

Report on Effective Career Guidance



Career Guide for Schools

Report on Effective Career Guidance

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Effective Career Guidance

Introduction

The “Effective Career Guidance” handbook is the final product of the European network “CareerGuide For Schools” (www.career-guide.eu) It is a practical tool which includes the main theories of the Career Guidance, new approaches and exercises and activities for career guidance in school.

The main aim is to provide to teacher or counsellor a practical manual with exercises and activities detailed described, with a theoretical framework and the expected results, to provide a step by step process of career guidance with material which will be easily implemented in classroom and students’ groups.

All the exercises have been implemented and evaluated by teachers and counsellors from different countries through Europe. It is a fact that some activities had different evaluation in different countries. It is normal and expected result, as far the educational systems, the aims, procedures and the culture are different in each country.

The CareerGUIDE Materials were provided for download in the Career Guide Forum (www.carer-guide.eu). For each material the forum contained a thread including the English version of the material and additional translations in several of the project partner languages.

Nora Gikopoulou



Career Guidance Theories

Matching Theories (Trait/factor)

Based on differential psychology, these approaches assume that guidance is essentially about a process of rational decision making in which clients are assessed by the 'expert practitioner' and then matched to the 'best fit' opportunity. It follows that the provision of information about the client and the world of work will result in behaviour change (e.g. improved decision making skills).

1. Introduction

Parsons (1908) is regarded as the founder of the vocational guidance movement. He developed the 'talent matching' approach which was subsequently developed into the trait and factor theory of occupational choice within the evolving discipline of differential psychology. Parsons' core concept was that of 'matching'. He suggested that occupational choice occurs when people have achieved:

- first, an accurate understanding of their individual traits (e.g. personal abilities, aptitudes, interests, etc.);
- second, a knowledge of jobs and the labour market;
- and third, made a rational and objective judgement about the relationship between these two groups of facts.

A key assumption is that it is possible to measure both individual talents and the attributes required in particular jobs, which can then be matched to achieve a 'good fit'. It is when individuals are in jobs best suited to their abilities, they perform best and productivity is highest.

Two theorists within this broad academic tradition, Rodgers and Holland, have been particularly influential so far as guidance practice in the UK is concerned. Like Parsons, both Rodgers and Holland assumed that matching is at the centre of the process. Vocational choice is viewed essentially as rational and largely devoid of emotions. These choices were also regarded to be 'one-off' events.

2. Seven Point Plan

In 1952, Alec Rodger published his 'Seven Point Plan'. Originally devised for use in selection interviews, the plan was enthusiastically embraced by guidance trainers and practitioners as a useful model to inform practice. It consists of seven attributes: physical characteristics, attainments, general intelligence, specialised aptitudes, interests, disposition and



circumstances. Application of this plan to guidance practice involves first, an evaluation of jobs against these seven attributes; second, assessment of an individual client against these seven attributes to ascertain the extent to which the client is a 'good fit'. Only when there is an acceptable match of the two sets of attributes can a recommendation be made by the guidance practitioner to the client that this is an area worth pursuing.

This framework has been used in a number of ways in guidance practice. For example, to assess whether client aspirations for a particular job or career are realistic when reviewed against actual achievements or potential; to generate job ideas for a client who had few or no job ideas; and to analyse jobs, employment and training opportunities.

3. Hierarchy of Orientations

Working within the same philosophical tradition, Holland (1966, 1973, 1985, 1992) developed an occupational classification system that categorises personalities and environments into six model types: realistic, investigative, artistic, social, enterprising and conventional. His ideas still fall broadly within the matching tradition established by Parsons (1908), since he proposed:

- first, that each of his six personality types are related to need and individuals can be categorised in one (or more) of these types;
- second, that work environments can also be classified in this way;
- third that vocational choice involves individuals searching for work environments that are congruent with their personality type.

Subsequent developments of his theory place more emphasis on the interaction of the individual with their environment and the influence of heredity (Holland, 1985, 1992). Holland (1994) noted how he had 'been renovating the internal structure of [his] own theory (Holland, 1992) to give it more explanatory power'. He referred specifically to the way in which he had elaborated his typology to include life goals, values, self-beliefs and problem-solving styles, and how the developmental nature of types over the life-span is now incorporated (Holland, 1994).

Osipow & Fitzgerald (1996) consider Holland's study of vocational selection and behaviour to be very comprehensive, within his theoretical framework. They verify how extensive investigations and modifications to the original ideas have been undertaken, yet the theory 'remained fundamentally unchanged' (Osipow & Fitzgerald, 1996, p.90). On the 40th anniversary of Holland's first theoretical statement, the Journal of Vocational Behaviour documented the progression and development of his ideas. In the introduction to this festschrift, Savickas (1999) describes Holland's contribution as 'a surpassing achievement in vocational psychology'. Continuing this theme, Gottfredson (1999) describes how Holland's

'monumental research, theoretical, and practical contributions have irrevocably altered the manner in which career assistance is delivered around the world'. It seems unquestionable, therefore, that Holland's ideas have had, and continue to have, a major impact.

4. Implications for practice

Undoubtedly, trait and factor approaches to careers guidance in the UK have been enormously influential, since they were first developed up to the present day. How can we account for this?

- The dominant influence of differential approaches on the practice of careers guidance in the UK can be explained, partly, by their practical appeal. They provide careers practitioners with a clear rationale and framework for practice. Their role is clearly defined as 'expert', with the specialist knowledge about the labour market as well as with the methods to assess individual suitability and capability for the labour market.
- Additionally, and importantly, the underlying philosophy of differential approaches have suited policy makers since they lend themselves to the servicing of labour market requirements. People perform best in the jobs for which they are best suited. Consequently, it has been embraced enthusiastically by policy makers and barely questioned by the majority of practitioners.

5. Critiques

The significant, continuing influence of differential approaches on the practice of careers guidance is acknowledged by Savickas (1997) who claims that: 'Parson's paradigm for guiding occupational choice remains to this day the most widely used approach to career counselling' (p.150). Krumboltz (1994) concurs, suggesting that most current practice is 'still governed by the three-part theory outlined by Frank Parsons (1909)' (p.14). However, he is critical of Holland's influence, attributing current problems with career counselling to the continuing influence of this approach. These problems include the low prestige of the profession, the lack of fit of careers counselling within a particular academic tradition and the absence of any significant input in educational reform (Krumboltz, 1994, p.14).

Increasing, however, the theory is attracting criticism:

- Mitchell and Krumboltz (1996) criticise its usefulness in current labour market conditions. Matching assumes a degree of stability in the labour market. The volatility of many occupational environments, together with the increased pressure on individuals to change and adapt to their circumstances makes:

'Trying to place an evolving person into the changing work environment is like trying to



hit a butterfly with a boomerang' (p.263)

- Osipow & Fitzgerald (1996) also highlight the failure of the theory to address the issue of change in environments and individuals. Additionally, they draw attention to problems inherent with the theory's associated measures for gender, but regard the most serious limitation to be its failure to explain the process of personality development and its role in vocational selection (Osipow & Fitzgerald, 1996, p.104).
- Scharf (1997) reminds us that:

'There is little research supporting or refuting trait and factor theory itself as a viable theory of career development. Rather, the research that has been done, of which there is a large amount, has related traits and factors to one another or has established the validity and reliability of measurements of traits and factors.' (p.26)

- Research designed to evaluate Holland's theory for particular client groups also reveals weaknesses. Mobley and Slaney (1998) suggest that although extensive empirical and theoretical investigations have explored the use and relevance of Holland's theory, 'considerably less attention has been devoted to investigating the implications of the theory from a multicultural perspective' (p.126). For example, Leong et al. (1998) studied the cross-cultural validity of Holland's (1985) theory in India. Whilst its internal validity was found to be high, results regarding external validity were 'less than encouraging on several fronts' (p.449). They concluded that their findings suggest that culture specific determinants of occupational choice should be studied as alternatives to the 'Western assumption of vocational interests being the primary determinants' (p.453).
- In their study of gender differences in Holland's occupational interest types, Farmer et al. (1998) found limitations for the practical applications of the theory for women, concluding that 'counselors may need to re-evaluate Holland et al.'s advice on consistency and job stability' (p.91).
- Sexual orientation is an aspect of Holland's theory that Mobley and Slaney (1998) consider overlooked. In particular, they suggest that the relationship between Holland's concept of congruence and gay and lesbian development need to be carefully researched. Another relevant aspect neglected in Holland's ideas is homophobic tendencies both in the workplace and society at large (p.131).

Despite weaknesses, it is likely that the theory will continue to inform practice. Osipow and Fitzgerald (1996) suggest that Holland's theory 'will exert an influence on research in career choice for some time and begin to have a growing impact on counseling itself' (p.105). No



viable alternative existed during the first half of this century, and it was not until the 1950's and 1960's that theories originating from different branches of psychology like developmental, behavioural and psychodynamic, together with other academic disciplines such as sociology meant that practitioners had other options.

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Developmental theory

The process of helping a person to develop and accept an integrated and adequate picture of themselves and of their role in the world of work. A central concept is that people develop through stages over their lifetime.

1. Introduction

The general principles underlying developmental approaches to careers guidance are that:

- individual development is a continuous process;
- the developmental process is irreversible;
- these processes can be differentiated into patterns called stages in the life span;
- and that the result of normal development is increasing maturity

The names most closely associated with this theory of vocational choice are Eli Ginzberg and Donald Super.

2. Eli Ginzberg

Ginzberg et al. (1951) proposed three life stages which broadly corresponded with chronological age

- First came the fantasy stage which lasted up until eleven years old;
- second, the tentative stage, lasting from ages eleven to seventeen, with the three substages of interest, capacity and value;
- third, the realistic stage, which lasted from age seventeen onwards, with substages of exploration, crystallisation and specification.

3. Donald Super

Super was a doctoral student of Ginzberg's and developed many of Ginzberg's ideas. He thought Ginzberg's work had weaknesses, one of which was the failure to take into account the very significant existing body of information about educational and vocational development (Osipow & Fitzgerald, 1996, p.111). Super (1957) and Super et al. (1961) extended Ginzberg's three life stages to five (with slightly different sub-stages), arguing that occupa-



tional preferences and competencies, individual's life situations (and hence their self-concepts) all change with time and experience. He also developed the concept of vocational maturity, which may or may not correspond to chronological age. Super (1957) extended Ginzberg's three life stages to five, with slightly different substages. He also developed the concept of vocational maturity, which may or may not correspond to chronological age. Super's five stages were:

- growth, which lasted from birth to fourteen;
- exploration lasting from age fifteen to twenty four with the substages of crystallization, specification and implementation;
- establishment from twenty five to forty four, with substages of stabilization, consolidation and advancing;
- maintenance from forty five to sixty four, with substages of holding, updating and innovating;
- finally the fifth stage of decline from age sixty five onwards, with substages decelerating, retirement planning and retirement living

For Super, a time perspective was always centrally important to the career development process: It has always seemed important to maintain three time perspectives: the past, from which one has come; the present, in which one currently functions; and the future, toward which one is moving. All three are of indisputable importance, for the past shapes the present and the present is the basis for the future. But if I were forced to declare a preference in orientation to time, it would be for the future - even after more than fifty years of work experience (Super, 1990, p197)

He continued to develop his ideas over a fifty year period, with the life-career rainbow (1980, p289) representing a significant advance. It emphasised the importance the different roles that individuals played at different stages of their life (specifically child, student, leisureite, citizen, worker, spouse, homemaker, parent, pensioner) and the concept of life space (i.e. four major life theatres: home, community, education, work). Super used the concept of 'roles' to describe the many aspects of careers throughout an individual's lifespan. Some key ideas include: the number of roles an individual plays will vary; all roles are not 'played' by everyone; each role has differing importance at different times for individuals (e.g student); and success in one role tends to facilitate success in others (& vice versa).

The development of his ideas about self-concept and vocational adjustment resulted in a redefinition of vocational guidance as: the process of helping a person to develop an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into a reality, with satisfaction to himself and benefits to society (Super, 1988, p357)

His archway model (so called because it was modelled on the doorway of Super's favourite Cambridge college) formally conceded the importance of contextual influences (e.g. social policy, employment practices, peer group, family, community, the economy) which operated on individual choice and attributed them equal importance to individual factors (e.g. values, needs, interests, intelligence, aptitudes). Super also acknowledged the contributions from a range of academic disciplines to our understanding of vocational choice (Super, 1990).

4. Criticisms

Brown (1990) notes the phenomenological, developmental and differential influences on the expansion and refinement of Super's thinking, suggesting that it was because of these disparate influences that Super failed to integrate strands into a cohesive statement (Brown, 1990, p.355). Indeed, Super acknowledged that a weakness of his theory was its fragmented nature, anticipating its future development:

What I have contributed is not an integrated, comprehensive and testable theory, but rather a 'segmental theory'. A loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality and phenomenological psychology and held together by self-concept and learning theory. Each of these segments provides testable hypotheses, and in due course I expect the tested and refined segments to yield an integrated theory. (Super, 1990, p.199)

This fragmentation was identified as the most serious criticism of the theory (Super et al., 1996) in a chapter published after Super's death in 1994: 'Its propositions are really a series of summarizing statements that, although closely related to data, lack a fixed logical form that could make new contributions of their own' (Super et al., 1996, p.143).

- Osipow and Fitzgerald (1996) consider the original version of the theory was too general to be of much practical use, with its conceptual value being limited by its sweeping style - though this weakness had been addressed by subsequent refinements (p.143). They argue that a particular weakness is the failure of the theory to integrate economic and social factors that influence career decisions (p.144).
- This concern is echoed by Scharf (1997) and Brown (1990), who propose that Super's theory does not adequately address the particular challenges that women and ethnic groups present career theory (Brown, 1990, p.355; Scharf, 1997, p.153).
- Brown (1990) also specifically criticises the theory for its failure to account adequately for the career development of persons from lower socio-economic groups (Brown, 1990, p.355).



- Linked with these criticisms is an important concern identified by Osipow and Fitzgerald (1996) that 'in recent years relatively few new empirical tests of the theory have been conducted' (p.144).

Despite weaknesses, Brown (1990) suggests that Super's theory 'occupies stage centre, along with Holland's thinking. There seems to be no reason to doubt that it will continue to be of considerable importance in the future' (p.356).

Theory of occupational allocation (Opportunity structure)

Apart from a privileged minority of the population individuals are (more or less) constrained in their choice of occupations by social variables that are outside their control e.g. gender, ethnicity and social class.

Like many other theorists, Roberts has developed and modified his views over a long period of time.

The 'opportunity structure' model was first proposed by Roberts (1968, p176) as an alternative to theories of career development advanced by Ginzberg and Super. On the basis of a survey involving 196 young men aged between 14 and 23 selected by a random canvas of households in a part of London, Roberts (1968) suggested that the:

'momentum and direction of school leavers' careers are derived from the way in which their job opportunities become cumulatively structured and young people are placed in varying degrees of social proximity, with different ease of access to different types of employment' (p179)

Roberts (1968) did not suggest that his alternative theory is one of universal validity (p179). Rather, he argued that entry to employment in different social contexts requires different explanatory frameworks and that entry into employment does not take place in a similar manner amongst all groups of young people, even in the same society. The determinants of occupational choice identified are:

- the home;
- the environment;
- the school;
- peer groups;
- job opportunities.

He challenged the relevance of the concept of choice embedded in psychological theories, emphasising the structure of constraints:

'An adequate theory for understanding school-leavers' transition to employment in Britain needs to be based around the concept not of 'occupational choice', but of 'opportunity structure' (Roberts, 1977, p183)

As a consequence, the scope of careers guidance was somewhat restricted, since it could not make jobs more rewarding for individuals nor create opportunities for personal growth and development. Roberts' contribution to careers theory carried with it particular significance because he spelt out the implications for careers guidance practice (1977). These



included: how the guidance process inevitably became a matter of adjusting the individual to opportunities available; how guidance should be centred around an individual's immediate problems; and how careers services should concentrate on developing a good information service and more on placement and follow-up. The primary role of practitioners, according to Roberts, was to service the needs of the labour market, rather than to educate, facilitate, or indeed anything else implicated by other theories (Roberts, 1977).

Roberts' critique of developmental theories and new model of occupational allocation was received with caution and scepticism by the guidance community in the UK. A strident critic of Roberts' early ideas was Peter Daws. He criticised both Roberts' (1977) opportunity structure model and his views about the limited effects of careers guidance as both conservative (Daws, 1977) and fatalistic (Daws, 1992). In response, he promoted the value of careers education programmes as being capable of encouraging social change by supporting and educating the individual (Daws, 1977).

Far from changing his ideas as a result of these criticisms, Roberts revised and expanded his determinants of occupational allocation as a result of research into comparative labour markets (buoyant compared with depressed) in the UK. He emphasised (Roberts, 1984) the importance of local labour markets on job seeking for young people, finding that:

- distance to work: a key issue because the average was three miles because of the costs of travel;
- qualifications: continued to be important, since even low exam grades made a difference in finding work;
- informal contacts: crucial, since large firms operated as internal labour markets for young people;
- ethnicity: race operated as multi-dimensional disadvantage (i.e. housing, education and employment);
- gender: identified as a significant inhibiting factor because, since the aspirations of girls and women were found to be low and short term;
- cyclical and structural factors: operating within the economy resulted in a demand for smaller labour forces in which higher skill levels were required. In these circumstances, young people were found to be particularly vulnerable.

Further research into comparative labour markets in the UK and Germany revealed striking similarities in the labour market constraints operating upon young people in these different European countries. Bynner and Roberts (1991) assessed the importance of a country's education and training system for its economic prosperity. Key findings included, first, that broadly similar routes to employment in the two countries were found to exist (career trajectories); second, that for each career trajectory, these routes originated in education, family and background.

In 1995, Roberts argued that the debate about 'choice versus opportunity' was never won decisively by either side (p111) because:

- there is an acknowledgement that the opportunities for choice are different amongst different groups of young people;
- the transition period for young people to move from education to employment is now so extended that almost all young people are able to exercise some choices at some stage of this process.

Various changes (e.g. economic restructuring, higher unemployment and pressure from young people and their parents) have necessitated new concepts (Roberts, 1995, 1997) to understand the process of transitions into employment:

Individualization:

Life patterns have become more individually distinctive than ever before, because of shrinking social networks and changed social behaviour. Several trends have contributed, including:

- breakup of the concentration of employment in the firms and industries that once dominated many local labour markets;
- higher rates of residential mobility;
- the increasing instability of marriages and families;
- the weakening of neighbourhood and religious communities.

Uncertain Destinations & Risk

Robert's uses the image of different types of transport to convey an understanding of how individuals undertake life transitions. He suggests that typically, people embark on their life journeys without reliable maps - in private cars, rather than the trains and buses in which entire classes once travelled together. Reflecting reality, these vehicles don't all have equally powerful engines. That is, some young people have already accumulated advantages in terms of economic assets and socio-cultural capital. Some have to travel by bicycle or on foot. Common to all is the requirement to take risks. (Roberts, 1995, p118)

Individualization makes young people's later destinations unclear. Young people themselves are aware of this uncertainty and career steps now invariably involve some degree of risk.



Life course replaces life cycle

Established patterns are disappearing where individuals prepared for adulthood, then establish themselves in occupational careers and families. Marital instability together with the growing expectation that individuals will return to education throughout their adult lives (i.e. lifelong learning) has resulted in what Roberts refers to as a destandardization of the life cycle.

Roberts identifies general policy implications and some specifically for career guidance:

a) Customization

There is a need for continuous, individualized careers information, advice and guidance. Young people need customized assistance that matches their particular circumstances and involves a mixtures of strategy and chance. Overall, guidance practitioners should acknowledge uncertainty, and help young people work with it:

‘...whereas it used to be the minority of young people who made prolonged transitions and embarked on careers that would create individualised biographies, these are now the majority situations..... there were always those at age 20 or older, who had little idea of where they were heading. Thirty years ago, they might have been described as vocationally immature. Nowadays, the situation has spread to the majority and what was once labelled immaturity has become plain realism.’ (1997, p349)

b) Normalization:

It is important for practitioners to help clients recognise that this situation is normal and prevent individuals worrying. Information about options and their uncertainties should be included in the guidance process and practitioners will constantly need to update about the changing requirements of employment.

Conclusion

Roberts, like other theorists, has been developing ideas in response to changes that have occurred over the past 30 years. Guidance practitioners have often reacted negatively to his thinking. His views about the limitations of guidance have been regarded as deterministic, negative and even gloomy, denying the autonomy of the individual and their right to choose. However, many of his ideas have been reflected in policy changes that have been implemented in the area of careers guidance over the past 20 years. In 1997, he warned that careers services’ preoccupation with a target driven culture and with action plans was endangering resources being drawn away from the clients who most needed help to those who were most adept, as consumers, at working systems to their advantage: ‘Guidance

staff may feel, or be made to feel, unable to devote the necessary time to young people whose problems are likely to be the most time-consuming (p358). The refocusing agenda has, of course, now ensured that this is less likely to occur.

In an assessment of the impact of the Connexions Service on careers guidance, Roberts (2000) concluded that it will be at the heart of the new service. The new policy priorities embodied in the Connexions Service demand a particular combination of knowledge and skills which careers services can supply. He observes that:

'Many careers officers have long aspired to broaden out into life counselling. They will now have that chance. The attractions of careers in careers guidance will receive a boost' (p27).

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Learning theory of careers choice & counselling

People acquire their preferences through a variety of learning experiences, beliefs about themselves and the nature of their world emerge through direct and indirect education experiences. They take action on the basis of their beliefs using learned skills.

From social learning to happenstance

The original theory (Krumboltz et al, 1976, Mitchell & Krumboltz, 1990), known as the social learning theory of career decision making (SLTCDM), has recently been developed into the learning theory of careers counselling (LTCC) (Mitchell and Krumboltz, 1996). The more recent version attempts to integrate practical ideas, research and procedures to provide a theory that goes beyond an explanation of why people pursue various jobs: 'While the two theories were published at different times, they can be regarded as one theory with two parts. Part one (SLTCDM) explains the origins of career choice and part two (LTCC) explains what career counsellors can do about many career related problems' (Mitchell and Krumboltz, 1996, 234). Most recently, Krumboltz has been developing and integrating ideas about the role of chance (happenstance) in career decision making. Summaries of these theory developments are given below.

At the heart of Krumboltz's thinking is Bandura's Social Learning Theory (SLT). Bandura identified three major types of learning experiences:

a) Instrumental:

results from direct experience when an individual is positively reinforced or punished for some behaviour and its associated cognitive skills.

b) Associative:

results from direct experience together with reinforcement when an individual associates some previously affectively neutral event or stimulus with an emotionally laden stimulus.

c) Vicarious:

when individuals learn new behaviours and skills by observing the behaviours of others or by gaining new information and ideas through media such as books, films and television.

1. Social learning theory of career decision-making (sltcdm)

This theory focuses on teaching clients career decision-making alternatives and makes use of the concept of the 'triadic reciprocal interaction' (learning as the interaction with en-

vironment and genetic endowment) and emphasises the role of instrumental & associative learning. Consequently, key concepts/tools for the practitioner are reinforcement and modelling. The application of this theory to practice involves the practitioner attempting to identify and correct any incorrect beliefs held by the client about the decision making process. It was developed to address the questions:

- why people enter particular educational course or jobs;
- why they may change direction during their lives;
- why they may express various preferences for different activities at different points in their lives.

The following are identified as influential in these processes:

1.1 Influential factors:

Krumboltz examines the impact of 4 categories of factors:

1. Genetic Endowment and Special Abilities

- race
- gender
- physical appearance & characteristics .

Individuals differ both in their ability to benefit from learning experiences and to get access to different learning experiences because of these types of inherited qualities.

2. Environmental Conditions and Events

- social, cultural & political
- economic forces
- natural forces & natural resources.

These are generally outside the control of any one individual. Their influence can be planned or unplanned.

3. Learning Experiences

Each individual has a unique history of learning experiences that results in their occupational choice. They often don't remember the specific character or sequence of these learning experiences, but rather they remember general conclusions from them (e.g. I love animals/ working with children). The two main types of learning experiences identified in the theory are:

instrumental learning experience

which consists of:

- preceding circumstances/stimulus;
- behavioural responses (overt & covert);
- consequences .

associative learning experience

where individuals perceive a relationship between two (or more) sets of stimuli in the environment (e.g observation, reading or hearing about occupations). This can result in occupational stereotypes.

4. Task Approach Skills

Interactions among learning experiences, genetic characterises, and environmental influences result in the development of task approach skills. These include:

- personal standards of performance;
- work habits;
- emotional responses.

Previously learned task approach skills that are applied to a new task or problem both affect the outcome of that task or problem and may themselves be modified.

1.2 Resulting cognitions, beliefs, skills & actions:

As a result of the complex interaction of these four types of influencing factors (i.e. genetic endowment, environment, learning and task approach skills), people form generalisations (beliefs) which represent their own reality. These beliefs about themselves and the world of work influence their approach to learning new skills and ultimately affect their aspirations and actions. The SLTCDM refers to people's beliefs about themselves as either:

Self-Observation Generalisations:

1.3 Task Approach Skills and Career Decision Making:

Krumboltz proposes a seven stage career decision-making model (DECIDES):

Define the problem: recognizing the decision;

Establish the action plan: refining the decision;

Clarify the values: examining (self-observations & world-view generalisations);

Identify alternatives: generating alternatives;

Discover probable outcomes: gathering information;



Eliminate alternatives: assessing information

Start action: planning & executing this 6 step sequence of decision-making behaviours. The use of these task approach skills of career decision making depends on relevant learning. The most effective career development requires individuals to be exposed to the widest possible range of learning experiences, regardless of race, gender, etc.

1.4 Potential Problems for Professional Practice:

Several types of problems may arise because of dysfunctional or inaccurate world-view and self-observation generalizations. According to Krumboltz, these are that people may:

- fail to recognize that a problem exists;
- fail to make a decision or solve a problem ;
- eliminate a potentially satisfying alternative for inappropriate reasons ;
- choose poor alternatives for inappropriate reasons;
- become anxious over perceived inability to achieve goals.

Techniques and strategies for guidance follow from an assessment of the problem.

2. Learning theory of careers choice & counselling

In 1996, Krumboltz developed the Learning Theory of Careers Choice and Counselling (LTCC). Mitchell and Krumboltz (1996:250) state that 'the Social Learning Theory of Careers Decision Making provides a coherent explanation of a person's career path after it happens but it does not explain what a careers counselor can do to help people shape their own paths'. So, the LTCC was developed to provide 'a guide to practising career counselors who want to know what they can do now to help people troubled with a variety of career-related concerns'.

2.1 Summary of Practical Applications:

Mitchell and Krumboltz (1996) identify four fundamental trends with which people must cope when making career choices in modern society and with which careers practitioners must help:

- a) People need to expand their capabilities and interests:
Practitioners should assist clients to explore new activities, rather than routinely directing them on the basis of measured interests that reflect limited past experiences.
- b) People need to prepare for changing work tasks:
Learning new skills for the changing labour market can be very stressful for



clients. Practitioners have a role to play in helping them to help them cope with stress as they learn to develop new skills on an ongoing basis.

- c) People need to be empowered to take action:
Many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as 'zeteophobia') or cause delay in making a decision. Practitioners need to be prepared to help with these issues as well as providing effective support during the exploration process.
- d) Career Practitioners need to play an extended role:
Career and personal counselling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role itself together with its effect on other life roles are examples of potential problems that should attract the support of the careers practitioner.

2.2 Other suggestions:

- o The role of careers practitioners and the goals of careers guidance and counselling need to be re-evaluated. Practitioners actively need to promote client learning. This may require creative re-thinking which involves designing new learning experiences for clients (e.g. careers practitioners become coaches and mentors to help clients meet the changes in work force requirements). It will also involve developing flexibility in clients (e.g. teaching clients that the criteria for work satisfaction are likely to change over time, as are labour market requirements).
- o Learning experiences should be used to increase the range of opportunities that can be considered in career exploration. Practitioners should attempt to discover unlimited experiences among clients and offer proper learning solutions.
- o Assessment results (of aptitudes, interests, beliefs, values and personality types) can be used to create new learning experiences. For example, aptitude test results can be used to focus on new learning. Key interests identified through assessment need to be developed. The key issue for practitioners is to resist accepting test results as an indication of 'given' abilities. Rather, as a framework for identifying areas for change and development.
- o Intervention strategies suggested by Mitchell and Krumboltz (1996) include those which are:

- a) developmental and preventive:
e.g. careers education, use of job clubs, occupational information resources and simulations like work experience.
- b) targeted and remedial:
~career practitioners becoming proficient in using cognitive restructuring. This implies 'reframing' the perspective of the client. For example, a client who is extremely nervous about attending for selection interview should rather accept that the interview is an opportunity to impress the prospective employers and the other candidates (positive self-talk).
~careers practitioners should use behavioural counselling techniques, including role playing or trying new behaviours, desensitization when dealing with phobias and 'paradoxical intention' (i.e. a client is helped to engage in the types of behaviour that have created a problem).

2.3 Evaluating and Applying the LTCC:

Krumboltz discusses the increasingly important questions of measuring the outcomes of guidance and evaluating practice.

- a) New Outcome Measures:

Two favourite measures in careers practice are:

- indecision: a major goal for practice has been overcoming decision. However, in the new labour market, being 'open minded' will be an increasingly attractive quality.
- congruence: work environments are becoming increasingly fluid. Job descriptions are becoming less task orientated and more outcome orientated. Trying to match individuals to congruent environments assumes that both individuals and environments will remain constant.

- b) Emerging Criteria:

The LTCC would put more emphasis on practitioners asking questions like these:

- How successful have my interventions been in stimulating new learning on the part of my clients?
- How well have my interventions helped my clients cope with a constantly changing world of work?
- How much progress are my clients making in creating a satisfying life for themselves?



3. Happenstance in vocational & educational guidance

Most recently, Krumboltz has been developing his ideas around supporting (even encouraging) career indecision (Mitchell et al., 1999; Krumboltz & Levin, 2004). He promotes the idea that not only is indecision sensible and desirable, but that clients can create and benefit from unplanned events.

Key ideas from this new development of the theory are:

- The ultimate goal of career counselling is creating satisfying lives, not just making a decision;
- Tests should be used to stimulate learning, not just to match;
- Practitioners should get clients to engage in exploratory action;
- Open-mindedness should be celebrated, not discouraged;
- Benefits should be maximised from unplanned events; and
- Lifelong learning is essential.

Some of the implications for practitioners for this new dimension of the theory are discussed and include:

- Career counselling should be a lifelong process, not a one-off event;
- The distinction between career counselling and personal counselling should disappear;
- 'Transitional counselling' is more appropriate than career counselling;
- Professional training should be expanded to ensure practitioners are properly supported in this extended role.
- Conclusion

Empirical evidence relevant to the SLTCDM is reviewed by Mitchell and Krumboltz (1996), who conclude that there is considerable support for key propositions in the theory, but that: 'Much remains to be learned' (p270). The strength of the theory lies in its potential to 'evolve and change easily as new facts and anomalies are revealed' (Krumboltz, 1994, p29). Osipow and Fitzgerald (1996) identify the strengths of SLTCDM as: 'first in its great explicitness with respect to its objectives and the means to accomplish these objectives, and second in its emphasis on the environment and social influences' (p177). Brown (1990) agrees with this analysis, though observes that although materials have been produced, they have not yet been integrated into career development programmes to the extent of those produced by Holland and Super (p357).

Negative aspects of the theory are also identified. Brown (1990) argues that the biggest weakness of the theory is its failure to account for job change (p357), whilst Osipow and

Fitzgerald (1996) argue that there is too much emphasis on the choice itself and not enough on the adjustment process. One other weakness is the 'paucity of new data to validate the idea of the theory and the relative shortage of new ideas or methods to accomplish its objectives' (Osipow and Fitzgerald, 1996, p177). Brown (1990) notes that although Krumboltz's theory is currently not a major influence on either research or the practice of career counselling, this seems likely to change since it is attractive in different respects to both researchers and practitioners (p357).

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Psychodynamic theories

These theories guided by attempts to understand, make meaning of, and utilise individual motives, purposes and drives to support career development.

The term 'psychodynamic' refers to systems that use motives, drives, and related covert variables to explain behaviour. Psychodynamic career counseling refers to counseling approaches that are guided by attempts to understand, make meaning of, and utilise individual motives, purposes and drives to facilitate career exploration. (Watkins & Savickas, 1990, p.79)

Compared with other psychological schools of thought, there has been little progress on developing psychodynamic approaches to career choice, change and development. However, ideas and concepts from this theoretical perspective have certainly influenced thinking in the area of careers. For example, Anne Roe (1956, 1957), who trained as a clinical psychologist as an extension of occupational psychology, undertook research that was heavily influenced by psychodynamic theory. More recently, other researchers (for example, Bordin, 1990; Savickas, 1989; Watkins and Savickas, 1990) have begun developing and applying ideas fundamental to this theoretical perspective.

None emerge as particularly significant in the UK context, though since Roe was identified by practitioners in the research carried out by Kidd et al. (1993), a brief outline of her ideas, and some originating from Mark Savickas, follow.

1. Anne Roe

Roe had no experience of careers counselling, and was originally interested in personality theory and occupational classification (Roe, 1956, 1957). Much of her early research focused on the possible relationship between occupational behaviour (that is, not just choice) and personality (Roe and Lunneborg, 1990). She found Maslow's hierarchy of basic needs (1954) a useful framework, as it offered the most effective way of discussing the relevance of occupational behaviour to the satisfaction of basic needs. Maslow's hierarchy of needs, in order of their potency (from the most to the least potent) comprised eight categories: first, physiological needs; second, safety needs; third, needs for belongingness and love; fourth, the need for importance, respect, self-esteem, independence; fifth, the need for information; sixth, the need for understanding; seventh, the need for beauty; and eighth, the need for self-actualisation. Maslow considered these needs to be innate and instinctive but (apart from physiological needs) modifiable, and proposed that the lower the potency of need in the hierarchy, the more it is suppressible (Maslow, 1954).

Roe (1956) accepted Maslow's hierarchy as originally proposed, though exchanged the



need for importance, respect, self-esteem, independence (number four in Maslow's original hierarchy) with the need for self-actualisation (the eighth need in the original version). Two of her key propositions were that, first, occupation is potentially the most powerful source of individual satisfaction at all levels of need; and second, that social and economic status depend more on the occupation of an individual than upon anything else (Roe, 1957, p.213). She also constructed a new system of occupational classification, since she considered that none of the systems available followed any logical system (Roe, 1957). She saw that occupations could be arranged along a continuum based on the intensity and nature of the interpersonal relationships involved in the occupational activities and in an order that would have contiguous groups more alike than non-contiguous ones. The eight occupational groups she posited were service, business contact, organisation, technology, outdoor, science, general culture, and arts and entertainment (Roe, 1957, p.217). The levels of difficulty and responsibility involved in each occupation were then considered, and six occupational levels based on degree of responsibility, capacity and skill were identified. These were: professional and managerial (independent responsibility); professional and managerial; semi-professional and small business; skilled; semiskilled and unskilled (Roe, 1956 & 1957).

The original theory contains various propositions on the origin of interest and needs, though subsequent research concentrated on the proposition that since early experience is usually dominated by the family situation and particularly by relations with the parents, some description of parental behaviours was necessary (Roe and Lunneborg, 1990). These are conceptualised as emotional concentration on the child, which could be either overprotective or over-demanding; avoidance of the child, expressed either as emotional rejection or neglect, or acceptance of the child, either casually or lovingly. It was also argued that there are two basic orientations, either toward or not toward persons, that these are related to early childhood experiences and that they can be related in turn to occupational choice.

A central weakness in Roe's (1957) original ideas are identified by Roe and Lunneborg (1990) who suggest that it has become clear that there is no direct link between parent-child relations and occupational choice. Brown (1990) identifies other weaknesses including the lack of any longitudinal research necessary to test key propositions; its failure to provide an adequate explanation of how socio-demographic variables interact with career choice; lack of insight into the career-decision making process itself; and Roe's lack of interest in the practical application of her theory. Brown (1990) predicts that unless the research necessary to validate Roe's theory is undertaken, it will 'fall into disuse', even though some ideas and concepts may continue in practice (p.352).

2. Mark Savickas

Other psychodynamic approaches include Adlerian approaches, and it is within this aca-

democratic tradition that Mark Savickas developed his career-style assessment (1989). His approach to careers counselling makes use of Adlerian concepts such as lifestyle and career style, encouragement and the use of private logic that emanates from childhood experience (Scharf, 1997, p.290). Savickas's structured approach consists of two phases - assessment and counselling. The assessment phase consists of a careers interview which focuses on gathering information about lifestyle issues. Each question is focused and provides particular clues about the client's life goals. They include role models, books, magazines, leisure activities, school subjects, mottoes, ambitions and decisions. After the initial assessment interview, three more sessions are required. The first is to discuss career style and path, decision-making difficulties and interests; the second focuses on developing a list of occupations for further exploration and the third focuses on any difficulties that the individual may be having in making a choice. Throughout the process, there is an emphasis on presenting observations that the practitioner has made about the client (Scharf, 1997, p.290).

3. Conclusion

Watkins and Savickas (1990) argue that psychodynamic theories represent a subjective approach to careers guidance. 'The real value of psychodynamic career counseling is to complement the objective perspective with the subjective perspective' (p.101). Bordin (1994) considers that a real strength of this approach is to provide the perspective of the family as a system which provides a framework for understanding the transmission of social influences (p.60). However, psychodynamic approaches to careers have almost totally ignored the importance of social variables (Brown, 1990, p.353), and remain inaccessible to most practitioners. These approaches have not been incorporated generally into careers guidance in the UK, though certain ideas and concepts have been used to enhance and inform our approaches to guidance, such as the influence of role models. Brown (1990) considers that the 'present status of psychoanalytical thinking is that it has relatively few supporters' (p.354).

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Community interaction theory

According to this theory, the most significant factors in occupational choice are the inter-personal transactions conducted in local settings.

‘The way in which who-does-what in society is decided is the product of a plurality of inter-personal transactions conducted in local settings, and on the basis of interaction within and between groups of which the individual is a member - the community ... The evidence gives significance to the personal exchanges which occur between individuals and the people with whom they are in community contact - notably family, neighbourhood, peer group, ethnic group and teachers at school.’ (Law, 1981, p.218)

Law suggests that events occur in the context of ‘community interaction’ between the individual and the social group of which she or he is a member. A number of modes or sources of community influence are identified, specifically: expectations, from an individual’s family and community groups; feedback, referring to the varied messages that individuals receive about their suitability for particular occupations and roles; support, relating to the reinforcement of young people’s aspirations; modelling, referring to the process by which people are influenced by example; and finally, information, which is defined as young people’s observations of other people’s work habits and patterns.

In 1996, Law extended his theory to include additional propositions relating to the roles of innate abilities, more advanced abilities and feelings in career choice. He identifies the processes linked with these abilities as understanding, focusing, sensing and sifting, arguing that the more developed capacities cannot be engaged unless some basic capacities have been successfully developed to support them. These are all crucial for career development, though Law (1996) suggests that like all other forms of learning, individuals can acquire the necessary skills through education.



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“Career Guidance Status in Europe”

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1. Institutions/Organizations

1.1 Bulgaria

At national level

Council of Ministers (CM)

<http://www.government.bg/>

The CM is a body that determines the state's policy in the field of education and employment.

Ministry of Education and Science (MES)

<http://www.minedu.government.bg/opencms/opencms/>

The MES runs, coordinates and controls the implementation of the state policy in the field of vocational education and training. The ministry regulates and manages methodologically vocational education carried out through the system of vocational schools, vocational high schools, schools of art, vocational colleges and schools of higher education. The minister of education and science approves the State educational requirements for acquiring qualifications for jobs, the List of Professions for vocational education and training, provides conditions for the implementation of the State educational requirements for the system of vocational education and training, and approves programs for qualification in the system of vocational education and training.

Ministry of Labour and Social Policy (MLSP)

<http://www.mlsp.government.bg/bg/index.asp>

The MLSP develops, coordinates and implements the state policy in the field of vocational qualification of the work force (namely the employed and unemployed). The Ministry is in charge of determining the need of vocational education by means of analyzing the trends at the labour market, as well as of the organization of career guidance. The ministry takes part in the maintenance of the National Classification of Professions.

National Employment Agency

<http://www.nsz.government.bg>

The National Employment Agency is an executive agency to the Minister of Labour and Social Policy for the implementation of the state policy on employment promotion, protection of the labour market, career guidance, motivational training of the employed and unemployed citizens, as well as for providing mediation services for searching jobs.

National Agency for Vocational Education and Training (NAVET)

<http://www.navet.government.bg/en/index.html>

The NAVET is a Council of Ministers' body, established with the Vocational Education and Training Act in 1999, for licensing activities in the vocational education and training system and coordination of the institutions related to vocational guidance, education and training. The Agency carries out the development of State Educational Standards for the system of vocational education and training, as well as of the List of Professions for Vocational Education and Training. NAVET regulates vocational training realized in the licensed Centres for vocational training.

At regional and local level

The Regional Employment Service Directorates organize the implementation of the state policy for training for acquiring professional qualifications, propose educational measures and projects, coordinate, support and encompass the LOD activities, including vocational training services in each region.

The Regional Educational Inspectorates elaborate programs and strategies for the development, functioning and enhancement of the educational bodies for vocational education and training on the territory of each region.

Municipalities take part in the formation of the policy in the field of vocational education and training on their territory regarding the demand for trained specialists, career guidance of students, unemployed and other people, the improvement of schools' premises and facilities, of the centres for vocational training and the information and career guidance centres through grants from the municipal budget.

According to the Vocational Education and Training Act, the major institutions of continuing vocational training are vocational schools, vocational high schools, vocational colleges, and centres for vocational training (CVT). The Vocational schools network in the country comprises 470 vocational schools, high schools and colleges, 421 of which are public, 12 – municipal and 37 – private. At present, a total of 146 licensed vocational training centres and 169 divisions are functioning.

CAREER GUIDANCE SERVICES IN EDUCATION

The institutions providing career guidance services are information and career guidance centres. These are public, municipal or private, either Bulgarian centres with foreign participation, or foreign ones.

Career guidance services are provided by:

At national level – the Ministry of Education and Science, the Ministry of Labour and Social Policy, NAVET, the National Employment Agency.

At regional and local level – educational inspectorates, educational services and qualification centres, schools, regional Employment Agency directorates, LODs and specialized divisions: vocational-information centres, vocational-information counselling centres, and “Job” clubs.

National Centre of Pedagogy (NCP)

<http://www.npc-bg.com/>

The National Centre of Pedagogy (NCP) is a government servicing centre – out-of-school educative institution which organizes and coordinates the implementation of the Ministry of Education and Science's policy concerning the pedagogical assistance and consulting of pupils, teachers and parents along the following lines:

Qualification of pedagogical staff

Encouraging pupils to attend school as well as combating pupils' dropping out of school

Vocational consulting and guidance

The main principle which the NCP pursues is the promotion of a unity of traditions and modernity for the employment of the European dimension in the process of educational changes.

The organization and coordination of the activities' implementation is managed by NCP and its 27 regional offices, jointly with MES and through cooperation with the regional educational inspectorates of MES in partnership with trade-union organizations, employer unions, regional and local administrations, universities and schools of higher education, qualification departments, NGOs, vocational training centres.

NCP's main activities are the following:

- Organizing and providing pedagogical assistance for pupils who have dropped out of school or the ones who run the risk of dropping out, as well as for their parents
- Delivering information and advice concerning the choice of education, training and career guidance
- Providing pedagogical and psychological consultation
- Sustaining, developing and utilizing the scientific-pedagogical potential effectively
- Motivating teachers to employ ICT
- Forming skills and abilities for lifelong learning

The National Recourse Centre for Vocational Guidance

<http://nrcvg.hrdc.bg>

In 1998 on an initiative of the European Commission based on an agreement between the National Agency "Leonardo da Vinci" and the European foundation for education in Bulgaria

the National Resource Centre for Vocational Guidance was established. In 1999 NRCVG became part of the Human Resources Centre (<http://www.hrdc.bg/>).

At national level, NRCVG aims at unifying all forms of career guidance as well as at bringing together the Ministry of Education and Science, the Ministry of Labour and Social Policy and the institutions working in the field of career guidance and development in Bulgaria. NRCVG is one of the 65 Career Guidance Centres in all member states and associated members of the EU, the EEC and in most of the countries in Central and Eastern Europe which comprise the Euroguidance network (<http://www.euroguidance.net/index.htm>) about education, training and work opportunities in Europe. Their objective is to provide career guidance at European and national level by answering career guidance counsellors' questions and thus indirectly answering young people's questions as well. In such a way partners gain access to national data bases and are able to support innovative initiatives in the field of education, vocational training and qualification.

The National Resource Centre for Vocational Guidance aims at:

- Turning career guidance and consulting into an integral part of the current educational system and of the labour market system;
- Providing long-life career guidance;
- Measuring the efficiency of career consulting both for society and for particular individuals;
- Supporting the employment of modern information computer technologies for the purposes of career guidance;
- Developing and adapting standardized specialized methods and tools for the purposes of career guidance;
- Supporting the implementation of career guidance programs for various target groups – students with special needs, orphans, youths with chronic diseases and physical ailments, youths belonging to ethnic minorities, etc.;
- Carrying out an appropriate media policy in the field of career guidance and consulting;
- Developing a system of practical training and sustainable qualification of career counsellors meeting the European standards.
- The major activities performed by NRCVG are as follows:
- Setting up connections with already existing data bases and exchanging information between partner organizations;



- Enhancing enterprises and social partners' involvement with the activities regarding career guidance;
- International cooperation for improving the systems of career guidance;
- Introducing transnational projects aimed at training career counsellors as well as at adding a European dimension to career guidance.

In 2007 a national Europass centre as part of NRCVG is scheduled to open. Up to now, NRCVG has performed the function of coordinating the application of Europass framework (<http://europass.cedefop.europa.eu/> in Bulgaria.

Jointly with the other centres in the international network, NRCVG is working on the introduction and updating of the information at the European internet portal PLOTEUS (<http://europa.eu.int/ploteus/portal/>), which aims at stimulating mobility opportunities for young people who want to study or work abroad. In its current form, PLOTEUS aims at unifying and facilitating the access to information resources for education opportunities already existing. The services for consulting and guiding users to information resources are expanded and enriched regularly. In 2007 work on the second stage of PLOTUES starts, where the major focus will be placed on the inclusion of national data bases.

On 1st January 2007, the Life-long Learning Program 2007-2013 starts, which will be executed by NHRC. The program's framework unifies the programs of the European Communities so far – Socrates and Leonardo da Vinci, as transformed into 4 separate programs – Komenski, Erasmus, Leonardo da Vinci and Grundtvig.

With the view of meeting the growing need of realizing activities at European level aiming at implementing political priorities, providing support between inter-sector activities, broadly applying them and using the results achieved within the program's framework, the four separate programs complement each other by means of a horizontal program. In it activities are encouraged which support transparency and acknowledgement of qualifications and competencies, including those acquired both formally and informally, provide information and consulting on the opportunities for realizing mobility for the purpose of studying, cooperation aiming at quality enhancement. This comprises precisely the following:

- Setting up networks of organizations contributing to the realization of mobility and acknowledgement of the qualifications acquired, such as Euroguidance;
- Supporting trans-national services such as PLOTEUS;
- Activities on the Europass initiative;

The horizontal program's main objectives are:

- Encouraging quality and transparency of the EU countries' educational systems;

- Developing the European dimension in the national educational systems and career guidance and consulting jointly with the national authorities in charge of providing guidance services in each country.
- Promoting cooperation between EU countries in the field of career guidance, regarding working methods and dissemination of innovative practices, for instance.
- Supporting EU's policy in the field of life-long career guidance through providing and disseminating research data from preliminary analyses and discussions.
- Supporting the development of information services and guidance by enhancing their quality, promoting educational mobility and the realization of the language potential in mobility.
- Providing and exchanging quality information about:
 - The educational systems and career guidance in the EU member states and the associated ones, in the EEC and the Central and Eastern European countries;
 - Projects' outcomes, innovative working methods and good practices in the field of life-long guidance;
 - Initiatives and programs of the European Commission in the field of education, training and mobility;
 - Opportunities for mobility for the purpose of studying.

With the view of encouraging an active cooperation between the institutions working in the field of career guidance and development in Bulgaria, NRCVG organizes a seminar called "Life-long Guidance".

The seminar aims at:

- Covering all levels of guidance – secondary education, higher education, labour market transition and the professional fulfilment desired;
- Providing an area – a so-called "territory" for meetings, events, and exchange of experience among the participants in the process of career guidance in Bulgaria;
- Concentrating on the necessity of an individual's personal development of skills and abilities for guiding and managing his/her own career.

Regional Educational Services and Qualification Centres

Since the beginning of 2000, 13 regional educational services and qualification centres to

the Ministry of Education and Science working for students, parents and teachers have been established. Founded as pilot divisions on the “School for everyone” project (<http://www.go2school.bg>) within the framework of PHARE program, they create models for prevention against students’ dropping out of school, for students’ inclusion in the educational system for the second time, for acquiring professional qualifications, vocational information and counselling, training teachers in contemporary methods of communication and education.

Specialized information-consulting divisions to LODs

<http://www.az.government.bg/internal.asp?CatID=15/01/01&WA=Training/Zvena.htm>

Within the system of the National Employment Agency career guidance services are offered by specialized information-consulting divisions to LODs. 7 career information centres, 4 career information-consulting centres, 33 “Job” clubs (drawing on English experience) are functioning at the moment. They support the solving of problems in choosing a profession, and the search of opportunities for education and career development. The centres provide a wide variety of printed, electronic and audio-visual information materials for career guidance covering the professions of national importance. All individuals interested in career development regardless of their age, education, social and health status could use these services.

Schools

The providers of career guidance services in the field of secondary education are schools as well (3330 in number, 111 out of which are private. 21,7% of them have pedagogical counsellors, who are directly involved in the activities providing career guidance for pupils).

Private organizations

At local level, career guidance services are offered by private organizations as well. The services provided by private consulting offices aim at informing and consulting students, parents and citizens about the opportunities for education in secondary and higher schools, the conditions and terms of entering them; psychological consulting, medical professional consultations, issuing and disseminating information brochures for secondary and higher education.

LINKS

<http://www.minedu.government.bg/opencms/opencms/> - Ministry of Education and Science

<http://www.mlsp.government.bg/bg/index.asp> - Ministry of Labour and Social Policy

<http://www.navet.government.bg/en/index.html> - National Agency for Vocational Education and Training

<http://www.nsz.government.bg> - National Employment Agency

<http://www.hrdc.bg/> - Human Resource Development Centre /HRDC/ in Bulgaria

<http://nrcvg.hrdoc.bg> - The National Recourse Centre for Vocational Guidance /NRCVG/
http://www.careercenteronline.org/index.php?&php_file=about.php&php=About%20VCC&lng=1&tab=0&inc=home - Virtual Career Centre
<http://bgjob.com/> - Work offers in Bulgaria
<http://borsa.bol.bg/job.html> - BOL.BG offers
<http://job.noxis.net/> - C&M labour - market
<http://job.obyavi.net/> - Web site for job-seekers and employers
<http://jobs.einet.bg> - Euro INTEGRA e-Work
<http://jobsearch.2ya.com/> - Work and study abroad
<http://jobspartner.bg> - Bulgarian web portal job seeking and job offering
<http://www.abonamenti.com/ok> - The most famous Bulgarian magazine for education and career
<http://www.bcci.bg> - Bulgarian Chamber of Commerce and Industry
<http://www.bia-bg.com> - Bulgarian Industrial Association
<http://www.bisclub.org> - Business Club - job offers
<http://www.bst.dir.bg> - Student labour office Sofia
<http://www.correct-consult.com> - CORRECT-CONSULT BULGARIA
<http://www.itjobs.bg> - Job for IT specialists
<http://www.jobs.bg> - Probably the best Bulgarian web site for career advice
<http://www.jobtiger.bg/> - The Job positions and the Job-seekers in Bulgaria
<http://www.jobuniverse.bg> - Job Universe
<http://www.kariera.hit.bg/> - Information for study and work abroad
<http://www.karieri-bg.com> - Job searching, staff searching, online consulting
<http://www.karieri.com> - Karieri.com is a project of Youth Information Centre for Career Orientation which aims to help young people in career development through the use of e-learning technology
<http://www.navet.government.bg> - National agency for vocational education and training
<http://www.pan-vt.com/> - Work and study abroad
<http://www.rabota.bg/> - Job offers and job seeking web site
<http://www.rh-bg.com> - Working people - Online newspaper for job and education

Institutions/Organizations in Estonia focusing on providing Career Guidance.
The Foundation Innove has the major role in promoting career guidance in Estonia and has



been established to promote initiatives and activities of lifelong learning through Estonian and EU programmes in the area of human resources development. The mission of Foundation for Lifelong Learning Development Innove is to offer experience, advice and support to the organisations promoting VET and LLL, and to the learning members of society.

1.3 France

Three major categories of institutions can be distinguished. An important documentation source can also be cited.

1.3.1. The institutions for school and career guidance at secondary school level

Through a Centre d'Information et d'Orientation – CIO – (information and guidance centre), each public secondary school provides the students with curriculum and career information and advice. Guidance counsellors can also handle psychological cases when necessary.

1.3.2. Institutions for academic and career guidance at University level

In each university, a Service Commun Universitaire d'Information et d'Orientation – SCUIO – (university service for career information and guidance) provides the students with academic and labour market information and guidance. Students can get psychological help there too.

1.3.3. Career guidance institutions for jobseekers

Outside the education system, young people can get career advice from mainly two types of institutions.

a/ The Missions Locales and PAIO network

The Missions Locales (local services) and Permanences d'Accueil, d'Information et d'Orientation – PAIO – (reception, information and guidance offices) have specialism in young low-skilled job seekers.

b/ The support agencies for the unemployed

These agencies mainly focus on adult unemployment. Nevertheless, young people can also get labour market information and guidance from any local office of the Agence Nationale Pour l'Emploi – ANPE –, the French national employment agency. Another important agency, the Association Pour l'Emploi des Cadres – APEC – is specifically devoted to information on– and access to management staff employment.

1.3.4. An important documentation source

Paralleling these institutions are the documents published by the Office National d'Information sur les Enseignements et les Professions – ONISEP –, the French national office for information on curriculum and career. <http://www.onisep.fr>

1.4 Germany

Numerous private and public institutions offer counselling service, e.g. private education providers, chambers of commerce & industry and industrial associations, some private counselling firms, personnel and management consultants.

1.4.1 Public Institutions

The Federal Employment Agency (Bundeagentur für Arbeit, BA)

One of the most important and public institution providing Career Guidance in Germany is the Federal Employment Agency (BA). The BA is an independent, public institution administered by three equal partners the government, the employer and the labour union. The organisation offers career guidance for young people by the employment offices, regulate in the Social Code III (§§ 29 ff. SGB III) as a nationwide service either participation or wanting to participate in the labour force. Additionally to career guidance the BA is responsible for:

- Placement of education and jobs
- Career advancement and further education
- Support of integration into employment
- Promotion of job creation
- Preservation of jobs
- Financial management of unemployment benefits

The BA offers detailed information about career guidance.

Information platforms and addresses of career guidance counsellors:

www.arbeitsagentur.de

Berufsinformationszentrum (BIZ - Career Information Centres)

The BIZ as a service of the federal employment agency (BA) offers individual counselling provides extensive printed information material about vocations and courses of study, as well as media packages preparing for choosing a vocation.

The BIZ is available in almost every local job agency of the federal employment agency (BA). In particular, the BIZ provides information about:

- Education and course of studies
- Job description and requirements
- Further education and re-education
- Labour market trend

Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung - BIBB)

The Federal Institute for Vocational Education and Training (BIBB) is a nationally and inter-

nationally recognized centre of excellence for research into and development of initial and continuing vocational education and training. The aims of its research, development and counselling work are to identify future tasks of vocational education and training, to promote innovation in national and international vocational education and training and to develop new, practice-oriented proposals for solving problems in initial and continuing vocational education and training. The BIBB:

- studies structural developments in the job market for training positions and in continuing education and training
- observes and studies initial and continuing training practice in enterprises
- tests new methods in initial and continuing education and training
- identifies future skills requirements through early detection
- develops and modernizes initial and continuing training occupations
- supports in-company vocational training practice with modern training documents and training media
- drafts concepts for the qualification of company trainers
- promotes modern vocational education and training centres to supplement in-company initial and continuing training
- assesses the quality of the vocational distance learning offered
- manages and supervises national and international programs for the further development of vocational education and training
- Does international comparative research on vocational education and training

Information platforms and addresses of career guidance counsellors:

www.bibb.de (also available in English)

BIBB - Bundesinstitut für Berufsbildung

Robert-Schuman-Platz 3, 53175 Bonn

1.4.2 Private Institutions

Until 1998 the federal employment agency (BA) has had a monopoly of career guidance. Career guidance by other public institutions (e.g. schools, chambers etc.) or private organizations was not permitted in Germany. Since the amendment in 1998 there is a fast growing and confusingly complex market of private career guidance providers.

1.5 Greece

Career Guidance is provided in Greece in two main areas: (a) education's sector and (b)

labour's sector. The two ministries (a. Ministry of National Education and Religious Affairs/ www.ypepth.gr and b. Ministry of Labour and Social Security/ www.laborministry.gr) supervise all activities that are being held from all institutions or organizations taking action in career guidance. At the following paragraphs, the name of the Institution / Organization will be presented, its supervising agency, the level (national / regional) that its services are provided, its beneficiaries and an outline of its key activities.

1.5.1 Labour's Sector

Public Institutions

A. Greek Manpower Employment Organization (O.A.E.D.) (<http://www.oaed.gr>)
Supervisor Agency:

Ministry of Labour and Social Security (<http://www.ypakp.gr/>)

Level: National

Beneficiaries: Unemployed people

Provided Services / Key Activities:

K.P.A. are staffed by career counsellors, psychologists, and special trained employees of O.A.E.D.. Their main activities are to provide career guidance services to unemployed people and to help them to move easily and effectively from unemployment or job searching to employment.

1.5.2 Education's Sector

A. Pedagogical Institute, Sector of Educational and Career Counselling (S.E.P)
(<http://195.251.20.34/>)

Supervisor Agency: Ministry of National Education and Religious Affairs (<http://www.ypepth.gr/>)

Level: National

Beneficiaries: Teachers and Students in Primary and Secondary Education.

Provided Services / Key Activities:

Educational and Career Counselling (SEP) encourages and supports students of secondary education, in order to be able to plan their future career path through the today's complex educational crossroads. The Pedagogical Institute, through its SEP Sector, aims at providing the necessary support and aid the students' educational and vocational choices, through emphasizing counselling as a SEP function, but also through providing students and counsellors with all available information regarding occupation in our country. In that way, it enriches educational process's parameters and the education provided in our country.

B. Occupational Promotive Centres (K.P.A.) (http://www.oaed.gr/Pages/SN_28.pg)

Supervisor Agency: Greek Manpower Employment Organization (<http://www.oaed.gr>)

Level: Regional / Local

Beneficiaries: Unemployed people

Provided Services / Key Activities:

KE.SY.P.'s main aim is to provide students of secondary education with counselling services, to expand the Educational and Career Counselling institution in regional level and to help the individuals (students in secondary and tertiary education) to realize their capabilities and to be placed uneventfully into the social and educational environment and into large social groups (schools, students of secondary and tertiary education, parents of students, teachers etc.).

C. Offices of Academic & Career Information Services – Tertiary Education

These offices are founded in the Universities' departments or in the Technological Educational Institutes all around Greece. They are the responsible offices in order to provide their students with multiple services in education, training and employment, information concerning career development and evolution, counselling and social support. All of them are staffed by career counsellors, psychologists and special trained employees. More information about them can be found in the sites of universities or technological institutes, e.g.

<http://career.admin.uoi.gr/>

1.5.3 Independent Public Institutions

A. National Resource Centre of Vocational Guidance – E.K.E.P.

(www.ekep.gr)

EKEP is established in the year 2000 under the supervision of the Ministry of Employment Labour & Social Protection and the Ministry of National Education & Religious Affairs, the National Resource Centre for Vocational Guidance – Euroguidance Centre of Greece (EKEP- NRCVG) is a Private Law Body Corporate pursuant to Law 2525/97 and Presidential Decree 232/98 (Government Gazette 179A/29-7-1998). EKEP is governed by a nine-member Board of Directors consisting of representatives from the two supervising Ministries, the Pedagogical Institute, the Greek Manpower Employment Organization (OAED) and social partners. On a national level, EKEP is body for the coordination, support, certification and enhancement of the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. In addition, EKEP is an information resource centre for education and vocational guidance. In view of its role, EKEP cares for the development of a unified strategy with respect to the aims and orientation of Vocational Guidance in Greece.

1.6 Lithuania

The main providers of career guidance and counselling fall within the remit of the Ministry of Education and Science and the Ministry of Social Security and Labour. These Ministries are responsible for career guidance and counselling development at a national level. Ministries differ by target goals:

- The competence of the Ministry of Education and Science includes the provision of career guidance at general education and vocational schools.
- The competence of the Ministry of Social Security and Labour includes organizing extra-curricular guidance for young people, their parents and teachers, and also for other labour market participants such as unemployed people, those facing unemployment, employers, employees and vulnerable groups.

Career counselling and guidance in Lithuania is regulated by:

- Education Act of Lithuanian Republic (1997, Nr. 23-593; 2003 Nr. 63-2853) clause 26, part 3;
- Vocational Guidance Strategy (2003, Nr. ISAK-1635 / A1-180)
- Lifelong Learning Strategy (2004, ISAK- 433/A1-83)
- Inventory of requirements for vocational counselling and guidance service (2005, Nr. ISAK – 739/a1 – 116)

General vision of vocational counselling in Lithuania is:

Cohesive and efficient system of vocational guidance in Lithuania – component of lifelong learning policy, contributing to country's economic and social development, stimulating individual progress of citizens.

Mission

To provide vocational counselling service, assisting all persons (irrespective of their age or stage of life):

- drop outs from secondary school,
- young people with no vocational education,
- persons from socially vulnerable groups,

in particular - in choosing or changing professions as well as becoming responsible for their careers.

Aims of career counselling:

- Provide Lithuanian people with high quality information about education and employment opportunities;
- Provide all people with high quality career counselling service;

- Improve employment abilities of young people and adults, stimulate their entrepreneurship skills and permanent aspiration for learning;
- Develop social activeness of people.

To succeed in achieving these aims, there was created a number of institutions that are able to provide career counselling:

- Career centres at the biggest universities, which offer such services as counselling for students who are making vocational choices and planning their careers; organizing further education and internship programs within the country and abroad; providing information on the situation in the labour market; and helping to organise job searches;
- Regional labour market training and counselling services and labour exchanges;
- Private consulting organisations, of which there are currently around 20, offering such services as searching and selecting qualified specialists, conducting personnel and management training, and providing counselling on management issues;
- The National Resource Centre for Vocational Guidance (or Lithuanian Euroguidance Centre), which was established in 1998 with the National Agency for Leonardo da Vinci and which has as its main purpose the production and dissemination of guidance material as well as supporting mobility across Europe.

Despite the fact that activities of separate institutions are regulated by the laws of the Republic of Lithuania, by government resolutions and by ministerial orders, national system for providing career information, guidance and counselling is not working properly yet.

Career Guidance in the Education Sector

Each general education school has a person responsible for career guidance, usually a headmaster or assistant of headmaster. Compulsory level schools can employ an educational psychologist, though not all of them are able to find or afford such specialists, especially in rural areas.

Career guidance began to be given more importance in 1998, when schools introduced specialized curricular pathways. Students became more motivated to seek guidance support as their choices had an impact on their future educational and occupational trajectories. Such guidance could be from obtained outside the school, in such places as:

- The Territorial Labour Market Training and Counselling Services (TMLTCS, under the remit of the Ministry of Social Security and Labour);

- The Vocational Guidance Centre at the Lithuanian technological park (under the remit of the Ministry of Education and Science);
- The psycho-pedagogical services (under the remit of the municipalities).

Specialists in these institutions are professional psychologists, who help clients to identify personal interests, abilities and vocational aptitudes, and to choose the suitable study pathway in view of their career plans. Services can be offered to clients either individually or in groups.

CIP – career information points. Places with free access to internet, given as an alternative possibility to search for information. Network of CIP will be enlarged till 2008 according guidelines of Ministry of Education.

Guidance in the Labour Market Sector

Two public institutions deal with employment, vocational training and career issues.

- The Lithuanian Labour Exchange, which consists of one National and 46 Territorial Labour Exchanges. These offer generic vocational information; clients who require more detailed career guidance and counselling are directed to Territorial Labour Market Training and Counselling Services.
- The Lithuanian Labour Market Training Authority and its regional subdivisions, including six Territorial Labour Market Training and Counselling Services (TLMTCSs) and 14 Labour Market Training Centres. Territorial Services employ 180 persons, of whom 35 are counsellors who are psychology graduates. They provide career information and counselling to adults, and extra-curricular counselling to schoolchildren in towns and districts. In addition, they visit Territorial Labour Exchanges and schools in rural areas.

TLMTCS counsellors provide individual and group career information, guidance and counselling; they also develop and implement programmes for labour market integration and help clients in planning careers, while facilitating their social and personal development.

CIC – Career information centres work under remit of Ministry of Social Security and Labour. Centres receive information not only from Education systems institutions but also from labour market. Main services of these centres are oriented to help jobseekers and employers.

Links for the above mentioned institutions:

- Ministry of Education and Science – www.smm.lt
- Ministry of Social Security and Labour – www.socmin.lt
- Career centres in biggest universities in Lithuania:
- <http://karjera.vdu.lt/>

- <http://www.karjera.ktu.lt/>
- <http://www.karjera.vu.lt/>
- <http://karjera.lzuu.lt/>
- <http://www.karjera.vgtu.lt/>
- Euroguidance centre LT - <http://www.euroguidance.lt/jaunimui.htm>
- The psycho-pedagogical services (Kaunas) - www.kppt.lm.lt/
- The Lithuanian Labour Exchange - <http://www.ldb.lt>
- The Lithuanian Labour Market Training Authority - <http://www.darborinka.lt/english/?pid=600>

Vytautas Magnus university coordinates and participates in some projects concerning CG. Leonardo da Vinci projects: Meeting the Needs of Employment: European Curriculum Guidelines for Lifelong Vocational Counsellors in the line with the Challenges of EU Enlargement ; Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling

European structural fund projects: Development and Implementation of the Master Study Programme "Career Counselling"; Development of Career Guidance Normative Documents and Study Programmes

Also PHARE , ES 5 framework, European Training Foundation projects.

1.7 Romania

The structure of the Counselling and Vocational Guidance System from Romania

The Counselling and Vocational Guidance System from Romania is based on convergence of two ministries: Ministry of Education and Research (MEC) and Ministry of Labour, Social Solidarity and Family (MMSS), and the support of non-governmental organizations and private sector, each having its own network of school and/or vocational guidance services.

- Ministry of Education and Research – the main objective is to offer services related to school and vocational guidance for students from secondary and high schools.
- National Association for School and Vocational Guidance (ANOSP): professional association with interdisciplinary character which organizes and develops activities in the school and vocational guidance field for young and adult people. The main objective of ANOSP is: assistance and counselling related to career, research and information.
- EUROGUIDANCE ROMANIA - [National Resource Centre for Vocational](#)



Guidance from EUROGUIDANCE network (CNROP): counterpart of the European network in vocational guidance within the European Programme for Vocational Training “Leonardo da Vinci”. CNROP offers help to searching for educational opportunities in post-compulsory education, to manage the data obtained from clients in the counselling sessions and to test students’ abilities with respect to choosing a profession.

- The Consultancy Departments for selecting of the professional way and for placement on the labour market were established in 1998, within different universities. Their role is to offer information related to the existing study programmes, to support students / graduates in contacting the labour market.
- The National Agency for Employment (ANOFM). Its main role is to contribute to decreasing of the unemployment rate. The Agency develop different activities on career guidance such as: development of consulting and vocational guidance programmes, guidance and support for forming actions, adaptation and vocational reconversion for active people, counselling and vocational guidance of the unemployed.
- Centres of information and counselling regarding careers. – Run within high schools, local Agencies for Employment and of the County Agencies for Sport and Young People. Their main role is to inform about the labour market, about the possible educational ways and to support personality evaluation and self-evaluation processes.
- The Centre for Psycho-pedagogical Assistance (CAPP): institution of the Ministry of Education and Research (MEC), with facilities in every county (CJAPP) and in Bucharest. Main aims: co-ordination of the activity of school and inter-school cabinets, mediation of the contact between the cabinets and other vocational guidance institutions.
- The Psycho-pedagogical Assistance Cabinets: structures running in schools or school groups, carrying out information, educational counselling and vocational guidance. Pupils, teachers and parents are assisted for reaching the educational and formative objectives of the school, for a more harmonious development and better social and professional integration of the individuals.

1.8 United Kingdom

1.8.1 Introduction

Two or three themes emerge from this overview of careers guidance in the UK:

- In recent years national initiatives regarding careers guidance have been more closely associated with macro-economic policy than was previously the case. A central agenda of the British Government has been to upskill the workforce as a necessary means of succeeding in a global, knowledge-based economy. This means that some of the public bodies described below are closely involved with actions taken at a central and regional level to attract people into industries and sectors where skills shortages have been identified. The focus is more on meeting employer needs and less on individual development, although the two remain, ideally, closely linked.
- As part of the same strategic context, the recent rapid expansion in Higher Education has concentrated on supporting work-based courses in preference to traditional academic subjects. This involves a lot of what may be called career-related education i.e. developing students, many of them vocational learners already in the workforce, for specific types of jobs.
- The factors noted above have a third consequence, namely a very fluid and fast-moving policy environment. Some of the bodies introduced below are relatively recent in origin and subject to constant evaluation in terms of their performance in meeting the national targets outlined above. In some cases, this means that they may not have very a very long life. For example, Connexions (see 1.8.3) will soon lose its separate identity.
- Policies are not the same in all parts of the United Kingdom, with different approaches being taken in Wales and Scotland. This report will focus on the situation in England.

For these reasons, the situation described in the report is accurate at the time of writing but may continue to change during the lifetime of the Careers Guide project. It is hoped to update the report when this happens, to help all colleagues remain in touch with developments in the UK.

1.8.2 Definitions

For the purposes of this report the following definitions will be used:

Careers Education: development of the individual in a holistic way, building awareness of self and of the attributes required for effective career development. Career education comprises the following elements: self-development, career exploration and career manage-

ment.

Careers Guidance or Advice: more specific interventions designed to help young people use their skills to further their interest in particular careers.

1.8.3 Public Institutions

The principal public body involved in the provision of careers advice to young people is Connexions (www.connexions-direct.com). This organisation is funded by the Department of Education and Science (DfES) in the national government. It functions in the following ways:

- a. Each secondary school has access to a Personal Adviser (PA) funded and provided by Connexions. The role of this person is to provide group sessions and individual support for pupils, alone or in conjunction with teaching staff. For further detail about how schools operate in this regard please see Part 2.
- b. Connexions also offers a range of services to schools careers staff. The larger Connexions offices have a curriculum innovation and development team which provides:
 - consultancy for school careers co-ordinators
 - advice on mapping provision against the national framework
 - development of activities and lesson plans
 - preparation for inspection visits
 - training for staff new to the careers function
 - help to schools in achieving the Investor in Careers award
- c. Similar support is offered to Further Education Colleges, which are responsible teaching some of the 14-19 age group, especially those interested in vocational courses; and also to private work-based learning providers, who are involved with apprenticeships.
- d. Each local area also has a Connexions office, usually very visible in the local High Street. Young people can access information, advice and guidance (IAG) directly through these offices. The Connexions website also offers a variety of services which can be used on a personal basis, independent of a young person's college or school.
- e. Connexions also distribute a range of publications for young people, both on a national basis (Get That Job) and on a local basis (32,000 copies of Beyond 16 are sent to schools in Birmingham).

Connexions takes part in the planning of course provision at a national and regional level and in activities designed to promote greater skills development in the workforce, so is a strategic, proactive organisation as well as reacting to individual needs.

Another important player in promoting access to Higher Education among young people is Aim Higher (www.aimhigher.ac.uk). Like Connexions this operates in two different ways:

- a. The Aim Higher website allows direct access to anyone enquiring about higher education and careers. It contains careers profiles, helps to match qualifications to different types of job and offers advice to parents. There is also a direct link to the Connexions website.
- b. Aim Higher also takes a more strategic approach in support of Government targets for participation in Higher Education. It funds projects designed to identify problem areas or develop promotional materials and activities aimed at specific careers. The intention is to match young people's aspirations with national or regional skills needs.

A third arm of public provision is the Higher Education Careers Service Unit (www.hecsu.ac.uk) which exists to generate and circulate information about career-related learning and career guidance in Higher Education. HECSU is a registered charity but has a commercial arm, Graduate Prospects, which provides information to universities, employers and students.

In addition, there are special resources for parents who need help in advising and supporting their children's study and career choices. The DfES runs a Parents Centre (www.par-entscentre.gov.uk) which combines sections on health and nutrition and bullying at school with more conventional information about employment opportunities.

Finally in this section mention should be made of Job Centres (www.jobcentreplus.gov.uk). These have a role to play in helping to get people into work for the first time or back into the workforce after a period of unemployment. Job Centres are located in all cities and towns and are responsible for the payment of unemployment-related benefits, including the job seeker's allowance which is particularly relevant to young people who have left school and not applied for further study. This function is supported by an advice service on how to get into work.

1.8.4 Private Organisations

There is a range of private providers of careers advice, which operate both electronically and through a traditional walk-in format. In some cases a greater degree of specialist support can be mobilised, such as psychologists able to develop more scientific profiles of the job-seeker (see for example www.careeranalysts.co.uk). However, as commercial busi-



nesses they tend to focus at least equally on adults already in work and seeking new jobs or a change of career, which means that their services may not be as attractive to young people as the state provision noted above.

In the same category are:

- the services offered by private education organisations such as agents Gabbitas Thring (www.gabbitas.co.uk), which combine advice on the selection of a school or university with careers guidance
- the resources made available by particular employment sectors, designed to attract people into their profession or field of work, ranging from the Army (www.armyjobs.mod.uk) to the Financial Services sector (www.fssc.org.uk)
- the sections on careers published by newspapers (see, for example, The Independent on www.independent.co.uk/careers_advice).

2. Methods in Use

2.1 Bulgaria

The normative framework for the establishment and functioning of the national system of career guidance of students and adults was regulated with the Vocational Education and Training Act in 1999 and with the Law on Protection against Unemployment and Promotion of Employability in 1998. The services supporting career guidance in Bulgaria are being developed in accordance with the state policy on employability promotion.

According to the VET act, career guidance provides students, the unemployed, as well as other people, with information and advice on choosing a profession and career development and covers professions and specialties on the List of Professions for vocational education and training.

The main users of the services supporting career guidance and offering career consulting belong to the following target groups:

- ⇒ Elementary, primary, secondary and vocational school students up to the point of their entering universities or getting a job;
- ⇒ Particular target group students:
 - With special educational needs – deviant students or those dropping out of school;
 - Gifted in the field of art, music and sports;
 - With special educational needs – those with chronic diseases, physical and sensory defects, and mentally retarded;
- ⇒ Children of school age who are not included;
- ⇒ Young people and adults who are:
 - Over 16 to 29 year-old, who dropped out of school without acquiring an educational degree or professional qualification;
 - University students;
 - Employed people needing pre-qualification or extension of their qualifications;
 - Temporarily or permanently unemployed;
 - Discharged from prison;
 - Officers and military men exempted from the army;



- Immigrants;
 - Women on maternity leave;
 - Disabled.
- ⇒ Parents, employers (both users and participants in career guidance).

The National program for the development of school education and pre-school preparation (2006 – 2015) provides for the introduction of a career development system. The possible solutions could be found along two major lines:

- In horizontal terms: The opportunity for development will be provided through the differentiation of the position of “teacher”. The introduction of five new positions is planned: “junior teacher”, “teacher”, “senior teacher”, “chief teacher” and “methodologist”. The horizontal career development will be governed by the accumulation of a specific length of work experience and by passing forms of obligatory training and assessment of results.
- In vertical terms: The changes are primarily related to modifying the requirements for occupying administrative positions in the system of public education – principals, sub-principals, experts and heads of regional education inspectorates, members of MES administration.

With the view of improving information services and career guidance in the system of secondary education, the following steps are planned: setting up a national network comprising 28 Information and Career Guidance Centres, establishment of a national data base for life-long education and training, development of bilateral and multi-partite projects for information services and career guidance of people with special educational needs, formation of a wide network of divisions (state, municipal and private ones) providing career guidance and consulting services, introduction of a career guidance and consulting module in each form of training.

In 2006 the National Centre of Pedagogy (NCP) together with U.S. Agency for International Development (USAID) (<http://www.usaid.gov/>) within the framework of the “Labour Market” project (LMP) (<http://www.bglabor.org/>) signed an agreement for developing human resources and a system of career guidance in the secondary vocational education in Bulgaria.

The main objective of the agreement is that NCP, jointly with LMP shall lay the foundations of a system for providing career guidance services and career development for secondary and vocational school students, as well as a mechanism for collecting, processing and using information about the need for personnel with practical skills and abilities at the labour market. The system's smooth functioning shall be ensured by the involvement of career guidance specialists who will complete a special training course designed to prepare them

for effective methodologists and trainers of personnel within the system. This model shall secure the inclusion of a maximum number of secondary and vocational school students. The thematic plan for pedagogical staff qualification in secondary education was developed by the National Centre of Pedagogy and was approved by the Minister of Education and Science, Assoc. Prof. Daniel Valtchev. The qualification training of secondary education pedagogues is realized in the form of courses, seminars and practical training along the following lines:

- European dimensions of vocational education and training for mobility, partnership and trans-national initiatives. European Qualification framework;
- Career guidance and consulting;
- Intensifying practical preparation and getting closer to the sphere of employment in vocational education;
- Bringing forth a motivation for life-long-learning;
- Prevention of students dropping out of school;
- Work in a multi-ethnic environment;
- Work with students with special educational needs;
- Prevention of children and students at risk, etc.

The activities underlying the Thematic plan for pedagogical staff qualification in secondary education in 2006 target at:

1. Principals and sub-principals;
2. Pre-school teachers;
3. Elementary school teachers (in 1st-8th grade);
4. Resource teachers in schools for students with special needs;
5. Secondary school teachers (in 8th-13th grade):
 - Secondary general schools
 - Profile high schools
 - Vocational high-schools
6. Pedagogical counsellors, teachers working at orphanages, social pedagogical boarding schools, and at units providing services.

REFERENCES

Vocational Education and Training Act <http://nrcvg.hrdc.bg/>

National Strategy for Continuing Vocational Education 2005-2010 <http://www.navet.govern->

ment.bg/

Report on the State of Career Guidance Services in Bulgaria <http://nrcvg.hrdc.bg/>
“Vocational Education and Training...” – work paper from the meeting of the Joint Consultative Committee EU-Bulgaria www.esc.bg/reports_download.php?id=27
National Report on the Commission’s Memorandum “Lifelong Learning” <http://www.lifelonglearning-bulgaria.org/bg/natrep8.htm>

2.2 Estonia

In the education sector, guidance is provided both as part of youth work as well as part of formal education.

Regional information and counselling centres

Within youth work, a network of information and counselling centres has operated since 1999/2000 and the number of them has risen to 24. As career guidance is an undefined part of the centres’ services, some of them tend to place a greater emphasis on information provision and youth work, rather than focusing on career guidance and counselling. The main target groups are aged 7-26.

General education schools

Within general education, all schools must implement Professional Career and its Development as a compulsory cross-curricular theme since September 2004. In many cases, an individual staff member is responsible for the co-ordination of the career management activities within the whole school. Tasks of a career coordinator include co-operation with regional information and counselling centres and class teachers, supporting subject teachers in the implementation of cross-curricular theme, organisation of student visits to/by employers, and in some cases – delivery of a designated career lesson.

Vocational education and training (VET) institutions

According to the Estonian National Development Plan for the Implementation of the EU Structural Funds SPD 2004/2006, VET institutions were also to establish permanent career services for their students. Due to the lack of financial resource and trained specialists, in reality a few VET institutions have taken up that initiative. In the few VET institutions where the career practitioner is permanently employed, she/he provides the students with information on the world of work, helps them to develop their job seeking skills, and supports their search for employment. However, these examples are very rare and the most VET institutions can be said to have virtually no career guidance services targeted at them.

Higher education institutions

At tertiary level, five biggest Estonian universities have established career centres on their

own initiative and without any central regulation. Services are provided for current students, employers and alumni. In addition to career guidance these centres often act like a bridge between employers and students, by organizing relevant lectures and seminars, company presentations, by providing job and in-service training mediation, and giving the target groups an opportunity to join relevant databases. The main aim of the university career services is to develop students' job seeking skills, support them in finding employment, and research their career destinations after graduation.

Local labour market offices

Within the labour market sector, 22 counsellors working in 15 local labour market offices across Estonia provide career counselling. Career counselling is carried out both as individual work as well as in group sessions. Depending on the needs of the client, the counsellor either helps to specify the client's educational and job related aspirations, maps the market situation and different training possibilities, advises to how to make rational and well-informed decisions concerning employment and training, and/or provides instructions about job seeking, writing CV and other documents necessary to apply for a job, and preparing for the job interview.

In addition to individual and group counselling, the clients of the labour sector can also use self-service possibilities. All local labour market offices are equipped with computers where jobseekers have access to Internet and can use the opportunity to search for information and vacancies, register themselves in databases, fill in application forms, and prepare other documents necessary to apply for a job.

The network of labour market career counsellors is coordinated by the Estonian Labour Market Board, which is also responsible for the provision of training.

Private guidance provision

The main focus of guidance in the private sector tends to be on job mediation (both face to face as well as over the Internet). Private enterprises are involved in guidance activities for young people mainly through participation in work-shadowing days, career days and related events, company presentations and as in-company training venues.

Look for more information on <http://www.innove.ee/en/?p=2&op=prog&ID=7>

2.3 France

Generally speaking, the French approach to school and career guidance is twofold. On the one hand, guidance is construed from an economic perspective and is intended to serve the country's economic needs. On the other hand, guidance entails educational aspects. This educational dimension is focused on enhancing any skill which might contribute to personal development and enable everyone to adapt to social and economic change.

In the French educational system, the first step for career decision takes place at lower sec-



ondary school. The orientation education begins at 11-12 years old, during the adaptation cycle. The orientation to general or vocational upper secondary school takes place in lower secondary school (at 14-15 years old). They also can be urged to do so by the Classroom Staff Meeting (Conseil de classe). Staff decisions can be contested by an appeal to the Education Inspectors. Especially, families can contest the vocational section proposed, and ask for another one. Inspectors make their decision by taking into account not only the views of families and school staff, but also the number of available places in the section requested. As regards providing young people with career guidance in the strict sense, three major methods are in use in France.

2.3.1. One-to-one interviews

Interview is the most frequently used technique for career guidance provision. Guidance interviews are semi-directive. They aim to contribute to personal development and to help students and young job seekers making career decision. Most often, interviews are conducted in three stages, i.e. problem setting, analysis, and designing objectives for problem solving.

2.3.2. Assessment techniques

Such techniques as skills assessment, psychological tests and questionnaires are also used to assess vocational interests and competencies. Increasing use is made of self-help tools, and especially of web-based tools.

2.3.3. Career education within the curriculum

The grounding assumption of career education in France is that career decision making is a personal process. This means that individuals have to decide their own way, and are responsible for their choice. As a consequence, it is necessary that they have some broad knowledge and understanding of curricula and career matters, as well as self-awareness of their own personality. Therefore, the role of career education consists of providing students with labour market information and of developing their information gathering skills, self-assessment abilities, self-knowledge and self-esteem.

Career education courses are comprised of three types of activities:

- Self-awareness exercises such as describing one's interests, values or personality traits;
- Labour market related activities, for example resume writing or gathering information on trades and professions;
- Contacts with professionals through on-the-job training, company visits, or inviting professionals to give talks to schools.

2.4 Germany

2.4.1 Career guidance at schools

Schools are also responsible for career guidance in the educational system. Elements of career guidance have become part of the curriculum. Schools offer measures of career orientation in the form of apprenticeship trainings e.g. factory tours and internships. Connections to the job environment guarantee a nationwide established network of ca. 450 partnerships within schools and companies. The network www.schule-wirtschaft.de is based on local initiatives and is supporting professional practical training programs as well as a range of other activities as follows:

- Initiation and creation of dialogs and cooperation between schools and the economic system
- Offers the opportunity to both teachers and students to receive knowledge about the work and the economic environment
- Supports the economic educations

Additionally and especially for schools the networks provides the partnership of companies, vocational orientation, business games, competitions and further trainings. These kind of partnerships between school and economic are being supported nationwide by a five year running program called “Schule-/Wirtschaft/Arbeitsleben financed by the “Bundesministerium für Bildung und Forschung” (BMBF) a public institution of the Federal Republic of Germany. Furthermore, there are numerous of similar programs e.g.:

- “Transjob” – a program of the “Stiftung der Deutschen Wirtschaft” (SDW) www.sdw.org
- „Workshop Zukunft – a program of the „Deutschen Gewerkschaftsbundes“ (DGB) www.lernwelt.workshop-zukunft.de

2.4.1.1 Measures of the Federal Employment Agency (BA)

General agreements about the cooperation of schools and career guidance

- agreement about job orientation at schools
- agreement about media cooperation
- agreement about coeducation of teacher and vocational counsellor

2.4.2 University course guidance

- career guidance for high school graduates in cooperation with members of the university: bundling competences of study and the academic labour market



- a close cooperation with university and study course guidance/career service

2.4.2.1 Offers to provide Career Guidance by the Federal Employment Agency (BA)

- Service and benefits for young people and youth adults
- A team of career counsellors supports young people in vocational choice during vocational training and the beginning of career
- Counsellor teams are mentoring high school graduates in study course guidance and study qualification
- The BA provides orientation about career opportunities and answers questions about career and study choice
- It offers personal interviews as well as interviews at schools and other institutions
- Financial support of vocational training under certain requirements

2.5 Greece

The 2 main areas that Career Guidance appears are in the Labour Market Sector and in the Education Sector. The methods of the main organizations, responsible for Career Counseling and Guidance are presented below.

2.5.1 Labour's Sector

K.P.A. -O.A.E.D

The programs are carried out by seven peripheral administrations, by the 114 Local Services and Occupational Services, whose mission is to place unemployed people into the labour market and to match the job offer and the job demand in Greece. In places where the Organization does not have services, it entrusts its work to many Correspondents, who work in small municipalities and communes. A significant improvement of the level of services is expected through the function of the Occupational Services –K.P.A, according to the President Decree which is about to be published. After reconsidering the role of the Occupational Services and after considering the contemporaneous condition of the labour market and the methods and possibilities which are offered by technology nowadays, O.A.E.D. made a necessary intervention. This intervention agrees with the decisions of the Council of Employment and Social Affairs Ministers of the Countries-Members of European Union about the alteration of Occupational Services. As a result, they will be able to deal with the new challenges which are related to the globalization of the economy, to the increase of competition, to the new technology, to the new structure of occupational relationships and to the increase of unemployment percentages.

The aim of the Organization is to improve the Occupational Services up to the level of K.P.A, with the support of European Community Treasury. Emphasis will be given to the offer of employment to unemployed people, so the unemployed will become the first priority of the Organization. Consequently, the net of the Occupational Services will come up to the function of the labour market by keeping in mind the characteristics of the manpower. To be more specific, in favour of unemployed people there are Career Counsellors, Psychologists and special-trained servants, a touch screen IT system and many other technological systems.

This new approach is going to have three directions:

1. Every unemployed person will have the opportunity to visit a specific Career Counsellor.
2. The satisfaction of any need will be based to the immediateness of the communication with any person who is interested in the above services.
3. Every unemployed whose name is written in the records of the Organization has got the chance to choose an alternative which is offered by the new card of O.A.E.D., after contacting the special Counsellor. This card refers to:
 - Occupational education
 - Participation of unemployed in working programs in businesses, which are subsidized
 - Participation in programs of subsidy to young free lancers.
 - Providing of advice by the Career Counsellors of O.A.E.D.
 - Collection of unemployment benefits.

The Occupational Services will collaborate with the Career Offices which are situated in Universities as well as with the Changers. This kind of action aims to come up against with the unemployment caused by the movement of individuals into the labour market or by the passage from education or military to the labour market.

2.5.2 Education's Sector

Ke.Sy.P. and GraSep.

History of foundation

The foundation of Ke.Sy.P and GraSep in favour of young people in our country aimed at the improvement of Career Guidance Services. According to the Law 2525/97, no 10,3 68 Ke.Sy.Ps are founded at the prefectures of country, one at the Pedagogical Institute, one at

the Secondary Education Administration of the Ministry of National Education and Religious Affairs and 200 at schools of our country. In addition, 11 more Ke.Sy.Ps and 270 GraSeps have been founded recently and 100 more will be founded at 100 schools.

The aim of the Ke.Sy.P is to expand the Educational and Career Counselling institution in regional level and to help the individuals (students in secondary and tertiary education) to realize their capabilities and to be placed uneventfully into the social and educational environment and into large social groups (schools, students of secondary and tertiary education, parents of students, teachers etc.).

To be more specific:

In September of 1997 a new Law was voted, the Law 2525/97 which was entitled “Unified High School, Access of Secondary Education graduates in Tertiary Education, Evaluation of the Educational Process and more dispositions”. The article 10 of this new Law includes the following:

Article 10 / Educational and Career Counselling

1. Educational and Career Counselling aims to provide help to students at their several levels of growth in order to realize their interests, to develop their capabilities and to support their participation in society.
2. The National Centre of Career Counselling (E.K.E.P.) is situated in Athens according to the disposition 16 of the Law 2224/1994 and is supervised by the Ministry of National Education and Religious Affairs and the Ministry of Labour and Social Security.
3. A). In order to spread the institute of Educational Career Counselling to all over the country, Ke.Sy.Ps are founded at the seats of nomes, one at the Pedagogical Institute, one at the Secondary Education Administration of the Ministry of National Education and Religious Affairs and 200 at schools of our country. Ke.Sy.Ps and GraSeps are supervised by the Ministry of National Education and Religious Affairs and are financed by the budget of the same Ministry.

B). The aims of GraSeps, the numbers of counsellors and their salaries and obligations, as well as the function and the number of Ke.Sy.Ps per nome and the schools which will have a GraSep are factors determined by a President decree.

Fulfilment of needs

- Ke.Sy.Ps and GraSeps fulfil the needs of students in secondary and tertiary

education, of parents, of employees and generally the needs of society.

- Ke.Sy.Ps are founded in central locations and provide their services to all interested people.
- Ke.Sy.Ps provide their services to handicapped people but very few Ke.Sy.Ps can be reached by them due to lack of equipment. Ke.Sy.Ps and GraSeps contact each other through the net “Nestor” in order to obtain timely, reliable information about subjects like “Career” and “Access to information”.

Recently, almost every school satisfies its needs through the PanHellenic Interschool Net “EDUNET” and in this net there are the correlative GraSeps connected. Moreover, Ke.Sy.Ps are connected to “EDUNET”, too.

The “Nestor” net is a Panhellenic Intranet (through telephone net). The access is allowed to those who have an access code. The “Nestor” net facilitates the communication and collaboration of teachers who are involved in subjects of Counselling and Educational Guidance. The Ke.Sy.P of Pedagogical Institute supports the function of “Nestor” in Ke.Sy.Ps and GraSeps. The specialized members of Ke.Sy.Ps and GraSeps have access to the net “Nestor” about subjects such as:

- Educational information
- Occupational information
- General subjects about Career Counselling
- Seminars, assemblies and more activities
- Information from Websites and more issues that refer to the existence and function of Ke.Sy.Ps and GraSeps.

Those who are responsible for Career Counselling:

- Are occupied with the function of Career Counselling in schools and collaborate with the Information Specialist.
- Support GraSeps and collaborate with teachers who work there.
- Provide counselling services.

2.6 Lithuania

Describing career guidance services at secondary school level there should be mentioned three main target groups: pupil, their parents and teachers. Each of these groups has their

own idea what is contemporary career path that's why it is wise to use different methods in communication with these groups.

Pupils get career counselling and guidance services in schools or nearest department of Lithuanian Labour Exchange. For their convenience there are used at least 4 different ways to provide CG:

- Individual counselling. A session that is provided for only one individual; it takes 45 min. It can be a discussion or time for a test, to find out more about his/her objectives in life, main ideas on choosing a vocation.
- Group counselling. A session that is provided for 8-12 pupil, it takes 45 min. It can be discussion on actual topic, a game, or a test for number of people with the same/similar ideas.
- Seminars are provided for 15 to 30 pupils. It takes from 45 min. to 2 hours. Usually topics for seminars are connected with very important and new information (for example: 'New Rules for Entering University'). If it is need seminars can be completed from two parts: theoretical and practical.
- Group vocational information session with the IT background. It takes 45 min. Is provided for 15 to 30 pupils. It is necessary to have good IT class and Internet connection at high speed. Using IT system it is fastest way to use links connected with national Educational system, to provide online test, try to fulfil first CV online.

Teachers and parents are used to take part in seminars that are held by authorities or administrative of the secondary school. Other possibility is individual communication with psychologist or career counsellor in school or elsewhere.

Methods that are widely used in Lithuanian schools are: questionnaires, tests, team and individual work, brainstorm, interviews, "complete the sentence" tasks, discussions, lectures, role-play, simulation games.

2.7 Romania

Vocational information and counselling represent an assembly of services offered, for free, to the persons looking for a job.

These services aim at:

- Provision of information related to the labour market and the evolution of the occupations;

- Personality evaluation and self-evaluation in view of a better professional orientation;
- Development of the abilities and of the self-confidence of the persons looking for a job, in view of helping them to make decisions about their own career;
- Training in the methods and techniques of searching for a job (e.g., self-presentation at an interview and the elaboration of the CV)

The users of these services are the persons looking for a job, who registered at the County Agencies for Employment. Information related to the labour market, establishing of the professional routing, evaluation and self-evaluation are done through self-information and through individual or group counselling services offered to the persons looking for a job. Vocational / Career counselling and the training in the methods and techniques of searching for a job and in the manner of presenting oneself at job interviews are done by career orientation counsellors, in the centres for career information and counselling, functioning inside the County Agencies for Employment.

2.8 United Kingdom

2.8.1 Career guidance in schools

- The provision of careers education is a statutory (legal) requirement between Years 7 and 11 (ages 11 – 16). It is not statutory in Years 12-13 (post-16), although that is when young people are preparing for major life choices.
- There is a National Framework for careers education (this can be found at http://www.teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf). However, this is currently non-statutory.
- Schools differ in how they organise and present this part of the curriculum. In many cases it is included under the heading of Citizenship, while in others it is catered for in Personal, Social and Health Education (PSHE) or Personal, Social and Moral Education (PSME). Most schools have a Careers Co-ordinator but these vary in terms of specialist knowledge and experience. As noted in Section 1, Connexions provides a Personal Adviser (PA) for secondary schools. Besides the various aspects of support offered by Connexions it is not unusual for teachers and Connexions PAs to work together in delivering aspects of careers education and guidance. Use is also made of private careers databases, such as those noted above, which are networked to schools through their Connexions offices.



- Schools also differ in how they deliver careers education. Some do so as part of classes or tutor-based sessions, others set whole days aside for consideration of the issues involved. It is also the case that elements of career education can be taught in other subjects e.g. writing CVs in English.
- Further Education Colleges also enter into partnerships with their local Connexions offices. However these Colleges are generally much larger than schools and tend to have their own specialist careers staff who take on more of the work.
- In addition, it is now standard practice for school children to have at least one experience of a work placement during their studies, with a view to inculcating the general skills and attitudes required in the workplace but also in the hope that this will stimulate interest in particular careers.
- Aim Higher is pioneering a range of innovative activities designed to acquaint pupils and students with different types of jobs and give them hands-on experience of working in these environments.

2.8.2 Curriculum developments

Planning and preparing for careers is featuring more and more prominently in the subjects which schoolchildren study and the qualifications they receive. The latest move in this direction is the Vocational Diplomas which will be piloted over the next two years and introduced nationally thereafter. These diplomas will focus on certain groups of families of jobs, such as the creative industries (music, film, theatre and media) or health and care.

2.8.3 University career guidance

- Universities are increasingly making use of taster days and summer schools to interest pupils in their courses and introduce them to the career opportunities that will follow.
- It is no longer normal for applicants to universities to be interviewed (although there are some exceptions, such as teacher training). However, the use of Open Days is widespread and these give an opportunity for potential students to receive guidance on their career plans and course choices.
- The curriculum developments noted in 2.8.2. have been matched in Higher Education by the introduction and rapid spread of Foundation Degrees. Equivalent to two-thirds of an honours degree, these programmes take as their focus a specific type of job, and deliver not only the skills required to carry this



out but also an awareness of the professional context which resembles careers guidance in an embedded form.

- The main means of providing support and advice for careers advice in universities is Graduate Prospects (www.prospects.ac.uk). An arm of the HECSU, this offers guidance on selecting a first job or on choosing a postgraduate course. As with Connexions and Aim Higher it can be accessed directly through its website but also works in collaboration with careers services in universities. The latter will typically include counsellors trained to answer questions and make available the necessary resources and information. Careers advisors also help students by supporting volunteering and other practical work experience activities.

3. Limitations

3.1 Bulgaria

The official statistics data, the social research carried out on the topic, as well as the independent experts' analyses allow us to draw the conclusion that Bulgaria has marked progress in the field of vocational education and training. At the same time, there are also some negative tendencies and problems which should be limited and solved in a short-term perspective with the view of achieving the average levels in Europe in the field of vocational education and training by 2010.

The most critical problems the system of vocational education and training is facing are:

- Slow development in terms of the premises and facilities' modernization;
- Insufficient financial support with regard to the system's aims and objectives;
- Limited contribution on the part of civil society for vocational education and life-long learning;
- The opportunities underlying social partnership are not exploited to the full.

The challenges in front of the system of continuing vocational education refer to:

- Enhancing the mechanisms for approaching information and for feedback;
- Improving the quality of education and bringing it closer to the dimensions providing access to the European labour market;
- Creating mechanisms for motivating both the users of qualification services and the organizations investing in continuing vocational education;
- Joining the efforts of all social partners, local authorities' bodies and non-government organizations involved in human resources development and in the country's economic advancement.

The analysis of the state of career guidance system brings the following serious limitations to the fore:

- A lack of coordination among the programs;
- A lack of qualified personnel or a low level of personnel qualification;
- A lack of mechanisms providing quality;
- Underestimation of the individual's personal development and consulting, etc.

The challenges and areas subject to change are:

- The need of an integrated national policy and a national strategy for realizing career guidance at schools;

- Establishing new institutions and enhancing the functioning of career guidance institutions existing;
- Expanding partnerships through involving all the institutions concerned, the social partners, NGOs, and the general public;
- Accessibility and quality of services;
- Personnel training and qualification.

3.2 Estonia

The recent survey has proven that the need for career guidance in Estonian society is clearly evident, with information about labour market opportunities being the most required. However, almost half of those potentially needing career guidance do not consider the service sufficiently available for them. Large amount of career-related information and guidance is received from informal channels, most frequently from friends, acquaintances, Internet and public media.

Increasing the awareness of services as well as of service providers and, through that, improving the image of career guidance service in general, is of key importance in the coming years. As to availability of service then guidance is mainly provided to 2-3 target groups with the main content being the exchange of information concerning training and studying opportunities, vacations and professions.

At the same time, the provision of career guidance services is the main activity or part of it for only 58% of service providers. For the rest, it is an additional activity, which is in most cases unpaid.

3.3 France

At lower secondary school level, pupils are too often shifted to vocational education as a penalty for not being able to succeed in general education. Entering vocational education is not, in most cases, a personal deliberate choice. This affects vocational student's self-esteem and motivation.

Another problem perceived is that Career education suffers from a lack of consideration in secondary education. This can be explained by the fact that most teachers involved in career education did not themselves receive the specific training needed to perform that duty. They therefore tend to consider career education as a second-rate subject. In addition, ca-



reer education is not better regarded among students. There are at least three reasons for that: career education activities are allowed a short time; they are not evaluated; and finally, as a transversal subject, career education is not as valued as other disciplines.

3.4 Germany

- Candidates are often confused because of none clarified and expensive offers by private career counsellors
- None existing of a standardized training for career guidance counsellors (no certifications)
- None standardized career guidance at schools (matters of the curriculum)

3.5 Greece

Nowadays, the biggest problem concerning Career Counselling in Greece is the lack of certification for the practice of Career Counselling. The National Centre of CareerCounseling (E.K.E.P.) is responsible for the certification, but the procedure has not been completed yet. The second problem in Greek education is the poor training of Career Counsellors and of people who work in Ke.Sy.Ps and GraSeps, and the small number of counsellors in proportion to the number of students. Teachers of secondary education who teach the lesson of Career Guidance usually want to fill their weekly timetable and they usually have participated only in few seminars of Career Counselling. Moreover, the way in which the lesson of Career Guidance is carried out, without examinations and marks, makes the lesson ineffective. This is caused by the above lack of education/training of teachers and generally by the Greek attitude, which imposes that some lessons are more significant than others.

3.6 Lithuania

There are no limitations that could be connected with career information in Lithuania. All the information on CG in post- secondary planning is provided in web sites of official bodies, universities and colleges. Most universities in Lithuania take part in Association of Lithuanian Higher Education Institutions (LAMA- <http://www.lamabpo.lt/foreign.html>) work. This association started a centralized procedure on entering Lithuanian universities. Other resource systems are also working in this field and provide all the necessary information concerning CG policy, perspectives, training and job market. The limitation is when it comes to special methodologies that could be applied in schools.

3.7 Romania

Hereby are presented some limitations frequently encountered in distance counselling: through: a) internet and through: b) telephone

a) Counselling through Internet (World Wide Web)

In this case, there is a gap between the waiting for the Internet products to ensure valid solutions and the actual development of qualified guidance instruments.

From the user point of view, the Internet can be seen as a major instrument in obtaining information, offering equal and democratic opportunities due to the fact that anybody can put information on the web if he/she has Internet access and the basic knowledge required. This means that an Internet user can access a much greater volume of information in contrast to the traditional media means. As such, citizens have more possibilities and options to explore, and a higher level of comparison.

Because Internet is a cheap and easily accessible medium, generally uncontrolled, anyone can create a website. Furthermore, it is also extremely anonymous, allowing the creation of a website without giving any information regarding the creator. Websites with a very professional look can be created with very limited resources.

The website contents and standards are subject to a low level of control, in comparison to the printed information, in which the costs of production and distribution meant that publishers had to be very careful in selecting the information to be published: it had to be very accurate / correct, up-to-date and qualitative in order for them to be able to justify those costs in front of the reader. In this case, the readers obtained the guarantee of the quality of the information through buying from acknowledged publishers and authors.

The possibility to publish websites with limited resources contributed to the great increase in their number. On the other hand, some important question marks arise in relation to their standards, accuracy and aims. If in the case of traditional materials, the investment required for production represented a guarantee of their quality, the World Wide Web is not offering such guarantees.

b) Telephone Distance Counselling (TDC)

In this case, the counsellor cannot assume responsibility for the client's decisions. The client has to make decisions by themselves.

Distance counselling has in view the client-counsellor relationships, but only through communication which takes place in limited time intervals. The counsellor is not allowed to directly contact the client but only through the institution he is working in.

In the case of TDC the main difficulties are the following:

- lack of physical proximity between the participants (counsellor – counselled)

person),

- “mediation” of communication through technical means,
- decrease in the number of feedback elements in communication, impossibility to observe the client and his communication behaviours (absence of non-verbal communication, eye-contact, posture attitudes, gestures, mimics, fashion style),
- decrease in accuracy in relation to verbal elements (tone, rhythm, voice modulation, articulation etc.) because of the dependency on the technical conditions of the call, on the fidelity and sensibility of the microphone and of the phone speaker,
- difficulty in ensuring full confidentiality of the communication with the client against interception – accidental or deliberated – by third persons.

Hereby are some additional difficulties of TDC:

- insufficient functional alphabetization in using the telephone (in some cases),
- difficulty in communicating with the clients not having telephone at home or with insufficient means to use a public or mobile phone,
- lack in self-confidence, timidity, excessive emotiveness, high level of the crisis situation, moral barriers, speaking difficulties, low levels of instructions, improper / insufficient knowledge of the main language in the country,
- difficulties for the counsellor in quickly identifying the needs of the client and in finding the best “solution” for solving his problems immediately,
- counsellor – client relationship is maximally “impersonal”.

3.8 United Kingdom

- The fact that the national framework for careers education is not statutory, which means that practice varies from school to school.
- The lack of a consistent policy across the whole country, with careers education being dealt with differently in England, Scotland and Wales.
- Constant change: Connexions, which is at the centre of careers education and advice in England, will soon be absorbed into larger units called Children’s Trusts which will include other services for children but which may reduce the clarity and autonomy of careers work.
- Cultural factors, notably the resistance of certain groups of young people to conventional work and careers e.g. white working class boys.
- An overview of the Tools, Systems and Games used to support Career Guidance in Europe

4. Tools and Systems

1.1 Bulgaria

Some of the most important initiatives related to providing career information and guidance undertaken so far have been:

- Rendering the information regarding professional paths, fields and profiles, professions and specialties in secondary education automatic;
- Developing programs for literacy courses, general education and vocational training for people with special educational needs, deviant ones and prisoners.
- Holding regional and school forums for career guidance – panoramas, markets, secondary and higher school exhibitions jointly with users of personnel;
- Developing methods and tools of studying attitudes, interests and skills;
- A model of an inter-institutional approach called “Secondary School/Higher School – users of personnel” is being developed;
- Issuing printed, electronic and audio-visual products for the individual’s unaided career guidance and informing;

The information used is in the form of:

- Brochures about professions, schools and universities
- Information portfolios about 450 professions, information sheets, leaflets, brochures, newssheets, posters
- Videos for students and adults, for job seekers and career guidance specialists
- Computer programs for self-test diagnostics designed for 7th grade students (Interests-training-profession) and for secondary school-leavers (Interests-university studies-profession)
- Multimedia discs (a total of 90 products) for young people aged 16-28
- Specialized radio and television broadcasts
- The internet

The activities described below aim at providing secondary school students with adequate information about the opportunities for continuing their studies in different universities of the country. They became popular in the early 1990s when the Bulgarian higher schools - in the new socio-economic context - started to face a severe competition and had to develop new practices in order to attract a greater number of young people. Consequently, all these ac-

tions have had the characteristics of an advertising campaign. Experience shows that they are approved by secondary school students, as well as by teachers and parents, and thus could be considered as good practices for guiding secondary school students to universities. As to the main disadvantage of this kind of actions – the fact that they are inevitably biased against some specific higher school and therefore do not offer impartial and complex information – normally it is compensated by the availability of several similar initiatives taken by various universities.

A. Editing leaflets containing information about a university

Although a huge amount of information is available through the electronic media (Internet, TV, DVD, CD) nowadays, the traditional paper-based information sources are still playing an important role, especially for career guiding needs. Their main advantages are:

- no electronic equipment is necessary for their use;
- for many people leaflets and brochures are still the most familiar way to get informed about something;

The process of editing information materials for secondary school career guidance consists of the following steps:

1. Defining the students target groups. It is important because in Bulgaria there are different categories of secondary schools (secondary comprehensive schools, vocational secondary schools and profile oriented secondary schools) and their students have different level of competence in various fields.
2. Preparing a draft of the leaflet which should meet the requirements of comprehensiveness and reasonable volume and in the same time provide relevant information about academic structure, courses available, financial and living conditions, enrolment procedures etc. If the leaflet covers more than one university – which is the case with joint actions carried out by several universities – the setting up of their corresponding sections should precede the general draft construction.
3. A professional artistic design has to be made in order to ensure the leaflet's attractiveness.
4. The leaflets have to be edited in an optimal print run so that the necessary stock for the current year should be ensured, but without excessive quantities. (The use of materials from the previous year is not recommended, since as a rule the information should be updated often enough. For the same reason it is better to

edit the information materials in March-April, so that they could be used for the enrolment campaign of the current year)

5. Dissemination of the information materials could be carried out through one of the following methods:
 - during specially organized meetings between university representatives and secondary school students;
 - during higher education fairs which are periodically organized in various Bulgarian cities.

B. Organization of meetings between university representatives and secondary school students

As a rule, such events are organized by the universities themselves and take place in various secondary schools. This involves academic staff members' visiting schools and meeting students in order to provide them with relevant information about the opportunities for studies in the relevant higher education institution. This practice has gained ground in the last few years because of the opportunity for establishing personal contacts with a large number of students and answering their questions directly.

The steps of this action are:

1. Choice of the school to be visited. It has to be made in line with the general strategy of the university which normally is to maintain and enlarge its influence and popularity in different regions of the country. (Available statistics about the regions of origin of the young people studying in the university could be very useful).
2. Recruiting academic staff for the visits.
3. First volunteers are enlisted, but if their number turns out not to be large enough for fulfilling the whole meetings program, additional Professors, Associate Professors, Assistant Professors or research fellows are assigned to this task. Experience shows that the best results are achieved when the visiting university representative already has some connection with the hosting school (In the ideal case he/she should have graduated the same school).
4. Setting up a visits schedule.
5. The whole campaign should be carried out in April-May, i.e. just before the

secondary school graduation. The good coordination with the secondary school representatives is a prerequisite for its smooth running.

6. Analyzing the experience gained and drawing conclusions.
7. After finishing the campaign a small group of experts analyzes the reports of all visitors and draws conclusions about the interest shown by the secondary school students and about the FAQ. This feedback is important for the organization of the next year's campaign and for assessing the university's popularity in the various regions.

C. Participation in annual higher education fairs.

This kind of events is organized on a commercial basis by small private companies offering guidance services to secondary school students. They take place annually in April, in Sofia, and in other Bulgarian cities: Varna, Plovdiv, Bourgas, Rousse, Stara Zagora etc. The organizers offer the universities stands with all facilities - office equipment, multimedia etc – which can be used during the fair.

The following steps have to be made with regard to carrying out this action.

1. Signing a contract with the company organizing the event.
2. Preparing presentations and publicity materials about the university.
3. Assigning university representatives to the stand and organizing a periodic supply of information materials.
4. Analyzing the representatives' reports and drawing conclusions about the interest shown by the visitors of the fair and the FAQ.

1.2 Estonia

No detailed information about tools and systems received from Estonia.

1.3 France

Two public websites

<http://www.onisep.fr>

<http://eduscol.education.fr/D0095F/accueil.php>

Two private editor's website

- www.delta-expert.com : Career guides and software for lower and upper secondary



schools

- www.fontainepicard.com : Career guides and software for upper secondary schools and higher education

1.4 Germany

The “Berufsinformationszentrum” (BIZ)

The BIZ as an institution of the Federal Employment Agency provides:

- A variety offer on media and events according vocational training, study and career
- Relevant information brochures, books and magazines
- Computer based workstations (internet access)

Databases

KURSNET offers nationwide opportunities for vocational training and further education. It also informs about career chances on the European labour market

BERUFNET. The database provides all important facts about vocational training opportunities and profile descriptions to the user. Additionally it presents ca. 600 job describing movies.

Internet addresses

www.arbeitsagentur.de offers available apprenticeship training positions in cooperation with companies

www.europaserviceba.de presents information about vocational training, study and work in Europe

1.5 Greece

Psychometrical tools

In Greece, career counsellors do not officially make use of psychometrical tools unless they use their own ones. The Pedagogical Institute is responsible for the construction, the evaluation and the training of the counsellors. In the private sector, there are several psychometrical tools (about occupational interests, personality, occupational values etc). Below, we present a list which includes the companies that have created and used psychometrical tools. These tools can be also used in the sector of private education, after buying them.

1. SHL <http://www.shl.gr/>



2. ISON Phsycometrica <http://www.ison.gr/>
3. Crème de la Crème <http://www.cremedelacreme.gr/>
4. Computer Academy <http://www.computeracademy.gr/>
5. METPON <http://www.metrontest.gr/>
6. Laboratory of Experimental Pedagogy of University of Athens (Tertiary Education) (training seminars of counsellors about the use of psychometrical tools) http://www.ergastirio.ppp.uoa.gr/seminaria/epag_prosanatol_2006.html

Career Counsellors of O.A.E.D and K.P.A. do not usually use career guidance tests, because they just place people into the labour market and they do not use the approach of a personal interview.

1.6 Lithuania

After entering EU Lithuania started new project (project number: BPD2004-ERPF-1.5.0-07-04/0003) on designing national career guidance system – AIKOS (Open Information, Counselling and Guidance System).

One of main products of the project – website, designed not only for schoolchildren and students, but also for adults. This website is a part of AIKOS system and is used to show the internet data from education, statistics and labour registers for the wide scope of users. The data is displayed as a result of a search query or referring to the links to other related information sources.

AIKOS objectives:

- To provide relevant information on the learning opportunities and employment possibilities to the Career Information and Career Guidance Centres;
- To ensure the availability of the relevant information on the learning opportunities and employment possibilities for the citizens of Lithuania during the entire life;
- To provide career information services to all citizens, taking into account the individual and society needs;
- To improve the employability skills of young and adult people, to encourage their entrepreneurship and lifelong learning;
- To develop the social activity and personal responsibility for career development in order to prevent the unemployment, to provide information to the citizens of European countries on learning opportunities and employment possibilities in Lithuania. <http://www.aikos.smm.lt/aikos/webdriver.exe?kalba=lt&kalba=en&Mival=/DizPirmas.html>

‘Career Planning Steps’ - an online tool designed by Euroguidance (www.euroguidance.lt/)



jaunimaui.htm). Career guidance tool that is very popular between teenagers. Gives clear theoretical idea on future career path. This tool is used by career counsellors during the group vocational counselling session with IT.

Online tests:

Test prepared by E.Klimov. <http://www.euroguidance.lt/profesijosvadovas/gui/testas.htm>

Test for personal communicational - organizational skills assessment <http://www.euroguidance.lt/profesijosvadovas/gui/testas2.htm>

Test for personal needs assessment - <http://www.euroguidance.lt/profesijosvadovas/gui/testas3.htm>

Questionnaire of interests www.profeijupasaulis.lt

Questionnaire of skills www.profesijupasaulis.lt

Online exercises for choosing a career (www.profesijupasaulis.lt):

Choosing a career on the background of most liked school subject

Choosing a career on the background of most liked work activity

Choosing a career on the background of appearance in work environment.

Profesijos vadovas – Guide for vocation – is an online product that also has print version. This product is provided to each Lithuanian school by authorities. This guide shows a system of different professions, and their families in Lithuania.

<http://www.euroguidance.lt/profesijosvadovas/gui/index.htm>

Different online systems that provides information on fulfilling CV (curriculum vitae) forms:

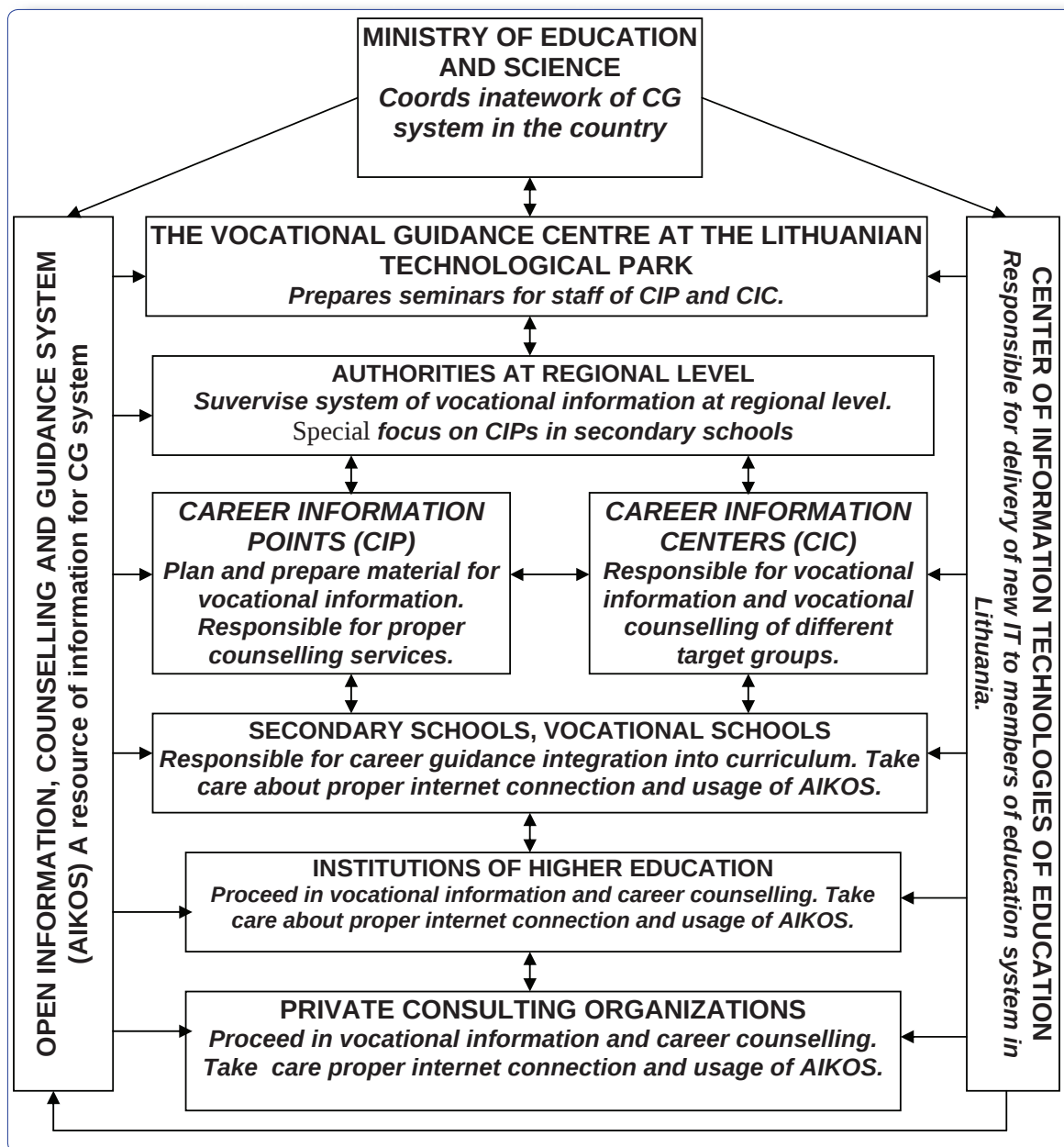
<http://www.europass.lt/en>

<http://www.cvonline.lt/>

<http://www.cv.lt/index.do;jsessionid=aaabvSIsXPhJnS?lang=en>

<http://cvmarket.info.lt/>

System of Vocational Information in Lithuania



1.7 Romania

The main categories of products and means of information and counselling in career guidance are:

- Occupational profiles: refer to the job descriptions, working instruments and tools, occupational dynamics on the labour market, physical and psychical requirements of each occupation etc.
- Group Counselling: is a form of information and counselling in career guidance through which the same set of information is sent to a group of persons with common interests.
- Individual Counselling: is done for correctly identifying the personal necessities, abilities and aspirations, in order for the individual to make the correct decision when choosing his career.
- Video cassettes: present information regarding the techniques of searching for a job, of how to present oneself at an interview, information related to the labour market and to the qualification possibilities etc.
- Newspapers related to career guidance: contain self-knowledge instruments, self-evaluation, forecasts with respect to occupations, answers to different questionnaires etc.
- Posters: presenting attractive/supportive messages and drawings related to how to choose a career and to the chances of and steps in building a successful career etc.
- Tests of attention, memory, intelligence, personality, ability and interests: these are used for a precise evaluation of some psychical dominants, as well as of the ability and motivational traits, and of the client's interests.
- Computer systems for interactive testing and assistance in choosing a career: they are used to explore the contents and the requirements of an occupation in Romania, as well as at evaluating human behaviour

Systems

The Sectorial Operational Programme for the Development of Human Resources 2007-2012 Link: [SOP DHR Informative bulletin](#)

The general objective of SOP DHR is the development of the human resources and the increase in their competitiveness on the labour market, through ensuring equal opportunities of life-long learning and the development of a modern, flexible and inclusive labour market, that is to determine, until 2015, the sustainable integration on the labour market of 900 000 persons.

Specific objectives:

- Increasing the level of education and vocational training of the human resources;
• Development of human resources in the education system;
- Promotion of enterprise culture; • Facilitation of the entrance on the labour market of the young people; • Development of a modern, flexible and inclusive labour market; • Promotion of the entrance / re-entrance on the labour market of the inactive population, rural areas not excepted; • Improvement in the employment public services; • Facilitating the access to education and on the labour market of vulnerable groups.

1.8 United Kingdom

Self-Development

Activities here focus on identifying and developing personal skills, key skills and personal qualities. One example is the SNIP analysis, where S = Strengths, N = Needs, I = Interests and P = Preferences (the last including such aspects as whether the child would prefer working indoors or outdoors).

Career Exploration

Activities here concentrate on raising awareness about the possibilities offered by different job types. This can include challenging children's acceptance of stereotypes, such as that certain careers are limited to men or women.

Career Management

This area of work looks at what may be called life skills in relation to work e.g. managing one's money, filling in application forms and doing oneself justice in interviews. There is a strong connection between this aspect and self-development e.g. in cultivating decision-making skills.

Careers databases.

Databases can be accessed privately by children and their families but are also often networked by Connexions to local schools for access by Personal Advisers and the students they work with. Prominent examples include Kudos and Careerscape, both published by CASCAID (www.cascaid.co.uk), and Careers Information Database (CID) produced by Careerssoft (www.careerssoft.co.uk), which is designed with particular reference to young people with disabilities.

Published materials

Now that careers education is statutory many educational publishers have developed their own ranges of teaching and self-access materials to meet the needs of teachers and PAs



working in schools. An excellent example is The Trotman Directory (available online at www.trotman.co.uk).

Connexions

Staff at local and regional offices of Connexions produce their own materials as part of their consultancy and support work with schools. For obvious reasons these are not produced to the same standard of presentation as published materials. On the other hand they pose fewer problems regarding copyright and there are examples of resources produced by Connexions being taken up by commercial publishers.

5. Games

Games are a potentially attractive way to support rich learning experiences in children's and young adults' education, and have also recently demonstrated their effectiveness in addressing adults' (managers, professionals) competence development needs.

For instance, SmallWorld Simulations and similar experiential, Learning-by-Doing / Learning-by-Playing, game-based approaches have been developed and deployed successfully in management schools and universities, as well as private and public organizations worldwide to address "complex" subjects such as change management, collaboration, and innovation. These game-based approaches are proving to be more effective than the traditional (and online) approaches used until now to support awareness-building, learning and competence development in these critical domains.

As career guidance also requires effective awareness-building, learning and competence development services, the principal aim of this section of the report is to explore the current usage as well as the potential of adopting game-based approaches to address career guidance challenges.

Each partner country was asked to provide details about any game-like (e.g. role-playing games) approaches used in Career Guidance within their country.

2.1 Bulgaria



BULGARIAN CENTRE OF TRAINING FIRMS
http://www.buct.org/newsite/en/projects_info.php

Basic Principles

- Training Environment – learning by doing
- Simulation: trade, business administration, payments and bank operations
- Interdisciplinary relations
- A tool for developing entrepreneurship knowledge and skills /technical, professional and social)

Target Group Benefits

- Development of entrepreneurship skills

- Development of international links and language skills
- Provision of work experience
- Live Trading at Trade Fairs
- Direct links with employers
- Networking within Virtual Business network

Alternative of traditional apprenticeship programs

- Education $\Leftrightarrow$ Business
- Simulation $\Leftrightarrow$ Real environment
- Theory $\Leftrightarrow$ Practice
- Job $\Leftrightarrow$ Training

The Training Firm /practice enterprise/ is

- A simulated company, run as a "real" business.
- It silhouettes a "real" firm's business procedures.
- Integrated practical education in economics, ICT and foreign languages
- Practice firms conduct a "real" business with other practice firms
- There is no real transfer of money and goods
- Practice firms have real mentor-companies

Students-employees of training/practice firms gain:

- Professional competencies
- Technical skills
- Social experience

Training and Qualification

$\Rightarrow$ Training of teachers-managers by training firms:

- Teachers from schools of economics
- Teachers from vocational schools
- Teachers from comprehensive schools
- In-service courses - topical

$\Rightarrow$ Life-long/continuing education

Projects

- Training Firms in the Penitentiary System – Leonardo da Vinci
- Bridge between School and Business
- Training Recruitment Procedure “Looking for a Job”
- Education-Training-Employment – TF for people with special needs

BULGARIAN BUSINESS
LEADERS FORUM



<http://www.bblf.bg/projects.php>

BUSINESS HOUR

The initiative “Business hour” is a part of the ENGAGE campaign of the International Business Leaders Forum of the Prince of Wales, whose main objective is to increase the extent and quality of our member companies employees’ involvement in the development of the sustainable community.

Main objective - meeting the employees of BBLF membership companies with the students from vocational high schools in order to provide them with information about the latest development of each business sector and quality advice on their future development.

Methodology:

- Meetings with business professionals which share their expertise from day-to-day business and their own personal success stories.
- Acquainting students with the basic standards of business ethics, ways of conducting transparent business, the basic requirements for labour legislation, with the appropriate duties and behaviour of an accurate businessman and taxpayer etc.

Achievements:

- The project includes a total of 34 vocational high schools and 20 leading Bulgarian and international companies

2.2 Estonia

We are not aware of any game-like (e.g. role-playing games) approaches used in Career Guidance in Estonia.

2.3 France

PERFORMANSE designs, develops and markets behavioural skills assessment solutions

for Human Resources Professionals. PERFORMANSE software applications, which can be accessed via the Internet, are used as a decision-making aid in several situations: recruitment, annual assessment, skills assessment, career advice, team management, creation of professional reference guides, internal mobility...and, in general, skills management. <http://www.performanse.com/uk/>

2.4 Germany

Berufswahltest as a standardized qualification test of the Federal Employment Agency (BA) provides detailed information about Career Guidance. It helps users to find out what kind of offered vocational training fits with the personal interest. It also provides information about personal strength and weak points as well as the occupational aptitude. In addition to that, the Federal Employment Agency (BA) offers medical and psychological services, internship and company presentations. Similar qualifications tests are offered by a numerous of private organizations. Most of them are comprehensive and professional but only available for purchase. The homepage www.machs-richtig.de provides an overview about all important facts regarding vocational choice, job application and career guidance. Detailed information and interactive games are available. Young people are being advised, counselled and prepared during their application time.

Tool: Choice of vocation (Berufswahlportal)

http://www.machs-richtig.de/Berufe_finden/Meine_Interessen/mi_main.jsp?action=new

Tool: virtual factory search (geriatric nurse)

http://www.machs-richtig.de/Berufe_finden/vbList.html

Tool: virtual job interview training

2.5 Greece

Until nowadays, there is no official role-playing games in Career Counselling used in the public sector. On the contrary, in private sector there are some game approaches which are not for free, so we are not able to present them.

2.6 Lithuania

There are some game-like activities used in Kaunas Maironis gymnasium and other participating countries in Comenius 1.3 project "Better Behaviour for Better Future" which can be described as self development, self confidence, and career design activities. <http://www.maironis.kaunas.lm.lt/betterBehavior/>

2.7 Romania

N/A – in present

On the next period, we will try to collect some materials (games) from Romanian schools which included in the project network schools, if will be available.

2.8 United Kingdom

Games are used with the younger age group. Paws in Jobland is aimed at 7-11 year olds and introduces them to 100 different types of jobs (details are on <http://www.bridges.com/usa/product/paws/theloveofpaws.pdf>). Other examples include card games (Let's Talk!, Let's Draw, Let's Mime are a series offered by Trotman, see previous section.)

Part 3: Conclusions and Next Steps

In this report we have identified a number of methods and tools used in several European countries to address career guidance. Thus Section 1 provides a basis for benchmarking and knowledge exchange to be extended further during the next phases of the project. Concerning the potential of game-based approaches to address career guidance, based on the evidence provided by the country partners in section 2, there do not appear to be many games developed or deployed for Career Guidance yet, compared to other areas in which games are adopted more rapidly as an approach to complement or substitute traditional awareness-building, learning and competence development methods and tools, such as the ones included in section 1. We have therefore identified a number of additional games, which we consider worth exploring to extend our research on this specific subject during the next phases of the project:

A Day In A Life - Career Board Games - This career board game uses situations familiar to middle school students rather than workplace situations. Players 6 total per game.

Bully Busters - is an educational game that deals with the complex nature of bullying in a way school students can understand and learn specific skills. Versions for Elementary, Middle School and High School Levels. Players 6 total per game.

Career Challenge Game - combines the fun of a quiz show with a board game. Players learn about a wide range of careers and which careers may be good matches for their interests, talents and job preferences. Questions help players learn (1) education requirements, (2) about everyday life on the job, and (3) the advantages of various careers. Elementary Grades 3 to 6. Board Game. Players 6 total per game.

Career Odyssey - Career Interest Game - is a board game specifically designed to help students explore careers that may be good matches for their talents and

interests. Grades 6th - Adult. School to Work, Welfare to work, Middle school, High school and adult. Players 6 total per game.

Meeting of the Minds - Conflict Resolution - This board game teaches middle school age children conflict resolution skills, using situations familiar to middle school students. Players 6 total per game

You're Hired - helps students learn important skills in the job search process, especially filling out applications and interviewing. Players in the game play the role of the employer. They evaluate job applications and interview the job candidates.

Interest 8th - adult. High school and adult. School to Work. Players 6 total per game (For more details on the games listed above, see: <http://www.careercc.com/links/search.cgi?query=game>)

Career Bingo II Gamekit (<http://marcoproducts.stores.yahoo.net/carbiniigam.html>)

Teach fifteen career clusters in a way that kids will not only learn them, but enjoy learning them. This gamebox includes three different bingo games. Each bingo game has 30 gameboards and focuses on five career clusters and the jobs associated with them. The leader draws the calling card and can choose whether to call the cluster and the career or call the cluster and a clue about the career.

The Real Game Series (<http://www.realgame.org/>)

The Real Game Series is a set of six evolutionary, world-class programs designed to bring real life to the classroom.

The L'Oréal e-strat Challenge (http://www.e-strat.loreal.com/_int/_en/home.aspx)

This business competition challenges students from all majors to work in teams and to think like a general manager in order to manage a portfolio of products through 5 weeks of intensive global competition - via the internet. Sixteen finalist teams will be asked to present their business plans and 'sell' their virtual company to a L'Oréal senior executive jury as part of the grand final.

Career Moves (<http://www.maryflanagan.com/career/career.htm>)

Career Moves explores the contradictory world of women in corporate America through an interactive, computer controlled board game. The game itself represents several aspects of women and work under a variety of conditions, from menial jobs to corporate spaces.

Better understanding the application potential in different European countries of games such as the ones listed above will help us:

- to better assess the value of game-based approaches for career guidance
- to determine the specific conditions and key features underlying the successful



diffusion of game-based approaches in the career guidance context

- to identify new trends in the domain of methods and tools used to provide effective career guidance



“Career Guide For Schools” project’s Methodologies and Approaches



The working group is the main methodological “unit” of the Career Guide network. As far as the network activities on training and supporting teachers and counsellors are concerned, there are three underlying pedagogical concepts:

- To embody career guidance in the school's curriculum as a wide open process by exploring and adapting the best practices of it
- To establish horizontal links between school & society by bridging the gap between education and labour market
- To adapt and evaluate the application of ICT-based methodologies and practices addressed to career guidance.

The main objectives of the working groups are:

- To stimulate the effort of bringing career guidance to the education policy front and contribute to the upgrading of teaching and learning career development.
- To develop generic skills profiles relevant to key jobs and to create a dedicated web portal, the CareerGUIDE for Schools portal and a series of additional communications (workshops, info-days, conferences) to make this information available.
- To explore the best practices on the implementation of career guidance education in Europe through extended surveys (“Report on Effective Career Guidance in Schools”).
- To offer specialized support and training opportunities to educators of career guidance in schools throughout Europe.
- To develop new curriculum guidelines
- To establish horizontal links between school & society.
- To evaluate the application of ICT-based methodologies and practices addressed to career guidance.
- To promote the European Dimension in career guidance reinforcing long-term mobility in Europe
- To create the conditions for the network's sustainability and expansion.

Following the evolution of the research activities and according to all theories for career counselling, three thematic areas were developed. These thematic areas represent the

three vital steps a student should do in order to achieve a successful career and in general a life path.

The student, at first, recognizes and accepts his personal inner and external traits. Student makes an effort to understand himself/her self, his/her abilities and his/her skills, his/her values and his/her motivations. This thematic area concerns the Personal Development, one of the most substantive and difficult part of the procedure of career guidance.

After having the “information” for him/her self, student wants to learn information about the system of education and the labor market. The education that institutions provide, the needs of labor market, the skills required most and the main links regarding labor market tendencies are topics that included in the second thematic area.

The last step concerns the Transition from school to the world of work and the detection of alternatives choices and career plans. The development of career skills, the steps to make a good decision, the construction of cv and cover letter, the preparation for a job interview and the adaptation in new work placements, comprise the topics of the third thematic area.

The three thematic areas are presented at the table below:

TA1	Find out about yourself ♦ Self ♦ general and life skills (learning skills and competences, talents, abilities) ♦ coaching(coaching, process, practice, methodology) ♦ personal, values, interests and motivations
TA2	Find about the job market ♦ job market ♦ Skills, experience and knowledge required for different groups of professions ♦ Marketable and non-marketable professions ♦ Easy steps how to find out the information about the job market and it's needs in the countries of project partners ♦ Proposed methodologies
TA3	How to develop your career ♦ Career design skills ♦ Work placement ♦ transition

- **Know about yourself:** In this thematic area, the procedure of recognition of the self aspects is the vital thematic. In this framework, practices concerning

personal recognition and development were studied and then published in the website (www.career-guide.eu). Other parts of the research activities of this area were self concept, self esteem, self assessment, a proposed coaching process, practices, methodology on children's interests and values.

- **Know about the labour market:** In this thematic area, topics concerning labour market were worked on. Main topics are industry constraints, research on marketable and non marketable professions, providing a methodology for organizing career panels and career days in schools or educational institutes.
- **Develop your career path:** In this working group, some practices concerning career design skills – especially, problem solving and decision making – are studied and then published in the website. The development of competencies and skills or Role playing games and exercises on: Decision making skills, CV writing, presentation skills, social skills, communication, personal effectiveness, Cultural adaptation skills, learn how to search job vacancies were investigated and published in the website

According to this categorization, activities and exercise were developed in structured and detailed way, covering the three thematic areas. This material comprise the 3rd part of the "Effective Career Guidance" report.

The main aim is to provide to teacher or counsellor a practical manual with exercises and activities detailed described, with a theoretical framework and the expected results.

All the exercises have been implemented and evaluated by teachers and counsellors from different countries through Europe. It is a fact that some activities had different evaluation in different countries. It is normal and expected result, as far the educational systems, the aims, procedures and the culture are different in each country.

The CareerGUIDE Materials were provided for download in the CareerGUIDE Forum (www.carer-guide.eu). For each material the forum contained a thread including the English version of the material and additional translations in several of the project partner languages. An online evaluation form was designed for teachers who implemented CareerGUIDE Materials at schools

(This form could be accessed from within the respective forum thread. For some teachers access to the CareerGUIDE Forum was difficult due to low practical experience in the use of forums in general. For that reason, a clear description of the evaluation process was provided in the CareerGUIDE Portal to support the teachers. In some cases, partners decided to provide the teachers with a print version of the evaluation form. The form asked the teachers to rate each implemented material according to three aspects:

- **Applicability:** its practicability for you as a career guidance professional (e.g. suitability



in learning/teaching context)

- Effectiveness: its effective functioning (e.g. reaching learning objectives with regard to the target group)
- Efficiency: effort for implementing the material (e.g. costs, time, materials needed)

In the CareerGUIDE Forum more than 40 different materials were linked with the evaluation form. Additionally, teachers had the chance to comment on the materials in the discussion forum.





Activities and Exercises

Thematic Area 1: Find out about yourself

Boosting Your Self-Esteem

Theoretical background:

Self esteem is related to your self worth and your value. Building esteem is a first step towards your happiness and a better life.

Self esteem increases your confidence. If you have confidence you will respect yourself. If you respect yourself you can respect others, improve your relationships, your achievements and your happiness....

Low self esteem causes depression, unhappiness, insecurity and poor confidence. Other's desires may take preference over yours. Inner criticism, that nagging voice of disapproval inside you, causes you to stumble at every challenge and challenges seem impossible.

Activities' description:

All activities referred to self- esteem and can be described as tips or advice as well.

Pedagogical aims:

This exercise aims to boost the students' self-esteem and learn to students to love and accept their selves through specific actions.

Target group:

students 14 – 17 years old

Guidelines for the counselor:

The teacher's role is kept on giving the instructions for the activities, avoiding animating mottos.

Counselor passes white papers to students, and asks from them to make a list, writing the things or activities they are good at. Then, ask from them to write down some more things that they would like to be good at. Counselor ask to turn around their worksheet and write down three compliments for their selves, for something that happened the last two days, giving details and the reason they are proud of.

Of course it's normal for someone to have ups and downs in his/her feelings, but having



low self-esteem isn't accepted. Feeling like you're not important can make you sad and can keep you from trying new things. It can keep you from making friends or hurt how you do at school. Having strong self-esteem is also a very big part of growing up. As you get older and face tough decisions - especially under peer pressure - the more self-esteem you have, the better. It's important to know you're worth a lot.

Time:

45 minutes

Resources needed:

papers

Here are a few activities that you can try to increase students' self-esteem:

- Make a list of the stuff you're good at.
- It can be anything from drawing or singing to playing a sport or telling a good joke. (f you're having trouble with your list, ask your mom or dad to help you with it.) Then add a few things to the list that you'd like to be good at.
- Give yourself three compliments every day. Don't just say,
- "I'm so great." Be specific about something good about yourself, like, "I was a good friend to Jill today" or "I did better on that test than I thought I would."

Tips:

- Remember that your body is your own, no matter what shape, size, or color it is. If you are worried about your weight or size, you can check with your doctor to make sure that things are OK. Remind yourself of things about your body that are cool, like, "My legs are strong and I can skate really well."
- Remember that there are things about yourself you can't change. You should accept and love these things - such as skin color and shoe size - because they are part of you.
- When you hear negative comments in your head, tell yourself to stop. When you do this, you take the power away from the voice inside that discourages you.

By focusing on the good things you do and all your great qualities, you learn to love and accept yourself - the main ingredients for strong self-esteem! Even if you've got room for improvement (and who doesn't?), realizing that you're valuable and important helps your self-esteem to shine.

References

Updated and reviewed by: David V. Sheslow, PhD, and Colleen Taylor Lukens, MA

Date reviewed: July 2005

Originally reviewed by: [D'Arcy Lyness, PhD](#)

Iceberg's exercise

Theoretical background:

Personal Development is straightly correlated with Career Guidance Procedure. It is student's first step in a long life path, in a path of realizing and acting.

The presented exercise has been based on Johari Window Theory and has been implemented at Ellinogermaniki Agogi school.

Johari Window Theory

The Johari Window is a widely used model for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships.

The Johari Window actually represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their group, from four perspectives, which are described below. Johari Window terminology refers to 'self' and 'others': 'self' means oneself. 'Others' means, other people in the person's group or team.

The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group.

The Johari Window's four regions are as follows, showing the quadrant numbers and commonly used names:

johari window four regions

1. what is known by the person about him/herself and is also known by others - open area, open self, free area, free self, or 'the arena'
2. what is unknown by the person about him/herself but which others know - blind area, blind self, or 'blindspot'

3. what the person knows about him/herself that others do not know - hidden area, hidden self, avoided area, avoided self
4. what is unknown by the person about him/herself and is also unknown by others - unknown area or unknown self

Open/free self	Blind self
Hidden self	Unknown self

The aim in any group should always be to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.

The elements of each region can be information, feelings, sensitivities, fears, manipulative intentions etc.

By telling others how we feel and other information about ourselves we increase the open area, through the process of 'disclosure', which enables better understanding, cooperation, trust, team-working effectiveness and productivity..

Target group:

- Pupils 15 to 17 years old
- Counsellors
- Teachers

Exercise description:

This is an activity based on self- concept and tries to motivate pupils to search inside them.

Pedagogical aims:

- To motivate students to discriminate the external self traits from the internal ones
- To help them accept their traits
- To recognize and name their feelings
- To help students to develop team spirit, to interact with each other, to pose the same goals, to reveal their thoughts and to share experience.
- To motivate them to realize that all traits are essential and to accept that fact.
- To motivate them to understand that they should accept their traits and then to try to change them those which are considered as negative ones.

In few words to help students to develop team spirit, to interact with each other, to pose the same goals, to reveal their thoughts and to share experience.

Time:

45 minutes including the conversation

Resources needed:

photocopier, cartons for cartels, glues

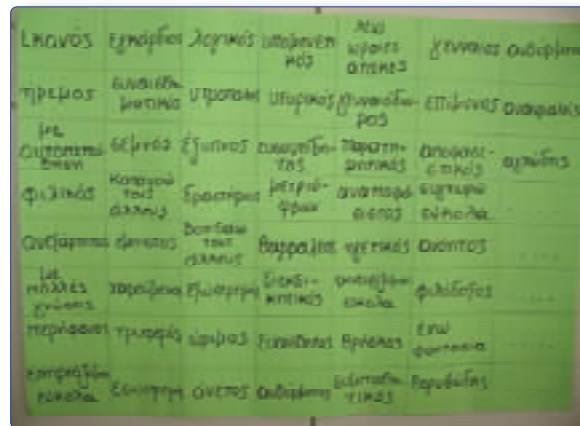
Iceberg's exercise's steps:

step 1:



Picture 1: The iceberg's image

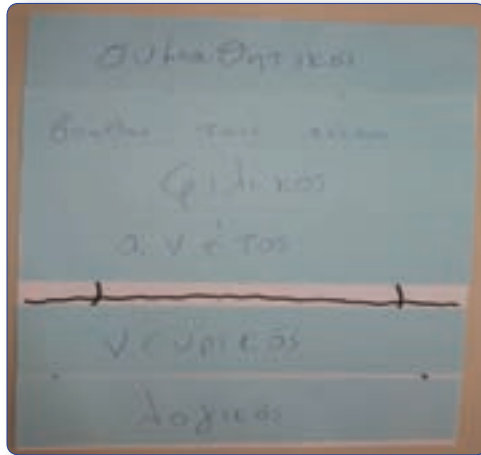
We write in the board a series of human traits or we give pupils a photocopy with all these traits plus 6 cartels to each one. Then students choose 6 traits that describe themselves and write them on the 6 cartels. We assure students that no one will see what they have written, so a student can be extremely honest.



Picture 2: Some human traits in the board

Students arrange the traits in order from what they most like about themselves to what they least like. When done, we ask, “Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that affect you? It isn’t obligatory for all students to answer the questions. 5-6 opinions can be heard. We also try to clarify students’ movements, facial expressions even their glance.

Step 2:



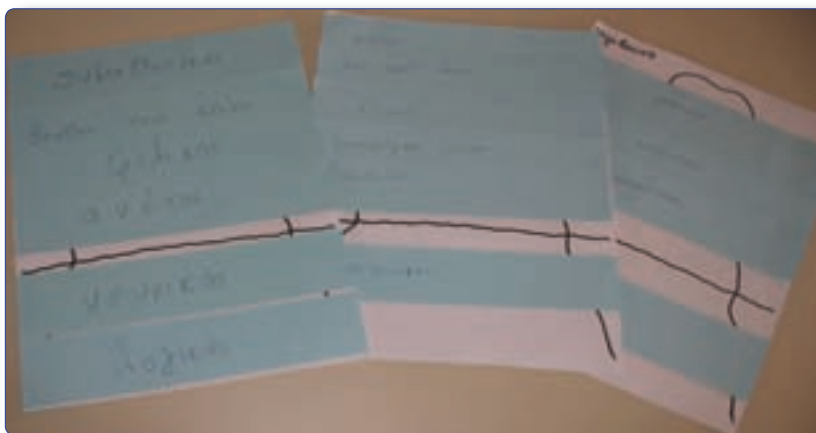
We give children a sheet with the **iceberg's image** and we explain its function.

Children paste traits in a way that visible ones go in the upper part and the invisible ones below the line sea. Children make their guess concerning the iceberg's creator.

Picture 3 : A student's iceberg

Step 3.

Afterwards, we suggest students to give up another trait and next to give up three. Now we ask them "what kind of person are you?" After giving up six of the qualities, we could hear all comments student have circularly in order to clarify their feelings. We recommend them to regain all traits one by one, if they feel like. This exercise ends up when children obtain all traits they really want or think they need.



Picture 4: The iceberg's images



Step 4.

As the implementation completed, we saw great tension as students' decided, which traits they will give up. We heard comments about how incomplete the student felt without those traits, and we saw great relief, and a new understanding of the importance of those traits, as they are regained.



VAK (Visual-auditory-kinesthetic) learning style indicators

Here is a free VAK learning style indicator, which can be used as a questionnaire or ‘test’ to assess your own preferred learning style or styles, or the VAK learning styles of your people. Score each statement and then add the totals for each column to indicate learning style dominance and mix. Your learning style is also a reflection of the type of person you are - how you perceive things and the way that you relate to the world. This questionnaire helps you to improve your understanding of yourself and your strengths. There are no right or wrong answers. You can use various scoring systems to suit your purposes: Select one from each line and add the total selections for each column. The totals will indicate your relative learning style preference and mix.

Q1 When operating new equipment for the first time I prefer to..

- a) read the instructions
- b) listen or ask for an explanation
- c) have a go and learn by ‘trial and error’

vak learning style indicators

		visual	auditory	kinesthetic/physical
1	when operating new equipment for the first time I prefer to	read the instructions	listen to or ask for an explanation	have a go and learn by ‘trial and error’
2	when seeking travel directions I..	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3	when cooking a new dish I..	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
4	to teach someone something I..	write instructions	explain verbally	demonstrate and let them have a go
5	I tend to say..	“I see what you mean”	“I hear what you are saying”	“I know how you feel”

6	I tend to say..	“show me”	“tell me”	“let me try”
7	I tend to say..	“watch how I do it”	“listen to me explain”	“you have a go”
8	complaining about faulty goods I tend to..	write a letter	phone	go back to the store, or send the faulty item to the head office
9	I prefer these leisure activities	museums or galleries	music or conversation	physical activities or making things
10	when shopping generally I tend to..	look and decide	discuss with shop staff	try on, handle or test
11	choosing a holiday I..	read the brochures	listen to recommendations	imagine the experience
12	choosing a new car I..	read the reviews	discuss with friends	test-drive what you fancy
13	learning a new skill	I watch what the teacher is doing	I talk through with the teacher exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
14	choosing from a restaurant menu..	I imagine what the food will look like	I talk through the options in my head	I imagine what the food will taste like
15	when listening to a band	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music
16	when concentrating I..	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things

17	I remember things best by..	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practising the activity, or imagining it being done
18	my first memory is of	looking at something	being spoken to	doing something
19	when anxious, I..	visualise the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
20	I feel especially connected to others because of	how they look	what they say to me	how they make me feel
21	when I revise for an exam, I..	write lots of revision notes (using lots of colours!)	I talk over my notes, to myself or to other people	imagine making the movement or creating the formula
22	when explaining something to someone, I tend to..	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
23	my main interests are	photography or watching films or people-watching	listening to music or listening to the radio or talking to friends	physical/sports activities or fine wines, fine foods or dancing
24	most of my free time is spent..	watching television	talking to friends	doing physical activity or making things
25	when I first contact a new person..	I arrange a face to face meeting	I talk to them on the telephone	I try to get together to share an activity
26	I first notice how people..	look and dress	sound and speak	stand and move

27	if I am very angry..	I keep replaying in my mind what it is that has upset me	I shout lots and tell people how I feel	I stomp about, slam doors and throw things
28	I find it easiest to remember	faces	names	things I have done
29	I think I can tell someone is lying because..	they avoid looking at you	their voice changes	the vibes I get from them
30	When I'm meeting with an old friend..	I say "it's great to see you!"	I say "it's great to hear your voice!"	I give them a hug or a handshake
	totals	visual	auditory	kinesthetic/physical

However you calculate the totals, ensure you use the chosen method consistently throughout the questionnaire. The total scores for each style indicate your relative preferred learning style or styles. There are no right or wrong answers. Some people have very strong preferences, even to the extent that they have little or no preference in one or two of the styles. Other people have more evenly balanced preferences, with no particularly strong style. The point is simply to try to understand as much as you can about yourself and your strengths (your preferred style or styles), and then make best use of learning methods which suit your strengths (your preferred style or styles).

Personal Development plans

The following section will give you guidance on the Personal Development Plan, what it is and how you can utilise it in support of your educational aspirations.

1. What is a Personal Development Plan(PDP)?

A PDP is just another name for a plan of action, only this one refers specifically to your



aspirations regarding personal development. We make plans every day, but do not always write them down; a PDP allows you to set your own personal targets and find the best way to achieve them.

2. Why Should I have one?

An action plan will help you to visualise what you are doing and keep track of your achievements. To be totally effective, it must be a fluid document that is reviewed at regular intervals to ensure that it is always accurate, relevant and realistic. Furthermore, certain courses may be eligible for financial assistance, such as the SLC and ELC. In order to qualify for these allowances, you will have to prove your commitment to your studies. You must have a PDP in order to claim the ELC, in accordance with the ELC DCI. Remember, the PDP is your personal document, but with your permission it is recommended that a copy be held in your Personal Educational Folder, the F7269. Access to this will be restricted to the Learning Centre Staff only.

3. How can I write one to reflect my own aspirations?

You now have 2 options. Some of you may feel confident enough to go straight ahead and fill in a PDP, if this applies to you, go to page 2-A-1, consider the example and then fill in the template on page 2-A-3. Please note that the design used for the template is only a suggested format. Any layout will be acceptable, provided it satisfies the 3 questions discussed on the next few pages. Many of you may need a little more time to consider the various factors that will affect your future decisions. If this is the case, take some time to go through the guidance on the following pages. The questions aim to promote thought and consideration of the direction that you want to go in and the methods that you want to use. They also take account of your own personal circumstances before you decide on a course of action.

SIMPLE STEPS TO WRITING A PDP

Ask yourself a further 3 questions.....

Where am I now?

Where do I want to be?

How can I get there?

GETTING STARTED

Where am I now?

Firstly you will need to decide what your current situation is. This will form the lower edge of your "Learning Gap". You may find it helpful to consider the following questions.

- What am I good at?
- What do I need to work on?
- What could help me along?
- What might stop me?

Consider the following example and then repeat the exercise to reflect your own circumstances.

Box 1 What am I good at?	Box 2 What do I need to work on?
• Good interpersonal skills • Sound IT skills • Fair organisational skills	• Limited qualifications • Does not like formal exams
Box 3 What could help me along?	Box 4 What might stop me?
• Attending promotion course soon • Plenty of exciting projects underway at work	• Change to organisation imminent • Possible detachment • Lack of resources (money/time)

- The above example could apply to someone wanting to improve their educational qualifications by concentrating on vocational skills (see box 1) rather than more formal exam-based courses (see box 2).
- They could use this exercise to identify that work-based learning would be an

ideal solution as it involves gathering evidence from the many and varied projects that service personnel get involved with on a daily basis (see box 3).

- The skills gained are transferable and learning could continue wherever they are in the world (see box 4).

Where do I want to be?

This is the most exciting but also the most difficult stage to define. Only you can answer this question, but be aware that there are many factors to consider when finding the solution. You may find the following questions provoke thought in many areas.....

What do I like doing?

In my job, as a hobby....

What is my motive for learning?

Promotion, Personal Improvement, Overcome a Learning Difficulty....

What qualifications and/or experience do I already have?

Some of these may be transferable.

What method of study would suit me best?

Part-time, Distance Learning, E-learning....

How much time do I have to complete my learning?

Be realistic, development takes time.

What effect will studying have on my home life?

Consider commitments that you already have.

Are there any imminent changes to my lifestyle?

Marriage, Children, Promotion....

What will happen if I am detached or posted?

Can you study anywhere in the world?

Will the course be eligible for financial support?



SLC/ELC/IRTC.

What is my ultimate goal?

A qualification, personal fulfilment, career development.

How will I measure my success?

Recognised qualifications, personal goals.....

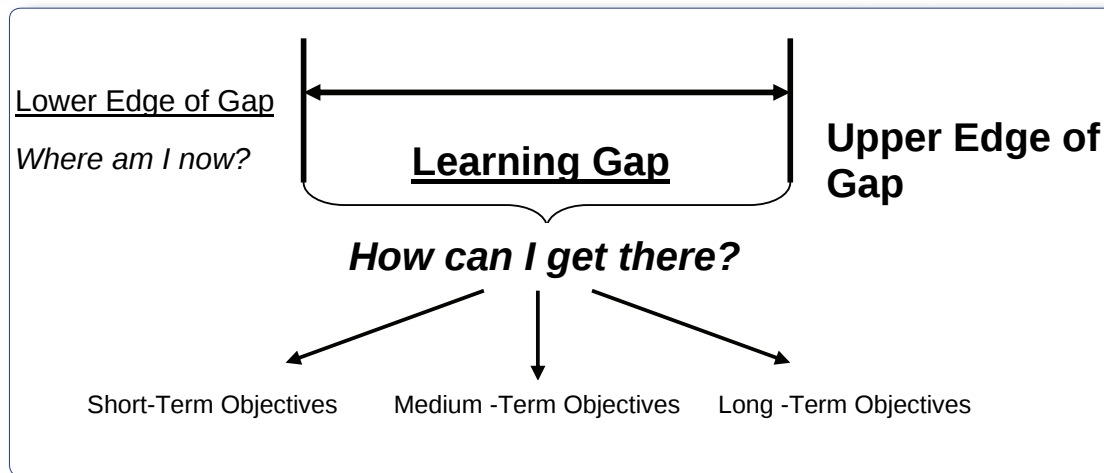
Where can I get help and advice?

Your Personal Learning Advisor (PLA) is trained to guide you. Contact your Learning Centre for more details, or visit the Learning Forces Web Site at www.learning-forces.org.uk.

Once you have considered all of the factors, you will have decided on a future goal. This may be one single goal, or many smaller goals that make up the final solution. Either way, you have now defined the upper edge of your Learning Gap.

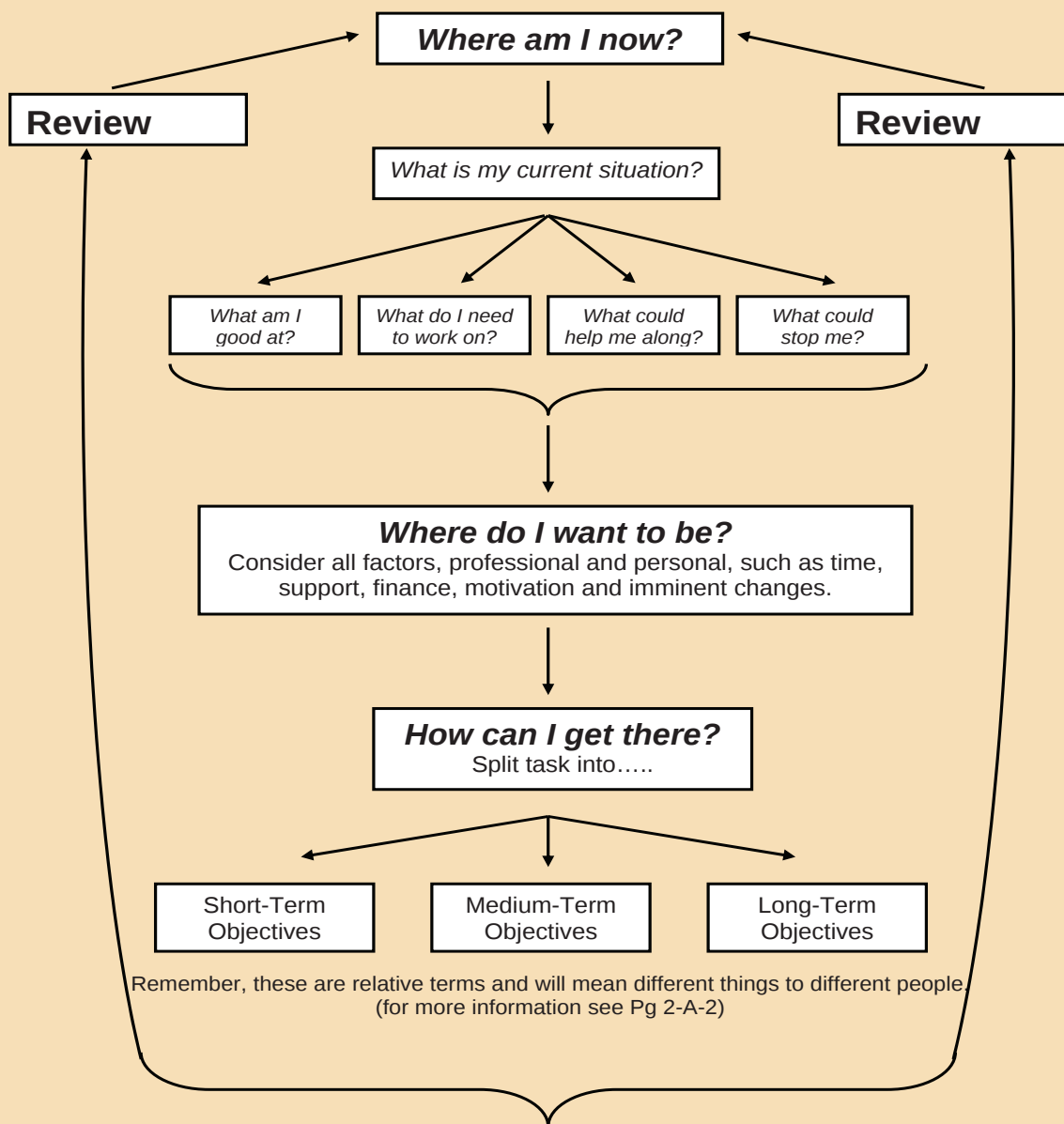
How can I get there?

You have now identified your Learning Gap. The question of “How can I get there?” can be answered by splitting your task into “bite-size pieces”. This is a good way to plan effectively without losing sight of your overall aim, and will motivate you to continue as you achieve small victories on your way to completing the final goal.



The best way to organise your work into manageable chunks is to set short, medium and long-term objectives. Always remember, short, medium and long are all relative terms and will mean different things to different people. Some plans may only last over a 1 year period, others may last up to 6 years, it all depends on you and your own circumstances. It is also important to remember that these short, medium and long term objectives are fluid and must be reviewed on a regular basis to ensure that they are still relevant. If your plan changes, that is OK, just follow the basic principles outlined here, and continually ask yourself the 3 main questions (see diagram above). Your plan will then remain an effective tool to support your personal development.

SUMMARY FLOW CHART FOR WRITING YOUR PDP



PERSONAL DEVELOPMENT PLAN – EXAMPLE

Name		Rank		Number	
Course Title					
Learning Provider					
Level					
Start Date		End Date			
Date Plan Written		Date Plan Reviewed#1		Date Plan Reviewed#2	

Why am I doing this course?	What is my motive for learning..... Promotion, Personal Improvement, Overcome a Learning Difficulty What is my ultimate goal..... A qualification, personal fulfilment, career development.....
What is the direct benefit to the Service?	Consider the following areas..... Academic Study, Professional Self-Development, Vocational.....
What other qualifications have I done (if any) that are relevant to this Course?	What qualifications and/or experience do I already have? Some of these may be transferable.

PERSONAL DEVELOPMENT PLAN - TEMPLATE

Time Scale	Start Date	End Date	SLC/ELC/IRTC	Comments
SHORT-TERM OBJECTIVES				
Is there anything you need to be doing before the course starts? This could include: Researching the course and the provider, including costs/level of qual. Will you be using SLC/ELC/IRTC? Have you made contact/registered with the Learning Provider. Completing a pre-course study module (if applicable).				
MEDIUM-TERM OBJECTIVES				
This is where the main part of your plan will lie. List the stages of the course in date order to allow you to complete your period of study in bite-size pieces. Try not to set too many tasks, you need to be realistic in order to remain motivated!				
LONG-TERM OBJECTIVES				
Identify where the qualifications will lead. Is it to further study, an overall qualification, a different career, resettlement, promotion or a better understanding of your job? Recognise your achievement and use these to determine the way forward.				



PERSONAL DEVELOPMENT PLAN - TEMPLATE						
Name		Rank		Number		
Course Title						
Learning Provider						
Level						
Start Date		End Date				
Date Plan Written		Date Plan Reviewed#1		Date Plan Reviewed#2		
Why am I doing this course?						
What is the direct benefit to the Service?						
What other qualifications have I done (if any) that are relevant to this Course?						



Time Scale	Start Date	End Date	SLC/ELC/IRTC	Comments
SHORT-TERM OBJECTIVES				
MEDIUM-TERM OBJECTIVES				
LONG-TERM OBJECTIVES				

A different identity card

Theoretical background:

Self-concept or self-identity is the mental and conceptual understanding and persistent regard that sentient beings hold for their own existence. In other words, it is the sum total of a being's knowledge and understanding of his or her self. The self-concept is different from self-consciousness, which is an awareness or preoccupation with one's self. Components of the self-concept include physical, psychological, and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas. These components and attributes can not be condensed to the general concepts of self-image and the self-esteem.

Target group:

- Pupils 15 to 17 years old
- Counsellors
- Teachers

Exercise description:

This is an activity based on self- concept and tries to match the pupils' characteristics with these of various professions.

Pedagogical aims:

- To motivate students to discriminate the external self traits from the internal ones
- To help them accept their traits
- To motivate them to realize that all traits are essential and to accept that fact.
- To motivate them to understand that all professions have specific characteristics and the safer way to choose a profession is firstly to realize and understand them.
- To motivate them to match personal characteristics with the professions' ones.

Time:

35 minutes including the conversation

Resources needed:

photocopier



A different identity card.....

Look yourself in the mirror...and try to find five or more words to describe yourself.....who you believe you really are!! Don't be scared if you note you are the best in the world....or that you are not so popular in your class!!! Just describe yourself!!!!
At the table below you will find some opposites characteristics. Tick the number that represents you at every pair of characteristics.

I AM.....

	1	2	3	4	5	6	7	
Shy								friendly
lonely								sociable
Cursory								Contained
Stubborn								Collaborative
Irresponsible								Reliable
Day dreamer								Down to earth
Cranky								Pleasant
jackleg								Tidy
Insecure								Confident
Sensitive								Hard
Meek								Assertive
Calm								Nervous
Grumpy								cheerful
Contained								Warm
Critical								Compliant
Impatient								Patient
Timid								Manful
Suspicious								Committed
Dishonest								Honest
Conational								Rationalist
Ductile								Independent
Difficult to forgive								Easy to forgive
Rebellious								Conservative
Pessimistic								Optimistic
Lazy								Active
Luck of Self- control								Insistent

Now write the adjectives with grade 1 or 7 (in turn 2 – 6), and fill at the next column a profes-



sion that you believe that fits with this characteristic.

Characteristics	Profession matching
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

I am

I am ...

Age group

Teenagers 13-15 years old

Goals

- To develop personal skills - self assessment, reflection.
- To develop social skills – effective work in pairs.

Material needed

A room for 15 -20 persons. Paper forms, pens.

Exercise description

Students receive forms to fulfill and list of personal characteristics. It is given 10 minutes to choose 5 words that describe his/her personality. After that students give their „I am ...” forms to a friends to fulfill.

“I am ...” form

- | | | |
|-----|--|--|
| No. | “I am” (student choose description about his/her personality) | “My friend is” (student’s friend gives description about owner of the „I am” form) |
| 1. | | |



- 2.
- 3.
- 4.
- 5.

List of characteristics:

Easy-going. Team worker. Artistic. Organized. Friendly. Merry. Patient. Calm. Polite. Attractive. Self-confident. Popular. Shy. Logical. Impulsive. Sensitive. With a sense of humor. Self-dependent. Cautious. Reliable. Lively. Petty. Sympathetic. Diehard. Resolved. Sincere.

Reflection

What have you discovered about yourself while doing the exercise?

Decision Making

Theoretical background

Decision-making theory is not a unified branch of psychology or any other discipline. One of the earliest attempts to formulate an empirical approach was utilitarianism, which advocated weighing the utility of a decision, including the outcomes in terms of good and bad results. Choosing a career might involve estimating the likely benefits against the chances of success. In business a number of decision-making tools have been developed, most notably the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Target group:

Students aged 14 - 19

Exercise description:

Students are given a situation and a list of characters and are asked to select which ones they would select for survival, based on information which is gradually revealed about the characters.

Pedagogical aim:

To encourage students to think about the way in which they make decisions and then apply this more considered approach to their own life decisions, including career planning.

Time:

60 minutes

Resources needed:

Teachers need to create the characters and their statements.

Decision Making Activity

Teacher Notes

Some preparation by teacher is required.

Resources:

4 envelopes

character pictures (one set per group)

1 set of statements for each character. Statements need to be cut up and all (a) statements placed in envelope 1, all (b) statements placed in envelope 2 etc.

Explain to the class that this interactive exercise will enable them to practise their decision making skills.

They will need to work in small groups and arrive at a group decision.

We all make decisions every day – but some decisions are more important than others.

For example, deciding what to eat for breakfast or where to go at the weekend is not as important as making your option choices or deciding what to do after Year 11.

Divide the class into small groups.

Read out the following information to the class.

“A group of people have been exploring an island in shark infested waters. It is getting dark and they are ready to go home. A storm has smashed the boat they used to reach the island. Luckily they can shelter in a cave.

As they sit there discussing what to do, a rowing boat comes into view – a chance of rescue and a safe return home. Unfortunately, it will only take 3 people. No-one has ever been known to survive a night on the island. Who should go on the boat? Who will be left behind?”

Ask the groups to look at the pictures and select 3 people to rescue from the characters.



Groups need to write down how they reached each decision as these will be discussed at the end of the exercise. Teacher records response.

Open envelope 1 which contains all the (a) statements for the characters.

Read out the statements and match them to the pictures.

Having considered the statements ask the groups which 3 people they now think should be rescued. Teacher records response.

Open envelope 2 which contains all the (b) statements for the characters. Repeat as above.

Open envelope 3 which contains all the (c) statements and repeat as above.

Open envelope 4 which contains all the (d) statements and ask the groups to make their final decision about who should be rescued.

Discuss and review how each decision was made.

Ask the groups why they changed their decisions at different stages.

The aim is to show students that it is a good idea to gather as much information as possible before reaching a decision.

The activity can also be used to challenge stereotyping.

Source: adapted from a self-awareness activity in STOP GAP – produced by Birmingham and Solihull Connexions.



Decision Making Activity

Remember to briefly describe how you reached each decision.

First decision :

Second decision:

Third decision:

Final decision:

Decisions! Decisions!

Theoretical background:

Decision-making theory is not a unified branch of psychology or any other discipline. One of the earliest attempts to formulate an empirical approach was utilitarianism, which advocated weighing the utility of a decision, including the outcomes in terms of good and bad results. Choosing a career might involve estimating the likely benefits against the chances of success. In business a number of decision-making tools have been developed, most notably the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). This exercise offers students profiles of different types of decision-makers and asks them to consider which is most like them.

Target group:

Students aged 16 – 19

Exercise description:

Decision-making theory is not a unified branch of psychology or any other discipline. One of the earliest attempts to formulate an empirical approach was utilitarianism, which advocated weighing the utility of a decision, including the outcomes in terms of good and bad results. Choosing a career might involve estimating the likely benefits against the chances of success. In business a number of decision-making tools have been developed, most notably the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Pedagogical aim:

A questionnaire presents a range of different situations and asks students to choose how they would react from a set of multiple-choice questions. Their scores are then used to define which type of decision maker they are.

Time:

30 – 45 minutes

Resources needed:

Photocopier

DECISIONS!! DECISIONS!!

QUIZ

Circle the answer which reflects the way you would respond in the given situation. Remember there is no correct answer!

1. Your friends have recently bought some new trainers. You see a similar pair which cost a bit more than you can afford. Do you..... 1) Buy them, using up all your savings? You want them, so you are going to have them! b) Try to find some other trainers which, although you may not like them as much, are a little cheaper? c) Not buy the trainers and spend the next few days wondering whether you should have? d) Buy them because you want to look good with your friends?	2. A few of your friends have decided to miss the last lesson at school, to see a film. You've wanted to see it for a long time. Do you.... a) Go because you want to see it? b) Find out whether any other friends want to see it and arrange to go another time? c) Have difficulty deciding what to do because you want to see the film with those particular friends and yet you don't want to risk being caught missing school? d) Go with your friends as they'll think you're boring if you don't?
--	--

3. As yet, you are undecided about what to do after your GCSE's. Do you... a) Not worry about it? You're confident some idea will come to you. b) Visit the careers library to find out what options are open to you and then arrange to speak to someone about it? c) Stay on at school as you do not want to make the wrong decision? d) Ask your family and friends what they think and find out what your best friends are intending to do?	4. You're faced with choosing a work experience placement. Do you.... a) Look through the options and choose the one that is most appealing to you? b) Look quickly through the options, choose a few that interest you and then take into consideration travelling time, what will it bring you in terms of experience, etc.? c) Choose three different placements and then wait to see which one you get? d) Choose a placement that someone has recommended to you and one where you know someone who works there?
5. It's Friday night. A few friends are going to one place, others to somewhere else. You have to decide what you're going to do. Do you.... a) Flip a coin - you'll enjoy yourself either way? b) Find out how much each will cost, what time they're coming home, what lifts are available, etc? Then you decide. c) Spend half of the evening with one group or people, make your excuses and go to the other place for the rest of the evening? d) Not want to let either group down? However, you go with those who are the most persuasive.	6. You have two assignments that need to be handed in tomorrow. You only have time to do one. Do you... a) Do the one that interests you the most? b) Do the one that is most important in terms of marks? c) Try to complete both of them even though the standard won't be as good? d) Do the assignment for the teacher who you like the most?



7. You want to join a youth club. There are two in your area to choose from. Do you... a) Just pick one - if you don't like it, you can always go to the other? b) Find out what each one has to offer? c) Try one one week, the other the next, and then choose? d) Find out who goes to which youth club and pick the one where you know you'll like the people?	8. You are a member of the school's relay team. You recently pulled a muscle and should be taking it easy, yet there is an important sports event soon and people are relying on you to run. Do you... a) Take the risk and enter the race? b) Go and ask the doctor's opinion and discuss it with your sports teacher? c) Say you will run only if they cannot find anyone to take your place? d) Feel guilty about letting them down and run.
---	--

Now add up your score			
A's	B's'	C's	D's

DECISION MAKING TYPES

Type A - Independent

- You are a very decisive person, making quick decisions based on how you feel at the time. You like being in control of your decisions and are more likely to listen to your own feelings than to other people's advice.
- You tend to take risks without really thinking through the long-term consequences.
- ✧ Description: Intuitive, emotive, fearless, independent, positive.

Type B - Logical

You tend to consider all your options carefully, weighing up the pros and cons. You have a strong sense of what you like and dislike, and know your strengths and weaknesses. Before making a decision, you find out as much information as you can, researching or asking people for advice. You also consider the long-term implications of your decision and rely on logic more than intuition. You take your time in deciding but once you've made up your mind, you will stick to it.

- ✧ Description: Logical, responsible, self-aware, informed, independent.

Type C - Careful

You tend to be a cautious decision maker, not wanting to make mistakes or take unnecessary risks. You can see both sides of an argument and therefore know that each option has its good and bad points. This open-mindedness can be a good quality in terms of keeping your options open. However, it can also lead to confusion and may result in you not making decisions but letting events take over.

- ✧ Description: Tolerant, open-minded, careful, forward-looking.

Type D - Social

In making your decisions, you consider other people's feelings and actions. You are sensitive and like to avoid conflict. You like to be liked by others. Whilst this can be a good quality, you need to be careful that you are not influenced too much by other people. You tend to respond rather than lead and you prefer to be a member of a group rather than be on your own.

- ✧ Description: Sociable, easy-going, eager to please, supportive.

Playing the residence constructor

Activity description:

This is a supplementary activity based on discovering various professions and finally matching pupils' characteristics with the professions' ones. The aim is to provide an alternative, innovative, open-ended web-based scenario supporting ICT-enabled career guidance and counselling for students. It can be the main annual project in the framework of the course of career guidance in school curriculum. It is also a cross-cultural activity borrowing learning paths from physics, arts and career guidance. Mainly, in the course of career guidance, it belongs both to the chapter-thematic area about labour market and its conditions and to the chapter-thematic area about professional skills and their development. Teacher who implements the specific scenario in classroom possess a manual which describes at length the whole procedure.

Target group:

- Pupils 15 to 17 years old
- Counsellors
- Teachers

Pedagogical aims:

- To achieve Europe's aim for an increased number of young people from all backgrounds entering careers in science and technology, it is necessary to make scientific, research and technological careers more visible, better understandable, and more attractive to students.
- To combat stereotypical images of professions and to broaden the narrow images of them as usually portrayed through the popular media.
 - To make the students think about the skills they will require in work and how these can be developed at school and university.
 - To motivate them to understand that all professions have specific characteristics and the safer way to choose a profession is firstly to realize and understand them.
 - To motivate them to match their personal characteristics with the professions' ones.

- To motivate students get informed about career choices and make relevant decisions in playful and highly involving activities

Time needed:

It is a project for a scholar semester

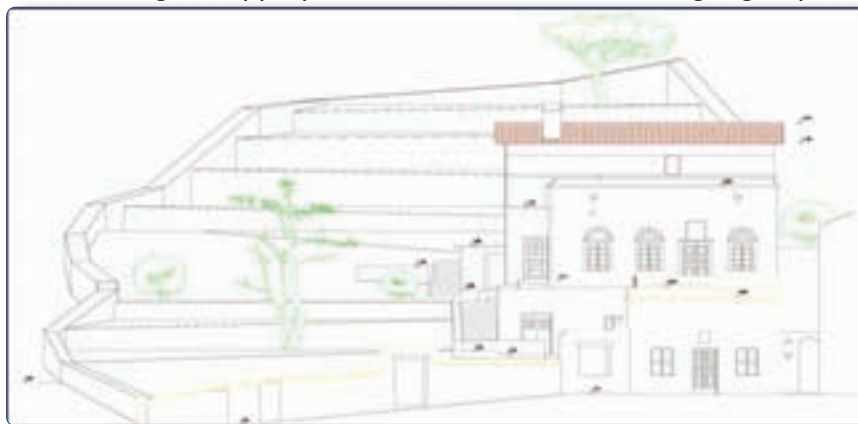
Procedure

Appoint the specific scenario

This specific scenario is inspired by the scientific area of technical sciences and professions. The scenario is adjusted to a real and specific project: The construction of a residence

Teacher gives children the idea of constructing a residence. He/ she may give them some pictures with house schemes in all phases of construction. Then, a brainstorming conversation between students and teacher starts concerning this thematic area.

Part 1: Students are divided in groups of 5 (one should be team coordinator) and try to make a draft plan with the phases of construction (conception of the idea up until the completion of the project : finding a building ground, studying the ground morphology, making an antiseismic study, making the electro-mechanical design, planning and designing of housing schemes, finding the appropriate antiseismic stock, finding a group of blue collars,



starting the construction, creating the external environment of the residence eg. a garden or a swimming pool, studying the environmental impact of the construction and making a risk assessment study). Teacher can give them some **key words** in order to find all the appropriate phases of the residence's construction and the professions that suit them. Some of

them can be: design, ground morphology, antiseismic stock, study, stock, electro-mechanical design, construction, garden, swimming pool, earthquake engineering e.t.c.

Afterwards, students make a draft list with all professions seem to be appropriate for such a project taking into account the various phases of the house's construction. Teacher can encourage children with observations or questions.

- Think about your house and make a comparison. What other professions are needed for such a construction?
- how can we have a functional house, a luminous house, an airy house, a beautiful house? Who will take into account all these aspects?
- how can the architect, the mechanical engineer, the electrical engineer, the rural and surveying engineer and the civil engineer can cooperate with each other?
- how can a geologist contribute to such a construction?
- how important is an earthquake study? Who will do it?

Part 2: Children can match the phases of construction with the professions and the needed skills. They can clarify the duties of each profession/occupation, clarify the personal and professional competences and finally find which main specialties of engineering plays role in each phase of construction.

An example of matching could be:

Design ➤ architect and civil engineer specialized in residencies ➤ structural engineer ➤ creativity, accuracy, mechanical perception

Electrical survey ➤ electrical engineer ➤ concentration, sharpness

Swimming pool ➤ hydraulic engineer ➤ persistence, practical ability

Garden ➤ landscape architect ➤ practical ability, imagination, artistic skills

Part 3: Children gather all the information given in the classroom and continue to search and find extra material.

Sources for extra material can be the Curious Minds web repository of "images" of science, including rich resources (e.g. systematically prepared and presented profiles of ordinary scientists (in video format) in different fields and other relevant to science careers materials, interviews with scientists, career games focusing on science and technology, archives presenting moments of the life of important scientists). Videos, presentations as well as real time on-line discussions will be implemented to support the realisation of this virtual dialogue between children and professional. Internships and apprenticeships are valuable because they allow students to learn new skills and investigate potential career interests.

Other useful links could found in the internet like <http://195.251.20.34/studies.asp>, professional books like The Complete Guide to Environmental Careers in the 21st Century, Environmental Careers Organization or Getting Real: Helping Teens Find Their Future, Kenneth C. (Carter) Gray .

Part 4: The Outcomes

Students gather all the information and prepare a presentation of the project images, power point, poster, collage, real interviews of the professionals). Then, this presentation or relevant material will be uploaded to the Curious Mind Web portal and could be the main information material for some professions.

SNIP Analysis

Theoretical background:

The closest analogy to this activity is the SWOT analysis developed for use in business,



which is related to decision-making theory.

Target group:

Students aged 14 – 19

Exercise description:

Students are asked to define Strengths, Needs, Interests and Preferences and then list their own. As an extension to this activity students can try to identify which jobs are most suitable for them.

Pedagogical aim:

To provide students with a clearer self-concept and a more informed basis for their decision-making about careers.

Time:

45-60 minutes

Resources needed:

Photocopier

S.N.I.P. Activity – Teacher Notes

Explain to the group that this activity is about considering your strengths, needs, interests and preferences.

We are all different – different looks, hopes, dreams, wants, needs, likes and dislikes and skills and qualities. It is this combination that makes us unique individuals.

Ask the group to brainstorm what they think is meant by each of the following words – and to give examples.

Strengths Needs Interests Preferences

Answers:

Strengths – the things you are good at.

Examples of strengths include: hard working, honest, determined, computer skills, able to get on with other people or good at drawing.

Needs – the things you need to improve or have help or support with.

Examples of needs include: learn to control your temper, help with spelling or maths or improve your punctuality or attendance.

Interests – these are the things you enjoy doing in your spare time (your hobbies). Examples may include skateboarding, playing a musical instrument or being a member of a Youth

Club or the Territorial Army.

Preferences – the things you like or prefer doing

In this session we are looking at preferences that relate to jobs

Examples of preferences include: work indoors or outdoors, work on your own or with others or work in a factory or an office.

Once students feel confident about what is meant by strengths, needs, interests and preferences, ask them to complete the SNIP worksheet.

The information on the completed worksheet will be useful for when students are required to write a career plan or a personal development plan.

Remind pupils that the information will also be useful to refer to when they research possible job ideas. Different jobs have different working conditions and also require different strengths and interests.

My Strengths, Needs, Interests and Preferences (S.N.I.P.)

My strengths are:

My needs are:

My interests are:

My preferences are:

Personal skills and qualities

Target group:

Students aged 16 – 19

Exercise description:

Students are asked to discuss the difference between skills and qualities. They then list their own skills and qualities and give examples of situations in which they have used them. Finally they look at real job vacancies and identify which skills and qualities are likely to be required.

Pedagogical aim:

To present the students with a clearer self-concept as a basis for selecting a career.

Time:

60 minutes

Resources needed:

Photocopier; job advertisements from local/national newspapers

Teacher Notes

1. Ask the class to brainstorm what they think:
 - a) a personal skill is – and give an example
 - b) a personal quality is – and give an example
 - c) why are personal skills and qualities important – and to whom?
 - d) go through the list of skills and qualities (each student has a list in their pack) and explain any words that students are not familiar with
2. Ask students, working individually, to complete the personal profile sheet.
They need to state their four strongest personal skills and qualities and give examples of when they have used them i.e. justify their statements.
3. Divide the class into small groups. Give each group a set of
4. sheets of jobs and ask the groups to identify and write down as many personal skills and qualities as possible that employers have stated they require from applicants.

Ask the groups to feedback their answers



and discuss the findings.

Teachers Notes – Answers

- 1a. A personal skill is the ability to do something – see skills and qualities answer sheet for list of examples.
- 1b. A personal quality is a characteristic\ - see skills and qualities answer sheet for list of examples.
- 1c. Personal skills and qualities are important to employers, colleges, work based learning providers and universities. Many application forms now ask people to state their skills and qualities in addition to their qualifications and previous experience.

Personal Skills and Qualities – Vacancy Requirements

Skills and Qualities

Personal skills

analyse information
playing a sport
reading a map
communication
designing/making
recalling facts
caring for others
repairing machines
first aid
drawing/painting
singing
solving problems
estimating
gathering evidence
bilingual
taking photographs
ICT skills
managing money
mental arithmetic
planning own work
playing a musical instrument

Personal qualities

calm
confident
sensitive
punctual
responsible
conscientious
strong minded
team worker
determined
hard working
trustworthy
well organised
enterprising
friendly
leadership
enthusiastic
adaptable
patient
considerate
polite
imaginative



Personal Profile

Write down your four strongest personal skills and qualities and give an example of when you have demonstrated each of them.

Skills

Qualities

1.....

Evidence

.....
.....
.....

1.....

Evidence

.....
.....
.....

2.....

Evidence

.....
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2.....

Evidence

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3.....

Evidence

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3.....

Evidence

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4.....

Evidence

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4.....

Evidence

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Thomas Edison's story

Target group: Students from 12 to 18 years old

Pedagogical aims:

to inspire pupils. To indicate alternative choices. To make them believe on their personal skills more than pure knowledge. To make them believe that a school failure does not mean a life failure.

Description:

Counsellor gives to pupils the worksheet (1). We explain that there is the first part of a story, and we ask them to give an end. We give them about 10 minutes to close the story. Then we collect all worksheets and read some of them trying have a discussion. At the end we read the full story, revealing that little Thomas is the great scientist, researcher and entrepreneurship Thomas Edison.

Time: 40 minutes

Material: a worksheet



Thomas' story: Worksheet 1

Please read the following true story ...and give your personal end. How do you believe this story ends up?

Thomas dropped out school when he was 9 years old.

His teachers deemed that he was not clever at all. So her mother taught him to learn and write. From the very early age Thomas was very curious and had a great interest for everything around him...so he had as a chance to way out the reading of many many scientific books.

From the age of 13 years old, Thomas was selling newspapers and candies near to the local rail way station...just to earn some coins....his favor game was flipping a coin.... When he was fifteen years old, he saved the little son of the stationmaster from a train that was coming with great rapidity. As a return for saving his son, the stationmaster taught to Thomas how a telegrapher works.....

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Thomas Edison's story....General Electric Company

Thomas dropped out school when he was 9 years old.

His teachers deemed that he was not clever at all. So her mother taught him to learn and write. From the very early age Thomas was very curious and had a great interest for everything around him...so he had as a chance to way out the reading of many many scientific books.

From the age of 13 years old, Thomas was selling newspapers and candies near to the local rail way station...just to earn some coins....his favor game was flipping a coin.... when he was fifteen years old, he saved the little son of the stationmaster from a train that was coming with great rapidity. As a return for saving his son, the stationmaster taught to Thomas how a telegrapher works.....

Soon Edison left his work and made his own small lab, where his experiments were taking place. In 1869 the twenty two young men had his first patent, discovering a machine that counts the votes. Unfortunately, no one bought that machine...The next patent was a telegraphic share's receiver that gave him about 40.000 dollars, an amount that was enough for new patents. In 1876, Edison opened a new lab at the Menlo Park, which was the first lab of industrial lab in the world. At that lab he made the greatest patents and got the name "the magician of Menlo Park". After a year he created the phonograph and a machine that could reproduce sounds. In 1891 he created a machine that could screen images in move. These two patents actually opened new channels to the industrial music and cinema.

Of course Thomas Edison is most known for the glow's light (1879) but there is a conflict as far as about 18 scientists had worked on that patent before Edison.

Thomas Edison was died on 1931, at the age of 84 years old. That day the light cut off for a minute at the memory of the great inventor

Activity concerning setting goals and professional values

Theoretical background:

A powerful process for personal planning, which helps people:

- to choose where they want to go in life,
- to concentrate their efforts on specific fields,
- to spot the distractions that would otherwise lure them from their course,
- to motivate and build fast self-confidence.

Goals in some areas of life:



- Family and Home
- Financial and Career
- Spiritual and Ethical
- Physical and Health
- Social and Cultural
- Mental and Educational

Setting goals in each area of life will ensure a more balanced life as we begin to examine and change the fundamentals of everyday living. Setting goals in each area of life also helps in eliminating the non-integrated thinking.

Target group:

- Pupils 14 to 18 years old
- Counsellors
- Teachers

Exercise description:

We implement an activity based on setting goals in order to introduce children with such a procedure. For this reason, we use famous cinema movies.

Pedagogical aim:

- To motivate students to search inside their personal goals and to start catching them.
- To motivate students to set specific, realistic and measurable goals but also high.
- To motivate students to set goals related and integrated to their personality.
- To help students to interact with each other, to pose the same goals, to reveal their thoughts and to share experience.

Time:

45 minutes for each movie

Resources needed:

The movies, a dvd player or a lap-top and a tv or a projector.

First Movie : Jerry McGuire

- The first 3 parts of the movie are shown in the classroom and then as sequence, we start a discussion with pupils.
- We pose to pupils a series of questions just to motivate them to describe the profession of the protagonist, his professional values, his goals, his life plan.

So, the content of the discussion.....

- Profession's Description
 - » Athletic Manager
- Professional Values - Goals
 - » Success
 - » Social prestige
 - » Money
 - » Glory
- What lucks him?
- Spare time
- Creativity
- Social offer
- True human relationships in the workplace
- An original goal he has been disoriented
- Happiness



- We continue the sequence of the movie by showing parts 5, 6, 7 and then we discuss points such as:
 - An accidental event shakes him and shows him the truth
 - The result of this event is his dismissal

- The results of his dismissal is the consciousness of some circumstances, such as :
 - » His relationships in the work place
 - » The deepest meaning of his profession
 - » The finding of a new goal “show me the money” (money can be his value, his competencies, his possibilities)
- Now, it is a perfect time to reset his goals by revising them. Why?
 - If you revise a goal as circumstances and other goals change do not consider it a failure, consider it a victory as you had the insight to realize something was different
 -
- At this time, we can show the end of the movie, indicating and revealing our theoretical background – the process of finding and adopting a goal.

Exercises for pupils based on the movie

- ✓ Find, develop and write down the year’s goals by creating the roadmap to success
- ✓ Find a slogan, which describes your personality and your life, paint it or make a collage revealing it.

References

<http://www.topachievement.com/goalsetting.html>
www.mindtools.com
<http://www.imdb.com/title/tt0116695/>

First steps with the five elements

The first steps to be taken with the Five Elements for Personal Development are very much to do with gathering information about yourself, and so the tools on this page are primarily a series of questions to help you identify where you are now, where you want to be, and what



resources you have to help you on your way.

Where are you now?

1. - List up to 10 tolerations, ie. things that you are putting up with in your life that you can do something about (untidy home, creaky door hinges, clothes which no longer fit properly, job that you hate, you name it...)
2. - What would you say your strengths are?
3. - What things do you enjoy doing most?

Where would you like to be?

4. - If you knew that nothing could stop you, what things would you really like to do?
5. - What one thing could you accomplish within the next month that would substantially improve the quality of your life?
6. - What would you like to achieve in the next three months? (if you're a bit unclear on this, just try thinking of three things you'd like more of and three things you'd like less of):
7. - What is it that motivates you to achieve these things?

So what do I do now?

OK, so you've answered the questions above, you know what's irritating you and you know what sort of things you'd like to do in the next 3 months - what next? Well, next is to start acting on the information you have in whatever way works best for you - and there are many options. You might choose to:

- pick one item each from your list of tolerations and what you'd like to do in the next 3 months and decided to act on them this week.
- focus on the one thing you can do that will improve the quality of your life now.
- start with the easiest items on the list. That way you could get a quick win and build up some momentum before tackling the more difficult things you've identified.
- start with the most difficult items on the list. This is following the path of greatest resistance and eliminating the things that are bothering you most at the beginning.

If you think of another way that works for you, all well and good - these are just ideas for you

to play with - and do play with them until it feels right.

Keeping a track on your progress

Keep track of what you are achieving at least once a week - preferably at the same time each week. These are the sort of questions you might ask yourself:

- What have I done towards achieving my goals this week?
- What did I not do that I'd intended to do?
- What opportunities are there this coming week?
- What would I like to be different in 7 days time?

All the way through this process, keep dated, written records for yourself to refer back to. Why? Quite simply, it's very difficult for us to see on a day to day basis how we are progressing. By having clearly stated objectives to work towards, and focusing on them at regular intervals, we are much more likely to achieve what we want, when we want. If you track your progress in this fashion you will see a number of things:

- What progress you are actually making. If you look back after 3 months of regular focused activity you will be astonished at the shifts you've made.
- By tracking what you intended to do but didn't you will soon find out where there are blocks, or patterns of resistance.
- How much you can achieve with regular focused attention. By carrying out regular reviews - reminding yourself of how you want things to be different and what you can do about it, you can hold yourself accountable to yourself for taking action. This can be very powerful.

If you've read this far, you're obviously serious about wanting some change in your life, and the tools here are designed to get you going on your own. If you get stuck at any point, you can always re-visit these pages for more ideas, or contact me, David Bates, at Tree of Life Coaching to book a FREE one-off introductory telephone coaching session.

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You may copy, forward or distribute this article if this copyright notice and full information for contacting David Bates at Tree of Life Coaching (www.treeoflifecoaching.co.uk) are included. David can be contacted on 020 8440 4925 or by email: david@treeoflifecoaching.co.uk

Thematic Area 2: Know about Job Market

De – stereotyping job titles

Theoretical background:

From a psychological standpoint a stereotype can be defined as “the association of a social group concept with one or more ... attribute concepts” and involves the interaction of social knowledge with the concept of self.¹ There is no unified theory of stereotyping upon which psychologists agree. Feminist theory addresses the negative stereotyping of women in terms of employment, representation in the media and other areas. Legislation in many European countries is designed to expand job opportunities for women but this can be hindered by a lack of aspiration among girls caused by internalising stereotypes related to particular occupations. This exercise attempts to expose some of these fallacies.

Target group:

Students aged 14 – 19

Exercise description:

Group discussion of stereotypes in general, followed by completion of a worksheet which challenges some stereotypical job titles.

Pedagogical aim:

To make students more aware and critical of stereotypes in society and to shift the thinking of both boys and girls about what careers are open to them.

Time: 30 – 45 minutes

Resources needed: Photocopier

This exercise has been kindly donated by Connexions, Birmingham & Solihull.

¹ Greenwald, A.G. et al *A Unified Theory of Implicit Attitudes, Stereotypes, Self-Esteem and Self-Concept* Psychological Review 2002 Vol. 109, 1, p.5

De-stereotyping job titles

Teacher Notes

- ⇒ Ask students, working in pairs, to define what stereotyping means to them.
- ⇒ Ask the pairs to read out their definition to the rest of the class.
- ⇒ Do people agree or disagree with the definitions? Try to come up with a definition that the majority are happy with.
- ⇒ One possible definition could be a standardised image of a person or group of people based on their gender, race or the region of the country they come from.
In other words, to 'pigeon-hole' someone!

Examples include...

“All Australians drink beer all day long” and....

“All females are gentle and caring”.

- ⇒ Can students think of any films or television programmes where there are stereotypical characters?
- ⇒ Apart from the media, the use of incorrect language can contribute to stereotypes.
- ⇒ Inaccurate job titles are another example
Give each student a job title worksheet and ask them to complete it.
Ask students to feedback their answers.



JOB TITLES QUESTION SHEET

Stereotypical Job Title	Inclusive Job Title
Head Mistress	
Doorman	
Spaceman	
Air Hostess	
Woman Doctor	
Fireman	
Policeman	
Male Nurse	
Chairman	
Manageress	
Foreman	
Cameraman	
Workman	



JOB TITLES ANSWER SHEET

Stereotypical Job Title	Inclusive Job Title
Head Mistress	Head/Head Teacher
Doorman	Door Attendant
Spaceman	Astronaut
Air Hostess	Flight Attendant
Woman Doctor	Doctor
Fireman	Fire Fighter
Policeman	Police Officer
Male Nurse	Nurse
Chairman	Chair
Manageress	Manager
Foreman	Supervisor
Cameraman	Camera Operator
Workman	Worker

Key skills in different jobs

Theoretical background:

Key skills have become an important concept in the UK where they are used to describe the generic (i.e. not job-specific) skills which are needed by students in their courses and employees in their jobs.

Target group:

Students aged 14 – 19

Exercise description:

The concept of key skills is introduced and the skills themselves are identified, using student feedback in the first instance. Students are then given a range of jobs and asked to identify which skills are needed and how they are used.

Pedagogical aim:

To make the students think about the skills they will require in work and how these can be developed at school and university.

Time: 60 minutes

Resources needed: Photocopier

Key Skills in Different Jobs – Teacher Notes

Ask the class to brainstorm:

- a) how many key skills there are
- b) what those key skills are
- c) why key skills are important - and to whom

Answers:

- a) 6
- b) communication,
application of number,

- IT,
working with others,
problem solving
improving own learning and performance.
- c) they are important in personal and professional life. You may be asked about your key skills during an interview for college, university, a job or with a training provider.

Ask the class if they can think of examples for each key skill.

Divide the class into up to 7 small groups and distribute a set of worksheets – “Key Skills in Different Jobs” to each group.

Ask them to think of the key skills that that job would require and enter the answers in the first column. In the second column they need to enter when that key skill may be used. For example, receptionist – communication – used when dealing with enquiries on the telephone and receiving visitors.

Not all of the jobs will involve use of all the key skills.

When completed, ask students to complete a worksheet on another job.

Allow time for feedback and discussion on the task.



Job title: Physiotherapist

Key skill	How is it used?





Job title: Doctor

Key skill	How is it used?





Job title: Judge

Key skill	How is it used?





Job title: Police Officer

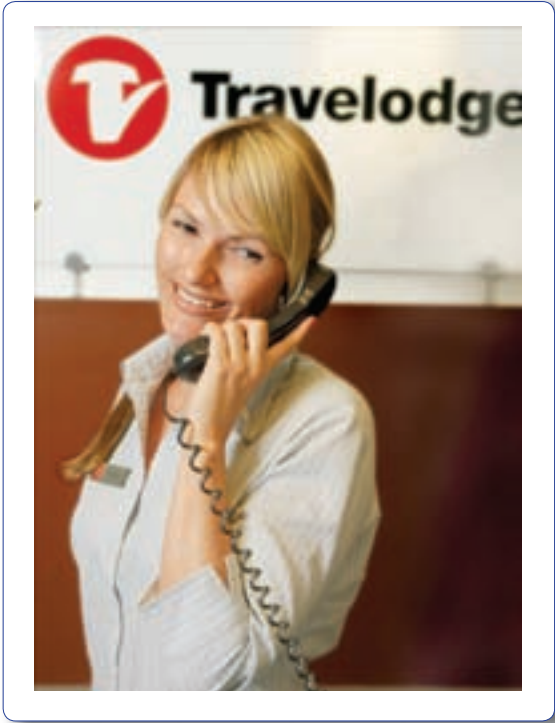
Key skill	How is it used?





Job title: Receptionist

Key skill	How is it used?





Job title: Estate Agent

Key skill	How is it used?





Job title: Scientist

Key skill	How is it used?





Job title: **Civil Engineer**

Key skill	How is it used?





Job title: **Bricklayer**

Key skill	How is it used?





Job title: Horse Riding Instructor

Key skill	How is it used?





Job title: Farmer

Key skill	How is it used?





Job title: Firefighter

Key skill	How is it used?





Job title: **Photographer**

Key skill	How is it used?





Job title: Professional Footballer

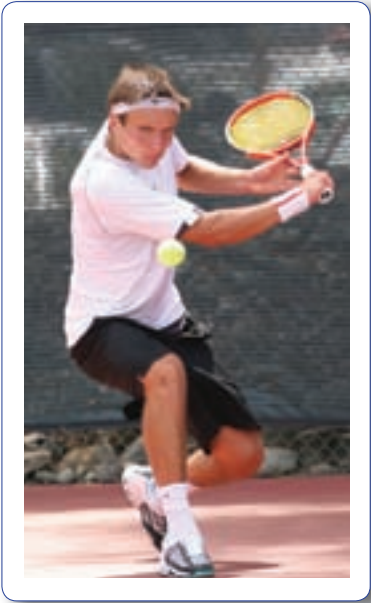
Key skill	How is it used?





Job title: Professional Tennis Player

Key skill	How is it used?





Job title: **Actor**

Key skill	How is it used?





Job title: Hairdresser

Key skill	How is it used?





Job title: Professional Musician

Key skill	How is it used?





Job title: Chef

Key skill	How is it used?





Job title: Food Service Assistant

Key skill	How is it used?





Job title: Dentist

Key skill	How is it used?





Job title: **Postal Worker**

Key skill	How is it used?



Marketable and not marketable professions in Greece

1. HUMANITARIAN OCCUPATIONS

Lawyer

The graduates of the Faculties of Law can work as lawyers, judges, attorneys and notaries. In order to work as lawyers, the graduates of the Faculty of Law are obliged to have a special license. This license is obtained after 18month training in a lawyer's office and after relevant examinations at the Supreme Court. Then, the graduates get enrolled in the local Union of Lawyers. After working for four years, lawyers can present in the Appeal and after completing eight years of work, they can present in the Supreme Court. Usually, lawyers obtain a specialization in one field, such as criminal law, commercial law and international law. Nowadays in Greece, the Faculty of Law is among the first choices of graduates of secondary education and the occupation of the lawyer seems to be extremely tempting to both teenagers and their parents. Nevertheless, this occupation is replete and it is getting more and more difficult for lawyers to have a satisfactory and well-paid job.

More information is available at the following websites:

www.lawnet.gr

www.dsa.gr

www.esdi.gr

Professor of Greek Literature

The professors of Greek Literature are graduates of Greek Literature Faculties, which are very popular in Greece and are situated in almost every capital of nomarchies (municipalities in Greece). The professors of Greek Literature can work in both private and public education. In reality, the occupational prospects for this profession are rather negative, because the graduates of the relevant faculties are thousands and the places offered in the public sector are very few. To be more specific, in 2004 there were 863 places offered in the public sector and the graduates who applied in order to take part in a certain examination procedure were 17.149. The private sector does not provide more opportunities, as professors of Greek literature can work only in private schools and in private tutoring groups.

More information is available at the following website:

<http://www.p-e-f.gr/index2.html>

Journalist

The journalists are graduates of Faculties of Communication, Journalism and Mass Media. They can work as reporters, advertisers and art critics. The above occupations do not have specific occupational rights, which mean that someone can work as a journalist without having graduated from a relevant faculty. Moreover, journalists can work in mass media (television, radio, magazines, newspapers), in services of the Ministry of Press, in Press Offices, in advertising companies and in Cultural Organizations. The occupational prospects for this profession are rather negative due to two factors: firstly, journalists do not have specific occupational rights and, secondly, there are many private colleges and faculties in Greece, which offer this kind of studies.

More information is available at the following websites:

www.esiea.gr

www.poesy.gr

<http://www.psat.gr>

<http://www.edee.gr>

2. OCCUPATIONS OF SCIENCES

Professor of mathematics

The professors of Mathematics are graduates of the relevant Faculties of Mathematics. They can work both in research and in private and public education. With a certain Master degree in Computer Science, they can work in I.T. companies, or with a Master in Economics (MBA), they can work in businesses, as financial counselors. The prospects of working in the public sector, as teachers in secondary education, are rather negative. To be more specific, in 2004 there were 388 places offered in the public sector and the graduates who applied in order to take part in a certain examination procedure were 6.051.

More information is available at the following websites:

www.olme.gr

<http://www.hms.gr>

<http://www.actuaries.org.gr>

Agriculturalist

The agriculturalists are graduates of the relevant Faculties of Agricultural Universities. They can work in both private and public sector. Generally, the occupational prospects of this profession are extremely negative in Greece. On the other hand, there are quite positive prospects for one of their brunches - Food Science - especially in large food factories.

More information is available at the following websites:

www.geotee.gr

<http://www.ekby.gr>

<http://www.agriculture.gr/eee/index.php>

<http://www.infolab.aua.gr/epege.gr/>

<http://www.pete.org.gr/home.asp>

Computer Scientists

The Computer Scientists are graduates of the relevant Faculties of Computer Science. They can work both in private and in public sector as computer programmers, analysts and designers. In general, computer scientists have got extremely positive prospects for getting easily a well-paid position into the labor market, as there is a big demand for computer scientists in Greece.

More information is available at the following websites:

<http://www.oe-e.gr/>

<http://www.epy.gr/gr/home/index.asp>

<http://www.pekap.gr/enosi.htm>

<http://www.sese.gr/default.asp>

<http://www.epe.org.gr/index.jsp>

<http://www.informatics.org.gr/main.htm>

3. HEALTH OCCUPATIONS

Biologist

Biologists are graduates of the relevant Faculties of Biology. They can work both as researchers and professors in secondary education, public and private. Generally, the quality of education provided in the Faculties of Biology is extremely good and the level of studies is very high, so biologists have got a good knowledge of their science. Nevertheless, in

Greece, they can not find easily a job in research, because research in our country is not financed by companies. In addition, the prospects of working in public and private education are negative for biologists, because there is not a big demand for them in the educational system, as biology is considered to be a less significant lesson.

More information is available at the following websites:

<http://www.pev.gr/>

<http://www.env.gr>

Doctors

Doctors are graduates of the relevant Faculties of Medicine, which are among the first choices of teenagers and their parents in Greek society. The graduates of Medicine are obliged to work in a cottage hospital at least for a year after their studies and, after that year, they can get their specialization by working in a hospital. In Medicine, there are officially 37 specializations, which are divided in four basic factors: pathology, surgery, laboratory medicine and psychiatry. Doctors have the opportunity to work in hospitals (only if they have completed their specialization), in health centers, in their own private office, in volunteer organizations etc. Doctors face two big problems in Greece nowadays: a) there is a very long time waiting in order to get their specialization (from 3 to 10 years) and b) the occupational prospects are quite negative for doctors who work in big cities, because their proportion to patients is enormous. On the other hand, the occupational prospects are positive for doctors who work in the countryside.

More information is available at the following websites:

www.pis.gr

www.who.int/en/

http://www.mohaw.gr/gr/inex_html

Veterinarians

Veterinarians are graduates of the relevant Faculties, which are situated in only two cities, Karditsa and Thessaloniki. They are obliged to have a practical training in order to work in both public and private sector. According to a survey carried out by the faculty of Thessaloniki, there are very positive occupational prospects for veterinarians in the labor market.

More information is available at the following websites:

www.geotte.gr

www.hva.gr

<http://www.hvms.gr/eke/eke.html>

Speech Therapists

Speech Therapists are graduates of the relevant Faculties of Speech Therapy, which are situated in only two cities, Ioannina and Patra. Their mission is to treat people who face difficulties in speech. They can work in health organizations, hospitals, centers of mental health, schools as well as in their private office. Of course, speech therapists must not have a problem themselves in written and verbal speech! It is estimated that this occupation has already got and will continue to have significantly positive prospects in the labor market.

More information is available at the following websites:

<http://www.asha.org/>

<http://www.specialeducation.gr/>

www.cplol.org

www.ialp.info

Physiotherapists

Physiotherapists are graduates of the relevant Faculties of Physiotherapy. They can work both in private and in public sector in hospitals, health centers, scientific laboratories, athletic unions and in their private office. It is estimated that this occupation has got and will continue to have in the future significantly positive prospects in the labor market.

More information is available at the following websites:

<http://www.psf.org.gr/>

<http://www.eeef.gr/>

4. TECHNICAL OCCUPATIONS (POLYTECHNICS)

Architects

Architects are graduates of the relevant Faculties of Architecture. Graduates of the previous faculties can work as architects after obtaining a special license which is given by the Technical Chamber of Greece after sitting examinations. Moreover, architects pose their signature on construction designs. If they want to work in the public sector, they must obtain a degree from the General Union of Public Constructions, four years after the acquisition of the special license. Architects can work in constructive companies, in Ministries, in Organi-

zations and in their private offices. The occupational prospects of architects are rather positive in the Greek labor market; on condition that they have a suitable family background in the field of architecture (it is quite difficult, in Greece, for architects or civil engineers to enter the world of constructions if they don't have someone else to help them in the beginning).

More information is available at the following websites:

<http://www.tee.gr>

www.sadas-pea.gr

Mechanical Engineer

Mechanical Engineers are graduates of the relevant Faculties of Mechanical Engineering. Graduates of the previous faculties can work as mechanical engineers after obtaining a special license which is given by the Technical Chamber of Greece after sitting examinations. They can work in constructive companies, in technical offices, in factories, in refineries etc. The occupational prospects of mechanical engineers are extremely positive in the Greek labor market, mostly because of the variety of occupational outlets.

More information is available at the following websites:

<http://www.tee.gr>

<http://www.haes.gr>

www.pedmede.gr

Chemical Engineer

Chemical Engineers are graduates of the relevant Faculties of Chemical Engineering. Graduates of the previous faculties can work as chemical engineers after obtaining a special license which is given by the Technical Chamber of Greece after sitting examinations. They can work in both private and public sector. To be more specific, they can work in factories of cosmetics, drinks and food, in chemical businesses and in their private offices. The occupational prospects of chemical engineers are quite positive in the Greek labor market.

More information is available at the following websites:

<http://www.tee.gr>

www.psxm.gr

Electrical Engineer

Electrical Engineers are graduates of the relevant Faculties of Electrical Engineering and Computer Engineering. Graduates of the previous faculties can work as electrical engineers

after obtaining a special license which is given by the Technical Chamber of Greece. They can work both as IT-Communication engineers and as engineers in the sector of Constructions, in the private and in the public sector. The occupational prospects of electrical engineers are extremely positive in the Greek labor market, mostly because of the variety of occupational outlets.

More information is available at the following websites:

<http://www.tee.gr>

www.pedmede.gr

5. FINANCIAL OCCUPATIONS

Marketing Manager

Marketing Managers are graduates of the relevant Faculties of Marketing. Graduates sign up at the Economic Chamber of Greece and have the same occupational rights with economists. They have the ability to work in many different sectors of a business, such as communication, public relations, production planning, market search, sales, trade, etc. It is estimated that this occupation has significantly positive prospects in the labor market, as it covers a vital sector in a company.

More information is available at the following websites:

<http://www.oe-e.gr>

www.eede.gr

Accountant

Accountants are graduates of the relevant Faculties of Accounting. Graduates can work in both private and public sector, mostly in companies and businesses. Furthermore, they have the ability to work in accountancy offices and establish their own accountancy office. We have to point the fact that accountants can work after obtaining a special license from the Economic Chamber of Greece. It is estimated that this occupation has significantly positive prospects in the labor market, mostly due to the demands of businesses for economic services and accounting.

More information is available at the following website:

<http://www.oe-e.gr>



Economist

Economists are graduates of the relevant Faculties of Economics. Graduates sign up at the Economic Chamber of Greece and have the occupational right to work both as economists and as accountants, as well. An economist can work in the private and in the public sector. To be more specific, an economist has the opportunity to work in banks, in companies and businesses, in research etc. The occupational prospects of economists are extremely positive in the Greek labor market, mostly due to the demands of businesses for economic services.

More information is available at the following websites:

<http://www.oe-e.gr>

www.aiesec.gr

Sales Manager

Sales managers are not graduates of a certain Faculty. This occupation is not based on specific studies, but on personal interests and capabilities in the field of sales. Usually, sales managers have studied economics or have got economic knowledge. The occupational prospects of sales managers are extremely positive in the Greek labor market and there is an enormous demand for this occupation.

As a final comment, we must say that all the Military Schools and the Police Academy are very popular amongst Greek students, since they assure a certain job place. In Greece, a great amount of students (and their parents as well) have the great wish to work in the public sector, where there is a steady salary and a specific time shift (the so called “Greek Dream”).



Essential Tips for your Job Hunt

In the old days, finding a job was easy. All you had to do was get your hands on a flint-tipped spear and skewer a few mastodons and you were considered gainfully employed. The only headhunters were people who were after your skull, and “getting your name out there” meant painting it on a cave wall.

As much as we may long for these simple times, the job search of today is a much more complicated and often vicious process. After all, they don’t call it job “hunting” for nothing. Today’s competitive and fast-paced job market has forced job seekers to develop a variety of techniques in order to stay ahead of the evolutionary curve. The only way to go about your job search is to think as though you’re employed in the business of finding yourself a job.

For most people, having a job means that they go to work at a certain time, do their best to finish a certain number of tasks, and leave at a certain time. While the actual amount of time and energy spent varies from employee to employee, the formula remains the same.

But when most people look for a job their search often turns into a free-for-all. Many job seekers don’t realize that organization and time management pose just as much of a problem for them as it does for the employed. This is especially true for people coming out of college, who may or may not have held a long-term full-time job.

If you think about it in terms of our ancestors, you’re not going to bring home any fish if you’re not standing in the stream with your spear in hand everyday. In an effort to bring you back to your prehistoric roots, WetFeet has put together a list of suggestions to help you stay on track and bring home the bacon (or at least the wild boar).

Don’t Procrastinate

Looking for a job can seem like an impossible task, leading to frustration and disgust. If you find yourself reading every magazine in the house, rearranging the furniture, and sewing new curtains because you’re too overwhelmed by your job search, it’s time to get a grip and reprioritize.

The best way to avoid procrastinating is to set manageable goals for yourself. Don’t hesitate to put a padlock on your Nintendo and rid yourself of any distractions that will keep you from focusing on the task at hand: job hunting.

Set Goals for Yourself and Prioritize Them

At the beginning of each day or week, set your goals. Your goals should not be overwhelming ones like “Have a well paying job by the end of the month,” but rather a series of smaller goals that will lead to employment. That way, each time you check something off your list it will be a victory. Possible goals might include finding out the best person to contact about an interview or

returning a prospective employer's phone call by the end of the workday. By giving each of these tasks a priority level—low to high—you begin, you can make sure you use your time wisely. The priority level of these goals will change daily, and the smart job seeker learns to roll with the punches in order to complete high-priority tasks.

Plan to Work Regular Hours at Your Job Search

Just as hunting mastodons required prehunting rituals for tracking and catching the beasts, you need to work regular and steady hours when you hunt for work. This doesn't mean that you have to sit hunched over your computer for a full eight hours, but you should be doing things that will move your job hunt forward.

Sample tasks might include phone calls to get the proper spelling of the names of hiring managers; drafting a cover letter; researching a company; networking with a neighbor over coffee; and training yourself on a computer program that will make you more hireable.

When you do these things doesn't really matter, but make sure at least some of your working hours fall during the business hours of the companies you're contacting.

Make Sure You Have What You Need

If you were out hunting for food, you'd need certain equipment to be successful. You'd have your spear (more effective than bare hands), comfortable moccasins (to protect your feet from thorns), and furry loincloth (because it looks good). Searching for a job is no different. Set your desk up with office supplies, folders for tracking information, and anything else you might need to work comfortably. If you don't have these things on hand when you begin, you'll spend a lot of time running to the copy shop and office supply store when you should be looking for a job.

Don't Work Yourself into the Ground

Unless your job is working on sleep-deprivation studies, you want to be fresh when you're interviewing and when you start work. If you toil 24 hours a day, 7 days a week at your job search, you're going to burn out. The last thing you want to do is to work so hard trying to get interviews that when you finally enter one, you're only able to communicate through grunts and whistles. Get plenty of rest, drink plenty of fluids, and stay healthy so you don't start your brand-new job on sick leave. This includes making sure you don't get stressed out. Looking for work can be tough, but if you do what you need to do to keep your spirits up, you should be fine.

Get Your Friends and Family to Help

The people you're closest to can do more in your job search than bring you pizza and listen to you complain about looking for a job. Depending on their temperaments, your friends and family can help you research companies, conduct mock interviews, and proofread your résumé and cover letters. They are also a great source for networking. And chances are they'll be more than willing to help as long as you're appreciative. Just as a prehistoric hunter would bring meat back to



the cave for the whole tribe, promise to take them out on the town as soon as you get your new high-profile, high-paying job.

As you go through this rite of initiation, keep looking forward to the feast. It will get you through the lean times, just as it did for the cavepeople.

Thematic Area 3: Develop yourself for your Career Path

CV writing tips and advice

The Best CV Strategy

If you want the best CV, you will need to get organised. To create a winning CV, you will have to change your writing style. Sarah Berry, best selling author of *Write a Perfect CV in a Weekend* has this advice to offer you: If you are still in any doubt about your CV get it reviewed. Let's take a closer look at CVs.

You have probably heard it all before and you may even think that your current CV is pretty good anyway. It has done the job in the past and you have always managed to get interviews. However, whether you are new to the job market or working your way up the career ladder, you may feel that you should be earning more money, have more perks or be snapped up more quickly. Job selection is always down to how you sell yourself on paper. Have you got the sales tactics right for the level of job you are going for? Have you rewritten your CV or just revamped it? Have you equipped yourself with the winning CV approach?

So, it's not the glaring problems that sink most CVs but the easy-to-overlook goofs. They may not seem like much to worry about, but when you think that most personnel managers get hundreds of applications for one job, it's obvious that a good CV can make the ultimate difference. Some candidates spend more time planning an interview outfit than writing their new CV. Yet without the right approach and an excellent CV and sales tactics, you won't need that new outfit anyway! Sad but true.

So, what are the most common CV mistakes? Listed below are the most common pitfalls; if you are still in any doubt about your CV, why not opt for a professional CV Assessment from Career Consultants? If you can avoid the glaring goofs, your CV will stand out for all the right reasons.

Not tailoring the CV. Ten years ago it was alright to have a one-size-fits-all approach to your CV, but with today's more competitive job market, what's needed is a 'couture' CV that you can update and alter to highlight the ways you can benefit each particular company. A standard CV says, 'I need a job, help me'; a couture CV and covering letter says, 'I love your company, you have a problem and I am the one to solve it'. With time and effort spent on selecting your capabilities and by focusing on the company and not yourself, you will convey your sales message.

Not answering the questions posed by the ad. It is too easy to skip the questions because you are in a rush or you want to see if you can get away with not doing it. However, waiting until you get to the interview to show them how good you are is a risky tactic. Read through



the ad and notice the employer's subtle requests. What personal qualities is the company looking for? What skills are identified as essential? What factual information has been requested? Identify the employer's requirements, not yours. Does your CV answer the how, what, where and when questions?

Waffling too much. How long is your CV? The ideal length is two to three pages and one page for the covering letter. If you have just left college you will have less to say, but don't pad your CV out with waffle. One page of useful information is undoubtedly worth far more than two pages of irrelevant facts.

Putting information in the wrong order. Your introduction is one of the most important parts of the CV. So many job hunters hide their personal details at the end of the CV and others often omit details like age, marital status and contact details. The sell is vital in terms of CV writing but most candidates choose to bombard the reader with personal profile sections, career history and education. Candidates forget to mention what they have for sale. Hence the most important part of the sell is the capability section. What have you put up for sale on your CV? Have you clearly identified your level of expertise and competence? Have you done everything you can to convince and reassure your reader that an investment in your skills is a good choice?

Droning on at length about your education. How long is your education section? Are you in doubt about your skills and expertise so you have listed out every qualification you have ever gained? Have you gone down to minute details such as your driving licence and your piano examinations? Qualifications are vital because they convince the reader of your credentials but you have to remember that employers are looking as well for candidates who possess commercial awareness. So keep this section to the factual details and demonstrate your commercial value in the skills and capability section. Don't bother with GCSE grades unless they are your highest qualification or you are applying for your first job. Otherwise just give the qualification gained (the number of GCSEs), the educational establishment and then the date. The emphasis is always on what you have achieved and not on the date.

Too much detail about hobbies. Hobbies don't need to go on your CV. Why would your employer be interested in your scuba-diving skills anyway? Leave the hobbies section off the CV but make sure that your CV has a personality. You can still get over your personality type, what your personal strengths are and how you mix without mentioning that you go to Church every Sunday. Make your personal message subtle and effective. Don't worry the reader with the impression that you will have to take some days off work occasionally to recover from a personal injuries incurred through your weekend sporting activities!

Not including a covering letter. Asking for what you want is tough no matter what it is but when there is a job at stake it can feel even tougher. Gift-wrap your CV by including an effective covering letter. Ask for the job by highlighting your skills and areas of expertise.

Spend over 75% of the letter talking about the employer and not you.

Take one more look at your CV. How good is it? Is it a dinosaur in terms of CVs or is it an up-beat, positive and assertive document? Will it beat the competition or let the competition through? Make sure your CV clearly identifies your value, worth and your level of expertise. If you want an impartial view on the effectiveness of your CV, please **CLICK HERE** <http://www.careerconsultants.co.uk/career/cvassessment.asp>

Is your CV powerful enough to deliver the desired result?

What are you looking for from your next career move? Power questions will help you to discover exactly what you need from your next job. No matter where you are or what you are doing at present, you want 'more' from your next job and your working life. Are you looking for more money, prestige, respect, value and self-worth, progression, opportunity, power, calmness, clarity, quality, freedom, safety, recognition or perhaps something else? Whether you achieve what you need depends upon how well you communicate your message in your CV.

Reread your existing CV. Would the employer be aware of what you are looking to achieve career-wise? Does your CV show your ability to see things clearly? Is your CV a hotchpotch of ideas? How have you sold the idea of taking you on as a member of the company's team?

Have you packaged yourself correctly? Would the reader be able to see within the first twenty seconds of reading your CV where your main areas of expertise lie? Have you shown your depth of character and expertise rather than relying on buzz words?

Have you sold your strengths in a positive way? It is often when the candidate focuses on his/her strengths that the biggest blunders are made. For example, 'Received a plaque for Salesperson of the Year', 'Lets meet, so you can ooh and aah over my experience', 'I have an excellent track record, although I am not a horse', 'I am loyal to my employer at all costs... please feel free to respond to my CV on my office voice mail'. Do candidates forget how to sell themselves? Or are they unaccustomed to valuing their skills and experience in a positive way to win them work?

Are you making the most of on-line job hunting? The Internet has changed the way candidates look for work. At the press of a button you can have easy access to a far wider range of jobs in your chosen profession. Equally the employer has access to more candidates. It is now much easier to match the right person into the right job. Have you left it to chance for the right employer to pick up your CV? Have you given your CV some memorable personal touches?

Does your CV have passion? Passion is what drives a career forward. It is about having the maturity to understand what works in the business sector that you are in but also possessing the sensitivity and flexibility to make things happen. How passionate are you about your

work? Have you got this over in your CV?

Does your CV reflect your reputation? Your reputation is important. You will always be judged upon what you have achieved rather than on what you meant to do or what you could have done. How strong is your track record? Have you done a good job of promoting yourself on your CV?

Do you deserve a good job? Do you take action to deliver what you want or need? Owning your own power is crucial to your career success. What do you need to focus on?

If you change your CV to reflect your expertise and what you can deliver, this will change the response you receive from employers.

Your attitude is reflected in your CV

There is, without doubt, a definite art to writing a CV. It is not just about writing whom you have worked for and what you have done. Writing a powerful CV is about making an impact on the reader and subtly portraying your attitude and vision for the job you are applying for.

When anyone talks about attitude, it is easy for us to get defensive and twitchy and to begin to question others or even ourselves. But what exactly is meant by 'attitude' in relation to job-hunting and CV writing? Is it really that important anyway? And aren't qualifications more important than attitude?

Qualifications, past experience and company history are all important but your attitude and how you portray this will determine whether you get hired or overlooked. Your attitude is crucial to your overall job-hunting success and is reflected by the words you use in your CV and your facial expressions, pace, tone, inflection, behaviour and dress sense at the interview. Employers are not looking for a 'perfect' candidate because there is no such thing. However, they are looking for a stable, reliable, realistic, positive, visionary candidate who wants a long-term future, a candidate who gives the employer more reason to say 'yes' to him/her than 'no', a candidate who will add value to the company and not one who brings all his/her baggage and problems with him/her.

The secret is knowing how to avoid the negative attitudes and how to portray yourself MORE positively both in the CV and at the interview so that you receive the best package for yourself.

Negative Attitudes

To make things a bit clearer, the typical types of attitude and states of mind that put employers off are listed below:

1. The opportunist attitudeThe opportunist person has no real commitment to an employer and is liable to move on when his/her mood or requirements change. Do you have an opportunist attitude? Do you get bored easily? What

are you looking for? Is it money, a car, increased responsibility?
Action: You need to sort out what you want from your career in the long and short term.

2. **The depressive attitude** A depressive person doesn't want to take responsibility for his/her career. It can be detected because the candidate blames the company and environment for what has or has not happened. Do you have a depressive attitude? Do you look for a new job when you are fed up with the one you are currently doing? Do you apply when things get on top of you at work, when you feel that you can't cope and need to escape from the monotony of your current situation?
Action: You need to start taking charge of your career, sorting out what you want and realising that you can influence your situation. Think about what you enjoy doing and what motivates you and present the good in the CV and interview rather than the bad.
3. **The angry attitude** The angry person talks in terms of how the previous company should have rewarded him or how others should have behaved. Do you have an angry attitude? Do you start looking for jobs when you feel that you are being overlooked at work? When you notice that your colleagues and subordinates are being promoted and you are not, even though you think you should be? When you don't get the credit that you deserve for a project? Or when you feel your career is not moving as fast as it should be?
Action: If you feel you have been unfairly treated or mistreated, beware. Talk to your boss and sort it out. You don't want to carry this disappointment with you for the rest of your career as it could grow in size with time. If the case comes up at an interview, it is much better to talk about personality clashes rather than in terms of what you ought to or should have gained. Anyone can have a personality clash, so it need not hold you back if presented appropriately.
4. **The desperate attitude** Employers are proud of their company/business and want to employ people who hold similar values. Desperate interviewees are those people who see their own needs and situation as far more important than those of the employer. Do you have a desperate attitude? Are you short of money and out of work? Are you threatened with redundancy? Are you unsure of what you want to do but willing to give any job a try?
Action: You must try and see the employer's point of view as well as your own. You may find that a temporary job may ease the financial burden and pressures.



You must stress your positive attributes and skills rather than saying that you will do anything, as this is too weak and feeble.

5. The half-hearted attitude Half-hearted people give themselves away because they lack stability, conviction and stamina. Employers get the impression that everything is too much effort and that they just can't be bothered. Do you have a half-hearted attitude? Are you easily disappointed and take knocks too personally? Do you need time to heal and lick your wounds after you have been rejected? Do you give up at the first hurdle? Or do you see it as a learning process, find out the reasons you weren't selected and work on the tips you have been given? Does your job hunt lose momentum and then you spend time feeling guilty that nothing is happening on the job front? Action: Work out why you are giving up. Do you really want this job?
6. The emotionally unstable attitude Employers want assurances that you can and will do the job. An employer would be concerned if you have suffered any personal or emotional problems that could affect your work performance. Do you have an emotionally unstable attitude? Perhaps you have just experienced a bereavement or been through a messy divorce? If divorced or separated, briefly explain the circumstances if these add to your case. Action: If asked about the event, don't fall into the trap of giving the employer all the detail. He/she is not interested in this, only that you have sorted yourself out. An employer doesn't want to employ all your problems as well, as he/she has enough of his/her own.
7. The know-it-all attitude A know-it-all person doesn't warm others to his/her way of thinking. He/she is so wrapped up in his/her own self-importance and how brilliantly he/she has performed in the past that his/her attitude invites others to put him/her down or see fault in him/her. Of course, employers are interested in your previous experience but only as long as it is put in the context of their needs. Do you have a know-it-all attitude? Do you talk about your previous experience and assume you will do the same thing in your new role regardless? Are you open to new ideas? Do you see another person's needs and point of view? Action: Talk in terms of the prospective employer's needs and relate your experience to these needs.
8. The irrational attitude Irrational people give themselves away because they lack self-confidence. When asked about certain subjects, their

argument falls apart and then they have an even bigger problem. Do you have an irrational attitude? Are you under-qualified for the job you are applying for? Are you perhaps setting your sights far too high for where you are at the moment? Are you reaching for standards that you can't possibly achieve right now and therefore you will always fail? Or are you applying for jobs for which you are overqualified and therefore not giving yourself a chance to reach your full potential? Action: Try to sort out in your own mind what you want from your career and be realistic in your approach.

9. The sloppy attitude The sloppy person either can't be bothered to get it right or isn't even aware that he/she is slipping up. Do you have a sloppy attitude? Do you have a good CV and interview manner? Do you have good hygiene and appearance or are you inclined to be lax in these areas? Do you take your family circumstances into your decision-making - will this career move be a good move for just you or for the whole family? Have you considered how long hours, excessive time away from home or relocating will affect you all? Action: Identify what the problem is, and if you don't know ask a close friend or a career advisor, or ring up the interviewer and be brave enough to ask. Try to listen to what was said and reflect upon it. Is it true or false? If false, ignore it and think no more about it, but, if true, be brave and sort it out.
10. The non-conformist attitude Employers claim that non-conformity is an automatic reason for rejection. Candidates need to demonstrate to a prospective employer that they can and will follow basic instructions and requests. Do you have a non-conformist attitude? Are you letting yourself down because you are not submitting information that the employer is asking for? Action: Whether you like it or not, remember that the only rule of job hunting is to do what the employer asks and do what you say you will do. You will have the chance to demonstrate your flair and originality at the interview and to assess whether you will fit in with the organization.

Conclusion

All the negative attitudes highlighted above have a higher failure rate than success rate. Candidates need to be aware of their capabilities, strengths and weaknesses and be able to express themselves both verbally and in writing.

Ask yourself how positive is your CV? Are you a realistic job hunter? Are you selling yourself to your highest potential in your CV and at an interview?

Is your CV doing its job properly?

Ask any job hunter what makes them feel good and they'll all say 'being offered the job!'

Achieving this step isn't always that easy. Securing a job is dependent upon the power of your CV.

Most job hunters let themselves down when it comes to CVs. They use woolly words such as 'involved with', they list their duties, which anyone can do, and they fail to talk about how they can make a difference to the organisation. In short, they don't invest in their CV. And if you were the recruiter, what would this tell you about the candidate?

In addition, candidates use the same format, style and tone of CV for years. While it may have won them an interview a few years ago, it is no longer being as effective in the current job market.

The crucial test is what employers think about your CV. If you are not selected for an interview on the basis of your CV, it is tempting to make up your own explanations. Do you put it down to your age, marital status, education, work experience, job title, salary, race, sex or current company? Are these the real reasons? Probably not. It is true that these factors may play a part but the answer is usually much deeper than this.

Anyone, whatever their ability, can project themselves in a positive honest way that will win them work. The secret is knowing how to sell yourself and convince the employer that you should be invited to attend an interview.

A quick CV check list

Your CV needs to:

1. Be targeted towards the job in question. Tailor the CV to the position on offer. Throw out a general all-purpose CV.
2. Show you are capable of doing the job. Demonstrate briefly and quickly your skills and capabilities. The employer doesn't want to plough through reams of paper in order to answer the question 'can this person do the job?'
3. Show you have a personality. Convey what sort of person you are.
4. Reflect your attitude. Keep the tone on a straightforward, positive and businesslike level
5. Be brief and to the point - only include relevant information. Your spouse's name does not reflect your ability to do the job. Keep personal details to a minimum. Never express in ten words what can be said in four.
6. Demonstrate that you believe in yourself. Advertise yourself -- the whole person -- rather than giving lots of long and boring lists of information.

7. Focus on the employer, not on you. Demonstrate your value and don't waffle about yourself.

A good CV is worth its weight in gold. It will deliver results and help you advance your career. It is one that is effective, solid and balanced in all areas. Most CVs don't fall into this category. If your CV isn't selling you to the fullest then find out how it can be improved. Recent statistics from Career Consultants On-Line Ltd show that the average CV manages to score just 38% in the CV Assessment Test, confirming that the majority of CV's are poor information.

How to write a covering letter

The covering letter is one of the most important letters that you will have to write. A covering letter is an absolute necessity. Without it, your job application is naked and incomplete. A CV (Curriculum Vitae) is not a stand-alone document; it needs a covering letter to confirm and draw out the relevant detail of the CV.

The problem for most job-hunters is, 'How do I write a good covering letter?' Do you need a covering letter for a specific job? Do you need a covering letter template? Or do you need covering letter advice?

Writing a good covering letter is difficult. Some candidates feel that it is harder to write a covering letter than the CV. A good covering letter has every chance of being read, and most business people will be courteous enough to talk to you on the phone, even if only briefly, if you follow up your leads with a telephone call.

Most common covering letter mistakes

Most candidates do express difficulty when faced with having to write an effective covering letter. The covering letter is the toughest letter that you will have to write because there is the question of the right style, format and how to empower the employer. It is obvious that a good covering letter can help you to clinch the job, so why do so many candidates not write effective ones?

There is a lot of mystery surrounding the covering letter. The most common question I get asked is 'Do I need a covering letter if I am applying on-line?' If you send in a CV or upload a CV without a covering letter you run the risk of your application been over-looked. Employers may conclude that you are unreliable because you:

- Can't complete a task
- Can't present yourself properly (so how could you then represent the company?)



- Can't express yourself in writing
- Can't write letters.

A covering letter is an absolute necessity. Without it, the application is incomplete. A CV is not a stand-alone document; it needs a covering letter to confirm and draw out the relevant detail of the CV. The purpose of the covering letter is to:

- Introduce yourself to your prospective employer
- Advise that your CV is attached
- Sell your strengths
- Show your value
- Confirm your enthusiasm
- Explain your background and level of expertise
- Supply any additional information that is requested in the advertisement
- Cover any concerns that the employer might have about you such as your age, experience, level of expertise, health or family circumstances
- Ask for an interview.

The thing to bear in mind is that there are many different types of covering letters. Each type of letter has a different tone, approach and message. What are the different types of covering letters?

The covering letter in response to an advertisement

This is perhaps the easiest letter of all to write. The advertisement will give you an indication of the type and amount of information that is required. This letter has a standard format and style. You will need to consider how you are going to include things like why you consider that you are the best person for the job, why you are enthusiastic about the position, why your expertise will be of benefit to the employer and how to cover rather than hide any disadvantages that you may have as a candidate.

The cold/speculative covering letter

Your job target or the job market you are working within may mean that you have to introduce yourself to companies in the form of a speculative letter as there are not too many jobs advertised. If you can write a good business letter and fulfil the company's needs, you are likely to receive a positive response from employers.

It is advisable to try several different approaches to discover what is the best approach for you. You will need to be selective in your approach, to deliver a good opening, which fo-

cuses on the employer rather than on you and to explain and sell your experience.

The friendship covering letter

A friendship covering letter is perhaps the hardest of all of the covering letters to write. Friendships are won and lost on poor letter-writing so make sure you get it right. Friends include not just your closest and dearest pals but anyone who knows your name - in fact anyone who can help you in your job search. Don't rule anyone out prematurely, because they may be able to help you. At this stage it doesn't matter where your friends live, because your friend's friend may live near you.

Make sure you rebuild old times, explain your situation, tell them how they could help you out, ask for advice and ideas and end on a friendly note.

Things to avoid

Most covering letters fail because they don't empower the employer. In others words, the candidates focuses too much on their needs and not on the employer's needs. So the covering letter doesn't add anything to the application and sometimes it can even destroy the message of the CV itself. This could be because the letter is:

X - A 'weak' letter, which states only that the CV is enclosed rather than reconfirming your areas of expertise. This type of letter gives the power back to the employer: the power to say 'yes' or 'no' to your application. Unfortunately most covering letters fall into this category.

X - An 'arrogant' letter, which will put off employers. Perhaps it implies or states why the employer should take on the applicant, or explains how the company should run its business. Try to avoid this approach, as it normally gives the employer a negative image of you.

X - A 'humorous' letter, which will normally misfire. The joke will almost certainly be on you. Save your sense of humour for the times when you are face to face with the recipient. You can then judge the response and modify your approach accordingly.

X - A 'creative' letter, which has its place in the PR, advertising and marketing fields. Here almost anything goes and a letter of this kind will be appreciated, rather than going over the top of the employer's head. If this is not your line of work but you want to be creative, you can be subtly different by choosing a different ending to 'Yours sincerely' or 'Yours faithfully'. You could try 'With confidence', 'With great interest', 'Your friend' 'With warm thanks' and so on.

X - An 'old-fashioned' letter, which puts the reader off. So many candidates change personality in their covering letter. They use terms which were probably used over fifty years ago, including 'in the furtherance of', 'for your perusal' and 'prior to migrating my career'. Only use words in your covering letter that you would use when you talk to the employer.

The Europass Cv template



Europass Curriculum Vitae	Insert photograph. Remove heading if not relevant (see instructions)
Personal information	
Surname(s) / First name(s)	Surname(s) First name(s)
Address(es)	House number, street name, postcode, city, country
Telephone(s)	(remove if not relevant, see instructions)
Fax(es)	(remove if not relevant, see instructions)
E-mail	(remove if not relevant, see instructions)
Nationality	(remove if not relevant, see instructions)
Date of birth	(remove if not relevant, see instructions)
Gender	(remove if not relevant, see instructions)
Desired employment/ Occupational field	(remove if not relevant, see instructions)
Work experience	
Dates	Add separate entries for each relevant post occupied, starting from the most recent. (remove if not relevant, see instructions)
Occupation or position held Main activities and responsibilities	



Name and address of employer
Type of business or sector

Education and training

Dates Add separate entries for each relevant course you have completed, starting from the most recent. (remove if not relevant, see instructions)

Title of qualification awarded

Principal subjects/occupational skills covered

Name and type of organisation providing education and training

Level in national or international classification (remove if not relevant, see instructions)

Personal skills and competences

Mother tongue(s) Specify mother tongue (if relevant add other mother tongue(s), see instructions)

Other language(s)
Self-assessment
European level (*)

Understanding		Speaking		Writing	
Listening	Reading	Spoken interaction	Spoken production		

Language
Language

(*) Common European Framework of Reference for Languages

Social skills and competences Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)



Organisational skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Technical skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Computer skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Artistic skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Other skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Driving licence	State here whether you hold a driving licence and if so for which categories of vehicle. (Remove if not relevant, see instructions)
Additional information	Include here any other information that may be relevant, for example contact persons, references, etc. (Remove heading if not relevant, see instructions)
Annexes	List any items attached. (Remove heading if not relevant, see instructions)

Seven principles of good communication

We live during a period of intense change -- that is obvious. Rather than listening to another lecture on the benefits of this change, however, managers want tips on how to lead during transition and how to make the step from being a manager to becoming a team leader. One of the most important ingredients of leadership is the ability to inspire employees -- to articulate the organization's vision of the future. The following article is taken from Executive Book Reviews, and has been rewritten for the RCMP workplace.

Effective communication is the key to mobilizing your employees behind a new vision. Poor communication, on the other hand, is the best way to demotivate your employees and stall any progress. Not taking the time to explain the vision, not explaining the vision in clear, understandable language, or not "walking the talk" are some common ways that organizations fail to achieve their goals. The seven principles below will help you to avoid mistakes.

Keep it simple

Unfocused, run-on sentences filled with jargon and buzz words create confusion. Language is often an imprecise tool. The more often we repeat jargon the less clear the meaning becomes. Consider this example:

- Version #1: Our goal is to improve our victim assistance service delivery options so that they are perceptually better than any other service provider within the confines of the country. In a similar vein, we have targeted existing service lines and delivery models for transition to more efficient and effective service delivery options.
- Version #2: We are going to be the best victim services program of any police force in Canada. We will do this by having a look at what services we provide and how we provide them, to see if we can do it better.

Which version do you think people will better understand -- and respond to?

Use metaphors and analogy

Metaphors, analogy, examples, or just plain colourful language helps communicate complex ideas simply and effectively. Here's a colourful vision statement from a large corporation that was facing fierce competition from a host of new, smaller companies: "We need to be less like an elephant and more like a customer-friendly Tyrannosaurus rex."

The language is imaginative, but also accurate. The transformation from elephant to T-rex described exactly the direction the firm wished to take: still big, but more effective.

Use many different forums to spread the word

Spread the word in big meetings, informal one-on-one or group talks and formal presentations. Encourage your employees to read national broadcasts, divisional newsletters, Fast



Facts, Facts on Demand, Pony Express, The Gazette, The Quarterly. When the same message comes at people from six different directions, it's going to be heard.

Repeat key messages

For the message to be repeated as often as possible, plan ongoing communication opportunities including developing your key messages. Key messages are the ideas that you want your audiences (in your case, your employees) to take home with them. Key messages should become a natural part of meetings, discussions, etc. When responding to a question, answer the question honestly, but also use it as a chance to repeat a key message if appropriate. One example of a key message is: "The employees of the Royal Canadian Mounted Police are committed to our communities." This would probably never be said as a single statement without example of how we demonstrate this commitment, but it is the essence of what we want our listeners to take away and to repeat, or think about later on.

Lead by example

If you do the opposite of what you say, no one will listen to you. You have to "walk the talk".

- We are promoting a new, client-focused vision, so management should guarantee to listen to employees concerns and respond to their own employees within a specified period.
- If we are encouraging empowerment and trust on paper, we must put it into action, and give employees the support to run with ideas, assuming those ideas are well thought out.
- If we espouse community policing, leaders must demonstrate this to deliver service to all their "communities" which could include employees, bosses, government officials, federal partners, and so on.

Explicitly address inconsistencies

If there's a legitimate reason for inconsistent behaviour, explain yourself. For example, in times of belt-tightening, if spending some money up-front can save more in the long-run, explain that openly and honestly to your employees, and listen with an open mind to their suggestions. If there isn't a legitimate reason for inconsistent behaviour, change the behaviour -- quickly. Some may believe that management shouldn't have to explain itself to its employees. Those managers shouldn't be surprised if their employees lose faith and interest.

Listen and be listened to

A final rule: communication should be two-way. Explain the vision, then listen to the feedback. If those responsible for promoting the vision of the Force are out of touch with front-line employees, the RCMP could easily put something into place that is detrimental to effective policing or administration. Don't forget, a great many people at all levels of the organization

have to actually implement the vision to make it real, but they have to believe in it first. Communicating the vision effectively sets the stage for the next phase: getting people to act.

(Source: Pony Express, March 1997, p. 24-25)

Presentation Skills

A character does not have to be facing the camera for it to sync up with the dialogue he or she speaks. Again variety is the key word here. Mix it up a little bit to keep your audience interested.

8. You can rely on a characters head moves to sync with dialogue
9. You can portray a character from the rear or in an over the shoulder shot. Shadow and silhouette are another great cheat to achieve sync
10. Offstage dialogue
11. You can also train the camera on another character and show the reaction to the off screen characters words.

A sequence overloaded with dialogue can become very disturbing to a viewer. Try and run your sequences without the dialogue track. Many times you will find that it plays well to the pantomime and the music alone. A key line may be needed for explaining the scene, but you will find that a lot of the dialogue can be expunged. See the section on dialogue for more information. Most of the time, however, cartoons communicate much better through expressions than through words.

If the dialogue doesn't require a definite physical expression, it may be a warning that you need to handle the scene differently.

Again, the Disney Animators followed a set of guidelines when it came to staging dialogue. They are outlined below.

- 1) Show the expressions change. Avoid a fast move while changing expressions. You should change the expression before the move, and at the end of the move, when the character is moving slowly enough for the expression to be seen. Don't lose the expression change in an active secondary, such as a wave or follow through on clothing.
- 2) Do not look up for a frown unless it is sinister or domineering
- 3) Don't hide a smile with a head tilted down, or behind a big nose or moustache
- 4) Thumbnail, thumbnail, thumbnail to achieve correct staging which will show the characters expression to its best advantage.



- 5) Is the expression you are using, the right one for what your character is thinking? Are all of the parts related to one another? Don't change the shape too much all over the face, and at times hold down the facial activity so that just the mouth is moving.
- 6) The change of shape shows that the character is thinking. It is the thinking that gives the illusion of life. It is the life that gives meaning to the expression. As Saint Exipery said "It is not the eyes but the glance, not the lips, but the smile."

The EIS Simulation as an aid to Career Guidance in Schools

Albert A. Angehrn and Katrina Maxwell

The EIS Simulation is a multi-media learning tool developed at INSEAD which simulates employees' resistance to change within a company. In the EIS Simulation, participants working in small groups are challenged to introduce an innovation in a division of the EuroComm corporation. They have up to 6 months of (simulated) time to convince as many of the 22 members of the division's management team as possible to adopt a new Executive Information System (EIS) which has been introduced corporate-wide to harmonize information, cost accounting and reporting processes.

During the simulation, teams can choose among many different tactics such as arranging meetings with different managers, lobbying, organizing workshops or pilot tests, sending emails, memos or directives, writing in the company newsletter, etc to meet their goal. They may gather personal information about the managers and their networks (for instance, who meets on a regular basis at the coffee machine), and take direct action to try to convince the managers to adopt the EIS. Each member of the management team is modeled to have a different "stereotypical" personality, history and initial attitude towards change and inter-personal communication. For example, some individuals prefer face-to-face meetings, while others prefer email, some are open to change, and some are not. Each time a team implements an initiative, they receive immediate feedback about the impact of their decision.

The EIS Simulation has been designed as a teamwork experience stimulating collaborative learning and knowledge exchange. Participants not only have to decide what tactics to use on individuals in the simulation, they also have to attempt to convince other members of their team to follow their advice.

The EIS Simulation is currently used by adults in change management courses in top universities and large corporations around the world. We believe that the EIS Simulation could also be used to help young people (14-19 years old) better understand the importance of personal relationships in the working world. Most young people considering a career in business do not really know what being a manager in a large company means. Even if they



work in a company for a short period, for example during a one week “stage”, they will not have the opportunity to understand the complex network of personal relationships that influence how an organization really works. In school, success is a function of how well you do on exams and those who do well get rewarded. This is not true once you get to the working world, and it can take a long time to realize that business is about personal relationships². The EIS Simulation can help bridge the gap between school and the world of work by helping students develop their interpersonal skills³ and social competences in group contexts, becoming aware of the importance of individuals, networks and organizational culture via a fun, and sometimes frustrating, “learning-by-doing” experience.

² This is particularly true in France where there are hardly any part-time jobs for young people (so they leave school with no work experience at all), where school is heavily focused on academic competition, and where there are few extra-curricular activities at school which promote teamwork.

³ For example, decision making skills (as individuals and in groups), presentation skills, social skills, communication skills, personal skills and cultural adaptation skills.



Learning Objectives

In addition to acquiring a better general understanding of the importance of personal relationships in the working world, by playing and then discussing in class their simulation experience, young people will learn:

- that people react differently to new ideas
- about the power of formal and informal networks
- that managers with important titles might not be the most influential
- that people who do not appear to be important may be very influential
- about the consequences of not following company procedures
- about different techniques to influence people and convince them to change.
- about the importance of understanding the organization's culture: values, heroes, rites and rituals, informal communication systems, and management style.

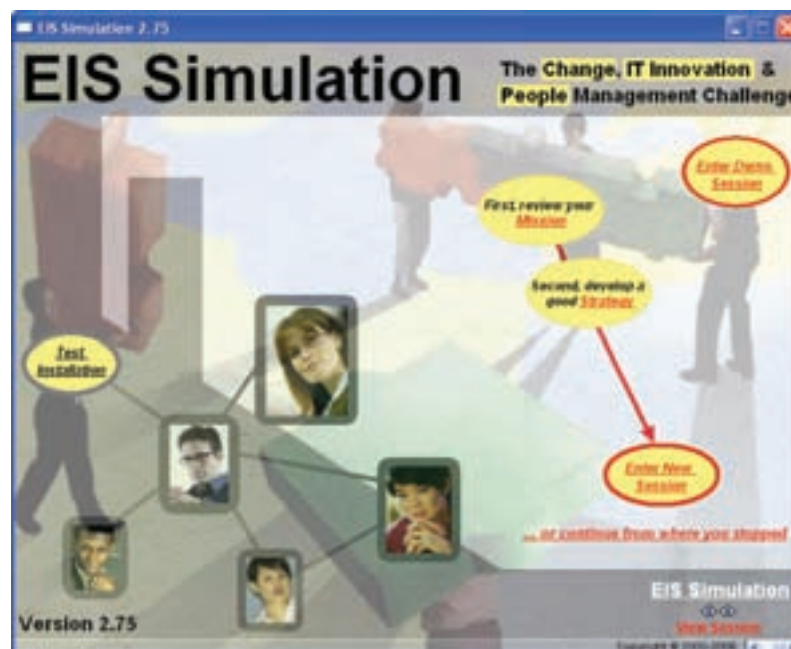
and become aware of the following change implementation traps⁴:

- Optimism trap – thinking that the necessity to change, and the quality of the selected solution will remove barriers.
- Illusion of control trap – forget that change has both intended and unintended consequences.
- Push though trap - we all tend to dislike to be changed and are sensitive to who tells us to change – our friends vs. our parents for example.
- Backfiring trap – not foresee that resistance might not come only from the “bottom”, but also from the “top”.
- Narrow focus trap – only using a few tactics to influence people
- No follow up trap – the need to combine several tactics to increase impact
- Shooting in the dark trap - before acting, we need to gather information about the “territory” (people, formal/informal networks, culture).
- Give up trap - some people need lots of convincing in different ways.
- Network naivety trap – fail to acknowledge that efficient diffusion requires in-depth understanding of influence and relationship networks.
- Get it done quickly trap – ordering people to do things can have a negative

⁴ There are many other traps in the simulation, but these are the ones we think young people could understand and discuss.

impact on attitude and motivation

The EIS Workshop



The optimum number of participants is between 12 to 16 students. A computer is needed for each group of 4 students. The installation of the software on each PC takes less than a minute (software available in English, French, Italian, Spanish and Chinese).

The EIS Workshop will take 5 hours:

1. Introduction to Simulation and Business Vocabulary⁵ (45 minutes),
2. Introduction to Simulation Scenario and roles (15 minutes),
3. Play Phase 1 (30 minutes) – in teams of 3-5
4. Discussion (15 minutes)

⁵ Some of the business vocabulary used in the simulation will have to be explained before and during play (what is an Executive Information System and why is it useful, what is a subsidiary, a memorandum, a CEO, etc...). Thus an indirect benefit of the experience is knowledge of terms used in business.



5. Play Phase 2 (60 minutes) – in teams of 3-5
6. Discussion (15 minutes)
7. Break (15 minutes)
8. Preparation of Group Presentation (15 minutes)
9. Discussion & Group Presentations (75 minutes)
10. Conclusions and Follow-up (15 minutes)

We propose to:

1. Run an initial session with 12-16 students in Fontainebleau this fall (2007).
2. Adapt the EIS Simulation⁶ and write Teaching Notes based on this experience.
3. Propose the EIS Simulation to schools in other countries.
4. Train a group of prospective facilitators during an INSEAD Workshop in spring 2008.

⁶ For example, if necessary, simplify the business language, replace the “EIS” innovation with something students can relate to easier – like a change needed in the company to benefit the environment.

