "dare to fail." Why do you think it is so? What do you think you can do to overcome it and start daring to fail?
- "Learned helplessness" is a persistent and learned condition that prevents the development of an individual. Instead of acting, an individual is hampered by declaring his/her failure in advance and therefore does not see any point in even trying (see example below). Do you sometimes a similar thinking pattern that reminds of learned helplessness? If yes, why do you think so? And if so, what can you do to overcome it?
Ex: "Jag kan inte få jobb för det kräver många års arbetslivserfarenhet/ man anställer inte äldre personer/ unga personer som enkelt hoppar vidare/ unga kvinnor som kan bli gravida etc etc” eller “Jag kan inte starta upp med det jag önskar nu då det just nu är lågkonjunktur.”
For example: "I can not get a job because it requires many years of work experience/ they do not hire older people / young people simply go ahead / young women may become pregnant etc., etc." or "I can not start what I want now because now we are in a recession."
B) Reflect together with the supervisor and the other groups about any conclusions drawn from the exercise that may be useful for implementing this activity together with the students. (15 min.)
3. MODULE 3 - CAREER COUNSELLING
Session 1 - CAREERS, COUNSELLING AND CLIENT TYPES

Exercise 1: Role playing exercise: Profiles for playing clients

Each participant playing a client is handed a card denoting the client he/she is impersonating:

**Tom, 53**

Tom has been working for a huge construction company with over 10,000 employees for more than 30 years. He started as construction worker and has been working as foreman for many years now. He is married and has two children, who are attending high school. His wife is a shop assistant working part-time.

In the last couple of years, Tom’s company has continually laid off employees, due to economic crisis but also because the company is orienting more towards real estate business. Downsizing has been a constant spectre to the workforce of the company, causing frustration, anger and a feeling of powerlessness for Tom and his colleagues.

Now, Tom was asked by his superiors to think about alternative job opportunities within the company and outside of it. In order to support his thought process the company is paying him to attend career counselling.

**Claire, 25**

Claire is a college graduate, very lively, with a variety of interests. She earned a bachelor in English Literature and a master’s degree in Anthropology. She is very active in a theatre group, taking drawing classes at the local community college and spending her spare time drawing when she is not acting. After internships at a gallery, a social media start-up and a newspaper, she decided to spend three months travelling through Asia in order to figure out whether she wanted to follow her artistic inclinations professionally. Upon her return, she visits a career counsellor, because during her travels she rediscovered how much she liked engaging with anthropological questions. Taking up further studies could be an option for her.
**Ahmed, 27**

Ahmed was born in Somalia, where he attended school and trained to be a mechanic. He had to flee Somalia due to persecution, leaving his family behind, arriving in Germany after long hardship. In Germany, he was accepted as refugee after one and a half years. Being legally entitled to work, Ahmed is eager to take up his old job as mechanic. However, since his German skills are still quite basic and he has no idea where to apply, he is happy to attend career counselling at the Public Employment Offices.

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**Lucia, 38**

Lucia is a trained social worker, who has been working with female youth and women with a history of substance abuse for a long time. She is very passionate about her clients, but also feels that being a social worker is a very demanding job with little pay. Lucia has been working for the same service provider most of her working life, since she is very fond of her colleagues and the entire atmosphere. After twelve years as social worker, she was offered a position at the same service provider that encompasses administrative duties as well as social work. She is in charge of organising schedules, checking time sheets and coordinating with other units. While she cannot imagine leaving the realm of social work, she learned through this experience that there is a multitude of professional opportunities available aside from working with clients every day. She turns to career counselling, because she is thinking about maybe taking up some form of further training or applying for a managerial post.

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**Barbara, 45**

Barbara is a high school teacher for music and history. She has been working at her current school for twenty-five years, interrupted only by her pregnancy and maternity leave. Her daughter is currently 17 years old and in her last year of high school, preparing to leave for college after graduation.

Barbara thinks curricula and teaching requirements have become all the more short sighted over the years. Especially in math, which she always preferred less than teaching music, she has to adhere to strict provisions of what is being taught and in which way tests are to be written. She feels she is too old for bending to these ever-changing standards, which she does not endorse.
The type of music Barbara’s students wish to practice, she does not like, making also her music lessons ever more unpleasant. Furthermore, in her view the new headmistress, who has been in charge for two years, is changing the school climate for the worse. Some of the colleagues she liked the best have retired and she feels that the new ones do not know how to do their job correctly. What is more, when Barbara counsels them on how teaching could be done in a better way, the new colleagues do not respond appreciatively, but mostly ignore her. Barbara’s daughter advised her to attend career counselling, which Barbara does, but feels her daughter only advised her due to selfish reasons.

Pedro, 22

Pedro is a student of chemical engineering. He has finished his bachelor and is now attending a master’s programme. Aside from focusing on his studies, he volunteers at Greenpeace, collecting donations, but also helping with creating campaigns to raise awareness for climate change and protection of natural resources. In his last summer holidays, he made an internship at a pharmaceutical company, which he found quite interesting. Yet the internship also made him question whether he can align working at a pharma company with his eco-friendly attitudes. Therefore, Pedro jumped at the opportunity to attend free career counselling at his university.

Peter, 32

Peter has been unemployed for three years. He lives with his parents who own a house and works odd jobs from time to time. After leaving school, he trained to be a hotel clerk, a job that he exercised for a couple of years. While working as hotel clerk he enjoyed living in different regions (a hotel in the mountains, a five star hotel in London etc.) and meeting many different people. After a while, he decided to move back to his hometown and did not quickly find a new position that interested him. Therefore, he moved back in with his parents and started gaining a little money on the side by bartending or helping out friends with their businesses. Peter is not unhappy with his situation, even though making more money would be nice. Lately, his mother started going on his nerves, because she wishes that he found a full-time job, entering again the system of social security. That is why Peter agreed to see a career counsellor when his mother asked.
Mona, 33
Mona comes from a highly educated family background. After graduation, she started studying mathematics at university, completing her bachelor as well as her master’s programme with highest honours. The professor who supervised her thesis encouraged her to apply for a scholarship to write her PhD and do research at his department. She spent six years doing research, writing papers and attending conferences. When she finished her doctor’s thesis, her doctor father retired. His predecessor did not continue Mona’s line of research at the department, which meant that her contract was not extended. She wrote grant applications trying to acquire money for continuing her research, but has not been successful so far. After a period of nine months explaining to the Public Employment Service that she is a scientist on the verge of landing a new project, her Public Employment officer mandated her to attend career counselling.

Anna, 45
Anna is an officer at the postal service. She has been working there for 20 years. She likes being a postal worker, even though she is not enthusiastic about her tasks. She likes most of her colleagues, dealing with clients and the clearly regulated hours of work. Since the postal service is declining trade and closing of offices has been routine for many years now, Anna’s representative of the worker’s council advised her to try career counselling. She did not see any reason not to go, so she went.

Olga, 42
Olga has been working as paralegal for many years. She is single, enjoys sport and meeting with friends. She leads a very active life.
Olga is very qualified as paralegal. She finds the tasks associated with it easy and little challenging. She never stayed long with one particular attorney’s office. In most cases, she was unhappy with her place of work and not the other way around. Olga finds working as paralegal boring and unfulfilling. After being dissatisfied with yet another place of work, she turns to career counselling.
Slavica, 18
Slavica is about to finish high school. She is quite happy about that, since in the past two years attending school has been quite dreadful to her. She wants to finish school first and enjoy life after graduation. But since her parents advise her to seek career counselling, she decides to go. Why not talk about herself with someone?

Boris, 54
Boris goes to see a career counsellor for advice. He works for a large company Alpha AG and everything is going very well, his company had a large number of requests lately, and he works late and with a lot of dedication. Unfortunately, his wife feels neglected and has threatened to leave him, if he does not quit his job.

Sven, 28
Sven attends the career service at his home university. He has finished his studies in political science and is looking for his first job. After writing several applications and receiving no answers, he is frustrated. Even though Sven does not want to talk about it, during the counselling session he tells the counsellor casually that he held a job before, but lost it due to alcohol problems.

Carina, 29
Carina works in a social counselling centre for unemployed people and is very unhappy about her colleagues. They never seem to do anything for the team (watering flowers in the office, cleaning the toilet, washing the dishes in their kitchen, refilling paper in the copy machine etc.), so she takes over all these responsibilities, without the others even noticing or appreciating this. All colleagues perform several counselling sessions with unemployed per day (around 10 unemployed per day). At the moment of career counselling, she actively considers leaving the job because of frustration and the feeling of not being appreciated by the team.
Helen, 45
Helen, who is unemployed, attends career counselling repeatedly. In the counselling sessions she talks about her situation of not finding a job and of her personal problems. She has a mental health issue which is one of the reasons why she does not find a job. She keeps booking career counselling sessions with the counsellor to talk about her life.

Sergio, 34
Sergio has been living from grants and scholarships until now. He was studying anthropology and writing his doctoral thesis, which took a long time due to field work abroad. With 34 years he now attends career counselling as he has never been employed before and he wants to have a family and earn money as soon as possible. His documents and applications do not seem to interest any potential employers, that’s why he goes to see a career counsellor. At the same time, he is rather angry that potential employers do not see him as an expert and wish to employ him right away.

Elena, 39
Elena comes to career counselling in a desperate and conflicting situation, as she is preparing to run a position in the United States. She has talked to her husband repeatedly and he agreed with her next career step, but now as preparations have moved on, he is unwilling to support her and to give up his job in Austria. Her future company in the United States is already distributing working tasks to her in advance per email and she does not feel like she can back up now, without ruining her career in this industry / branch.

Melina, 41
Melina has recently been promoted to a new position and now has to work with a new colleague in the marketing department. In team meetings, the new colleague always seems to be against her ideas and arguments, which leads to total frustration within the client and the feeling of being inadequate and incompetent. She goes to see a career counsellor, because she does not know what to do.
Marc, 53
Marc is working in a bank. He comes to career counselling after having been unemployed for more than five years and finally having found a new, stable and financially attractive position. In the counselling session, he reveals that he noticed that his boss is having several affairs with female employees. He wants to report his discovery since some of the female employees are very young and remind him of his daughter, but he does not want to lose his new job.

Lily, 24
Lily attends career counselling at her home university, as she is afraid of not passing her final exam. Also, she needs information about which forms to fill in when she ends her studies in chemistry. The counselling session goes well and the counsellor informs the client about psychological support groups for anxiety problems and hands informational material to her including a checklist for ending one’s studies. Shortly before the session ends, the client burst into tears, saying that her father died two days ago.
Exercise 2: Profiles of different clients

You can take this list as a basis for typologies of clients and you can discuss other and further types of clients with your workshop participants. The main types of clients are:

<table>
<thead>
<tr>
<th>Type of client</th>
<th>Motives to access career counselling</th>
<th>Appropriate methods of career counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitor</td>
<td>A visitor just stops by in the counselling session, but</td>
<td>The appropriate method would be just listening to the visitor and asking questions, but not working on an action plan or anything else, which is concrete. The counsellor can point to the fact that the visitor can come again, when and if his /her circumstances change and s/he does want to work on something. It is hard to activate visitors.</td>
</tr>
<tr>
<td></td>
<td>a) has no real issue to work on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) thinks someone else has a problem, but not the visitor himself/herself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) was sent by someone else (employer, parents, employment service) but does not want to work on anything specific This leads to not finding anything to work on together.</td>
<td></td>
</tr>
<tr>
<td>Active Client</td>
<td>An active client has a specific issue or problem or challenge or a goal and wants to change something or make the next step.</td>
<td>All methods of career counselling apply to this client type. Active clients can be activated additionally.</td>
</tr>
<tr>
<td>Complaining Client</td>
<td>A complaining client issues a complaint, laments, grieves or simply whines about a problem, but does not want or is not able to step out of the problem. The complaining client thinks that he or she is not the problem, but someone else or “the system”.</td>
<td>Appropriate methods used in counselling for complaining clients is to a) question whether the complaint or problem can be solved at all (by the client) b) offer room for reflection of the problem or complaint in the counselling session c) offer only guidance through this phase of life, but not counselling It is hard to activate complaining clients, but it is possible.</td>
</tr>
<tr>
<td>Other types...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 2 – ‘HARD FACTS’

**Exercise 3: Skills profile**

*Instruction:*
Please use the skills profile that you have been handed to ascertain your own competences. Take about 10 minutes to engage with this tool, think about the questions posed, your answers and what you can learn from using it.

Afterwards you will consider different skills profiles in your working group. Each of you is asked to **shortly** introduce the tool he/she has been working with during the last 10 minutes:

- What questions are being asked?
- What types of skills can be assessed with this tool?
- Your experience filling it out

Then, all of you together will discuss the different tools and their potential for advising clients. You may focus on the following questions. Please note your conclusions and recommendations for using competence profiles on a flip chart to later present them to the entire group of participants.

- What similarities did you notice among the different tools aiming to uncover competences?
- Which differences?
- What are the main types of competences aimed at?
- Strengths / weaknesses of different formats of skills profiles
- How does skill profiling inform the counselling of a job-seeking client? How can counsellors support clients in the process of profiling competences?
Exercise 4: Writing a CV

*Instruction:*

Please read each CV and take a couple of minutes to reflect on its strengths and weaknesses. Take down notes on your thoughts and impressions.

- Which effect does the CV have on you?
- Is it clearly structured?
- Is there information missing?
- Are there any passages, which are hard to understand?
- What could be improved?
- Which elements of this CV could be taken as instructive examples on “how to successfully write a CV”?

Afterwards you will discuss these questions in your working group and together come up with useful suggestions for writing a CV and note them on a flipchart paper.
Exercise 5: Motivational Letter

**Instruction Part I:**

Please read the job ad below and draw up a personal motivational letter you would write when applying to this job (10 min.). In case you run out of time, make sure that you at least outline all the paragraphs, you would like the letter to encompass; just leave out intricate details. After you are finished, pair up with one member of your group (in the event of an uneven number of group members, you can also form a set of three).

**Job Ad:**

**Career counsellor at Lifelong Consulting Co.**

Ref. 7893

Lifelong Consulting, a private consulting firm, is seeking a full-time career counsellor starting May 1, 2017. Focusing on individuals and organisations who wish to reflect on their status quo and take on new challenges, we offer high quality individual and organisational consulting. In our individual counselling, we follow a person-centred, holistic approach, viewing skill development as lifelong process.

We offer a rewarding position in a young team, with a high degree of autonomy, and opportunities for further training and supervision. Salary: €2,750/month; excellent training and development opportunities and staff benefits.

**Functions:**

- Business and career counselling, primarily face-to-face
- Counselling of private clients and referrals from the Public Employment Service
- Potential and Skills Analysis, Profiling and Career Development
- Review of application documents and mock-interviewing
- Documentation of cases, writing assessments and career planning reports

**Education and experience:**

- Bachelor’s degree in counselling, education, social work or a related field
- 2 years of work experience as career counsellor or in a similar position
√ Certification as counsellor, trainer or coach preferred
√ Solid knowledge of counselling theories and methodology
√ Solid knowledge of the labour market and current developments
√ High interest in communication and designing interpersonal relationships
√ High social skills, empathy and a caring attitude towards clients
√ Ability to work independently
√ Team work, organisational skills, and digital competency

If this sounds like a good fit, please send your resume, motivational letter and relevant documents to Claire Lewis, Operating Manager, at c.lewis@mail.com, until April 1, 2017.

**Instruction Part II:**

Now that you are in teams of two (or three), you will swap motivational letters and read your partner’s text. Together, you will analyse what works especially well in the letters and which elements might need some more work. Reflect on what makes a good motivational letter. Think about:

- main elements of a motivational letter;
- questions that it should answer to;
- phrasing that might be misleading;
- the matching between the motivational letter and the job add.

After discussing bilaterally, you will be asked to present conclusions to the entire plenary group.
CV no.1

Peter Brooks

Nationality: Great Britain

Phone: 99999999999

**Ambition**

I like to continuously advance my competences and personal skills, thereby transcending my own limits. I am very interested in pharmaceutical research, developing and testing new medication, sales strategies as well as documenting research processes.

**Skills**

- Excellent general education
- High analytic and problem solving skills
- Team player
- Good networking skills
- Work in a very exact way
- Patient and persistent
- High interest in medicinal technology, knowledge on technology development
- Speak: English, Spanish, Polish

**Education**

Roy Brixton Grammar School, Canterbury, UK; graduation in 2005

- Emphasis on science and engineering

MSc in Pharmaceutical Sciences at Aston University, Birmingham, UK; graduation in 2014
- Drug Discovery
- Pharmacology

**Activities**

1 September 2007 – 30 November 2007  Internship at Polynim Pharmaceuticals, Department of Quality Assurance

2009 – 2010  Studies of Pharmaceutical Quality Management

1 May 2014 – 31 August 2014  Trainee at GBK Drug Company

**Personal Details:** I am an ambitious, straightforward person, with the capacity to critical reflection, driven by the aspiration of self-development. Further interests of mine are developments in nanotechnology and keeping informed about cancer research.
CURRICULUM VITAE

Sandra O’Donnell

Address
4 Lingolane
36640 Mobile, AL.
United States of America
sandybunny01@gmail.com

Education:
2012-2016 University of Mobile, AL
BA Business Administration
Special interests: Marketing, E-Commerce and Business Mathematics
Study abroad – Shanghai, China 2013
2008-2012 St. Thomas High School, Mobile, AL
Graduation in 2012
National Honors Society (2009, 2011)
2004-2008 St. Thomas Middle School, Mobile, AL
2000-2004 St. Thomas Primary School, Mobile, AL

Work Experience:
July 2015-Aug. 2015 Internship at Bank of America
Marketing Department
July 2014-Aug. 2014 Internship at Bank of America
Customer Relations
Sept. 2010-Jan. 2013 Shop assistant at Busters Department Store
Providing quality service to customers, storing and organizing goods
Sept. 2009-Sept. 2012 Tutoring high school students in math and science

Volunteering:
Nov. 2013- Soup kitchen Mobile Central, AL
Cooking and waiting tables
Jan 2009-Sept. 2012 Homeless Shelter South Kensington, AL
Organizing yard sales, collecting donations
Skills and Interests:
English and Spanish, communication skills, ECDL qualifications in Word and Excel, basic programming skills, sport (softball and gymnastics), travelling.

CV no.3

Curriculum Vitae

Address: 78 Cullum Drive, County Cork, Ireland
Tel: 7777777777
Email: simone.garber@yahoo.com
Date of Birth: 27 February 1985
Nationality: Irish
Gender: Female
Marital-status: Single

Areas of Expertise
Nursing, childcare, health services
Administration, supervising of trainees
Communication, conflict management

Professional Experience
Hospital Nurse at Mountain View Hospital 2011-2016
945 Hill Street, County Cork, Ireland
• Giving high quality care to infants and children, and making sure that quality standards are adhered to
• Supervising assistants
• Coordinating and planning activities

Nursing Assistant at Mountain View Hospital 2010-2011
945 Hill Street, County Cork, Ireland
• Giving high quality care to infants and children
• Maintaining administrative records
• Informing and guiding parents on children’s condition and recovery

Various jobs (retail and food service industry) 2003-2007
Education
Nursing, BSc at Dublin Community College  
2006-2009

Bainbridge Primary School  
1900-1994

White Hill Secondary School  (graduation)  
1994-2003

Hobbies and Interests
Reading non-fiction books (biographies and chronicle)
Hiking
Singing in St. Annabelle’s choir
Paul Logan

“Opportunities are usually disguised as hard work, so most people don't recognize them.”

Ann Landers

Areas of experience
Journalism, social media
Digital photography
Politics and International Affairs
Europe (especially South-East Europe) and South America

Personal summary
As well experienced writer with practical experience in print and online journalism, a knack for web 2.0 and university education in writing, I am driven to tell news stories from unfamiliar angles, travelling as far as it takes to talk to important sources and collect relevant information.

Personal details
Taubengasse 4, 34659 Berlin, Germany
+11 1111 111111
p.logan@slamdunk.org
Twitter: p_lo_04

Personal Skills
Critical faculty, motivation, meticulousness, creativity, high communication skills, capacity to improvise

Professional Associations
Young Critical Journalists
European Association for Journalism
Creative Industries for Refugees, Berlin
Work experience

Freelance work for Today’s News, since Sept 2014
Freelance writer @ Berlin News Daily, since May 2014
Reporting on refugee camps for The Inquirer, Aug 2015 to May 2016
Photography and editing @ cool kidz magazine, June 2015 to Oct 2015
Freelance writer for keepinginformed.com, since March 2013
Assistant to the news editor @ Capital News, Jan 2012 to Feb 2013
Assistant to the politics editor @ Capital news, Oct 2011 to Jan 2012
Photography for Capital News, Sept 2011 to Dec 2011
Reporting on student life in Brazil for Time magazine, Jan 2009 to Aug 2009
Freelance writer for Students in Berlin, May 2008 to Feb 2012
Editor in chief of high school newspaper “Feisterplatz-Express”, Sept 2005 to June 2007

Education

Creative Writing Summer School, Luzern College, June 2016 to July 2016
Seminar on “Subjectivity in News Reporting”, British Association for Journalism, June 2014
Workshop “Photography in a Post-Documentary Age”, Higher Arts School, Berlin, May 2013
Workshop “One-person coverage”, internal training Capital News, Sept 2012
Workshop “Ethical Journalism: How to responsibly deal with sources”, Luzern College, June 2011
Creative Writing Summer School, Luzern College, June 2010 to July 2010
BA in Journalism and Communication Studies, Berlin University, Oct 2007 to Nov 2010
High school Feisterplatz 7-9, Berlin, Germany, Sept 2003 to June 2007
PERSONAL INFORMATION

Roman Belfort
Rue Bellevue 27, App. 6, Paris, France
+33 – 1 – 888 – 88888
r.belfort@gmail.com
France

WORK HISTORY

Manager, IT-department, Seine Hospital, Paris, FR since Jan 2014
Consultant, Bayview International Information, Tampa, FL, USA Jan 2000 – Dec 2000
ACADEMIC QUALIFICATIONS

St. Mary College, Rouen, Management, MSc  Jul 1995
University of Lyon, Information Technology, graduate engineer  Jul 1991

SKILLS

Computer skills:
Languages: JAVA, JavaScript, C, C#, PHP, HTML5, CSS3, LATEX, SQL
Platforms: Apache, Linux, MSSQL, SSIS, Windows Server

Language skills:
French (mother tongue), English (proficient user)

Management skills:
Analytical mind, problem solver, ability to plan and make strategic decisions, excellent handling of employees, ability to structure teamwork, thrive under pressure, proactive leadership style
Take-home material on hard facts

European Reference Framework on Key Competences for Lifelong Learning

https://www.erasmusplus.org.uk/file/272/download

The description of competences is available in multiple European languages, if you wish to hand out the definition in the native languages of the participants: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:c11090

Exercise 7: Detecting and clustering competences

- Skills can be assessed by the clients themselves through various methods, like personal SWOT analysis, compilation of competences, mind mapping of skills, personal histories, entries in a study book, book of memories, documentation of activities or competence portfolios
  - Introducing clients to suitable methods and guiding them on how to proper use these methods
- External assessment of skills by counsellors, trainers, tutors – in assessment centres, counselling sessions, workshops
  - Profiling clients’ competences
  - Reflecting on the outcome of clients’ self-assessment
- Interrogating personal interests, values and priorities in relation to skill assessment and development

Questions to start clients thinking about competences and skill development:

- What kind of competences do you already have?
- What kind of competences should you acquire to be able to work with things you like?
- What kind of barriers are in your way? Can you overcome them? What does it require?
- What part of your competences would you like to use in your future work?
• What would you do for a living, if you could choose freely and if anything was possible?

Basic dimensions for clustering competences:

• Professional skills or hard skills
  o i.e. work-related knowledge, technical and intellectual abilities

• Organisational skills

• Social skills or soft skills
  o i.e. communication skills, teamwork and interpersonal skills and conflict management

• Personal skills
  o Elements of one’s personality, competences in relation to personal proclivities

• Key skills¹:
  o communication in the mother tongue
  o communication in foreign languages
  o mathematical competence and basic competences in science and technology
  o digital competence
  o learning to learn
  o social and civic competences
  o sense of initiative and entrepreneurship
  o cultural awareness and expression

Europass – Template and Instructions


¹ According to European Reference Framework on Key Competences for Lifelong Learning (2006), but there are also other categorisations of key competences: i.e. “Definition and Selection of Competencies: Executive Summary”, OECD, 2005, URL: http://www.oecd.org/dataoecd/47/61/35070367.pdf
Exercise 8: Prototypical structure of a motivational letter

Full name          Location, date
Street address
City, state, zip code [in the order that is customary]
Telephone number
Email address

Name of company
[Contact’s name, contact’s position]
Street address
City, state, zip code [in the order that is customary]

Subject / reference to job ad

Salutations [Dear Mr./Mrs./Dr. contact’s name],

1st paragraph: Opening / selling argument

- Express in one sentence why you are applying: what attracts you to this specific position in this specific company; the introduction needs to be position-/company-specific
- Express in one sentence why you are qualified: concisely name your most important qualification/-s for the job offered
- This first paragraph sets out the structure of the rest of the document; if you name three different types of qualifications/competences as selling points in this introductory paragraph, then the next three paragraphs will be detailing each of these qualifications/competences
- Be creative; this is the first information you convey about yourself
**2nd-4th paragraph: Narrating in more detail**

- Write about your skills and experiences (pick the ones that are most relevant for the job offered)
- Do not just reference what you stated in your CV, but also give detail to your experiences and make them memorable
- Provide evidence: give examples of how you used the qualifications you name
- Try to include a diversity of qualifications relevant to the job, i.e. formal qualifications, soft skills, work experience and other competences/experiences
- You may also focus on your motivation in a short paragraph
- Try to connect the qualifications you write about with the position offered or the specifics of the company

**Final paragraph: Closing**

- Sum up why you think you are qualified for the position offered in one sentence (try not to repeat yourself)
- Optional: Write that you look forward to hear from your contact, to interviewing with them etc.

Sincerely,

[sign by hand]

Your full name typed
Session 3 - HELPING DISORIENTED CLIENTS FIND A NEW PERSPECTIVE

Exercise 9: Time line exercise

Current position (present time):
What are you doing now? (Specify, explain in greater detail)
What do you like about it, and what don’t you like about it?

Previous position 1:
When you look back “over your shoulder“, what was your last job like?
What did you do, where did you work?
What did you like about it, what did you not like about it?
Who helped you arrive at that position?

Previous position 2:
When you look even further back “over your shoulder“, what was your last job before that one like?
What did you do, where did you work?
What did you like about it, what did you not like about it?
Who helped you arrive at that position?

If previous position is not applicable, cards can also be written for education, training, volunteering, social endeavours, travel/mobility etc. and the same questions apply as above.
**Current position / Turning around:**

What are you most proud of?

What was the most difficult thing you did and what made you do it?

When you look back into your “garden of experience”, which were the bitter fruits, the juicy ones, the sweet ones, etc. and what did you learn from them?

---

**Future:**

Building on all that we have talked about so far, which options do you see for your future?

What could you do? After looking back to your previous experiences, where do you see yourself in 3 or 6 months?

---

**Option 1:**

What is it?

What would you have to do to arrive at option 1? What would be the next steps?

How satisfied would you be working/training as option 1?

What would you still need to do in order for this option to work?

Which skills from previous experiences can you use there?

---

**Option 2:**

What is it?

...

---

**Option 3:**

What is it?

...

...
Sitting down again:

Which option do you feel most comfortable with at the moment?

Which steps would you have to take to pursue this option? What is the concrete first step to take?

Who would you need to talk to and agree with for this option (children, parents, partner, employer, roommate, mentor ...)? Whose support do you need for this option?

Let’s write a list of next steps.

What will you do after leaving my office?
Session 4 - REFLECTING ON PROFESSIONAL PRACTICE, SUPERVISION AND WRAPPING UP

Exercise 10: Case work and supervision

Please work on a case of a difficult counselling experience / difficult client-counsellor-relationship in small groups and follow the 5 steps described below. In case of questions, you can ask the facilitator at any time.

One member of your group narrates the case. If you like, one member of the group can be in charge of organising the discussion process and making sure that you follow the procedure spelled out below.

Step 1: Clarifying the basics of the case

- What happened?
- How did the counsellor interpret the situation / the events?
- Which emotions causes the case in the counsellor?
- Which personal limits of the counsellors does it encroach upon?

Step 2: Short round of group feedback

- Which immediate emotions and associations come to mind when hearing the case?
- Please do not judge the other group members’ reactions.

Step 3: Analysing the case together – finding possible explanations and reframing

- What are possible reasons for the conflict / the problematic counselling relationship?
- Why does the client act the way he/she does? What might be his/her motivations?
- How might the conflict / the problematic situation be viewed in a positive light? Does it benefit anyone?

Step 4: Possible solutions

- What can the counsellor do?
- Which solutions for this conflict are there on a personal level, on a relationship-level and on a greater contextual level?
- Which options for change do you see in your small group?

Step 5: Agreeing on future steps

As a group try to agree on one solution for changing the situation for the better. Please formulate future steps to be taken very concretely, in a positive way, step by step. It is important that the solution agreed upon offers opportunities for the counsellor to act.

Exercise 11: Possible cases for supervision

CASE 1

A male client, 54 years, comes to the career counsellor for advice. He works for a large company Alpha AG and everything is going very well, his company had a large number of requests lately, and the client works late and with a lot of dedication. Unfortunately, his wife feels neglected and has threatened to leave him, if he does not quit his job.

CASE 2

A male client, 28 years, attends student counselling at his home university. He has finished his studies in political science and is looking for his first job. After writing several applications and receiving no answers, he is frustrated. In the course of the session, the counsellor discovers that the client had a job, but lost it due to alcohol problems.
CASE 3
A female client, 29 years, works in a social counselling centre for unemployed people and complains about her colleagues. They never seem to do anything for the team (watering flowers in the office, cleaning the toilet, washing the dishes in their kitchen, refilling paper in the copy machine etc.), so she takes over all these responsibilities, without the others even noticing or appreciating this. All colleagues perform several counselling sessions with unemployed per day (around 10 unemployed per day). At the moment of career counselling, she actively considers leaving the job because of frustration and the feeling of not being appreciated by the team.

CASE 4
A female client, 45 years, unemployed, attends career counselling repeatedly. She talks about her situation of not finding a job and of her personal problems. The client has a mental health issue and the counsellor knows that this is one of the reasons why she does not find a job. She keeps booking career-counselling sessions with the counsellor to talk about her life.

CASE 5
A male client, 34 years, has been living from grants and scholarships so far as he was studying anthropology and writing his doctoral thesis, which took a long time due to field work abroad. With 34 years he now attends career counselling, as he has never been employed before, wants to have a family and earn money as soon as possible, but his documents do not seem to interest any potential employers. He simply does not have any working experience at 34 years, and is rather angry that potential employers do not see him as an expert.

CASE 6
A female client, 39 years, comes to career counselling in a desperate and conflicting situation, as she is preparing to run a position in the United States. She has talked to her husband repeatedly and he agreed with her next career step, but now as preparations have moved on, he is unwilling to support her and to give up his job in Austria. Her future company in the United States is already distributing working tasks to her in advance per email and she does not feel like she can back up now, without ruining her career in this industry/branch.

CASE 7

A female client, 41 years, has recently been promoted to a new position and now has to work with a new colleague in the marketing department. In team meetings, the new colleague always seems to be against her ideas and arguments, which leads to total frustration within the client and the feeling of being inadequate and incompetent.

CASE 8

A male client, 53 years, working in a bank, comes to career counselling after having been unemployed for more than five years and finally having found a new, stable and financially attractive position. In the counselling session, he reveals that he noticed that his boss is having several affairs with female employees. He wants to report his discovery since some of the female employees are very young and remind him of his daughter, but he does not want to lose his new job.

CASE 9

A female client, 24 years, attends career counselling at her home university, as she is afraid of not passing her final exam. Also, she needs information about which forms to fill in when she ends her studies in chemistry. The counselling session goes well and the counsellor informs the client about psychological support groups for anxiety problems and hands informational material to her including a checklist for ending one’s studies. Shortly before the session ends, the client burst into tears, saying that her father died two days ago.
### MODULE 4 - COUNSELLING AND COMMUNICATION METHODS

#### Session 1 - GENERAL KNOWLEDGE ABOUT HUMAN COMMUNICATION

**EXERCISE 1 – Human communication**

**Match the correct term from the list below with the correct statement** (2 points each).

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway through which messages are sent</td>
<td>A systemic process in which people send and receive messages through symbols to discover and interpret meanings</td>
</tr>
<tr>
<td>A systemic process in which people send and receive messages through symbols to discover and interpret meanings</td>
<td>Information, ideas, or suggested actions that a speaker wishes to share</td>
</tr>
<tr>
<td>Information, ideas, or suggested actions that a speaker wishes to share</td>
<td>Circumstances important to the situation</td>
</tr>
<tr>
<td>Circumstances important to the situation</td>
<td>The process of transforming and interpreting another’s message back into the receiver’s own meaning</td>
</tr>
<tr>
<td>The process of transforming and interpreting another’s message back into the receiver’s own meaning</td>
<td>Thinking process of transforming ideas and emotions into symbols and organizing them into a message</td>
</tr>
<tr>
<td>Thinking process of transforming ideas and emotions into symbols and organizing them into a message</td>
<td>Verbal or nonverbal responses to a message</td>
</tr>
<tr>
<td>Verbal or nonverbal responses to a message</td>
<td>Verbal or nonverbal communication about communication</td>
</tr>
<tr>
<td>Verbal or nonverbal communication about communication</td>
<td>Organized communication element that includes meanings and symbols, encoding and decoding</td>
</tr>
<tr>
<td>Organized communication element that includes meanings and symbols, encoding and decoding</td>
<td>Theory describing the relationship among elements of communication</td>
</tr>
<tr>
<td>Theory describing the relationship among elements of communication</td>
<td>People involved in the communication</td>
</tr>
<tr>
<td>People involved in the communication</td>
<td>An individual’s life history that affects his or her communication approach</td>
</tr>
<tr>
<td>An individual’s life history that affects his or her communication approach</td>
<td>Interference with or a distraction from the communication process</td>
</tr>
<tr>
<td>Interference with or a distraction from the communication process</td>
<td>The implied aspect of a communication message, which conveys information about emotions, attitudes, power, and control.</td>
</tr>
<tr>
<td>The implied aspect of a communication message, which conveys information about emotions, attitudes, power, and control.</td>
<td>Followable prescription that indicates what behaviour is obligated, preferred, or prohibited in certain contexts</td>
</tr>
<tr>
<td>Followable prescription that indicates what behaviour is obligated, preferred, or prohibited in certain contexts</td>
<td>Originator of a thought or emotion, who puts it into a code that can be understood by a receiver</td>
</tr>
</tbody>
</table>

**List of Terms:**
1. Source;
2. Rule;
3. Relationship dimension;
4. Noise;
5. Field of experience;
6. Senders and receivers;
7. Transactional Model;
8. Message; Metacommunication;
9. Feedback;
10. Encoding;
11. Decoding;
12. Context;
13. Content;
14. Communication;
15. Channel.

**EXERCISE 2 – Human motivation**

1. Jane believes that she got a bad grade on her sociology paper because her professor does not like her. Jane most likely has an ____________________ locus of control.
   a. Internal
   b. External
   c. Intrinsic
   d. Extrinsic

2. According to Maslow's Hierarchy of Needs theory, which of the following levels indicates the following statement: Security of employment, resources and health (Put an X in the option that you consider correct).
   - [ ] Self-actualization
   - [ ] Esteem
   - [x] Love/belonging
   - [ ] Safety
   - [ ] Physiological

3. Do you have an internal or an external locus of control? Provide THREE examples to support your answer.
   a. _______________________________________________________
   b. _______________________________________________________
   c. _______________________________________________________
4. Expose two main features of intrinsic and extrinsic motivation, differentiating them.

<table>
<thead>
<tr>
<th>Intrinsic motivation</th>
<th>Extrinsic motivation</th>
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<tbody>
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</tbody>
</table>

5. According to Herzberg’s Two-Factor Theory, match the factors exposed to the group that belongs through lines links. Follow the exemple provide.

Motivators factors
- Self-realization
- Company Policy
- Recognition
- Supervision
- Work itself
- Work conditions
- Responsibility
- Interpersonal relationships
- Career progression
- Status
- Employment Security

Hygiene factors

EXERCISE 3 – Human perceptual phenomenon

1. Indicate what are the three steps or parts of the perceptual process.
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________

2. Choose one of the three and explain it.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
3. Fill in the following crossword table:

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td>4</td>
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<tr>
<td>5</td>
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</tr>
</tbody>
</table>

1. Result of the process of performances several filter's that involve drawing principles or conclusions from particular evidence or facts

2. Process of using our beliefs, thoughts, and observations to gather information about surroundings and people

3. Stage in which convert stimuli into patterns, ie, recognizable in order to interpret

4. It is the first step that determines the stimuli that will choose to focus on them

5. Stage at which assigns meaning to the observations initially presented
EXERCISE 4 – Self-concept and communication (JOHARI WINDOW MODEL)

1. Matches the description with the areas that exist in the model of Johari Window

<table>
<thead>
<tr>
<th>AREAS OR QUADRANTS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind area ●</td>
<td>● Includes information about ourselves that we and others know</td>
</tr>
<tr>
<td>Hidden area ●</td>
<td>● Refers to the “unknown” information about ourselves that neither we nor others know about</td>
</tr>
<tr>
<td>Unknown area ●</td>
<td>● Includes information about ourselves that we don’t know but others do</td>
</tr>
<tr>
<td>Free area ●</td>
<td>● Includes information about ourselves that we know but that others do not</td>
</tr>
</tbody>
</table>

2. Matches the Communication Standard Type with the areas that exist in the model of Johari Window

<table>
<thead>
<tr>
<th>AREAS OR QUADRANTS</th>
<th>COMMUNICATION STANDARD TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind area ●</td>
<td>● Type D</td>
</tr>
<tr>
<td>Hidden area ●</td>
<td>● Type C</td>
</tr>
<tr>
<td>Unknown area ●</td>
<td>● Type B</td>
</tr>
</tbody>
</table>
Session 2 - GENERAL KNOWLEDGE ABOUT COUNSELLING PROCESS

EXERCISE 5 – Life-design counselling - intervention model

1. According to the interventionist model of Savickas, match the description of the Outline of Sequence for Life-Designing of the LIFE DESIGNING with LEARNING CYCLE.

<table>
<thead>
<tr>
<th>LIFE DESIGNING</th>
<th>LEARNING CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconstruct</td>
<td>Concrete experience</td>
</tr>
<tr>
<td>Deconstruct</td>
<td>Reflective observation</td>
</tr>
<tr>
<td>Co-construct</td>
<td>Abstract conceptualization</td>
</tr>
<tr>
<td>Construct</td>
<td>Active experimentation</td>
</tr>
</tbody>
</table>

2. According to the interventionist model of Donald and Savickas match the description of: Life-space; Life design and Life-span and their meaning.

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life-space</td>
<td>Emphasizes the importance of considering the various roles assumed by the individual</td>
</tr>
<tr>
<td>Life-design</td>
<td>Describes career decisions as identical to other transversal decisions that occur throughout the person's life cycle</td>
</tr>
<tr>
<td>Life-span</td>
<td>Refer to a career construction counseling and include interpersonal relationships</td>
</tr>
</tbody>
</table>

3. Order the steps of the Life-Design Counseling model intervention process of Savickas, writing in the blank spaces the ordinal number that described each step.

______ Putting the problem in the new reformulated history
______ Open perspectives
______ Define the problem and identify what the client hopes to achieve through consultation
______ Client exploration of the current subjective identity forms system
EXERCISE 6 – Career Cycles – CC intervention method

1. According to the CASVE method, write the names of the steps on the left blank spaces in the following figure.
2. According to the same method - CASVE, match the description of the RATIONALE with each DESCRIPTION.

<table>
<thead>
<tr>
<th>RATIONALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing my choice</td>
<td>⬤ Focuses on using self-discovery and use of self-reflections or, for example, performing structured exercise.</td>
</tr>
<tr>
<td>Identifying the problem or the gap</td>
<td>⬤ Identifying no more than three available alternatives and strongly realistic with the profile of the subject.</td>
</tr>
<tr>
<td>Understanding myself and my options</td>
<td>⬤ Starts from anything like the question “What do I need to do to find a new job”.</td>
</tr>
<tr>
<td>Expanding and then narrowing my list of options</td>
<td>⬤ Make a plan to implement</td>
</tr>
</tbody>
</table>

3. Choose one of the five steps from the same method – CASVE, and explain succinctly by your own words.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Session 3 - TRANSVERSAL SKILLS NEEDED TO COVER THE HUMAN COMMUNICATION THROUGH COUNSELING PROCESS

EXERCISE 7 - EMPATHY MAP EXERCISE
5. MODULE 5-RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

Session 1 – GENERAL KNOWLEDGE ABOUT THE RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

Exercise 1

- Think back over your experiences of recognition/validation – whether as a candidate or assessor. What challenges, problems or barriers to recognition have you experienced?
- Think about how it is done in your country! If you have no previous knowledge about the recognition/validation of non-formal or informal knowledge search in internet for more information.

Exercise 2

Match the form of learning with the right statement.

Formal learning • Intentional, time-defined, institutionalized activity, which does not end with the acquisition of publicly recognized qualifications, but it is structured and planned (objectives, duration, teacher). Non-formal learning is from the candidate’s point of view, intentional activity.

Informal learning • Intentional, time-defined, institutionalized activity, of which the result is usually publicly recognized qualifications. It is typically provided by the school institution, it is structured and planned (objectives, duration, learning assistance) and ends with certification. Formal learning is from the candidate’s perspective intentional activity.

Intentional, time-defined activity, which does not take place
Non-formal learning consists of learning in a particular institution and does not end with the acquisition of publicly recognized qualifications. It is about learning in everyday life, work, family, leisure time, which is not structured and planned, does not lead to certification. It may be intentional but in most cases, it is non-intentional (or “incidental”/random).

Session 2 - THE PROCESS OF RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

Exercise 3

WATCH THE VIDEO!

https://www.youtube.com/watch?v=BHR2glsMXV8

(The part from 16:33 until 20:32)
Exercise 4

Match the statements with the right phase in the process of recogniton/validation

**DOCUMENTATION •**
- Individual alone or in cooperation with counsellor collects evidence of the knowledge, skills and competences that he/she has acquired through non-formal and informal channels of education and learning.

**IDENTIFICATION •**
- Individual’s learning outcomes are compared against specific reference points and/or standards.
- Issuing a licence
- Final valuing – of the learning identified, documented and assessed.
- The individual must be made aware of the costs and benefits of validation, compared to further education and training.

**ASSESSMENT •**
- Evaluation of written and documentary evidence
- This phase follows the identification stage and involves provision of evidence of the learning outcomes acquired.

**CERTIFICATION •**
- An individual alone or in cooperation
with counsellor notes what knowledge, skills he/she already possesses and has acquired through non-formal and informal channels of education and learning.

Session 3 - PROFESSIONAL COMPETENCES NEEDED FOR VALIDATION/RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE

Exercise 5

- Think about your daily tasks. Compare them to the described task of the informant, counsellor and assessor in the process of recognition/validation of non-formal and informal knowledge. What have you noticed?

- Write on a piece of paper the main task of each professional profile in the process of recognition/validation of non-formal and informal knowledge. Compare them to the tables above. How many of them did you remembered?
Exercise 6

Make the statements of key tasks of the professionals working in the process of recognition/validation of non-formal and informal knowledge to the three profiles in the table below (does the statement mostly stand for informant, counsellor or assessor).

- Informing potential candidates and the wider public about the possibilities of evaluation and recognition of informal knowledge.
- Help the candidate at choosing, at arranging of evidence and preparing a portfolio.
- Management of counselling conversations.
- Motivating the candidate for entering the procedure.
- Managing the evaluation process.
- Assessment of the adequacy of the portfolio demonstrated competences in accordance with a specified standard of knowledge.
- Presentation of the procedure of identification and recognition of informal knowledge.
- The promotion, monitoring, assistance to the candidate in identifying, documenting knowledge and skills.
- Advice on further steps or use of the results of the evaluation.

<table>
<thead>
<tr>
<th>INFORMANT</th>
<th>1.</th>
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<tbody>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>COUNSELLOR</td>
<td>1.</td>
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</table>
Session 4 - METHODS AND TOOLS USED FOR RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

Exercise 7

- WATCH THE VIDEO!

WHAT IS AN E-PORTFOLIO?
https://www.youtube.com/watch?v=xvqBORISA5k

- Prepare your own portfolio or an e-portfolio. Be creative and innovative. Think about who you are, what your strengths are, what is the best way to present yourself, how can you stand out from all the others!

Exercise 8

- Read the study cases below – what is your advice, how would you counsel the clients? (Think about the phases in the process of recognition/validation of non-formal and informal knowledge and about the methods and tools that are appropriate for each case.)

1. Boris is 28 years old. He is a trained car mechanic, because he has worked in his father’s workshop since he was 17 years old. He dropped out of secondary vocational school in the second year. Therefore, the only recognized formal
education he has is the primary education. He wants to continue working as a mechanic, and perhaps later on take on father’s workshop and his business but in order to do so, he needs a certificate of competence. What would you advise him?

2. Monika was born in Germany. She lived there for 10 years and then her family moved to Slovenia. She finished secondary vocational school – salesman/merchant in Maribor, Slovenia. She wants to work in truism and she needs to have a certificate of knowledge of the German language. German is her mother tongue and she still visits her relatives that live in Germany every summer.

3. Neisha is 30 year old and works for a large government department in an administrative role. Her job includes record keeping – setting up and maintaining files, using a computer – creating simple word processed documents and spreadsheets, coordination of meetings and special events, including organising venues and catering, taking minutes if required, sourcing information, preparing documents and making copies as required. She is interesting in furthering her career and is aware of her lack of formal qualification may hold her back. She found the course in Management and administration and she is wondering if her working experience will enable her to fast track her study.

4. Maria is 55 years old. She has recently been let go from the company she worked for over 30 years. She worked as a seamstress and sewed her entire adult life. When she started working in the company, she had finished only primary school. At fifteen, she drop out of school and never finished her education in secondary textile school in Kranj, Slovenia. However, because her mother was a seamstress and she taught her how to sew when she was little, she got the job. Maria wants to know what she can do to get the qualification as a seamstress, because without that she cannot get reemployed elsewhere.

5. Khalil is a 35-year-old refugee from Syria. He has recently arrived in Germany from overseas with no paper work about his work experience and no relevant
qualifications. He has recently begun working in a landscape company, and needs the qualification to fulfil all the duties his employer requires.

Exercise 9

Place the tools listed below to the appropriate group in the tablet—regarding whether it is a tool for extracting evidence or for presenting evidence.

<table>
<thead>
<tr>
<th>TOOLS FOR EXTRACTING EVIDENCE</th>
<th>TOOLS FOR PRESENTING EVIDENCE</th>
</tr>
</thead>
<tbody>
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</tbody>
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Test and examinations,
Third party reports,
Simulation,
Portfolios,
Evidence extracted from work or other practice,
Cv and individual statement of competences.