

Professional Orientation

Manual for Programme Implementation in Youth Offices



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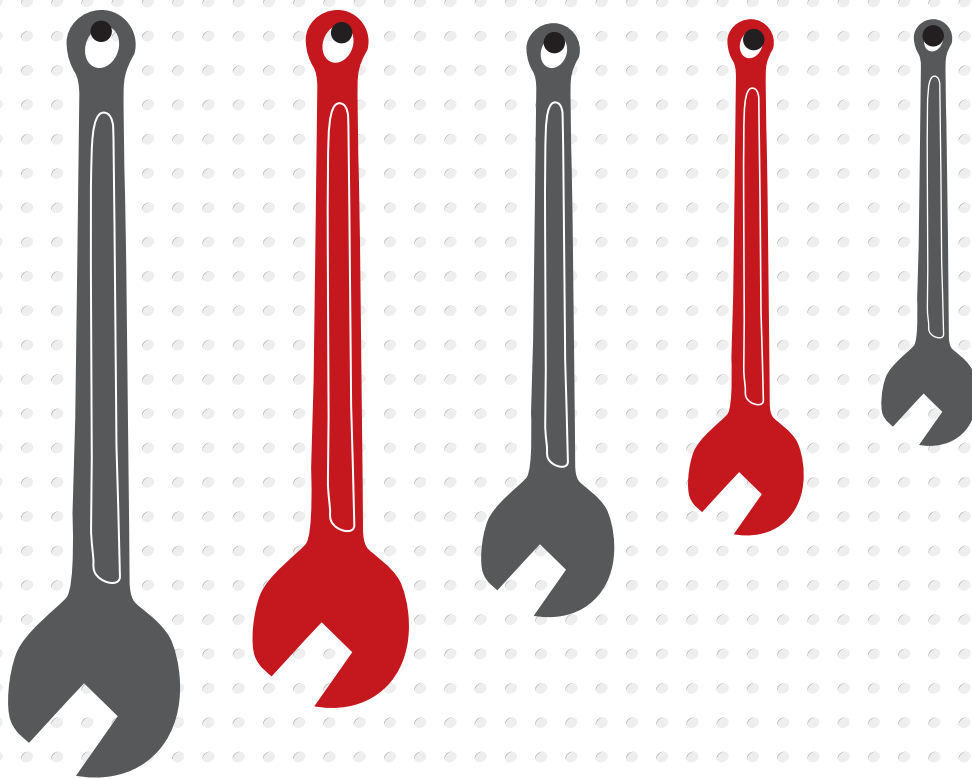
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TABLE OF CONTENTS

INTRODUCTION INTO THE PILOT PROFILES / DR. REIER	6
PROFESSIONAL ORIENTATION – CAREER PATHWAYS / DR. KAEMMERER.....	8
Reasons for an increasing need for professional orientation	8
› Changes in the world of occupations.....	8
› About the term “orientation” in the professional orientation context	8
› Occupation selection decisions theories – approaches for pedagogical and didactic implementation of professional orientation.....	8
Active process professional orientation concept in the Western Balkans.....	12
› The structure of occupation selection process flow (the five-phase model)	12
› Didactic implementation of the five-phase procedure.....	12
› By summarizing the overview of the most important learning goals against the occupation selection competence development, young people will be able to:.....	13
FRAMEWORK PROGRAM PLAN: PROFESSIONAL ORIENTATION.....	14
› The goal, tasks and contents of the professional orientation program.....	14
› Didactic principles.....	14
› Learning areas and program/teaching contents, i.e. learning contents.....	15
Program/teaching contents and/or learning contents.....	18
LEVEL PARENTS.....	18
ORGANIZING PROFESSIONAL ORIENTATION PROGRAMS IN YOUTH OFFICES IN SERBIA	18
TRAINER SKILLS AND KNOWLEDGE	21
Before the seminar starts.....	21
Seminar design and implementation	22
COLLECTION OF METHODS.....	24
Introductory methods.....	24
› Structured introduction.....	24
› Interview in pairs.....	24
› 4–6 Introduction corners	24
› Analysis of expectations.....	25
Methods for exploring participant attitudes and processing the educational content	25
› Brainstorming	25
› “Snowballing”.....	25
› Pair work.....	26
› Group work.....	26
› “FutureLab”.....	27
› Expert interview	28
› “Aquarium”	29
› Exchange.....	29
› Web search.....	30
› Clustering – card-based assessment	30
› Survey.....	31
› Interview in pairs.....	31
› Lecture.....	32
› Simulation.....	32
› Discussion.....	32
› Line of assessment.....	33
› SWOT analysis.....	33
› Expert method.....	34
› Text analysis.....	35

Reflection methods	35
> "Lightning"	35
> "Fishnet"	35
Feedback methods	36
> "Target"	36
> Three word method.....	36
> "Mood barometer"	37
> Evaluation form.....	37
INTRODUCTION TO TRAINING – 21ST CENTURY CAREERS	39
MODULE I – SELF-AWARENESS	40
About self-awareness	40
Workshop 1: First Meeting	41
Workshop 2: What do I know about myself.....	42
Workshop 3: Where do I see myself in 10 years from now?.....	43
Workshop 4: In the world of interests	44
Workshop 5: In the world of virtues and values	45
Workshop 6: In the world of skills and abilities.....	46
Workshop 7: Where do I see myself today?	47
MODULE II AND III – INFORMATION ON OCCUPATIONS, CAREER AND EDUCATION PATHWAYS	48
Workshop 1: Key competencies for 21st century careers.....	49
Workshop 2: Information sources.....	50
Workshop 3: Expert interview	51
> Appendix – Glossary of Terms.....	53
> Appendix – Criteria for selecting workshop expert interviewees	54
Workshop 4: Stereotypes about gender and non-traditional occupations.....	54
> Moderation materials: First set – "Family or career"	56
> Moderation materials: Second set – "Work performance and income"	56
> Moderation materials: Third set – "Popular and less popular schools"	56
> Appendix: "Theoretical part on prejudices and stereotypes"	57
Workshop 5: Getting familiar with occupations, education and career pathways	60
Workshop 6: Dilemma of choice: education and career pathways	61
MODULE IV – REAL ENCOUNTERS.....	62
Workshop 1: Preparation for real encounters.....	63
Workshop 2: Accomplish learning through real encounters	64
MODULE V –DECISION MAKING	66
Decision making	66
Workshop 1: Summary	67
Workshop 2: SWOT technique	68
Workshop 3: Stages of a decision-making process	69
Workshop 4: Action plan	70
Self-reflection on the decision made.....	71
HOW TO USE THE WORKSHEETS.....	71
Important characteristics of the Worksheets:	71

What do professional orientation Worksheets bring you?

I INTRODUCTION INTO THE PILOT PROFILES / DR. REIER

Local interviewees of GTZ¹ from the Western Balkans countries often pointed at the fact that there are some approaches, but no system professional orientation of students and young people at the point of transition from elementary to high school. Based on this knowledge, the GTZ vocational education reform projects and youth projects in the Western Balkans countries, with support provided by local experts, conducted minor researches that confirmed and differentiated the picture: there are many approaches - such as education fairs, advertising campaigns by technical schools, discussions with company experts - but there is no system and institutionalized professional orientation.

Financially backed by the Federal Ministry for Economic Cooperation and Technical Development, GTZ and the regionally created professional orientation project are trying to face a massive problem on a pilot basis, a problem which seems to be typical for countries with vocational education school systems. In the Western Balkans countries, 75% of the generation is entitled to enroll in universities². Almost all young people entitled to enroll in universities do so. Yet, only 20% of those who enroll in universities find a job that matches their educational background. This, however, means that 55% of the generation studies for wrong occupations. That is an appalling number. The situation in the Western Balkans does not differ from that in the Western European countries.³ Wrong choices are expensive, and are paid by parents who finance the studies, the state that finances the studying of a large portion of students and maintain enormous educational capacities in universities, and companies that must train additionally the academic citizens to be able to work in companies. Finally, such situation is no less disappointing for academic citizens. After studying for five or six years they find employment in positions where around a three month training would suffice.⁴

A system professional orientation should contribute to informing on all levels of expensive and long-lasting educational mistakes, discovering alternative careers and developing them. Decision on the choice of occupation certainly lies with students, young people and parents. At the end of the day, the freedom to choose occupation and job is a basic right.

The target group of the developed and tried professional orientation model in the Western Balkans countries are young people who are in the final two grades of elementary school or those who finished elementary school only. There are three characteristics that especially mark the professional orientation model:

¹ As of 1 January 2011 GIZ

² The GTZ carried out a secondary statistical analysis in 2008, about the transition to university institutions and completing studies. The basis was a special statistic made at the inquiry of the GTZ by the Statistical Office from Belgrade in the 2000-2007 time period. The analysis included high school graduates who gained the title to enroll in university institutions, university and university of applied studies' freshmen (just enrolled and those resitting the year), the number of enrolled students, the number of successful graduates. Numeric data are related to the results of these analyses. It starts from the fact that, based on the common historical roots, the situation in all countries of the Western Balkans is similar.

³ Around 17% of job vacancies in Germany require academic qualifications (see: A. Gregorio, L.-J. Garcia; Der Arbeitsmarkt für Hochschulabsolventen; Erlangen-Nürnberg, 2007, S. 4).

⁴ As many as 80% of privateers pass the three-month period of in-company training in order to be able to perform the three most important tasks in a workplace (see: GTZ, Pilot Analyses of the Career Pathway of Graduates in the Region of Kula, Sombor and Vrbas, Belgrade, 2005, p. 85 – Pilotanalysen zum Berufsverlauf von Absolventen in der Region Kula, Sombor, Vrbas, Belgrad, 2005, S. 85).

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- › it is a five phase professional orientation concept including the following phases: (1) Self-awareness; (2) Information on occupations; (3) Career pathways; (4) Real encounters; (5) Occupation choice decision;
 - › in this concept, special importance is attached to the discovery relation to the world of work: students and young people should not only ask around in a company, but finish short in-company trainings by learning;
 - › overall professional orientation teaching and real encounters are designed as individual learning and development process.

Erwin Kaemmerer, *spiritus rector* of the model that is applied in Austria on the country level, trained 20 local trainers to become regional trainers by this model. The apex of the training was the “real encounter” with the five-phase professional orientation model as part of the study trip to Austria. All participants were impressed by what they saw in Austrian schools and companies. They were amazed by the sensitive professional orientation, set in such a manner as to discover perspectives, as well as an interesting teaching design method-wise. Also, they were thrilled by cooperation of all relevant institutions that help each individual develop his/her career.

The thrill probably motivated the local experts to work intensively on this, however, small project. They created for their own countries Trainer Training Manual, Professional Orientation Teacher, Expert Associates’ and Youth Instructors’ Manual, Student and Young People Portfolio, as well as a framework curriculum for schools and the activities’ plan for out-of-school program application. That is not all. Twenty trainers from the project trained 178 teachers and professionals who work with young people. Through their program, trainings and consultations in 20 elementary schools and 15 youth centers and youth offices they reached 2753 young people from these countries.

In Serbia, the project has been implemented in five elementary schools, one youth office and four civil sector organizations in Belgrade, Bor, Jagodina, Niš, Požarevac and Sombor. The program framework was designed in accordance with the Law on the Education and Training System Bases⁵, Strategy for Career Guidance and Counselling in the Republic of Serbia⁶ and National Youth Strategy⁷. Within the program there is a Trainer Training Manual intended for professional orientation teachers, expert associates and youth instructors training. Elementary school and youth office manuals are intended for professional orientation teachers and youth instructors for direct work with young people. The Portfolio is intended for students and young people to follow their school and occupation decision pathway. The materials have been developed in accordance with the needs and specific characteristics of dealing with young people, both in school and out-of-school context, and will be changed and adapted in line with the needs and requirements of further program implementation.

In this way I want to thank all trainers, teachers and all professionals dealing with the young people, and who were engaged in the project for their great efforts. Of course, my special thanks go to students and young people who took part in this pilot program. Certainly, to Erwin Kaemmerer who dedicated huge effort to this project.



⁵ Law on the Basis of the Education and Training System, Official Gazette of RS, No. 72/09.

⁶ Career Guidance and Counselling Strategy in the Republic of Serbia, Official Gazette of RS, No. 16/2010.

⁷ National Youth Strategy, Official Gazette of RS, No. 55/5, 71/05 - correction and 101/07.

PROFESSIONAL ORIENTATION – CAREER PATHWAYS / DR. KAEMMERER

REASONS FOR AN INCREASING NEED FOR PROFESSIONAL ORIENTATION

CHANGES IN THE WORLD OF OCCUPATIONS

We are all witness to the ongoing changes in the world of occupations. They mean more than just external changes in the form of business activities. The changes are related to the very “concept of occupation” which for generations, even centuries, made the core of business activities, and consequently, the core of educational system in Europe. In practice, changes in the world of occupations affect all, not only vocational education school systems, which oriented towards this concept; they also change the concept of professional orientation, both the previous and the next one. The so called “atypical” careers, flexible entries and transits in points of intersection between the school and the world of work are no longer an exception. Changes in the world of occupations carry changes to qualification requirements therewith and change the very professional orientation requirement. Now, instead of the “target point” that applies once and for all, we have a situation in which everything moves so that “dynamic orientation” replaces the situation that represented a preparation for something that was considered known conditions.

ABOUT THE TERM “ORIENTATION” IN THE PROFESSIONAL ORIENTATION CONTEXT

The term “orientation” implies different contents of meaning. Orientation means both “situation” and “process”. Also, orientation may mean the property of an individual’s “orientation”, as well as activity or influencing someone to orientate, regardless of the manner thereof.

The term professional orientation describes a large set of steps in the orientation process. It goes from education and occupation information to individual counselling. Also, it includes the so called “intrinsic” understanding of professional orientation in teaching, which represents a view of own personality, and “external” understanding which represents a view of the real world and occupations and extends all the way to following and instructing in the occupation selection and decision making processes.

Professional orientation also comprises concrete preparation for an occupation, work experience, traineeships, measures of general vocational education, offers of concrete assistance in decision making and help that leads to successful transition into occupation and/or opting for vocational education.

OCCUPATION SELECTION DECISIONS THEORIES – APPROACHES FOR PEDAGOGICAL AND DIDACTIC IMPLEMENTATION OF PROFESSIONAL ORIENTATION

Here, we will provide a short overview of different aspects of occupation selection decisions theories, of which there is an extensive literature.⁸

Overview

The goal of this overview is to address various theoretical approaches that partially make the basis for pedagogical and didactic approaches in professional orientation implementation:⁹

8 Busshoff, L., *Berufswahl–Theorien und ihre Bedeutung für die Praxis der Berufsberatung*, Stuttgart-Berlin-Köln, 1989; Daheim, H., *Der Beruf in der modernen Gesellschaft*, Köln, 1967; Ginzberg, E. et al., *Occupational Joice*, New York, 1951; Lange, E., *Berufswahl als Interaktionsprozess*, u: Kölner Zeitschrift für Soziologie und Lange E./Büschges G., *Aspekte der Berufswahl in der modernen Gesellschaft*, Frankfurt/M, 1975; Ries, H., *Berufswahl in der modernen Industriegesellschaft*, Bern, 1970; Schweikert, K., *Berufswahl*, in: Kreklau C./ Uthmann K.J., *Handbuch der Aus- und Weiterbildung*, Köln, 1987, 20. Ergänzungslieferung, Abschnitt 30/65, S. 1 ff; Super, D. E., *Psychology of ceerias*, New York, 1957; Steffens, H., *Berufswahl und Berufsentscheidung zur Theorie und Praxis eines Aufgabenbereiches der Arbeits- und Wirtschaftslehre*, Ravensburg, 1975.

Occupation selection as allocation process¹⁰: occupation selection is considered neither a developmental nor selective process of an individual. There is a common viewpoint that occupation positions that exist in our society are distributed to their future owners. Choice of an occupation is accordingly considered occupation allocation.

This occupation allocation process is divided by H. Daheim¹¹, a representative of this understanding, in three phases:

- › decision on individual school is made by the family which also influences it;
- › decision on occupation position is made under influence of family, peer group and teachers;
- › in the course of work life occupation positions are determined by colleagues, superiors and family founded by the individual.

Choice of occupation as classification process¹²: whoever chooses an occupation needs an optimal level of information of him/herself, aptitudes, interests, abilities and talents, as well as occupation requirements. It is suggested that everyone is looking for such environment and occupations as enable him/her to realize his/her abilities and skills and to take over acceptable positions and roles.

Choice of occupation as decision making process¹³: choice of occupation as decision making process is deemed to be interaction process between a person (personality structure) and an object area (occupation structure) with a view to analyzing, comparing jobs and, after setting up priorities, making a decision. This process is carried out in many phases, from problem spotting, via information receipt and processing, to decision and realization (strategic informing).

Choice of occupation as learning process¹⁴: the approach in the learning theory that explains the choice of an occupation regards “personal concept”, an entirety of environmental impacts (family, school, etc.) and learned problem solution methods, as learning experiences touching upon one another and leading to a conscious choice of an occupation.

Choice of occupation as developmental process¹⁵: choice of an occupation is not deemed an action isolated in time, but a chapter in the lifelong process of professional development. The postulates of this approach are interdependence of decisions made by the young person him/herself and the ones made about him/her; choice of an occupation is a part of the continuous developmental process of own / identity which is developed. The choice of an occupation as a developmental process starts, e.g. by the choice of school after elementary school that temporarily defines further approach to education situations, while containing a possible decision on the change of occupation, and/or new orientation (re-qualification, alternative education pathway).

10 According to this sociological theory, the decision on occupation choice is also influenced by economic determiners (economic structure, situation in economy, labour market, occupation structure, etc.) as well as sociocultural and socio-psychological determiners (belonging to a particular class, family home, school, peers, career counselling, etc.).

11 See: Daheim, H., *Der Beruf in der modernen Gesellschaft*, Köln, 1967.

12 One of the personality-oriented theories, also known in scientific literature as the “Differential psychological orientation as a comparison between personality traits, occupation requirements and socio-economic determiners”. Along with differential approach, these personality-oriented theories also include the psychoanalytical approach and the theory of personal conception (see also: TH. A. Pollmann, *Beruf oder Berufung? Zum Berufswahlverhalten von Pflichtschulabgängern*, Frankfurt/M, Berlin, New York, Paris, Wien, 1993.)

13 From the aspect of the decision-making theory, the occupation decisions are explained through the selection and decision-making procedures determined by the previous positions in school and occupation. At the same time, the individual and social aspects of occupation selection influence are not in the forefront (K. H. Seiffert).

14 Busshoff, L., *Berufswahl. Theorien und ihre Bedeutung für die Praxis der Berufsberatung*, Kohlhammer, Stuttgart, 1984.

15 In respect of the person-oriented theories, the representatives of the developmental psychology theories note that the occupation choice must not be understood as static and individual, but a lifelong, continuous process of professional motives and orientations. The most famous representatives of this theory are E. Ginzberg and D. E. Super.

Choice of occupation as interaction process¹⁶: choice of an occupation is understood as the result of interaction between the one who chooses an occupation and his/her environment (parents, teachers, advisors, etc.). The interaction includes the extremely different interests and value positions of participants. The participants who become largely familiar with the realities of education and the world of work (information days in higher level schools, asking in schools and companies, traineeships) a high degree of rationality is developed in occupation selection.

Analysis

Taking this occupation decision theories overview as a starting point, the question of possibility to check compliance between the theoretical models behind the occupation decision processes and the decision making procedures that can be noted is not relevant for our consideration. In the first plane there will be a belief that theoretical approaches of

- › occupation selection as allocation process,
- › occupation selection as classification process,
- › occupation selection as decision making process,
- › occupation selection as learning process,
- › occupation selection as developmental process, and
- › occupation selection as interaction process,

contain elements that improve the design of concrete pedagogical processes for professional orientation.

Since professional orientation is a far-reaching system comprising many relevant groups and stakeholders, it is necessary to point out in a clear overview the most important possibilities for explaining occupation selection.

It seems that none of the standalone occupation selection theories offers sufficient explanation of all impacts and dependence between occupation related decision and education, and consequently, previous professional orientation. Since each of these theories contains important approaches for explaining parts of the decision making areas, and/or preparations for decision making, none can be fully discarded as outdated or incorrect.

Therefore, we opted for an integration approach in developing our professional orientation program model. When developing the concept, the starting point was that improving effects can be achieved especially when the professional orientation process is understood primarily as:

1. learning process,
2. classification process in a dynamic sense of the word, future-oriented, and
3. decision-making competence.

Regarding understanding of professional orientation process as a learning process (1), the learning theory process starts from the premise that in order to design a professional orientation process learning experience should empower the personal concept, enable targeted experiences in the world of work (real encounters), and develop problem resolution methods. This includes independent information collection, dealing with the values, following future events, etc.

Regarding understanding of professional orientation process as a classification process in a dynamic sense of the word, future-oriented, and as learning competences (2 and 3), occupation selection is explained as classification process, that is recognizing and unifying interests, abilities, aptitudes and talents with requirements in an

¹⁶ See: Ries, H. i Lange, E. (see above).

education and/or occupation area, so it can be understood in a dynamic and multidimensional way, as the one who chooses and the world of work are subject to changes and as there is interdependence.

If changes in education and the world of work must be taken into consideration, as well as targeted empowerment and improvement of abilities, positions and knowledge, then the multi-phase procedure is especially suitable as a professional orientation model with a possibility for reflection and verification of preliminary decisions and/or decisions. This makes the classification process a learning process which improves in a targeted manner the unification and comparison of personality profiles with education and occupation requirements in our school and/or an occupation.

III

ACTIVE PROCESS PROFESSIONAL ORIENTATION CONCEPT IN THE WESTERN BALKANS

The basis of our comprehensive, consistently built concept of orientation and follow-up of youth in the school and/or occupation selection process in the West Balkans consists in the multiphase procedure, the so called five-phase model.

THE STRUCTURE OF OCCUPATION SELECTION PROCESS FLOW (THE FIVE-PHASE MODEL)

- › **Self-awareness:** by proper learning content design, recognize own capacities, readiness for achievements and aptitudes.
- › **Information on occupations:** available or new occupation related information to be developed and prepared in a structural manner to provide for an informed occupation selection.
- › **School opportunities:** knowing the options regarding school and career path leading to the desired occupation.
- › **Encounters with the world of occupations:** by asking questions to occupation representatives, company internship representatives (“testing”) and asking around in companies, the desired occupation is subjected to the reality test.
- › **Occupation choice decision.**

DIDACTIC IMPLEMENTATION OF THE FIVE-PHASE PROCEDURE

The didactic procedures during the professional orientation design process should enable the learning experiences that enhance dealing with one’s own self: with personal interests, capabilities, desires, suitabilities, etc., with a view to becoming familiar with the person’s profile and acquiring **personal and social competence**, and empowering the **decision making capacity** and decisiveness.

It is, however, necessary to transfer **orientation competence** to the young people by dealing with the information offers, collecting information, their selection and processing.

In addition to cognitive dealing with own personality and information, a young person is offered the approach via own experiences for his/her questions. This requires active methods, cognitive, research-based, independent learning by means of game and reflection.

By performing exercises and games similar to practice, by enabling high degree of youth activity and enhancing their readiness and motivation, by engaging into the occupation selection processes supplemented by real experience, i.e. by asking around in school and company with appropriate preparation and subsequent information processing, information fairs, and similar, youth orientation competence is empowered by “familiarizing” with the reality.

Occupation selection competence development among youth based on a personal concept is finally the goal and precondition for a successful transition into high school and into the world of work. Occupation selection competence is taken to mean the ability to make an independent decision to a large extent regarding school or in-company training, and to implement such decision. The decision must be made as a combination of personal concept (abilities, interests, aptitudes, appropriateness, etc.) and real circumstances (further education and/or occupation requirements, labor market prospects, etc.).

BY SUMMARIZING THE OVERVIEW OF THE MOST IMPORTANT LEARNING GOALS AGAINST THE OCCUPATION SELECTION COMPETENCE DEVELOPMENT, YOUNG PEOPLE WILL BE ABLE TO:

- › discover, research and reassess own **desires, interests and aptitudes**,
- › spot **talents** and **capabilities**,
- › become familiar with the **requirement profiles** in respect of professional jobs and education,
- › acquire detailed **insight** into the selected education and occupation options in line with own interests,
- › reflect on **work** in its multiple meanings and forms as an **elementary human factor**,
- › recognize the current **forms**, as well as the changeability of work and occupation,
- › become familiar with the world of work and occupations from the **cultural, economic, social** and **ecological** aspects,
- › recognize the impacts of **new technologies** on different areas of profession and life,
- › ponder upon the aspect of **health** as a factor in work and profession,
- › get an insight into the world of work and occupations by means of **real encounters**,
- › specify various **education options** with their specific requirements and final qualifications,
- › build a **personal strategy** for own planning of career and life,
- › compare the **personality profile** with the **requirement profile** for the educational and career pathway and to check it in respect of the decision.

IV

FRAMEWORK PROGRAM PLAN: PROFESSIONAL ORIENTATION¹⁷

THE GOAL, TASKS AND CONTENTS OF THE PROFESSIONAL ORIENTATION PROGRAM

The general program goal is to inspire young people by way of active participation in the professional orientation five-phase process model to take over responsibility for their future, to get to know themselves and their capacities, educational pathways and career pathways, to make a prudent decision regarding the school and to get involved into the world of work, thus achieving success in their career planning.

The professional orientation program strives towards building the decision-making capacity with young people and students and as such it integrates the two main components. One component is personal competence, i.e. the power of one's own "me" and recognizing the education and occupation options, and/or dealing with them (subject and method competence). The second is social competence which is ever more important in the world of occupation and it should be not only the subject of research, but the subject of training within professional orientation as well.

In this way, significant contribution is given to forming the personality of young people and students, and the centerpiece of the process is the development and strengthening of the will, decision-making capacity, focus, meticulousness, readiness to perform, persistence, and ability to engage into relationships.

DIDACTIC PRINCIPLES

All relevant stakeholders in the professional orientation program implementation should take into consideration the fact that professional orientation is a process. Professional orientation should enable young people to become aware of their personal capacities, it should offer the choice of occupation and school, to follow changes in respect of the choice of occupation and to lead to independent decision on the choice of occupation and education.

The contributions of professional orientation to the forming of one's personality require a special manner of program methodology design: clear, direct experience of own activities is a precondition for the program implementation.

The program is implemented as active and interactive learning. The methods enabling active learning are applied and those that specially enhance development of key qualifications in the occupation-school selection process, especially the orientation competences: classroom discussions, role plays, group work, expert method, mind map, professional orientation portfolio, learning by stations (e.g. capability pathway), pro and con debate, individual work, pair work, interviews, real encounters, etc. The above mentioned and other methods used in the area of professional orientation will be dealt with in more detail in a separate chapter.

In conducting real encounters, the methods are applied which enable interactive learning in real school-work situations in which young people and students actively participate in exploring and finding a solution: asking around in school, company and industry, as well as individual traineeships, in-company and in-school traineeships, visiting fairs to inform of occupations, etc. Real encounters require thorough preparations and subsequent processing with young people and students, and a more intensive cooperation between schools and companies. When defining the terms for real encounters, the overall professional orientation process should be borne in mind.

¹⁷ The sources on the program implementation methods in Austria: The professional orientation curriculum for HS and AHS, issued by Ministry of Education, published: BWK (BGBl II No. 134/2000); Polytechnics School curriculum, issued by Ministry of Education, published: BWK (BGBl II No. 236/1997).

It must be observed that the school and occupation decisions are often made in the family circle or by means of individual counselling sessions. Therefore, by participating in this program young people and students are encouraged to make the decision on their own. Targeted use of counselling services in the professional orientation process should be promoted among young people and students within the program which is implemented in schools or via the Youth office program.

LEARNING AREAS AND PROGRAM/TEACHING CONTENTS, I.E. LEARNING CONTENTS

Learning areas: Self-awareness

Self-awareness is the encounter of a young person with his/her own “me” (strengths, weaknesses, interests, aptitudes) and it represents the starting point for the decision-making process. If a young person is aware of his/her personal capacities (abilities, skills, strengths, talents), then they can get informed in a focused manner of the options in the future profession, as well as school-related options, and learn which occupations, i.e. school options suit them.

Goals

The general goal of this learning area is to help young people and students become aware of their affinities and capacities as part of the process of acquiring a real picture of themselves.

Young person should understand that dealing with his/her own “me” is an important precondition for his/her decision-making process and that it encourages him/her to learn the things he/she knows and does well and not so well (strengths and weaknesses and areas for development), so as to be able to compare his/her personality profile in the further process phase against the requirement profile, i.e. school or occupation options, in a focused manner.

Program/teaching contents and/or learning contents

Young people should learn to discover, explore and test their own wishes, interests and aptitudes, and to know to spot talents and capabilities, in order to learn to assess and reflect their own expectations; to recognize own capacities and readiness to perform; to self-reflect on interests, aptitudes, capabilities (self-assessment) and to build upon the choice of occupation and school; to deal in a critical manner with the occupation and job descriptions; to strengthen the feeling of own value, especially female students and girls, regarding suitability for a wide range of schools and occupations.

Learning areas 2 and 3: Information and exploring the school and career options

Exploring and using information on school and different career options enables youth to get new insights into the relation between personal competences and school and occupation requirements.

Young people and students are trained to find information on their own, they are instructed on how to use and select data and what possible sources of information are at their disposal - occupation information centers, employment services, magazines and brochures, job markets, occupation databases and other offers on the internet, etc. provide facts and data on the school and education options, areas of work and occupations, jobs, trends, etc.

Goals

The general goal of this learning area is to acquire knowledge on the various information offers regarding the school and occupation, as well as enabling young people and students to actively and independently use available information offers.

To transfer the orientation competence to youth in respect of occupation and school selection, they first must face the information offers they are interested in. This is why they learn how to search and select information by independently collecting relevant information from the internet and other sources concerning the areas of work and qualification framework, school education options, etc. and processing them in line with their preferences. Young people cognitively process the information they receive, but they are additionally offered the possibility of acquiring new insights and knowledge via personal reflection and possibility of personally experiencing their own experience. This is primarily referred to empirical passing of youth through exercises that resemble practice and real encounters, providing them with a high degree of activity and engagement and preparing them for further professional orientation processes.

Program/teaching contents and/or learning contents

Students and young people should develop the orientation competence by independently collecting and dealing with relevant information regarding school and occupation; they should be able to classify schools and occupations by certain work area criteria; to learn to get informed of various school areas and industries, to recognize the characteristics and, in line with own interests, acquire a more detailed overview of the selected schools and further education; to bring personal attitudes and understandings into the context with the school and occupation selection; to critically reflect and reassess their life planning and career planning; to acquire knowledge on school and career options leading to the realization of the desired occupation; to process available or new information in a structured manner, so as to arrive at an information-based decision on the occupation choice; to recognize work and occupation in their many meanings and forms as an elementary human factor, as well as their life space, and to ascribe them a personal value; by dealing with the issue of gender specific concentration on certain school and labor market pathways, divided by sexes, to learn and estimate the consequences arising thereof for the further life and career.

Learning area 4: Real encounters

In this area, the young person is encouraged to get to know personally interesting school and occupation options in practice.

To successfully conduct real encounters, it is very important to light upon the benefits it brings to the young people, necessity of good preparation for the real encounters and the requirements for their realization, following and reflection.

Under the term “real encounters” we mean all direct encounters with the world of work (asking around in the company, test practice/in-company internships), from the area of school education (test practice in schools), from institutions relevant for the occupation (employment service, occupation information centers, company training and professional development institutions). This also comprises the normally one-day information manifestations such as, e.g. occupation information fair, “Girls’ Day”, and/or “Girls’ and Boys’ Day” or school information day “Open Doors Day” etc. Through a real encounter the young person can supplement and improve his/her theoretical knowledge of the world of work and occupations. Before a young person makes the final decision, it is highly desirable to perform an intensive “reality check” on the qualification framework/educational pathway once again and to check whether the real requirements match own ideas and

personal assumptions. As part of the instruction process, “broadened company inquiry” (company testing), and/or discussions/interviews with an occupation representatives is especially supported and insisted upon.

Goals

The general goal of this learning area is to introduce young people and students to the world of work and their putting to the test in authentic situations in the world of work.

A young person should learn what benefits a real encounter “on the spot” brings him/her for his/her decision. He/she should think of what he/she is missing if he/she fails to inquire in such a way (testing the practice/in-company/in-school internship). In this way he/she gets to know his/her company/school and should prepare well for a potential real encounter.

When preparing for real encounters it is important to know well the terms and rules of behavior during the encounter, including, among other, agreement on work attitude, manner of conduct, etc.

To monitor one’s own achievements, a young person should be offered the possibility of an intensive, structured reflection (e.g. company/school feedback analysis and assessment) and check with him/her whether the experiences and/or knowledge were in accordance with the original expectations.

Program/teaching contents and/or learning contents

By way of real encounters, which are effectuated taking into consideration the whole education process flow, and/or occupation selection flow, young people should learn of the world of work and occupation. Therefore, it is important to prepare thoroughly for such encounters and to process the acquired knowledge and experience later, so as to be able to inform themselves independently and fully of the education and work areas of their interest. There are different ways and numerous opportunities for it. For example: interviewing the experts (school and occupation representatives), by way of in-school internships (several days of internship, open doors’ days) and in-company internships (craft trainings and asking around in the company), by visiting occupation information trade shows, specific manifestations promoting gender sensibility (“Girls’ and Boys’ Day”). The goal is to acquire new knowledge and arrive at conclusions from all these situations and to run a reality check on the school and desired occupation pathway; to meet the counselling institutions offering school/professional education planning assistance and to be able to use the offer for themselves.

Learning area 5: Decision

Within this area in the professional orientation process young people and students are enabled to make a decision on their future school and/or their future occupation. In this process phase, a young person has already become familiar with his/her interests and abilities, developed the orientation capacity by way of information and research; he/she knows the education and career path options, can compare his/her personality profile with the occupation world requirements and has practically tried out the way it works in school and at work. Now he/she makes the decision (step 5) regarding further education in a school.

Goals

The general goal of this learning area is for the young persons who took part in the professional orientation program to be empowered and capable of making an independent decision concerning their further education and occupation.

PROGRAM/TEACHING CONTENTS AND/OR LEARNING CONTENTS

Young people now balance the choice of their desired school and career and the their feasibility in the context of interactions, i.e. influences from e.g. parents, peers, friends, counselling institutions, companies and society; in the course of the occupation selection process they should define the interim position in respect of the desired school, and/or career; they should involve parents (guardians) as important decision owners; they should check school choice against the checklist; they should compare the personality profile once again against the school profile requirements and make a decision.

V LEVEL PARENTS

The program suggests involving parents in their child professional orientation process, primarily aimed as support to individual decision making.

Parents are involved by means of parents' meetings, as well as real encounters which normally take place together with youth and are recommended as a stimulus for the decision making process.

Proposed topics: Parents' meetings

Topic	Persons	Didactic notes
Professional orientation – what is that? What is planned in the course of the training?	Parents, teacher, youth	Getting to know the professional orientation process
Capability pathway	Parents, teacher, youth	Testing the strengths, abilities and aptitudes with parents by stations and comparing them
Presenting the in-school traineeship results	Parents, teacher, youth, teachers from further education	Checking and deciding
Presenting the in-company traineeship results	Parents, teachers, company staff in charge of students, youth	Checking the decision
I am ... years old – what now?	Education, company and labor market experts, teachers, parents, youth	Checking the decision regarding further education in line with the valuation factors

VI ORGANIZING PROFESSIONAL ORIENTATION PROGRAMS IN YOUTH OFFICES IN SERBIA

The professional orientation program can be organized in various ways. Different program organization requires and causes different implementation methods. The experience presented herein is the result of two pilot program implementation models, which also imply specific organization and implementation, one inside the school and another as Youth Office program.

The Youth Office implements the professional orientation program in accordance with the role it accomplishes as part of local government.

Experience shows that the care for youth brings manifold benefits, both for the young person and for a wider social community!

Youth Offices implement the National Youth Strategy within its local action planning and implementation of such plans through direct engagement with the youth. In the field of professional orientation the National Youth Strategy¹⁸ defines three specific goals relating to:

1. **increasing the level of information dissemination among young people on the choice of occupation, employment prospects and labor market perspectives** by developing the career guidance practice and counselling on all levels of education with the support from expert teams; developing and affirming the career guidance system and youth counselling on all levels of education with the support from expert teams, especially in the youth office activities; reaching out with the services of Information and Professional Counselling Center within the National Youth Employment Service to all areas; informing youth of the situation and perspectives on the national and local labor markets; providing higher efficiency of counselling services dealing with youth;
2. **improving labor market prospects for young people and creating conditions for more frequent and better quality youth jobs** by providing access to career guidance and counselling in all areas; improving education diversity and quality on all levels and instituting lifelong learning accessible to all (young people in all areas, the unemployed and employed youth by more and higher quality investments), affirming work ethics with the young people; promoting work engagement opportunities by working practices, internships, and voluntary work with a view to combating long term unemployment of youth and gaining the necessary experience for establishing a quality work relation;
3. **increasing professional and spatial mobility of young people** by way of instituting labor market forecast system as a support to occupation offer planning on the national and local labor markets in line with the needs of economy; instituting a system of unique and complete informing of young people of vacancies on local and regional labor market, stimulating inclusion of young people in training and qualification improvement programs for the purpose of employing in other regions and towns.

Professional orientation as a Youth Office program is implemented by trained youth instructors for professional orientation in line with the competencies and capacities that the Office has for one such program.

The program target group are all young persons interested in this program - whether they finished elementary school or interrupted their elementary or high school education, whether they are still attending high school, but having a dilemma regarding further education or expected occupation.

The benefits of professional orientation implementation as a Youth Office program is the following:

- › youth offices have reach and influence even on persons who are not part of the formal school system;
- › professional orientation is a strategic goal of the National Youth Strategy and Action Plan;
- › good formal and informal connection with companies and education institutions;
- › familiarity with the local community;
- › there is an option to influence and change strategic documents on young people and for young people with their participation;
- › openness of the Office for cooperation and networking with key stakeholders in a local community (employment service, companies, etc.);
- › Youth Office plays a significant role in informing young people in the local community and it can implement the peer approach to professional orientation;
- › Youth Office can provide funds for program implementation.

¹⁸ National Youth Strategy, Official Gazette of RS, No. 55/5, 71/05 - correction and 101/07.

The forms of professional orientation implementation as a Youth Office program

Professional orientation as a Youth Office program can be implemented as follows:

1. the program implemented by Youth Office coordinator with assistance of the youth instructors' team for professional orientation which is formed around the Office's activities;
2. the program implemented by the Youth Office Implementation Partner, i.e. civil society organization whose representatives are trained youth instructors for professional orientation;
3. the program implemented by Youth Office coordinator as professional orientation instructor or a person in Youth Office in charge of the program implementation.

The professional orientation training for young people is implemented in **three training modules** comprising all five professional orientation **model phases** for a recommended total duration of 15 training hours and 15 hours of real encounters.

Youth professional orientation instructor can choose and implement individual workshops or combine activities from different workshops in line with the needs and abilities of the group he/she may work with. Additionally, individual work and follow-up of the young people involved in the program is supported.

The general goal of the program is to empower the young person to make a school and occupation related decision, as well as to enable him/her to take an active role in making that decision.

An example of the Professional Orientation Program and Activities' Plan, Youth Office Program

It is recommended that professional orientation as a program is implemented by means of a set of trainings and real encounters, adapted to the conditions and Youth Office services' users, with 15 hours of workshops and 15 hours of real encounters.

Example of the Professional Orientation Programme and Work Plan, the Youth Office Programme

It is recommended that the Professional Orientation Programme be implemented through a set of trainings and real encounters, suitable for conditions and users of the Youth Office services, i.e., 15 hour of workshops and 15 hour of real encounters.

Specific characteristics of the Programme:

- › Implementation schedule is in line with young people needs;
- › More work is needed to coordinate the Programme implementation;
- › Professional orientation should be organised in such a way as to provide a process of choosing career and education pathways in accordance with the structure of the five-phase model;
- › Professional orientation competency is developed and promoted during the process of choosing a career (personal, professional and methodical competency);
- › Participants undergo the Programme on an empirical basis;
- › Personality development of the participants is continuously improved by using open forms of learning;
- › Execution of exercises with a variety of methods fostering competence.
- › The Programme should be followed by a successful transfer of key competencies.

The manner in which trainers establish communication with participants is one of the most important factors affecting the seminar implementation. Abiding by the following principles can help you plan and execute a successful seminar.

BEFORE THE SEMINAR STARTS

A lot of preparation is required before commencing the seminar. Use the following items as a basis for preparation of activities and their impact on participants.

1. Invitation as a message

What message does your invitation, calling contest or brochure send? Messages are transmitted through different signals. The title may sound very professional or send a message at an emotional level.

2. Resolution of dilemmas

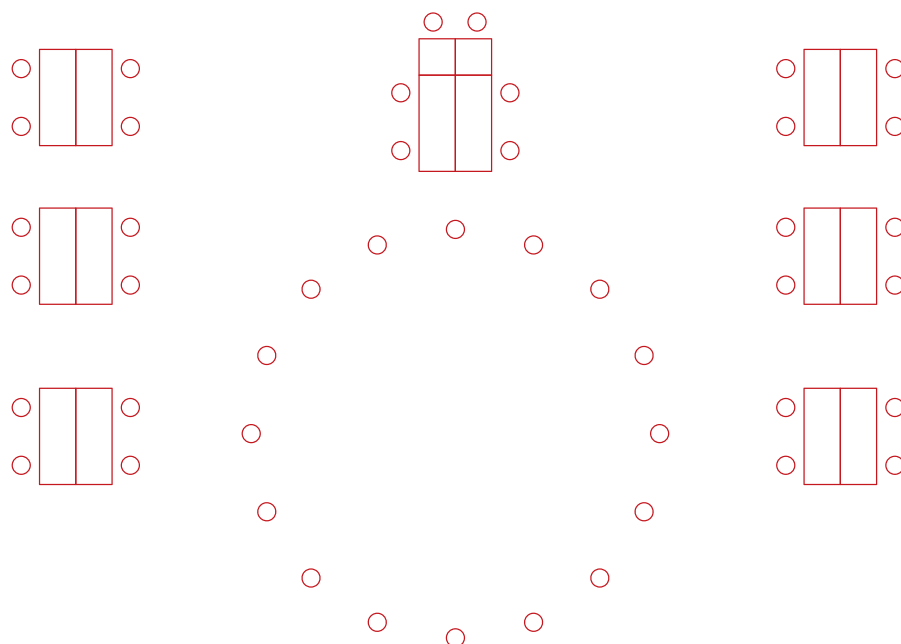
Participant behaviour is a reflection of their trainers to a much greater extent than it is commonly assumed, and the above all applies to pedagogical relations.

Building a more honest relationship and understanding with group members will largely depend on how well the trainer is able to clarify his/her own feelings, desires, concerns and intentions.

A critical period for resolving dilemmas and concerns is a time for preparation – when it is easier to make some team clarifications and consult competent and considerate colleagues than in the very course of the seminar. This helps make an authentic communication model.

3. Plan and arrange the space

In creating a seminar, you act as an interior designer. Well-designed space has a large effect on learning.



¹⁹ Active teaching methods and Collection of methods, Prof. Dr Angela Kreft

The most important feature of a good learning space is not the size, but its potential to be designed in different ways. The space is well designed if desks and chairs can be displaced or moved, if posters, flipchart sheets and work products can be mounted on the walls, if there is good lighting and electrical appliances can be connected at appropriate areas.

Make it clear that the room remains yours throughout the seminar. If in the meantime you have to take away any materials, posters or technical aids, a bond with the space is lost and learning processes are hindered.

The possibility to change the room layout is important primarily when applying different methods with different structures and different media. Different layout options are also necessary when a plenary room must be used for group work.

Quick and easy rearrangement of a plenary room into a room for group work can play an important role in developing the group identity.

SEMINAR DESIGN AND IMPLEMENTATION

Introductory events always bring some uncertainty which largely stems from the lack of information.

Rectifying the information deficit is a helpful way to accelerate the creation of required work environments. The introduction always refers both to the topic and the participants and should serve as a bridge and create common ground between everyday experiences and learning situations, between the expert and the group. As to the learning effectiveness during the seminar, the introduction is at least as important as the main information or the work that comes later.

Initial situations are characterised by the procedures described in the text below. At every well-organised seminar they are either instinctively performed or consciously and methodically created in an appropriate manner. They provide a general overview, reduce feelings of uncertainty, encourage contacts and enable getting by.

Seminar “starts” with the room

In developing the seminar you should act as an “interior designer”. Interior environment affects the progress of the seminar to an extremely large extent. The group’s first impression of the seminar is most often related to premises where it is held. The room is like a theatre stage that viewers see when the curtain goes up before the performance starts. At that moment they get first picturesque ideas of what - and how - could happen.

- › Is everything in order?
- › Is there chaos?
- › Pressure?
- › Variety?
- › Do I see devices and materials I am able to use?
- › What is the trainer’s style if everything I see in the room is not a coincidence?
- › Is there anything for individual work, e.g., some books to browse?
- › Do I feel confident?
- › Do I feel motivated?

The room and its design as presented to participants could be the first message about the seminar culture.

TIP: For example, you can write “Welcome” on the flip chart to make a good impression on participants.

Names

You should decide in advance whether to make badges, use sticky labels or something else to attach name tags. Most participants will understand it as an expression of your interest in others. If you know the names, you can communicate with others and others can communicate with you. You can find ideas for this stage in the Collection of Methods.

Exchange of information

In addition to personal introduction that is often verbal, there are also non-verbal signs, those of body language. Body language and other brief messages are usually carefully observed. For this reason, it is important to enable the participants to present their motives, expectations, intentions and concerns at the very beginning of the seminar, before focusing on the topic. A relationship between the seminar topic and its meaning for personal or professional life is established at this stage.

Differentiation of participants' expectations is an important step:

- › What do I expect from the seminar (topic)?
- › What do I expect from the trainer?
- › What do I expect from the group?
- › What do I expect from myself?

This is useful for indicating that the trainer is not the only person who is responsible for the fulfilment of all desires and needs.

Structuring and planning

The trainer should not try to keep his/her plan "private", i.e., leave participants in the dark about the seminar goals and procedures; instead, in the introductory stage he/she should clearly present its objectives, structure or plan. At this stage, the trainer can clarify which of the participants' expectations can or cannot be thematised and met during the seminar. Sometimes he/she can give a brief review on expectations and issues linked loosely to the topics. If so, the trainer may point out that he/she will try to cover these aspects while dealing with the topic.

While introducing the Programme, the trainer may indicate a temporal structure of the seminar. He/she can present the programme on a poster (moderation posters or flip charts) or provide everyone with a printed copy of the seminar programme.

Introduction to the topic

It is important to introduce the topic before you start working through it. This can be done through conversations with participants – by gathering information about their prior knowledge and experience related to the seminar topic, their relevant questions (orally or by cards) or by considering other ways to allow them to take an attitude toward the topic. The Collection of Methods below will cover various ways of introducing the topic and determining prior knowledge and experience.

Working with the topic

After introducing the seminar and the topic, the focus is shifted to the topic itself. Working with the topic usually goes through three different stages:

content/ knowledge -> exercise -> reflection

This stage sequence leads to a strong orientation to the content. It is possible to proceed in the reverse order, which places greater focus on experience:

exercise -> reflection -> content/ knowledge

The section “Methods” contains a set of participant activating methods suitable for working with various topics.

Ensuring the results

Working with the topic is followed by analysis and evaluation or reflection on the results. After individual or group presentations, the overall results are discussed and deliberated through plenary discussions.

Analysis, evaluation and conclusion

The stages of analysis, evaluation and conclusion are also of great importance for the success of the seminar. At this stage, young people should be given the opportunity to figure out what the seminar outcomes mean for them as individuals or as a group. Participants often fail to consider this important aspect after the seminar, when they are so busy with the everyday hustle and bustle that they don't take the time to think. It is therefore very important to consciously integrate this stage into the seminar.

V COLLECTION OF METHODS

INTRODUCTORY METHODS

The following methods are suitable for the introduction of participants. Even though the participants may have already met each other at a previous seminar, the introduction is important because the trainer does not know them.

STRUCTURED INTRODUCTION

The trainer introduces him/herself through information planned in advance (name, education, job, job location, place of residence, interests, hobbies...). The participants introduce themselves by sharing the same details.

INTERVIEW IN PAIRS

Ask participants to introduce the person sitting next to them (all participants should find a person whom they do not know well). One half of the group asks questions and the other half answers them. Interview questions refer to name, job, interests, etc. After a few minutes, the trainer signals that it is time for pair members to change roles. The exercise is repeated.

4-6 INTRODUCTION CORNERS

Posters or framed photos/statements are mounted in every corner of the room.

The principle is simple: participants are given options for each of the established topics. According to group size, prepare 4 to 6 posters containing statements relating to a particular topic. Place the posters in each of the four corners of the room.

Participants who have chosen the same options meet in the appropriate corner. They can talk about the options they chose, thus getting to know each other.

The following topics can be presented on the posters:

- › My favourite leisure activity: food and drink, sports, reading, television, handicraft, doing nothing.
- › Number of children in the family: 0, 1, 2, 3, 4, more than 4.
- › Birthplace population: less than 1,000, up to 10,000, up to 50,000, up to 100,000, up to 500,000 or more than 500,000 people.

ANALYSIS OF EXPECTATIONS

The purpose of this analysis is to prepare participants for the seminar. Each participant is given moderation cards in four different colours and one felt-tip pen and asked to write one expectation per card. Colours are assigned to four different issues:

Expectations:

- › About the seminar
- › About the trainer
- › About the group
- › About oneself

Participants place the cards on moderation boards and explain their contents.

METHODS FOR EXPLORING PARTICIPANT ATTITUDES AND PROCESSING THE EDUCATIONAL CONTENT

Before focusing on the topic, participants should have the opportunity to demonstrate their prior knowledge, experience, etc. Working with the topic requires a lot of talks that should be stimulated by seminar methods. At the same time the following aspects have to be kept in mind:

- › Participants must have the opportunity to express themselves;
- › The topic must be clearly defined;
- › Different, personal or even unusual attitudes do not obstruct conversations. On the contrary, they make conversations more vivid, enrich them and give new views on the topic...

BRAINSTORMING

Brainstorming is a method for testing participants' prior knowledge and attitudes. It is used to generate a large volume of ideas about one topic in a short span of time.

Use:

The topic is chosen by the trainer or the plenum and presented in writing (on the board) or visually. Brainstorming rules are explained by the trainer:

- › The ideas are shared out loud and the trainer writes them on the board;
- › Participants let their imagination run wild;
- › Other group members do not comment on ideas;
- › Participants can build upon and extend an idea.

Note:

This type of brainstorming should not be performed in the plenum of large groups. Each person is given one or two moderation cards and asked to write down one idea, concept, etc., per card. After a short period of time, the trainer collects cards and attaches them to the board. He/she sorts out the cards by placing related or similar concepts next to or below each other. Each group of concepts is labelled with a common term. As an alternative, the trainer can make a mind map on the board or a poster together with the participants.

"SNOWBALLING"

This method, also known as the „avalanche“ or „increasing group“, enables participants to find out different opinions about a topic, exchange their views and exchange main arguments. After applying this method, the most important arguments remain.

Use:

Write the topic on the board, e.g., „To feel good at school, it is necessary...“. At this step, the participants are invited to think individually about a given topic („What do I consider important?“) and write down three important aspects. Participants are then paired up to exchange views and instructed to differentiate up to three major aspects, i.e., dismiss the rest. The next step is to join two pairs into a group of four with the same task. Finally, the results are presented to the plenum and jointly reviewed.

PAIR WORK

Working in pairs is a type of social learning in which two people work together to solve a task or problem. Through mutual support, participants can overcome their fear of failure that they develop when working independently and when they feel burdened and pressured to do well. In addition, working in pairs encourages social learning and develops skills of communication and interaction.

Types of pair work:

- › Work on different topics – different pairs analyse different aspects of one or more topics;
- › Work on the same topic – all pairs have the same task.

Pair work didactic possibilities:

- › To achieve various learning goals at any time while processing educational contents;
- › To accomplish repeating or gathering tasks;
- › To gather concepts related to a (known or unknown) topic through brainstorming;
- › To engage in revision activities;
- › To practise reading, math, expressing themselves in pairs, etc.;
- › To review what has been memorised;
- › To review each other's work;
- › To complement each other's work;
- › To find relevant information using articles, books or the Internet;
- › To deal with complex tasks that are too difficult for one person or that take too long;
- › After resolving particular problems.

GROUP WORK

Group work is a type of social learning in which participants are divided into several small working groups for a limited period of time. They work together to handle topics that are assigned by the trainer or agreed upon within the group. The results of their work may be useful for all participants in later teaching stages. Group work is characterised by: social interaction, mutual cooperation, permanent communication, common goals, a certain number of accepted norms, differentiated social roles, organisation of work. It can be used in all places and for different learning goals. In terms of structure, group work goes through stages of preparation, implementation and summary of the results.

Method procedure/ implementation

The first step is to form groups, either randomly or by interests/ affinities, by using selection criteria that are generally determined on the basis of scheduled tasks. Before the group work starts, all participants get information about the tasks and time estimates for the work as well as the materials if need be. Afterwards, the trainer silently monitors the participants as they work and only occasionally helps the groups. Functions and roles are assigned to individual group members before any talk about the task begins.

During the working stage, group members gather, categorise and process targeted information according to the task. In addition, they need to make task-based decisions on teaching aids/ tools (the board, projector, *Power Point* presentation...) and other specifics that will help them present their results. After finishing their work, group members summarise the results and present them to others in order to ensure that the knowledge is transferred to everyone. They can also jointly analyse and evaluate the results. Another way to process the content is to add members of old groups to newly created groups (one participant from each group) who will share in the results of previous groups. In this manner, each group will discuss the findings of all groups.

The results of the working groups can be presented:

- › As a whole or in segments;
- › As texts, numbers, images, graphs, sketches, drafts, etc.;
- › With or without technical aids;
- › Voluntarily or upon instruction;
- › By one or several persons or all together;
- › By volunteers or selected group members;
- › In structured or unstructured form;
- › On the board, slides, posters, templates, screen, canvas or without visual aids.

Effective groups are characterised by:

- › Common objectives and work;
- › Cooperation and mutual assistance;
- › Personal responsibility of each group member;
- › Reflection on the results and work relationships;
- › Ability to work in small groups;
- › Regular interaction and participation of all members in task assignments;
- › Ability for interaction and communication;
- › Mutual respect.

"FUTURELAB"

The „FutureLab“ method is based on the fact that people have untapped creative abilities and the potential to solve problems that can be activated. It is used to mobilise these resources as to develop individual and/or common future perspectives and to plan concrete goal-achieving steps. This process takes place in an active way and can be dealt with in different manners. Participants are engaged in learning through play and associative, creative and cognitive activities. Sometimes they work in small groups, sometimes individually or all together.

The „FutureLab“ has a specific sequence of stages. The stage of criticism includes the analysis of the existing state. Its purpose is to gather negative feedback from participants, their concerns and issues – everything that makes them feel burdened at present. The next is a visionary stage. At this stage, young people form a picture of the future in which all their wishes are fulfilled and they live and work as best they can. The underlying idea is that the goals pursued by an organisation, group or team can be used in the best possible way if followed by desires and visions of the associates. Only then will people really engage in achieving the goals. The realisation stage begins after the visions have been set - individually and in a team. The objective of this stage is to establish a connection between the existing and the desired state/vision and to identify concrete steps to ensure gradual progress towards the vision.

EXPERT INTERVIEW

Expert interview is a teaching method in which participants do not get information through the media but directly from true experts. This method is particularly useful for obtaining expert information that are hardly or not reachable through purely traditional media.

The following three didactic functions can be fulfilled through its thorough preparation, implementation and evaluation:

- › Motivation: raising student enthusiasm for educational contents;
- › Knowledge transfer: availability of exceptionally professional information;
- › Exercise of practical skills: developing information processing skills while asking questions requiring explanations.

Expert interview, as a teaching method, is divided into three stages: preparation, conduction and processing (summary and evaluation of the results).

Preparation

Preparation consists of three levels. The first level requires that the interview be scheduled timely. It is important to plan the visit on time, no matter if the interviewee is a young expert who still goes to school or an employed person.

The second level of preparation requires that the expert be informed about the teaching context and the group. The expert's familiarity with the teaching context enables him/her to consider the issues for discussion and further explanation.

It is also important that the expert keeps in mind the level of student understanding and uses appropriate language. In addition, he/she has to be ready to explain professional terms and concepts.

The third level consists of student preparation. They are generally reserved when an unknown person appears in the classroom. To prevent possible silence during the interview, it is recommended that the questions be prepared in advance.

In addition to preparing the questions, it is also necessary to decide on a type of questioning. This means that the manner of asking questions needs to be determined in advance, e.g., whether everyone or a newly formed group should ask questions. Another possibility is to hand out the questions to everyone in the class and assign a thematic area to students sitting at one or several adjacent desks.

The preparatory stage specifies the manner of recording the interview results, i.e., whether several or all students take notes. At the end of this stage, it is necessary to reach an agreement over the required working materials, seating plans and preparation of name tags.

Conduction

The most important requirements for conducting the interview are to work out the details with the expert and prepare the class/ group for the session. During the session, the trainer gives a short introduction and stands off to the side. He/she interferes only in case the entire course of the interview might be obstructed if, for example, the students become undisciplined or if he/she considers the expert too demanding for the class.

Processing (summary and evaluation of the results)

The teacher/ trainer could not clarify ambiguities or supply additional information during the interview. Besides, it was not possible to see through questioning if everything was well understood. All of this can be done at this stage.

"AQUARIUM"

„Aquarium“ is a simple, but often a dynamic alternative for platform discussions. This method is particularly suited for issues arousing different opinions and open discussion processes (determination of alternatives, exchange of views, etc.) in larger groups (of about 20 people). It may also be useful for critical (self-) reflection, e.g., after certain actions or about the problems of the group.

On the other hand, the „Aquarium“ is less suitable for an inventive gathering of ideas or decision making. However, it can be used before making a decision, when different opinions collide. The „Aquarium“ method is inappropriate for theoretical discussions, pure knowledge transfer or an exchange of experiences without opposing viewpoints.

This method requires formation of an inner and an outer circle, as a kind of a platform. The inner circle contains a set of 4–6 chairs, whereas the outer circle includes chairs for the rest of the participants.

How does the „Aquarium“ or Fishbowl method work:

1. Participants in the inner circle are allowed to speak, while those in the outer circle just listen.
2. When a person from the outer circle wants to join the discussion, he/she has to move to a vacant chair in the inner circle or behind one of the chairs. Once the idea has been formulated, the participant leaves the inner circle and another participant takes his/her place.
3. Participants in the inner circle can also leave their place at any moment if they want to take a break from the discussion.
4. Those who leave the circle will also be able to return. Participants who constantly swap places draw attention to themselves, which makes relations of domination visible.
5. After initial uncertainty, participants frequently enter and leave the circle without interrupting the debate.

The trainer must first clearly point out that the method requires participants to take turns and that there is no „higher level“ after the debate starts. The latter should be made clear to everyone. In other words, only the students can interfere in the debate, manage its flow, etc.

Technical introduction should also refer to initial reluctance of the participants to enter the middle section. The trainer may include one or two empty chairs in the middle area to facilitate and encourage the flow of movement and conversation. The inner circle members are expected to speak in a loud and clear voice so that everyone could understand them.

EXCHANGE

This method offers different ways to approach controversial issues of relevance to participants. It is suitable for topics arousing divergent opinions, as impetus for critical reflection.

- › It helps young people develop discussion skills and evaluate attitudes, behaviour, positions and roles in relation to given criteria or tasks;
- › Develops observation, analysis and evaluation skills and improves the way they give feedback on complex, cognitive and affective contents;
- › Helps them cope with arguments in the evaluation of their behaviour;
- › Allows empathic insight into other people's feelings and desires in certain situations and roles within a controversial topic;

- › Enables the analysis of a certain problem through situation development and assessment of other people's attitudes;
- › Engages and activates all participants in relation to the criterion and the task. It is interesting, dynamic, absorbing, stimulating and amusing, contributes to a better understanding of others and of various aspects of the topic through given assessment criteria.

WEB SEARCH

This method requires participants to find information, answers and possible solutions for a particular topic and related questions on the Internet.

- › The trainer chooses a topic or thematic relays offered on the Internet, takes the steps necessary to use the Internet and gets enough computers for the group. He/she should assess the level of computer literacy or ability to do an independent search on the Internet and offer help if needed. The trainer can also create relays that can be individually customised to suit the teaching subject / content being processed and the achievement levels of the class / group.
- › Initially, participants are given a number of issues to solve by using the Internet or, optionally, a list of internet links related to the task or search engines which increase the level of difficulty. The trainer checks to see whether and how the participants understand the task. After the work has been completed, the trainer announces presentation of results, provides conditions for its implementation and gives individual feedback. The final stage includes plenary analysis of the information collected.

CLUSTERING – CARD-BASED ASSESSMENT

In accordance with the rules, participants write their answers to a particular question on cards in order to categorise them into meaningful units.

Introduction

The trainer chooses the topic, prepares a visual question and presents it to the whole group. He/she also prepares moderation cards in different colours, shares them to all participants and explains the rules:

- › Use felt-tip pens,
- › Use block letters,
- › Use legible capital letters and up to three lines per card,
- › Write one idea per card.

The trainer can use several pre-written cards as an example – to activate and encourage young people to respond to the question. The work takes five minutes.

After the work has been completed, he/she collects the cards turned face down for the sake of anonymity and places or sticks them on the board.

At the end of each round, participants are required to determine the right position for their new cards – the cards that can be connected to those already on the board are placed below and those that make a new meaningful unit next to them. They are also encouraged to use an umbrella term for each cluster or column of cards in relation to the meaningful unit they represent. The process is completed when all the cards from the group are placed on the board.

This method helps participants develop argumentation skills – clarity, accuracy, eloquence. It is used to develop a theme of relevance to participants or any other topic.

SURVEY

Survey/ questionnaire is a method in which participants express their opinions, views and suggestions in writing, and thus gain insight or self-insight in relation to the topic.

The survey must be followed by presentation of the survey results. This can be done in different ways. One of them is individual work – participants that filled out the survey by themselves present and read their answers to the group. They can read out the answers to a particular question in turn or voluntarily. If the survey is a pair-work assignment, the pair presents answers of the person surveyed. Group presentation requires the creation of groups, summary of the results at group level and their presentation to the whole group.

This method is used, among other things, to explore opinions and attitudes about issues of importance to participants and is suitable for topics arousing divergent opinions, as impetus for reflection.

INTERVIEW IN PAIRS

An interview is a conversation between two or more people intended to elicit information through questions planned in advance. The main purpose of the interview is to get information about a person's personal attitudes (beliefs, experience, special skills) in relation to a particular topic.

Perfect interviews are usually conducted face-to-face, but they can also be administered via telephone or e-mail.

The trainer chooses a relevant interview topic and prepares the list. Preparation and formulation of interview questions take into account the following: the questions should be open and/or closed and relevant to the topic; they are intended to explore topic-related attitudes, beliefs, experiences and knowledge and should be phrased in a way that enables the interviewee to answer without difficulty.

The trainer sets interview tasks which can be quite open (e.g.: try to find out how your partner imagines good teaching; what he/she knows about the Employment service; what is special about his/her place of residence; what he/she experienced over the weekend; what is his/her opinion on conditional driver's licences, etc.), decides on the number of questions and the amount of time available for the answers.

He/she draws attention to important interview details: eye contact, recording of answers, refraining from commenting or evaluating the interviewee's responses, tone of communication, body posture, facial expressions and gestures.

Each participant is given the following materials: a list of questions or the task and theme written down on a piece of paper and a pencil.

As a rule, the working group is divided in half. Task A is assigned to half of the group and task B to the other half (under certain circumstances, both tasks may be the same). Each participant knows the themes for the interview that they need to do or have.

Pairs are selected randomly and impartially (one representative per group, A and B) and interviewed for, say, 3 minutes: they ask, answer, summarise and take notes by using keywords.

After everyone has taken a seat in a semicircle, pair members move to the middle section and introduce their partner by sharing relevant and objective information. Upon completion of the interview, each participant presents the results of his/her work. Pair members can also walk around in order to interview as many participants as possible.

LECTURE

Lectures/ demonstrations/ mini-lessons are well designed and structured presentations delivered by the trainer on a given topic. They are intended to provide participants with information and ideas in an effective and interesting way.

- › During the preparation stage, the trainer selects and formats the content and decides on how to communicate the information to young people in a clear, understandable, motivating and interesting way. He/she can also prepare lecturing aids or materials to keep the attention of participants and make the presentation more effective.
- › The task of the trainer is to think about the topic and the content, select information, format the content, focus on the topic, initiate links and relationships within the content, ask questions, check through sporadic questioning if the content is well understood, take care of time, take into account comments and reactions of participants and summarise in a short and effective way.

SIMULATION

Simulation, as a method, implies an imitation of a real life situation related to a specific topic, in order to generate and develop models of behaviour and a variety of processes in which different roles are played. Simulation experience provides an analysis of real world models in which the group tests its limits and reveals its own and others' aspects in order to connect them with everyday experience and use in different situations. It also offers the opportunity to assess attitudes and behaviour in a safe environment, surrounded by trust and acceptance.

- › The trainer defines the topic and real life roles, prepares the simulation scenario either partially or entirely so that each participant can fulfil his/her task and role.

He/she can also make cards containing the task and brief instructions. The next important step is to envisage the number of persons performing the simulation task.

After sharing information about the tasks, rules and the time provided for the simulation, the trainer assigns roles to volunteers and highlights the importance of playing them out as faithfully as possible. It should be explained that participants have to connect with their roles and figure out several possible solutions for the further development of the situation – in about 10 minutes.

- › If possible, the trainer makes a makeshift stage and creates a semi-circle of chairs for viewers. He/she instructs the participants to comment and respond to the simulation, seeks out opinions and conclusions at group level, asks about lessons learned from the simulation and their relation to the real world and gives a summary and feedback after the simulation has finished.

DISCUSSION

Group discussion is a method used to discuss a particular topic/ issue within small group sessions in order to jointly formulate and adopt answers and solutions and to report on the results for the sake of comparison and discussion.

The trainer chooses the topic/ question for discussion as to identify the group attitudes and opinions related to the topic. Discussion groups are very important because they make it possible to explain ideas and gain insights into other people's knowledge and viewpoints in a short period of time. After introducing the topic, the trainer divides participants into smaller groups in an impartial manner, sets the task and the time available for the work.

He/she starts a discussion in which the groups put forward their opinions and views about the topic/ question. During the exchange, the trainer checks to see how the participants felt while expressing their opinions and researching the topic, whether they accepted different opinions, how they decided on the manner in which the topic/ question would be presented, what else they need to further explore the topic/ question.

LINE OF ASSESSMENT

This method requires participants to arrange themselves according to their attitudes about a particular statement. It is used to introduce a thematic area, to get a clear picture of topic-related opinions and to start a discussion.

The trainer selects a topic and defines a related statement, writes it on the flipchart paper or on the board (if there is more than one, he/she uses A4 paper to make the statements visible to all participants) and forms a rating scale expressing participant attitudes on the statement. This method is used according to the following rules: each group member expresses his/her own attitude; each group member makes a decision about the attitude he/she is to advocate; each group member expresses his/her own attitude by choosing one of the following options: agree, neutral, disagree; participants arrange themselves according to their attitudes, without assessing the position of others. The trainer shows the three-level rating scale for assessing the attitudes:

AGREEMENT: AGREE	DISAGREEMENT: DISAGREE	NEUTRAL POSITION: NOT SURE / DON'T KNOW
---------------------	---------------------------	--

The trainer prepares the room so that participants may have enough space to walk and gather around elements of the rating scale, invites them to listen to the instructions and then express their viewpoints.

It is desirable that the trainer illustrates the use of the method through an example.

Participants are told to think for a minute and then asked to decide their position on the statement and move to a designated area. Everyone should freely move to the area expressing their own viewpoint, without paying attention to the position of other participants.

The trainer invites young people to look at the obtained layout and then, having their full attention, starts a group discussion on how they like it and what it says about the attitudes.

He/she encourages volunteers to explain their stance on the statement. After the exchange, explanations and argumentation, he/she checks to see whether the groups now remain in their positions or, perhaps, the exchange and different insights have led to different conclusions in comparison with their initial attitudes.

SWOT ANALYSIS

SWOT analysis provides the participants with the opportunity to evaluate themselves in relation to a particular topic or their internal strengths/ weaknesses and external opportunities/ threats.

The trainer selects the problem related to the issue being discussed and of relevance to young people.

He/she provides materials for the application of the technique: problem statement cards, SWOT analysis template on flipchart paper, felt-tip pens in different colours and flipchart paper for each group.

SWOT ANALYSIS MATRIX

INTERNAL	
Strengths	Weaknesses
EXTERNAL	
Opportunities	Threats

The problem is introduced through announcing the topic. Participants are divided into small groups and asked to look at the problem statement cards, think about the problem and then evaluate internal strengths/ weaknesses and external opportunities/ threats involved in its solving. Then the group outlines joint proposals and writes them in the fields provided. Groups have 30 minutes to accomplish the task. Each group elects a representative to present the SWOT analysis as the product of their work.

The trainer prepares the room and flipchart to place group presentations. When one group finishes its presentation, the trainer removes the product to another place and prepares the board for the next group. Each subsequent presentation is announced.

After presentations, the trainer initiates feedback from other groups' members, asks for comments, facilitates possible flow of comments, directs discussions towards crucial positive strengths / opportunities and methods of overcoming weaknesses / threats.

EXPERT METHOD

This method provides a detailed analysis of a particular topic in small groups in order to form experts in a given field. In subsequent stages, a number of expert group representatives connect with each other, exchange topic-related views and opinions according to their expert fields and outline their joint presentation with key points of learning.

The trainer chooses a topic and presents it to the whole group. The participants are impartially split into basic working groups. Each group chooses its colour/ number/ name. Then the trainer distributes materials for the work and analysis and sets the task. The topic is presented as a puzzle consisting of equal pieces.

After the allotted time for the work has expired, members of each group labelled with a particular number/ colour/ group name connect with members of other groups and form a new expert group that will be given the task to present theses and key points of the materials studied within their basic groups to other experts. After stating their area of expertise, they make a joint presentation of all the materials explored in order to make a puzzle in which everyone knows everything after educating each other in a given field.

Now, new groups contain at least one expert from each of the basic groups. The groups report and exchange the most important parts and summaries of the materials used in the analysis. Each participant, as a basic group expert, presents group work results to new members. After the exchange, different topics handled by experts are interconnected, summarised and integrated into a joint lecture or expert group presentation.

TEXT ANALYSIS

In this method, the use of various texts/ newspapers/ journals/ magazines provides impetus for the analysis of a particular topic.

- › The trainer chooses a topic for discussion and analysis, prepares miscellaneous written materials to create a stimulus for discussion and place them on desks around which groups arrange themselves. Each group gets a few copies of a piece of written material. The trainer makes slips of paper marked with numbers and invites the participants to draw them. To form working groups, those who drew slips with the number 1 gather around the first desk, those with the number 2 around the second, etc.
- › The trainer explains that miscellaneous written materials on the desks serve as a stimulus for the exchange and analysis of the topic. The groups gather around and take a look at headlines to find topic-related articles or images. Then they make comments about what they have read. The analysis and review of written materials can be presented by words, sentences, statements, paragraphs, descriptions or by a meaningful and relevant portion of the text.
- › The next step is to present written materials and give feedback to the group. Plenary analysis implies that the trainer invites the participants to share new things they have learned and then summarises the findings of the product analysis.

REFLECTION METHODS

Final seminar stage requires reconsideration of the seminar and its outcomes. All participants/ groups should be given the opportunity to reflect on what the seminar brought them/ group and provide post-seminar evaluation and feedback to the trainer.

“LIGHTNING”

“Lightning” is a very fast method that can be used at each stage of the seminar. It helps the trainer receive feedback on participants’ state, desires, feelings or impressions through short and clear statements.

Procedure:

The trainer and participants sit in a circle (or at desks). He/she explains the context and method procedures. It is very important to refrain from discussing and commenting on individual statements. The trainer precisely formulates questions, such as:

- › How am I feeling now?
- › What have I learned / experienced?
- › How can I apply what I have learned in my work?

“FISHNET”

Each participant draws a fishnet with wide openings on a large sheet of paper and rates his/her “catch” – the knowledge gained during the seminar. Positive results are entered into the mesh fields, whereas the “unnecessary fish” or less useful seminar aspects are recorded outside the mesh – thrown back into the sea.

Alternative:

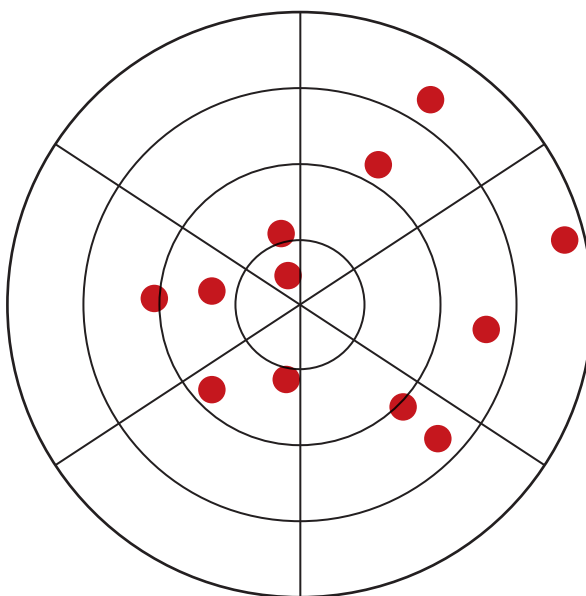
The fishing net and the sea/ lake are drawn on the moderation board. Each participant is given a certain number of cards and asked to attach them to the fishing net or the sea.

FEEDBACK METHODS

These methods help review the seminar as a whole or as a process, its results, atmosphere, etc. Such feedback is used to evaluate the seminar and serves as an important tool for trainers that can help them improve their future work.

"TARGET"

A large circle with 4, 8 or up to 16 divisions is drawn on the flip chart – as a dartboard target. The target is given the title "How satisfied was I with...?" and each division is assigned a topic (written next to it), e.g., "preparation for the seminar", "atmosphere in the group", "seminar venue", "selection of trainers", "time schedule" and so forth.



Procedure:

Students get as many sticky dots (or markers) as there are divisions. Points are assigned on the basis of participants' assessment: Depending on their assessment, points are assigned in the following way:

100% satisfied – a dot is placed in the middle of the target ("hits the centre");

0% satisfied – a dot is placed at the outmost region of the target.

Advantage:

Evaluation is visible at first glance and immediately documented and provides qualitative and anonymous assessments without taking up a lot of time. The trainer might find it important to discuss why certain points are off-centre.

THREE WORD METHOD

Participants have a minute to think about three characteristics to express their present impressions about the seminar. Then all of them say three words of their own. Comments are not allowed.

"MOOD BAROMETER"

This method uses a three-level scale to evaluate the seminar outcomes. It can be used at the end of the workshop, day or seminar.

The trainer prepares the scale drawn on flipchart paper to indicate the intensity of mood: happy, indifferent and not happy.



Group members use coloured felt-tip pens and markers or, if possible, sticky dots to mark their assessments on the flip chart (if possible, trainer can prepare and give out sticky dots for participants to put on the flip chart).

The task is to rate aspects of the workshop on a 1 to 3 scale.

The trainer may also participate in the final reflection and share his/her own assessment.

When all group members have finished their individual evaluations, the trainer briefly summarises the frequency of moods indicated by the barometer.

EVALUATION FORM

Evaluation form provides the trainer with important information about his/her work and its improvement. The advantage of evaluation forms is that they are individually and anonymously filled out – participants can freely express their opinions so that no single response can be tied to a particular person by the trainer or other participants.

The next page contains a sample evaluation form.

Professional Orientation

Manual for Programme Implementation in Youth Offices

Seminar Feedback

Dear participants,

Please fill out this questionnaire so as to give your feedback and opinions about the seminar in which you have participated. Since the questionnaire is anonymous, please be honest with your answers.

Thank you!

If your answers fall between the options "partially true" and "completely untrue", please provide comments or explanation (on the right side of the page)!		Completely true	mostly true	partly true	mostly false	false
1.	The objectives and course of the seminar were quite clear to me.	0	0	0	0	0
2.	In general, the contents explored were helpful for my work	0	0	0	0	0
3.	Participants' needs were taken into consideration.	0	0	0	0	0
4.	I got a lot of useful ideas.	0	0	0	0	0
5.	Seminar methods were appropriate.	0	0	0	0	0
6.	I was given enough opportunities to get involved in the work.	0	0	0	0	0
7.	Educational materials provided were useful to me.	0	0	0	0	0
8.	The trainer showed respect for the group.	0	0	0	0	0
9.	The trainer was committed to the success of the seminar.	0	0	0	0	0

Please add anything important that hasn't already been said:

10	I would like to add...
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	

INTRODUCTION TO TRAINING – 21ST CENTURY CAREERS

Why do we deal with career guidance and professional orientation? What problems do we solve, or how do we contribute to their solving through the system of professional orientation?

Main problems refer, first and foremost, to high unemployment rate, especially among young people in Serbia.

Young people are poorly prepared for the world of work – inadequate skills, obsolete knowledge, insufficient opportunities to gain work experience, the mismatch between interests / talents / values and jobs...

All these factors lead to **job dissatisfaction**, stress, long working hours, performing tasks that are found uninteresting or meaningless, mismatch between jobs and personal values, waiting for a job instead of looking for it, unfulfilled expectations, etc.

There is a poor fit between the existing education system and the new world of work and new labour market. It does not equip young people with the necessary skills to face future challenges. Today's world of work is very much different from that of our parents'. **Big changes** are ahead.

- › New jobs that never existed before have been created – mostly related to new technologies, new media. We are getting prepared for jobs we can't even imagine yet.
- › During our work life, we will have more jobs, even professions, than our parents did; we will hardly stay faithful to one job or career. These changes are agreeable to many of us – because we do have a faster, more dynamic pace of life, we want diversity, challenges, changes...
- › Project principles are more and more applied – with time limitations, based on clearly defined goals and results – that measure the value of the work by tangible results, not by working hours. We change teams, jobs, work environments. We do not have to do one job over the next 40 years.

Career concept changes

Modern career means that we all have a career – not just the chosen ones. It implies not only career advancement – but also all the ups and downs of life through which we learn and grow. A career is not just the job we do – it is our education, formal and informal, volunteering, everything we do is part of it. We sometimes connect all these dots, transfer the skills gained in one area to another, apply life experience in the business environment...

However, formal education system is having difficulty conforming to these changes. Today, young people are bored at school, find it hard to learn, to concentrate during passive lectures. The education system is not adjusted to their learning style.

The new economy requires that we educate young people for the jobs that do not exist yet. How?

Education should focus on developing key competencies, applicable in the widest variety of situations, especially those related to communication, learning and information. Specialised knowledge undergoes many changes, it comes and goes – but the skills required for acquiring knowledge and competence remain the same.

Professional Orientation system is one element in a puzzle leading towards the resolution of said issues. It turns young people to themselves, to their personal needs, interests and values; helps them face real possibilities and market offers by providing key educational and occupational information, by motivating them to try out different types of jobs, compare their ideas and concepts with reality and make a decision about their career.

System of Professional Orientation implemented by this project is based on a five-phase model that guides young people toward a career decision through 5 steps. This means that Youth Office activities can also help

young people go through these steps with the help of numerous workshops and materials, some of which will be tried out in this workshop.

This PO concept involves the following five phases: (1) self-awareness, (2) information on occupations, (3) career pathways, (4) real encounters, (5) career choice.

It places particular emphasis on expressive relations to the world of work: besides enquiring within companies, young people should also undertake a short period of practical training there.

Professional Orientation Programme aims to build decision-making capacity of young people. It consists of two major integrated components. One component refers to personal competence, one's own strengths and knowledge of educational and occupational opportunities, i.e., the ability to face them. The second is social competence that gains increasing importance in the world of work and needs to be the subject of both research and practice within the frameworks of Professional Orientation.

MODULE I SELF-AWARENESS

ABOUT SELF-AWARENESS

Objectives: General objective of this field of learning is to become aware of personal affinities and capacities within the process of building a real self-image.

Topics: The "self-awareness" module covers the following topics:

- › Interests
- › Virtues and values
- › Skills and abilities
- › Self-image

Outcomes: Young people:

- › Recognise their capacities;
- › Recognise and develop their affinities, talents, abilities and interests;
- › Understand their needs, desires and capabilities;
- › Understand the relationship between personal interests, characteristics, values and career choice.

Upon completion of this module, young people know their:

- › Characteristics,
- › Wishes,
- › Interests,
- › Virtues,
- › Values,
- › Skills,
- › Abilities.

Workshops:

- › First meeting
- › What do I know about myself
- › Where do I see myself in 10 years from now?
- › Where do I see myself today?

- › In the world of interests
- › In the world of virtues and values
- › In the world of skills and abilities

FIRST MEETING

WORKSHOP 1

Objectives:

- › Introduction of trainers and participants;
- › Presentation of the project;
- › Introduction to workshop rules;
- › Introduction to worksheets.

Methods: Individual work

Activity duration and sequencing

1. Presentation of PO and CG Programme to young people	10 min.
2. Introduction of participants – icebreaker ball game	10 min.
3. Getting familiar with worksheets	10 min.
4. My Badge – individual work	10 min.
5. Our rules	20 min.
Total	60 min.

Moderation materials:

- › A ball (can be made of paper), A4 sheets, felt-tip pens, scissors, adhesive tape, stickers

Training sequencing:

Presentation of the Professional Orientation Programme to young people. A review of the contents, objectives and outcomes of the Professional Orientation Programme, its working methods and implementation schedule. Presentation of the seminar agenda and proceedings.

1. **Introduction of participants – icebreaker ball game** – The trainer introduces him/herself and throws the ball to participants asking them to share their name and the reasons and motives for attending the seminar. The recipient states his/her name/ reasons/ motives and then throws the ball to another person who does the same. The game continues until everyone has had a turn.
2. **Getting familiar with the Worksheets**
The trainer presents the Worksheets, explains their purpose and how they are filled out and invites participants to take a look at them.
3. **My Badge – individual work**
All participants get stickers to write down their name and describe a job they would like to do by using a symbol, a sign, a drawing, etc. Then they put the stickers in a prominent place.
4. **Our rules**
The trainer asks the participants what makes the communication important – which rules should apply to workshops. He/she can start the discussion with his/her own ideas, such as – “One speaks others listen” or “Those who are late sing a song”... The trainer writes down the rules that will apply throughout the

training and asks if they are agreeable to all participants. It is important to involve participants in making the rules – they are more likely to abide by the rules they helped to create.

WORKSHOP 2 WHAT DO I KNOW ABOUT MYSELF

Objectives:

- › Introduction of participants;
- › Identifying and defining personal interests and needs;
- › Defining and mapping the current situation and the future plans.

Methods: Pair work interview

Activity duration and sequencing

1. Instruction for interviewing seminar participants	5 min.
2. Pairing up	5 min.
3. Conversation in pairs	40 min.
4. Reflection	10 min.
Total	60 min.

Moderation materials:

- › Worksheets: questionnaire “What do I know about myself?”, pages 6 and 7

Training sequencing:

1. Instruction for interviewing seminar participants

The trainer explains that the participants will talk in pairs about their professional development and future plans on the basis of the worksheet questionnaire.

2. Pairing up

Participants are paired up, instructed to find the worksheet questionnaire and informed that they have 40 minutes to talk about the questions – everyone has 20 minutes to answer all the questions.

3. Conversation in pairs

Participants are interviewing each other while filling out the questionnaire.

4. Reflection

Upon completion of the conversation, participants are asked to share their impressions – if there are new things they have learned about themselves, if there is anything amazing or surprising, how much they know about their own plans, if there are any challenges and what they are, what kind of support they would need most and in what area. Participants speak in a random fashion.

5. Summarising

The trainer summarises the workshop points, talks about the significance of self-awareness – understanding of oneself, one’s preferences, current capabilities and needs, and about planning next steps toward meeting the goals.

Objectives:

- › Acquiring the ability to formulate one's own expectations;
- › Developing the ability to connect the expectations with the choice of a school/ occupation.

Methods: Brainstorming, individual work, pair work

Activity duration and sequencing

1. Brainstorming the topic "Where do I see myself in 10 years from now?"	10 min.
2. Vision exchange and presentation	40 min.
3. Discussion, summary, reflection	10 min.
Total	60 min.

Moderation materials:

- › Worksheets: questionnaire "Where do I see myself in 10 years from now?", questions for discussion, page 8

Training sequencing:**1. Brainstorming the topic "Where do I see myself in 10 years from now?"**

In a group work setting, participants are asked to share in one sentence where they see themselves in 10 years time.

2. Vision exchange

After pairing up the participants and designating person A and person B in each pair, the trainer instructs them to look over a list of conversation questions on page 4 of the Worksheets. If the Worksheets are not available, person A gets pre-prepared questions relating to the vision of oneself in ten years time. While answering the questions, person A talks about his/her 10 year vision to person B, and vice versa.

3. Discussion, summary, reflection

When the last person has taken their turn, the trainer asks the group about their impressions. Volunteers can share new things they have learned about themselves or their partner. The trainer asks questions such as:

- › Do you often think about your future?
- › Do you look at it optimistically or with fear?
- › Do you think it's possible that your 10 year vision becomes reality?

WORKSHOP 4 IN THE WORLD OF INTERESTS

Objectives:

- › Recognition of one's own interests;
- › Choice of areas of interests – argumentation;
- › Introduction to an identification and interest rating tool.

Methods: Individual work, pair work, line of assessment, survey

Activity duration and sequencing

1. Personal interests	10 min.
2. Interests – worksheets	10 min.
3. Line of assessment	10 min.
4. Final comments and reflection	10 min.
Total	40 min.

Moderation materials:

- › A4 paper containing assessment levels
- › Worksheets: questionnaire “What do I find interesting”, page 9

Training sequencing:

1. **Personal interests** – The participants pair up with the person closest to them, write down their interests on sticky labels and show them to their partners.

2. **Interests – worksheets**

Individual work – interests identification worksheets.

The trainer's instruction: “This questionnaire will help you define and specify your areas of interest, those you enjoy most and you are best at. It is well known that people are more satisfied with their jobs, and thus more efficient, when they do what they like, what they find interesting and what they are good at.” Participants have 10 minutes to fill out the questionnaire.

3. **Line of assessment**

The trainer places three pieces of paper on the floor – labelled with “very interested”, “slightly interested” and “not interested at all”. After the trainer has read a statement, the participants arrange themselves according to their worksheet answers and provide arguments and exchange.

4. **Final comments and reflection**

The trainer summarises the workshop and talks about the importance of connecting personal interests with possible occupations.

Interests are understood as relatively permanent inclinations toward certain activities. They can be broadly divided into inclinations toward intellectual, physical or practical activities, for things or people. However, interests are most often categorised according to the contents (e.g., interests in natural or social sciences, engineering, art – and specifically: in music, painting...). Interests can be changed, widened or become more specific in different stages of our lives.

Objectives:

- › Recognition and appreciation of one's own and other people's values;
- › Recognition of the link between personal values and occupational choice;
- › Recognition of one's own virtues.

Methods: Brainstorming, clustering – card-based assessment, group work, gallery walk

Activity duration and sequencing

1. Brainstorming the topic "Values"	10 min.
2. Creating the value pyramid	15 min.
3. Connecting values and occupations	20 min.
4. Discussion, summary, reflection	10 min.
Total	60 min.

Moderation materials:

- › Adhesive tape, flipchart paper
- › Worksheets: "List of values for personal pyramid", page 11
- › Worksheets: questionnaire "Virtues at work", page 12

Training sequencing:**1. Brainstorming the topic "Values"**

The trainer encourages young people to say what they find important, what things they can't live without in life.

2. Creating the value pyramid

After distributing cards labelled with values, the trainer gives the following instruction: "Different people have different priorities in life, everyone has their own value system – some people value love over other things while others give importance to feeling safe and secure or to being recognised as an expert... There are no wrong and correct responses because everyone should build their own system of values in accordance with their needs and inner feelings. Think about the things that are crucial to you, about your personal values and then create the value pyramid. You have 15 minutes for this task..."

3. Connecting values and occupations

Participants are divided into 4 groups of 4–5 members. Then they make a list of occupations that match their top values and place it on the flip chart. As time allows, they can connect occupations with all or specific values through drawings that represent one occupation covering several values or several occupations characterised by one value.

4. Gallery walk

One person from each group stands by the piece of paper, other participants walk around, watch the papers and try to guess the occupation the drawing is intended to represent and to match occupations with values. The teacher makes sure that one group gathers in front of each piece of paper the whole time. The second group examines the answer of the first group, while the third group looks at the solutions of the fourth, etc.

5. Discussion, summary, reflection

The trainer summarises key points and emphasises that each of us has a personal value pyramid. Values are reflected in basic goals that everyone wants to achieve in life. When thinking about important things in life (reputation, respect, cooperation, other people, power... something else), we think about values that define us as individuals and that will influence our career choice.

WORKSHOP 6 **IN THE WORLD OF SKILLS AND ABILITIES**

Objectives:

- › Discovery of one's self and one's abilities;
- › Connection of values, skills and abilities with occupational requirements.

Methods: Individual work

Activity duration and sequencing

1. Filling out the questionnaire: In the world of skills and abilities	20 min.
2. Reflection	10 min.
Total	30 min.

Moderation materials:

- › Worksheets: questionnaire "In the world of skills and abilities", pages 13 and 14

Training sequencing:

1. Filling out the questionnaire: In the world of skills and abilities

Gaining insight into oneself and one's own skills and abilities connected with occupational requirements.

2. Reflection

The trainer points out the importance of connecting personal skills and abilities with occupational requirements.

Abilities are our powers and aptitudes to successfully perform certain activities. Some abilities are inborn, but many of them are acquired during the course of growing up and can be further developed to a large extent. To make a good school/ career choice it is important to consider how successful we are in performing certain tasks, how quickly and easy we do some activities. Abilities can be classified in several ways: as intellectual (e.g., reasoning ability, eloquence, memorising capacity, speed of perception), motor (e.g., time of reaction, physical strength, manual dexterity) or sensory (e.g., visual acuity, tactile sensitivity). It should be kept in mind that each person has more than a few abilities and that different occupations require different skills, for example:

1. Verbal ability (translation, journalism, law, education, tourism...);
2. Computation skills (information technology, electrical and civil engineering, trade...);
3. Engineering skills (mechanic jobs, automotive service technicians and mechanics, transportation, electrical engineering...);
4. Visual and spatial skills (architecture, civil engineering, design, masonry, fashion design, machine design...);
5. Manual dexterity (surgery, dentistry, precision mechanics, goldsmithery, painting, installations, hairstyling and cosmetology...).

Objectives:

- › To precisely define (face) current difficulties in terms of professional orientation;
- › To explore different ways of overcoming difficulties;
- › To understand that everyone, regardless of potential difficulties and limitations, has the right to be included, to make responsible decisions and build his/her own future.

Methods: Individual work, pair work, group work, “FutureLab”, “Snowballing”

Activity duration and sequencing

1. Individual work – Three things being dealt with difficulty	10 min.
2. Pair work – Solutions to some of the difficulties	15 min.
3. Work in a four-member group – Suggestions for overcoming the difficulties	20 min.
4. Group presentation	20 min.
Total	60 min.

Trainer materials:

- › Markers, adhesive tape, flipchart paper

Participant materials:

- › A4 paper in three colours, felt-tip pens

First activity:

The trainer gives the following instruction:

“Use this piece of paper to write three personal difficulties related to employment. This activity takes 10 minutes.” Trainer gives out the papers.

The aim of this activity is to encourage participants to consider and understand their own difficulties, to face and assess them once more and to determine whether they are real or imagined. In the course of their work, participants will be able to get perspective on their real difficulties in terms of finding ways to overcome or successfully cope with them.

Second activity:**Pair work – Assessing the difficulties and finding ways to overcome some of them**

The trainer gives the instruction: “Now you are going to work in pairs.” The trainer groups participants into pairs. “Everyone has written three difficulties – together you have six. Everyone has their own piece of paper. Talk a bit about each difficulty and discard three of them by figuring out concrete ways of their overcoming (write short sentences next to relevant difficulties), then use this paper to write down the other three that both of you still find real.” The trainer gives each pair a piece of A4 paper in a different colour (say, blue) to write three difficulties that they have failed to resolve. “This activity takes 15 minutes.”

The purpose of this stage is to seek ways of overcoming or coping with difficulties and to provide an opportunity to shift focus in a completely different way – from the problem and current situation to the future.

Third activity:**Group work – Group assessment of difficulties and suggestions for their overcoming**

The work is continued by joining two pairs of participants into a group of four.

The trainer's instruction: "Now, one pair has three difficulties, the other has three and the four-member group has a total of six. Use large flipchart paper to present possible ways of their overcoming. This activity takes 20 minutes."

Each group writes down alternatives for overcoming difficulties and presents them to other groups at the end of their work. The trainer encourages young people to be creative, to use colours and felt-tip pens, to make drawings – everything should be done in a bright atmosphere that can help overcome difficulties. Participants don't have to find an instant solution for a particular difficulty and they should feel free to say so.

Fourth activity: Group presentation

After presentations, the trainer summarises and gives final comments on the overcoming alternatives, on how difficulties sometimes seem bigger than they are, on the importance of making the first step, the first action towards their resolving.

Workshop final stage

To what extent do difficulties come from within myself and to what extent are they a result of environmental or interpersonal interference? The participants are instructed to take the first piece of paper again and rate the extent to which these difficulties originate within themselves and the extent they are caused by external factors on a scale running from 1 through 5. This information is for personal use only and will not be shared with the group.

MODULES II AND III INFORMATION ON OCCUPATIONS, CAREER AND EDUCATION PATHWAYS

Module II "Information on occupations and careers" and Module III "Education pathways" are joined into one integral unit because both of them focus on one main activity – informing through gathering, researching and analysing the information on occupations and the world of work, from career options to educational pathways that lead toward the acquisition of appropriate qualifications.

Objectives:

- › To prepare young people to independently seek and evaluate information and its sources related to future career choice;
- › To familiarise young people with educational opportunities for desirable occupations.

This is an important part of the process in which young people face various issues:

- › Where can I find information?
- › How can I manage the flow of information from a wide variety of sources?
- › How do I categorise and process the information?
- › Which school can meet my expectations?
- › Which school subjects do I need to be good at?
- › Do the school requirements match my personality profile?

Topics:

- › Picture of the modern world of work
- › Key occupational competencies

- › Information sources – gathering, selection and processing
- › Dilemmas of choice – educational pathways
- › Stereotypes

Outcomes:

1. Young people understand the picture of the modern world of work and the importance of developing key competencies for 21st century careers.
2. They are familiar with various information sources.
3. They can independently find, select, process and organise information on occupations, career and educational pathways from different sources.
4. They know how to make distinction among the terms: occupation, profession, vocation, workplace, career, field of work, related occupations, occupational profiles and nomenclature.
5. Young people are able to prepare and conduct guided interviews with experts in a specific career field.
6. They recognise the difference between prejudices and facts and know how to overcome stereotypes about gender and typical male and female occupations.
7. They discover and understand their own motivation and reasons for choosing a school / occupation.
8. They are aware of the interaction between school / occupation choice and subsequent job satisfaction.
9. They know how to plan their career pathways.

Workshops:

1. Key competences for 21st century careers
2. Information sources
3. Expert interview
4. Stereotypes about gender and non-traditional occupations
5. Familiarity with occupations and educational / career pathways
6. Dilemma of choice: selection of educational / career pathways

KEY COMPETENCIES FOR 21ST CENTURY CAREERS

WORKSHOP 1

Objectives:

- › To understand the modern world of work;
- › To define key competencies for the 21st century careers;
- › To understand the importance of developing key competencies.

Methods: Group work

Activity duration and sequencing

1. Introductory game "Name and occupation"	5 min.
2. Creation of a poster	10 min.
3. Poster presentation	10 min.
4. Reflection	5 min.
Total	30 min.

Moderation materials:

- › Worksheets: "Your opinion needed", page 14

Training sequencing:

1. Introductory game “Name and occupation”

The trainer invites everyone to say their name and an occupation starting with the same letter.

2. Picture of the modern world of work – creation of a poster

Participants are placed in groups and asked to create a poster to describe knowledge, skills and attitudes that everyone should have to meet the requirements of the modern world of work.

3. Poster presentation

4. Reflection

The trainer refers to the List of key competencies contained in the Worksheets, encourages young people to see themselves in relation to each of the competencies and explains that their acquisition and development depend on the level of student engagement.

WORKSHOP 2 INFORMATION SOURCES

Objectives:

- › To identify information resources in relation to the world of work and career pathways in the environment;
- › To prepare young people to use information sources;
- › To prepare young people to apply resource identification and analysis techniques;
- › Sensitise young people about the use of environmental information resources.

Methods: Brainstorming, group work, environment analysis

Activity duration and sequencing

1. Brainstorming the topic: information – young people	5 min.
2. Identifying information sources	20 min.
3. Group presentation	20 min.
4. Topic assignments	5 min.
5. Creating a poster on information sources	15 min.
6. Group presentation	20 min.
7. Working with materials and reflection	5 min.
Total	95 min.

Moderation materials:

- › Worksheets: Environmental analysis with a view to identify resources, page 16
- › Worksheets: Individual information gathering plan, page 17
- › Worksheets: Areas of work and related occupations, page 18
- › Worksheets: Example of description of physiotherapy qualifications, page 19

Training sequencing:

1. Brainstorming the topic: information – young people

The trainer asks questions that encourage young people to share where, how and who they contact to get information about desired schools and occupations and writes the answers on the flip chart.

2. Identifying information sources – group work

After dividing participants into 4 groups and encouraging them to exchange all information sources and their availability, the trainer gives each group the form “Environmental analysis” to fill out and identify available and important sources of information about occupations and careers.

3. Group presentation

Groups present their joint environmental analysis.

4. Topic assignments

The trainer assigns each group the task of gathering information about two occupations and two faculties related to the target group.

5. Creating a poster on information sources

The trainer gives the following instruction: Each group makes a poster with the information they have found out about a given faculty or occupation.

6. Group presentation

The trainer encourages presenters and checks to see if they accomplished the previous task.

7. Working with materials and reflection

The trainers summarises various sources of information in the environment – the sources that are more interesting and more available and toward which young people are more oriented, and those that has been specifically identified and recognised during this workshop as useful information resources in relation to the world of work and career pathways.

The trainer also summarises the listed approaches to communicating with representatives of particular sources of information.

Young people are encouraged and instructed to make individual plans for gathering information and using online resources and web addresses provided in this workshop in order to collect different information about the world of education, occupations and careers. The trainer further explains that these individual plans can be continually complemented and enriched over the entire process.

EXPERT INTERVIEW

WORKSHOP 3

Objectives:

- › To define and understand the difference among the terms: profession, vocation, occupation, career, workplace;
- › To provide all the information the participants need to form a realistic picture of a given occupation and to get familiar with interviews as a data collection method;
- › To introduce and illustrate non-linear career pathways through real examples of working with young people.

Methods: Brainstorming, lecture, expert interview, group work

Activity duration and sequencing

1. Brainstorming the topic: What makes an occupation	5 min.
2. Mini-lecture on differences between the concepts often equated with the term "occupation"	10 min.
3. Preparing the interview	20 min.
4. Sample interview questions – working with materials	5 min.
5. Conducting expert interviews	20 min.
6. Reflection and summary	10 min.
Total	70 min.

Trainer materials:

- › Appendix: "Criteria for selecting workshop expert interviewees"
- › Appendix: "Glossary"

Participant materials:

- › Worksheets: "Sample interview questions", page 21
- › A4 paper (for 4 groups), pencils, felt-tip pens

First activity: Brainstorming the topic: What makes an occupation

The trainer asks the group what makes an occupation, what kind of occupational information we search for and when, what we are interested in when exploring an occupation and writes down the answers on the board.

Second activity: Mini-lecture on differences between the concepts often equated with the term "occupation"

After the brainstorming, the trainer invites the participants to try to draw a distinction among the following terms: profession, occupation and vocation. Then he/she explains, differentiates and illustrates the terms.

Third activity: Preparing the interview

The trainer divides the participants into four groups and assigns each group the task to take into account the specific expertise of the interviewee and make up questions related to: jobs, occupational requirements, areas of work, education, related occupations, etc.

In cooperation with the Youth Office, the trainer selects and prepares an occupational expert (Appendix for trainers: "Criteria for selecting workshop expert interviewees").

The trainer encourages young people to make up a large number of questions to fully understand the expert's occupational area and to be as creative as they can.

Fourth activity: Sample interview questions – working with materials

Participants are given sample interview questions to compare and possibly add to their own lists.

Fifth activity: Conducting expert interviews

Each group elects its representative to conduct the expert interview on the basis of pre-defined questions and has 5 minutes to participate in conversation. Groups listen to each other and ask the expert a variety of new questions as to get more information about the aspects they find important.

Sixth activity: Reflection and summary

The trainer encourages participants to sum up everything they have learned through the interview. To what extent can such a lively presentation make the occupation more understandable? What makes an occupation?

What should a young person take into account and explore in order to familiarise him/ herself with an occupation? Are interviews a good way of getting such information?

The trainer's conclusion: "Interviewing is a method of gathering relevant information about a particular occupation and all related aspects." The trainer invites participants to take a look at "Example of description of physiotherapy qualifications" in the Worksheets.

APPENDIX – GLOSSARY OF TERMS

PROFESSION

Not every occupation is a profession, but those that meet certain criteria (related to recognition of an occupation's professional status).

Characteristics of the profession:

1. Higher education
Profession requires a protracted professional preparation – it requires a lot more than a secondary school diploma. The origin of the profession is tied to the development of the university.
2. Systematic theoretical knowledge
It goes beyond the individual – an individual cannot possess all the knowledge related to the profession.
3. Social control and sanctions
Professions are monitored by the state.
Each profession has its home faculty whose curricula are approved by the state.
4. Monopoly of expertise (expert assessment)
The state allows professionals to generate expert assessments.
5. Professional (sub)culture
Disposition toward clients, other professions, and own profession.
6. Code of professional ethics
Written and unwritten norms and rules (e.g., the Hippocratic Oath).
7. Autonomy and authority
The state delegates certain authorities and autonomy to professionals (they can make independent decisions about their work).
8. Service orientation
Professionals always offer services focused on meeting clients' specific needs.
9. Degree of external recognisability
10. Professional associations (chambers, trade unions, professional organisations)
Professionals team together for the sake of common interests and needs, thus protecting their status.
11. Striving for perfection
Personal improvement, competence, prestige.
12. Profession is an important trait of personality

Profession therefore consists of a group of individuals who maintain high ethical standards. This group is accepted by society, has specialised knowledge and skills acquired through education at a higher level, and is capable of their applying in the interests of others, for fees paid by clients.

References: Bulatović, R., Pedagogical Encyclopaedia No. 2, Institute of Textbook and Teaching aids, Belgrade, 1989, p. 256–257

OCCUPATION

Occupation involves certain functions/ work tasks of a similar kind and with a similar content both of which are organisationally and technologically interrelated to such an extent that they are performed by one person that possesses adequate knowledge, skills and abilities for the production of material and other goods. This implies continuous performance of work and other tasks for the sake of meeting social and personal goals and needs.

References: Petričević, D., Pedagogical Encyclopaedia No. 2, Institute of Textbook and Teaching aids, Belgrade, 1989, p. 518

VOCATION

Vocation refers to a wide or narrow group of occupations associated by interrelated educational contents. It has a craft origin (e.g. leather craft). By accepting required educational contents as an important vocational feature, our country makes the following distinction between vocations and occupations: a group of related occupations constitutes an EDUCATIONAL PROFILE, whereas a group of related educational profiles requiring a certain extent (about 50%) of common educational contents – constitutes a vocation. Every vocation implies several levels of qualifications.

References: Smilevski, C., Pedagogical Encyclopaedia No. 2, Institute of Textbook and Teaching aids, Belgrade, 1989, p. 401

Example:

High school history teacher

He/she is a historian by profession, his/her current occupation is a history teacher and teaching is a vocation belonging to the field of education.

APPENDIX – CRITERIA FOR SELECTING WORKSHOP EXPERT INTERVIEWEES

The criteria are as follows:

- › Interesting and successful career;
- › Occupation that is not common (but unusual or new) in Serbia;
- › Motivation and enthusiasm at work;
- › Desirable change of profession during the career;
- › Interesting situations that led the expert to choose his/her occupation;
- › The expert's occupation that young people find most interesting.

WORKSHOP 4

STEREOTYPES ABOUT GENDER AND NON-TRADITIONAL OCCUPATIONS

Objectives:

- › Understanding and overcoming stereotypes about gender and typical male and female occupations;
- › Strengthening the skills of presenting/ advocating one's own views and values and respecting other people's opinions;
- › Thinking about different attitudes and willingness to amend one's own;
- › Familiarising the participants with the concept and meaning of prejudice;
- › Recognising prejudices;
- › Using argumentation.

Methods: Brainstorming, group work, exchange, discussion

Activity duration and sequencing

1. Brainstorming – the most common misconception about an occupation	5 min.
2. Group work with the materials – moderation cards with stereotypes	20 min.
3. Assessment of statements – discussion	25 min.
4. Reflection, final comments	20 min.
Total	70 min.

Trainer materials:

- › Markers, adhesive tape, flipchart paper
- › Appendix: “Theoretical part on prejudices and stereotypes”

Participant materials:

- › A4 paper, felt-tip pens, green and red cards (one red and one green card per participant)
- › Appendix: “Run household and / or have a career”, cards
- › Appendix: “Work performance and income”
- › Appendix: “Schools – popular and less popular”

First activity: Brainstorming – the most common misconception about an occupation

The trainer invites participants to think about the most common misconceptions about an occupation and writes them on the flip chart.

Second activity: Group work with the materials – moderation cards with stereotypes

The trainer divides participants into groups and instructs them how to work with a set of moderation cards: “Run household and/ or have a career”, “Work performance and income”, “Schools – popular and less popular” (each group is given cards from each set). Members of each group determine the statement or statements from a set of cards that they agree the most with – they will advocate this statement after it has been presented for discussion. The trainer also notes that the groups should reach an agreement in a democratic manner. Participants have 15 minutes to talk, discuss and reach consensus at group level.

Third activity: Assessment of statements – discussion

Participants are given green and red cards in order to take part in the discussion.

They are instructed to raise their green card when they agree with the statement or raise the red card when they disagree.

Assessment of statements – discussion takes no more than 20 minutes. The discussion starts after all groups have determined statements they all agree with. When a group representative presents the statement for discussion, all other participants, no matter which group they belong to, raise their green card when they agree with the statement or raise the red card when they disagree. Those who disagree speak first. When everyone (that is willing) has given their arguments, those that agree with the statement have the right to speak. The statement presenter gives final comments and asks everyone if there is anything else they would like to say or add.

The trainer monitors the time and manages the flow of discussion.

Fourth activity: Reflection, final comments

The trainer's reflection and final comments on prejudices and manner of their overcoming

(Appendix: "Theoretical part on prejudices and stereotypes").

The trainer explains that every statement refers to a stereotype of a given occupation and roles as well as of the existing schools and highlights the necessity of making a special commitment to help young people acquire more knowledge about this matter.

Appendix – cards

- › "Run household and/or have a career"
- › "Work performance and income"
- › "Schools – popular and less popular"

MODERATION MATERIALS: FIRST SET – "FAMILY OR CAREER"

- › Women get married and have children, and that does not require long and expensive education.
- › Women are better cooks than men.
- › Boys are more dexterous than girls.
- › Mothers should stay home for at least the first three years after a child is born.
- › Working mothers are more burdened than men.
- › Children of working mothers generally exhibit behavioural problems.
- › Boys like to play with dolls but they mustn't.
- › Women have a natural affinity toward caring and social behaviour.
- › Men should hold leadership positions.
- › Successful business women are cold and distant.
- › Women are driven by personal ambitions and career success to compensate for their loveless lives.
- › Women are not very good at math and technical careers.

MODERATION MATERIALS: SECOND SET – "WORK PERFORMANCE AND INCOME"

- › Housewives should be paid for their work.
- › University graduates should earn higher salaries.
- › Teachers are underpaid.
- › Managers are overpaid.
- › There will be jobs for those who want to work.
- › Unemployed persons do not want to work.
- › Unemployed persons and their families should be provided with enough welfare money.
- › People who do hard physical labour should have higher wages.
- › Managers earn a lot without doing almost anything.
- › Employees who work shifts and nights should have higher salaries than those who work during the day.
- › Humanitarian aid workers should not be paid for their work.
- › Priests should not charge for their services.

MODERATION MATERIALS: THIRD SET – "POPULAR AND LESS POPULAR SCHOOLS"

- › Only the best students are admitted to grammar schools.
- › Those who do not know what to do with themselves go to grammar schools.
- › Students don't have to study at three-year vocational schools.
- › High schools of economics are best for girls.
- › Wood technology school is for students who are not able to enroll in any other school.

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- › Only the children of celebrities are admitted to schools of art & design.
 - › To finish medical school you should like to help people.
 - › To be eligible for admission to the university you have to finish grammar school.
 - › Students with lower grades go to traffic school.
 - › Those who want to buy a degree go to private faculties.
 - › Faculty of Electrical Engineering is the hardest.
 - › It is impossible to enter the Academy of Arts.

APPENDIX: "THEORETICAL PART ON PREJUDICES AND STEREOTYPES"

MEANING OF TERMS – PREJUDICES AND STEREOTYPES

- › “**Prejudice** is a persistent judgment formed beforehand (not based on real-life experience) about a certain aspect of reality, most often about people as members of social groups or the entire group. In social-psychological research, **prejudices are usually defined as a negative, hostile attitude toward a certain group (race, people, nation, etc.)** or as a strong antipathy toward the entire group as a whole or to person simply because he/she belongs to that group.”
(*Sociological Lexicon*, 1982)

In social psychology, prejudices are defined as specific types of attitudes characterised by relatively permanent, subjective (favourable or unfavourable) position toward certain entities (groups, nations, individuals, institutions...), i.e., as **judgments that:**

- › Are not based on factual or logical argumentation,
- › Are resilient to change,
- › Are characterised by a strong emotional component.

Like any other attitude, prejudices consist of three basic components:

- › Cognitive (what we think, opinions),
- › Emotional (what we feel, and is related to our thinking),
- › Connotative (what we do as a result of our thinking and feelings).

The danger lies in the fact that prejudices at the same time deny the possibility and the right to be different not only to other people but also to ourselves.

For example, when people see a model at a party, they usually think that she is superficial and vain as all models (cognitive component), feel antipathy and annoyance (affective component) and decide to ignore her and avoid conversation with her (connotative component – behaviour).

- › “In psychological literature **stereotypes** are defined as **relatively rigid, simplified and biased perceptions of a certain aspect of reality, especially of a person or a social group.**
Common one-sided and inaccurate beliefs about other people form an important component of almost every stereotype.” (Jovanović, 2001)

Stereotypes are defined as generalisations, schematic and strict perceptions about characteristics and personality of the members of a certain group – transferred and applied rigidly to every single member of the given group.

For example: All models are superficial and vain; all football players are dumb; all actors are infantile;
all fat people are good-natured...

These are unjustified generalisations/ labels resulting from incomplete induction, i.e., judgments based on limited experience (e.g., we met a few members of an ethnic group who were kind and hospitable and draw a conclusion that all individuals in that group are also hospitable and kind; we met several short people whom we do not get along with well and come to a conclusion that all short people are unkind and “toxic”).

According to these definitions and in view of the intensity of the emotional response and a particular type of activism implied by prejudices, especially given the fact that they most often refer to specific social groups, it seems more reasonable to talk about stereotypes relating to clichéd social perceptions of gender and non-traditional occupations, as well as of existing schools.

FUNCTION OF STEREOTYPES AND PREJUDICES

Prejudices and stereotypes are widespread because they help us to:

- › **Understand and give the meaning to the world around us** (in an ambiguous situation, i.e., a situation lacking sufficient information, stereotypical thinking “fills out the emptiness”, completes insufficient information and provides the feeling of certainty, security, protection and clarity – e.g., if we believe that some members of an ethnic group are prone to lying, we feel distrust when we meet any of them for the first time);
- › **Value the group we belong to** (e.g., people who listen to turbo-folk are stupid, which automatically means that those who do not listen to that kind of music are smart);
- › **Value other groups**, their characteristics and their ways of functioning;
- › **Justify discrimination against the members of other groups** (e.g., if you already believe that members of a particular ethnic group are lazy / uninterested in any work, then it is quite understandable why someone refuses to hire them).

THREE STEPS IN DEVELOPING STEREOTYPES AND PREJUDICES

1. **Creation of “discernible” categories** – When we meet people, we are focusing on their most “discernible” characteristics, neglecting the others. Determination of “the most discernible categories” often depends on the context, for example, someone’s appearance is the most striking category in one situation, whereas someone’s wit and honesty might seem most peculiar in the other and so forth.
2. **Creation of *incorrect generalisations* about the whole group (*stereotypes and prejudices*)** – On the basis of these distinctive characteristics we jump to conclusions about someone and transfer the generalisations to the groups to which they belong. Prejudices and stereotypes lead to erroneous generalisations about people when we believe that they belong to homogeneous groups (for example, all beautiful women are stupid; all female politicians are aggressive; all men are good drivers).
3. **Treating people differently on the basis of these conclusions (*discrimination*)** – For example: as beautiful women are stupid, they are not given demanding or difficult jobs; as female politicians are aggressive, it is better to leave negotiations to male politicians... And the accuracy of these judgments remains absolutely undoubted.

CONCLUSION

Prejudices and stereotypes are wrong and unjustified generalisations (carrying either positive or negative connotation). When the reality does not comply with our prejudices and stereotypes, we often “falsify” the reality to adjust it to fit our beliefs.

That’s why we mention the “exceptions that confirm the rule” (e.g.: a woman who is a good driver, a sensitive man, a beautiful and clever woman etc.).

Such generalisations are not only a personal process, but also a social phenomenon. **Prejudices and stereotypes are thinking patterns that are acquired** and consciously or unconsciously transmitted through institutional system. They refer to values and attitudes acquired in different ways during the process of socialisation and directed toward certain social groups or categories.

Research shows that **although it is not possible to completely unlearn prejudicial and stereotypical thinking, it is possible to develop critical thinking and re-examine negative information that lies at the basis of prejudices.**

The first step is to make a distinction between observations/ facts from opinions/ interpretation of the facts.

Since everyone carries their own “baggage” of stereotypes and prejudices, becoming aware of that baggage represents a necessary step in overcoming them.

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<http://www.komunikacija.org.rs>

WORKSHOP 5

GETTING FAMILIAR WITH OCCUPATIONS, EDUCATION AND CAREER PATHWAYS

Objectives:

- › To get familiar with methods of collecting important information about the education system;
- › To get familiar with sources of information on the world of work and education of relevance to young people's interests;
- › To search, select, independently collect relevant information and develop skills necessary to differentiate relevant aspects of particular schools and faculties: duration, requirements, subjects, powers;
- › To discover educational and career pathways;
- › To get familiar with useful web addresses as information resources.

Methods: Brainstorming, group work, text analysis, web search

Activity duration and sequencing:

1. Presentation of "offers", i.e., reviews of schools and faculties, based on young people's interests	10 min.
2. Gathering and searching for information	40 min.
3. Creation of a poster for selected schools / faculties	10 min.
4. Group presentations	15 min.
5. The trainer summarises the importance of the Internet in gathering information and encourages individual work with portfolios	5 min.
Total	80 min.

Trainer materials:

- › Flip charts, markers, felt-tip pens, stickers, coloured paper

Participant materials:

- › Worksheets: List of school aspects – "What is important in choosing a school/ faculty", page 22
- › Worksheets: List of aspects – "What is important in choosing an occupation", page 23
- › Worksheets: List of aspects – "What is important in choosing/ searching for a job", page 24
- › Worksheets: A list of useful web addresses, page 25
- › 3–4 computers and Internet access

First activity: Presentation of "offers", i.e., reviews of schools and faculties, based on young people's interests

The trainer instructs young people to create their own range of schools based on their interests. Then he/she sets flipchart papers labelled with names of schools/ faculties and cities where a specific school/ faculty is located. Participants should choose a school/ faculty they find most interesting in terms of further education, write their name on stickers and place them on the flip chart with the desired school. If someone is hesitant about their choice, they can write their names on two or more stickers and put them on different flipchart papers. Groups will be formed from participants who placed their stickers on the same paper. Participants that showed interest in one particular school create the contents by themselves.

Second activity: Gathering and searching for information

- › Brainstorming the school aspects – the trainer enquires about the most important aspects in searching and gathering information on schools and writes the answers on the flip chart.
- › Participants use the List of all aspects – "What is important in choosing a school/ faculty" to analyse the Internet data they independently collect about a particular pre-selected school.

Third activity: Creation of a poster for selected schools / faculties – 10 minutes

After all additional Internet information has been gathered, participants analyse school aspects and create a poster containing the analysis results and manners of gathering information (how they determine the relevance / accuracy of particular information, criteria for evaluating web resources, trusted site recommendations, adds, prior use/ knowledge about websites...).

Fourth activity: Group presentations

Group presentations take between 3 and 5 minutes.

Fifth activity: Summarising the importance of the Internet in gathering information

The trainer summarises the importance of the Internet in gathering information about education, occupations and employment. He/she also comments on the importance of online information for young people and points out the strengths and weaknesses of their availability through the Internet.

DILEMMA OF CHOICE: EDUCATION AND CAREER PATHWAYS

WORKSHOP 6

Objectives:

- › To recognise motives and reasons for choosing a school / occupation;
- › To define one's own expectations;
- › To understand and plan future career in relation to previous development pathways and processes.

Methods: Individual work, pair work

Activity duration and sequencing

1. Define expectations in education	5 min.
2. Discussion in pairs about personal expectations, creation of the "Tree of Expectations and Motives"	20 min.
4. Presentation of the "Tree of Expectations and Motives" in a gallery walk	5 min.
5. Making a "Career Path Map"	30 min.
6. Presentation of "Career Path Map"	15 min.
7. Reflection and highlighting the importance of the Portfolio	10 min.
Total	90 min.

Trainer materials:

- › Markers, adhesive tape, flipchart paper
- › Worksheets: "Tree of Expectations and Motives", page 26
- › Worksheets: "Career Path Maps", pages 27 and 28

Participant materials:

- › A4 paper, coloured paper, felt-tip pens, stickers, A4 paper for each participant (to create "Career Path Maps")

First activity: Defining expectations in education

The trainer instructs young people to concentrate on their expectations from a faculty/ occupation in relation to how they see themselves 10 years from now and to finish the sentence: "I expect... from the faculty/ occupation."

Second activity: Discussion in pairs about personal expectations, creation of the "Tree of Expectations and Motives"

After being split into pairs, participants are instructed to talk about their expectations and reasons for choosing a particular faculty or occupation and write them on the worksheet drawing “Tree of Expectations and Motives”, page 21. The trainer suggests that they should exchange worksheets with each other and write down the expectations on drawings while listening to the conversation.

Third activity: Making a “Career Path Map”

Each person receives a piece of A4 paper on which a path is drawn. The trainer uses the following instruction when explaining the procedure for making “Career Path Maps”: Personal profile is at the bottom of the path (interests, values, abilities). First stop refers to “Primary School” and all formal and informal activities (clubs, competitions, youth groups, projects, contests, trainings, after school activities, volunteering, meetings, hobbies, work experience, excursions, travelling). Second stop relates to “High School” with all aforementioned formal and informal activities. Third stop involves “Acquisitions” (certificates, diplomas, letters of appreciation, awards, praise statements and personal benefits, i.e., achievements gained through their previous education). Fourth stop is connected with “Next steps in career planning” (further education, improvement, job search, employment, additional training, retraining...). These are proposed activities for different career stops enabling young people to specifically describe the distance travelled and to plan future steps and actions on the map. This helps young people gain a better understanding of their earlier steps and learn to plan next career steps, in relation to previous development path and process.

Here, the trainer shows an illustrative presentation of a “Career Path Map” with all of these stops – Worksheets: “Career Path Maps”, page 22.

Fourth activity: Presentation of “Career Path Map”

Only volunteers present their “Career Path Maps”.

Fifth activity: Reflection

The trainer talks about the importance of recognising and defining one’s own expectations in future education and the importance of career planning.

MODULE IV MODULE IV – REAL ENCOUNTERS

Objective:

To get a realistic picture of desired occupations through direct encounters with the world of work, practical trainings and enquiring within companies, schools or other relevant organisations.

- › This is an essential part of the process in which young people face various issues:
- › What would my work day would be like if I did that job?
- › What interests and abilities should I have?
- › What are the advantages and disadvantages of that job?
- › How long does the whole educational process last?
- › What are the most important subjects?
- › What types of jobs will the school prepare me for?
- › Are there any other vocational opportunities after finishing the school?

Outcomes:

1. Young people understand the importance and benefits of participation in real encounters and practical trainings.
2. Young people are adequately prepared for real encounters and practical trainings.
3. Young people actively gather information through real encounters and practical trainings and organise it in a career choice booklet.
4. Young people know how to reflect on learning processes that take place during real encounters and are able to assess and align personal interests, abilities and expectations with realistic circumstances (requirements of specific education or occupation).

Workshops:

1. Preparation for real encounters
2. Accomplish learning through real encounters

PREPARATION FOR REAL ENCOUNTERS**WORKSHOP 1****Objectives:**

- › To review the results of informing on faculties / occupations;
- › To sensitise young people to the importance and benefits of real encounters;
- › To specify the needs and desires of young people to undertake their practical trainings;
- › To analyse resources for real encounters with the world of work and opportunities for practical trainings in the environment.

Methods: Individual work, brainstorming, lecture, group work, environmental analysis, scaling

Activity duration and sequencing:

1. Self-assessment	5 min.
2. Brainstorming	5 min.
3. Forming groups	5 min.
4. "Diamond" – specifying the needs of young people	10 min.
5. Presenting the "diamond list"	10 min.
6. Choosing from the "diamond list"	5 min.
7. Environmental analysis	10 min.
8. Discussion	15 min.
9. Summarising	5 min.
Total	70 min.

Moderation materials:

- › A4 paper, felt-tip pens
- › Worksheets: "Diamond List", page 29
- › Worksheets: "Environmental Analysis", page 30

Training sequencing:

1. Self-assessment: How well I am informed about my desired occupation / faculty – assessment scale

The trainer instructs young people to independently assess the level of their knowledge about a desired occupation or faculty. They need to rate statements relating to their knowledge of a desired occupation / faculty by putting a cross or other marks in boxes provided in the following scale of 1–5:

SELF-ASSESSMENT – KNOWLEDGE ABOUT THE DESIRED OCCUPATION / FACULTY

- 5 – Very well informed
- 4 – Well informed
- 3 – Sufficiently informed
- 2 – Little informed
- 1 – Not informed

2. Brainstorming – real encounters with the world of work
3. Forming groups
4. Specifying the needs and desires of young people to undertake their practical training – group work
By using the “diamond” technique, the groups review the most common and important motives for visiting a faculty / company in order to undertake practical training.
5. Presentation of the “diamond list” of faculties and companies that young people want to become more familiar with.
6. Choosing from the “diamond list”
Participants use the “diamond list” to select an occupation or a faculty for which they want to get additional information and where they want to gain practical work experience.
7. **Environmental analysis:** faculty/ organisation/ company as practical training resources.
Participants write the most frequently selected occupation in the central circle and practical training locations in the satellite circles. Available places are presented by a solid line and those less available by an interrupted one.
8. Discussion
9. Summary – 5 min.

WORKSHOP 2 ACCOMPLISH LEARNING THROUGH REAL ENCOUNTERS

Objectives:

- › To introduce the elements and stages of real encounters – preparation for enquiring within a school/ company;
- › Realising the importance of creating adequate conditions that allow conduction of real encounters in schools / companies;
- › Preparing young people for real encounters;
- › Introducing real encounter documentation;
- › Getting insight into benefits of undertaking practical trainings at a school / company in deciding on further education / occupation;

Methods: “Aquarium”, simulation, expert method, discussion, group work, pair work

Activity duration and sequencing:

1. Inviting volunteers to come forward to participate in simulation	5 min.
2. Preparing the simulation and the outer circle	15 min.
3. Presenting the simulation	20 min.
4. Expert method	10 min.
5. Group presentations	15 min.
6. Group discussion	15 min.
7. Reflection	10 min.
Total	90 min.

Moderation materials:

- › Flipchart paper, felt-tip pens
- › Worksheets: “Simulation Monitoring Protocol”, page 31
- › Worksheets: “I have found a practical training place”, page 32
- › Worksheets: “Making an appointment in a company”, page 33
- › Worksheets: “Brief information about the practical training place”, page 34
- › Worksheets: “How shall I behave during the practical training”, page 35
- › Worksheets: “My daily report”, page 36
- › Worksheets: “Looking Back”, page 37

Training sequencing:

1. Participants voluntarily come forward to take part in the simulated preparation of a real encounter.
For a negative example of an unprofessionally prepared real encounter, the roles are as follows: a practical training instructor, a hotel reception manager, three students, a hotel guest.

Starting situation:

The instructor takes his/her students to a hotel and cannot stop worrying about them making a mess during the practical training. He/she is raising his/her voice at the students without saying anything of relevance. When the students standing by the reception desk confused and without clear instructions ask what they are supposed to do, the instructor says: “You ought to know what to do,” and insists that they should put on their work uniforms. Having a bad experience with students undergoing practical trainings, the reception manager cannot explain what they are expected to do and tells them not to touch anything and to go to auxiliary premises, while trying to smile and greet a new guest. When the guest says something in English, the manager turns to the children in astonishment: “Is there anyone who can speak English? See what this person wants!” This is an open-ended situation in which the behaviour of the students and guest is worked out by the participants themselves.

2. Preparing the outer circle
Preparation of the simulation monitoring tasks in pairs: on the basis of the practical training simulation and the protocol provided, young people monitor and record their observations about the behaviour of all actors and actresses during the simulation as a demonstration of all steps taken by the practical training instructor and the students.
3. Presenting the simulation

4. **Forming the outer circle pairs into groups** and exchanging the views on the elements monitored during the simulation by using the expert method.
5. Group presentations
6. **Group discussion**
Positive examples, well organised real encounters and creation of a common list of recommendations for the implementation of real encounters.
7. Trainer's **reflection** and final comments.

MODULE V DECISION MAKING

DECISION MAKING

Objective: to acquire knowledge, develop skills and competencies for independent, realistic and mature decisions about further education, occupational choice and vocational training pathways.

Outcomes:

- › Young people will become familiar with stages of a decision-making process;
- › Young people will be able to reconsider their decision;
- › Young people will be able to summarise personal interests, expectations, abilities;
- › Young people will be able to independently decide on their future career.

Workshops:

- › Summary
- › SWOT technique
- › Stages of a decision-making process
- › Action plan
- › Self-reflection on the decision made

Decision making is a process in which we choose among several options to obtain the best solution and then take action to carry it out. The way we make decisions largely depends on our personality features, goals, interests, and desires.

There are following decision making methods:

- › Intuitive – guided by previously successful patterns;
- › Logical – by considering all the pros and cons;
- › Consulting – by verbalising and sharing our thoughts with someone who knows us;
- › Evaluative – by considering the options before us, we anticipate their possible consequences;
- › Testing – by choosing one option that has been tried and tested.

Decision making stages:

1. Identify the problem – the problem and its causes and consequences should be clearly defined and well understood before any decision has been made.
2. Set the objectives – precisely determine what we want to achieve.
3. Make a preliminary decision and a list of solutions – consider all possible options and actions.

-
4. Evaluate possible solutions – which solution is good or bad for us.
 5. Choose the best solution – on the basis of the results obtained during previous stages.
 6. Carry out the decision – take action to implement it.
 7. Monitor the progress of decision implementation.

What to avoid:

Impulsivity – Making snap decisions, without much analytical consideration (“throwing the dice” or acting without thinking). *Fatalism* – “Not making a decision”, having low aspiration levels and letting circumstances determine what to do. *Imitation* – Relying on other people’s experiences and choices in a decision making process. *Delaying* – Putting the decision on hold until the right time has come, which can lead to quick and often unsatisfactory decisions due to the lack of time. Ignoring the need to make a decision indicates a kind of uncertainty.

SUMMARY

WORKSHOP 1

Objective: To summarise the outcomes of all the previous steps in order to understand the current situation.

Methods: Line of assessment

Activity duration and sequencing

1. In line of making a decision	20 min.
2. Presentations	15 min.
3. Reflection	10 min.
Total	45 min.

Training sequencing:

1. Introductory activity – in line of making a decision

Through personal experience – Arrange dots labelled with terms “self-knowledge”, “informing” and “real encounters” on the floor. Everyone undergoes all moments that serve as a stimulus for reflecting upon the PO decision making process that takes place during the Programme by writing down how they saw themselves and their professional development in these programme stages.

2. Presentations

Several volunteers come forward to present and discuss their personal experiences.

3. **Trainer’s reflection and final comments**

The trainer closes the workshop by discussing the importance of summarising the outcomes of all the previous stages in the decision making process.

WORKSHOP 2

SWOT TECHNIQUE

Objectives: Introduction to SWOT technique and its benefits during a decision making process.

Methods: Individual work, SWOT analysis

Activity duration and sequencing

1. Distribution of matrices and instructions	5 min.
2. Filling out the matrix	30 min.
3. Reflection	10 min.
Total	45 min.

Moderation materials:

- › Worksheets: SWOT matrix, page 38

Work sequencing:

1. **SWOT matrices** are distributed among participants. The matrix is used as a basis for the analysis of strengths, weaknesses, opportunities and threats they face. Participants receive **instructions** on how to use the matrix. To do a SWOT analysis, write down the answers to the following questions:

Strengths:

- › What are your advantages (e.g., skills, education, experience) in comparison with others?
- › What do you do better than most other people?
- › What do other people see as your strengths?
- › Consider this from your own point of view and from the point of view of those around you. Don't be modest, be objective as much as you can. If you are having any difficulty with this, try writing down a list of your characteristics. Some of them will without doubt be your strengths.

Weaknesses:

- › What could you improve?
- › What should you avoid?
- › What are the first things those around you notice as your weaknesses?

Again, consider this from your own perspective and from the perspective of the people around you: Do other people seem to notice weaknesses that you do not see? Do you fall behind at crucial moments? It is best to be realistic now and face the inconvenient truth as soon as you can.

Opportunities:

- › Where are good opportunities waiting for you?
- › What interesting trends do you want to follow?
- › Useful opportunities can arise from:
 - › Changes in technology, company, market;
 - › Changes in state regulations relating to your field of interest;
 - › Social changes;
 - › Local events.

A good way to recognise the opportunities is to recognise your own strengths and see whether they open up any opportunities.

You can also look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

Threats:

- › What obstacles do you face?
- › What are those around you doing?
- › Is your job (or the requirements for the things you do) changing?
- › Is changing technology threatening your position?
- › Could any of your weaknesses seriously threaten your position?

› **Filling out the matrix**

› **Reflection**

The trainer summarises the situation:

SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is a very important technique for understanding personal strengths and weaknesses and for identifying the opportunities and threats that lie ahead.

Used in a personal context, it helps you develop your career in a way that takes best advantage of your talents, abilities and opportunities.

What makes SWOT analysis particularly powerful is that it can help you identify opportunities through which you can gain certain advantages in a short period of time. It also helps you discover and understand your weaknesses in order to manage and eliminate threats that would otherwise catch you unaware.

STAGES OF A DECISION-MAKING PROCESS

WORKSHOP 3

Objective: To understand the stages of making a decision. To review the current situation once more before making a decision.

Methods: Individual work, group work

Activity duration and sequencing

1. Problem identification cards	10 min.
2. Collecting and sorting out the cards	10 min.
3. Forming groups and presenting the task matrix	5 min.
5. Filling out the matrix "Decision making stages"	20 min.
6. Group presentation	15 min.
Total	60 min.

Materials:

- › Cards – small pieces of paper or stickers, flipchart paper, felt-tip pens
- › Worksheets: matrix "Decision making stages," page 39

Work sequencing:

1. **Problem identification** – Participants get as many pieces of paper or cards as they want to write down their employment problems (faculty / occupational choice...). They can write one problem per card.
2. **Sorting out** – When participants have finished writing, the trainer collects the cards, reads the problems

one by one and sorts them out, trying to make 4 or 5 categories relating to, e.g., the lack of knowledge, support or resources and so forth.

3. Forming groups and presenting the task matrix – Participants are split into as many groups as there are categories defined in the previous stage and given already sorted cards containing problems. The trainer presents the matrix and the task.

4. Decision making – Each group makes a decision about a given problem by filling out the matrix “Decision making stages” (Worksheets, page 24).

5. Group presentation

The trainer should emphasise that going through these stages and identifying each matrix item can greatly facilitate decision making and the accomplishment of the objectives in general.

WORKSHOP 4 ACTION PLAN

Objectives:

- › To identify steps required to implement a decision;
- › To test the existing resources and make a decision on those that are still needed.

Methods: Individual work

Activity duration and sequencing

1. Trainer's instruction	5 min.
2. Filling out the Action Plan	20 min.
3. Voluntary presentations of action plans (not all of them)	10 min.
Total	35 min.

Moderation materials:

- › Worksheets: “Action Plan after a decision has been made”, page 29

Work sequencing:

- 1. The trainer's instruction:** “After a decision has been made, it is very important to make a plan for future activities, identify manners of their implementation, specify time frames for each activity and other important details. This workshop will facilitate the implementation of your decision.” The trainer invites the participants to review “Action Plan after a decision has been made”, Worksheets, page 35.
- 2.** Young people develop action plans for their decisions
- 3.** Presentation of action plans

Note: Although the Action Plan is suitable for group work, group members work independently. In group work, only one volunteer is allowed to present his/her action plan before the group.

Objective: Self-reflection on the decision made.

Methods: Individual work, survey

Activity duration and sequencing

1. Distribution of questionnaires, instructions	5 min.
2. Filling out the questionnaire	15 min.
3. Reflection	10 min.
Total	30 min.

Moderation materials:

› Worksheets: “Your opinion needed”, page 41

Work sequencing:

1. The trainer distributes questionnaires to participants and gives instructions
2. Participants fill out the questionnaire
3. Reflection

The trainer discusses crucial factors influencing decision making with a participant. In case one factor has had a strong impact and the participant is not satisfied, the trainer starts a conversation about it and tries to find a solution (prompting the person back to self-awareness).

HOW TO USE THE WORKSHEETS

Worksheets are designed for use by all young people involved in Professional Orientation Programme. The purpose of the Worksheets is to be a kind of “database” about students’ paths to educational and occupational choice; this database will preserve all significant moments from professional orientation workshops and all data relevant to the goals this programme strives for, namely to encourage personality development of young people that will lead to taking a thoughtful, valid and realistic decision on further education and occupation, career planning and involvement in the world of work.

This type of materials may appear under different names in many countries: worksheets, portfolio, occupation choice passport (job passport, career choice passport) and so on. Basically, it is the same document allowing individuals to independently and methodically gather information about themselves, about the world of work and desired schools and use it at the moment of making a career choice.

IMPORTANT CHARACTERISTICS OF THE WORKSHEETS:

1. Complementarity to Professional Orientation Programme that young people attend in workshops: they include the most important workshop activities as well as a number of directly entered workshop products, thus providing permanent storage of data relating to the workshop objectives.

2. Keeping track of the progress in career decision status as supported by the Professional Orientation Programme in accordance with the five-phase model.
3. Availability of tools (questionnaires, scales, etc.) intended to help seminar participants answer specific questions contained in the programme contents.
4. Allowing the individuals to reconsider (if necessary) the topics dealt with by workshop groups.
5. Openness to upgrading in line with suggestions and ideas of the programme participants.
6. Openness to suggestions of trainers, parents, counsellors, peers and other members of the group involved in the Programme implementation.
7. Gaining insight into the whole process from entering the Programme to making a decision.
8. Worksheets provide multiple benefits: they serve as a database about student's paths toward educational and occupational choice and assist in making a decision at the right moment; they can greatly facilitate trainers' workshop activities and monitoring of the progress of each student; they enable parents to attain a clearer perception of their children's development and prompt them to offer support and encouragement.

Structure of the Worksheets

Worksheets contain basic information about the Programme and its aims, as well as what it has to offer. It is envisaged that young people enter their personal information in the Worksheets.

The introductory text provides the authors' instructions on how to use the Worksheets. Young people should always have worksheets at hand as they will be used on a regular basis during the workshops. The trainer's task is to explain the data that the participants can independently enter into the Worksheets.

Worksheets contain materials that will be used within five modules of the Programme: questionnaires, scales, space for answers, drawings, etc., used during the workshops, as well as activity sheets that participants independently complete after the workshop.

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