ACT45

ENGAGING UNEMPLOYED LOW-SKILLED ADULTS OVER 45 YEARS OLD IN TRAINING OPPORTUNITIES THROUGH COLLABORATION SCHEMES AMONG CSOS, EMPLOYERS AND TRAINING PROVIDERS

OUTPUT 2:
IMPLEMENTATION GUIDE ON THE INTEGRATED COLLABORATION FRAMEWORK (O2-A2)

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Introduction

This Implementation Guide aims to support CSOs on their central role in the implementation of the Act45 collaboration framework. The guide includes an **action plan** for CSOs working with unemployed low-skilled older adults facing social and economic exclusion. It provides guidance towards the implementation of effective methodologies and practices to engage the people concerned in training and empowerment programs based on collaboration schemes with the local employers and training providers. It includes the

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documents to be used and **procedures** to be followed for motivating and engaging both learners and local employers. More specifically this guide is divided in 3 parts and contains

a) Motivation and engagement procedures for involving local employers in the design of the training material and in the delivery of the training

b) Procedures and tools to implement the motivation and engagement strategies tailored to the needs of unemployed low-skilled adults over 45 years old

c) Guidelines on how to use tools and training materials for delivering and following-up personalized training and empowerment programs, (e.g. literacy in partner languages, English, computer use, communication in work, organizational skills, entrepreneurial skills, interview and job search skills, problem solving competence).

Toolkit1 for CSOs and Job Counselors- Involving local employers in the design of the training material and in the delivery of the training

Employer engagement in the design and delivery of a training opportunity can encourage learners to follow further education or even validate technical skills and competencies and facilitate labor inclusion. Our desk research [1] showed that the implication and engagement of local employers is a key factor not only for motivating low skilled unemployed over 45 years old to participate in training opportunities but also for achieving an effective local ecosystem.

Engaging employers to training opportunities links training for unemployed adults to current and future employment opportunities, either directly through customized schemes, with specific employers or indirectly based on labor market forecasts. The strengths of the employer-focused approach are that (European Commission, 2015: 32): (i) it responds to actual vacancies and (ii) it puts unemployed trainees and employers together (e.g. through guaranteed interviews). Building trust and robust partnerships among stakeholders (PES, VET providers, employer associations/ chambers and employers) is essential for offering high quality training placements, targeted to the learner's skills and career aspirations, as well as meeting the needs of employers (Cedefop, 2018:37-39). Moreover, combining a matching approach with basic skills training, career counseling and mentoring supported by multi-professional teams, also contributes to the success of work-based activation programs.

Employer engagement can be an important strategy for meeting target group's development goals (Barnow and Spaulding 2015[2]). For example, research in USA on sector-based workforce programs, where workforce organizations work with employers that are in a specific industry sector or hire for a group of occupations, shows significant increases in employment and earnings for program participants.

[1] INE GSEE (2020), "Requirements and influential factors for engaging unemployed low skilled adults over 45 years old in training", https://act45.eu/wp-content/uploads/2020/05/io1_act45.pdf

[2] Spaulding, S. & Martin-Caughey, A. (2015). The Goals and Dimensions of Employer Engagement in Workforce Development Programs. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/he-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

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This guide highlights the benefits and challenges CSOs can encounter during their effort to engage employers in the design and delivery of training opportunities, and offers practical strategies on engaging employers and building business-CSOs partnerships to support the design and implementation of training opportunities for unemployed low skilled adults over 45 years old.

First of all, we need that it is necessary to identify and define “local employers”.

WHO

Local employer can be every person or company that employs people. Every enterprise that is sustainable and want to grow, develop or sustain its activities.

WHICH TYPE of companies?

It is irrelevant to us the size and type of company as we think that every employer could benefit from this approach. That being said, through our desk research we can see that there is kind of a pattern and we encounter low skilled over 45 years old at companies with specific domain of activities such as construction, manufacturing, farming, sales(super market, store, mini market), cleaning, customer services, warehouse, transports, house aids/carer, food processing and preparation. In addition, in big and medium companies usually there are more flexible processes that can support adult training or on the job training than in smaller companies. In small companies though, apprenticeship thrives so there is a margin to develop new apprenticeships approaches with older people.

With WHOM WE want to network?

CEO, General Director (mostly in small enterprises) the person who have the general overview of the Enterprise. This person can foresee the needs in human resources according to the development of the activity and the company’s goals to reach. Often this person in small and medium enterprises is also responsible for the recruitment of the personnel. This means that he is aware of the skillset needed to be acquired or developed for the company.

HR Directors, managers This person is responsible for the establishment of the adequate processes in every company as well as of the recruitment procedure. Often, s/he is aware of the skillset needed to be acquired or developed in the company.

Recruiters are the experts in the matching process between the profile of the candidate and the needs and culture of the company.

Learning and Development Manager, coordinator, officer. This person is responsible for the development of the employees of the company and for the maintain of their efficiency. S/he is the expert in lifelong education and in technical skills related to the company.

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Corporate Social Responsibility Manager/Officer This person often is the link between the CSO representative and the company and often s/he is the first person a job counselor may encounter in his/her attempt to collaborate with a company or vice versa. S/he is responsible for defining and developing strategies which support a company's ethical, sustainable and environmentally friendly objectives.

Benefits for CSOs

Employers are key actors in any holistic approach to the labor integration. CSOs via their personalized counselling methods work on individual barriers to employment while studying the needs of local employers. That way they can match their beneficiaries' potential for the jobs the available job offers in the local community.

Engaging employers to the design and delivery of training opportunities has as primary goal to support unemployed low skilled adults over 45 years old to find or maintain job positions through skill's development and at the same time to help employers satisfy their hiring needs.

CSOs have many goals for engaging employers in their programs. Understanding and clearly defining these goals can help them determine the best ways to involve employers.

- To have a clear view and be updated on the labor markets needs and demands. **Gain knowledge of labor market's different sectors and be able to identify opportunities and predict needs and demands.** This knowledge can influence decisions about the training offers that CSOs will design and implement, which occupations or sectors to target, what skills people need, and how to design the programs. Also, through this close collaboration CSOs can remain constantly updated about open vacancies and inform their beneficiaries. Any contact with representatives of the labor market can give insight on the targeted sector or occupation, or on the labor market and hiring.
- To **assure that the quality of the training program** will be on top and that the target group will develop the necessary skills in order to find or maintain a job. Training opportunities for unemployed low skilled over 45 years old can include hard and technical skills, soft skills (including communication skills and teamwork) and basic skills (academic skills, such as numeracy, literacy digital skills and language fluency). This integrated collaboration framework focuses on building different kinds of skills for participants, engaging employers in this process is a key factor to help the target group build such skills. Employers can help CSOs determine which skills are demanded and valued, but they also can provide participants with skills through different activities. They can encourage the use of hands-on learning activities that

link directly workplace practices to theoretical knowledge. Employer engagement can also enlighten both CSOs and training providers about program length and requirements (Isbell et al. 1997); this can maximize efficiency and avoid wasting financial resources. Employers can also certify that an individual has the knowledge and skills needed for employment. Having a certification recognized by employers can be a great asset in the labor market and can encourage the target group to participate in training opportunities.

Benefits for CSOs

1. **Better knowledge of the labor market**
2. **Assure quality of training**
3. **Enrich credibility**
4. **Increase funding resources**
5. **Pursue advocacy purposes**

- To **enrich credibility and develop the networking aspect of the program**. A holistic approach that involves the triangle CSOs-employers- training providers can establish credibility in the labor market for other employers and can also encourage the target group to participate in training initiatives. Employer engagement equals a higher level and higher expectation training programs adapted to the labor market's needs. Furthermore, through their engagement in these initiatives, employers will involve their personal and professional network, developing that way the network of other potential employers.
- To **generate or develop Resources and program funding**. Employer's engagement and participation in design and delivery of training opportunities can be an opportunity for a success collaboration. Often this collaboration can lead to the development of other projects that can be funded by the enterprises or to the donation of financial or physical resources in order to promote program's sustainability. Also, when the quality is ensured via employer's engagement, CSOs could attract some other private or public funding as well.
- To **pursue better working conditions for employees and have an advocacy ally**. Even if supporting the target group develop their competencies and access long term jobs is CSOs ultimate goal of employer engagement activities, we cannot put aside a critical activity CSOs have in order to assure good working conditions for employees and stop exploitation of low skilled workers. CSOs collaboration with employers in initiatives such as act45 can expand in changes in health and safety issues in industry practices and can include improved working conditions, higher wages, or increased access to certain jobs for different populations. In this framework, by applying peer pressure on competitors, employers can change

industry practices advocating for changes demanding the respect and enforcement of labor law regulations that protect workers.

Benefits for employers

Most employers from our experience can be very sensitive to vulnerable population's needs and may want to participate in design and delivery of trainings motivated by their altruistic attitude. Nevertheless, the key factor for establishing a collaboration and partnership between CSOs and employers is **to close the gap between the number of demand and supply in the workforce. This means that most of employers are interested in knowing that by their engagement they will have access to a pool of potential qualified workers that they can recruit**. For employers, time is money. When employers realize that by engaging to design or deliver a training or participate in job fairs or even speed interviews activities, they buy time and they can satisfy their needs in recruitment and training they are very motivated to participate.[3].

Benefits for Employers

1. **Gain access to a pool of potential qualified workers**
2. **Free matching/placement services**
3. **Minimize recruitment and training costs**
4. **Address specific needs in recruitment**
5. **Communicate a good social image**

Also, employers have a big budget concerning training new employees. This budget could be relieved if CSOs could train their future employees. In addition, we can notice that the constant changing socioeconomic environment can encourage great turnover in some positions, which may result to loss of money for a company. It would be in a company's benefit to partner with CSOs to cover its needs in recruiting these positions.

Employers' primary goal of participating in the design and delivery of training opportunities for unemployed low skilled adults over 45 years old is to be able to identify potential skilled candidates for open positions they have. Employers often face challenges in finding employees with a specific skillset, and thus working with CSOs and training providers that can develop those particular skills can be an added value for them (Isbell et al. 1997).

Another benefit for employers can be the fact that by engaging to training initiatives, they can minimize their training and recruitment costs. By engaging in the design and delivery

[3] https://www.cord.org/downloads/bond_engaging_employers.pdf

of training opportunities they can also address particular needs that they have, and they do not have the capacity to offer directly, such as English language or basic skills training for entry-level workers, or digital skills etc. (Clymer 2003[4]) and have access to guidelines for collecting input about skills needs and suitable training materials.

Finally, employers like to participate in the communication of a good social image of their company. They are often motivated in engaging in CSOs initiatives in order to meet social responsibility objectives. The participation of employers in the design or delivery of a training opportunity or even their presence in a job fair organized by a CSO can be seen and communicated as a CSR activity of the company.

Employers' decision to be involved in the development of the skillset and the integration process of unemployed low skilled over 45 years old adults is a combination of profit and social responsibility. Although when employers play a significant role, they are motivated by intrinsic factors such as to help solve a human resources problem, which is difficult to address on their own[5].

Challenges in Creating Effective Partnerships

Despite those benefits presented above the collaboration between employers and CSOs often present serious challenges. We need to keep in mind that when creating a collaboration between employers and CSOs two **different organizational cultures merge**. This means that values and objectives can differ. Most of the times, with persistent effort and experience this differentiation can create great wealth and added value. Nevertheless, some friction may occur at first sight. In this section we are going to mention the most difficult challenges in engaging employers in employability activities conducted by CSOs.

CSOs often have **limited funding, human resources, visibility and employer involvement**. Often CSOs work with funding projects and when the funding stops the project ceases to exist as well. This precarity creates an unstable situation for employers to be involved and makes it also difficult for CSOs to project in the long-term future. Also, driven by numbers and quantitative KPIs and in order to fund projects, CSOs often emphasize in rapid job placement rather than training and skills development.

Due to the above-mentioned scarce resources CSOs often d**on't know how and in which activities to engage employers**. For example, research in USA shows that employers

[4] Spaulding, S. & Martin-Caughey, A. (2015). The Goals and Dimensions of Employer Engagement in Workforce Development Programs. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/he-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

[5] Spaulding, S. & Martin-Caughey, A. (2015). The Goals and Dimensions of Employer Engagement in Workforce Development Programs. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/he-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

participating on oversight boards of the public workforce system fail to perceive the value of their involvement[6]. A more active involvement both in the design and the implementation of the training could motivate employers to participate in this kind of initiatives.

Other challenges of the same nature may be the following[7] :

Challenges

for CSOs

1. **Different organizational cultures/**
2. **Limited funding, HR, visibility**
3. **Limited experience in engaging employers**
4. **Difficulties in branding themselves and increasing confidence**

for Employers

5. **Focus on immediate action and ROI**
6. **Skeptical about CSO's target groups**
7. **Difficult to work along with competitors**

-Having difficulty in engaging employers from supporting the program to actively participating in it.

-Finding the right people that have both the decision-making authority and the will to act in favor of the program.

-Keeping employers engaged and taking advantage of the momentum

-Being able and ready to respond quickly and with enough flexibility to meet employer's needs.

CSOs have difficulties in **branding themselves**. When it comes to CSOs, employers may think about charity or giving away their old clothes and shoes. Most of the times they don't realize that most of CSOs that have employability programs involve many different services programs that work together to support vulnerable people in a holistic way. Also, it has to be clearer in all communication with employers that recruiting a beneficiary of a CSO isn't a CSR activity or a charity. CSOs have amongst their beneficiaries many talented people that can be assets to the labor market. Finally, it is worth mentioning in communications with external stakeholders that one stop placement is not the main activity of an employability service. Developing skills, building realistic and feasible action plans and giving vulnerable target groups the possibility to connect with the labor market are some of the goals of employability services.

[6] Spaulding, S. & Martin-Caughey, A. (2015). The Goals and Dimensions of Employer Engagement in Workforce Development Programs. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/he-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

[7] https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1059_school_guide_digital3.pdf

Challenges from the part of employers

Employers are often **unaware** of the existence of the employability service within the CSOs or their work isn't very clear to them. Even if employers come to understand CSOs work in the employability sector, it is very difficult to put themselves in the CSOs shoes as they **are focused on their business needs**. It is up to the employability counselor to go the extra mile and encourage employers to clearly express expectations and objectives, delegate tasks to them, understand their needs and create common objectives. Employers appreciate to feel that they have an active role in this partnership and see that the outcomes are pertinent and useful both for the target group as well as for the enterprise they represent.

Due to different organizational cultures and objectives CSOs and employers may have difficulties in communication as they **speak different language** (Barnow and Spaulding 2015; Laufer Green Isaac 2004; McPherson 1997). This communication gap can set back a collaboration between CSOs and employers. An effort from both sides can be noticed in order to mitigate to this issue. On the one hand, more and more CSOs employ business-oriented consultants and counselors and on the other hand more and more employers are sensitized in social responsibility issues.

Another challenge often encountered when collaborating with employers is that they demand **immediate action**. Their needs are immediate, and they have difficulties engaging in long term theoretical projects that can't satisfy their immediate needs. CSOs mostly composed by social scientists often tend to elaborate programs that take long time to be realized, this can be an obstacle in the collaboration with employers. In order to create efficient collaboration frameworks with employers, CSOs need to focus on **translating great ideas into specific paths of action in a short and midterm timeline**. Results should be in the center of this process. It is worth mentioning that employers often act on their ideas as failure is considered as an opportunity to learn and adjust their future action. This mentality could also be an inspiration for employability services of CSOs. Finally, it could be very useful for the collaboration to create collaborations amongst CSOs in order to **collect best practices** and pinpoint common obstacles. Employers are more open to facts and real time examples. If a good idea has been implemented successfully, employers can be more willing to try it.

Employers don't see the use in collaborating with CSOs or they think that **the return on investment is poor**. This perception can be encouraged if CSOs don't have a clear delegation plan for them or if they are asking employers to participate more that they can afford. We have found that having two or three different alternative scenarios to propose can encourage employers to participate in their own terms. CSOs can develop an activity catalogue and let employers chose their way of participating in the project.

Employers can sometimes be **nervous when collaborating with nonprofits**[8] (Barnow and Spaulding 2015; Clymer 2003; Laufer Green Isaac 2004). Based on economic scandals that have seen the light concerning few CSOs, some employers can believe that all CSOs are implicated in such scandals. Unfortunately, it is up to CSOs to prove the great work they are realizing.

Employers may be cautious in the idea of working with **target populations of some CSOs** (e.g., long term unemployed, people with criminal records, refugees) or have the conviction that CSO's beneficiaries can be in general less qualified, less motivated and even "flawed" employees. CSOs are struggling to change employers' perspective in this matter and demonstrate the value of hiring their target population. The argument that we found very useful is that CSOs coach, prepare and support the target group before proposing their application to employers. This period of time is valuable for a CSO in order to be able to test a beneficiaries motivation and engagement and in order to conduct a skills assessment process and be able to refer the candidate to a training program that has as main goal labour integration. Employers on the other hand follow only the recruitment process in order to be able to realize a skills assessment. For this target group the recruitment process often includes one interview. Consequently, recruiters are not able to test motivation and engagement of the applicant nor have a holistic image of the person's skillset.

Employers may have difficulties **working along with competitors** and sharing information (Barnow and Spaulding 2015). Although this could be an issue if it is well framed it can be very productive and valuable for a business sector as it can resolve skills shortages issues or act proactively to develop future skills the sector will need.

On the positive side, employers are more and more convinced that it is in their interest to partner with CSOs as they have access to a pool of potential qualified employees for their actual and future needs. They also appreciate when they can **be part of molding workforce skills** via their engagement in designing or facilitating training opportunities in order to satisfy labor market's needs. It is up to CSOs to demonstrate the wealth of services that we provide and help employers understand how they can be part of our projects. Together, we have the opportunity not only to support vulnerable people but also to strengthen and stabilize the labor market skillset.

[8] Spaulding, S. & Martin-Caughey, A. (2015). The Goals and Dimensions of Employer Engagement in Workforce Development Programs. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/he-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

Strategies and Tips for Employer Engagement

In order to achieve the win-win situation both parties desire, employability counselors should not hesitate to take the first step in engaging employers. In the following section we are going to propose a methodology and tips to developing effective employer engagement in the design and implementation of training opportunities for unemployed low skilled adults over 45 years old. We believe that every organization can benefit by adding the following strategies and tips in its employer engagement strategy.

Step 1. Designate a person of reference for this networking activity and identify all stakeholders

If it is possible, we propose having one focal person responsible for building a CSO's employer network. Having one person responsible for this task will facilitate the organization to identify, map and reach possible interested parties and will ensure that the organization, monitoring and follow up of the process remains a priority for the CSO. A Networking Specialist will also make sure to collect and coordinate all requests and needs of the CSO towards employers and forward them to the interested parties.

How to engage employers?

1. **Designate a person of reference**
2. **Create an engagement strategy plan**
3. **Organize opportunities to meet and work together-meetings, events, focus groups**
4. **Translate intent to action**
5. **Develop transformational partnerships**
6. **Follow up and readjust the engagement strategy plan**

Step 2. Create an engagement strategy plan.

Before starting to contact with employers it is worth answering the following questions.

a) How could a business help your beneficiaries?
   - Engaging with employers helps to prepare and motivate unemployed for their re integration to the fast-changing world of work.
   - Employer's engagement to the design and delivery of training opportunities can lead to increased attendance and participation of unemployed low skilled adults over 45 years old.
   - Helping the target group come closer to the labor market and help them explore alternative professional paths
   - Propose job opportunities

b) How could a business help you and your organization?

Being updated on the needs of the labor market and creating an efficient and large network of stakeholders can empower both the job counselor and help him evolve in his career but also help the organization in its whole. Studying different industries and sectors and engage them in the CSOs activities can help bring real life scenarios into the personalized counseling sessions and give more job opportunities to beneficiaries.

c) What sort of businesses would be most suitable?

Before being able to answer to this question we believe it is important to seek answers to the following points

- What kind of enterprises does your local labor market have? Small and Medium-sized Enterprises (SMEs) or large corporates?
- Which sectors are mostly represented in the local economy and job opportunities?
- What are the needs of local employers? What skills are missing from the labor market?
- Do you want to focus on specific sectors or group of professions that you know unemployed low-skilled adults over 45 years old are interested in?
- Do you want to show the target group other career alternatives?
- Are there local businesses that are developing?
- Are there new job opportunities that could fit the target group?
- Are there particular needs of your target group that some local employers could support?
- What industries in the community hire more low-skilled workers?
- Are there any local employers who already collaborate with other CSOs on employability programs?

In order to answer these questions, you can realize a mini desk research consisting of reports from your PES office, chamber of commerce, National Institute of Labor and Human Resources, etc. You can also contact some local employers and realize mini interviews in order to understand the challenges they are facing and identify opportunities of collaboration. Employers can share information about recruitment expectations and help shape vocational trainings directly linked to employer's needs.

These elements will help you determine the criteria that make an employer a good fit for partnership so that you can create a list of potential partners.

As you create your engagement plan ensure that you have the support of your manager and other superiors including the General director in order to assure that the plan is in line with your organization's general strategy.

You can use the tool we propose in Annex 1. Below you can find an explanatory table in order to use the tool in the best way possible

Tool Title	Make you stakeholder's list
Phase	Create an engagement strategy plan
Target group	Networking Specialists- CSOs
Objectives	• identify stakeholders • map stakeholders in different categories • build adequate engagement strategies for each category of employers
Materials/other Resources	A printout of the table Annex 1
Administration	Start from employers you already know and have worked with in the past. Check if your organization and colleagues have existing (or previous) links with the organization you want to contact. Also, you can ask colleagues that have already built an efficient network of employers to complete and co-design your plan.
Source	Tool designed by Epikentro of ActionAid Hellas
Instructions to Counselors	Depending on the profile and needs of every employer, the networking specialist can adapt the engagement strategy accordingly.
Tool presentation	Annex 1

Step 3. Organize meetings, focus groups, sharing best practices and inviting representatives from the business community.

Prepare your presentation and pitch

After categorizing your stakeholders, you can answer the following questions in order to build a personalized strategy for every stakeholder or category of stakeholders.

a) Who to contact for your initial pitch?

HR Directors, Learning and Development Managers and Heads of Recruitment or CSR managers. Don't hesitate to ask for additional names and contacts if the initial connection you make isn't the right person. You can also reach out to other strategic persons like the CEO or other senior-level executives. Engage individuals that are passionate about lifelong training and have the authority to commit company resources to the partnership.

b) How to find them?

- Call, email or use social media e.g. websites, Twitter, LinkedIn. •
- Post an article or blog in local economic news through local business pages or newspapers, free magazines, organization's newsletters, social media.
- Attend local job fairs, business events

c) Which method to choose? Who will need a quick call or email and who will need more of a plan and time to engage?

d) When to contact?

Should you contact proactively and present your services and upcoming projects, or should you contact to invite them directly to an activity concerning the creation of a collaboration framework?

Hopefully after answering the above questions you now have a clearer idea of who you'd like to engage, and here are some suggestions of how to do the first communication step towards them.

Employers often are open to new collaborations and new projects but most often they lack time and they don't know exactly how to participate to new endeavors. Consequently, it is very important to be clear and accurate on what we ask from employers and how they can participate in the plan. Also, the benefits for the enterprise should be clear and well developed. Avoid using acronyms, technical, educational or counseling vocabulary.

We suggest the following series of questions to help you build your pitch and presentation.

- What is the project about?
- What do you want to achieve?
- When do you need to achieve it?
- Who will participate? What kind of employers? Which sectors of activity?
- How many employers do you want to engage?
- What do you ask from them?
- How much time do you think it will take?
- What is the benefit for the employers?
- What are the challenges and opportunities of the project?
- Are there any other activities they can engage in the future?

While answering the questions above you can compose your pitch and you can simulate your first contact with a colleague. This exercise will help you organize your thoughts, prepare for difficult questions or anticipate reluctant employer's behavior. Remember to be creative in finding innovative alternatives to the challenges identified. You can also revise and update your pitch throughout the process.

It is very important to read all signals -verbal and nonverbal- and be receptive to them. Your goal is not to bother or disturb employers. If they seem negative to your proposal do not push over the limit and try to leave open the possibility for future opportunities.

Try not to monopolize the conversation and at the same time keep the conversation alive. You can also ask employers questions about their organization, their current recruitment needs, CSR activities and projects, collaboration with recruitment agencies, partnerships with other CSOs, etc. Try to be an active listener, be focused and genuinely interested in the employer's answers and needs. Creating contact and finding things in common are very important elements in building any relationship.

Below we are presenting some of the most common challenges you might encounter when approaching an employer for the first time.

1. Talk to the right person. Assistants and/or receptionists have as main goal to screen phone calls and emails and forward the ones that seem important. In this context, if what you are asking is complicated and unclear, they may make an excuse to keep you away from the person you wish to contact. Be polite and nice and try to present your case and show the interest for the PA to pass the call and to the employer to take it. The reception officer doesn't have to know all the details of your proposal, they just need to have an idea in order to see the benefit of forwarding the call.
2. The second most common challenge is the lack of time. From our experience with employers, they are often excited about participating in new projects, but often lack the time. To mitigate this issue, you can reverse the roles and ask them how much time they could dedicate to the project and based on that you can give different options of activities they can realize.
3. Lack of manpower can also be an issue for employers. You can specify that other colleagues can also participate in the project. For many companies participating in the design and delivery of professional trainings can be an opportunity for skills development and recognition of expertise.
4. Another obstacle employers may present is that they never had similar experience before. This can be a stress factor for the employers as they may be afraid to lose their prestige and image of expert as they are exposed to the unknown. You have to comfort them and support them throughout the process and underline that this can be an opportunity for professional development in the training area.
5. Some employers may tell you that they have already tried participating in similar projects and the experience wasn't' pleasant after all. You must clarify if the bad experience was due to a bad collaboration between another organization and the employer or if it was related to the training itself. You can also give specific examples of other collaborations you have successfully built in the past, and you can reassure

the employer by proposing to contact other partners who have already engaged to the project.

6. As we have already mentioned employers want to see the immediate benefit of their engagement in projects. You need to prepare the argumentation concerning the benefits for the company as well as for the person you are talking to.
7. After your pitch, many employers will ask you to send an email with more information about the project and your organization. Before hanging up it is important to inform them that you will send the email and that you will call them in the following days to follow up on the matter.
8. Sometimes you may present your pitch to someone who doesn't have the decision-making authority to agree on a partnership with you. In this case, try to schedule a meeting with the right person in the days to follow.

A sustainable partnership that benefits both the CSO and the employer; often goes beyond CSR activities. Employers may have many different reasons and motivations to engage in designing and delivering training opportunities. We mention the more common reasons below:

- Employers may want to give back to their local community
- They may have personal connection to project's activities, e.g. they have a relative who is low skilled unemployed over 45 years old and has difficulties in finding a job
- They may care to build the talent pipeline for their industry or business
- Often, they are driven by the will to develop skills that the employer is looking for in recruitment. Attract people into their industry and close any skills gaps. Engage and develop their current workforce.
- Finally, volunteering their services to designing and delivering training opportunities can contribute to their professional and skills development. Some organizational cultures may link volunteering opportunities to professional development.

Prepare your invitation

When you have answers to the above questions, and you have prepared your presentation, you can invite employers to participate in a focus group or in bilateral meetings. In the invitation it is critical to indicate the venue, the date and time of the meeting, as well its duration. Also, be careful to highlight the purpose of the meeting and whether the employers need to prepare for the meeting. Moreover, it is important to mention whether it concerns a one-off participation or an engagement on an ongoing project. You can use

the invitation document below as template. Try to personalize it and adapt it as to establish an individual communication with each employer.

Dear Sir/Madame,

With this letter we would like to invite you to take part in a focus group in order to discuss and study ways for encouraging low skilled unemployed over 45 participate in trainings.

In fact studies in EU show that the highest long-term unemployment rates are found in the least educated segment of population in every Member State. Almost 60% of Europe's 74 million low-skilled citizens are over 45 years old and are the most hard to reach, even though they need lifelong learning most (CEDEFOP 2011).To respond to these challenges, Ac+45 aims to develop and test an integrated collaboration framework among CSOs, employers and training providers, promoting tailor-made motivation and engagement strategies for encouraging the participation of unemployed low-skilled adults over 45 years old in training on basic and soft skills.

In this framework and given the vital position of your organization in the national labor market, it would be an honor to have your point of view regarding this matter.

The focus group should last approximately two and a half hours. The focus group will provide an opportunity for you to find out about requirements and influential factors for engaging unemployed low-skilled 45+ in order to participate in trainings and exchange best practices with other employers in this matter.

In particular, we would like to gather information and experiences from 7-10 key stakeholders representatives of the labor market about tools they use and processes they have targeted to their low skilled over 45 personnel. Furthermore, during the focus group we will identify the needs of the labor market and the challenges in integrating the target group to satisfy those needs. More background information can be sent to those confirming attendance before the focus group.

Your views will be used to help us explore possible ways of collaboration, as well as design motivation strategies to encourage low skilled unemployed 45+ people to participate in trainings and develop their skillset. This consultation will be the first step in creating a collaboration framework between CSOs, training providers and employers, creating motivation tools to encourage low skilled unemployed over 45 to participate in trainings, as well as design and promote guidelines for employers to support their involvement in training initiatives.

If you would like to take part in the focus group on (insert date) please let us know by contacting (insert name and contact number) or e-mailing (insert e-mail address).

Yours faithfully,

Prepare your event/meeting/ workshop in terms of logistics

Make sure that you have the appropriate materials (paper boards, markers, scissors, post-its etc.) and a meeting room available for the time and date you have invited the employers. During the meeting it makes good impression to offer some refreshments (coffee, tea, water, juice) and some cookies to sweeten the participants.

Take into consideration that external stakeholders want to feel precious, it may be a good idea to invite your manager or even the general director of your organization to welcome theme and say few words or even to participate in the whole meeting. Prepare an agenda and make sure to respect the timeline. Stay focused and concise and at the same time listen to employer's needs. The objective of the meeting is to agree on realistic solutions and engage them as key actors to these solutions.

During the meeting

Try to use employer's language and avoid internal organizational acronyms that will create confusion. Prepare a presentation but remain interactive and to the point. Remember employers don't have a lot of time and they wish to see clearly what you need and how they can engage to the project so provide them with accurate and up to date information about the labor market and their specific sectors, and offer advice regarding the solutions available (lifelong learning targeted to unemployed low skilled over 45 years old). Respect challenges employers may face and try to find new ways to collaborate. Close the meeting with clear next steps for every partner and important dates and milestones.

The objective is that the proposition you will make will both satisfy employer's needs and work towards the achievement of CSOs goals. This is more possible to happen if employers are involved throughout the project and provide the possibility to be involved in different ways and at different stages of trainings. Engaging employers to give one feedback or participate in one job fair will not be as engaging as asking employers to co-design the curricula based on their needs in technical and soft skills or by engaging them to co-deliver a training in collaboration with a training provider. Make sure you propose many different scenarios of engagement. Due to lack of time or other obstacles many employers may choose the one-time collaboration instead of a more engaging scenario. You can start building your partnership up with simple steps and evolve during the project or even create other training opportunities later.

Some indicative options in engaging employers in the process of program design, and work-based learning opportunities for unemployed low skilled adults over 45 years old are the following (you can see all options at INE GSEE (2020), "Requirements and influential factors

for engaging unemployed low skilled adults over 45 years old in training", https://act45.eu/wp-content/uploads/2020/05/io1_act45.pdf)

- Work together with employers in order to identify basic skill requirements, technical skill requirements and soft skills of entry-level workers. Ask employers to define which credentials and certifications they value for occupations in the chosen profession
- Based on this collaboration design together the training curriculum that will satisfy labor market's needs.
- Engage employers in the design of case studies and real scenarios and examples.
- Ask employers to provide work-based learning opportunities (e.g., job shadowing, internships).
- Ask them to give feedback and other support on materials and tools as the program develops.
- Invite employers to participate in job fairs, speed interviews at the end of the training.
- Ask employers to provide feedback about the success of program at the end.
- Engage employers in funding training programs or providing equipment to facilitate the participation of the target group to training programs

After the meeting

Thank employers for participating in the meeting and for their will to participate in the project and attach to the email the presentation and conclusions of the meeting. Inform them again in writing about the next steps, what you expect of them and when.

Step 4. From intent to action

When you have agreed to work with an employer make a project work plan and define activities and milestones in order to be able to monitor its progress. In this section we are going to give some advice on how to materialize employer's intent to participate in a project and how to monitor their participation.

Create a 'Partner's agreement' between the CSO and the employer. In this unofficial document you should clearly identify and mention the **contact persons** and the best way to communicate (email, telephone, what's app messages, etc.). It is important to comment on the **availability of the people**, underline rush periods or seasons for all stakeholders and estimate a typical response time. Inform employers on any **safeguarding or other requirements they need to comply with** (ex. GDPR policy, human rights internal policies, etc.).

Also, in this document it is important to clearly **define the objectives** of the activity and the **benefits** for the employer, the CSO and the beneficiaries. Present the **workplan** of the

project and underline the deadlines and the importance of respecting them. Define **tasks in every milestone activity and schedule dates for meetings**. Make sure to underline that you are there to support them throughout the process and make sure to be available to guide them on the design of the training and to enlighten them on the specificities of the target group. Define the KPI indicators for every task, activity and milestones that you will measure in order to evaluate the activities. Describe the follow up and impact assessment process at the end of the training. Respect the partnership agreement and try to avoid last minute modifications. We propose a tool to track the project management below.

It is essential to thank employers and recognize their added value throughout the process. During and after the training program, create questionnaires to assure that employer's needs and expectations are satisfied.

Step 5. Develop and encourage "transformational partnerships".

What we call here 'transformational partnerships' can be every partnership that aims to achieve strategic objectives of your CSO, that are being realized in collaboration with and active engagement of employers. Employers often want to start with more simple partnerships in order to test the collaboration and the quality of work. We have already mentioned that some employers may be cautious in working with CSOs or even with CSO's target group. For these reasons or even due to lack of time they often accept to partner in more simple ways such as communicating job openings or participate in job fairs. From our experience if these ways of collaboration are successful employers tend to be more open to more engaging projects. In order to establish 'transformative partnerships' it is important to establish a personal connection and build a relationship with specific individuals from the company. This can be very helpful in order to evolve the partnership, but it can problematic if the person leaves his/her position. For this reason, we would suggest to always ask to have a communication with at least 2 people (e.g. the person of contact and his/her supervisor).

For every employer you contact create a log with the contact person the number and nature of contact, the outcome and the next steps of the partnership (we are suggesting a tool). Furthermore, if the employer has given his approval, it is important to maintain communication, ask them about the challenges they face as a business and keep them informed via newsletters about updates and new projects you may plan to create opportunities for further collaboration.

Also, invite them to open days, job fairs, job events and any special event your organization is planning. In order to increase publicity, you can also mention and recognize employer's engagement in public events, articles and media your CSO use. Employers like to be

recognized and this can also be a motivation for other employers to participate in similar projects.

Employer engagement in collaboration with CSOs and training providers can lead to successful learning experiences for beneficiaries and to great opportunities for skills development for employers as well.

Step 6 Follow up and readjust the engagement strategy plan

In order to be able to manage all those contacts and activities we suggest some follow up tools on the engagement strategy. We propose Annex2 a template for Project Planning. In the table below you can find indications in order to best use the template.

Tool Title	Project Plan Template
Phase	Follow up and readjust the engagement strategy plan
Target group	Networking Specialists- CSOs
Objectives	• Have an overview of all activities and milestones of your networking plan • Keep track of activities to realize • Have a clear timeline in mind
Materials/other Resources	A printout of the table Annex 2
Source	Tool designed by Epikentro of ActionAid Hellas
Instructions to Counselors	Try to respect the deadlines you have put, renew the tool every month in order to be aware of activities you have to realize and mitigate possible delays. You can create many tables depending on the networking activities you have to realize with every employer or adapt the tool in order to sum up all activities in one table.
Tool presentation	Annex 2

In the same framework and in order to keep track of the activities you have already accomplished with every employer and adapt your strategy we propose a tool in Annex 3.

Tool Title	Follow up with employers
Phase	Follow up and readjust the engagement strategy plan
Target group	Networking Specialists- CSOs
Objectives	• Have an overview of all activities realized with your contacts • Keep track of activities to realize and next steps • Have a clear view of actions to follow with every contact
Materials/other Resources	A print out of the table Annex 3
Source	Tool designed by Epikentro of ActionAid Hellas
Instructions to Counselors	Do not forget to update the table in a daily or weekly basis. It is very important to keep track of the activities realized. This way you can also collaborate with other departments (ex. Fundraising) and plan together the next steps
Tool presentation	Annex 3

Toolkit 2 for Job Counselor- Procedures and tools to implement the motivation and engagement strategies of unemployed low-skilled adults over 45 years old

In this section we are first going to expose different theoretical models that have influenced and inspired us in our practice. We are then going to present the counselling methodology we use in order to motivate unemployed low skilled over 45 years old to participate in training opportunities and last but not least we are going to present tools and guidelines we use with the target group in order to design, implement and follow up personalized training and empowerment programs.

Models and theoretical paradigms

1. Theoretical Models that have inspired our methodology, procedures and tools.

Taking into account the review of motivational research findings as well as the outcomes of Output 1, it seems that tailor-made approaches are proved to be more efficient towards the engagement and motivation of adults.

Cognitive Information Processing Model

One of the most notable and distinguished models taking into consideration beneficiaries' needs in career counseling is cognitive information-processing model (CIP) (Sampson, Reardon, Peterson, & Lenz, 2004). According to Hartung & Blustein, CIP encourages beneficiaries to make better career decisions. We are inspired by the CIP because it proposes a model of career guidance and counseling assisting the decision-making process via problem solving.

We are going to present this model briefly via a figure named CASVE circle, explaining the five stages of career counseling. The first stage of the CASVE Model is communication (C), followed by analysis (A), synthesis (S), valuing (V), and finally execution (E) (see Figure 1).

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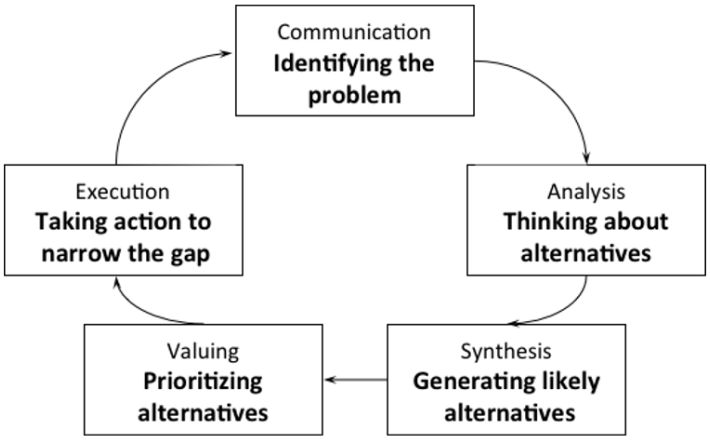

Figure 1: CASVE cycle of career counseling after Sampson, Peterson, Lenz, & Reardon, 1992

Implementing the CIP Model in Career Counseling

The **Communication** stage is the first stage of the CIP model. In this stage the counselor assesses the current situation of the beneficiary and the beneficiary expresses the desired goal. During this stage the counselor also clarifies if there is any discrepancy between the current state and the desired state. During this Communication stage the main purpose is to realize a diagnostics of the beneficiary's current state and define mini realizable goals for the counseling process. In this first stage the relationship between counselor and beneficiary is built. In conclusion beneficiary and counselor agree upon the counseling framework, the goals and the process to follow.

The second stage called **Analysis**, has as main goal to develop beneficiary's self-awareness. In this phase beneficiary and counselor should assess personal characteristics, talents, aptitudes, interests, skills acquired and possible vocational paths. During this phase the beneficiary is encouraged to gain more information about the working environment and vocational possibilities he may have.

The third stage called **Synthesis** aims to find solutions to the career problem the beneficiary is facing. This phase is divided in two steps. In the first step of Synthesis phase called elaboration, the beneficiary is encouraged to develop many career options. This can be achieved in two steps. In the second step called crystallization the beneficiary is excluding career options that are not realistic or they are difficult to accomplish. The objective is to stay with 3-7 alternatives (Sampson et al., 2004). The main purpose of this stage is the identification of realistic and interesting career alternatives.

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The fourth stage of CASVE model called **Valuing** has as main goal to explore further the identified career alternatives of the beneficiary and prioritize them. In this stage the beneficiary is ready to decide his career options and define his next steps.

During the final stage called **Execution**, the beneficiary, with the counselor's support plans his strategy to realize the career options chosen in the previous stage. In this stage, goals, resources, next steps, risks and mitigating actions are defined.

After this execution stage, the counselor comes back to the communication phase in order to evaluate if the discrepancy noticed previously disappeared. If the discrepancy between the current and the desired state of the beneficiary still exists, then the counselor can start the CASVE process from the beginning as many times as he is necessary. In theory the CASVE cycle can be completed during one counseling session. Practically, several sessions are required especially for vulnerable people. Moreover, in order to achieve the goals of a single stage it can take several sessions.

> Communication Analysis Synthesis Valuing Execution (CASVE) model is innovative as the counselor can adapt the cycle to the needs of the beneficiary and change the chronology of the stages so that the model serves the needs of the client

This model is innovative as the counselor can adapt the cycle to the needs of the beneficiary and change the chronology of the stages so that the model serves the needs of the client. For example, if a client already has clear career choices but has many difficulties in the decision-making process, the counselor can start the CASVE model directly at the evaluation stage. Throughout the counseling process the counselor can return to previous stages if he believes there it is needed (Sampson et al., 2004).

Activation of Vocational and Personal Development (ADVP)

This approach, although very similar in its implementation with the CASVE model, presents some specificities in its philosophical and cognitive approach. Designed in Canada and widely adopted in France both in the Public Employability Services as well as in private practice. Activation of Vocational and Personal Development is a model based on experiential learning following development psychology's principals and influenced by Piaget, Wallon and Vygotski. It puts the beneficiary in the center of every action and urges him to expose himself to new learning experiences in order to create his professional path. This approach is based on the principle that every human being can define their future and by doing they can also enhance and train their abilities.

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The process

The model encourages the development of autonomy and empowers the beneficiary through 4 steps. As we mentioned before these steps are very similar to the CASVE model.

-**Exploration**: In this step the beneficiary is asked to explore different professional options, the environment he lives in (socio economical context), his personal characteristics, values, preferences, ways of behavior, past work experiences

-**Crystallization**. In this step the beneficiary needs to understand, analyze all data collected and formulate different scenarios of professional paths

-**Specification**. In this step the beneficiary needs to choose and put in order of preference the different professional scenarios he has imagined in the previous step. This prioritization will be influenced by **personal criteria** (what the beneficiary can or is willing to do, what he needs, what compromises he can accept to do, etc.), by context characteristics and the feasibility of the scenario.

-**Implementation** In this step the beneficiary has to design an action plan and define next steps.

In this model the counselor assists the beneficiary in linking his past experiences and elements to the context to the vocational issue he is facing. This approach also puts an emphasis in the relation between the intellectual abilities, the developmental tasks given and the cognitive attitudes of each beneficiary.

ADVP empowers the beneficiary through 4 steps. This model suggests that vocational maturity can be trained through adequate stimuli and exercises in order to help the beneficiary mobilize his intellectual resources and attitudes

ADVP suggests that vocational maturity can be trained through adequate stimuli and exercises in order to help the beneficiary mobilize his intellectual resources and attitudes. According to some studies [9] there is a link between the different steps proposed by the approach and the intellectual abilities. For example, **Exploration** is linked with creative thinking, Crystallization with categorical thinking, Specification with evaluative thinking and implementation with implicative thinking. In every step of this approach the job counselor is present in order to stimulate the development of these types of thinking via different tools and exercises and encourage the beneficiary to learn how to learn.

According to ADVP approach in order to learn you have to experience something, process the information and integrate them. Thus, every learning situation involves an experiential, a

[9] https://files.eric.ed.gov/fulltext/ED112287.pdf

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cognitive, and an integrative dimension. The more a situation invites an individual to involve its cognitive, sensory, and emotional resources, the more the situation can be seen as experiential and the more the individual learns.

We have been inspired by this approach as it empowers the individual and aims at supporting the beneficiary to develop a reflexive process of his actual situation. Nevertheless, to use this approach the individual must be able to express himself, to think and to be able to take some distance from the situation.

Narrative approach

We are inspired in our counseling process by the narrative approach as the counselor can have indications and hints about beneficiary's preoccupations and current state by indirect means. Also, most of the times it is easier to focus on aspects such as key events, early memories, favorite characters from stories, and role models than express feelings. The stories collected by the narrative methods situate the beneficiary as the main hero in the story and the individual meaning is more important than the historical facts. The objective of these approaches is to assist the beneficiary to develop a career narrative linking his past professional experiences to his future career goal via the exploration of his/her interests and self-awareness. This approach recognizes the transitional period the beneficiary is experiencing as a necessary step in order to link the past to the future and encourages the beneficiary to test potential career ideas. In this process the light is shed on the actions taken by the beneficiary and not on the results of each action. Without this testing phase beneficiary will stick in a reflective storytelling. This approach also gives the beneficiary the possibility to test the potential career option and see if it fits to the rest of the individual's life. Moreover, in this process the role of the others in the decision-making process is taken into consideration.

This approach empowers the beneficiary to take action in defining his career path and integrate it in his life path. Finally, via the narrative approach the beneficiary is encouraged to develop a self-concept. Through storytelling the counselor encourages the identification of goals and actions that are more meaningful for the individual and consequently more likely to be successful.[10]

The objective of these approaches is to assist the beneficiary develop a career narrative linking his past professional experiences to his future career goal via the exploration of his/her interests and self-awareness

[10] http://psychology.iresearchnet.com/counseling-psychology/career-counseling/narrative-career-counseling/

Methodology and Procedures - Steps of counseling

In this section we are going to present to you the methodology we use in order to engage unemployed low-skilled over 45 years old to the counselling process and to motivate them to participate in learning opportunities. Studies have shown[11] that the most efficient method in career counseling is the individualized sessions. This method presents at the same time great investment in human resources and in time. Thus, in order to strike a balance between efficiency and effectiveness a combination of individualized sessions and group activities is needed. In the methodology we prioritize individualized sessions nevertheless we try to keep this balance between efficient and effective.

Individualized sessions

It is worth mentioning that in order to be able to provide an individualized approach and motivate beneficiaries of the target group, a counselor has to take into consideration the social, financial and personal situation and background of the beneficiary. This information can influence the structure and design of the counseling sessions. Fakiolas, 2004 mentions that lifelong training can be an empowerment factor for vulnerable groups as they can develop their professional and personal skills and knowledge. As we have mentioned in our research, often unemployed low skilled over 45 years old are not motivated to participate in training opportunities. Career Counseling can be an empowerment factor that can trigger motivation to participate in training opportunities. Through career counseling the beneficiary can recognize his strengths, can increase self-confidence, can create a positive image of himself and can feel more capable of taking his life into his hands.

> Individualized sessions can encourage the person to recognize his strengths, can increase self-confidence, can create a positive image of himself and thus empower him/her to feel more capable of taking his life into his hands

This process as a result can lead the beneficiary to develop sustainable relationships with his social and professional network and can motivate him to design a sustainable and realistic professional goal. Most likely in order to increase his competitive profile in the labor market and achieve this goal, the person should be motivated to participate in training opportunities.

During the individualized sessions the person can also acknowledge possible obstacles s/he might encounter during the process of achieving his/her goal and define strategies in order

[11] Hirschi, A., & Froidevaux, A. (2020)

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6 steps of career counseling can motivate unemployed low skilled adults over 45 years old to participate

1. Realization of employment and educational background
2. Self-exploration and analysis
3. Confrontation with reality
4. Decision making process
5. Design and organization of an Action Plan
6. Communication strategy, skills and tools' development

to overcome these obstacles and create a viable and sustainable plan. The way each person perceives possible obstacles as well as the perceived support network that can help him/her to overcome these obstacles can also have an impact in the motivation of the beneficiary in pursuing his/her goal (Lent & Brown, 2006).

In our methodology we use an individualized approach consequently, we adapt the number of one-to-one sessions with beneficiaries depending on his/her demand. That way we don't have to follow a fixed number of sessions, but we can say that we can see one beneficiary for 2 to 7 private sessions depending on his/her readiness to create a sustainable professional path. Nevertheless, we follow a path with counseling objectives inspired by the models presented in the above section.

We believe that there are 6 steps in the counselling process in order to motivate and engage a beneficiary in participating in training opportunities.

1. Employment and educational background
2. Self-exploration and analysis
3. Confrontation with reality
4. Decision making process
5. Design and organize an Action Plan
6. Communication strategy, skills and tools' development

1st step- Employment and educational background

This first step coincides with the 1st session of counseling. We are now going to present the objectives of the first individualized session, the content, duration, principals, and tools we use in this session in order to assist the beneficiary to describe his professional experiences and analyze his current situation.

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Objectives

This first individualized session has as main goal to welcome the beneficiary in the community center/ organization. The physical environment and space can also be an engagement factor for beneficiaries. In our organizations we have often had comments about how the clean and sunny offices influenced the moral of beneficiaries. This way, beneficiaries feel welcome and comfortable in the community center. Also, the team is stable and united. Beneficiaries claim that they feel supported and that there is a genuine concern from the professionals towards their situation. These factors can also influence motivation and empowerment of the target group and according to Lent R. W., et al., 2002 they can help beneficiaries overcome serious perceived obstacles.

Via discussion and dialogue, this first session has also as goals to identify or clarify:

- the need of designing a viable professional path
- the projects and professional ideas already built by the beneficiary
- the skills s/he has to develop in order to be able to build a professional path
- the necessary steps in order to build his/her professional action plan

Duration of the first session

The first individualized session can last up to one hour

Content

Framework

- Presentation of the job counselor, the duration, objectives and content of the session

- Presentation of the whole methodology of the employability service: objectives, duration, methods, techniques, tools

- Presentation of what the job counselor will do and what means/ tools and material the organization is willing to put at disposition to the beneficiary

Investigation/diagnostic

-Analyze the demand and needs of beneficiary. In this first session the job counselor will also clarify expectations and perceptions/ stereotypes that the beneficiary may have about CSOs. Also, the job counselor will identify existing professional ideas that the beneficiary may have and will evaluate their professional maturity.

- Analyze the professional interests, motivation, obstacles and challenges the beneficiary may face. It is important at this point to focus on the engagement of the beneficiary in building his professional path and the degree of autonomy in supporting his ideas.

- Discuss and analyze technical and vocational needs of the beneficiary

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In most CSOs with employability center we welcome many different profiles of beneficiaries in terms of professional and educational background but also in terms of professional maturity regarding their projects and ideas. Most of the people we welcome are unemployed and they want to help them find a job. Every beneficiary, though, has different expectations from our services depending on the degree of elaboration of his/her project. Some of these we can find in the below mentioned categories:

Example 1 Beneficiary who wants to find a job- any job. He doesn't have any ideas and is open to any opportunity. This can be tricky as it means that the beneficiary hasn't neither analyzed or processed his own personal and professional situation nor defined the obstacles, which can eliminate many options as well as opportunities that can give him a competitive profile in the labor market. We consider that this category has a low professional maturity regarding their projects and professional situation.

Example 2 Beneficiary who wants to find a job and has some ideas of professional paths. The beneficiary needs some help in the decision-making and the job finding process

Example 3 Beneficiary who wants to find a specific job or build his own enterprise. The beneficiary needs some help in the design, validation and implementation of their plan

Depending on the category of every beneficiary the number of sessions and work with the counselor may vary a lot.

Nevertheless, this first session can be an opportunity for the job counselor to:

-define operational and educational objectives with beneficiary, decide the process to follow and determine exercises and tools to use.
-define the number of individualized sessions and steps – Gantt chart
-sign the agreement

Through guided interview techniques the job counselor analyzes the situation and elaborates a counseling plan in order to support the beneficiary in building his action plan for a viable project. At the same time s/he evaluates the skills and competencies that the beneficiary has to develop through the counseling sessions in order to be able to build his own action plan and implement it.

During the 1st step of individualized sessions, the job counselor analyzes the situation and elaborates together with the beneficiary a counseling plan in order to support him/her in building his/her action plan for a viable project. In the same time s/he evaluates the skills and competencies that the beneficiary needs to develop through the counseling sessions in order to be able to build his own action plan and implement it.

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Tools we propose for the first individualized session

During the first individualized session a job counselor can use:

Brochure

In the beginning, a brochure describing the methodology and objectives of the counselling sessions and of the employability service.

Employment history questionnaire

A questionnaire that consists the basis for a semi structured interview, in which it is being assessed current status, potential of the beneficiary, working and educational history

Tool Title	1st-Employment History
Phase	Employment and educational background
Target group	All unemployed low-skilled over 45 years old
Objectives	• Gather information about professional experiences and educational background • Gather information about personal status of beneficiary • Gather information about volunteer experiences
Materials/other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil for completion.
Administration	Before presenting the questionnaire to the beneficiary the job counselor welcomes the beneficiary and present himself. A description of the service and the process is presented before the administration of this questionnaire. The job counselor then presents the questionnaire, the objectives of the session and the steps they are going to follow.
Duration	1 hour approximately
Brief Description	Short questionnaire in order to gather all information about the employment history and educational background of beneficiary
Source	Tool designed by Epikentro of ActionAid Hellas
Instructions to Counselors	Depending on the needs of the beneficiary the job counselor can adapt the questions and steps.
Tool presentation	Annex 4

Calendar of counseling process

At the end a calendar with the next steps and sessions if the counselor believes that this will be an engaging factor for the beneficiary. Depending on the beneficiary's situation, a calendar or Gantt chart can also be intimidating, lead to the opposite direction and increase dropout chance.

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Tool Title	Counseling Process Calendar
Phase	1st- Employment and educational background
Target group	All unemployed low-skilled over 45 years old
Objectives	• Depict next steps of the counseling sessions • Give a methodology to beneficiary • Make the beneficiary feel responsible for his career path
Materials/other Resources	A Gantt chart template
Administration	Before presenting the next steps of the counseling sessions and the Gantt chart it is best to evaluate if this tool is going to scare the beneficiary or empower him. Many people have difficulties in projecting themselves in the midterm future and can get scared if they see that they need to put a lot of effort to it.
Duration	15 minutes approximately
Brief Description	Gantt chart / excel table. Find small objectives for each session and always try to accomplish them so that the beneficiary doesn't feel disappointed by himself/nor the process
Source	Tool inspired by Gantt chart, designed by Epikentro of ActionAid Hellas
Instructions to Counselors	Depending on the needs of the beneficiary the job counselor can adapt the objectives, sessions and steps of the counseling sessions.
Tool presentation	Annex 5

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2nd step- Self exploration and analysis

Objectives

This second step can take more than one session depending on the demand of the beneficiary, his professional maturity, the clarity of the goal, the number of given tools etc. In this step the counselor provides with different exercises and auto evaluating tests in order to explore professional interests, skills, personality characteristics, professional and personal values, etc. Consequently, the counselor supports unemployed low-skilled over 45 years old to recognize and analyze their professional profile and competencies. In this step it is also very important to focus on the socioeconomic context of every beneficiary and designate possible obstacles. The counselor leaves the beneficiary the time and space s/he needs to reflect on his/her situation and answer the questionnaires. The beneficiary can also fill the questionnaires at the comfort of his house or even in the community center. The career counselor is available throughout this process to assist beneficiaries and give clarifications about the questionnaires. Sometimes when the person cannot read and write the job counselor adapts the tools to the abilities of the person and assists him/her in order to fill the questionnaires. Nevertheless, it is important to leave the beneficiary work in an autonomous way in order to be able to reflect on his situation and competencies and project himself in a professional path.

After the reflection period the job counselor discusses the results with the person and underlines contradictions. Also, the counselor asks more questions for further clarification and pinpoints and highlights important outcomes. The objective of this step is

- Definition of skills, competencies, personality, professional interests, values, work conditions
- Definition of skills and competencies to be acquired
- Exploration of different possible professional paths

During the step of self-exploration and analysis the counselor supports unemployed low-skilled over 45 years old to recognize and analyze their professional profile and competencies. In this step it is very important also to focus on the socioeconomic context of every beneficiary and designate possible obstacles.

Duration

This step can take approximately 1 to 5 hours depending on the demand of the beneficiary, his professional maturity and the clarity of the professional goal.

Content

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During this step the beneficiary understands the notions of competence, professional interests, professional values, personal and professional constraints, skills and abilities and he/she is asked to identify him/her-self in relation to all these dimensions.

Specifically, in this step the beneficiary is asked to describe his professional competencies and deduct skills acquired throughout his experience. We also ask the beneficiary to explain giving specific examples achievements s/he has accomplished in the professional life and describe specific examples where he had a successful and positive professional experience.

Through this process unemployed low-skilled adults over 45 years old can identify formative professional experiences as well as extra professional experiences and understand and integrate in this analysis

- Personal characteristics
- Knowledge and skills acquired by training
- Knowledge and skills acquired by professional experiences
- Knowledge and skills acquired by extra professional experiences

Constraints, Values and personality

Many auto evaluation questionnaires and standardized tools van be used during this process. The objective is to understand and integrate information revealed by the discussion with the job counselor through the analysis of the constraints, personal characteristics and values. This realization can be achieved through the interaction with the job counselor and sometimes is key to accepting current situation and being able to plan next steps for the future.

Professional interests and exploration of professions

From the personal characteristics, values, skills and competencies some professional paths should rise. In this phase we encourage beneficiaries via questionnaires to explore different professions and project themselves in those professions. The beneficiary realizes that some competencies already acquired can be transferable to other professions and activities. We encourage beneficiaries to choose at least 2 to 4 professional paths. Unemployed low-skilled adults that have difficulties in choosing 2 to 4 possible scenarios of professional paths may need more time in the self-exploration phase.

At the end of this step the beneficiary should have explored personal characteristics, professional interests and values and constraints as well as competencies s/he has acquired. These elements are the main criteria in order to choose and explore suitable professional paths.

Tools

Professional interests

Activity Title	PROFESSIONS YOU LIKE
Stage	B: Self Exploration
Target group	For beneficiaries that examine career alternatives
Objectives	1. Motivate beneficiaries to think broadly and examine career alternatives 2. Encourage beneficiaries to project themselves in job roles that feel more connected 3. Focus on the professions that a beneficiary likes most and exclude others
Materials/Other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate.
Duration	Approximately 10 minutes for completion and 20 minutes for discussion
Brief description	The questionnaire includes an indicative list of professions so as to give a hint to the beneficiary to think of career alternatives. It also guides the beneficiaries to start concluding to most preferable professions and to think of how their potential supports these choices, or what else should they develop, in order to be more prepared.
Source	Epikentro ActionAid toolkit
Instructions to Consultants	1. The consultant should encourage the beneficiaries to let themselves imagine several roles in a more open way at the beginning (1sr table) and more focused in the second table of the questionnaire. 2. This list is only indicative. If more detailed descriptions of the professions are needed or more career options, then local editions of vocational monographs (or relative online information) may be helpful for providing extra ideas, alternative positions and roles.
Tool presentation	Annex 6

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Occupational Photos

Tool Title	Occupational photos
Phase	2nd- Self exploration and analysis
Target group	Beneficiaries that need to explore new career paths or discover new professional options.
Objectives	• Discover new professional fields • Define and pinpoint preferences of beneficiary • Recognize beneficiary's skills and competencies and detect those s/he wants to develop • Keep beneficiary's options open for alternative career paths
Materials/other Resources	A printout of the photos (or an electronic version that is being sent, if the consultation will be conducted via internet).
Administration	Distribute the photos to the beneficiary and ask him to make 3 piles: 1st pile 'professions I would like to do' 2nd pile 'professions I would not like to do 3rd pile 'Professions I am not sure about'
Duration	Approx. 40-60 minutes (depending on the number of skills to be discussed)
Brief Description	Based on the RIASEC test, occupational photos exercise is ideal for analphabets or people who cannot easily communicate due to language issues. This exercise contains a set of photos demonstrating professionals. The beneficiary is encouraged to decide if s/he would like to be like the person in the photo or not.
Source	Based on Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Counselors	The counselor encourages the beneficiary to find or give meaning to his choices. The counselor asks the client to explain his choices and define the reasons why he selects some professions and reject others. It is a simpler version of the RIASEC tool, best administered to analphabets and with low academic skills.
Tool presentation	Find occupational photos in internet, print and cut them in order to hand them out in hard copy

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Opportunities for career development

Tool Title	Opportunities for Career Development
Phase	2nd -Self exploration and analysis
Target group	For beneficiaries that wish to change their career
Objectives	• Gather information which will allow the beneficiary to expand their opportunities for career development and choice of career • Expanding the opportunities for applying for a job
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	The beneficiary is presented with Table 1 and asked to review the example career development opportunities for someone working as a Nurse (see Table 1). They are then asked to write down their own idea profession/ major/position and on the opposite side to list the other professions/majors/positions that are somehow related to this. If required, this exercise can be repeated with other professions or jobs. After working on the table, the counselor discusses each individual opportunity with the beneficiary, and which are the most realistic/ preferred by the beneficiary.
Duration	Approximately from 20 to 40 minutes (depending on the number of professions discussed)
Brief Description	An individual task during an individual session, in which the beneficiary is developing a list of additional career opportunities, close to the ideal profession/major/ position, so as to expand career choice and job opportunities.
Source	Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Counselors	1. In the end 4 or 5 new opportunities for career development are identified, which the beneficiary can further research 2. The Counselor is better to encourage the beneficiary to write the professions/ positions that is aware of by his/her own, and then contribute with his/her (cs') ideas 3. Some local editions of vocational monographs (or relative online information) may be helpful for providing extra ideas, alternative positions/roles
Tool presentation	Annex 7

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Working conditions

Tool Title	Your Preferred Working Conditions
Stage	B: Self Exploration
Target group	For all beneficiaries
Objectives	1. Increase self-awareness, concerning working conditions and the personal circumstances that play important role in the occupational decision making 2. Identify conditions that have an impact in job performance and satisfaction
Materials/Other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate.
Duration	Approximately 20 minutes (completion and discussion)
Brief description	The questionnaire includes possible conditions that one can meet within a working environment, meaning location, equipment, physical conditions, interactions, level of autonomy, hours etc., and are important in order to accept or reject a job offer.
Source	Epikentro ActionAid toolkit
Instructions to Consultants	Clarify to the beneficiary that it is important to focus on the most important conditions and not those that are negotiable, and one can adjust to them.
Tool presentation	Annex 8

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Life curve

Tool Title	Life curve
Phase	**2nd Self exploration and analysis**
Target group	Beneficiaries that need to increase awareness about their professional experiences and skills and detect professional interests
Objectives	1. Recognizing professional competencies 2. Verbalizing positive and negative professional experiences and analyzing them 3. Learning form negative experiences 4. Cherishing positive experiences **5.** Having an overview of all professional experiences in beneficiary's life
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	The exercise can be used during a physical or online/telephone conversation between the beneficiary and the job counselor or can be given as an additional task for self-reflection, which the beneficiary must complete between two sessions. It can be an emotional exercise as it demands to reflect on both positive and negative experiences. When beneficiary and counselor analyze the exercise, the counselor has to be more focused on the learning outcomes of the experiences and give constructive feedback.
Duration	**50 minutes to one hour**
Brief Description	The beneficiary has to place his experience on the axis 'Years' and then specify his personal assessment on the axis 'Evaluation'. The beneficiary is encouraged to place the events of their life in the positive or negative side of the axis
Source	**Inspired by Narrative approach**
Instructions to Counselors	As the exercise demands a lot of self-reflection and introspection it may be difficult to use with immigrants or refugees in a different language than their mother tongue. Also, if the beneficiary is not used to this kind of exercises it might discourage or tire him/her. In order to avoid this the counselor may use it as a parallel tool supporting a conversation during a session.
Tool presentation	**Annex 9**

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Skills and competencies

Tool Title	YOUR COMPETENCIES/TRANSFERABLE SKILLS
Phase	B: Self exploration
Target group	Beneficiaries that need to increase awareness about their skills and base on them relative plans or self-presentation.
Objectives	1. Gathering information about the client's transferable skills 2. Self -evaluation of ones' potential 3. Preparation of a career development plan 4. Support a vocational decision/plan of action **5.** Preparation for a job interview.
Materials/other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil for completion.
Administration	Before presenting the beneficiaries with the competencies/transferable skills, their understanding of the terms can be discussed. After that the consultant presents the tool and gives to the beneficiary the instruction to follow the 3 steps below: **Step 1**: As reading each set of behaviors underline those that you believe that you acquire, by recalling past incidents in which you have perform as such. **Step 2**: Then count how many behaviors have you underlined within a competency/skill. If none or just 1 -2 you may cycle the L (Low) in the provided scale, if you have underlined some but less than half, you may cycle S (to Some degree), if half and a little above you may cycle the A (Adequately), if more than 2/3 you may cycle the H (Highly). **Step 3**: Discuss your Hs, As Ss and Ls with your consultant and conclude to your 3 strong skills and 3 skills that you need to develop (in relation to the requirements of your profession or career development plan)
Duration	Approx. 60 minutes
Brief Description	A Self-evaluation questionnaire about competencies/transferable skills, meaning the skills which are developed throughout one's life in different situations and are applicable in each professional field of work. It is a rather analytical tool so as to help the beneficiary have an overview of the requirements within several roles/professions and to assess their strengths and areas of development, focused on the competences/skills of interest (according to their vocational preferences).
Source	The list above derives from *"The Value-Added Employee,"* by Edward J. Cripe and Richard S. Mansfield, Copyright 2002 by Workitect Inc.
Instructions to Counselors	The consultant might also encourage the beneficiary to provide examples to support their observations – what are the reasons for them to evaluate the respective transferable skills as most or least developed (the beneficiary might be guided to share where they have acquired these skills, how they have perfected them, what were the specific situations and/or feedback which made them evaluate their skills this way).
Tool presentation	Annex 10

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Transferable skills- short version

Tool Title	My Transferable Skills
Phase	2nd- Self exploration and analysis
Target group	Beneficiaries that need to increase awareness about their skills and base on them relative plans or self-presentation.
Objectives	1. Gathering information about the client's transferable skills 2. Self -evaluation of ones' potential 3. Preparation of a career development plan 4. Support a vocational decision/plan of action **5.** Preparation for a job interview.
Materials/other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil for completion.
Administration	Before presenting the client with the table of transferable skills, their understanding of the term "transferable skills" can be discussed. After that the counselor presents the table and gives the client the instruction to evaluate independently the level to which they possess or exert the respective transferable skill from the table. The counselor explains that if there are skills missing in the table, the client may add them at the end. After filling in the table, the counselor discusses with the client the observations, discoveries and thoughts which have accompanied the transferable skills self-evaluation process. After that the client is encouraged to review the table once more and mark the skills they think are most developed, as well as those skills they think need to be developed, in relation to their current job or career.
Duration	Approx. 40-60 minutes (depending on the number of skills to be discussed)
Brief Description	A Self-evaluation questionnaire about transferable skills, meaning the skills which are developed throughout one's life in different situations and are applicable in each professional field of work.
Source	Based on Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Counselors	The counselor might also encourage the client to provide examples to support their observations – what are the reasons for them to evaluate the respective transferable skills as most or least developed (the beneficiary might be guided to share where they have acquired these skills, how they have perfected them, what were the specific situations and/or feedback which made them evaluate their skills this way).
Tool presentation	Annex 11

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Skills

Tool title	YOUR SKILLS
Stage	B: Self Exploration
Target group	For all beneficiaries
Objectives	1. Increase self-awareness, concerning skills, knowledge, experience, abilities that help the beneficiary to perform with success in the roles hi/she had in various jobs. 2. Better match with working environments 3. Mobilization of the beneficiary by recalling and appreciating strengths and achievements 4. Increase self-confidence by pointing out one's strengths 5. Prepare material for job search communication (both written & oral)
Materials/Other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate.
Duration	Approximately 10 minutes for completion and 10 minutes of discussion
Brief description	The questionnaire invites the beneficiaries to recall past achievements from their working experience or their life in general (if they do not have much experience) and to describe them with the STAR model, so as to identify skills, knowledge, experience and abilities that help them to be successful in their job. They also proceed to a kind of self-assessment of their effectiveness in various occasions and what transferable skills they have acquired (learned outcomes) so as to support new roles/jobs.
Source	Epikentro ActionAid toolkit
Instructions to Consultants	1. Usually, it is difficult for the participants to recall examples. Make questions that can help them understand the exercise and reflect, such as: ¨Remember a difficult situation you encountered in your previous job. What was it? What did you do? ¨ or "Describe an incident that made you feel good about yourself. What was that; What did you do?" 2. The consultant needs to explain the star model and the purpose of the tool, and to ensure understanding before completion. 3. For beneficiaries that have difficulty in recalling achievements the consultant may encourage them by using successful information already provided by the beneficiary during the session or previous sessions or from their employment/academic history.

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Tool presentation	Annex 12

Values

Tool Title	Portrait Values Questionnaire PVQ-21
Stage	B: Self Exploration
Target group	For all beneficiaries
Objectives	1. Increase self-awareness, concerning beliefs that direct beneficiaries' choices 2. Better match with working environments 3. Mobilization of the beneficiary by recalling and appreciating personal qualities 4. Increase self-acceptance by naming what is important to them
Materials/Other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion. A printout of the key card available during the discussion of the answers.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate.
Duration	Approximately 20 minutes
Brief description	An individual's value system is a structured and hierarchically organized, interconnected system of norms. These norms designate contents (concrete values) and means (ways to implement or enforce these values in society) to assess individual or social realities (i.e. to interpret and evaluate them), to regulate (i.e. to maintain) and to change (i.e. to shape) them. The value system is, among other things, a function of the whole motivational area of a person, but at the same time also a source of motivation. The individual value system is formed as a result of experiences in life and of a person's socialization. Hence, value systems regulate and govern the behavior of individuals and groups. (source NAVIGUIDE – International Methods Handbook of for Vocational Orientation in Group Settings) Therefore values have a significant influence on our lifestyle, our career plans and career choice. They are often implicit without ever being directly expressed or reflected on, and still they largely determine our lives. PVQ provides a strong base for self-evaluation, which is why it is suitable for use with children, young adults, and older individuals across different demographic settings (Davidov, Schmidt, & Schwartz, 2008). It also justifies the four-factor model that Schwartz had mentioned and helps respondents to compare themselves under different life situations. Significant studies and analyses of the PVQ have proved that the ten values and the four domains of Schwartz's theory (openness, self-enhancement, self –transcendence, conformity) are consistent and remain invariant. By far, PVQ is one of the universally accepted valid value assessment scales. The long-form and short-form versions of the PVQ evaluate values across the ten dimensions of Schwartz's theory. (Steinmetz et al., 2009). Studies show that the reduction in the number of items for the PVQ short forms (e.g. PVQ-21) does not interfere with the validity or reliability of the test. It is a universal measure of personal value systems and carefully evaluates the underlying causes of our actions and perceptions (Schwartz, Melech, Lehmann, Burgess, and Harris, 2001).

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Source	European Social Survey – Schwartz PVQ
Instructions to Consultants	1. After the completion of the tool, the consultant calculates the scores for each value by using the **key card 1** 2. During the discussion of the results the consultant can refer to **key card 2** so as to explain to the beneficiary the values' definition and the relation between them, as well as between the 4 domains of values, which form the poles of two basic axes. 3. At the end of the discussion the beneficiary should have a clear view of his/her 3-4 more important values, as well as how they are related together and with his/her identity, history, current stage and future goals.
Tool presentation	Annex 13

Values-short version/ self-exploration

Tool title	Your Values
Stage	B: Self Exploration
Target group	For beneficiaries with very low academic background or language knowledge.
Objectives	1. Increase self-awareness, concerning beliefs that direct beneficiaries' choices 2. Better match with working environments 3. Mobilization of the beneficiary by recalling and appreciating personal qualities 4. Increase self-acceptance by naming what is important to them
Materials	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion. A printout of the key card available during the discussion of the answers.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate. The beneficiary is encouraged to read first all the listed sentences/values and to prioritize them according to their importance to them.
Duration	Approximately 15 minutes
Brief description	An individual's value system is a structured and hierarchically organized, interconnected system of norms. These norms designate contents (concrete values) and means (ways to implement or enforce these values in society) to assess individual or social realities (i.e. to interpret and evaluate them), to regulate (i.e. to maintain) and to change (i.e. to shape) them. The value system is, among other things, a function of the whole motivational area of a person, but at the same time also a source of motivation. The individual value system is formed as a result of experiences in life and of a person's socialization. Hence, value systems regulate and govern the behavior of individuals and groups. (source NAVIGUIDE – International Methods Handbook of for Vocational Orientation in Group Settings) Therefore values have a significant influence on our lifestyle, our career plans and career choice. They are often implicit without ever being directly expressed or reflected on, and still they largely determine our lives. The current tool is a self-report questionnaire inspired from Schwartz value model, though it presents the values in a simplest form (one sentence for each value) and asks the beneficiaries to prioritize them according to their importance. It has been developed by the team of Epikentro in order to have an alternative, simpler version for population that meets difficulties in understanding and responding to PVQ-21.
Source	Epikentro ActionAid toolkit
Instructions to Consultants	1. After the completion of the tool, the consultant facilitates the beneficiary to elaborate on answers and imagine him/herself working in environment that major values are present or absent and what would be the effect. During this discussion

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	usually the hierarchy is being readjusted and becomes more conscious at the end of it. 2. The consultant can refer to **key card 2** (that was presented in previous section for PVQ-21) so as to explain to the beneficiary the values' definition and the relation between them, as well as between the 4 domains of values (openness, self-enhancement, self –transcendence, conformity), which form the poles of two basic axes. 3. While discussing the prioritization insist on clearly distinguishing at least the most important 3-4 values. Despite that some respondents feel some values of the same importance it is worthwhile to make a prioritization among them.
Tool presentation	Annex 14

Personality self -report questionnaire

Tool Title	Your characteristics
Stage	B: Self Exploration
Target group	For all beneficiaries
Objectives	1. Increase self-awareness, concerning, working habits/ qualities/behaviors 2. Better match with working environments 3. Mobilization of the beneficiary by recalling and appreciating personal qualities 4. Increase self-confidence by pointing out one's strengths 5. Prepare material for job search communication (both written & oral) 6. Identify areas of current limitations/ areas for training & development
Materials/Other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen. Quiet and private as possible area for completion.
Administration	Through self-completion, if the academic background allows it (consultant gives analytical guidelines before completion to each beneficiary), or through personal interview if the academic background or language knowledge is not adequate. The beneficiary is encouraged to read first all the characteristics listed in a group (there are 3 groups in total), and then chose the most 2-3 prominent characteristics for them, and then do the same for each of the rest groups.
Duration	Approximately 15 minutes
Brief description	There is a wide range of theories and definitions about personality n psychological science. A definition that constitutes a common ground and which is mentioned by the American Psychological Society (https://www.apa.org/topics/personality/ accessed on the 7th of July 2020) describes personality as the individual differences in characteristic patterns of thinking, feeling and behaving (trait approach). The self-reported questionnaire presented below is based on this definition/approach and explores 42 characteristics. It is inspired by the categorization of OPQ32 (Occupation Personality Questionnaire, developed by SHL), which is focused in measuring characteristics/behaviors that one may present in a working environment, helping identifying how they will work with other people and how they will cope with different job requirements.
Source	Epikentro ActionAid toolkit
Instructions to Consultants	1. Keep in mind that trainees have very different needs, expectations and motivations. Although the tools have been designed to cover the needs of a wide range of beneficiaries with a variety of skills and background, it is important to identify from the beginning or during the administration of the questionnaire if the beneficiary has any kind of resistance, so as to open and deal with it in the benefit of the process (e.g. some questions may be irrelevant or too much for some beneficiaries, and may need an oral explanation/simplification or an oral discussion instead of self- completion – in this case the consultant needs to fill the answers and agree them together with the beneficiary). 2. During the discussion of the answers the consultant needs to ask for evidence that prove these behaviors in practice (real examples in the past). 3. If there is a need for a buttery of psychometric tools, in which usually personality questionnaires are included, then the consultant needs to be careful of overlaps.
Tool presentation	Annex 15

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Constraints

Tool Title	Personal barriers to successful professional Achievement
Phase	2nd- Self- Exploration and analysis
Target group	This exercise is suitable for unemployed people as well as for people in the process of changing their career
Objectives	1. Focusing the client's attention on the personal barriers and obstacles they might face when looking for or starting a new job; 2. Developing skills for recognizing and overcoming/creative coping these barriers and obstacles. **3.** Improving motivation to search for and find a job.
Materials	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	The exercise can be used during a physical or online/telephone conversation between the beneficiary and the counselor or can be given as an additional task for self-reflection, which the beneficiary has to complete between two sessions. It contains a couple of steps, and the instructions for each step can be given in stages (if the exercise is used during a session) or all at once (if given as an additional task). **First Part: Step 1:** "Reflect and share/write down in Table 1 all the barriers/obstacles/expected difficulties, which you meet, or you are afraid might happen when you search for a job. **Step 2:** Define which of these barriers/obstacles/expected difficulties influence the development of your career and arrange them by level of significance (in Table 1). **Step 3:** Write down in Table 2 those barriers/obstacles/expected difficulties that are most significant for you. **Second Part:** Now focus your attention on the possible ways to overcome them. What strategies would you use to overcome them? You can remember how you reacted in similar situations in the past and the way you coped back then. If you personally don't have similar experiences, think about how your friends or close ones have coped with similar situations. If you cannot remember such situations imagine people you like and admire – how would they react if they came across such an obstacle? What would they do? Write down in Table 2 all the strategies which you can use to cope with the respective difficulty
Duration	Approximately 30 minutes for the first part (completion and discussion of table 1, if given within a session), and another 30 minutes for the second part (discussion of the table 2 within a next conversation, which has been completed by the beneficiary between the two sessions)
Brief Description	Some of the challenges in career planning and job searching are related to being able to recognize and overcome barriers faced. The tool facilitates predicting the possible difficulties/obstacles/barriers, which can emerge during a job search and realizing the fears, beliefs and attitudes related to finding a job and/or changing career. Some of these barriers include: negative past experience in searching for and finding a job, lack of focus, low level of motivation, interpersonal relationships, which influence decision making, the use of ineffective strategies for achieving goals, lack of resources, negative emotions, difficult circumstances, waiting for future events, etc.
Source	Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Counselors	If the exercise is done during a conversation, the last questions (second part) are asked one after the other in order to ascertain the beneficiary's ability to cope with these difficulties.
Tool presentation	Annex 16

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Sum up exercise -The wheel

Tool Title	The Wheel
Phase	2nd - Self exploration
Target group	All kind of beneficiaries.
Objectives	1. Pointing out and synthesizing strengths and limitations of the beneficiary 2. Facilitate the awareness of how ones' potential backs up ones' goals 3. Keep the beneficiary focused on the main elements of his/her potential/career path 4. Create a pool of personal data easily accessible before any form of official communication, written or oral (prior writing a CV, a cover/motivation letter, or presenting self during an interview, or during short, unofficial, discussions while networking.
Materials/other Resources	A printout of the Wheel document (or an electronic version that is being sent, if the consultation will be conducted via internet). Pencil (is recommended so as to review and add information during future sessions or future references by the beneficiary him/herself, encouraging a more active attitude towards career).
Administration	The wheel is being completed together with the beneficiary within a one to one session.
Duration	Approx. 60 minutes (depends on the tools given priory, therefore on the volume of data/reports to be discussed)
Brief Description	During an overall discussion based on the data gathered through the various self-knowledge tools that have been used, together with employment/educational history and the extra input that beneficiary provides from his/experience, they both, beneficiary and Counselor, extract and agree on the more basic elements that support current career decisions or alternatives.
Source	Epikentro ActionAid toolkit. The tool is based on the Wheel of Amundson, N.E. (1989)
Instructions to Counselors	1. Other beneficiaries are more self-aware and others less. Therefore, consultation skills need to facilitate the discussion and promote self- awareness to the most possible 2. The Counselor may ask for real cases, examples from past experience, in occupational or other aspect of life (if there is not much relevant working experience) that provide evidence for the characteristics, and skills that have been mentioned 3. In case the beneficiaries have difficulty to distinguish important from less important elements, it helps to know that if they had one second only to present e.g. their characteristics which of them would they choose It is suggested that the beneficiaries keep this tool as standard point of reference while continuing the consultation process
Tool presentation	Annex 17

3rd step – Confrontation with reality

Objectives

This step is more practical and calls beneficiary to act and plan his/her own professional path. The objective is that beneficiary learns how to search for information about possible professional paths s/he is interested in following and has chosen in the previous step. It is important in this step to collect as much information as possible in order to facilitate prioritization of professional paths and decision making. It depends on the energy and motivation of the unemployed adult how deeply this confrontation with reality will be. The job counselor facilitates the process and through different tools s/he motivates and encourages the beneficiary to implement this research.

This step can be very difficult or even demotivating at times. In order to mitigate that effect the presentation of row models that have successfully implemented this process can be very motivating especially if the obstacles and constraints encountered are similar, (Caplan, Vinokur, Price, & van Ryn, 1989).

Consequently, beneficiaries that have succeeded in realizing their professional path can participate by giving motivational speeches or as mentors.

The step of confrontation with reality calls beneficiary to act and plan his/her own professional path. The objective is that beneficiary learns how to search for information about possible professional paths s/he is interested in .This step helps the beneficiary to make projections of himself in the chosen profession and ensures that the beneficiary has all the necessary information in order to choose a professional path that is viable and realistic.

This confrontation with reality helps the beneficiary to make projections of himself in the chosen profession and ensures that the beneficiary has all the necessary information in order to choose a professional path that is viable and realistic.

At the end of this research beneficiary and job counselor analyze all information.

Duration

This step takes most often one session of approximately 1 hour.

Content

In this step the objective is to ensure the sustainability and viability of the professional plan of the person. In order to explain those 2 notions, we underline the importance of creating a plan

that can be achieved regarding environmental factors and taking into consideration the constraints and motivations of the beneficiary.

This step is a milestone for building a realistic action plan and avoiding disappointment and failure of beneficiary. For this to happen we encourage beneficiaries to search viable information about their professional choices on the internet. Simple tools such as job descriptions and forums can help the beneficiary get a more detailed view about activities and tasks related to a certain profession as well as to explore the laws of supply and demand in the labor market. We all have a fixed idea and specific perceptions concerning some professions. This step is the opportunity to discover the professions via research on the internet or even questioning some experts of the field and discover if perceptions match reality.

In this step, unemployed people are given the necessary tools to search on the internet. If beneficiaries encounter problems in the research due to low digital skills the job counselor is assisting him/her with his/her research. This is also a good opportunity to encourage unemployed low skilled people to develop their digital skills. Through individualized sessions the job counselor can emphasize the utility of IT skills and create a pleasant and safe environment that can motivate beneficiaries to develop their IT skills.

Furthermore, in this step the beneficiary starts building a networking list that will be useful for him in order to approach professionals of the labor market. If the beneficiary doesn't have a big network or cannot find any expert to interview in a specific profession, the job counselor should assist the beneficiary by proposing some experts of his network or even from the internet.

Once it is clear for the beneficiary who s/he should contact and how s/he could find and approach this person, the job counselor along with the beneficiary discuss the objectives of the interview and the information that could be useful for the beneficiary.

This step is key for a beneficiary, as most of the times s/he realizes that in order to achieve his/her goal s/he should follow a training program in order to develop professional competencies and get a more competitive profile. The job counselor can also suggest a questionnaire to address training providers in order to collect useful information for the decision-making process. This is the step where usually the need of a training rises. In this phase the job counselor underlines the importance of skills development and of a competitive and up to date professional profile.

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Tools

Tools on how to search information

Tool Title	Discover a new profession
Phase	3rd- Confrontation with reality
Target group	For all beneficiaries.
Objectives	1. Cross check what they know already about the profession 2. Motivate beneficiaries to be active in the construction of their professional plan and search for information about the professions chosen 3. Encourage the networking activity with employers or experts of the field **4.** Acquire a to do list in order to learn more about a profession
Materials/other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil.
Administration	The beneficiary completes the questionnaire, (it helps to be explained by the Counselor).
Duration	Approximately from 5-10 minutes, depending on the familiarity of the techniques to the beneficiary (otherwise time for explanation is needed).
Brief Description	The questionnaire includes techniques for discovering information about professions.
Source	Epikentro ActionAid toolkit.
Instructions to Counselors	After completing it, you may invite them to reflect on it and identify areas that could increase their effort, or which techniques have been successful for them and what would have been more effective, what new insights did they get etc. This questionnaire is a suitable bridge for starting the discussion about their proactivity and effort in the construction of their plan
Tool presentation	Annex 18

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Identify network and allies

Tool Title	Identify my network and allies
Phase	3rd-Confrontation with reality
Target group	For all beneficiaries
Objectives	Identify key actors in beneficiary's inner circle and external environment
Materials/other Resources	A printout of the table (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil.
Administration	The beneficiary completes the questionnaire, (it helps to be explained by the Counselor).
Duration	30 minutes
Brief Description	In this exercise the beneficiary is encouraged to think all of the people that could help him/her achieve his goal. It is a great exercise to start building a network and motivate the beneficiary to stay active in the construction of his action plan. Meeting experts can also be a motivating factor for participating in training opportunities and upskilling
Source	Epikentro ActionAid toolkit
Instructions to Counselors	
Tool presentation	Annex 19

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How to interview experts

Tool Title	How to interview experts
Phase	3rd -Confrontation with reality
Target group	For beneficiaries that have some vocational insights though they have a less concrete idea of the various forms and roles the occupations of interest may take and they lack of specific or concurrent information about them.
Objectives	1. Activation towards exploration of the fields of interest 2. Gather enough data from the working environment so as to fit with ones' potential 3. Thing about challenges and opportunities relative to a vocational choice 4. Facilitate the next phase: decision making Expand networking in the preferred career options
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary).
Administration	The tool is used by the beneficiary him/herself, as a basis to conduct physical or distant discussions with appropriate target group (experts of the field of interest)
Duration	The duration of the interview that will be conducted depends mostly on the available time of the expert. Therefore, the beneficiary needs to adjust the questions according the given timeframe. Approximately from 20 to 40 minutes
Brief Description	The tool includes a list of indicative questions that one can do while discussing with experts, in order to deepen the knowledge about a field/role, such as successful factors, challenges, rewards, career paths, payments, conditions etc.
Source	Epikentro ActionAid toolkit.
Instructions to Consultants	1. Present the tool as an indicative list of questions and encourage beneficiaries to add their own questions too, or to be open to questions that arise while conducting the interview 2. Encourage beneficiaries to address to at least 2-3 experts, so as to cross check inputs and to have more views Explore for any possible personal resistance/obstacles that prevent the beneficiary from using the tool (e.g. some beneficiaries may feel uncomfortable to address to people that do not know well, or have a certain status, or they may find difficulties in having access to appropriate target group). Whatever, the obstacle is, it helps to be recognized and discussed, so as to be handled.
Tool presentation	Annex 20

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Fourth step – Decision making Process

Objectives

Based on the results of all the above steps, in this phase the beneficiary reevaluates and resets his goals and objectives. Throughout the discussion with the job counselor the beneficiary decides the professional paths s/he wishes to follow. In this phase there might be a rearrangement of the counseling plan as new options may arise.

Duration

This step takes most often one session of approximately 1 hour, depending on the case it could take 2 sessions.

Content

The beneficiary establishes a list with his professional options, and s/he specifies in which criteria s/he is based in order to prioritize the different professions. Most often the criteria are the following

- personal characteristics
- professional competencies
- professional interests and values
- family and personal constraints (mobility, children, financial situation, etc.)
- work conditions and salary
- opportunities of the local labor market
- etc ...

The beneficiary identifies characteristics of the profession s/he has chosen and compares them to his/her personal characteristics, this comparison will give the beneficiary the opportunity to judge for himself the compatibility between his professional profile and the profession chosen.

This skill of being able to project oneself in a mid-term future and the ability of self-comparison could be reproduced after the counseling sessions and be transferable in other personal or professional situations.

Sometimes for some beneficiaries this step is difficult and can take more sessions to elaborate information acquired and be able to conclude to certain professional paths.

The job counselor does a summary of all actions realized by the beneficiary (research, interviews, new skills acquired, knowledge, etc.) and concludes with the final choices of the beneficiary. The job counselor encourages the beneficiary to choose at least 2 and no more

The beneficiary identifies characteristics of the profession s/he has chosen and compares them to his/her personal characteristics. This comparison will give the beneficiary the opportunity to judge for himself the compatibility between his professional profile and the profession chosen.

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than 3 professional paths in order to always have a plan B and C and be focused on no more than 3 options in order to be able to elaborate in depth their action plan for every professional path chosen.

Tools

Decision making

Tool Title	Plus – minus – interesting
Phase	4th - Decision Making
Target group	For beneficiaries: • whose goal for guidance is decision-making • whose goal for guidance is assessment of career choices • who have difficulties making decisions
Objectives	Developing skills for assessing alternatives and decision-making
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	To apply this decision-making method, you can use a table with four columns named "Alternative", "Pluses", "Minuses" and "Interesting". The counselor encourages the beneficiary to write down the alternative decisions/career goals/choices one under the other in the first column. If needed, he takes time to clearly define each alternative. After that, each alternative is reviewed separately by writing down all possible positive outcomes from the decision/goal/choice in the column "Pluses", all possible negative outcomes in column "Minuses", and all interesting reflections and possible results in the last column. After describing the pluses, minuses and possible results for each alternative, the counselor discuses with the beneficiary their readiness to make a possible decision – whether the beneficiary feels more confident to choose/select any of the alternatives. If the beneficiary is unable to choose yet or feels uncertain, s/he is asked to evaluate (positively or negatively) each positive/negative consequence in the three columns. The counselor can explain that the evaluation can be a number between **-10** and **+10**. The more positive or negative the consequences of a given alternative are, the higher or lower mark should be given to it. The results in each column are added together and this helps track which of the alternatives has the highest positive result. The counselor discusses with the beneficiary the results for each alternative, as well as the readiness of the client to make a decision after this task has been completed.
Duration	Approximately from 30 to 40 minutes (depending on the readiness of the beneficiary to decide, as discussed above)
Brief Description	A structured activity for decision-making. Information and deep analysis of each possible alternative of the decision is being elaborated, so as to facilitate the decision-making process and to develop skills for decision-making.
Source	Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Consultants	The counselor needs to have in mind that this tool looks rather similar with a part of the six thinking hats technique (the rational hat), so as to avoid overlaps if the latest is already used within the process or is about to.
Tool presentation	Annex 21

Professional goal definition

Tool Title	Professional Goal Definition
Phase	4th- Decision Making
Target group	For all beneficiaries that search for salaried employment
Objectives	1. Make a concrete picture of themselves within the preferable occupational option 2. Gather all supportive elements of their potential towards their goal Define specific target group-potential employers (and exclude others, so as to focus better their job search and the same time to have under their scope a range of alternatives)
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, if the consultation will be conducted via internet). Pencil (is recommended so as to review and add information during future sessions or future references by the beneficiary him/herself, encouraging a more active attitude towards career).
Administration	The tool is being completed by the beneficiary within a decision making one to one discussion.
Duration	Approximately from 20 to 40 minutes, depending on the number of optional goals and the readiness of the beneficiary to answer the relevant fields and make decisions.
Brief Description	During the discussion the beneficiary is encouraged to complete the fields of the tool by deriving information from the all previous phases (A, B, C) and by combing it to clear decisions concerning the preferable working environment, sector, role, daily tasks, conditions, culture, location etc.
Source	Epikentro ActionAid toolkit.
Instructions to Consultants	1. Encourage beneficiaries to complete the tool at least twice (one for the main professional goal - plan A and one for an alternative professional goal -plan B). If there are other important alternatives, then the beneficiary may repeat this completion for them as well. It is advised, though, not to exceed 4 professional goals as there is a risk of disorientation and of an endless and less effective job search. 2. If the beneficiary still misses data to answer all questions of the tool, could be advised to continue reality check process and how reality matches with personal strengths, limitations and current needs and circumstances. 3. In order to facilitate decision making there can be used extra tools which will be described in next pages. In case the beneficiary decides to start own business, it is more appropriate to use tools that provide more insight on the business idea, instead.
Tool presentation	Annex 22

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6 thinking hats

Tool Title	6 thinking hats
Phase	4th- Decision Making
Target group	For all beneficiaries that need more assistance in decision making.
Objectives	1. Make a concrete picture of themselves within the preferable occupational option 2. Think of an occupation alternative from many aspects and project in future possible, positive or negative effects, profits and losses, opportunities and challenges 3. Reduce the gap between phantasy and reality, and bring an occupation as much as possible closer to self (on a theoretical yet basis, as it is only an exercise of thinking, and not testing it in practice which would be the next step, after decision making)
Materials/other Resources	A printout of the tool and two blank pieces of paper, so as to use them for covering the rest hats while working with one per time. If the consultation will be conducted via internet, it is suggested that you send each hat and the relevant description gradually after finishing the discussion of the other). Blank pieces of paper also needed for the answers of the beneficiary.
Administration	The tool is being used by the counselor within a one to one session, as a base to facilitate the discussion. During the discussion the counselor is presenting each hat gradually (one at a time) by inviting the beneficiary to pretend that s/he is wearing it and sees the discussed career opportunities through this scope. The beneficiary is encouraged to write his/her answers on a blank piece of paper, and if possible (according to the number of discussed opportunities), only one, so as to have all information together available for comparisons. The tool can be used both for one to one and group consultation.
Duration	Approximately from 15-20 minutes, depending on the number of the optional career opportunities discussed.
Brief Description	Each of six hats presents a different perspective of a job. It forces beneficiary to move outside his/her habitual thinking style, and to look at things from a number of different viewpoints (rational, positive, emotional, intuitive, creative or risk management), to get a more rounded view of each possible career choice, and to consider more opportunities as well as areas of attention or essential contingency plans.
Source	Epikentro ActionAid toolkit. Based on Edward de Bono technique (1985).
Instructions to Consultants	1. This technique includes also a SWOT analysis (analysis of Strengths, Weaknesses, Opportunities and Threats), therefore it will be an overlap if SWOT analysis have been used priory. As the tool is inviting the beneficiary to engage in a kind of a game, playing with hats, some more "playful" counselors may want to use real hats for more "playful beneficiaries" or when this tool is used within a workshop, in order to be more active and vivid.
Tool presentation	Annex 23

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GROW model

Tool Title	GROW model
Phase	4th- Decision Making
Target group	For all beneficiaries that wish to decrease the gap between the pursued goal and to develop their potential.
Objectives	1. Gaining experience and skills linked to in-depth analysis and the formulation of career goals 2. Developed skills for formulation of realistic, specific, planned and achievable goals; 3. Gaining experience and skills in defining specific steps as part of the action plan for achieving goals 4. Awareness about the benefits of achieving career goals, as well as the factors and resources which can be an obstacle or support.
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	The counselor goes through the different stages of the GROW model and asks different kinds of questions (open, closed, reflective, specifying, etc.) as listed in every single stage, in order for the beneficiary to receive maximum information and deepen their understanding of their goal and its achievement. The beneficiary completes the relevant field of each stage, by recording the most important insights that come out.
Duration	Approximately 40 minutes
Brief Description	The GROW model or process is a method for goal setting and problem solving, which can be used in career consulting (both physical and online/telephone). It can be found in literature in different versions. Each letter from the acronym means a specific method for gathering information and a separate stage in the goal setting process. **Goal** – The goal is the ultimate place where the beneficiary wants to be and what they want to achieve. It is important to define the goal in such a way that it is completely clear for the beneficiary who wishes to achieve it. **Reality** – The present, specific situation of the beneficiary, regarding their goal. What are the current challenges and problems, how "far" is the beneficiary from their goal; what are the available resources and support? What kind of challenges and obstacles seem to be involved from the external reality? On the way to achieving the goal, the beneficiaries can face several impediments. If it were not for these the beneficiaries would probably have already achieved their goal. These obstacles are discussed, explored and identified at this stage. **Options**. Once obstacles and challenges have been identified, the beneficiaries need to find ways to cope with them, in order to progress toward their goal. **Way**

	Forward – the explored Options have to be transferred into specific action steps, which will "lead" the client towards their goal. Furthermore, at this stage one more reflection is being made upon the chosen options and their relation or distance to the beneficiaries, so as to proceed in appropriate adjustments to promote ownership and devotion.
Source	Based on relevant tool in Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Consultants	1. The questions included in the tool below are only sample questions and it is recommended to change their number and type, depending on the beneficiary, the counselor's point of view and the goals of the guidance session
Tool presentation	Annex 24

Fifth step- Design and organize an Action plan

The support and encouragement in designing an action plan is key for overcoming several challenges and obstacles the beneficiaries could meet throughout their career development. (Lent R. W., et al., 2002)

In this 5th step the beneficiary evaluates what s/he has accomplished until now throughout the counseling process and what remains to be done. This step coincides as well with the last individualized interview.

Objectives

The final interview has as main objective to establish an action plan identifying clearly at least two professional paths that are viable, sustainable and feasible. In this final session every step has to be described in detail in order to achieve the professional goals. It is very important as well at this point to acknowledge all possible obstacles and solutions to overcome the obstacles or to mitigate the situation.

This final interview has also as main goal to review all the processes, the different steps followed, the progress and evolution of the beneficiary as well as to evaluate if the process has reached the initial expectations of the beneficiary and if it has helped his/her actual needs.

At the end of the interview the job counselor underlines

- The major role of beneficiary's engagement in the process and active participation

In this 5th step the beneficiary evaluates what s/he has accomplished until now throughout the counseling process and what remains to be done.

- The reflection period and important internal process that was demanded in order to build a sustainable professional path and be able to put into perspective and analyze his/her actual situation.

Duration

This last session most of the times lasts approx. 1 hour if the previous steps are fully accomplished. Sometimes, the job counselor may ask the beneficiary to prepare some exercises at home (example SWOT analysis) in order to facilitate the process of building an action plan.

Content

Framework

- Presentation of the objectives and content of the session
- Reminder of the educational objectives, summary of all the steps followed during the counseling process, re adjustments and progress

Co-design of the action plan

-Formulation of the preferred professional paths defining the prioritization of projects.

- Written summary of all actions accomplished, results acquired, arguments for choosing the specific paths based on socio economic environment, personal aspirations and personal profile.
- Discussion around competences gained through the counseling process (job finding skills, interviewing skills, e-skills, methodological skills, communication skills, etc.)
- Co-elaboration of the action plan.

The action plan may concern a long term project that requires further education and training, professional experience , building network etc., a mid-term plan (3 months) that is easily reachable with a training opportunity in order to update some technical skills or develop some basic soft skills and finally (example in sales, cleaning, etc.) and finally, a short term plan that can be implemented almost immediately or with a very short and condense training that will give an added value to the beneficiary in the labour market (ex. 2days training in elderly care).

- What has already been accomplished and what remains to be done
- Strengths, weaknesses, opportunities and threats / Risk matrix
- Written intentions of the beneficiary in order to achieve his goals. According to Orbell, Hodgkins, & Sheeran, 1997, people have a tendency in persisting and being more engaged to goals and intention they have formulated in written.
- Next steps, to do list

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Tools

Personal Action Plan

Tool Title	PERSONAL (SMART!) ACTION PLAN
Phase	5th – Design and organize an Action Plan
Target group	For all beneficiaries.
Objectives	1. Set SMART goals, meaning: Specific, Measurable, Achievable, Relative, Time-bounded 2. Plan specific activities to support the achievement of the major goals (Plan A, Plan B, more rarely C and D)/ organize their job search 3. Give their job search a suitable rhythm by setting a desirable and realistic timeframe 4. Detect possible gaps between plan and reality (possible obstacles) and plan adverse actions, ensure support 5. Encourage beneficiaries to perceive job search as a job itself, that needs time, effort and concentration
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, if the consultation will be conducted via internet). Pencil (is recommended, so as to review and add information during future sessions or future references by the beneficiary him/herself, encouraging a more active attitude towards career). Both counselor and beneficiary need to have available all information that has been gathered through the previous phases.
Administration	The beneficiary completes the plan, with the support of the counselor through a one-to one session.
Duration	Approximately from 30-60 minutes, depending on the readiness of the beneficiary to make decisions, as well the facilitating tools used together in the same session.
Brief Description	The beneficiary together with the assistance of the counselor organizes the plan of action in order to achieve the defined goals. The SMART technique on which the plan is based provides the beneficiary with a tool to act in a realistic, focused, methodical and well-prepared way. It also helps the prediction of possible impediments and possible solutions, sources of support. The plan of action may serve occupational goals, as well developmental and educational, according to what is needed to support the career decisions and to reduce possible gaps. Therefore, during its discussion it may reveal to the beneficiary the importance of the engagement to training and educational activities, as well as activities that provide opportunities for further development of necessary skills (e.g. volunteerism, coaching sessions etc.)
Source	Epikentro ActionAid toolkit.
Instructions to Consultants	1. It is recommended to start with the first column (define the goals) and as a 2nd step the last one (appropriate timeframe) so as to decide the priority and the

	intensiveness of the specific actions that will be listed in the 2nd column, as a 3rd step. Then, the next step can be the discussion of the obstacles and solutions, which can be a very fruitful phase for the beneficiary's decision-making process, as it will make the challenges more visible and the plan more feasible. 2. For some beneficiaries it may be difficult to complete the plan by themselves, due to their educational background. In such cases more involvement from the side of the counselor may be necessary. When the beneficiary finishes the completion of the plan the counselor may encourage a second view, in order to reflect on it and identify the level of ownership of the plan. If the beneficiary feels that this level is low, then s/he will be less engaged. Therefore, further elaboration on the plan may be necessary in order to identify blind spots or hidden emotions and deal with them.
Tool presentation	Annex 25

Balancing one's personal and professional life

Tool Title	Balancing one's personal and professional life
Phase	5th – Design and organize an Action Plan
Target group	For all beneficiaries.
Objectives	1. Evaluation of planning and time management skills 2. Creating space for job search in balance with personal/study time or daily routines and obligations 3. Enriched knowledge and developed skills for effective time planning 4. Realizing the important professional and personal roles in the life of the client 5. Recognizing the need to balance personal life and job search activity (for completely unemployed) or both job search activity as well as professional) 6. Defining goals and steps which can be included in a future plan for career development
Materials/other Resources	A printout of the tool (or an electronic version that is being sent, to the beneficiary). Pencil.
Administration	**First part**: The consultant asks the beneficiary to imagine what happens in a regular day (workday, usually from Monday to Friday or Saturday). They then give to the beneficiary Table 1, in which the beneficiary has to describe in percentages the amount of time per day spent on each area described in the table. As a 2nd step asks to do the same, by addressing an ideal proportion among them (table 2). After filling in this table the consultant continues with the instruction: "Review the difference: Do you think changes are needed for your real situation to get much closer to the ideal one? If yes, then asks the beneficiary to write down at least 3 specific steps (table 3), which could undertake in order to achieve balance between these three life areas. **Second part**: the beneficiary chooses among a variety of roles and identifies most important ones, and allocates time for them within a week (in 3 steps)
Duration	Approximately 40 minutes
Brief Description	The exercise consists of two parts: The **first part** of the exercise aims to draw the attention of the client towards the presence or absence of balance between job search activity, work (if not any currently, they are advised to refer to past experiences), study (if any) and personal life. Once the client fills in Table 1, the consultant provides them with Table 2 and asks them to write down the percentage distribution between Job search activity, work, study and personal life in an ideal situation. At the end of the first part of the exercise the consultant discusses the specific steps provided by the client, possible difficulties and obstacles, as well as opportunities to support their achievement. These steps can be included in a future action plan for achieving a career goal. The **second part** of the exercise further deepens the work on planning professional and personal life. It is suitable especially if the beneficiary has met any difficulties identifying specific steps towards achieving a job search activity, work, study and

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	professional life balance, as well as in all cases in which the topic is important for the beneficiary and is aligned with the goals of the consultation.
Source	Prometheus Toolkit (http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)
Instructions to Consultants	1. It is very useful during the next session for the consultant to check the extent to which the beneficiary has fulfilled the planned steps and tasks for that week and discuss the achievements or failures in their execution. 2. The two parts of the exercise can be used together or separately, depending on the goals of guidance.
Tool presentation	Annex 26

Sixth step -Communication strategy, skills and tools' development

Group workshops

Workshops- besides individualized sessions job counselors organize workshops in order to motivate beneficiaries and encourage them to their process of self-knowledge.

Objectives

- Meet other beneficiaries in order to develop group dynamics in beneficiary's process to build and formulate his/her professional path
- Offer methodological tools, technics and opportunities to develop soft skills
- Confront beneficiary's analysis, perception, methods and results with the actions of other beneficiaries of the same target group
- Enrich beneficiary's experience by the storytelling of others
- Reduce and keep a sense of proportion of personal challenges when hearing difficulties that other beneficiaries are facing (regain self-confidence and confidence in his/her competencies

The design of the communication strategy and the skills and tools' development is composed by group workshops and 'open door sessions'. In this step the person integrates a team and confronts his/her's analysis, perception, methods and results with the actions of other beneficiaries of the same target group

Content

- information and techniques about job search, about specific professions, skills required, working conditions, local employers, trends etc.
- useful internet sites and how to use them

Duration – 3 hours

Tools

Job search methods self-questionnaire

Tool Title	Job search methods self-questionnaire
Phase	6th – Communication strategy, skills and tools' development
Target group	For all beneficiaries.
Objectives	1. Cross check what they know already about job search techniques and get familiarized with new ones 2. Measure the level of effort (how systematic, how often, how much time, range of actions etc.) 3. Acquire a tool for self-monitoring and Increase efforts in areas that they are less active **4.** Get ideas of what activities to include within the plan of action, which will follow
Materials/other Resources	A printout of the questionnaire (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen or pencil.
Administration	The beneficiary completes the questionnaire, according to the scale provided (it helps to be explained by the Counselor).
Duration	Approximately from 5-10 minutes, depending on the familiarity of the techniques to the beneficiary (otherwise time for explanation is needed).
Brief Description	The questionnaire includes 21 job search techniques and asks the beneficiary to assess the effort spent on each of it the last few months (or since the person has started an active job search), according to a 5-point scale.
Source	Epikentro ActionAid toolkit.
Instructions to Counselors	Advise the beneficiary to choose the most representative answer, even it is not exactly the way they perform After completing it, you may invite them to reflect on it and identify areas where they could increase their effort, or which techniques have been successful for them in the past, or hypothesize what will be more effective (if they have not much experience), with which they are more comfortable, what new insights did they get etc. This questionnaire is a suitable bridge for starting the discussion of a more specific action plan.
Tool presentation	Annex 27

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Internet sites (for all professions)

The job counselor informs beneficiary for all the relevant internet sites where s/he can search for training opportunities or job vacancies relevant to his/her plan.

Open door sessions

Another specificity we believe participates in motivating and engaging beneficiaries in building a realistic professional plan and in participating in training opportunities is the 'Open door' approach. Between the individualized sessions and the group gatherings and workshops there is an intermediate process in order to help beneficiaries who don't have IT skills or don't have a computer. In this context twice a week for two hours every beneficiary that needs help in applying for a job, in subscribing in a job agency, in uploading his/her CV in a platform or even in contacting employers by email or telephone, can come and be supported in his/her job search activities.

This approach can also help in the socialization process of beneficiaries that are long term unemployed and need human contact. In a smooth way, beneficiaries start to help one another, share experiences about local employers, give advice and tips without being asked to do so. The 'open door' approach is the transition between the individualized sessions and the group activities. People don't feel exposed as they come for a specific reason and they are not officially asked to present their professional experience to others or interact with them. Nevertheless, as a natural consequence we can observe relationships amongst beneficiaries and peer to peer effects through this approach. Also, throughout this approach beneficiaries can develop IT skills and techniques on job searching activity.

Objectives

-Assist beneficiary develop a methodology of analyzing job vacancies and job descriptions
-Assist beneficiary in presenting his/her application according to the needs of each enterprise.
-Assist beneficiary develop analytical skills by comparing his/her competencies to the requirements of the job. This comparison allows the beneficiary to detect the congruence between his/her profile and the job description and at the same time it participates in the motivation process in engaging him/her to participate in training opportunities.
-Encourage beneficiary in taking responsibility of his/her application and project him/herself as a professional of the field.
-Encourage beneficiary in decision making process
-Assist beneficiary develop a methodology in keeping track of his job search process

Content

-sites for searching specific job vacancies
- adequate CV templates

- CV building process
- analyzing information based on Job descriptions, requirements in terms of trainings, certifications etc.
-Internet search on specific professions, working conditions, forums, list of key enterprises

Tools

Job search record

Tool Title	JOB SEARCH RECORD
Phase	6th - Communication strategy, skills and tools' development
Target group	For all beneficiaries (if the educational background is adequate).
Objectives	1. Start making a list of potential/preferable employers 2. Gather in an organized and systematical way important information about employers and actions towards them 3. Keep a record for reference, of what has been done, at any new contact with an employer 4. Keeping a track with what is next 1. Monitoring productivity of job search
Materials/other Resources	A few printouts of the tool (or an electronic version that is being sent, if the consultation will be conducted via internet). Pen for activities already completed and pencil for planned activities (as the final date or action may need to be adjusted).
Administration	The beneficiary completes the record gradually, while searching for a job. The counselor explains how to complete at the beginning.
Duration	Varies according to the personal rhythm of job search activity.
Brief Description	This tool aims at providing to the beneficiaries a structured way to organize job search, as a major challenge for them is to structure time on their own and to make space for job search activities among the daily obligations. It includes a list of possible/preferable employers, contact persons, relevant activities and date of completion (e.g. sending CVs, motivation letters etc, responding to a job post, make proactive telephone calls or visits, find relevant network etc), or next steps (e.g. follow up telephones/emails), as well as specific outcomes (e.g. interviews, job offers).
Source	Epikentro ActionAid toolkit.
Instructions to Consultants	1. For some beneficiaries may be very unfamiliar to follow such a structure way and may need relevant support from the counselor or to be encouraged to find their own way of organizing their activity (e.g. a simple notebook) On the contrary, for some others this may be a very simplified tool as they are probably familiar to use tools such as excel. Again, the counselor may encourage the beneficiary to use the most suitable tool for him/her, as long as the basic information is recorded and updated.
Tool presentation	Annex 28

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Role of the counselor- Transversal activity support and follow up in implementation of every step

At this point it seems very important to present the transversal role of the job counselor throughout the individualized sessions. The job counselor supports beneficiaries to recognize their personal characteristics through discussion, guided interviews and tools and questionnaires and provides important and updated information about the work environment taking into consideration external factors that can influence the trends of the labor market (Amundson, Harris-Bowlsbey, & Niles, 2008).

In addition, the job counselor is a key actor in the whole process of employment integration as s/he supports and follows up the implementation of every activity and task the beneficiary makes in order to build and implement his action plan. It is very important for the job counselor to establish from the beginning a relationship of trust with the beneficiary. Empathy and genuine interest for the beneficiary are key attitudes and skills in order to build a trusting relationship. The job counselor should leave aside personal interests, stereotypes and personal judgment towards the beneficiary in order for the relationship to be productive and healthy. Also, within the counselor's role is to motivate the beneficiary in realizing the goals s/he has put for him/herself and encourage him/her to engage in training opportunities that will benefit him in the short, mid and long term.

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In order to do so, the job counselor should be flexible to elaborate a counseling process that will motivate the beneficiary to follow the sessions and engage him/her to the realization of his/her goal setting. Depending on the demand and beneficiary's profile the counseling process is designed based on each individual and the job counselor organizes contacts and sessions depending on the specific needs of the beneficiary. In the same way the tools are chosen based on the beneficiary's abilities and skills. This way, the beneficiary should be able to position himself in the counseling plan and the sessions proposed.

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Organization and management of the training program

Based on the previous approach, in order to organize a training program from its design until its evaluation we propose a process to follow in specific steps.

Step 1: Choose the sector for the training program

In order to choose training adequate to beneficiaries' needs, the below factors should be taken into consideration

-researches regarding the trends in the labor market, focusing on low-skilled candidates and/or employees 45+.

-data of your beneficiaries' vocational goals.

-discussion with your team and manager to discuss and co-decide for your beneficiaries needs and to use your network (companies, educational organizations).

-gather information from other CSOs, regarding requests that have identified in their network.

-indicative interviews with people from the target group (e.g. Low-skilled unemployed 45+ years old) to reconnoiter if they are willing to participate in a training program. Except for their intension to participate in a training program, ask for specific availability, such as if they are available for morning or evening classes or obstacles that may affect the attendance in the program. Moreover, you can identify features that facilitate the participation or overcome the obstacles, such as supporting in digital skills by volunteers or support for children's care during the participation in the program.

-collect data and statistics in an archive and decide the sector.

-investigate and decide for the necessary soft skills that the specific sector requires. Make a soft skills program to support your beneficiaries' readiness for the job. For example, if you intend to organize a training program in Customer Service & Sales, do not omit to prepare participants in skills such as; team working, willingness to learn, social interaction & communication, persuasiveness, empathy, problem solving, adaptability & flexibility.

-after deciding the training sector and the soft skills that the program will include, consider if other skills are required for the specific position, such as English language or digital skills and include them in the training program.

- Estimate how many participants do you intend to include in the program.

An excel template with categories analyzing employment sectors, your beneficiaries' profiles and the requests of the labor market. This process should begin at least one month before the program starts.

According to your beneficiaries' requests and professional goals and in combination to the job market' needs, you could design a mixed training program that consists of two directions. For example, Customer Service & Logistics could be appropriate for small companies who ask for an employee to handle with supplies and customers, as well.

In order to organize and manage a training program we propose the following 4 steps

1. Chose the sector for the training program
2. Map and chose the training provider
3. Select the participants
4. Monitor the program

Step 2: Mapping & Choosing Training Provider Organization

Map the significant Training Providers organizations in your area. Search for organizations who have expertise in the sector that you intend to train the beneficiaries and experience in adult education. Search for relative training activities and ask for information from stakeholders about the process and the results.

A training provider could be Vocational Training Centers and Institutes, Lifelong Learning Centers, Universities that provide training programs or lifelong learning programs, Private Schools, Assessment and Certification Organizations, NGOs who design and/or implement vocational training programs, literacy learning courses or digital learning courses, Companies' Training Academies. Choose an Organization that already has expertise in the sector. Look for the General Director or the owner of the educational organization and the Professional Development Manager & Coordinator and make a list with contact details.

Contact the organizations via e-mails, with a specific and clear proposal for collaboration. The e-mail should include; the mission and the activity of your organization and more specifically description of the Employability Service. Analyze the purpose of the training program; details for the process, the outcomes and the impact of relative programs that you have already implement. If this is the first time that you organize this kind of program, explain the factors and the benefits that raise the need of the program, based on relative researches or actions. Give details; who will benefit from this program, who will be involved in the program, the characteristics of the target group. Be specific for the learning outcomes.

Give details for the below;

When do you intend to start the program- timeline

Proposals for preliminary program/ sections

Additional included services & activities that your Organization provides to the program, such as English language, digital skills courses, coaching & soft skills development, networking events & job fairs in the end of the program

Number of participants (trainees)

Ask for details concerning;

Course outline/ syllabus

Training material

Trainers' CV/ experience

Duration of the program

Certification (if it is included to the cost)

Potential for a placement or apprenticeship

Learning process (live lessons or e-learning or mixed)

Educational methodology and techniques (based on adult learning, such as case studies)

Learning outcomes; what tasks and job responsibilities trainees will be ready to handle after this training

Required level of digital skills for candidates (if it is necessary for the program or the job position)

Required level of language skills for candidates (either for attending the program -language of training- or for coping with job responsibilities)

Ask for frequent communication & cooperation between trainers and counsellors of CSOs and training institution before and during the implementation of the program

Cost of the program

Focus on the benefits and the win- win scheme of the collaboration. These benefits could be; publicity, development of innovative training methodology, CSR activities. Ask for a meeting, giving specific date/hour at your space.

An e-mail Example

I am xxx [full name] Career Counsellor in [Organization's name]. In order to support unemployed people to get a job, we design and implement a holistic Employability Capacity Building Program, in collaboration with reputable educational institutions.

For this reason, I would like to describe to you [Organization's name] and more specifically its Employability service, in order to explore the possibility of our cooperation in terms of the development of our planned educational programs.
The career counseling is a key service of [Organization] with significant results till today, as we support people to enter the labor market. In this process, education plays a central role, as we meet people every day with talent, skills and a strong motivation to develop. In this context, we are looking for reliable and quality training programs that are really a qualification for the labor market.

Developing synergies, we implement successive training programs for holistic strengthening of the professional knowledge and skills of the beneficiaries in order to find and maintain their work, in subjects that meet their profile and the needs of the labor market.

The aim is for the trainees to be equipped with the necessary knowledge and skills in the field of Digital & Social Media Marketing, in order to be absorbed in any field of digital marketing and social networks or in the creation and management of an e-shop.

Please kindly find attached the plan and the indicative topics we suggest for the training and we are waiting for your proposal.

Regarding the type of education, we would like it to be totally or in its biggest part, in physical presence. In addition to vocational training, the program will include English language skills- focused on terminology for Digital marketing, computer use, soft skills development, which our organization will handle.

The Key issues we would like to discuss are:

-hours of training
-possibility of certification
-possibility of internship
-form of education
-educational methodology (such as case studies) & learning outcomes
-required level of knowledge & computer skills for the candidate participants
-required level of communication in English for prospective participants (if any)
-possibility of participation of trainees whose basic communication is in English and not Greek
- communication of the program instructors with the instructors of xxx [Organization's name] (English language and use of PC)

In terms of implementation time, we estimate the start in the first ten days of next month, with the possibility of completion within three months. Also, we estimate that the trainees will be 12-15 adults.

I would like to add that, since [Organization's name] is not a for-profit organization, a special discounted offer from you is important, as the programs we implement are supported and framed by the support of private companies and organizations in the context of corporate social responsibility.

We would be grateful if you could be supporters of our effort.

I would be glad to have another meeting next week, to discuss it in more detail. Additional ideas and suggestions are more than welcome.

Thank you very much in advance.

Yours sincerely
xxx [full name] ,

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After contacting possible partners, **keep an excel template** with two sheets for recording all necessary factors and communicational history. 1st sheet for training providers you have contacted, those who have responded to your request, when and what did they answer. 2nd sheet could contain details for organizations' responses, in order to accurately compare the offers. After a week make a follow up, calling the organizations that you sent an e-mail to and ask for an appointment to discuss further details.

This process should begin at least 40 days before the program starts. It depends on the period that training providers start training programs, as well. September and February are standard periods for educational organizations to start training programs. You need at least one month to gather the offers, come back for clarifications or additional requests and take into consideration all the important factors, in order to select the best organization.

After deciding the appropriate organization, send a letter to other organizations for disapproval and thank them for their response.

If you have already implemented a relative program for your beneficiaries, you can ask for your educational partner to co-schedule the new training program. Alternatively, if you have a collaboration with a company or with a policy maker, you can propose them to organize the training program in collaboration.

STEP 3: Selecting the participants

During the design of the program, make an open call to possible participants in your organization and/or other relative organizations that work with low-skilled unemployed people 45+.

- describe the program with details regarding the learning outcomes
- to whom it is addressed
- the duration and the starting day
- the requirements for taking part in
- the obligations for the participants (such as obligatory attendance in the courses)
- the deadline for applications

For an application to the program, ask from candidates to send a Curriculum Vitae and for a Motivation Letter, in order to link their interest in participating with the purpose of the program.

After gathering all applications, call candidates to;

1. An info session in order you to clarify the purpose of the program and to ensure applicants' engagement.

2. A personal interview where you will focus on

- the candidate's motivation to participate in the program and the connectedness to their career goal
- the required skills for participation in the program, such as educational background and/or language skills and/or basic digital skills, if needed
- practical issues that may be obstacles to the participation
- vulnerability such as long-term unemployment

In this step you need to prepare a Power Point presentation for the info session, an Interviewing guide which consists of specific graded questions and a practical exercise to reconnoiter candidate's skills and readiness to respond in sector's requirements.

We propose a recruitment process as follows

Activity Title	**RECRUITMENT PROCESS**
Step	3: Selecting participants
Target group	For beneficiaries that have profile or professional goal relative to the subject of the training
Objectives	1. Motivate beneficiaries to participate actively 2. Point out the educational contract 3. Choose participants who can attend the program effectively
Materials/Other Resources	Power Point presentation Interviewing guide practical exercise
Administration	Focal person of the program is appropriated to present the training program to the candidates. At the same time, counsellors and trainers could be present for any further clarification. Finally, career counsellors should interview candidates who are not their beneficiaries.
Duration	Info session could last an hour. Personal interviews should last 30-40 minutes per candidate, including the practical exercise.
Brief description	This process clarifies the main goal of the training program and enhances the motivation for participation. Moreover, candidates realize the benefits and the obligations, as well and they have the choice to withdraw their request or to participate more engaged in the program.
Source	Epikentro ActionAid toolkit
Instructions to recruiters	1. It is important to underline that the training program requires engagement and that the candidate's motivation to find a relative job is major factor for being selected to the program, among many candidates. 2. In the interview process, try to identify if any other duties could be an

		obstacle for candidates to attend the program.	
Tool presentation			
1	60 min.	INFO SESSION	
2	30 min.	INDIVIDUAL INTERVIEW	
3	15 min.	PRACTICAL EXERCISE	
	Time	**Structure**	**Description**
1	60 min.	INFO SESSION	-In the presentation you should analytically describe; • why and how did you decide to implement this training program, referring to the needs in the labor market, other relative best practices and positive outcomes • the training provider organization who will implement the program and its profile and/or expertise in the sector • the syllabus • how did you find the resources to implement the program and/or who is/are the sponsor(s) • what are exactly the participants' obligations • what are the main criteria for selecting the participants -If you have already implemented a relative training program, invite ex-trainees in the info session, in order to talk about their experience and the impact that it had in their lives.
2	20-30 min.	INDIVIDUAL INTERVIEW	The goal of the interview is to determine whether the candidate is a good fit for the particular training program. This is best accomplished by asking questions about job related experience, goals and competencies.
3	10 min.	PRACTICAL EXERCISE	Share your general format of the exercise, so that the candidate can feel more comfortable. If the main professional skill for the position is communication (training in sales or in marketing), you could ask them to write a small text for promoting their product or service on the company's website.
Alternative scenario		Depending on specific situations, you can organize the recruitment process totally in distance or partly for candidates who cannot be present at the place.	

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STEP 4: Monitoring the program

Starting before the design of the program till the end of the program, the monitoring activity is crucial for the effectiveness of this effort.

Define a counsellor or another appropriate employee of your organization as focal person, who will be in charge of monitoring the properly regulated process of the program.

Focal person's duties will be;

- scheduling a weekly program, ideally including daily participation, which enhance participants' engagement and activation, which is crucial, especially for long-term unemployed people
- keeping a weekly contact with training provider's coordinator and all trainers and facilitators who take part in the program inside and/or outside of your organization
- bringing in contact stakeholders of the program. For example, the person responsible for learning outcomes in the hard skills part could give specific directions to trainers who teach English language focusing on terminology, in order to be aligned.
- getting weekly feedback from trainees. Define a specific day and hour in weekly basis to meet the group of trainees and to discuss the process concerning the group or an individual (specific needs, obstacles, positives, challenges)
- keeping an attendance book to be aware for the trainees' participation and make a follow up for their absence
- designing and implement the recruitment process for selecting the trainees' group
- taking care of providing the assessment forms timely
- distribute learning material to the participants

This process is present throughout the training program.

The monitoring activity is crucial for the effectiveness of this effort and it is present throughout the training program.

- Before the beginning of the program: Assess participant's skills
- During the program: Midterm evaluation
- At the end of the program: Final evaluation and impact assessment

You should prepare and organize a plan B for possible extra needs of the group during the implementation of the program. For example, if participants have difficulties in following the training because of the high demand of the program the focal person could find volunteers for extra support. Additionally, you can call on participants who have advanced skills for supporting their fellows. For instance, if some participants face difficulty in computer course, you can ask from other participants to support them, by organizing private lessons in a peer

to peer basis. This activity can empower both sides and contribute to team bonding. Another obstacle could be childcare; in this case, CSO could search for organizations who provide baby-sitting for free.

In order to assess their skills before the beginning of the training program and be able to adapt the course to beneficiaries' level and needs we propose below some tools for assessing English language, business English and digital skills.

English language

Activity Title	**SKILLS ASSESSMENT – GENERAL ENGLISH**
Phase	Monitoring a training program
Source	**Cambridge Assessment English, https://www.cambridgeenglish.org/test-your-english/general-english/**
Objectives	identify the participants' competences in English language adapt the training course to beneficiaries' level and needs
Materials	**Personal computer, Internet network, chairs and tables, moderator for the process**
Administration	After explaining the objectives and describing the exercises the job counselor hand out the test. Participants have to answer the questions
Duration	15 minutes
Brief Description	Cambridge Assessment English test is a quick, free online test, which checks the English levels of individuals. You can use this test in the group as it is appropriate for the trainer to identify the participants' competences in English language, in order to organize a tailored English language course.
Instructions to Trainers	**You can implement the test online in order to get the results in terms of personal score. You can also review the answers to check rights and faults. After that, the test recommends a specific level of language ability, which is described on a six-point scale according to the Common European Framework of Reference for Languages (CEFR). According the results, you can design a tailor-made course for the target group.**
Alternative scenario	This test can also be used as a criterion for participating in the program. For training programs that require a basic competence in English language you can utilize the test to check the candidate's eligibility. For example, if you plan a training program in digital marketing, where the terminology is in English language, the participants cannot attend the program if they have no basic level of knowledge in the English language.
Tool presentation	Annex 29

Business English

Activity Title	SKILLS ASSESSMENT – BUSINESS ENGLISH
Phase	Monitoring a training program
Source	**Cambridge Assessment English** https://www.cambridgeenglish.org/test-your-english/business/
Objectives	1. identify the participants' competence in Business English 2. design and implement a tailored English language course
Materials	**Personal computer, Internet network, chairs and tables, moderator for the process**
Administration	After explaining the objectives and describing the exercises the job counselor hand out the test. Participants have to answer the questions
Duration	20 minutes
Brief Description	Cambridge Assessment English test is a quick, free online test, which checks the English level competence of individuals. You can use this test in the group, as it is appropriate for the trainer to identify the participants' competence in Business English, in order to design and implement a tailored English language course, for trainees who will staff positions in the business sector.
Instructions to Trainers	You can implement the test online, in order to get the results in terms of personal score. You can also review the answers to check rights and faults. After that, the test recommends a specific level of your language ability, which is described on a six-point scale according to the Common European Framework of Reference for Languages (CEFR). According the results, you can design a tailor-made course for the target group.
Alternative scenario	This test can also be used as a criterion for participating in the program. For training programs that require a basic competence in Business English you can utilize the test to check the candidate's eligibility.
Tool presentation	Annex 30

Internet skills

Activity Title	INTERNET SKILLS ASSESSMENT
Phase	Monitoring a training program
Source	**Diavalkaniko Center for Business Development**
Objectives	1. identify the participants' competences in the use of internet 2. design and implement a tailor-made course
Materials	**Chairs and tables, moderator for the process**
Administration	After explaining the objectives and describing the exercises the job counselor hands out the test. Participants have to answer the questions
Duration	20 minutes
Brief Description	This test is appropriate for low-skilled people, to self-assess their ability and their familiarity to use internet. Based on the answers, the trainer could focus on basic skills, that are necessary for unemployed people to search and to apply for a job. Additionally, the participants gain awareness of their internet using competence.
Instructions to Trainers	Although this is a self-assessment test, it is based on specific skills, that allows the trainer to estimate the average competence of the participant. Encourage participants to answer honestly and quick. Also, given the fact that is a multiple-choice test, it is possible the results not to be accurate, but can be representative of the general level of internet use. Additionally, because this test in not being filled out on the internet, the trainer cannot understand the participant's familiarity with the computer. For this reason, this test is appropriate for testing many people when computers are not available.
Alternative scenario	This test can also be used as a criterion for participating in the program. For training programs that require a basic competence in Internet skills you can utilize the test to check the candidate's eligibility.
Tool presentation	Annex 31

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Soft skills

Activity Title	**SOFT SKILLS SELF-ASSESSMENT**
Phase	Monitoring a training Program
Source	**Epikentro ActionAid toolkit**
Objectives	1. Monitoring the skills development process 2. Preparing the participants for the essential skills in the labor market and the following workshops 3. Preparing the facilitator for the self-knowledge level of the group
Materials	**Copies of the test, pens, chairs and tables**
Administration	First, explain to the participants the aim of this process and give beneficiaries simple and clear directions for the process
Duration	30 minutes
Brief Description	This Self- Assessment Form consists of statements and behaviors that describe specific job-related skills. This form was developed for a training program in "Sales & Customer Service". From this point of view, specific skills are chosen, that are required for employees in the sector of Customer Service. Participants should evaluate their own perspective regarding their attitudes before the training program starts. At the end of the program, participants will come back to the questionnaire and reassess every single competence, in order to compare and pinpoint the level of the development that they reached during the program.
Instructions to Trainers	1. 40 minutes is enough time for participants to think, considering that they are not used to fill out this kind of self-assessment questionnaires. 2. Given the fact that low-skilled people are not familiar with terminology, give some examples and make necessary clarifications if needed. 3. Although anonymity is crucial for this kind of evaluations, in this form names are required, as the participant must fill out the same form, in order to make the comparison.
Alternative scenario	For groups where the participants are low-skilled or functionally illiterate, they may not be ready to fill out the form at the beginning of the program. In this case, you could present to them the soft skills development program, giving some examples or case studies that indicate the necessity of these skills on the job, in order to understand the aim of the workshops. At the end of the program, you can use the Self-assessment form and ask from participants to evaluate their advancement.
Tool presentation	Annex 32

During the implementation of the program and in order to assure the engagement of beneficiaries until the end of the program we propose a midterm training assessment.

This assessment gives the counselor the opportunity to be aware of the quality of the training program, the teamwork climate, the quality of trainers etc. These indications could be very helpful for the success of the overall training as the counselor can use the results of the assessment to modify, adapt and improve the program. Finally, this midterm assessment is also a way to keep participants motivated and engaged throughout the training.

Midterm training assessment

Activity Title	**MIDTERM TRAINING PROGRAM ASSESSMENT**
Phase	Monitoring a training program
Source	**Epikentro ActionAid toolkit**
Objectives	1. Improvement of the program 2. Involvement of participants
Materials	**Copies of the test, pens, chairs and tables, moderator during the process**
Administration	After explaining the objectives of the questionnaire, the job counselor describes how the participants should fill in the tool and distributes it to everyone.
Duration	30 minutes
Brief Description	Individual participants' evaluation in the middle of the training program is important for understanding the level of achievement of the objectives and the expectations. It is suggested that it is conducted before the middle of the program, in order to improve the procedures and to address possible obstacles. Moreover, participants realize their involvement and active participation in the program.
Instructions to Trainers	Anonymity is important for the participants to express their opinions, though you have to ensure that all participants will fill in the form. After completing the evaluation, thank all participants for their contribution and give them feedback about the modifications that you intend to do, if any. The participants' involvement in the procedure increases not only their engagement in the current program, but also their positive experience in training programs in general. Do not forget to include questions regarding distance learning, if the program or part of the program is implemented this way.
Alternative scenario	This evaluation can also be done online, in a free online tool, that you can create as an online survey. You can send the assessment form to the participants via e-mail. This way participants can fill out the form in their own pace and you can store the feedback received in a spreadsheet view of the collected data. Keep in mind that internet network is necessary for the participants to be able to use this tool. Additionally, if you want to ensure that all participants have fill out the questionnaire, you cannot hold onto the anonymity, whereas in live meeting you can gather the questionnaire from all participants.
Tool presentation	Annex 33

At the end of the program the job counselor evaluates the integral training program in order to assess the quality of the training, the satisfaction of the participants, and evaluates if the objectives have been attained.

Evaluation cards

Activity Title	**EVALUATION CARDS- ACTIVITIES' ASSESSMENT**
Phase	Monitoring the program
Source	**ActionAid Hellas toolkit**
Objectives	1. Opportunity for participants to express their thoughts and feelings 2. Feedback and assessment for CSO and stakeholders
Materials	**Board or a box, paper, pens, cards or post it.**
Administration	Facilitator provides the cards and participants can express their feedback for the course or workshop that just attended. It is a quick and simple process, that does not require competence in written communication.
Duration	5 minutes
Brief Description	This evaluation tool is appropriate for one-off activities and sessions. For giving participants additional ideas, you can post some verbs that may influence them to write their quote. If you want to keep the confidentiality of the evaluation, make a box and ask from participants to put their cards into the box. Wrap the box with the verbs. Alternatively, you can use a board where you will write the verbs. The participants will write their opinions and will post them on the board, in order to be obvious in the group.
Instructions to Trainers	You can point out that all opinions and feelings are accepted, and this process aims to the improvement of the program and not to criticize participants' or facilitators' behavior.
Alternative scenario	Alternatively, you can use a variety of cards that compare a written statement with a schema that reflects participants' feedback. You can provide the participants with these cards, so they can choose where they prefer to use one or all of them. This modified form of cards evaluation is suitable for low-skilled people and suggests a simple and funny way for assessing the process. As in the previous version, you can ask from the participants to put their cards in the box, or to put them in the floor where everybody can read the group's feedback.
Tool presentation	Annex 34

Final assessment

Activity Title	PARTICIPANTS' FINAL ASSESSMENT FORM
Phase	Monitoring the program
Source	Epikentro ActionAid toolkit
Objectives	1. Knowledge 2. Awareness 3. Improvement in following relative programs
Materials	Copies of the test, pens, chairs and tables, moderator during the process
Administration	The job counselor explains the objectives and describes the tool. The job counselor pinpoints that participants' perception is of outmost importance and that through this process they can contribute to improving following training programs. Encourage participants to express themselves and emphasize that there is no bad feedback, but a chance for improvement.
Duration	30 minutes
Brief Description	The final assessment form is a simple tool that can give information about the demographics of the participants, their motivations, their satisfaction towards the program and the trainers. It includes a holistic evaluation of the program with both closed and open questions.
Instructions to Trainers	Keep in mind that low-skilled people are not familiar with evaluation activities, so you should explain the necessity of these procedures for improving and achieving a better quality. Though, try to keep the procedure simple and clear.
Alternative scenario	This evaluation can also be done online, in a free online tool, that you can create as an online survey. You can send the assessment form to the participants via e-mail. This way participants can fill out the form in their own pace and you can store the feedback received in a spreadsheet view of the collected data. Keep in mind that for participants internet network is necessary to be able to use this tool. Additionally, if you want to ensure that all participants have fill out the questionnaire, you cannot hold onto the anonymity, whereas in live meeting you can gather the questionnaire from all participants.
Tool presentation	Annex 35

Educational Methodology

The proposed educational methodology is built on and exploits the central principles of the field of Adult Education. In this context, the methodology of participatory and experiential teaching is chosen as the most appropriate for adult education, due to the fact that:

- a creative learning framework is being developed;
- active participation of learners is promoted;
- the particular way in which one learns (individualized learning) is taken into account;
- the knowledge and experiences of learners (experiential approach) are used.

The application of participatory educational techniques and instruments in this direction is actively proposed as it supports the systematic specialization of learners' knowledge in specific thematic modules related to the subject of training, but at the same time it also strengthens the cultivation of capacity to take initiatives, develop collective action, solve problems, cooperate and communicate.

Within the context of the philosophy of participatory experiential teaching, the trainer is invited to play the role of consultant, coordinator of the learning process in an environment of cooperation, participation, communication and parity. The role, attitude, behavior combined with the knowledge and skills of the adult trainer is one of the main factors in ensuring the effectiveness of the learning process.

How to design a training activity

- Define educational objectives and learning outcomes
- Plan the opening session
- Prepare the educational evaluation
- Chose and create the appropriate educational activities
- Be supportive, inspiring and help beneficiaries express and stimulate emotions, create a good emotional climate, listen to needs and help to achieve the goals of the group

The educational objective and learning outcomes of the training program

It is important that participants are aware of the learning goals and expected learning outcomes of the program. In this way, they have clear expectations of the training program.

According to Cedefop[12], learning outcomes are defined as the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate

[12] Cedefop (2014) *Terminology of European Education and Training Policy*, Luxembourg: Publications office of the European Union

after completion of a learning process, either formal, non-formal or informal.

More specifically:

- The term “knowledge” refers to the outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work.
- The term “skill” is the ability to apply knowledge and use know-how to complete tasks and solve problems.
- The term “competence” refers to ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Opening Session

As learners need to be aware of the expected learning outcomes of the program, instructors need to be aware of the expectations of the participants. That's what happens at the opening training session – a necessary step according to the basic principles of the field of adult education. The first inaugural meeting in the training program is a key step in its integrated conduct. It contributes to the creation of a climate of cooperation, to the exploration of the educational needs and expectations of learners and to the formulation of the educational contract, which is important for understanding the character of the program and strengthening the commitment of the trainees to it.

The opening meeting is particularly critical as at this time the instructor gives the first signals to create an appropriate climate of trust, supports the building of the team, and introduces the first elements of experiential education and methodology. The opening meeting includes three steps:

1. An initial acquaintance of the group, which should not be limited to the self-presentations of the trainees, but should already involve them in a single short osmosis between them.

2. The assessment of the educational and other needs/expectations of the trainees, which can be implemented either at the group or at the individual level.

3. The preparation of the training contract, with the participation of the trainees in it.

Through this process, the instructor and the trainees acquire a first meaningful picture of the characteristics-needs-expectations of the specific group in which they are to cooperate. The investigation of the characteristics of the trainees will help to adapt, as far as possible, the educational material and the educational process to the needs of the individual group of

beneficiaries, while, at the same time, it will support the trainees in the identification of individual needs and incentives for their participation in the program as well as their acquaintance and familiarity with the whole group.

Opening meeting objectives:

- team-building
- exploring the needs-expectations of learners regarding their participation
- information and discussion of the program and its possibilities to adapt to the needs of learners
- the participants' commitment to attend it (educational contract)

However, it is important to keep in mind that, depending on the number of trainees and their specific characteristics, the trainer will probably need to slightly change the time limits of the activities

Proposed actions and activities for the trainer to start the program:

- On arrival

The trainer personally welcomes the trainees upon their arrival and introduces him/herself. If they feel comfortable, they can use this time to collect/exchange some raw information (work, education, place of residence, etc.) and/or 'break the ice' with people who gradually enter the seminar area.

- As the program begins

Once everyone has gathered, the trainer welcomes the team and provides some general information about him/herself. It is useful at this point to say some information in a short way, about the duration of the seminar, the hours, breaks, and the methodology to be followed. For example, what participatory education means under this program. A more detailed presentation on the project, the structure of its content, on the roles and obligations of those involved, can be given during the training contract.

The role of the facilitator

The facilitator within the group does not assume the role of authority. On the contrary, it acts as a coordinator and as a "change agent". Throughout the workshop, s/he supports, inspires, helps to express and stimulate emotions, creates a good emotional climate, provides motivation, rewards, listens to needs and helps to achieve the goals of the group. In addition, s/he recognizes the roles taken over by the members of the group (e.g. leader, emotional barometer, challenger, scapegoat, constantly asker, omniscient), takes care of alternating and using them in order to meet the needs of the group.

The role of the coordinator/facilitator/trainer to achieve the objectives of the group therefore includes:

- support,
- encouragement,
- providing valid and reliable information,
- support the participants to complete the program,
- strengthening them at the cognitive, behavioural and emotional level,
- developing skills to solve problems and manage difficulties they face

Furthermore, it is important to be aware of the following general guidelines (Institute for Continuing Adult Education, 2008:12):

- In experiential exercises the role of the trainer of the group is **supportive**, encouraging and not directional or intrusive, enhances the possibility of personal expression of individuals.
- The trainer with a mood of reflection **observes, keep notes and discusses** his/her comments with the team at the end of each experiential exercise.
- **Explains** from the outset clearly and accurately what s/he will do in an experiential exercise and what the members of the group are expected to do, by **giving clear directions**. It is recommended to give one direction at a time.
- Informs that the participation of the members is optional during the group's processes, but tries to **encourage** them to take part in the exercises, highlighting the positive results (relaxation, improvement of communication, etc.).
- Experiential exercises are designed in such a way that they **do not affect negatively** or exclude any of the members of the group.
- It is necessary that the trainer is **prepared for an experiential exercise before meeting** with the team. It is recommended that s/he has tried and/or completed at least once the exercises s/he intended to bring to the team.
- The **experiential exercises are related to the purpose and the objectives of the group**.
- The trainer shall ensure that s/he is provided with the **appropriate materials/equipment** (papers, pens, colors, etc.), if such are required for the carrying out of an exercise, before the start of the meeting.

The trainer should

- Be supportive
- Keep notes and dicuss with the team
- Give clear directions
- Encourage participation
- Prepare exercises so that they don't stigmatize
- Prepare and test the efectiveness of the exercises before the training
- Provide the appropriate equipment

The evaluation of the educational process

The educational process, is a very important action to enhance its effectiveness and quality. It is part of the overall evaluation of the educational program, which is more focused on all the factors that shape it and, ultimately, on its learning outcomes. It is proposed to implement (at the end of each training program) a short evaluating activity of the educational process which focuses mainly on the assessment of the initial expectations and needs of the group, as expressed at the opening meeting and marks the substantial and formal completion of the program.

The evaluation of the educational work, is complex and multidimensional, it depends on the time of implementation, its objectives, the method and/or the techniques that are used. It can contribute to the evaluation of part (e.g. one educational unit) or of the whole educational action (which takes place in each specific program) as an active continuation of the educational process within the classroom.

It is proposed, in particular, to implement (at the end of each training program) an activity evaluating the educational process which will focus on assessing the initial expectations and needs of the group as expressed at the opening meeting. This activity, based on the first productions of the group (educational contract mapping), and on the formulation of the basic (in the opinion of the group) valid and weak points of the educational process, will give a specific starting point, a framework and the possibility of a short discussion- evaluation of the educational work by the trainees. Valuing their experience of the process itself, as experienced at individual and group level, this activity will also mark the completion of the work of a training cycle initiated by the expression of the expectations and needs of the trainees and will be closed symbolically and substantially by giving a voice to those who are the focus of the educational act and the final beneficiaries of each training program.

Educational Activities

In seeking to enhance the participation and active interest of trainees in the educational process, as well as to link training programs with real needs and practical results, it is proposed to use techniques and activities focusing on their active interaction and to increase their involvement in the learning process. It is crucial to take advantage of educational activities that enhance active participation, at individual and group level as well as in plenary: discussion, individual exercises for the implementation or resolution of a problem, case studies in groups and brainstorming.

In any case remember that:

It is crucial to take advantage of educational activities that enhance active participation, at individual and group level as well as in plenary: discussion, individual exercises for the implementation or resolution of a problem, case studies in groups and brainstorming

- Training programs are adapted to the profile, previous knowledge, experiences and skills and needs of learners. For this reason, the process of exploring needs and formulating a training contract, as already mentioned, is also considered to be of key importance in the selection of educational techniques.

- The educational process is based on the pursuit of active participation of learners. Trainers are invited to take on the role of facilitator in the effort of trainees to bring past experiences, knowledge and skills, develop them, broaden and enrich them.

- As trainers, avoid (as far as possible) the role of authority, trying to convey a given body of knowledge through extensive suggestions, but seek to use and apply active techniques that promote participation and interaction. Even when a trainer makes a recommendation, s/he should be sure to enrich the presentations with examples and questions involving trainees.

- Finally, it is important to bear in mind that the position of activities within the theme unit may vary depending on the nature and objectives they are intending to meet. In this direction, the activities proposed and described below can be found:

  - In the beginning of the teaching module, by setting up its introduction (for example, a brainstorm) or aiming to break the ice and activate the trainees.
  - In the middle of the module, with the aim of in-depth processing of a phenomenon, procedure, practice or opinion (for example, a case study or a plenary debate).
  - At the end of the module, with the aim of consolidating and drawing useful conclusions (for example, an exercise in consolidation).

A brief description of these techniques as well as an analysis of the proposed activities can be found below in this text.

Questions/answers Discussion

Trainers ask questions themselves, but also encourage learners to do the same. They are in no hurry, in the second case, to give the 'right' answer, but they turn the question to the plenary and make it the subject of the debate. This is how the autonomy, initiative and participation of learners are developped , while the relevance of training to the real needs, experiences and practical problems they face, are empowered.

Trainers may ask different types of questions, such as:

- Questions to explore and capture previous knowledge, experience or opinion. For example:

  - *We'll then talk about A. Have you ever encountered anything like this? What did you do?*

- Questions to edit, understand, analyze an issue, phenomenon, or process. For example:

  - *What would you say are the characteristics of A?*

  - *Why do you think in this case we had the B result?*

- Questions of further processing, critical analysis and deepening. For example:

  - *Why do you think that? Couldn't the opposite be true?*

  - *How do you explain that?*

- Questions to explore alternatives/suggestions for solving a problem. For example:

  - *What would you do if you had to solve this problem immediately?*

  - *What would you do to ensure that your solution is successful in the long run?*

- Questions of re-evaluation and self-assessment. For example:

  - *What would you say are the two main conclusions of this sub-group?*

  - *You can draw a conclusion from our conversation today.*

In any, case the questions:

- Should be formulated in simple, understandable words, without ambiguities and multiple readings. Ensure that everyone understands what we asked and even that they understand the same.

- Should not refer to many levels at the same time: we do not ask, for example, with the same question what we think of a phenomenon, what its causes are, what its effects are and what its possible response is.

- The questions are addressed to everyone: we need to properly manage the dynamics of the group, help it to regulate itself and limit the tendency of the "omniscient" to monopolize interest.

- Questions, as a rule, are answered voluntarily and do not refer to an examination-evaluation process.

- The questions correspond to the level of knowledge and experience of the learners: we do not ask anything that only one or two of the group may know.

- Sufficient time is provided for the answer: the instructor is in no hurry to respond when the trainees are having difficulty.
- The trainer must have the honesty to state that s/he may not be able to answer every question of the trainees in full.

The debate is similar to the question-and-answer technique, except that it aims to explore a subject in greater depth. In this sense, it usually takes longer, for the instructor to prepare a topic, while it can be carried out both in working groups and in plenary.

Educational activities proposed for a training targeting unemployed low skilled over 45 years old

- Questions/answers Discussion
- Brainstorming
- Assessment
- Case studies

Brainstorming

Here the instructor asks a question in order to draw the spontaneous reactions of the trainees. *Example: What is the first thing that comes to mind when you hear quality construction?*

Trainees are encouraged to propose as many ideas and opinions as they can quickly, briefly and without self-censorship. Neither the instructor nor the other trainees comment on the ideas submitted. Each idea is recorded in the table in exactly the way it was formulated, without criticism or suggestions. The concepts can be categorized at the time they are reflected in the table and followed by an organized debate in plenary to comment on the ideas submitted, to interpret them and to draw conclusions.

During brainstorm, the most important thing is for learners to feel comfortable in what they feel or think at that moment, without flattening, explaining, documenting their ideas. In the next phase of the activity, time will be given to comment on what has already been said.

Assessment (comprehensive)

In this context we describe as assessment the individual exercises, which are intended to lead the trainees into action, analysis of the operation, drawing conclusions and interconnection with the theory. The exercise may have the purpose of processing or solving a problem, handling a situation or object, and so on. Trainees may, for example, be asked to answer a series of questions relating to a phenomenon, to classify certain information, to organize a process ,to record its steps, and then to present their concerns to the plenary. For example: *If you had to perform task A, in conditions B and in time C, what would be the steps you would follow? How will it be ensured that the task is performed within the set schedule?*

Assessments may also take the form of a questionnaire, multiple choice questions or a 'right-wrong' type. They may also contain diagrams, drawings, sketches, etc.

In any case, clear instructions on the requirements and time limits of the assessment should be given and a stimulus or subject should be provided as well in order to stimulate the interest of the trainees.

Case study and work groups

Working in groups may be the basis of the educational process in adult education: in its context dialogue, exercises on any topic, case studies, among others can be developed. Trainees are divided into small groups (3-5 people) to work together on a topic, a point of view or find solutions to a problem. A representative then undertakes to present to the plenary the conclusions or views of the group. After all the groups present their positions, a debate in plenary, synthesis and conclusions are followed.

In the context of the working groups that process a case study it is important that:

- The subject to be processed should be clear (it should be given in writing). Also, be as relevant as possible to practical issues that trainees may have either encountered or faced in the foreseeable future. The practically useful nature of the case study will increase participation while on the contrary, a theoretical topic will create rather limited interaction.

Case studies should be
- Clear and practical
- With specific objectives and tasks to accomplish
- With a demarcated procedure (time, roles, steps)

- The objective of the processing should be as specific as possible: trainees need to know on which axes their discussion should take place. For example: After reading the following text, record the three main arguments that substantiate view A. Or: After seeing this video, locate at least two disagreements with the view supported by B.

- The procedure must be equally demarcated. Participants should be aware of:

  - How much **time** do they have available for processing within the group. The instructor regularly reminds you of the time limits: You have five more minutes to complete the exercise...
  - Appointing a **representative** in order to present the conclusions to the plenary.
  - Whether they can **ask questions** or express opinions after each group has been presented separately, or a **general discussion** will follow after the end of all presentations.

- The trainer takes care of the operation of the teams: s/he circulates in the field providing clarifications, answering questions and giving new processing triggers when he notices that a team has been brought to a standstill. At the end of the debate in plenary, s/he takes care to reframe the debate and draw the main conclusions.

Case studies

Case study 1-Work efficiency

Activity Title	The working place	
Soft Skill Category	Social and Professional Skills	
Competences	Work Efficiency	
Objectives	• To regulate their performance expectations. • To assess their actions • To be aware of professional attitudes	
Materials	Post-it, pens, clipboard, A4 papers	
Duration	1 hour and 40 minutes	
Brief Description	This case study focuses on how to recognize and regulate appropriate performance expectations and to become familiar with characteristics of professional attitudes. The participants will become familiar with work ethics issues and how they could regulate themselves in terms of responsibility, expectations and taking initiatives in a working place.	
Techniques		
1	40 minutes	Action in a working place

2	15 minutes		Work ethics
3	30 minutes		Being observant
4	15 minutes		Reflection
	Time	**Structure**	**Description**
1	40 min	Action in a working place [Post-it, pens, clipboard]	The participants are making couples and they have 3 minutes each to describe one to another their "previous job", focusing on the main duties, characteristics and activities that they had. • The listener the only thing that could say, as many time s/he wants is: *"Was there something (on this) that you could do better".* • Then for the next 4 minutes all the participants, individually, are writing in post-it "What they could have done better in their previous job" (one issue per post-it). In the meanwhile the facilitator is creating on the clipboard 3 columns with the names: Responsibilities, Expectations, Initiatives. • When they finish, the members of the group, one-by-one, stand up and are encouraged by the facilitator to try to stick their posts on the clipboard. "Wherever they feel is more proper". (The facilitator tries to participate the less that s/he can in this process). When everyone finishes, the facilitator gives 3-5 more minutes saying that if someone wants he can make changes on any of the posts, either if the post belongs to him/her or not. • For the next 10 minutes the facilitator asks the participants to reflect on this process and to share their ideas on how important are the issues of responsibility, expectations and taking initiatives in the working place. ➔ How did you feel during the whole process? ➔ How important is the working environment in order to

			be responsible or regulate your expectations or to take initiatives?
2	15 min	Work Ethics [Brainstorming]	Each working environment has different rules, norms and procedures. The culture and the ethics within a working place affects differently the interaction among employees and their personal capabilities; it also affects their performance, their attitude and their efficiency. Workplace ethics are not the same as work ethic. The work ethic you have is your personal standard for how you do your job. It's about how detail-oriented you are, what sort of quality you're intent on delivering for every project you do, whether you're punctual, how you treat your colleagues, if you take accountability for what you do and so much more. It refers to an employee's internal moral code. Workplace ethics can go two ways. One is how the employee governs himself/herself within the workplace, but the other is the ethics at play in the corporate culture and how the company conducts itself both inside the firm and also in the larger world. Each of these can affect morale, performance, loyalty, job turnover and even employee work ethic. For instance: ➔ Can you imagine how an employee behaves working in a Hotel as a receptionist? ➔ Can you imagine how an employee behaves working as a car-driver/courier of a big Supermarket? The facilitator asks the participants to brainstorm and to find real-life examples where they recognize differences in ethics in working environments. They can use their own experiences. • Next, the facilitator introduces to the participants the following factors and relates them with their examples: ➔ Which of the following elements are important in a working environment? • Language • Communication • Roles • Customs • Relationships • Practices • Expected Behaviors • Values • Thoughts

			• Manners of Interacting • Rituals
3	30 min	Being observant [A4 papers, pens, Clipboard]	The facilitator, having introduced in the previous activity that each working environment is different, tries to explain to the participants that by being observant in their daily routines at work, they can find out a lot about the workplace culture. For example, they could pay attention to who is already there when they enter the building and who is still there when they leave. Thereby, they can find out about people's working habits and who they can talk to at which times. • Then, the participants are making 4 sub-groups, for the next 10 minutes and they are answering the following questions: ➔ What do people say to others when they enter the workplace for the first time this day/when they leave? ➔ How do people approach the other if they need to interrupt the other's work? ➔ How do people ask for help? ➔ How close do people stand next to each other while they are talking? ➔ How do people approach someone higher in rank? ➔ How do people approach each other if they need help/if they ask a favour? ➔ How do people signal attention through their body language? When they finish, each team has 5 minutes to present their answers and the facilitator is keeping notes on the clipboard. At the end the facilitator summarizes their answers!
4	15 min	Reflection	Sitting in a circle, the facilitator asks the participants to remain silent for the next 3 minutes and to reflect on all these that they have done today. After the 3 minutes, the facilitator says: ➔ "Who would like to speak?" The facilitator tries to relate their thoughts with and to reflect on **the working environment**, **work ethics**, **professional attitudes and characteristics**. ➔ What you could do in order to better regulate yourself in this or in the next working environment?

	➔ How important are the expectations and the interaction in the working environment? ➔ What are you going to keep by our exercises today?
Instructions to Trainers	A good advice for new employees is to take 10 minutes each day to do a mini research about the workplace culture and the work environment. For example, to find different spots where they can observe others and pay attention on how they interact. Just, make sure to observe discreetly, so that people do not feel under observation.
Alternative scenario	

Case study 2- Numeracy skills

Activity Title	Numeracy Skills		
Soft Skill Category	Basic Personal Competencies		
Competences	Numeracy Skills		
Objectives	• To increase self-confidence. • To develop a more positive stance towards digital tools.		
Materials	Printed paper with the Quiz, A4 papers, pens, Printed copies of the Puzzle, Timer		
Duration	1 hour and 10 minutes		
Brief Description	Many professions require at least a basic level of understanding when it comes to numeracy and mathematics. Numeracy skills can help to improve confidence with mathematics for life, learning and work. Being confident with numbers may also help to take up learning new digital skills. This case study focuses on raising awareness of what skills in numeracy one already has and of what skills need to be further acquired. Numeracy can be divided in three levels: • **Baseline Numeracy:** Having a sound knowledge of numbers, measures and structures, basic operations, basic mathematical presentations and the ability to use appropriate aids that enable further development. • **Functional Numeracy**: The ability to apply basic mathematical principles and processes in everyday contexts at home, school and work (as needed for banking, payments, reading timetables, etc.). • **Multiple Numeracy:** The ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulae, models, graphs, charts) that enable a person to fully function in a modern society.		
	Techniques		
1	15 minutes	Discussion	
2	25 minutes	Bridge Crossing	
3	15 minutes	Nine dots	
4	15 minutes	Time estimation - Reflection	
	Time	**Structure**	**Description**

1	15 min	Discussion	The facilitator opens a discussion by explaining that having a better understanding of numeracy skills could have a positive effect in our personal life but also in the workplace. For instance, we do not all deal with the same way doing the following things: ➔ Counting quantities for a customer; ➔ The use of percentages and subtraction when giving a discount; ➔ Using division when calculating costs per head; ➔ Measuring an area or a room; ➔ Calculating fuel consumption; ➔ Understanding tables in reports and interpreting graphs. However, being aware of our numeracy skills and understanding basic numeracy could help us achieve better understanding of our working environment around us, regulate better our emotions (i.e. reducing stress), and deal better in our everyday life. Then the trainer asks the following question, from which a discussion is generated: ➔ Do you have any experience that having better numeracy skills could have helped you to do something better (in a working environment / everyday life)?
2	25 min	Bridge Crossing [Printed paper with the quiz, A4 papers, pens]	The participants are divided in groups of 4 and the facilitator is giving them the following quiz: "Four people come to a river in the night. There is a narrow bridge, but it can only hold two people at a time. They have one torch and, because it's night, the torch has to be used when crossing the bridge. • Person A can cross the bridge in 1 minute, • B in 2 minutes, • C in 5 minutes and, • D in 8 minutes. When two people cross the bridge together, they must move at the slower person's pace. The question is, can all four people cross the river in 15 minutes or more or less?"

			• The facilitator is giving a maximum of 15 minutes for the groups to find the solution. Additionally, s/he is encouraging and supporting the groups during the whole process. Then the facilitator is giving the two possible answers: <u>Solution A</u> The cost of returning the torch to the people waiting to cross is an unavoidable expense which should be minimized. This strategy makes A the torch bearer (Total time 17 minutes). <u>Solution B</u> Forcing the two slowest people to cross individually wastes time which can be saved if they both cross together (Total time 15 minutes). At the end the facilitator is inviting the group to reflect on the exercise: ➔ Is anything that you have realised by this exercise? ➔ How helpful numeracy skills could be in our everyday life and/or in the working environment?
3	15 min	Nine dots Tool presentation Annex 36 [Brainstorming, Printed copies of the Puzzle, Pens]	The facilitator triggers participants to brainstorm about other conditions or possible scenarios on how numeracy skills could affect their actions or the way of thinking (in their new job or in everyday life). Possible examples: • Thinking in a Reasoning way • Thinking out of the box • Making estimations • Developing digital skills • Observing sequences / patterns At this point the facilitator shares to the participants the printed copies of the "Nine_DOTS" puzzle (Annex_1). • It is an individual exercise and they have 5 minutes to do it. • When they finish, the facilitator is giving them the solution. More info about the solution could

			be found here: http://www.brainstorming.co.uk/puzzles/ninedotsnj.html After giving them the solution, the facilitator needs to discuss the participants' experience of the exercise and link to the intended learning outcomes of the exercise.
4	15 min	Time estimation - Reflection [Timer]	Time estimation is also a crucial personal skill. • The facilitator invites the participants to stand-up in front of their seats. The task is to count 60 seconds, in a silent mode and when they finish to seat down in their chairs. • For this exercise it is important everybody to remain silent. The facilitator needs to use a timer and to count 60 seconds, as all the participants could start at the same time and when the facilitator "rings the bell". • Usually, very few from the group could seat on time! Finishing the exercise the facilitator could ask the group: ➔ How did you experience the last exercise? ➔ What are you going to keep by this workshop? ➔ How do you feel concerning your numerical skills? ➔ How would numeracy skills benefit your work? ➔ Do you have opportunities to improve numeracy skills at your workplace?
Instructions to Trainers			• In this case study it is important for the facilitator to reflect on their experiences in a supporting way, in order to help the members of the group to realise the benefits of the numbers in different aspects in their life. • Depending on the dynamic of the group, the facilitator has to actively support the participants in their activities. It is proposed to not give directly the answers but to encourage them to search, to ask, to discuss, to problematize them positively.
Alternative scenario			• For the first exercise, the facilitator should be prepared to share personal experiences or cases of positive effects of numerical skills in our life. This is highly recommended, especially if the group is new or the active participation is low. • Depending on the participants, facilitators may add some tests like sudoku and short numerical reasoning tests.

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Case study 3- Digital skills

Activity Title	Cards
Soft Skill Category	Digital Skills
Competences	Information and data literacy, Communication and collaboration, Digital Content creation, Safety, Problem Solving
Objectives	• To develop further inquiries - curiosity - towards digital technology • To know better their skillset • To self- assess their key digital competences
Materials	"Digital competencies Cards", A4 paper, Pens
Duration	1 hour and 30 minutes
Brief Description	In this case study, the participants are encouraged to become familiar with the uses of digital technologies in the working environment and to assess their digital competences. Moreover, the exercises are focusing on raising awareness of what skills in digital literacy can still be improved on and what skillset one already has.

Techniques

1	20 minutes	Couples
2	60 minutes	Cards
3	20 minutes	Reflection

	Time	Structure	Description
1	20 min	Couples [Discussion]	In almost every job today, people's work is related to computers, programs, and databases. When we know how to use these digital tools effectively, it can greatly benefit our work. Someone in order to be digitally literate needs to be able to **navigate**, **evaluate**, **communicate** and **create**. Additionally, European Union (DIGCOMP 2.0) says that being digitally competent means using digital technologies in a **confident** and **safe** way for various purposes such as working, getting a job, learning, shopping online, obtaining health information, being included and participating in society, entertainment, etc.

			But in order to do any of the above things we need digital competencies. The facilitator invites the members of the group to create couples and to discuss for the next 10 minutes the following question: "What do you think about digital literacy and its importance?" Then, they are sitting all together and they are sharing their ideas with the whole group.
2	60 min	Cards [Digital competencies Cards, A4 paper, Pens]	The facilitator informs the group about the following digital skills: 1. Information and data literacy 2. Communication and collaboration 3. Digital content creation 4. Safety 5. Problem solving  The facilitator invites the participants to think about their digital competencies by reading the "competencies cards". • Firstly, the participants are divided in 5 groups and each group takes 1 Card and they discuss the competencies that are written on the card. • Every 5 minutes they exchange cards. (so in 25 minutes all groups have seen all the 5 cards). • Then they are asked to pick three competencies that they think are useful for them and to write them down. • Then, individually, they try to rate themselves, using the numbers 1 (unskilled) to 10 (very

			skilled) for each of the competencies that they have chosen . Skill 1:_____Score:____ Skill 2:_____Score:____ Skill 3:_____Score:____ Then the facilitator ask the participants: ➔ Did you give yourself a **score of 7 or higher** in one of the three skills? If yes, how did you acquire this skill, and could it be useful for your new job? ➔ Did you give yourself a score of **less than 6** for one of the skills? If yes, how do you think you could develop this skill? Does your workplace offer any training
3	20 min	Reflection	The facilitator asks the participants to reflect on their digital skills and to consider how to further develop their digital literacy with the following questions: ➔ How do you acquire the digital skills that you already have? ➔ How could you use them in your new job? Then looking at the skills you want to develop further: ➔ How would this new digital skill benefit your work? ➔ How and where could you find support to learn this skill? ➔ Do you have opportunities to learn this skill at your workplace?
Instructions to Trainers			• Companies working with a particular software often provide employees with courses on how to use it. Advise the participants to show their interest and engagement and ask their direct superior if they could take part in one of these. • Remember that during the process of developing digital literacy skills you must encourage the participants to work creatively, collaboratively and critically. This means that they need variety when it comes to tasks set for them to ensure they are progressing appropriately. • In case that the facilitator needs to update his knowledge on the digital competencies could find more info in the following link:

	https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework • For more updated information on digital competencies the facilitator is encouraged to to find more info in the following link: https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf
Alternative scenario	1. This case study could be used in a working place for new employees either for different job positions or for specific/similar job positions. In case that the job positions are similar the facilitator is encouraged to focus on these positions and reformulate his/her questions accordingly. Moreover, here are some extra questions that the facilitator could use: ➔ How would they describe a digitally literate person? ➔ Which digital skills can they use to benefit their private life? ➔ Which digital skills are useful for their new job? ➔ How could you improve digital skills they would like to further develop? 2. Another suggested alternative scenario is that the 2nd activity "Cards" can be developed with the use of PCs/laptops or smartphones. ○ The facilitator could send the cards through digital devices to the participants (ie. email). ○ The participants, individually, could sent to the facilitator the rated competences.
Tools presentation	Annex 37

Case study 4- Time management

Activity Title	**MANAGE YOUR TIME**
Soft Skill Category	**TIME MANAGEMENT**
Competences	**ORGANIZATION, PLANIFICATION, TASK PRIORITIZATION**
Objectives	• Awareness of our own time management skills. • Factors affecting our time management and how to play them on our side. • Empowerment and self responsibility. • Time stealers management and other strategies for better planning and organization.
Materials	Board, paper, pens, chairs and tables. Copies of the two annexes, one for each participant.
Duration	90 minutes
Brief Description	We get participants / employees to think of their own management and planification skills and help them define how to prioritize tasks and avoid distractors. We will be using the Entrecomp Framework for providing the examples of different levels of competence in planning and organization.

Techniques

1	30 minutes	**INTRODUCTION - ENTRECOMP**
2	45 minutes	**PROJECT PLANNING GROUP EXERCISE**
3	15 minutes	**TIME STEELERS AND FINAL THOUGHTS**

	Time	Structure	Description
1	30 min	Introduction [Board, paper, pens, chairs and tables. ANNEX 1]	Without telling participants which competence/skill are we going to be using, we can provide them a brief blind test (Annex 1) to see their competence level. Afterwards, the facilitator explain how we were trying to assess planning skills. The scores system is: 24 or less: low organizational and planification skills 24-36: medium skills

			36 – 48: Highly skilled We will also provide them with some definition of what planification skills are: ● Planning can be defined as a well thought out process with a methodical and structured execution, in order to obtain a certain objective. ● Planning is a process by which people establish a series of steps and parameters to be followed before the start of a project, in order to obtain the best possible results. ● It must be carried out in a methodical, structured and organized way with different complementary activities and steps to follow, setting delivery dates and distributing according to the time of completion.
2	45 min	**PLAN YOUR PROJECT** [Board, paper, pens, chairs and tables]	The group is divided into teams of three (or make just one team depending on participants' numbers). Each group is given an assignment, a project they have to plan and organize in 30 minutes. These assignments must be adapted to the field of work they are being trained for. <u>Case</u> **Hospitality**: In a week, a big event will be thrown for 250 people. It is a business anniversary celebration. **Transport:** There has been a great snow storm and you have to ensure that salt trucks are sent to every province of the country in 24h. You only have 1 third of the needed salt and most roads are closed due to the snow. Establish an action plan. Participants have 30 minutes to develop and present an action plan. Provide them the following tips: 1. Display the target 2. Visualize the path: ➔ Tasks to be performed ➔ Difficulties that will arise ➔ How am I going to face them, what resources I have to do it. ➔ What steps I have to take, when I have to take them. Each group will have time to present the project they worked in and to elaborate on: ➔ their process,

			➔ the planning they did, ➔ how did they distribute tasks.
3	15 min	**TIME STEALERS AND FINAL THOUGHTS** [Board, paper, pens, chairs and tables. ANNEX 2]	We ask participants to think of a thing they have always wanted to do and are not doing (go to the gym, learn a new language etc). Then, we ask them to tell us WHY they are not doing it. Often people refer to one of the following: ○ Lack of money ○ Lack of time Now… How is it possible we lack the time to do the things we like? We introduce the main Time Stealers: ○ Constantly checking social media ○ Smoking ○ Visiting the fridge ○ Interruptions ○ Discussions We introduce them to the tool for monitoring interruptions and check on the impact they have in our activity. (ANNEX 2) We explain the rationale behind grid (how often interruptions with a high impact on our activity are really dangerous and must be stopped) and invite them to fill in the white template with their own distractors. We invite participants to share some thoughts after having filled it.
Instructions to Trainers		It is important to have them thinking of situations they might have experienced recently regarding management and organization. Reinforce the message of how planning is key and thus, we must know where we are going, define the path, track it to check if we are not following it and take measures to prevent interruptions.	
Alternative scenario		Ideally, the skills and techniques used during this case study must be shared with the technical trainers so that whenever they give a job-specific assignment to participants they put them into practice and do not see soft skills as separated from the workplace activities.	
Tool presentation		Annex 38 and Annex 39	

Case study 5- Problem Solving

Activity Title	**5 WHY'S**
Soft Skill Category	**ANALYTICAL SKILLS**
Competences	**PROBLEM SOLVING**
Objectives	• The importance of conducting problem's roots analysis. • Self confidence based on self responsibility and decision making. • Participants will learn a strategy to analyze problems in a more comprehensive and efficient manner.
Materials	Board, paper, pens, chairs and tables. Specific role play dialogues.
Duration	1 hour and 30 minutes
Brief Description	This exercise allows employees to gain greater awareness of the problems they need to solve. It promotes individual and collective self-awareness and responsibility, as excuses and attributions of problems to external causes are usually eliminated with the second or third question. The idea is that when faced with a work challenge, we are able to identify the roots and true causes of the problem, identifying more precisely what we need to solve and being able to make decisions accordingly.

Techniques

1	15 minutes	**PROBLEM STORMING – EXPERIENCE SHARING**
2	60 minutes	**5 WHY's**
3	15 minutes	**GROUP THOUGHTS / INSIGHT**

	Time	Structure	Description
1	15 min	Problem Storming	We ask participants to tell us a recent problem or to recall vividly their previous work experiences. It does not have to be a big problem; it is better to start with simple issues. We can give them some ideas like: ➔ A conversation they don't dare have with a superior ➔ A contact with a partner ➔ Inability to resolve an activity in time or with the

			required quality We'll start by choosing one of them and go through the filter of the 5 whys until we get to the root of the problem.
2	60 min	5 WHY's [Board, paper, pens, chairs and tables]	Once we face a problem, it is important to be analytic and try to go to the roots of it. If we remain on the surface, we are only seeing a part of the problem and it usually is not the one that allows us to design effective solutions. We select a problem from the previous activity and elaborate the explanation: EXAMPLE: *WHY1: Why have we been delayed in the execution of the project?* *Answer1: Because we have had to make more changes than expected.* *WHY2: Why did we have to make more changes than expected?* *Answer2: Because some actors were not clear about their participation in the project.* *WHY3: Why were they not clear about their participation in the Project?* *Answer3: Because we did not have a good kick-off meeting for the project.* *WHY4: Why don't we have a clear action protocol?* *Aswer4: Because until now it wasn't necessary and we acted intuitively.* *WHY5: Why was it not necessary until now?* *Answer5: Well, it was necessary. We just did not have the time to do it and it has led to delays and miscommunications.* *Here, we stop to reflect.* *So... the problem is the delays (there is already a delay, we can't do anything) or the lack of a clear protocol of action?* *The current delays cannot be repaired, but we can prevent future ones if we start working together on a clear protocol*

			of action. We go from: "The problem is that partner X has been delayed", to "We have to start working together". Here, we can propose a brainstorming session where the rest of the participants / employees help to propose solutions: Ex*: "I would write to the partners to communicate my impressions and ask them to work together on the protocol"* *"I would design a draft protocol for the partners and propose a meeting to see it together*. Afterwards, and so that everyone has the experience, the participants will be put in pairs or groups of 3 so that, in turns, one will expose the problem and the rest will help them answer the 5 why's.
3	15 min	GROUP THOUGHTS / INSIGHT [Board, paper, pens, chairs and tables]	Faced with a problem, we tend to evaluate it from the current perspective, with the emotions we feel at the time (usually intense) and without thinking about the origin. Identifying the real cause of a problem often allows us to make decisions with greater awareness and possibilities of fixing the current situation or preventing its repetition in the future. This is an easy exercise to do in any conflict situation and trains us in a more analytical and constructive way of thinking. We allow time for insights on the activity and encourage participants to use the technique the following days to further analyze the experience in the next training session.
Instructions to Trainers		This activity is simple, but it is important to: • Encourage participants to think of real problems, do not make them up in order to make the experience more realistic. • Emphasis during the final insights on the importance of empowerment and responsibility towards problem solving.	
Alternative scenario		In this case, we are asking participants to come up with the problems but in a professional training, we should ask employers of this field of work for the most common challenges and base our problems in these scenarios.	

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	Example Customer assistant: Deal with a claim. Since this are “semi-fiction” situations that require a role play, trainers should develop the specific situation and background to aid the participant / employee in their performance. "It's your first day at work and a very inquisitive customer is complaining about a product she bought a few weeks ago that's in very bad shape." You develop a script of your conversation, then identify the problem and go through the five why's.

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Case study 6-Stress management

Activity Title	Work Related Stress in the Agriculture field
Soft Skill Category	Stress Management
Competences	
Objectives	• To act proactively • To self-regulate emotions • Stress management
Materials	A4 paper, pens, post-it, blackboard
Duration	1 hour and 30 minutes
Brief Description	This case study refers to agricultural training case study focuses on the factors that generate stress in a working environment. By using as an example the agricultural field, participants will be familiar with important factors that could generate stress to the employees and stress management techniques.

Techniques

1	20 minutes	Brainstorming
2	20 minutes	Pairing/ collecting of post it notes
3	30 minutes	Teamwork
4	20 minutes	Final return and conclusions: plenary

	Time	Structure	Description
1	20 min	All together [Post-it, pens, billboard]	The European Agency for Safety and Health at Work defines that "Stress is experienced when requests from the work environment exceed the individual's ability to deal with these requests ". The facilitator introduces to the group the above topic informing the participants what work-related stress means and which are the different types of it. "What are the main sources and causes of work-related stress in agriculture?" After an overview of the meaning of stress in the workplace and its management, the facilitator invites the participants to brainstorm about stress management in the agriculture field distinguishing the roles and the duties of a worker and agricultural entrepreneur.

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			Participants must associate words and concepts with respect to the two categories proposed. For this activity post-it will be used The facilitator provides and suggests keywords to facilitate the activity: Some keywords can be used to facilitate the process of brainstorming • thermal stress • language difficulties (seasonal workers from other countries) • physical stress • discontinuous working hours • unpredictable weather • corporate governance • use of chemical fertilizers • use of GMO
2	20 min	Pairing [Post-it, pens]	Reading the post-its and commenting with the whole group. • The facilitator explains the effects of a stressful situation and its consequences physically and mentally. • Furthermore, the facilitator explains how stress management skills can not only help the worker but improve the quality of work, the relationship among colleagues and with the employer. The condition which can be accompanied by ailments or dysfunctions of a physical, psychological or social nature and is a consequence of the fact that some individuals do not feel able to correspond to the requests or expectations placed in them. Example: Very high workloads, little time for breaks, poor nutrition, poor night's rest, long-term problems fall on the psyche. During this time of return, a focus will be placed on risks related to the difference of gender, age and origin from different countries: also the origin of workers from different countries "must be considered a potential source of risk and emotional stress"

			To facilitate the understanding of the stress produced by the agricultural work, the facilitator will read the testimonies of farmers on their daily work
3	30 min	Teamwork [Sheets of paper/ billboards, sheets of papers]	The participants are making sub-groups of 4 people and try to identify strategies for “Prevention of stress risks” and “Stress management” on how to deal with the following factors: the facilitator will give each group a particular situation that can cause stress and invite the participants to think about the symptoms of stress and a solution to prevent it • **extreme weather conditions: "in southern Italy, during the harvest of tomatoes, workers must work with a temperature of about 36 degrees"."During the winter months you have to prepare the land to accommodate spring sowing. During this period you work at temperatures close to zero" How do you manage the physical stress?** • **unpredictable working hours: “During the harvest season, working hours can increase significantly”** • **Very often we intervene on previous work done by other people, with whom we have no relations** • **If you are an agricultural entrepreneur you must comply with a series of European regulations that can compromise your economic situation (use of special fertilizers, use of very expensive pesticides, some of these products that must be used by law are very expensive)** **The facilitator has a supporting role during the whole process and tries to remind them crucial points that emerged in the previous exercises.**
4	20 minutes	Plenary [billboards]	Each group identifies a spokesperson who will share the ideas that emerged in plenary. The facilitator is collecting the ideas that emerged into a single document, highlighting best practices.

	The plenary session will be completed by the conclusions of the activity: the facilitator will also give some advice developed by Kansas State University, in a 2018 research on SLC in agriculture and will write the phrase on the blackboard: "The most important resource of any agricultural activity is the health and well-being of the agricultural operator"
Instructions to Trainers	• The trainers/ facilitators need to use a very simple and basic language, considering the low level of education of the participants. • In the case of participants with disabilities, they must take this into account and train in advance.
Alternative scenario	During the initial plenary, the facilitator can show videos of farmers, so that the participants feel more empathy with the type of problem faced. As an alternative to group work, the facilitator can play a role game, where each group of participants try to imagine how they feel and how to manage: situations: 1. After the death of your father, your family is no longer interested in maintaining the farm, but you would like to continue running the business. 2. You are an agricultural entrepreneur. This year the severe drought caused a sharp drop in production. However, product rates remain low due to the international market 3. You are an agricultural worker abroad and do not speak the local language correctly. You cannot fully understand what the employer tells you and you have difficulty communicating with other workers 4. You are a 50-year-old worker and you work in the fruit harvest, you have different muscle pains but you don't want to communicate them to your employer for fear of losing your job

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Case study 7 Adaptability

Activity Title	Change: problem or opportunity?
Soft Skill Category	Adaptability
Competences	Adaptability
Objectives	This activity aims to sensitize unemployed people over 45 to manage the changes and unexpected events that may arise during daily working life. this type of training aims to prepare the over 45 unemployed for possible interviews to improve their level of employability Reflect on one of the realities of modern life - face changes. • Think about how you can recognize situations where you need to react and be flexible. • Keep track of your skills to adapt to change and decide how it is needed improve them. • Identify situations or activities and plan the use of some adaptability techniques during their swing.
Materials	A4 paper, pen, post-it, billboard
Duration	1 hour and 20 minutes
Brief Description	The activity consists of several parts: plenary and team work. aims to transfer the concept of adaptability to the workplace to participants.

Techniques

1	20 minutes	Brainstorming
2	10 minutes	Pairing
3	40 minutes	Teamwork
4	10 minutes	Plenary

	Time	Structure	Description
1	20 min	Brainstorming [port-it, pens, billboard]	The facilitator introduces himself and start a discussion on adaptability issue. What adaptability means. What kind of changes? For example think about the last 50 years what has been change if you think about of: The types of jobs people do Poverty and wealth Transport and communications In doing this, he/she will use the brainstorming technique and can also reed short stories of direct testimonials, where adaptability does have different meanings: new opportunities,

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			better future, failure, desolation. Then he/she invites the participants to write down on post its words (negative or positive) that make them think on adaptability. At this point the facilitator will group the post its in two areas of a billboard, according to the positive or negative meaning..
2	10 min	Pairing	The facilitator will read aloud the words written by the participants, asking them to give concrete examples: what did you think when you wrote this word? and at the same time he will write down the situations the participants thought about. In this way it will be possible to outline a logical scheme and at the same time trigger a further debate among the participants who will be able to better understand during the next step.
3	40 min	Teamwork [A4 paper, pens]	Participants are divided into 4 groups, each group will take inspiration from the previous post-it exercise and will simulate a situation of change in a workplace and will look for a solution to cope with the change. We propose the 4 following situations: 1. You have been working in a factory for many years, making fixed shifts that allow you to leave work every day at 5pm. The company joins an international group and increases productivity. All employees are therefore asked to work on three shifts, morning, afternoon, night. 2. You have been working in a supermarket for a long time, you take care of the registration of incoming goods. You have always done that type of work in the same way. Now, the company decides to change the method of registration of the goods and to use a particular software, so it forces you to follow a training course for six months that will allow you to work according to the established criteria. 3. You have been working for a long time for a cleaning company and have always done that type of job at the hospital in your city. So you got organized with your daily life, family management, bus schedules and so on. Now the company decides that for three days a week you will have to work in a different place, very uncomfortable for you because it forces you to review your daily schedules, but they offer you a promotion at the same time. 4. You are a farmer and lifelong you grow corn that you sell to other distribution companies. Unfortunately, these firms decide that they don't want to buy corn from you anymore because they take it from other countries. They inform you that they would be interested in buying soybeans from you, but you have never grown soybeans, so you have to take courses, perhaps buy specific machinery, train your employees,

			follow different rules.
4	10 min	Plenary	During the final plenary, each group identifies 1 representative person who exposes the team work. On one blackboard the problems will be indicated on one side and the solutions on the other. The facilitator will create an additional poster with the highlights of the transversal competence of adaptability
Instructions to Trainers			The trainers will have to use a very simple and basic language, considering the low level of education of the participants. In the case of participants with disabilities, they must take this into account and train in advance
Alternative scenario			If the group of participants does not respond positively to the facilitator's stimuli regarding the use of creative methods, the activity could be carried out simply using writing.

Case study 8- Analytical skills

Activity Title	Analytical Skills
Soft Skill Category	Cognitive / Analytical Skills
Competences	Analytical Skills, Critical thinking
Objectives	• Ability to analyze effectively parts of a problem/situation, • To evaluate evidence, arguments, claims and beliefs
Materials	A page of a daily program by hour, Pencils, Rubbers, A doctor's prescription, A projector, A laptop, The picture of the debating dress to project, Pens, Papers
Duration	1 hour and 20 minutes
Brief Description	Cognitive skills include the ability to learn, to process and apply knowledge, to analyze, evaluate and decide. It focuses on the "thinking process" such as reading and understanding a text, thinking about it, or analyzing it; deciding which of several possible solutions is appropriate for a specific problem; staying focused on a task.

Techniques

1	20 minutes	Take your meds right!
2	30 minutes	Are you listening to me?
3	30 minutes	Debating Dress

	Time	Structure	Description
1	20 min	Take your meds right! [A page of a daily program by hour, Pencils, Rubbers, A doctor's prescription]	The facilitator gives to the participants a doctor's prescription explaining them that this is an imaginary one. Instead of using the names of real meds, we use Med A, Med B, Med C etc.in order to avoid that someone could follow this imaginary prescription. The instructions of the doctor's prescription are the following: • Take Med A twice per day 30 minutes before eating; • Take Med B once per day one hour after eating at noon; • Take Med C 3 times per day; • Take Med D before sleep

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			● Beginning time of taking the above meds is 08:00 am Also the facilitator is providing to the participants a daily program separated by hour and ask them to fill in the medication, informing them about the following times of eating and sleeping: ○ Breakfast at 08:30 ○ Lunch at 14:00 ○ Dinner at 20:30 ○ Sleep at 24:00 **Correct answer:** Med A: 1. 08:00 2. 20:00 Med B: 1. 15:00 Med C: 1. 08:00 2. 16:00 3. 24:00 Med D: 1. 24:00
2	30 min	Are you listening to me?	Group split into two pairs, A & B Take Group B out of the room and ask to wait outside. Moreover, the facilitator informs Group B that they are going to speak to Group A for 5 minutes about something of their interest (an experience, their last holidays, anything positive that has happened to them in the last six months). The Group A is sitting in a circle and the facilitator encourages the group to communicate. Also, it informs Group A that while they are listening to others, everytime that someone says something that evokes their 'inner voice' i.e. they want to ask a question, makes them think about something etc... they put their hand up for five seconds and then put it back down. Ask them to do it continuously as they communicate. The facilitator asks questions when someone raises his hand in order to affirm understanding. They are doing this for 10 minutes. After 10 minutes, the facilitator asks Group B to come back into the room. They sit in the half-circle, all together; and the facilitator says to Group A that Group B is going to talk for the next 5 minutes.

			[Group A continuous to behave as before] At the end of the 5 minutes the facilitator asks Group B: How did you feel while talking to Group A? (emotions evoked etc..; general answers back are normally; ➔ Did you feel listening to you? ➔ Did you understand why they were putting their hands up?
3	30 min	Debating Dress [A projector, A laptop, The picture of the debating dress to project, Pens, Papers]	This case study is designed to demonstrate that even simple things can be perceived differently by different people. Doing this can help people open up to and consider other people's perspectives. Show to the team a picture of "The Dress" and ask them what color it is: ○ blue and black ○ white and gold  The facilitator asks participants, individually, to write on a paper their answer. ● Then the participants are divided in two groups based on their answers and they are encouraging to discuss further what they saw and to answer the following questions, for the next 10 minutes: ➔ How did you feel about people who saw the same colors as you? ➔ How did you feel about people who saw the other colors? Then the facilitator opens a discussion by asking them

	to sit all together in a circle and reflect on: What can happen to relationships when people put themselves in opposing teams over something? After it, try to think of a situation when someone saw a situation differently to them… ➔ How did it make them feel? ➔ Were they convinced the other person was wrong? ➔ Looking back, do they still feel this way?
Instructions to Trainers	• The facilitator needs to respond actively to the participants and to create space for all the voices. • The facilitator will need to sum up and to make a synthesis of the participant's opinions.
Alternative scenario	For the exercise "Are you listening to me?" the facilitator can also ask from Group A, when the Group B starts speaking to them, to not only raise their hands, but also lose focus or start staring out the window or become transfixed with the detail on their partner's jacket etc. In this way the facilitator could add some obvious distractions to the communication. Instead of the use of a laptop, projector and this photo, the facilitator could chose and share printed photo or image in order to create a dichotomy of the participants.

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Case study 9-Interpersonal skills

Activity Title	Working with others
Soft Skill Category	Social and Interpersonal skills
Competences	Giving and receiving feedback Rising awareness of respecting the others
Objectives	• Reflecting on and expressing one's opinion in front of a small group. • Improving presentation techniques in front of a small group. • Relations with other colleagues in the new working environment (especially younger)
Materials	Pictures from magazines with different, subjects, flip chart, adhesive tape
Duration	1 hour and 15 minutes
Brief Description	The purpose of this case study is for the participants to realize their strengths and weaknesses when they go to a new working environment and need to work with a P/C. In this way they could realize their value, when it comes to experience, but most importantly, understand the value that colleagues and younger generations add with their more technical oriented profiles. In this way, we are hoping to achieve an equilibrium between the age groups, eliminate disrespect and combine forces towards a common goal.

Techniques

1	60 minutes	Creation of Advertisement
2	15 minutes	Reflection

	Time	Structure	Description
1	60 min	Ad Creation [Pictures from magazines with different, subjects, flip chart, adhesive tape]	The facilitator uses a great number of pictures from magazines with very different, unrelated subjects and spread them on a large surface of the training room (table, floor etc.) The participants have 10 minutes to choose the picture that most appeals to them, based on the topic: *"What does the world of work look like for an adult over 45?"* To make sure the participants really make a personal choice, they should remain silent during those 10 minutes. After each participant has chosen a picture, the pictures are attached to a flip chart with adhesive tape. The facilitator says a few words of introduction to prepare the situation: "We are experiencing the opening of an exhibition". As successful and well-known artists you are

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			invited to present your works on the topic of "What does the world of work look like for adults over 45" to this expert audience. The participants are invited to have the role of the artists who created the "work" and have about 5 minutes to present their pictures. The "work" receives a name from the artist, which is written on the flip chart. The artist is supposed to convincingly communicate why s/he created this picture on the given topic. The questions should be addressed: - Why did I take that picture? - What did I want to express with the picture? - Why is the topic important to me? A dialogue between the "artist" and the "audience" is welcome, questions are permitted
2	15 min	Reflection	Sitting in a circle, the facilitator asks the participants to remain silent for the next 3 minutes and to reflect on all these that they have done today. After the 3 minutes, the facilitator says: *"Who would like to speak?"* The facilitator tries to relate their thoughts with and to reflect on the tasks that they have accomplished during the previous exercises. ➔ Did you experience any difficulties? ➔ Which were your thoughts concerning the age of the other participants? ➔ How important is the interaction with other colleagues? ➔ What are you going to keep by these exercises today?
Instructions to Trainers			If the participants are more than 10 persons, could be to work in couples.
Alternative scenario			In case that there is a possibility of using PCs and laptops, the facilitator could use the following exercise (duration 50 minutes): [For the following exercise, the following materials are needed: Laptop, MS POWERPOINT, MS Word] ● The facilitator should set up laptops and have MS Office installed.

Then they should give the participants examples on digital marketing about companies they wish to create ads for. (They can build a simple ad with a picture and text and hashtags for a car company or a call center or a soft drink etc. Or they can present something similar that they already have).

Then the facilitator invites the participants to use a PC or laptop and through MS Word to do the followings:

- Identify and write down the age, sex and country of residence group of the people who will watch the adds
- Find up to 10 keywords that are also included in the ad text for best audience targeting
- Estimate an ad running time period and platform used (Facebook, Google etc.)

Then the participants will have to create the ads through PowerPoint by:

- Finding and downloading a related picture online
- Attaching it to the PowerPoint.
- Write relevant advertisement text
- Ad hashtags or mentions as if the ads would be uploaded on Facebook or Instagram.
- Saving it as a picture.
- Present their creation to the trainer

Then the facilitator invites the participants to present their project to the whole group. The participants they should focus on the next steps:

- Explain the usefulness of the picture and the meaning conveyed.
- Analyze the meaning conveyed by the text and how certain keywords attract customer attention.
- Explain how hashtags or mentions will help in the visibility of the ad.
- Talk about which would be the best platform to show the ad and why.

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Case study 10 -Team work

Activity Title		WHO IS THE WINNER?
Soft Skill Category		TEAM WORK
Competences		COOPERATION SKILLS
Objectives		The benefits of cooperating towards a greater goal. Bonding, building alliances, sense of belonging. Competitive vs. cooperative styles towards goal achievement.
Materials		Board, paper, pens, chairs and tables
Duration		1 hour and 30 minutes
Brief Description		Through this exercise, the aim is to experience competitive and cooperative relationship styles, and thus extract reflections on the benefits and losses they cause in a context of social and labour participation. This exercise is aimed at raising awareness on the importance of collaboration and teamwork. After it, it is recommended to develop more task oriented exercises where they can actually put into practice the exercise insights.
		Techniques
1	15 minutes	INTRODUCTION
2	60 minutes	WIN AS MUCH AS POSSIBLE GAME
3	15 minutes	GROUP THOUGHTS / INSIGHT

	Time	Structure	Description
1	15 min	INTRODUCTION [Board, paper, pens, chairs and tables]	This is a group activity for which participants will be arranged in 4 groups. The objective of the exercise is to WIN AS MUCH AS POSSIBLE. Each team must name a spokesperson whose function is to raise the card that says X or Y, based on the decision made by the team, in each of the 10 rounds of voting. Each team has to reach an agreement among its members and they cannot communicate with the rest of the teams. POINT DISTRIBUTION

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			(This must be arranged differently if the number of groups is different) Depending on the result of the vote each team will win or lose the following amount of points: 4X => Each X loses 100 points 3X – 1Y => Each X earns 100 points OR Every Y loses 300 2X- 2 Y => Each X earns 200 points OR Every Y loses 200 points 1X – 3 Ys => Each X earns 300 points OR Every Y loses 100 points 4Y => Each Y wins 100 There will be 10 rounds of voting. In the 5th round the result obtained by each team will be multiplied by 3, in the 8th by 5 and in the 10th by 10. All doubts that the teams may have in relation to the activity will be resolved.
2	30 min	WIN AS MUCH AS YOU CAN! [Board, paper, pens, chairs and tables]	On the blackboard draw a table with 10 rows and as many columns as teams. It shows the result of each round of voting. The teams are given approximately 1 minute to deliberate and then vote. After the voting is finished and the total scores are obtained, a round of intervention by teams is carried out in which they are asked to share what they have experienced through this game. - What has been the team's strategy in the voting? - Has it always been the same? - If it has changed, why did they do it and at what time? Has trust or mistrust been generated between the teams? Has this perception been transformed during the voting?
3	15 min	GROUP THOUGHTS / INSIGHT	THOUGHTS + EXPLANATION OF COOPERATION VS COMPETITION For many people, the prospect of outperforming peers and being victorious is the primary drive in life.

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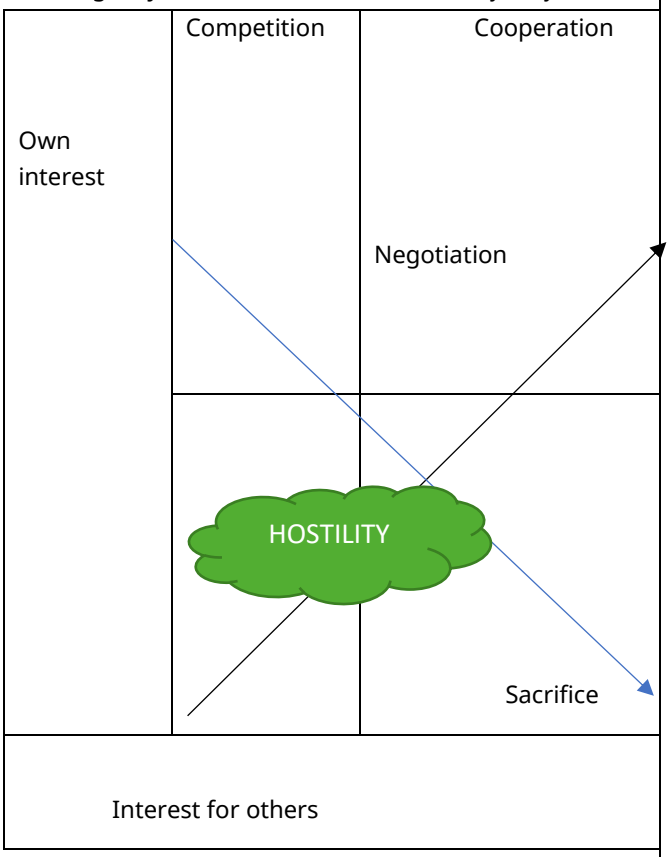
	[Board, paper, pens, chairs and tables]	Competition is everywhere in our modern world: in school, at work, on the road, in the gym, and more. By competing against and comparing ourselves with one another, we learn how to improve and earn success. Emerging research shows that competition is deleterious in many ways. Among adults, competition leads directly to hostility and greed, both of which are the enemies of progress. Cooperation in Business Most businesses hold strong beliefs in the power of the competitive market to keep sales high, prices low, and customers happy. Staunch capitalists assert that competition encourages companies to improve constantly, pushing progress farther and faster and building a better society overall. In truth, a little competition can be exceedingly positive for any industry, as evidenced by the reprehensible behavior and nearly unrestrained influence of late 19th century monopolies. However, being the first to do something doesn't ensure a company's success. For example, Alexander Graham Bell certainly wasn't the first man to imagine the telephone; an Italian named Antonio Meucci actually patented the technology first, but Bell's superior eye for business earned him the fame, glory, and ultimate market supremacy. In business, it is more important to demonstrate strength over the long term than it is to be the earliest adopter — which is perhaps why the U.S. awards trademark to businesses who most closely associate with the assets rather than those who use or file first. Additionally, too much competition spells disaster within an industry, saturating the market and preventing economic benefits — and sometimes even causing an unexpected drop in values, as with the housing market bubble of our lifetime. True cooperation can benefit businesses in a number of ways. Like children in the classroom, employees who work together are more likely to increase production and innovate, usually in ways more advanced than competition allows. However, more importantly, cooperation with fellow businesses and interaction with alternative business models is the only way to endure

beyond the five-year mark. Thus, businesses looking for longevity should rethink the "*survival of the fittest*" mantra.



Instructions to Trainers	Tips to make the most of the exercise: The WIN AS MUCH AS YOU CAN activity needs to be explained as a game, and to encourage the vision of a WINNER AND A LOSER so that competitive attitudes arise, and reflection can later be led. Together with the reflection questions after the exercise, it is important to bring up competitive and cooperative examples they have found in their work life to drive thoughts towards real scenarios.
Alternative scenario	After the explanation and if there is time for it, real situations or team challenges can be provided. The group can be divided in two teams to solve the challenge from a cooperative perspective and from a competitive one. Then, results are put together and analyzed as well as the feelings that emerged.

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Case study 11- Literacy skills

Activity Title	Follow the rules
Soft Skill Category	Literacy skills
Competences	**Learn to follow work instructions**
Objectives	4. New employees get acquainted with the safety rules in the company. 5. New employees learn to read and follow sings used in the working environment (safety, machine work, etc.) 6. New employees learn to follow their more experienced peers.
Materials	**Paper, pens, chairs and tables**
Duration	60 minutes
Brief Description	The example is integrated by a food processing company in Bulgaria (Markogi Ltd.). Every year before the start of the seasonal activity of the company long-time employees of the company are guiding the newcomers on how to follow work and safety procedures. Most of them are coming from minorities and some have difficulties reading.

Techniques

1	10 minutes	Introduction and Discussion
2	15 minutes	Group work, peer-to-peer
3	25 minutes	Conclusions

	Time	Structure	Description
1	10 min	Introduction and discussion	The session is opened by a management representative, the company's chief technologist and the chief production officer. They explain in accessible language about the importance of following precise and clear rules and procedures that are implemented by the company. It is emphasized that much of the information can be found easily - it is available in the relevant production area, but can also be explained by some of the superiors, as well as by more experienced colleagues. Pre-selected employees with sufficient experience and communication skills lead a group of 2 or 3

			newcomers. Most of the employees of the company are from minority groups, some of them have educational gaps and have difficulty reading and following guidelines.
2	15 min	Individual and independent work	The work in groups is focused on the main production processes, usually requiring low skills and no qualification at all. The groups are divided depending on the nature of the work and tasks that the newcomers will perform. Most of them work with vegetables after primary heat treatment. More experienced employees guide their peers through the work processes and rules they must follow, especially those related to personal protection and work technology. Where applicable, instructions and guidelines are given on what signboards, indications, abbreviations mean. Separate explanations are given for the sequence of the process, the obligatory personal hygiene, protective equipment and hierarchy in the production department.
3	25 min	Group work, peer review	The session ends with brief conclusions and explanations of some issues that arose during the group work. The questions could come both from new employees and from more experienced ones who have encountered difficulties in explaining some tasks. It is important to look for feedback on how useful the process has been. If any of the more experienced employees encountered a situation related to the topic that has arisen in previous years, it can be shared with others.
Instructions to Trainers		The trainer must presuppose the participants using easy and accessible language. The more experienced employees should have relative freedom when working in their group.	

Case study 12- Communication

Activity Title	Hold the line
Soft Skill Category	Social interaction / Communication
Competences	**Effective communication, clear and understandable interaction**
Objectives	7. Develop a sense of transmitting the exact task objectively, without filtering any details that might be important. 8. Learn to transmit direct orders.
Materials	**Board / flipchart, paper, chairs and tables**
Duration	60 minutes
Brief Description	The exercise allows employees to develop - on the one hand a sense of responsibility, on the other hand to try to convey precise guidance through verbal communication or gestures. The exercise recreates in a fun and interactive way possible challenges that could arise in the work environment.

Techniques

1	10 minutes	Discussion
2	10 minutes	1st round of the exercise (verbal communication)
3	10 minutes	Reflections
4	10 minutes	2nd round of the exercise (non-verbal communication)
5	20 minutes	Reflections and conclusions

	Time	Structure	Description
1	10 min	Discussion	The activity begins with an introduction and participants are encouraged to share their experiences of situations where a lack of precise guidance or poor communication has been crucial. These can be ordinary everyday situations, as well as those related to the previous work experience of the participants. However, it is desirable for the facilitator to pay attention to these shared events that lead to significant side effects - material or emotional.
2	10 min	1st round of the exercise (verbal communication)	The first part of the exercise focuses on verbal communication. Participants are asked to stand in line one behind the other.

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			The order can be in alphabetical order of their names or by date of birth. It can also be random if participants feel more comfortable in this way. The facilitator can predispose the group by telling them that the exercise is very reminiscent of childhood games that everyone has encountered. The trainer tells the first person in line 3 to 4 sentences with guidelines for performing a certain activity. It is desirable that it is consistent with basic activities that do not require high skills or include specific terminology. [When the exercise is in a specific enterprise, these guidelines can be tailored to the main tasks that workers have to perform]. • Shared sentences should be said in such a way that only the two participants in the line can hear them - the one who gives and the one who accepts the guidelines. • The information must go through all participants. The latter at the end of the line shares aloud to everyone else what he understood. • The information is compared to the initial one. This is followed by rearranging the participants and repeating the exercise with other short and clear guidelines.
3	10 min	Reflections	The results of the activity are evaluated. The participants discuss where changes have taken place in the line that have significantly disrupted the content of the guidelines. The trainer invites the participants to share their opinion on how such negative situations can be avoided. The importance of accurate transmission of workflow information is emphasized.
4	10 min	2nd round of the exercise (non-verbal communication)	The second part of the exercise focuses on non-verbal communication. It recreates the situation from the first part with a slight difference. Participants are in a line with their back to the trainer, who shows only the first of the line a series of gestures that mimic an activity or work process. Participants then pass this information on to the next in the line and so on until the end.

			The last participant in the line shares to everyone what he received as guidelines. The exercise is completed once again after rearranging the order in the line.
5	20 min	Reflections and conclusions	Again, conclusions are drawn about the causes and weaknesses in the transmission of information along the line. Possible changes that may facilitate the transmission of information in the future are being discussed. Finally, participants need to share their concerns and receive practical guidance on how to maintain the objectivity of the information they convey. Emphasis can be placed on the importance of clear and precise guidelines to be applied by all employees in the work process.
Instructions to Trainers		The trainer must presuppose the participants using easy and accessible language. The examples used in the exercise should be basic and the terminology should be kept to a minimum.	
Alternative scenario			

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Case study 13- Decision making

Activity Title	Take decision
Soft Skill Category	Decision making
Competences	**Taking decisions according to one's competences**
Objectives	1. Make decisions based on the competencies and experience that the person has. 2. Participants to learn about the challenges of responsibility and decision making. 3. Encourage collaborative decision-making and shared responsibility.
Materials	**Board / flipchart, paper, pens, chairs and tables**
Duration	90 minutes
Brief Description	Participants are placed in situations unknown to them, but such that correspond to their knowledge and qualifications. They are encouraged to make decisions that they feel are most appropriate. Participants understand that a situation can be approached in more than one way.

Techniques

1	10 minutes	Discussion
2	40 minutes	Role playing, groups of 3-4 people
3	20 minutes	Reflections and conclusions

	Time	Structure	Description
1	10 min	Discussion	Initially, the trainer prepares the participants by explaining how decisions are made at different levels in companies depending on the hierarchy and importance of the situation. If one of the participants has a similar experience, it will be useful for him or her to share it with the others. It is necessary to emphasise and give an example of the importance of decision-making by everyone in their daily activities - purchase, credit, new job, etc.
2	60 min	Role playing	The exercise examines three work situations of different nature. They should be tailored to the level of the participants and address situations that may arise in their work. This may involve assigning tasks to a colleague, reporting or complaining from a colleague, or other. The participants are divided into groups of 3 or 4 participants.

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			It is good to have at least three groups in total. Each group considers three different situations that require a decision. Again, case studies should not be particularly complex and should not require decision-making accustomed to middle or senior management positions. Each group works independently of the others. Within 30 minutes, they prepare their positions. Then, each group presents its proposal for the three scenarios. Each group has 10 minutes in total for the cases. Participants should be encouraged not to change their initial decisions depending on the other groups. The facilitator should emphasize that there are no wrong solutions, but rather more difficult-to-apply ones that may not suit the situation.
3	20 min	Reflections and conclusions	There is a discussion in which it is important to pay attention to two points. First, participants need to share when they encountered difficulties and how they coped with them. Second, it is important that they share how decisions were made - as a consensus in the group, or rather a leader stood out and the others followed. The trainer should evaluate the solutions, pointing out why one of the proposals is more appropriate for the specific scenario. This should be done in such a way that others are not discouraged. It would be good to emphasize the positive aspects of each proposal.
Instructions to Trainers		The trainer must presuppose the participants using easy and accessible language. The scenarios used in the exercise should be basic and the terminology should be kept to a minimum. Case studies should not be particularly complex and should not require decision-making accustomed to middle or senior management positions.	
Alternative scenario		If the group is of smaller size (e.g. less than 8), each participant might evaluate two or three scenarios. Nevertheless, it is necessary to have at least three different opinions that could be compared between them.	

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Case study 14- Work indipendently

Activity Title	I am you
Soft Skill Category	Initiative – Independent work
Competences	**Developing a sense of initiative and leadership**
Objectives	1. Participants should develop and transmit properly their view to the audience. 2. Encourage peer-to-peer interactions and adjustments following positive/negative feedback.
Materials	**Board / flipchart, paper, pens, chairs and tables**
Duration	80 minutes
Brief Description	Participants are placed in a situation where they might have to step up and come out with a solution in a limited time. As this is a stressful process, they could be helped by their peers, but it is up to them to decide whether or not they will take into account the others' opinion and if it will be beneficial for the outcome.

Techniques

1	10 minutes	Discussion
2	15 minutes	Individual and independent work
3	25 minutes	Group work, peer review
4	10 minutes	Additional individual work
5	20 minutes	Reflections and conclusions

	Time	Structure	Description
1	10 min	Discussion	The facilitator explains the importance of independent decision-making and the need to demonstrate initiative in certain work or everyday situations. However, the importance of an objective dissenting opinion, which can be sought from relatives, colleagues family members, must be emphasized. It is good to work in a group of up to 8 people.
2	15 min	Individual and independent work	The trainer explains to the participants that they will work independently on various problems. Everyone will draw a certain case by chance. Cases should be relatively easy and not require special solving skills. They may be related to a customer who claims that his

			order should be ready in advance; to a product or service that the company does not offer, but the customer claims otherwise; to a colleague who speaks another language and you have trouble understanding each other; to finding a way to clean the rest room / common area, etc. Each participant must make their own proposal for a way out of the situation. It should also include a proposal for responsible persons and other commitments.
3	25 min	Group work, peer review	Each participant shares its case and respective decision with the others in the clearest and most accurate way possible. Peers give their assessment and suggest possible changes that would make it easier to deal with the case. They can also criticize and give negative assessments.
4	10 min	Additional individual work	Participants have extra time to evaluate the various proposals and criticisms and decide whether to integrate them into the final solution of their case or not. Everyone shares what changes he or she has made and whether it will be of significant use.
5	20 min	Reflections and conclusions	Participants evaluate the whole exercise. It is important that they share how they reacted to the negative reactions or criticism and how challenging it was for them. The trainer should pay attention that not all suggestions necessarily have a positive effect and it is desirable when looking for an opinion from a peer to be sure that he or she has the necessary knowledge and skills. Last but not least, it is important to emphasize that the good tone must be maintained.
Instructions to Trainers		The trainer must presuppose the participants using easy and accessible language. The scenarios used in the exercise should be basic and the terminology should be kept to a minimum.	
Alternative scenario		If some of the participants have difficulties writing, they could be associated to others and the exercise could be done in pairs. In this case the group could go to up to 12-14 person.	

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Case study 15-Willigness to learn

Activity Title	Paper triangles
Soft Skill Category	Willingness to learn
Competences	**Emphasize on the importance of lifelong learning**
Objectives	1. Show the importance of correct skills and tools in working process. 2. Participants to learn how to handle themselves in challenging environment using their skills. 3. Encourage collaborative decision-making and shared responsibility.
Materials	**Board / flipchart, paper, scissors, rulers, chairs and tables**
Duration	60 minutes
Brief Description	Participants are placed in a situation where they might fall in with a group that have a significant initial advantage over half of their opponents, but with the same skills and tools as the other half. The simulation shall bring awareness on the importance of lifelong learning process and informal education.

Techniques

1	10 minutes	Discussion
2	30 minutes	Scenario playing, groups of 3-4 people
3	20 minutes	Reflections and conclusions

	Time	Structure	Description
1	10 min	Discussion	The facilitator divides the participants into groups, but before that he can briefly explain what the opportunities are for acquiring skills by persons over 45 years of age. Attention is paid to formal and non-formal education and a parallel is drawn between the two. If any of the participants had difficulty finding a job or other situations where it was necessary to demonstrate formal mastery of certain skills or qualifications (certificate, diploma, certificate, etc.), they are encouraged to share with other participants.
2	40 min	Scenario playing, groups of 3-4 people	Participants are divided into groups of 3 or 4 people. It is important that the number of groups is even and optionally more than four. The facilitator distributes to the participants an exact number of sheets of paper A4 size or another size suitable at his discretion.

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			Then the conditions of the simulation are set. The groups must produce triangles with sides measuring 7, 12 and 14 centimetres. If the triangle is the correct size, the team gets 3 points, if not - only 1 point. The team with the most points wins the game at the end. So, the teams must produce as much triangles as possible. There is an additional but important condition. Half the teams have a line and scissors, the rest do not. This is determined by lot.
3	20 min	Reflections and conclusions	At the end a summary of the exercise is made. The facilitator draws attention to the importance of the materials and knowledge used to make a venture successful. This can be forwarded and compared to a real business environment, if it will not be difficult for the participants. A comparison can be made with other work processes that give a competitive advantage to those who have acquired certain qualifications and skills while continuing their training. Participants also share their point of view, as well as the ways they use to cope with the challenges they had during the game.
Instructions to Trainers		The trainer must presuppose the participants using easy and accessible language. The scenarios used in the exercise should be basic and the terminology should be kept to a minimum.	
Alternative scenario		The figures that shall be produced might be with different measures or forms. The facilitator could use price instead of points to evaluate the quality of the final products. This could be useful depending of the target group.	

How to adapt individual counselling sessions and group workshops in an online modality

The transition of face-to-face activities to virtual modality is much challenging for low skilled people, who usually are not familiar with these processes. Though, this challenge can act as an opportunity for our target group to develop their digital skills. One great challenge in the online modality is that the target group lacks in digital skills. Another factor is that the facilitator has to struggle with is that participants' engagement is more demanding in the online activities.

These recommendations aim to ease the transition of the guide's tools and case studies into online modality. To begin with, the process is facilitator guided in order to support low skilled people to effectively participate in. In the same time, the facilitator should encourage participants to have an active role during the process in order to maintain their interest.

Necessary equipment: computer or laptop, mobile phone, tablet, internet access, applications, and platforms

(many platforms are available for free)

General recommendations:

-send the handouts through the platform during the session or distribute the handouts in a hardcopy version before the workshop

-provide an appropriate space for participants, if possible

-inform the participants for the necessary supplies, such as pen, notebook etc.

-in the online learning activities the recommended duration is shorten and it is estimated that the participants can be engaged for up to two (2) hours. Take under consideration participants' needs and decide the break(s) accordingly.

- encourage participants to use their camera to reinforce the interaction and raise the engagement

-explain to the participants the main functions of the platform for active participation and for the effective management of the process. Adapt the rules of the face-to-face classroom, accordingly. For example, use the "raise a hand" function, write in the chat, select the "mute for all" mode

-ask for recording license to give access to the training material

-in the group activities, use the breakout rooms feature to make small working groups. You can communicate with the groups during the process, by sending messages to a specific working group or to all groups. Also, you can manage the time and send time notifications to the groups.

-for presentations of the group work you can enlarge the speaker's video picture

-to replace the flipchart, use online whiteboard and similar tools that enable every participant to write an anonymous message, note or his/her feedback and to post it in a visual mode.

-gather participants' feedback and tendencies by using online polls. You can set a question with multiple choices and get the tendency.

-use power point presentations and keep them short as in the face-to-face sessions

-for the assessment or the evaluation use online questionnaire and dedicate the needed time for completion in the end of the session. Send the questionnaire's link in the chat.

-gamify your modules using quizzes, that act as great energizer for the participants

-select the least complicated online tools and use a limited number of activities. Select tools that are compatible with all devices and system versions. Usually, our target group is familiar with mobile phones.

Annexes

Contents

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Part 1 Involving local employers in the design of the training material and in the delivery of the training- Toolkit 1 for CSOs and Job Counselors

Annex 1 Make your stakeholder's list

Make you stakeholder's list						
Who to contact	Name	Contact	Position	How can s/he help/ participate?	Why s/he should participate?	What engagement strategies to follow?
'Internal stakeholders'						
Family						
Friends						
Alumni network (university, highschool, etc.)						
Ex-colleagues/clients						
People I know from other circumstances						
Ex-employers						
Co-workers						
Organization's existing network						
Organization's contacts (donors, supporters, etc.)						
Organization's external partners (cleaning services, catering providers, etc.)						
New stakeholders						
Employers you would like to partner with in terms of branding and working conditions						
Employers that are growing and/or developing their services						

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Employer's may need your services						
Active employers in CSR activities						

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Annex 2 Template project plan

Workplan structure	Jan	Feb	Mars	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Hints and tips
Before the meeting													
Create an engagement strategy													
Designate a person of reference for this networking activity													
Identify all stakeholders													
Prepare your presentation and pitch													
Organize meetings (date, budget)													
Prepare invitations													
Track all employers contacted and outcomes													
Prepare your event/meeting/workshop in terms of logistics													
During the meeting													
Prepare your presentation													
Listen actively and identify employer's needs													

actionaid RE.TE.ONG ACCIÓN CONTRA EL HAMBRE INE Ινστιτούτο Εργασίας Γ.Σ.Ε.Ε. ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ IKY

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Prepare an activity catalogue for employer's participation													
Present next steps													
After the meeting													
Create a ‘Partner’s agreement’													
Develop and encourage ‘transformational partnerships’													
define tasks in every milestone activity and schedule dates for meetings													
identify KPI indicators, tools for evaluation and impact assessment													
Support employers on the implementation													
Follow up and implement impact assessment process													

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Annexe 3 Follow up your activities with employers

Employer's tracker							
Employer	**Contact person**	**Tel.**	**e-mail**	**Date**	**Activity realized**	**Outcomes**	**Next Steps**

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Part 2 Toolkit for Job Counselors to implement the motivation and engagement strategies of unemployed low-skilled adults over 45 years old

Annexe 4 EMPLOYMENT HISTORY FORM– PROFILE

Welcome to Vocational Counseling of Name of Organization!

Before we start discussing the various job options that are best for you, it is important for us to have a good idea of your career so far through your answers to the following questionnaire.

Try to answer as many questions as you can except those you feel that are not relevant to you.

Don't hesitate to contact us for any clarification. The information provided is handled with absolute confidentiality.

Personal details

Fist name: ..... Surname: .....Age.....

City/district: .....

Telephone numbers: Home..... Mobile: .....

Another person's name and telephone number in case we cannot reach you: .....

Residence permit expiry date (for non-Greek citizens): .....

***Legal status**: Greek citizenship..... European citizenship.....*

Asylum Applicant ..... Recognized refugee..... (reason.....) Residence permit ..... (expiry date.....)

***Current Employment Status**: Casual work....., Seasonal work .....*

Part-time ..... Poor working conditions ..... Newcomer to the labour market..... Unemployed.....If yes, Duration of unemployment .....Unemployment card:.....Most recent wage: ..... Getting a benefit/ retirement payment :..... E-mail: .....

Have you accessed other support services? Yes ☐ No ☐

If yes, which organizations, when and for how long:.....

You heard about us from: .....

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1. Employment history

List all your previous jobs (even those with no insurance) in chronological order with the most recent employment first.

Include your **job title**, the **company name**, **time in post**, and your **key responsibilities**. Please also mention **the reason you no longer work** there.

Note: If you already have a CV, just fill out the information that is not included in your CV.

WORK EXPERIENCE

(Start with your most recent job. Follow it with the one before it, then the previous one and so on)

1st

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

2nd

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

3rd

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

4th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

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5th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

6th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

7th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

8th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

9th

Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

10th

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Employer & Sector:

Dates of employment: from ……to ……

Post/Posts (job title/titles, duties and period of work for each post):

Reason for job termination:

OTHER PART-TIME OR TEMPORARY JOBS

VOLUNTEER EXPERIENCE/ ACTIVE PARTICIPATION IN ORGANISATIONS

***Organisation**:*

Time period: from ……to……

Post/duties:

2. Education

Degrees, Training

Primary school (school name, location, graduation year):

Junior high school (school name, location, graduation year):

High school (school name, location, graduation year):

Technical school (school name, location, degree title, graduation year):

University (university name, location, degree title, graduation year):

Master's degree (university, location, degree title, graduation year):

PhD (university, location, year):

Other training/ Job training (name, location, years of studies, qualification title):

Computers skills: (the software and applications you can use/Level of Proficiency:

Foreign languages (which languages you know, writing and speaking level, certificates):

Driving licenses:

Other licenses:

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Interests:

Other

Here mention whatever you consider important to you in your career so far and is not mentioned above

You can note here any personal circumstances that may affect your availability to work (e.g. caring for family members, relatives with disabilities, legal barriers, physical or mental disability)

I hereby **declare** that all the above information is true. Any intentional inaccuracy or omission can be considered as a reason for my non-participation in the Unemployment Support Program of Name of Organization.

In addition, I **consent** to forwarding my personal data (CV) to third parties such as potential employers and Social Employment Services so I can apply for jobs. I allow the "Organization" to enter and save my personal data in its electronic platforms with the purpose of my vocational rehabilitation.

Applicant's name Date

Applicant's signature

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Annex 5 Counseling Process calendar

Counseling Process										
Counseling Process	**Weeks**	**W1**	**W2**	**W3**	**W4**	**W5**	**W6**	**W7**	**W8**	**W9**
Transversal activity support and follow up in implementation of every step										
1. Employment and educational background										
2. Self-exploration and analysis (define tests, tools, etc.)										
3. Confrontation with reality (define tests, tools, etc.)										
4. Decision making process (define tests, tools, etc.)										
5. Design and organize an Action Plan										
6. Communication strategy, skills and tools' development (define tests, tools, etc.)										

actionaid RE.TE.ONG ACCIÓN CONTRA EL HAMBRE INE Ινστιτούτο Εργασίας Γ.Σ.Ε.Ε. ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ IKY

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Annex 6 PROFESSIONS YOU LIKE

A list of possible professions follows. **Which ones would you like to do for a long time** (e.g. for 10 years)? Think about the reasons you like them.

Then tick √ each profession you like. If you are not sure, put a question mark next to each profession. If you cannot find a profession you like, add any job that interests you at the end of the list.

Accountant		Flight attendant		Hairdresser	
Actor-Actress		Fisherman		Graphic designer	
Advertiser		Firefighter		Geologist	
Agriculturist		Farmer		Gardener	
Pilot		Electronics engineer		Electrical engineer	
Aeronautical engineer		Career consultant		Economist	
Stretcher-bearer		Doctor		Design engineer	
Designer		Dietician		Preschool teacher	
Architect		Building contractor		Drill operator	
Athlete		Dentist		Fashion designer	
Vehicle Maintenance Technician		Builder		Crane operator	
Speech therapist		Customer service officer		Dancer	
Baker		Computer systems analyst		Computer programr	
Bank employee		Carpenter/Furniture maker		Professor	
Bar/Restaurant employee		Butcher		Chef/cook	
Biologist		Cashier		Coach	
Professional driver		Sculptor		Chemist	
Heavy equipment operator		Jeweller		Docker	
Camera operator		Judge		Market researcher	

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Illustrator		Topographer		Mathematician	
Insurer		Lawyer		Mechanic	
Broker		Librarian		Medical lab technician	
Priest		Occupational therapist		Medical lab technologist	
Musician		Desk clerk		Metal worker	
Notary		Optician		Meteorologist	
Nurse		Painter		Midwife	
Nursing assistant		Pathologist		Miner	
Exterior architect		Surgeon		Politician	
Interior decorator		Plumber		Postman	
Pharmacist		Physicist		Typographer	
Pharmacist assistant		Physiotherapist		Producer/Director	
Photographer		Plasterer		Psychologist	
Public relations officer		Referee		Retailer/Wholesaler	
Radiologist		Financial advisor		Shop assistant	
Broadcaster/Newscaster		Recreation advisor		Sales engineer	
Real estate agent		Receptionist		Secretary	
Security guard		Social worker		Project manager	
Seamstress		Sociologist		Data analyst	
Transport agent		Appraiser		Teacher	
Shoe-maker		Art critic		Telecommunications officer	
Guide		Railway officer		Translator/Interpreter	
Travel agent		Upholsterer		City planner	
Worker/Manual work		Sailor		Military career	
Shipbuilder		Environmentalist		Website manager	
Vet		Writer/Publisher		Marketing manager	
Solderer/ironsmith		Forester		Crafts manufacturers	
Bee-keeper		Dyer		Event organizer	
Other:					

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Based on a questionnaire of National Vocational Guidance Institute of Greece (Ε.Κ.Ε.Π.)

From the list above choose 3-4 professions that interest you most (in order of preference, starting from most to least important), and explain why you can do these jobs (Knowledge, abilities-skills and experiences).

If you don't have the qualifications for these jobs, you can mention what you exactly need to reach your goals:

Job 1: (the most important of all):	Why can I do it? Knowledge: Abilities-skills: Experience: What more do I need?
Job 2:	Why can I do it? Knowledge: Abilities-skills: Experience: What more do I need?
Job 3:	Why can I do it? Knowledge: Abilities-skills: Experience: What more do I need?
Job 4:	Why can I do it? Knowledge: Abilities-skills: Experience: What more do I need?

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Annex 7 Opportunities for career development

Table 1 "New opportunities for career development"				
HEALTHCARE (Nurse)	Physiotherapist	Assistant Pharmacist	Doctor	Midwife
	Medical social worker	Dental hygienist	Radiologist	School nurse
	Hospital attendant	Senior Nurse	Healthy lifestyle and nutrition counselor	Provider of medical equipment
	Dietician	Laboratory technician	Social worker	Medical equipment technician
	Obstetrician	Nursing Professor in a University	Medical secretary	Medical researcher

1.				

2.				

3.				

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Annex 8 YOUR PREFERRED WORKING CONDITIONS

Tick √ each working condition: CERTAINLY **YES**/CERTAINLY **NO**/NOT A DETERMINING FACTOR **WORKING CONDITIONS**	CERTAINLY **YES**	CERTAINLY **NO**	Not a determining factor
Working close to my home/place of residence			
A job that requires changing my place of residence			
Working at a small town in the countryside			
Working at a big city			
Travelling around Greece			
Travelling abroad			
Frequent travel			
Driving frequently			
Heavy manual labour (e.g. digging, operating heavy machinery, transporting heavy items)			
Medium manual labour (e.g. plastering, tile crossing)			
Light manual labour (e.g. crafts, production line)			
Agricultural work			
Exposure to natural hazards			
Office job or indoor job			
Out-of-office job or outdoor job			
Switch between in-office and out-of-office work			
Countryside job			
Working in a noisy environment			
Working in a quiet environment			
Working with a lot of people/group work			
Working with a few people			
Solo work			

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Working on the computer for hours			
Frequent writing			
Fixed working hours			
Non-fixed working hours			
Being called in to work (they can call you anytime)			
Managing your time			
Weekend job			
Full-time job			
Part-time job			
Shift work			
If yes, which shifts you would like to avoid:			
A job that has a specific duty and responsibilities on a daily basis			
Different kinds of jobs/frequent changes to your duties			
Work without stress			
Working to deadlines/fast pace, being alert			
Having your own business, not following instructions			
Salary employee			
A high paying but also risky job			
A steady job that pays less			
A job that gives you the opportunity for further training/development			
A job that rewards your effort/success			
A job that has casual dress code			

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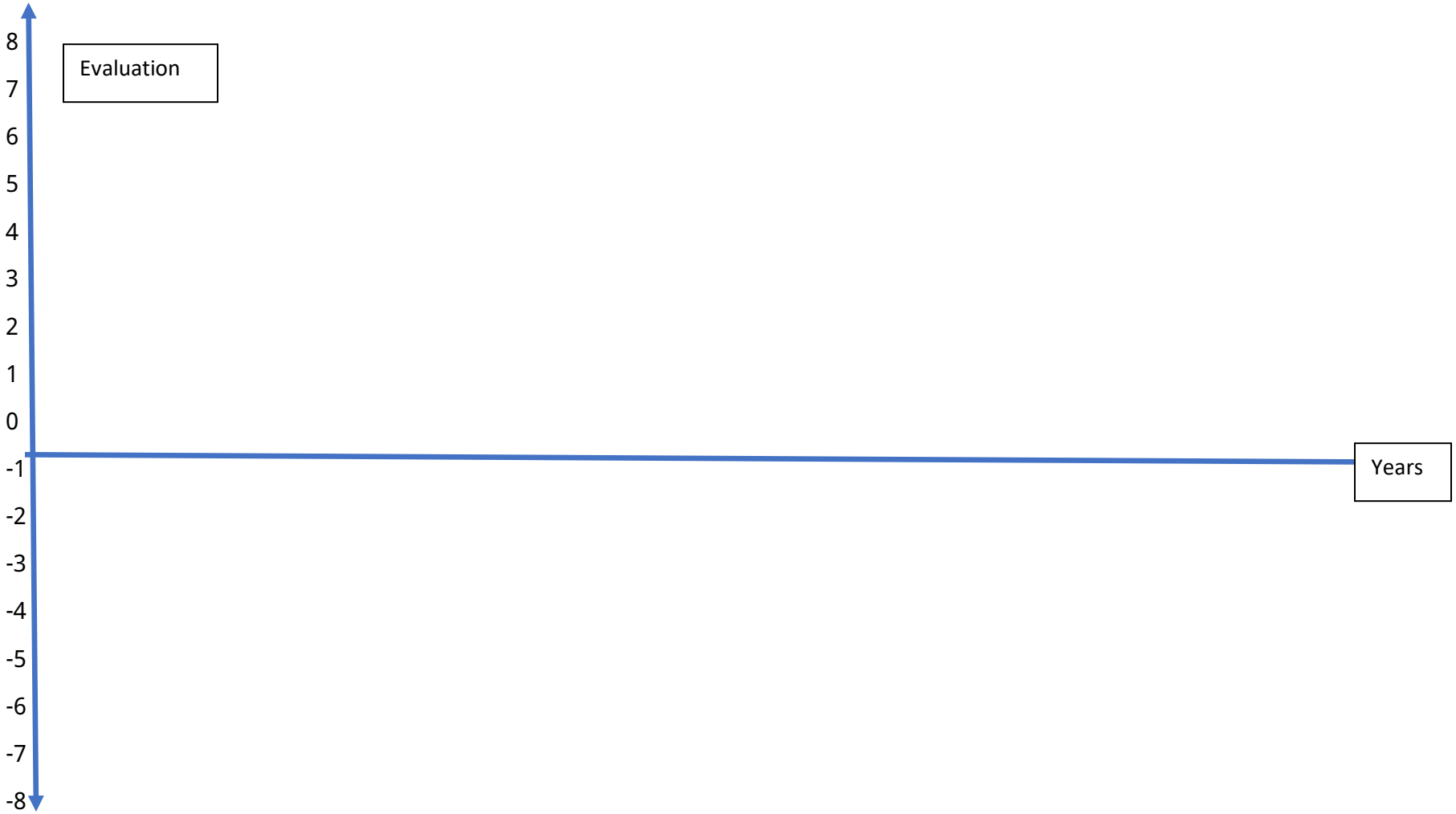
Annex 9 Life Curve

Place your experience on axis 'Years' and then specify your personal assessment on the axis 'Evaluation'. You can place the events of your life in the positive or negative side of the axis.



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Annex 10 YOUR COMPETENCIES/TRANSFERABLE SKILLS

The following is a summarized list of **31 competencies / transferable skills** listed by "cluster" (similar competencies related to a common skill set). Each competency includes a definition and the observable behaviors that may indicate the existence of a competency in a person.

Step 1: As reading each set of behaviors underline those that you believe that you acquire, by recalling past incidents in which you have perform as such.

Step 2: Then count how many behaviors have you underlined within a competency/skill. If none or just 1 -2 you may cycle the L (Low) in the provided scale, if you have underlined some but less than half, you may cycle S (to Some degree), if half and a little above you may cycle the A (Adequately), if more than 2/3 you may cycle the H (Highly).

Step 3: Discuss your Hs, As Ss and Ls with your consultant and conclude to your 3 strong skills and 3 skills that you need to develop (in relation to the requirements of your profession or career development plan)

I. Competencies Dealing with People

The Leading Others Cluster

1. **Establishing Focus:** The ability to develop and communicate goals in support of the business' mission.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Acts to align own unit's goals with the strategic direction of the business.
- Ensures that people in the unit understand how their work relates to the business' mission.
- Ensures that everyone understands and identifies with the unit's mission.
- Ensures that the unit develops goals and a plan to help fulfill the business' mission.

2. **Providing Motivational Support:** The ability to enhance others' commitment to their work.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Recognizes and rewards people for their achievements.
- Acknowledges and thanks people for their contributions.
- Expresses pride in the group and encourages people to feel good about their accomplishments.
- Finds creative ways to make people's work rewarding.
- Signals own commitment to a process by being personally present and involved at key events.
- Identifies and promptly tackles morale problems.
- Gives talks or presentations that energize groups.

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3. **Fostering Teamwork:** As a team member, the ability and desire to work cooperatively with others on a team; as a team leader, the ability to demonstrate interest, skill, and success in getting groups to learn to work together.

Behaviors for Team Members

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Listens and responds constructively to other team members' ideas.
- Offers support for others' ideas and proposals.
- Is open with other team members about his/her concerns.
- Expresses disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group).
- Reinforces team members for their contributions.
- Gives honest and constructive feedback to other team members.
- Provides assistance to others when they need it.
- Works for solutions that all team members can support.
- Shares his/her expertise with others.
- Seeks opportunities to work on teams as a means to develop experience, and knowledge.
- Provides assistance, information, or other support to others, to build or maintain relationships with them.

Behaviors for Team Leaders

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Provides opportunities for people to learn to work together as a team.
- Enlists the active participation of everyone.
- Promotes cooperation with other work units.
- Ensures that all team members are treated fairly.
- Recognizes and encourages the behaviors that contribute to teamwork.

4. **Empowering Others:** The ability to convey confidence in employees' ability to be successful, especially at challenging new tasks; delegating significant responsibility and authority; allowing employees freedom to decide how they will accomplish their goals and resolve issues.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Gives people latitude to make decisions in their own sphere of work.
- Is able to let others make decisions and take charge.
- Encourages individuals and groups to set their own goals, consistent with business goals.

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- Expresses confidence in the ability of others to be successful.
- Encourages groups to resolve problems on their own; avoids prescribing a solution.

5. **Managing Change:** The ability to demonstrate support for innovation and for organizational changes needed to improve the organization's effectiveness; initiating, sponsoring, and implementing organizational change; helping others to successfully manage organizational change.

Employee Behaviors

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Personally develops a new method or approach.
- Proposes new approaches, methods, or technologies.
- Develops better, faster, or less expensive ways to do things.

Manager/Leader Behaviors

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Works cooperatively with others to produce innovative solutions.
- Takes the lead in setting new business directions, partnerships, policies or procedures.
- Seizes opportunities to influence the future direction of an organizational unit or the overall business.
- Helps employees to develop a clear understanding of what they will need to do differently, as a result of changes in the organization.
- Implements or supports various change management activities (e.g., communications, education, team development, coaching).
- Establishes structures and processes to plan and manage the orderly implementation of change.
- Helps individuals and groups manage the anxiety associated with significant change.
- Facilitates groups or teams through the problem-solving and creative-thinking processes leading to the development and implementation of new approaches, systems, structures, and methods.

6. **Developing Others:** The ability to delegate responsibility and to work with others and coach them to develop their capabilities.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Provides helpful, behaviorally specific feedback to others.
- Shares information, advice, and suggestions to help others to be more successful; provides effective coaching.
- Gives people assignments that will help develop their abilities.

- Regularly meets with employees to review their development progress.
- Recognizes and reinforces people's developmental efforts and improvements.
- Expresses confidence in others' ability to be successful.
-

7. **Managing Performance:** The ability to take responsibility for one's own or one's employees' performance, by setting clear goals and expectations, tracking progress against the goals, ensuring feedback, and addressing performance problems and issues promptly.

   Behaviors for employees

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- With his/her manager, sets specific, measurable goals that are realistic but challenging, with dates for accomplishment.
- With his/her manager, clarifies expectations about what will be done and how.
- Enlists his/her manager's support in obtaining the information, resources, and training needed to accomplish his/her work effectively.
- Promptly notifies his/her manager about any problems that affect his/her ability to accomplish planned goals.
- Seeks performance feedback from his/her manager and from others with whom s/he interacts on the job.
- Prepares a personal development plan with specific goals and a timeline for their accomplishment.
- Takes significant action to develop skills needed for effectiveness in current or future job.

Behaviors for managers

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Ensures that employees have clear goals and responsibilities.
- Works with employees to set and communicate performance standards that are specific and measurable.
- Supports employees in their efforts to achieve job goals (e.g., by providing resources, removing obstacles, acting as a buffer).
- Stays informed about employees' progress and performance through both formal methods (e.g., status reports) and informal methods (e.g., management by walking around).
- Provides specific performance feedback, both positive and corrective, as soon as possible after an event.
- Deals firmly and promptly with performance problems; lets people know what is expected of them and when.

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Communication and Influencing Cluster

8. **Attention to Communication:** The ability to ensure that information is passed on to others who should be kept informed.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Ensures that others involved in a project or effort are kept informed about developments and plans.
- Ensures that important information from his/her management is shared with his/her employees and others as appropriate.
- Shares ideas and information with others who might find them useful.
- Uses multiple channels or means to communicate important messages (e.g., memos, newsletters, meetings, electronic mail).
- Keeps his/her manager informed about progress and problems; avoids surprises.
- Ensures that regular, consistent communication takes place.

9. **Oral Communication:** The ability to express oneself clearly in conversations and interactions with others.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Speaks clearly and can be easily understood.
- Tailors the content of speech to the level and experience of the audience.
- Uses appropriate grammar and choice of words in oral speech.
- Organizes ideas clearly in oral speech.
- Expresses ideas concisely in oral speech.
- Maintains eye contact when speaking with others.
- Summarizes or paraphrases his/her understanding of what others have said to verify understanding and prevent miscommunication.

10. **Written Communication:** The ability to express oneself clearly in business writing.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Expresses ideas clearly and concisely in writing.
- Organizes written ideas clearly and signals the organization to the reader (e.g., through an introductory paragraph or through use of headings).
- Tailors written communications to effectively reach an audience.
- Uses graphics and other aids to clarify complex or technical information.

- Spells correctly.
- Writes using concrete, specific language.
- Uses punctuation correctly.
- Writes grammatically.
- Uses an appropriate business writing style.

11. **Persuasive Communication:** The ability to plan and deliver oral and written communications that make an impact and persuade their intended audiences.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Identifies and presents information or data that will have a strong effect on others.
- Selects language and examples tailored to the level and experience of the audience.
- Selects stories, analogies or examples to illustrate a point.
- Creates graphics, overheads or slides that display information clearly and with high impact.
- Presents several different arguments in support of a position.

12. **Interpersonal Awareness:** The ability to notice interpret and anticipate others' concerns and feelings, and to communicate this awareness empathetically to others.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Understands the interests and important concerns of others.
- Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions and other nonverbal behavior.
- Anticipates how others will react to a situation.
- Listens attentively to people's ideas and concerns.
- Understands both the strengths and weaknesses of others.
- Understands the unspoken meaning in a situation.
- Says or does things to address others' concerns.
- Finds non-threatening ways to approach others about sensitive issues.
- Makes others feel comfortable by responding in ways that convey interest in what they have to say.

13. **Influencing Others:** The ability to gain others' support for ideas, proposals, projects and solutions.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Presents arguments that address others' most important concerns and issues and looks for win-win solutions.

- Involves others in a process or decision to ensure their support.
- Offers trade-offs or exchanges to gain commitment.
- Identifies and proposes solutions that benefit all parties involved in a situation.
- Enlists experts or third parties to influence others.
- Develops other indirect strategies to influence others.
- Knows when to escalate critical issues to own or others' management, if own efforts to enlist support have not succeeded.
- Structures situations (e.g., the setting, persons present, sequence of events) to create a desired impact and to maximize the chances of a favorable outcome.
- Works to make a good impression on others.
- Identifies and targets influence efforts at the real decision makers and those who can influence them.
- Seeks out and builds relationships with others who can provide information, intelligence, career support, potential business and other forms of help.
- Takes a personal interest in others (e.g., by asking about their concerns, interests, family, friends, hobbies) to develop relationships.
- Accurately anticipates the implications of events or decisions for various stakeholders in the organization and plans strategy accordingly.

14. **Building Collaborative Relationships:** The ability to develop, maintain, and strengthen partnerships with others inside or outside the organization who can provide information, assistance and support.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Asks about the other person's personal experiences, interests and family.
- Asks questions to identify shared interest, experiences or other common ground.
- Shows an interest in what others have to say; acknowledges their perspectives and ideas.
- Recognizes the business concerns and perspectives of others.
- Expresses gratitude and appreciation to others who have provided information, assistance or support.
- Takes time to get to know coworkers, to build rapport and establish a common bond.
- Tries to build relationships with people whose assistance, cooperation and support may be needed.
- Provides assistance, information and support to others to build a basis for future reciprocity.

15. **Customer Orientation:** The ability to demonstrate concern for satisfying one's external and/or internal customers.

L	S	A	H

(low)	*(to some degree)*	*(adequately)*	*(highly)*

- Quickly and effectively solves customer problems.
- Talks to customers (internal or external) to find out what they want and how satisfied they are with what they are getting.
- Lets customers know that s/he is willing to work with them to meet their needs.
- Finds ways to measure and track customer satisfaction.
- Presents a cheerful, positive manner with customers.

II. Competencies Dealing with Business

The Preventing and Solving Problems Cluster

16. **Diagnostic Information Gathering:** The ability to identify the information needed to clarify a situation, seek that information from appropriate sources, and use skillful questioning to draw out the information, when others are reluctant to disclose it

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Identifies the specific information needed to clarify a situation or make a decision.
- Gets more complete and accurate information by checking multiple sources.
- Probes skillfully to get to the facts, when others are reluctant to provide full, detailed information.
- Routinely walks around to see how people are doing and to hear about any problems they are encountering.
- Questions others to assess whether they have thought through a plan of action.
- Questions others to assess their confidence in solving a problem or tackling a situation.
- Asks questions to clarify a situation.
- Seeks the perspective of everyone involved in a situation.
- Seeks out knowledgeable people to obtain information or clarify a problem.

17. **Analytical Thinking:** The ability to tackle a problem by using a logical, systematic, sequential approach.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Makes a systematic comparison of two or more alternatives.
- Notices discrepancies and inconsistencies in available information.
- Identifies a set of features, parameters or considerations to take into account, in analyzing a situation or making a decision.
- Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail.

- Weighs the costs, benefits, risks, and chances for success, in making a decision.
- Identifies many possible causes for a problem.
- Carefully weighs the priority of things to be done.

18. **Forward Thinking:** The ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Anticipates possible problems and develops contingency plans in advance.
- Notices trends in the industry or market and develops plans to prepare for opportunities or problems.
- Anticipates the consequences of situations and plans accordingly.
- Anticipates how individuals and groups will react to situations and information and plans accordingly.

19. **Conceptual Thinking:** The ability to find effective solutions by taking a holistic, abstract, or theoretical perspective.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Notices similarities between different and apparently unrelated situations.
- Quickly identifies the central or underlying issues in a complex situation.
- Creates a graphic diagram showing a systems' view of a situation.
- Develops analogies or metaphors to explain a situation.
- Applies a theoretical framework to understand a specific situation.

20. **Strategic Thinking:** The ability to analyze the organization's competitive position by considering market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Understands the organization's strengths and weaknesses as compared to competitors.
- Understands industry and market trends affecting the organization's competitiveness.
- Has an in-depth understanding of competitive products and services within the market.
- Develops and proposes a long-term (3-5 year) strategy for the organization based on an analysis of the industry and market and the organization's current and potential capabilities as compared to competitors.

21. **Technical Expertise:** The ability to demonstrate depth of knowledge and skill in a technical
area.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Effectively applies technical knowledge to solve a range of problems.
- Possesses an in-depth knowledge and skill in a technical area.
- Develops technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches.
- Is sought out as an expert to provide advice or solutions in his/her technical area.
- Keeps informed about cutting-edge technology in his/her technical area.

The Achieving Results Cluster

22. Initiative: Identifying what needs to be done and doing it before being asked or before the situation requires it.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Identifying what needs to be done and takes action before being asked or the situation requires it.
- Does more than what is normally required in a situation.
- Seeks out others involved in a situation to learn their perspectives.
- Takes independent action to change the direction of events.

23. **Entrepreneurial Orientation:** The ability to look for and seize profitable business opportunities; willingness to take calculated risks to achieve business goals.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Notices and seizes profitable business opportunities.
- Stays abreast of business, industry, and market information that may reveal business opportunities.
- Demonstrates willingness to take calculated risks to achieve business goals.
- Proposes innovative business deals to potential customers, suppliers and business partners.
- Encourages and supports entrepreneurial behavior in others.

24. **Fostering Innovation:** The ability to develop, sponsor or support the introduction of new and improved method, products, procedures or technologies.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Personally develops a new product or service.
- Personally develops a new method or approach.

- Sponsors the development of new products, services, methods or procedures.
- Proposes new approaches, methods or technologies.
- Develops better, faster or less expensive ways to do things.
- Works cooperatively with others to produce innovative solutions.

25. **Results Orientation:** The ability to focus on the desired result of one's own or one's unit's work, setting challenging goals, focusing effort on the goals, and meeting or exceeding them.

- Develops challenging but achievable goals.
- Develops clear goals for meetings and projects.
- Maintains commitment to goals in the face of obstacles and frustrations.
- Finds or creates ways to measure performance against goals.
- Exerts unusual effort over time to achieve a goal.
- Has a strong sense of urgency about solving problems and getting work done.

26. **Thoroughness:** Ensuring that one's own and others' work and information are complete and accurate; carefully preparing for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Sets up procedures to ensure high quality of work (e.g., review meetings).
- Monitors the quality of work.
- Verifies information.
- Checks the accuracy of own and others' work.
- Develops and uses systems to organize and keep track of information or work progress.
- Carefully prepares for meetings and presentations.
- Organizes information or materials for others.
- Carefully reviews and checks the accuracy of information in work reports (e.g., production, sales, financial performance) provided by management, management information systems, or other individuals and groups.

27. **Decisiveness:** The ability to make difficult decisions in a timely manner.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Is willing to make decisions in difficult or ambiguous situations, when time is critical.
- Takes charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made.
- Makes tough decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-stakes deal).

III. Self-Management Competencies

28. **Self Confidence:** Faith in one's own ideas and capability to be successful; willingness to take an independent position in the face of opposition.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Is confident of own ability to accomplish goals.
- Presents self crisply and impressively.
- Is willing to speak up to the right person or group at the right time, when s/he disagrees with a decision or strategy.
- Approaches challenging tasks with a "can-do" attitude.

29. **Stress Management:** The ability to keep functioning effectively when under pressure and maintain self-control in the face of hostility or provocation.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Remains calm under stress.
- Can effectively handle several problems or tasks at once.
- Controls his/her response when criticized, attacked or provoked.
- Maintains a sense of humor under difficult circumstances.
- Manages own behavior to prevent or reduce feelings of stress.

30. **Personal Credibility:** Demonstrates concern that one is perceived as responsible, reliable and trustworthy.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Does what s/he commits to doing.
- Respects the confidentiality of information or concerns shared by others.
- Is honest and forthright with people.
- Carries his/her fair share of the workload.
- Takes responsibility for own mistakes; does not blame others.
- Conveys a command of the relevant facts and information.

31. **Flexibility:** Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

L *(low)*	S *(to some degree)*	A *(adequately)*	H *(highly)*

- Is able to see the merits of perspectives other than his/her own.
- Demonstrates openness to new organizational structures, procedures, and technology.
- Switches to a different strategy when an initially selected one is unsuccessful.
- Demonstrates willingness to modify a strongly held position in the face of contrary evidence.

The list above derives from "*The Value-Added Employee*," by Edward J. Cripe and Richard S. Mansfield, Copyright 2002 by Workitect Inc.

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Annex 11 My transferable skills-short version

Area	Skills	Level		
		High	Average	Low
Management skills	Planning and organizing Responsibilities delegation			
	Tasks assignment			
	Attention to observable details			
	Evaluation of one's own work and that of his/her colleagues and subordinates			
	Use of databases or software for information organization and presentation			
	Decision-making			
	Coping with change			
	Organizing, planning and prioritizing work			
	Administration			
	Analysis			
	Coordination			
	Planning of personal development			
	Guidance/mentoring			
	Multitasking, working on multiple projects without compromising the quality			
	Monitoring			
	People motivation			
	Leadership skills			
Communication	Listening to and hearing the other party in the conversation			
	Answering questions clearly and precisely			
	Asking questions			
	Providing and presenting information effectively			
	Understanding information			

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	Keeping correspondence, reports, notes and technical or specialized documentation			
	Presentation skills – presenting information in front of big and small groups			
	Persuading others to accept your ideas Negotiation skills			
	Foreign language skill			
Conflict management	Problem analysis			
	Coping with abstract problems Generating alternative decisions for one and the same problem			
	Choice of an appropriate alternative			
	Flexible behavior in cases of inability to carry out the chosen alternative			
	Using critical evaluation to define causality			
	Setting and achieving goals			
	Creative thinking/Creativity			
	Objectivity when listening to other people's point of view when resolving problems			
Team and social relationships	Leading or guiding a team			
	Following guidelines/ instructions			
	Cooperation			
	Searching for justified support			
	Being respectful towards other people's opinions			
	Reaching mutual understanding with the others			
	Conflict and problem resolution			
	Encouraging/ supporting and cooperating with the others Adjustment to different people, ways of communication			

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	Understanding/meeting the needs of the work environment and the people			
	Good teamwork with different people			
	Training of colleagues			
Learning and career development	Searching and finding the required information			
	Diligent and patient attitude towards the work			
	Coping with obstacles – being persevering and resourceful			
	Keeping up to date with the latest innovations in the field of work			
	Good judgment of what needs to be learned and developed			
	Benefiting from both success and failure			
	Accepting and implementing the feedback in one's work			
	Development planning			
	Use of internet for conducting research			
Ability to work with finances	Planning			
	Financial assessment			
	Analysis			
	Financial statement preparation			
	Budget preparation			
	Calculation			
	Administering			
	Estimation			
	Prognosis Sales			
	Forecast			
Other transferable skills	Write down any transferable skills you possess, which are not listed in this table			

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Annex 12 YOUR SKILLS

All people have accomplished something that makes them feel proud of themselves even if their achievement does not seem that important to others or is not recognized.

Our **achievements** (both in our personal life and at work) reflect our abilities/skills. By using the **STAR** model you can describe achievements in a clear and convincing manner.

Example:

Situation: *When I worked in the warehouse of a furniture store, I realized that the numbers between the raw material purchase and the stock did not match.*

Task: *I had to find a way to keep track, so as to avoid misses and errors.*

Action: *I thought of a new recording process, which was simple and organized and after discussing it with my manager we decided to proceed.*

Result: *The result was that the diclination was reduced to 80% and gradually disappeared (within 6 months).*

I learned that when I am right I have to trust it and to act, I also confirmed that I can find convincing arguments to persuade others. Furthermore, I used the same technique at another job and due to that prior experience I knew exactly what I have to do.

Try to remember as many of your achievements as possible (both professional and personal) and describe them:

Achievement:

Situation/fact	***What did you want to achieve***	***what was the result***	***how did you do it***

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Annex 13 Your Values

List of 21 PVQ Items

Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Put an X in the box to the right that shows how much the person in the description is like you.

	HOW MUCH LIKE YOU IS THIS PERSON?					
	1. very much like me	**2. like me**	**3. somewhat like me**	**4. a little like me**	**5. not like me**	**6. not like me at all**
1. Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.						
2. It is important to him to be rich. He wants to have a lot of money and expensive things.						
3. He thinks it is important that every person in the world be treated equally. He wants justice for everybody, even for people he doesn't know.						
4. It is very important to him to show his abilities. He wants people to admire what he does.						
5. It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.						
6. He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life.						
7. He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching.						
8. It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them.						
9. He thinks it's important not to ask for more than what you have. He believes that people should be satisfied with what they have.						

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	1. very much like me	2. like me	3. somewhat like me	4. a little like me	5. not like me	6. not like me at all
10. Having a good time is important to him. He likes to “spoil” himself.						
11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.						
12. It's very important to him to help the people around him. He wants to care for other people.						
13. Being very successful is important to him. He likes to impress other people.						
14. It is very important to him that his country is safe from threats from within and without. He is concerned that social order is protected.						
15. He looks for adventures and likes to take risks. He wants to have an exciting life.						
16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.						
17. It is important to him to be in charge and tell others what to do. He wants people to do what he says.						
18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him. 19. He strongly believes that people should care for nature. Looking after the environment is important to him.						
20. Religious belief is important to him. He tries hard to do what his religion requires.						
21. He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.						

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Key card 1

BENEVOLENCE
12. It's very important to him to help the people around him. He wants to care for other people. 18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him.
UNIVERSALISM
3. He thinks it is important that every person in the world be treated equally. He wants justice for everybody, even for people he doesn't know. 8. It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them. 19. He strongly believes that people should care for nature. Looking after the environment is important to him.
SELF-DIRECTION
1. Thinking up new ideas and being creative is important to him. He likes to do things in his own original way. 11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.
STIMULATION
6. He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life. 15. He looks for adventures and likes to take risks. He wants to have an exciting life.
HEDONISM
10. Having a good time is important to him. He likes to "spoil" himself. 21. He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.
ACHIEVEMENT
4. It is very important to him to show his abilities. He wants people to admire what he does. 13. Being very successful is important to him. He likes to impress other people.
POWER
2. It is important to him to be rich. He wants to have a lot of money and expensive things. 17. It is important to him to be in charge and tell others what to do. He wants people to do what he says.
SECURITY
5. It is important to him to live in secure surroundings. He avoids anything that might endanger his safety. 14. It is very important to him that his country be safe from threats from within and without. He is concerned that social order be protected.
CONFORMITY
7. He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching. 16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.
TRADITION
9. He thinks it's important not to ask for more than what you have. He believes that people should be satisfied with what they have. 20. Religious belief is important to him. He tries hard to do what his religion requires.

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Key card 2

Value definitions/categorization

Values	Value definition	Value hyper cattegory
To protect the environment and work for the good of society.	**Universalism** Understanding, appreciation, tolerance and protection for the welfare of all people and for nature. (broadminded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment)	**Self - Transcendence**
To understand, appreciate and help each other.	**Benevolence** Preservation and enhancement of the welfare of people with whom one is in frequent personal contact. (helpful, honest, forgiving, loyal, responsible)	
To have security and stability.	**Security** Safety, harmony and stability of society, of relationships, and of self. (family security, national security, social order, clean, reciprocation of favors)	**Conservation**
To respect the customs, traditions and everything that has been established for years.	**Tradition** Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self. (humble, accepting my portion in life, devout, respect for tradition, moderate)	
To follow and comply to specific rules.	**Conformity** Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. (politeness, obedient, self-discipline, honoring parents and elders)	
To gain fame and influence people through leadership roles.	**Power** Social status and prestige, control or dominance over people and resources. (social power, authority, wealth, preserving my public image)	**Self - Enhancement**
To make profit and become a successful professional.	**Achievement** Personal success through demonstrating competence according to social standards. (successful, capable, ambitious, influential)	
To enjoy life and have pleasant and satisfactory experiences.	**Hedonism** Pleasure and sensuous gratification for oneself. (pleasure, enjoying life, self-indulgence)	**Self – Enhancement & Openness to change**
To live an adventurous life and have new experiences.		**Openness to change**
To create, take initiatives and work independently without guidance.	**Self-direction** Independent thought and action-choosing, creating, exploring. (creativity, freedom, independent, curious, choosing own goals)	

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Annex 14 YOUR VALUES- short version

Our values are the principles and beliefs that influence our behaviour and way of life. They reflect what is really important to us.

For example, if I have the principle to help others this can be reflected both in my personal life and a job that gives me the opportunity to do it on a daily basis and in an organized way. In addition, I may reject a job or not be productive if I feel that my values conflict with those of my employer.

Identify your values at this stage of your life by marking the sentences below:

Values	**Order**
it is important for me to have a job in which I will feel safe and stable	
it is important for me to have a job in which I can help people or/and the environment	
it is important for me to have a job which I can gain success, power and material goods	
it is important for me to have a job in which I can learn new things and I can try new experiences.	

From the above, if you had to leave one value out of your work, what would it be? Write next to this value the number 1. If you had to leave one more, what would it be? Write next to this value the number 2. Of the 2 remaining values, which one would you subtract again. Write the number 3. In the one remained write the number 4. What is left is your most important professional value.

Based on the Schwartz theory of values

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Annex 15 YOUR CHARACTERISTICS

How would you describe the way you behave at work? Which main characteristics would you choose?

Three groups of characteristics follow. Choose the ones that prevail. (Tick √ the box next to each characteristic). Try to choose your personality traits that prevail (no more than 2 or 3 in each group).

Group 1: Way of thinking, and organizing work

1. **Hard-working** (committed at work and getting the job done) □
2. **Creative** (you always come up with new ideas and solutions) □
3. **Innovative** (your ideas and solutions are innovative) □
4. **Disciplined** (you work better when everything is in order/follow rules and instructions) □
5. **Receptive** (open to different opinions and new ideas, willing to learn new things) □
6. **Organized** (you manage your time effectively, you make plans for the future) □
7. **Mindful** (you think a lot before you act and consider possible consequences, obstacles or risks) □
8. **Perfectionist** (you strive for the highest standards and complete the tasks) □
9. **Flexible** (you adapt to changes easily) □
10. **Analytical** (you like analyzing and editing data as well as looking for information) □
11. **Precise** (you notice the details and avoid mistakes while you work) □
12. **Neat** (you organize and classify, you follow a method when you work) □
13. **Consistent** (you like doing one or a few things well) □

Group 2: Way of Behaving and interacting

14. **A leader** (you want to manage others) □
15. **Team player** (you like working with partners or in a group) □
16. **A loner** (you perform better alone than in a group) □
17. **Responsibilities** (you want to take responsibilities) □
18. **Compassionate** (you are interested in people's problems and you want to help) □
19. **Trustworthy** (you are honest, consistent and professional) □
20. **Sociable** (you like meeting new people and feel comfortable around others) □
21. **Confident** (you have the strength to express your opinion, you believe in yourself and you don't care what other people think) □
22. **Strict** (you want others to follow your instructions and the standards you set) □
23. **Devoted** (you devote yourself to an idea, a purpose or people that you work with and you are ready to defend them) □
24. **Independent** (you take initiatives and action) □
25. **Persuasive** (you like influencing other people and promote your ideas, things etc.) □
26. **Assertive** (you have the courage to support what is right and demand what is best for you) □
27. **Modest** (you don't want to be the centre of attention) □

Group 3: Feeling and Emotions

28. **Patient** (you show patience and endurance in difficult situations) □
29. **Calm** (you don't get upset easily in unpredictable situations) □
35. **Touchy** (easily affected by comments and unfair criticism) □
36. **Active** (you like keeping yourself busy) □
37. **Good-tempered** (you are calm even under pressure) □
38. **Enthusiastic** (you show enthusiasm and interest) □

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30. **Nervous** (You often get upset. It's difficult for you to hide your feelings and keep balance) □
31. **Indifferent** (you rarely get upset, not very emotional) □
32. **Sensitive** (you understand what the other people go through) □
33. **Brave** (willing to take risks) □
34. **Decisive** (you make quick decisions) □
39. **Optimistic** (you feel positive about your future) □
40. **Well-meaning** (you rarely question people's intentions) □
41. **Ambitious** (you want to achieve goals and exceed them too) □
42. **Adventurous** (you are interested in new adventures) □

Other characteristics that are not mentioned above:

_____

How would other people describe your personality?

(how would your family and friends, former colleagues describe you?)

_____

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Annex 16 Constraints

Barriers / obstacles / expected difficulties:

Table 1

Significance level	Barrier / obstacle / difficulty:

Table 2: Coping strategies

Barrier 1:	Strategies:

Barrier 2:	Strategies:

Barrier 3:	Strategies:

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Annex 17 The wheel

WHO AM I? WHAT CAN I DO?

8 Important Aspects

Values

_____

_____

_____

_____

Abilities

_____

_____

_____

_____

Characteristics

_____

_____

_____

_____

Work Experience

_____

_____

_____

_____

Personal circumstances- Significant others/Possible barriers I need to overcome

_____

_____

_____

_____

Educational Background

_____

_____

_____

_____

Desirable jobs

_____

_____

_____

Working conditions

_____

_____

_____

Each of these aspects are essential in putting the wheel into motion!

Based on «The wheel», Amundson, N.E. (1989). «Model for Individual Counseling.» Journal of Employment Counseling, 26, 132-38.Material from «The Portfolio Conversation», Poehnell, G.P. & Amundson, N.E. (2001).

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Annex 18 Discover a new profession

What did I do in order to best inform myself about a profession?

Method	
1. I have made a list of the most important sites that can give me useful information about my search	
2. I read job descriptions in newspapers and sites in order to better understand the activities and tasks performed when doing this profession.	
3. I read professional magazines online or follow groups of professional associations in social media in order to get updated	
4. I have made my networking list. I have detected whom I need to interview from my acquaintances (friends, relatives, classmates, people I know for example at my children's school) in order to obtain more information about the chosen profession	
5. I have interviewed experts from the field	
6. I search information for employers that recruit the profession I have chosen, and I am interested in (e.g. who they are looking for, their economic status, the working conditions, the salary).	
7. I keep in touch with staffing agencies and I have obtained more information about trends and labor market tendencies.	
8. I volunteer so I can be active, learn new skills, meet new people that can help me and/or be able to test if I fit in the chosen profession and if it fits me.	
9. I write down the people I have talked to and all the necessary information.	
10. Every week I reflect on what I have done, the result and what more I can do.	

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Annex 19 Identify my network and allies

Make you network list					
Who to contact	Name	Contact	Position	How can s/he help/ participate?	What engagement strategies to follow?
Inner circle					
Family					
Friends					
Alumni network (university, high school, etc.)					
Ex-colleagues/clients					
People I know from other circumstances					
Ex-employers					
Co-workers					
External circle					
Employer's you would like to partner with in terms of culture and working conditions					
Employers that are growing and/or developing their services					
Employer's may need your services					

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Annex 20 Interview with experts

- Which are your main activities? Could you describe a typical day in your work

_____
_____
_____
_____
_____

- With whom you work with ;(alone, in a team, independent)

_____
_____
_____
_____
_____

- What are the working conditions (rhythm of work, timetables, shifts, etc.)

_____
_____
_____
_____
_____

- What do you like the most in your work (What do you thing is the most interesting ?)

_____
_____
_____
_____
_____

- What is challenging? What you dislike? What makes your everyday harder?

_____
_____
_____
_____
_____

- What is your salary? Do you have benefits?

_____
_____
_____

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_____
_____

- In your opinion what skills and competencies you should have in your job

_____
_____
_____
_____
_____

- How were you recruited? What is the recruitment process you followed?

_____
_____
_____
_____
_____

- What advice would you give to someone who wants to follow your career option

_____
_____
_____
_____
_____

- Do you know other professionals who would be willing to answer to some questions?

_____
_____
_____
_____
_____

Annex 21 Decision making

Table plus – minus – interesting”

Alternative	Pluses	Minuses	Interesting

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Annex 22 Professional Goal Definition

Professional Goal Definition (Plan ....)

Title:

Duties

Skills-Abilities-Experience (that support my goal)

Already have:

Need to further develop

Target Group (desirable employers):

Business sector:

Business size:

Location:

Business culture-values:

Working conditions:

Type of contract (duration, part or full time, freelance etc)

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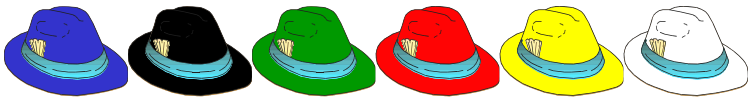
Annex 23 6 Thinking hats



USE THE SIX HATS* TO FIND YOUR OCCUPATION

For each of the occupations that are among your high preferences imagine that you already practicing it for some years and try to explore it by wearing each of the six hats:

BLUE — *By wearing the* **blue** *hat you are using your reasoning, and you are seeing things from a calm and cold view,* **you estimate the advantages and the disadvantages**, *«you think over your thoughts».*

RED — *By wearing the* **red** *hat you realize the* **feelings** *that you have for what you do, you listen to your Intuition.*

WHITE — *By wearing the* **white** *hat you approach things from a* **neutral** *perspective, and you just take into account information and facts.*

BLACK — *By wearing the* **black** hat you see things from a **negative** view, *you examine what may go* wrong.

YELLOW — *By wearing the* **yellow** *hat you see everywhere "sunshine", you see things from their* **bright** *site, full of opportunities.*

GREEN — *By wearing the* **green** *hat you think in a* **fertile** *way, and you imagine that the «seeds grow up».*

***Based on six thinking hats of Edward de Bono**

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Annex 24 GROW model Questionnaire

Goal What is your goal? What exactly are you trying to achieve? What would success look like for you? Describe in detail what would the situation look like, when you achieve this goal? What will be different if you achieve success/your goal? How would you know you have achieved it?

Reality (internal) What is happening now? What is the current situation regarding your goal? What have you done so far in order to achieve your goal? What are the factors, which support and influence your current actions in order to achieve your goal? What has happened before, which you can use as a learning experience to achieve your current goal? Think about similar situations, experiences, similar goals you have achieved, in order to use this experience in the present. **(external)** What stands in the way of achieving your goals? What can stop you achieving your goal?

Options What can you do to overcome each obstacle? What needs to change? How can you benefit most from what is happening at the moment, in order to achieve your goal? Way forward What strategy can you choose to achieve your goal? What specific steps can you define to help you develop a detailed action plan? What are the resources and support that you need?

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Way forward What strategy can you choose to achieve your goal? What specific steps can you define to help you develop a detailed action plan? What are the resources and support that you need?

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Annex 25 Personal Action Plan

PERSONAL (SMART!) ACTION PLAN

My professional goal Relative/ Specific	Specific ways/actions that will help me achieve my goal Specific	Barriers I need to overcome: Achievable	How can I overcome these barriers/Who can help me? Achievable	Desired Results (which signs will tell me that I am in the right dirction?) Measurable	Review Date Time-bounded	When it is better for me to achieve this goal/action? Time-bounded
Goal A Goal B						

SMART means: Specific, Measurable, Achievable, Relative, Time-bounded

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Annex 26 Balancing personal and professional life

1st part:

Imagine what happens in a regular workday of yours (workday means usually from Monday to Friday or Saturday) and try to estimate the amount of time per day spent on each of the following areas: job search activity, work, study and personal life. When referring to study it does not only mean traditional learning at university or college, but also participation in seminars, lectures, taking classes in something, as well as individual studying – learning new things through books, article reading, developing skills, etc.

Table 1

Area	% (Reality)
Job search activity	
Work (if employed to some kind of employment)	
Study (if any, both formal or informal)	
Personal life (duties, routines, interests/free time)	

...Now, write down the percentage distribution between job search activity, work, study (and personal life in an ideal situation:

Table 2

Area	% (Ideally)
Job search activity	
Work (if employed to some kind of employment)	
Study (if any, both formal or informal)	
Personal life (duties, routines, interests/free time)	

If there is a big gap between real and ideal, try to identify below 3 specific steps, in order to readjust the balance (table 3):

Table 3

Step 1
Step 2
Step 3

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2nd part

Step 1: "First of all imagine all the personal and professional roles you play in your life and write them down in Table 4. You can use as a guideline the list with sample roles in the beginning of the table, and write down your own after those."

Table 4

Sample roles: Parent, Brother/Sister, Manager, Job Seeker, Employee, Colleague, Husband/Wife, Daughter/Son, Friend, Cousin/Niece, Football Coach, Musician, Partner, Reporter, Teacher, Investigator, Adventurer, Inventor, Volunteer, Healthy Eater, Sports person.....
Personal roles:

Step 2: Review all the roles you have written down. Underline the ones which are currently the most important for the different aspects of your life (personal and professional roles). You can choose a maximum of seven roles.

Step 3: In Table 5 you should plan your next week, during which it is important to spend some time on each of the roles you have chosen as important. For each role answer the following question: "What is the most important thing I can do this week regarding this role?" Based on the answers, define one clear task for the week, regarding this respective role. You can also define the exact day of the following week when you will fulfill each task, as well as the time you will need to do it."

Table 5

Roles	Task	When (day of week)	Approximate time

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Annex 27 Job Search Methods

How often do I use the following methods to find a job?

1=never, 2=few times a month, 3=sometimes over a period of two weeks,

4=every week, 5=many times a week

Method	Frequency
11. I read ads in newspapers, professional magazines, online or professional associations.	
12. I review and improve my CV according to my present aspirations and the labour market trends.	
13. I talk to my acquaintances (friends, relatives, classmates, people I know for example at my children's school) and share my goal.	
14. I talk to former employers, colleagues or other people I cooperated with (suppliers, clients, external partners).	
15. I search information for employers I am interested in (e.g. who they are looking for, their economic status, the working conditions, the salary).	
16. I customize my CV for each job I apply to.	
17. I register as a candidate for a job in a newspaper, online, in a magazine or a professional association.	
18. I have a list of possible jobs I want to do.	
19. I have sent my CV to all the employers I am interested in.	
20. I keep in touch with staffing agencies and provide my CV.	
21. I try to have a meeting with the employers and I do not just send my CV.	
22. I call the employers to make sure they have received my e-mail and arrange a meeting.	
23. I have created social media accounts (Facebook, Linkedin etc.) to communicate my message.	
24. I volunteer so I can be active, learn new skills and meet new people that can help me.	
25. I am regularly informed about employment programs, vocational training, allowances/subsidies I am eligible for.	
26. I take part in subsidizing vocational training programs that improve my skills.	
27. I send my CV to companies that offer part-time jobs so that the employers will get to know me and keep me in mind for future permanent positions.	
28. I "scan" the area I am interested in so I can spot employment opportunities (e.g. announcements such as "staff required").	
29. I write down the people I have talked to, the CVs I have sent and all the necessary information.	
30. Every week I reflect on what I have done, the result and what more I can do.	
31. I spend 8 hours a day to find a job.	

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Annex 28 JOB SEARCH RECORD

Employer	Contact person	Date	Application (e-mail, tel. number, in person)	Answer	2nd contact	Comments/Notes

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Part3 Guidelines for Job counselors and Trainers on how to use tools and training materials for delivering and following-up personalized training and empowerment programs

Annex 29 Cambridge Assessment General English

Test Questions

For the questions below, please choose the best option to complete the sentence or conversation.

1.Can I park here?

a) Sorry, I did that. b) It's the same place. c) Only for half an hour.

2. What colour will you paint the children's bedroom?

a) I hope it was right. b) We can't decide. c) It wasn't very difficult.

3. I can't understand this email.

a) Would you like some help? b) Don't you know? c) I suppose you can.

4. I'd like two tickets for tomorrow night.

a) How much did you pay? b) Afternoon and evening. c) I'll just check for you.

5. Shall we go to the gym now?

a) I'm too tired. b) It's very good. c) Not at all.

6. His eyes were ..... bad that he couldn't read the number plate of the car in front.

a) such b) too c) so d) very

7. The company needs to decide ..... and for all what its position is on this point.

a) here b) once c) first d) finally

8. Don't put your cup on the ..... of the table – someone will knock it off.

a) outside b) edge c) boundary d) border

9. I'm sorry - I didn't ..... to disturb you.

a) hope b) think c) mean d) suppose

10. The singer ended the concert ..... her most popular song.

a) by b) with c) in d) as

11. Would you mind ..... these plates a wipe before putting them in the cupboard?

a) making b) doing c) getting d) giving

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12. I was looking forward ..... at the new restaurant, but it was closed.

a) to eat b) to have eaten c) to eating d) eating

13. ..... tired Melissa is when she gets home from work, she always makes time to say goodnight to the children.

a) Whatever b) No matter how c) However much d) Although

14. It was only ten days ago ..... she started her new job.

a) then b) since c) after d) that

15. The shop didn't have the shoes I wanted, but they've ..... a pair specially for me.

a) booked b) ordered c) commanded d) asked

16. Have you got time to discuss your work now or are you ..... to leave?

a) thinking b) round c) planned d) about

17. She came to live here ..... a month ago.

a) quite b) beyond c) already d) almost

18. Once the plane is in the air, you can ..... your seat belts if you wish.

a) undress b) unfasten c) unlock d) untie

19. I left my last job because I had no ..... to travel.

a) place b) position c) opportunity d) possibility

20. It wasn't a bad crash and ..... damage was done to my car.

a) little b) small c) light d) mere

21. I'd rather you ..... to her why we can't go.

a) would explain b) explained c) to explain d) will explain

22. Before making a decision, the leader considered all ..... of the argument.

a) sides b) features c) perspectives d) shades

23. This new printer is recommended as being ..... reliable.

a) greatly b) highly c) strongly d) readily

24. When I realised I had dropped my gloves, I decided to ..... my steps.

a) retrace b) regress c) resume d) return

25. Anne's house is somewhere in the ..... of the railway station.

a) region b) quarter c) vicinity d) district

Thank you!

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Annexe 30 Business English

Cambridge Assessment General English

Test Questions

Part A. For the questions below, please choose the best option to complete the sentence or conversation.

1. Why is the HR department sending this email?

To: All staff

From: HR Department

Please remember that your manager must agree any holiday dates before you complete a form.

a) to ask staff for some information

b) to explain how something is done

c) to tell managers about a problem

2. Finefoods requires an agent to:

Job opportunity: FINEFOODS

Description:

Agent required for nationwide distribution. Some experience in food retail an advantage. Refrigerated van provided.

a) own a suitable vehicle for delivery.

b) be a specialist in food distribution.

c) deliver goods all over the country.

3. Staff should tell Jane Fellows

To: All staff

Subject: Accounts Course

Staff wishing to enrol for the Accounts course should contact Jane Fellows, who needs to know numbers.

a) how many people have enrolled for the course.

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b) if they are interested in doing the course.

c) which of the courses they have decided to do.

4. Contact **Neil Smith** if you want to

Phone Neil Smith at our showroom for a free quotation, or to arrange a visit from our representative.

a) obtain information about the company's prices.

b) arrange a visit to the showroom.

c) speak to a representative about special offers.

Part B. For the questions below, please choose the best option on the right, to complete the sentence or conversation.

Crash Course in satisfying your customers	
You suspect that your customers aren't as happy as they once were. First, existing customers seem to be **.....(5)** you for the competition almost as fast as you can get new ones. Second, your company has started to become the butt of bad jokes at conferences and in the press. So how do you set about measuring, and improving, your customers' satisfaction?	5. a) departing b) abandoning c) defecting d) withdrawing
It's important to see things through their eyes. You can **.....(6)** your service for yourself, or watch your customers using it. A further option is to carry out some qualitative research with your customers. Whichever way you choose, the objective is to identify the **.....(7)** on which customers will form their judgement of your service, so you can frame your questions accordingly. It would be foolish to think you could know all of those questions, let alone their answers, at the **.....(8)**.	6. a) tastes b) try c) experiment d) attempt 7. a) topics b) subjects c) headings d) issues 8. a) outset b) introduction c) origin d) foundation
But your reputation is at **.....(9)** if you fail to deliver. Don't embark on a customer-satisfaction exercise unless you are prepared to act on the results. If you ask people what they are unhappy about and then do nothing about it, you will leave them more disillusioned with you than ever. And remember that it's a **.....(10)** target: today's satisfied customer is tomorrow's bored one. A service level that **.....(11)** the button today may be considered downright sloppy in six months' time, such is the pace of change.	9. a) danger b) risk c) peril d) hazard 10. a) going b) passing c) moving d) travelling 11. a) touches b) hits c) knocks d) strikes
So keep saying to yourself, 'Let's find out where our performance falls below expectations, and then see what we can	

do about it.'	

Part C. For the questions below, please choose the best option to complete the sentence or conversation.

Reid Joinery – experts in wood Reid Joinery was established by Gordon Reid 15 years ago as a small company specialising in wooden structures, from floors to staircases. Since then, we have evolved significantly. We attribute our success to the dedication and expertise of our workforce, which **.....(12)** from six apprentices to permanent employees who are highly qualified and experienced. Reid actively **.....(13)** employees to progress through the company, and many of the current surveyors and site managers launched their careers on the Reid workshop floor. Quality is at the forefront of Reid's philosophy and each new project, whatever its size, is **.....(14)** with the same dedication and completed to the highest quality standards. This enthusiasm is reflected in the numerous industry awards the company has received. At present, Reid is **.....(15)** in the refurbishment of a major concert hall in London, with particular responsibility for the stage and acoustic panels. This is our largest project to date, and is expected to be completed within **.....(16)** and on schedule. Reid's varied project **.....(17)** includes numerous blue chip companies, such as the BBC and Shell. Perhaps one of our most prestigious projects was restoration work we carried **.....(18)** at Windsor Castle. However, our focus is not upon corporate clients alone: many private residences, too, have been refurbished for clients.	12. a) ranges b) spreads c) distributes d) expands 13. a) encourages b) supports c) promotes d) rewards 14. a) advanced b) focused c) worked d) handled 15. a) concerned b) involved c) preoccupied d) committed 16. a) cost b) budget c) estimate d) funding 17. a) collection b) assortment c) portfolio d) accumulation 18. a) of b) on c) over d) out

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Part D. For the questions below, please choose the best option to complete the sentence or conversation.

Business case study: OFC Co-operative *This week we take a look at the Scottish company, OFC Co-operative.* OFC Co-operative is a supplier of industrial chemicals and, in terms of job applications, it is currently one of the most popular employers in Aveburn. Unlike a number of its competitors, which are currently **.....(19)** at a loss, OFC has reported its most successful year ever, mainly due to a major new contract early in the year. The company has plans to expand its core business in the coming year. A key factor in the company's success has been its wish to create a highly skilled and motivated workforce, as highlighted in its mission **.....(20).** One of Stewart Green's first actions on becoming the new Managing Director last year was to **.....(21)** his employees' training needs. He then established a training program to enable all staff to work towards nationally **.....(22)** qualifications. The cost of this ambitious scheme was partially met by local enterprise agencies. Stewart said that motivating his staff was very important for him, adding, 'As well as making sure employees have **.....(23)** to training and good working conditions, I've tried to ensure that staff at all **.....(24)** of the company are fully informed about the activities of the co-operative and are made to feel part of a unique organisation.' The future of the company is **.....(25)** good. Having invested in both training and new facilities, this co-operative is now a major supplier of premium products, not just in the UK, but throughout Europe.	19. a) managing b) acting c) conducting d) running 20. a) statement b) announcement c) promise d) undertaking 21. a) assess b) value c) reckon d) figure 22. a) classified b) recognised c) identified d) regarded 23. a) access b) entrance c) availability d) admission 24. a) ranks b) statures c) levels d) positions 25. a) seeming b) showing c) looking d) appearing

Thank you!

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Annex 31 Basic Internet Skills Evaluation

NAME & SURNAME:

DATE:

Multiple Choice Questions

1. If you do not know the website address (URL) of ActionAid Hellas, on the World Wide Web, what could be the most possible version?
a) info@actionaidhellas.gr
b) www.actionaidhellas.eu
c) www. actionaidhellas.com.cy
d) www.actionaidhellas.gr

2. At the e-mail address info@actionaidhellas.gr which part indicates the username?
a) Info
b) @
c) actionaidhellas
d) gr

3. The acronym ISP comes from:
a) Internet Service Provider
b) Internal Service Provider
c) Information Service Provider
d) Internet Service Protocol

4. If you do not know the website (URL) of Ferrari Italy on the World Wide Web, what is the most likely version?
a) info@ferrari.com
b) www.ferrari.com
c) www.ferrari.it
d) www.ferrari.gr

5. At the e-mail address info@actionaidhellas.gr which part indicates the country?
a) Info
b) @
c) actionaidhellas
d) gr

6. What is the fastest way to find information about the Olympic Games?
a) Using a keyword search engine
b) Posting our question on a forum
c) Seeking information in the help sector of our computer
d) Using Windows Search

7. How do search engines work?

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a) They search for the hyperlinks of the website and at the same time edit the existing e-mail addresses.
b) They search for emails and record keywords and hyperlinks.
c) They search for websites consistently and list keywords and hyperlinks.
d) Experienced staff enters the keywords for all internet websites.

8. What should we do when we receive a message from an unknown sender containing an attachment?
a) We must be cautious and check the file attachment for virus before opening it.
b) We must delete the message immediately.
c) We must save the attached files and contact the sender.
d) We must open the attached file carefully.

9. What does it (definitely) take to send an email?
a) Subject
b) Sender address
c) The main message should not be empty
d) Recipient address

10. What is the difference between **Reply** and **Reply to all**?
a) The **reply** sends the message only to the recipient while the **reply to all** in the entire list of recipients.
b) The **reply** sends the message only to the discussion group.
c) The **reply to all** sends the message to the whole discussion group.
d) The reply sends the message only to the sender while the **reply to all** to all the initial recipients.

11. What should we do to reply only to the sender of a message sent to multiple recipients?
a) Answer to all
b) Forward
c) Reply
d) Reply to the group

12. What is a URL?
a) The address of an email recipient
b) The internet provider to which we are a subscriber
c) The web service
d) The address of a website

13. What is a hyperlink?
a) It connects the computer to the internet.
b) It refers to email connection settings.
c) It links to a website with antivirus software for virus testing.
d) It links a webpage to another webpage or website.

14. Which of the following addresses is a valid **email address**?
a) info@ actionaidhellas.gr
b) www. actionaidhellas.gr.
c) info@actionaidhellas.gr

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d) info @ actionaidhellas.gr

15. What could be a hyperlink?
a) A text
b) An image
c) A graphic
d) All of the above

16. In case of ordering online from an unsafe location there is a case:
a) Leakage or interception of our data.
b) A confirmation message for the exact amount of the transaction.
c) Notification from the bank to confirm the transaction.
d) To wait for a long time for the products we ordered.

17. What is an ISP?
a) The internet provider-company
b) The settings with a digital network
c) The web browsing program
d) File transfer protocol

18. What is SMS?
a) Small messages via mobile phones
b) Small emails
c) Messages that could attach small files
d) Messages with more text width

19. What is an online virtual community?
a) A website where users interact in a variety of ways
b) Communication via e-mail
c) Voice communication via internet
d) A website where users write messages

20. What do we need to do to visit a website?
a) We need to enter the address and include the Ftp service.
b) We need to enter the URL correctly.
c) We must include the name of the service at the end.
d) We must type /: / before the address.

21. What is malware?
a) Type of virus
b) Service
c) Operating system software
d) Security system

22. Which of the following is a web browser program?

a) Outlook Express
b) Internet Explorer
c) Internet Navigation
d) Internet Express

23. Which of the options given to you is the right one?
a) The Web Search Engine is a program that searches for popular websites (web sites).
b) The Web Search Engine is a web design application.
c) The Web Search Engine is designed to search for information on the World Wide Web.
d) The Web Search Engine is a program that searches for viruses on Web pages.

24. Which of the following are web browsing applications? (Choose two answers)
a) Windows Internet Explorer
b) Mozilla Firetext
c) Windows Navigator
d) Google Chrome

25. Which of the following options best describes the difference between the Cc and Bcc fields?
a) There is no difference between the fields Cc and Bcc.
b) The recipient in the Bcc field is visible to the other recipients of the same message.
c) The recipient in the Bcc field is not visible to other recipients of the same message.
d) The recipient in the Cc field is not visible to the other recipients of the same message.

26. If you do not know the website address (URL) of BMW Greece on the World Wide Web, what is the most likely version?
a) info@bmw-greece.gr
b) www.bmw.com
c) www.bmw.de
d) www.bmw.gr

27. Which of the following is safe to post on a website of social network?
a) Your personal telephone number
b) The address of your home
c) Your interests (hobbies)
d) The address of your school or work

28. Which of the following is an example of a virtual community?
a) Public discussion sites (forums)
b) Home page
c) Attachments
d) Update feed (RSS)

29. What is a Text Message (SMS)?
a) SMS is a form of text message communication using mobile phones.
b) SMS is a way of communication between mobile phone users in real time.
c) SMS is a form of instant message for mobile phone users.

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d)SMS is a way of exchanging text and image messages using a mobile phone.

30. Which of the following is false? A hyperlink can:
a) Take you to a different part of the same page.
b) Take you for a walk.
c) Takes you to a different page within the web site.
d) Get you to a page on a different web site.

Thank you!

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Annex 32 Soft Skills Self-Evaluation

Employability Capacity Building Training Program

Sales & Customer Service

NAME & SURNAME:

DATE:

Below is a series of statements related to the subject of the curriculum and horizontal skills development workshops. In the second column ("In the first workshop") please give a rating regarding whether you agree with the corresponding statement, following the following scale:

1= absolutely disagree	**2 = disagree**	**3 =I am not sure**	**4=agree**	**5= absolutely agree**

	In the First workshop	**In the last workshop**
1. Facility in Communication / Influence		
I give time and attention to actively listen to my interlocutor		
I speak fluently, clearly and accurately and can be easily understood by others		
I keep eye contact when communicating with others		
I express myself clearly, accurately and correctly in the use of language in written communication		
I identify and present the information and arguments that will have the greatest impact on others (eg data, living examples), (both in oral and written communication)		
When I am with others or in an audience I realize that I am gaining their attention		
I try to persuade others until I reach their agreement		
I usually predict how others will be affected by a situation and how they will react by reacting to it		
I understand the needs and motivations of others and I use them to communicate with them		
I adapt my communication style (either in writing or orally) depending on the audience I am addressing.		

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2. Adaptatbility and Flexibility		
I change my approach when I need to respond to different interlocutors		
I change the way I work when I need to respond to new circumstances		
I face the unpredictable changes calmly and creatively.		
I am excited about the changes at work, in the organization, in the field and I consider it an opportunity for new learning and development of new skills		
2b. Resilience & Stress Management		
I effectively manage stress and I am able to get back quickly the control of myself and/or a situation		
I keep my calm under pressure		
I face challenges with humor and optimism		
I manage multiple tasks at once		
I manage unfair criticism in an effective way, either for the relationship with the other or for work		
3.Time management		
I plan my time and set realistic priorities, so that I can complete my tasks on time		
I organize the information and the files I need in my work, and keep a diary about (or observe) the time it takes to complete each task.		
When I plan I let time for unexpected changes and obstacles.		
I regularly monitor the progress of the work plan and make necessary revisions.		
4. Result Orientation -Performance		
I make sure by asking for clear instructions on what I need to do		
I check for the correctness and accuracy of the written work I deliver		
I am interested in the quality of my work in all its aspects, in balance with its timely completion		
I manage multiple tasks at once		
I observe my effectiveness and realize the value of my work, as well as points that need to be intensified		
I attend to the right people for help and resources when it is necessary		

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5. Faith in my abilities		
I believe in my ability to set and achieve goals		
I identify and believe in the skills I have developed and I rely on them, so I can develop new ones		
I can express and defend a different point of view in front of others		
I adopt a way of life that is distinct from my belief that I can do it		
I adopt a way of life that is distinct from my belief that I can learn		
I comfortably present my successes in front of other people		
6. Business Perception		
I understand the need for a business to be profitable and grow		
I understand how my own work contributes to the overall operation and the results of my team, my department, and the organization as a whole		
I often have ideas about how a business could operate better or be more efficient		
I understand the needs and consumption habits of people and translate them into possible ways / ideas of commercialization.		
I am interested in having a professional profile and develop myself together with the development of the business		
7. Self-Presentation Skills		
I have a good understanding of my value and potential, as well as my limitations.		
I communicate easily in meetings in pairs.		
I communicate easily in small groups.		
I communicate easily in large groups.		
I inspire credibility and influence my interlocutors.		
I have a wide and active network of acquaintances who can support me.		

You will be asked to repeat this self-assessment at the end of the workshops and the training program. More specifically, you will be asked to give a score, in the third column ("In the last workshop"), regarding whether you agree with the above statements, following the same scale you used at first

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Annex 33 Participants' Midterm Program Evaluation Form

Employability Capacity Building Training Program

Sales & Customer Service

Dear Sir/Madame

The evaluation aims to assess the continued relevance of the training program and the progress made towards achieving its planned objectives. This feedback provides an opportunity to make modifications to ensure the achievement of these objectives within the lifetime of the current training program. Additionally, your answers will help us to improve the design and the implementation of following relative training programs.

The questionnaire is anonymous. The data collected will be used only for statistical purposes and in any case the confidentiality and the anonymity of the participants will be protected.

To complete the questionnaire, read each question carefully and fill in the corresponding box with an X. Please, feel free to express your opinion directly, in the provided space.

DATE:

A. MOTIVATIONS FOR PARTICIPATION

Which reasons did motivate you to participate in the training program?

B. EVALUATION OF THE PROGRAM

1. Considering the **vocational training in "Sales & Customer Service" so far**, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
The knowledge was sufficient and useful					
The duration of the program was adequate					
The trainer(s) handled the subject matter					

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I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

2. Considering the training in **"Computer skills for business use" so far**, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
The knowledge was sufficient and useful					
The duration of the program was adequate					
The trainer(s) handled the subject matter					
I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

3. Considering the training in **"Business English" so far**, please indicate your level of agreement with the statements listed below.

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	Absolutely disagree	Disagree	I am not sure	Agree	Absolutely agree
The knowledge was sufficient and useful					
The duration of the program was adequate					
The trainer(s) handled the subject matter					
I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

4. Considering the training in **"Soft Skills Development" so far**, please indicate your level of agreement in which the sessions met your needs and expectations:

	Absolutely disagree	Disagree	I am not sure	Agree	Absolutely agree
The activities are useful and related to professional purposes					
The duration of the sessions is adequate					
The facilitator(s)' approach is appropriate and s/he /they keep me active					
I believe that I will make a good use of these skills, acting in the labor market					
During the workshops I feel comfortably to express myself					

Additional comments and remarks (positive & negative)

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6. Total assessment of the program, **so far**:

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
I am satisfied with the organization and management of the training program					
The place is tidy and the facilities are adequate					
Except from my professional development, the program had impact in my personal development, as well					
My contact with other people (fellows, trainers, coaches) in this program, acts as a network in the labor market					
The program delivers my expectations					
My participation in the program will help me for my vocational integration.					
My digital skills allow me to participate in the training program effectively					
I have the necessary equipment at my disposal for attending the program effectively					
Distance learning method is more preferable than live lessons					
My duties allow me to participate in the training program					
I get encouragement from my family for participating in the program smoothly					

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I get encouragement from the other participants for participating in the program smoothly					

Additional comments and remarks (positive & negative), **so far**:

7. What are your expectations for the continuity of the program?

8. What modifications do you recommend us for the continuity of the program?

Thank you!

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Annex 34 Evaluation Cards

Evaluation Cards

Tell us your opinion for today

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Date: .....

Program that I attended:

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Tell us your opinion for today

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Date: .....

Program that I attended:

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Tell us your opinion for today

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Date: .....

Program that I attended:

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Tell us your opinion for today

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Date: .....

Program that I attended:

.....

.....

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Evaluation Verbs (on the board or on the box)

I learnt
I found out
I pondered
I concerned
I felt sad
I felt happy
—
I apply
I try
I change
I am afraid
I have difficulty
—
I suggest
I want
I ask

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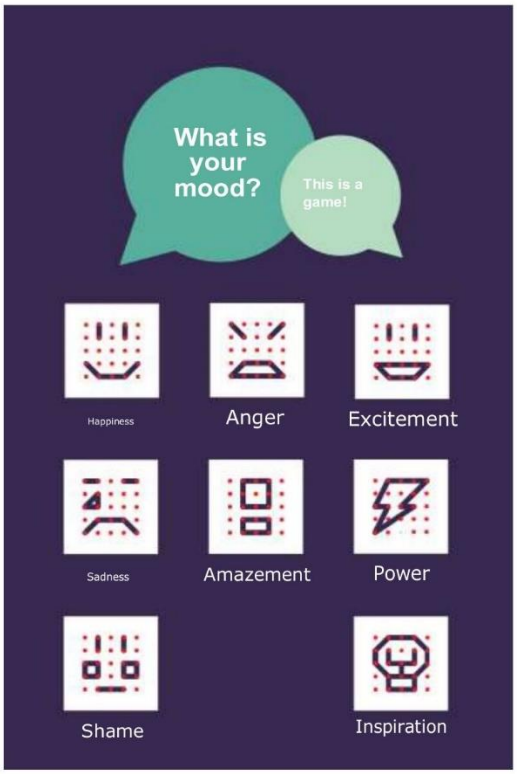
act45

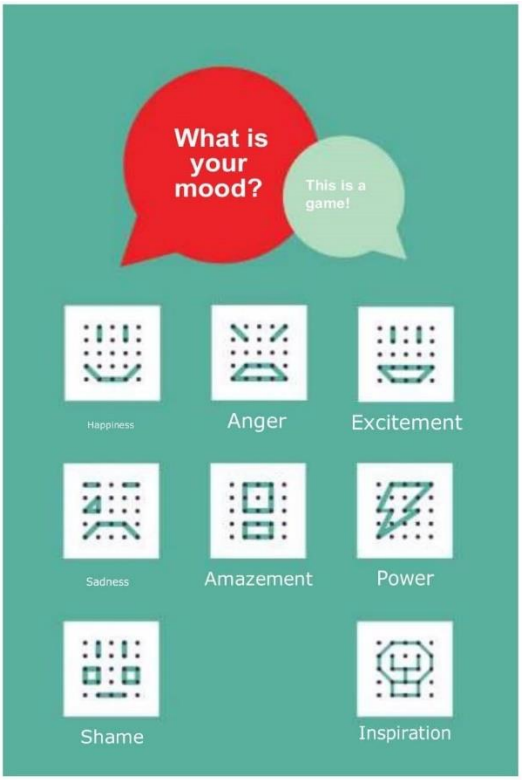
I have a suggestion...

Join the dots and shape the image that suits to your mood.



Today I learnt/ I achieved...

Join the dots and shape the image that suits to your mood.



actionaid
RE.TE.ONG
ACCIÓN CONTRA EL HAMBRE
INE Ινστιτούτο Εργασίας Γ.Σ.Ε.Ε.
ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ IKY
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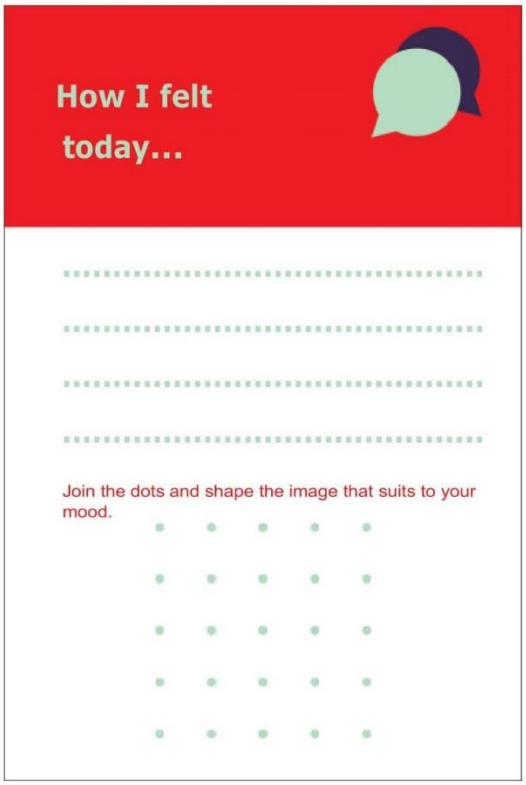

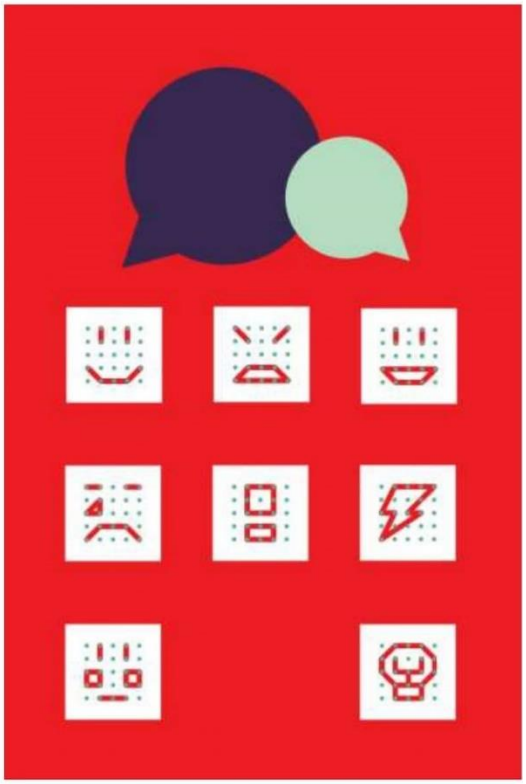

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Annex 35 Participants' Final Assessment Form

Employability Capacity Building Training Program

Sales & Customer Service

Dear Sir/Madame

The evaluation aims to assess the training program that you participated in. The organization will be made good use of your evaluation's results, improving the following training programs for job integration.

The questionnaire is anonymous. The data collected will be used only for statistical purposes and in any case the confidentiality and the anonymity of the participants will be protected.

To complete the questionnaire, read each question carefully and fill in the corresponding box with an X. You can express your opinion, in the provided space.

DATE:

A. DEMOGRAPHICS

1. Gender:

Male	
Female	
Not answer	

2. Age Group:

18-24	
25-34	
35-44	
45-54	
55-64	
65+	

3. Educational Level:

Elementary school	
High school	
College	
Bachelor's degree	
Master's degree	

4. In the last five years, did you attend any other training program or seminar;

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Yes, (please specify)	
No	

B. MOTIVATIONS FOR PARTICIPATION

Considering your motivation(s) to participate in the training program, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
For enriching my competence in the specific sector or topic.					
For improving my professional skills/ for dealing better with vocational issues.					
In order to increase the employment chances					
To meet new people/ to enhance my social network					
Personal interest					
Other (please, specify)					

C. EVALUATION OF THE PROGRAM

1. Considering the **vocational training in "Sales & Customer Service"**, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
The knowledge was sufficient and useful					
The duration of the program was					

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adequate					
The trainer(s) handled the subject matter					
I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

2. Considering the training in **"Computer skills for business use"**, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
The knowledge was sufficient and useful					
The duration of the program was adequate					
The trainer(s) handled the subject matter					
I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

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3. Considering the training in **"Business English"**, please indicate your level of agreement with the statements listed below.

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
The knowledge was sufficient and useful					
The duration of the program was adequate					
The trainer(s) handled the subject matter					
I will make a good use of this knowledge, acting in the labor market					

Additional comments and remarks (positive & negative)

4. Considering the training in **"Soft Skills Development"**, please indicate your level of agreement in which each session met your needs and expectations:

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
Learn how to learn					
Self-efficacy/Performance Management					
Team working					
Adaptability & Flexibility					
Resilience & Stress Management					
Problem Solving & Decision Making					
Work Performance					
Interview Preparation					

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Business Perception					
Meeting your Career					
Self-reflection, what I learn, how I proceed					

Additional comments and remarks (positive & negative)

5. Considering, please indicate your level of agreement with the statement that the **Job Shadowing in headquarters of "xxx"** was usable in relation to the training program that you attended.

Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**

Additional comments and remarks (positive & negative)

6. Total assessment of the program:

	Absolutely disagree	**Disagree**	**I am not sure**	**Agree**	**Absolutely agree**
I am satisfied with the organization and management of the training program.					

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The place was tidy and the facilities were adequate					
Except from my professional development, the program had impact in my personal development, as well.					
The program delivered my expectations.					
My participation in the program will help me for my vocational integration.					

Additional comments and remarks (positive & negative)

7. What is the most important feature that you gained from your participation in this training program?

What are your upcoming goals and/ or expectations?

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What do you recommend us for improving the training program?

Thank you!

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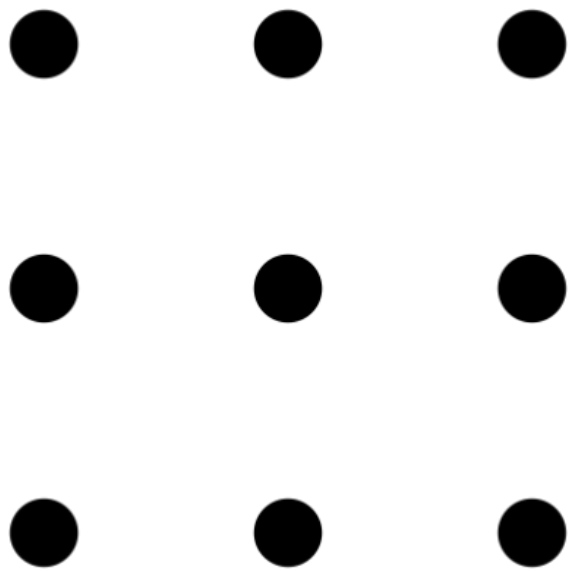
Annex 36 Case study numeracy skills-Nine Dots

Annex 36

Nine_DOTS

The goal of the puzzle is to link all 9 dots using four straight lines or fewer, without lifting the pen and without tracing the same line more than once. Each line must start where the last line finished.



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Annex 37 Digital competencies Cards

Information and data literacy

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

Communication and collaboration

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

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Digital content creation

- Developing digital content
- Integrating and re-elaboraring digital content
- Copyright and licenses
- Programming

Safety

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

Problem solving

- Solving technical problems
- Identifying needs and technological responses
- Creatively using digital technologies
- Identifying digital competence gaps

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Annex 38 Time management

SKILL 1	I can clarify what my goals are in a simple value-creating activity.	I can identify alternative goals to create value in a simple context.	I can describe my goals for the future in line with my strengths, ambitions, interests and achievements.	I can set short-term goals that I can act on.	I can define long-term goals arising from the vision for my (or my team's) value-creating activity.	I can match short-term, midterm and longterm goals to the vision for my (or my team's) value-creating activity.	I can design a strategy to achieve goals in line with my (or my team's) vision.	I can manage the balance between t need for creativity for control so that organisation's capacity to achieve its goals is protected and nurtured.
SKILL 2	I can carry out a simple plan for value-creating activities.	I can deal with a range of simple tasks at the same time without feeling uncomfortable.	I can create an action plan which identifies the necessary steps to achieve my goals.	I can allow for the possibility of changes to my plans.	I can summarise the basics of project management.	I can apply the basics of project management in managing a value- creating activity.	I can develop and stick to a detailed project management plan, adjusting to changing circumstances to make sure goals are reached.	I can design managerial procedures to effectively deliver value in challengir circumstances
SKILL 3			I can develop a business model for my idea.	I can define the key elements that make up the business model necessary to deliver the value I have identified.	I can develop a business plan based on the model, describing how to achieve the value identified.	I can organise my valuecreating activities using planning methods such as business and marketing plans.	I can keep my planning methods updated and adapt them to changing circumstances.	I can adapt my valuecreating activity's business model to face new challenges
SKILL 4	I can recall the order of steps that was needed in a simple value-	I can identify the basic steps that are needed	I can prioritise the basic steps in a	I can set my own priorities	I can define the priorities to meet my (or	I can stay focused on the priorities set,	I can define priorities in uncertain	

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	creating activity I took part in.	in a value-creating activity.	valuecreating activity.	and act on them.	my team's) vision.	despite changing circumstances.	circumstances, with partial or ambiguous information	
SKILL 5	I can recognise how much progress I have made on a task.	I can monitor whether a task is going to plan.	I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity.	I can set basic milestones and observation indicators to monitor the progress of my valuecreating activity.	I can describe different methods for performance and impact monitoring.	I can define what data is needed to monitor how effective my value-creating activities are and an appropriate way to collect them.	I can develop the performance indicators I (or my team) need to monitor progress towards a successful outcome in changing circumstances.	I can design and p in place a datacollection plan monitor whether r venture is achievin its aims
SKILL6	I am open to changes.	I can confront and deal with changes in a constructive way.	I can change my plans based on the needs of my team.	I can adapt my plans to achieve my goals in light of changes that are outside my control.	I can embrace change that brings new opportunities for value creation	I can anticipate and include change along the valuecreating process.	I can use the results of monitoring to adjust vision, aims, priorities, resource planning, action steps or any other aspect of the value- creating process.	I can communicate effectively to the organisation the reason for change and adjustments.

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Annex 39 Time management- priorities

Make a list of all the tings that interrupt you and steal your time.

Then place them in the grid according to their impact and frequency

	High frequency	Medium frequency	Low frequency
High impact			
Medium Impact			
Low impact			

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