

TOOLKIT

“Mentoring and supporting youngsters
with different abilities for career planning
and management”



TITLE:

Toolkit “Mentoring and supporting youngsters with different abilities for career planning and management”.

PROJECT:

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- Outreach Hannover e.V., Germany
- DOMAS – training, consultation and business services, Croatia
- Out of the Box International, Belgium
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia
- Centre for Non-formal education and Lifelong learning (CNEELL), Serbia
- LINK DMT SRL, Italy
- Association for improvement of modern living skills “Realization”, Croatia

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SUMMARY OF THE PROJECT “Youth work for career management with different abilities’ youngsters”

Financial crisis, such as the one in 2008, as well as the recent crisis with Covid-19 pandemic have caused an increase of unemployment rate. The consequences of such crisis are mainly noticed among youngsters who are in the planning of developing their professional career or in the start phases of it. On the other hand, career orientation and management is being recognised more and more as an essential aspect of one’s life. While businesses and institutions are constantly experiencing changes and adaptation to new trends in their operation, the need for new skills development from employees are unavoidable. Thus, there is a need for youngsters to be proactive when it comes to new skills development. While young people experience and choose different programmes to attend due to their curiosity in learning, there is a point in their life when they usually consider themselves as non-decided to which field or role they see themselves working in the near future. In many cases this results on working short time for different institutions or job positions and not being competent enough in a specific field or role. When youngsters are not aware of the strategy of connecting these dots/experiences for developing their career, they might end up feeling incompetent and unable where to continue further. This is mostly present in communities where economic difficulties are more recognised, so young people are obliged to find a job that will provide them income, regardless of their professional development.

Another important aspect which is considered as a challenge when it comes to career planning is knowing oneself. Very often young people are triggered to follow their friends and choose the same field of study/work and later on they see that they are not being adapted or motivated on their chosen field of study/work. This is a consequence of their non-reflection about themselves and things that motivate them, as well as lack of practical and quality education that highlights their talents and skills ownership. It can be said with certain that there is a really high number of people that are talented and skilled in some other job while they work elsewhere because of their certified education on that field and non-recognition of their talents earlier.

Across the EU, persons with disabilities are far less likely to be employed than persons without disabilities. The barriers to quality employment add to the problem of poverty and social exclusion faced by persons with disabilities. Barriers preventing access to the employment market are most of the times based on misconceptions and judgments on a person’s abilities¹.

In our communities and among our beneficiaries, there are lots of youngsters and young adults with disabilities who lack the employment and regular salary/income. With the current situation of the Covid-19 pandemic and the fact that due to different lockdown and/or social distancing measures, lots of employers have fired their employees, or are not having enough revenues to keep the employees sufficiently paid. We find ourselves still with higher unemployment rates and with lower economic level now (especially of our target groups) than before the pandemic measures started.

Developing educational approaches on career management is the core of this project. Using their past experiences with career planning and entrepreneurship education, the project partners are planning to

¹ <https://www.edf-feph.org/employment-policy/>

develop new methods to address the needs and constraints of their target group – youngsters and young adults with different abilities.

Our project “Youth work for career management with different abilities’ youngsters” focuses on the inclusion of youngsters with disabilities within the career/employment development, by promoting their sense of initiative and entrepreneurship, as well as increasing their employability and career planning and management skills, as well as digital capacity.

Even though career management is seemed very important for youngsters, there is still a lack of awareness on this regard for a significant number of young people, especially those considered with fewer opportunities and young people with disabilities. Mainstream youth and those who live in big cities are way more informed about certain existing opportunities and attending different programmes that provide education for needed skills and capacities and validate their competences.

However, there is not always active promotion and opportunity offers to young people with fewer opportunities and young people with disabilities. These target groups are not approached enough by educational institutions and organisations working with career orientation topics. That results in still having quite a high percentage of youth with fewer opportunities unemployed and with lack of competences’ development in their jobs or job applications. In addition, persons with disabilities often face societal barriers and disability evokes negative perceptions and discrimination in many societies.

With this project, we want our beneficiaries, youth with disabilities, to improve their skills of career management, and we also aim to empower more youth workers for organising adequate career orientation, planning and development programmes, in line with the newest updates and cross-sectoral approach.

Project objectives:

- Empower youngsters with disabilities for quality career management through development of inspiring, innovative and up-to-date handbook, as well as the online course.
- Empower our youth workers and improve knowledge management of our organisations for building competences of educators in career management for youth with disabilities, through LTTA, innovative curriculum and useful toolkit with workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regard to career management possibilities and realities.

Motivation of partners in this project is to “equip” youngsters and young adults with disabilities with set of skills needed to work on personal development in fields of career management and creating (self-)employment opportunities proactively in today’s reality of employment uncertainty and the world of extinction of many known jobs and occupation now and even more in the future. That new needed capacity are digital skills for (digital) employment, self-employment or entrepreneurship - competence that can be trained and developed by gaining different skills, knowledge, attitudes through quality youth work and non-formal education.

Project activities are:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 Handbook “Exploring Youth work for career management with different abilities’ youngsters”

- M2 – Second meeting
- O2 - Curriculum “Empowering youth workers for quality youth work for career management with different abilities’ youngsters”
- M3 – Third meeting
- O3 - Toolkit “Mentoring and supporting youngsters with different abilities for career planning and management”
- M4 – Fourth meeting
- O4 - E-learning course “Career planning and management course for youngsters with different abilities”
- C1 - LTTA Training of trainers
- E1, E2, E3, E4, E5 – Open conferences in RS, IT, HR, DE, BE
- M5 – Final Evaluation meeting

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INTRODUCTION

Welcome to the toolkit "Mentoring and supporting youngsters with different abilities for career planning and management". This toolkit explains fundamental career-related concepts and techniques useful for tackling the topic of stress management among youth. It can be helpful to youth workers interested in expanding their bag of tools and direct work with youngsters.

This toolkit presents various career related topics like ikigai, long-term and short-term career plan, setting SMART goals, career identities, effects of (un)employment, social networks, problem-solving skills, importance of work and rest balance and selection interview. The topics described in this toolkit can be used with the youngsters that are already facing difficulties with finding an employer or with youngster that want to enhance their employability, as a part of prevention activities. This toolkit presents a valuable knowledge base on career management for young people with different abilities.

The toolkit consists of two main parts. The first part of the toolkit is focused on providing detailed insight into the concepts related to career management. The second part of the toolkit consists of nine workshops that can be used in youth work. Each workshop description provides a detailed description of the activities as well as support materials for its implementation. Special highlights are placed on materials for further reading where youth workers can find additional information on the terms used in the workshops. Each workshop has specific recommendations presented which are highly important to be considered when developing the respected activities. The described activities are specially focused on increasing own employability and skills relevant for managing one's own career. Workshops are covering the topics of ikigai, long-term and short-term career plan, setting SMART goals, career identities, effects of (un)employment, social networks, problem-solving skills, importance of work and rest balance and selection interview.

At last, we hope this manual will serve as a support in enriching the work of youth organizations and a catalyst for sharing knowledge related to career development. We hope that it will help you to encourage young people to look at the bigger picture, take initiative and improve their employability as well as encourage them to take responsibility for managing and creating their own career.

Authors

Needs and Level of Skills of Youth with Different Abilities for Career Management Education

In many countries, the formal education system does not provide young people with all the necessary career management skills, knowledge and tools. Youngsters are often left to their own devices when it comes to navigating their professional lives, though student unions and other such activities can provide many benefits to the youngsters involved. Youth workers and youth work is considered as another resource and essential factor in providing the necessary support.

While youngsters have varying levels of skills which can be important for career management, their level of knowledge is often more universally lower. There is a need for education in the field of career planning and management, which may not find its place within formal education but rather as supplementary courses or trainings. Youth often have some theoretical knowledge on how to build a career, but they are unsure of the concrete steps and actions they should be taking. The big life changes associated with accomplishing formal (or informal) education often lead to additional stress and choice paralysis, which is why career management programs may be beneficial to many. When it comes to youths with disabilities, they are often also unaware of the legal protections that are in place. It is therefore very important to educate them on: (1) What information pertaining to their disability interviewers are allowed to ask during the selection process (e.g., how to tell which questions are inappropriate or which information they are / aren't obligated to disclose), (2) Their rights within the workplace once employed (e.g., the right to reasonable accommodation and what it entails), (3) Any institutions or other organisations that advocate for the rights of people with disabilities and when they should contact them.

This knowledge is essential to ensure that youths with disabilities are properly accommodated and not discriminated against not only during the employment process, but also in the workplace itself.

The skills that youngsters with disabilities have when entering the job market depend greatly on:

- The nature of their disability – how it impacts their everyday life, including any restrictions on movement and/or cognition, required accommodations, energy levels, etc.;
- Their education – whether they pursued formal education;
- Any additional training or qualification programs they may have completed;
- Their plans for the future.

Most careers require field-specific skills, but there are many universal skills that are useful in any field of work, and which can be developed early in the career path. Skills that hold importance for starting one's career include career management and employability skills, problem-solving, and teamwork. When working on the development of these skills, it is important to adapt the approach and tools used to every individual young person with a disability.

Communication skills are indispensable in essentially all fields of work: even if the job itself doesn't require communicating with people, networking and interviewing for jobs certainly will. Young people should learn about different communication styles and how to use them during selection interview or in other forms of professional communication like networking.

Employability skills include transferable skills that are not connected to a specific profession but are desirable in many fields. When coming out of formal education, many young people do not yet possess specific knowledge and experience that is required for work in their field, but their attitude towards learning and any skills and experiences gained outside of formal education can prove to be important assets when looking for jobs. Many employers look for communication and interpersonal skills, problem-solving and critical thinking, taking initiative and proactiveness, ability to work under pressure, flexibility, collaboration, leadership, adaptability, resilience, time management, organisation and planning, etc. People naturally excel in some of these skills and have more trouble with others – it is important for youth to receive some training in all of these skills so as to discover which of them they are better suited to, which may help them in choosing adequate careers and jobs. Employers are also often keen to employ people who, while they may not have all the necessary skills or experience for a job, have a positive mind-set and are prepared to learn. Such employers will often be willing to invest in training and educating such employees in order to prepare them for their tasks. In this way, being open to learning and having the right attitude can prove to be very beneficial when seeking employment.

Organisational management includes diverse skills such as flexibility, adaptability, time management and delegating, multitasking, prioritising and scheduling, project management, budgeting, space and material organisation, etc. These skills are valuable because they create order and structure, thus streamlining and easing work tasks and workflow. They will be important whether one ends up working in a team, by oneself, freelancing or being self-employed. Organisational management skills are further emphasised by the fact that a lot of work in many fields is project-based, which includes strict deadlines, budget constraints, specific goals and many collaborators to coordinate. Keeping in mind that youngsters with disabilities will often have to factor in their specific disability when planning and organising their work and any related limitations, having organisational skills is particularly important.

Teamwork is essential not only when working in a team, but also when working with clients in any capacity. Good teamwork is important in essentially every industry and at every level of hierarchy. It is primarily developed through experience, by working with other people. This experience can be gained through formal education when collaborating on group projects, through informal education, through extracurriculars such as team sports, or through other hobbies and activities. People tend to stick to a particular way of functioning inside a team, keeping to one or two roles that suit them most. Young people may benefit from expanding the roles they feel comfortable in so they can adapt to the needs of different teams they may be a part of throughout their career.

Learning, literacy and life skills

The basic skills which young people must develop in order to succeed in their careers include: social skills, initiative, productivity, critical thinking, communication, flexibility, leadership, collaboration, and information, media and technology literacy. Stauffer (2022) categorises these into three main categories²:

- **Learning skills** – pertaining to developing the mental processes that are required to adapt and function in modern work environments. These skills include:
 - Critical thinking – finding solutions to problems
 - Creativity – thinking outside the box
 - Collaboration – working with others

² Stauffer, B. (2022, January 10) What are 21st century skills? AES – Applied Educational Systems. <https://www.aeseducation.com/blog/what-are-21st-century-skills>

- Communication – talking to others
- **Literacy skills** – focusing on discerning facts, sources, and the technology behind them, as well as determining the truthfulness and trustworthiness of information. These skills include:
 - Information literacy – understanding facts, figures, statistics, and data
 - Media literacy – understanding the methods and modalities in which information is made available and/or published
 - Technology literacy – understanding the machines that make the information age possible
- **Life skills** – focusing on elements of everyday life, as well as personal and professional qualities. These skills include:
 - Flexibility – ability to adapt to different circumstances and contexts
 - Leadership – motivating a team to accomplish goals
 - Initiatives – starting projects, strategies and plans without being told what to do
 - Productivity – maintaining efficiency
 - Social skills – meeting and networking

New skills are being added to the 21st century skills list and some are removed as times change. Many skills are also career- or industry-specific. It is important for youth workers to create non-formal learning spaces to provide young people with disabilities the opportunities and experiences necessary to develop these skills.

A promising avenue that youth with disabilities may consider when building their career is developing their digital skills. The market for technology-related jobs in various fields is constantly expanding and employers are often looking for new hires. These positions are not only related to programming, social media and marketing – the digital world offers new forms of work in nearly all fields, many of which are much easier to adapt to various disabilities and offer remote or hybrid work models, as well as often only requiring an appropriate device and an Internet connection in order to work. Furthering various digital skills may offer people with disabilities an advantage over other potential hires.

It is also important to consider that there are many important career stages in modern career development that young people may choose to pursue, including but not limited to:

- Taking a gap year to volunteer or travel, developing various competencies which may be valuable for specific career choices.
- Focusing on personal passions and how to turn them into a career, carving one’s own place in the economy rather than adapting to available careers and opportunities.
- Foregoing planning and going with the flow when interested in an unpredictable career plan.
- Investing into continued growth by searching for opportunities to learn and develop rather than being told to do so by a given industry or company.
- Changing careers to start building from zero in a new context.

Although there are many skills that would be desirable in the work context, the focus of this toolkit is on the following topics: ikigai concept and incorporation to career management, long-term and short-term career plan, setting SMART goals, career identities, effects of (un)employment, social networks, problem-solving skills, importance of work and rest balance and selection interview. These topics are found to be relevant for all job positions and essential for own career management.

The Specificities of Organising Local Workshops with Youngsters with Disabilities

Leading workshops with youngsters with disabilities is usually like leading them with able-bodied persons. Youth workers should take note of the following aspects and specificities when organising local workshops with youngsters with disabilities:

- In the beginning of each workshop, there should be a dedication to setting group rules. The trainers should ask if participants have any rules to add.
- Encouraging peer communication - freedom to share opinions and experiences is important in order to build rapport with and among participants.
- Ensuring that everyone has a voice - taking care to allow all participants an equal opportunity to contribute to group discussions and activities.
- Inclusion is paramount. The trainer should be vigilant in ensuring every group member is adequately accommodated and that any workshop materials are adjusted to be equally accessible to all participants. Seeking participants' instruction for this step can also be considered.
- Using different methodologies - the trainer has to gauge the character of participants and use activities that will engage them fully. Trainers should be aware of mood, how well the participants know each other, etc.
- Allowing time for reflection and sharing - the focus should be more on the process than the goal, to check participants' understanding of the material, connect it with their everyday lives, ask for feedback. It is important to consider doing a workshop evaluation at the end.
- Allowing flexibility, the trainer should go with the flow when it comes to participants' interests. Foregoing a planned activity may be more beneficial if it gives way to meaningful discussion, connection or learning.

Besides these aspects, the following accommodations should be considered:

- Is the venue accessible for participants with mobility difficulties?
- Is the facility accessible? Is it wheelchair accessible? Is it well lighted?
- Is it needed to provide a sign language interpreter?
- To speak clearly so everyone understands you.
- To use tools and materials in different modalities – the trainer should not rely solely on visual, audio or physical tasks as some participants may have difficulties in a certain modality.

Youth workers and trainer should also find out in advance if any additional accommodation needs to be made for any specific disability that participants may have.

It is not unusual to behave inappropriately towards people with disabilities, be it out of fear, ignorance, negative attitudes or a lack of understanding. Inappropriate behaviour may make those people feel that they are different than others, or that they are feared, pitied, misunderstood, and so on. The best way to combat this is to spend time with people with disabilities and get to know them better. There are some important notes on disability etiquette to consider:

- Interact directly with the person with a disability. Do not overlook them or ask their caretaker about their needs instead of them. If using the services of an interpreter, direct your questions towards the person they are interpreting for, rather than to the interpreter themselves.
- Treat people with disabilities the way you would like to be treated and with the same respect you treat other people. Try not to fear any assistive devices they may be using.

- Ask instead of assuming. Strive not to assume what a person with a disability wants or needs. Ask if they need help or accommodation and ask what they need instead. Ask for guidance on how best to implement those solutions.
- Present choices. Do not make decisions for people with disabilities – let them make their own decisions, offers or suggestions. This includes group activities when people with different disabilities may need different accommodations in order to participate in the activity together.
- Interact and engage even if you feel embarrassed. Try to reach out and be honest instead of ignoring people with a disability. If you are having difficulty understanding them, ask them to repeat themselves. If you are not sure how to best accommodate them, ask for clarification.
- Use appropriate and respectful language. Use person-centred language and eliminate slurs.

Career development models for youngsters with disabilities

In order to foster young people’s careers and set them up for success, it is important to first understand the theory behind how careers develop and grow. Therefore, below is outlined a career model which may help youth workers and trainers to better conceptualise their work, understand the specific needs and required steps at each stage, and create teaching materials.

The model which is more suitable and offers more career opportunities and exploration is a cyclical model. Magnusson (1992) proposed a cyclical model of career stages and dynamics that describes five cyclical processes of effective career planning³:

- **Initiation** – starting career planning, determining motivation, self-assessment;
- **Exploration** – interviews, networking, job shadowing, collecting relevant work experience;
- **Decision-making** – relying on data and/or intuition;
- **Preparation** – developing prerequisite skills and resources, hashing an action plan;
- **Implementation** – putting the plan into action, alongside developing support systems and systems for feedback and reward.

This cyclical approach to learning and development can be easily applied to career planning and seems to be at the core of modern career models. Cyclical learning consists of seven steps which are accompanied by specific questions:

- **Reality Scan** – What do I have now? Which resources do I have? What is missing in my career?
- **Vision** – Why do I want to make changes? Which values are important to me?
- **Goal** – What do I want to create or accomplish? Which results do I desire?
- **Objectives** – Which steps do I need to take to achieve my goals?
- **Plan** – How will I achieve those steps? Which actions do I need to take and when?
- **Action** – Which action do I need to do first?
- **Result** – What have I achieved?

The cycle then restarts with a new reality check. This model shows two possible places people often get stuck when trying to progress in one’s career: the so-called “thinkers” get stuck between setting goals, objectives, and planning, thus missing the stages of reality scanning, defining values and vision, doing actions, and achieving results. The other group, “doers”, get stuck between action and results and miss

³ Magnusson, K. C. (1992). Five critical processes of career counselling. In M. Van Norman (Ed.), *National Consultation on Vocational Counselling Papers: 1992* (pp. 217-227). Toronto, ON: University of Toronto Press.

much of the creative process. When not utilising the entirety of this cyclical approach it is easy to stay in the same reality and not further one's career.

The role and importance of different stakeholders when organising workshops for youngsters with disabilities

While there are specificities for organising workshops for and with youngsters with disabilities, it is important to also be aware of key stakeholders that can support the organisation of these workshops. Key stakeholders are also the ones that closely follow and have impact on the lives and daily activities of this group. Hence, the most relevant stakeholders to be involved and have an essential role are:

- Youngsters with Disabilities: youngsters are the main target group of the workshops, and their needs, preferences, and feedback are crucial for designing the workshop effectively.
- Parents/ Guardians: They play a vital role in supporting and expressing the needs/wishes, as well as advocate for their children.
- Teachers and Therapists: They can offer expertise in educational and therapeutic approaches that are specifically tailored to the needs and capacities of youngsters with disabilities.
- Schools/ Educational Institutions at the local or national level: these institutions very often have the needed resources, facilities, and personnel that can support the organisation of the workshops. Besides this, these institutions can help to expand the number of participants and thus increase the chances to identify more individuals that can benefit from such programmes.
- Local organisation and initiatives tackling the needs of people with disabilities: as they are constantly working with this target group and addressing their needs through social activities, these organisations can provide support, resources, and advocacy for the rights and needs of youngsters with disabilities.
- Local Government and relevant institutions: These institutions may offer funding, policy support, and public health resources to ensure the workshops are accessible and meet regulatory standards.
- Medical Professionals: Doctors, nurses, and other healthcare providers can offer medical advice and ensure that the health needs of participants are met.
- Local businesses: very often the financial support is highly needed even for small initiatives and workshops. Local businesses can be approached for this aspect.

Besides this, the MIND Organisation (n.d.), has listed several tips that help to ensure the involvement of stakeholders and effective communication with them. These tips are:

- Opt for face-to-face or phone meetings rather than emails to help you build rapport.
- Hold meetings in your office. This can help to challenge misconceptions around your services and client group.
- Don't be reluctant to visit stakeholders to help save them time.
- Invite participants or volunteers who are comfortable sharing their personal journeys to join your meetings and bring their real-life experience to your discussions.
- Don't be afraid to name drop. If you are asking a stakeholder to provide a venue for your activities and you have already received an offer of a free or subsidised venue from another organisation then mention this. Alternatively, if you know that the stakeholder you are speaking to has already offered this type of support in the past then it's worth mentioning it again⁴.

⁴ Guide 4: How do I identify and engage my key stakeholders. (n.d.). In MIND.ORG.UK. MIND.ORG.UK. https://www.mind.org.uk/media-a/4707/guide_04.pdf

Recommendations for Youth Workers Working with Youngsters with Disabilities on the Development of Their Careers

Building a sustainable career is proving to be difficult for many young people in today's social and economic climate. Due to increased task specialisation job opportunities are becoming narrower and many people are not aware of the many different career choices that can be available after any given education path. Career orientation support is lacking in many formal education contexts and educational staff is often not aware of how the job market is changing or what skills and knowledge are gaining importance. They are also often oblivious to alternative learning opportunities that may be available to young people outside of formal education. Other challenges that may complicate building a career include various life events such as illness, learning difficulties, starting a family and similar. By the time young people seek the help of a professional in career development, or following youth work and non-formal education, many young people are already struggling with motivation and hope to build a career. Youth work is therefore an important stepping stone towards a reigniting of motivation and should serve as an opportunity for youngsters to gain insight into new opportunities, build or develop any competences they may be missing, upgrade their skills, build a supportive network, find a mentor, explore volunteering and job opportunities etc. These activities should complement formal education and be implemented in coordination with a network of different stakeholders with the common goal of career support for youth in general.

Youth with disabilities often face additional challenges in career orientation and building due to a lack of specialised support and guidance, limited career options, and prejudice and discrimination. They also often struggle with a lack of self-awareness, a clash between their needs and abilities, a low level of engagement into society which hinders their ability to develop a professional contact network, as well as with limited options on the job market and a lack of social support. This shows that it is important to take great care when considering career building for youth with disabilities. This type of work may open new opportunities for youth with disabilities and allow them to live more meaningful and fulfilling lives, given that contributing to society in a meaningful way is one of the most important elements of successful social inclusion and community integration.

It is important to start early with career orientation when working with youth with disabilities and to provide ongoing support throughout their career. Early interventions may include discovering different career options and developing skills needed to enter fields they are interested in. Support is especially important during transition periods, between educational stages or in between jobs. It is essential to use a person-centred approach, where the young person with a disability is leading the decision-making process. Entrusting decision making to youth empowers them to learn from their mistakes and shortcomings, identify their strong and weak points, and gain awareness of their limitations and barriers and how to navigate around them or work with them. When working in career orientation with youth with disabilities, youth workers should take into consideration the following elements:

- Youth with disabilities should be informed of their rights on the job market, including steps to discourage discrimination in the selection process and available accommodation solutions.
- It is important to raise awareness that youth may face prejudice and discrimination later in life and to offer guidance on how to overcome such situations.
- Explore volunteering and training opportunities that can help youngsters develop their soft skills.

- Encourage self-employment for youth with disabilities who have unique skills or who are unable to pursue other means of employment.
- Be solution focused and ready to engage with the limitations and challenges people with disabilities may face in navigating the job market.
- Take the time to discover career opportunities for people with disabilities – there are many options to be explored.

When working towards a goal, it is often beneficial to identify the value which drives us to achieve it. It is important to discuss the following questions in this regard: Why do I want to find a job? What value does that bring to my life? Does it make me feel productive or useful, does it affirm to me that I am valuable, does my work enable me to improve the lives of others in a meaningful way? What drives me to pursue the career I want? Youth workers should discuss with youngsters that the values can steer us not only towards an industry we enjoy, but also towards a specific employer whose vision we share. When we see our career as a means to live the kind of life that is meaningful for us, rather than as something that pays the bills, much of the pressure that is often associated with career management can be relieved.

Also, an important aspect for navigating personal career are set career goals. They can serve youngsters as a compass in navigating their career and it is desirable to encourage participants to set their career goals in the activities that can be found in this toolkit.

All of the methods and practices described in this manual can and should be adapted to specific groups one is working with. The first step in this is to get to know the group and the type of disabilities these participants/young people have. In order to ease the future work, youth workers should consider the following:

- Assess the needs of the people they are working with – Checking with the people they are mentoring what kind of adaptations they need in order to accommodate their disability. They should adapt methods and activities in accordance with this. Youth workers should be wary of making assumptions and/or overlooking invisible disabilities. They shouldn't assume they know better, rather ask for clarifications and suggestions. They need to work with youngsters to come up with the best approach to make the necessary changes in the process or tools they use.
- Having a proper education that supports their work with youngsters with disabilities – When one has learned what disabilities his/her target group has, they should research more about them to better understand how these disabilities can affect the way youngsters' function. It is essential to ask any relevant follow up questions and check for advice or feedback with colleagues.
- Adapt learning materials – Making sure youngsters can meaningfully use any materials that are prepared: if there is a need to adjust the size, font, volume or modality of the material, add subtitles or recruit a translator or interpreter.
- Ensure a supportive work environment – Taking care to minimise any prejudice or stereotypes and try to be approachable. Youth workers should be aware that people with disabilities may have internalised prejudice that may hold them back from trying to accomplish different tasks. They should try to gently encourage them to overcome these by giving plenty of positive reinforcement. They should be open to feedback and questions and adjust their conduct accordingly.
- Be empathetic – Showing that you are making an effort to understand your clients. Listen to their concerns, feelings and opinions and use them to inform your work.

Mentoring the Beneficiaries (Youngsters and Young Adults with Disabilities) as a Follow-Up after the Workshops, in the Process of Establishing Their Career Management Plans and Paths

In order to facilitate the implementation of everything the youngsters learn through the career management program and in the associated workshops, it is important to provide them with an opportunity to follow up with any questions, concerns or insecurities they may have. Often, people are not able to absorb all the information they are presented with at once and may need additional coaching in order to maximise benefits. It is essential that youth workers and trainers seek to offer follow-up activities such as coaching, mentoring and also have feedback appointments, as well as an open line of communication with beneficiaries even after the program ends.

This may include:

- Follow-up workshops – to review progress, consult with peers and readjust goals as needed;
- Individual coaching – to offer more in-depth feedback and personalised recommendations;
- Occasional “touching base” – short consultations via phone or e-mail to address specific questions or concerns or to provide additional information and resources.

If setting time-constrained goals during the workshops, it is important to encourage the participants to report back on their progress as outlined in any action plans they developed. Making feedback on their progress as mandatory may serve as an additional incentive to stick to plans they have made. Putting the responsibility to fulfil their goals as best they can on the youngsters may help them learn to rely on themselves and gain more self-confidence in their skills, knowledge and perseverance. Youth workers and trainers should have in mind to compliment any progress they have made and to offer constructive feedback.

A crucial part of the mentoring process is providing youngsters with disabilities with useful resources and materials during the process, as well as after the career management program ends. Ensuring young people with disabilities have access to many different resources that may be useful to them enables them to further their success through independent work and research, which in turn may deepen their sense of achievement and self-sustainability.

WORKSHOPS

IKIGAI

Workshop Title: Ikigai

Duration: 90 minutes

Background:

This workshop presents the ikigai concept. Ikigai presents sense of purpose and partly corresponds to Western idea of dream-job. On the other hand, ikigai concept is broader term and includes meaningful living and it presents a way of mindful and simple life. In this workshop participants are offered an opportunity to learn about the concept and through the designed methodologies to try finding their own ikigai activities. Reflecting on own ikigai can help them to explore their interests and encourage them to think of long term vision of their career. This workshop includes drawing own ikigai map and exploring strengths and weaknesses of a specific career interest.

Aim of the workshop:

To learn about the concept of Ikigai and promote the usage of this model for navigating long term career plans.

Objectives:

- To explore and reflect on own career interests;
- To learn about the concept of Ikigai;
- To understand the connection of Ikigai concept with career development;
- To foster participants' analytical and communication skills.

Competences addressed:

- Personal competence;
- Analytical competence;
- Communication;
- Literacy competence;
- Cooperation and inclusion;
- Social and civic competences.

Methodology and methods:

- Evocation - Dream job
- Work in pairs;
- Theoretical input;
- Group work;
- Self-reflection.

Workshop flow:

I. Evocation: “Dream job” (10 minutes)

At the beginning of the workshop, the trainer guides participants through a short visioning exercise. Participants are seated in a big circle and are asked to close their eyes. The trainer instructs them to think of their dream job. He/she can use questions like: “What would you do if you had a magic wand? How does your working area look like? In this fantasy, would you work alone or with others?” The trainer can add additional instructions or questions to help participants imagine their dream job in more details. After few minutes, the trainer asks participants to open their eyes. Then, participants are divided in pairs and are instructed to share their dream job ideas with the person next to them.

II. Exploring the “Ikigai concept” (50 minutes)

After sharing in pairs, the trainer explains the ikigai concept using a flipchart. The trainer draws four overlapping circles on the flipchart and writes a question in each circle. The questions listed in the circles are: “(1) What do you love? (2) What are you good at? (3) What can you get paid for? (4) What does the world need?” The trainer explains that the ikigai can be found in overlapping of all of these circles. In this theory, ikigai presents a reason for being and provides a sense of purpose. It is expected that this theoretical part lasts approximately 10 minutes.

After the theoretical part, participants are divided in four groups, and each group joins one of the four different corners of the room. Each group works on one of those four questions. In each group, participants are given a flipchart paper with one of the four questions as a title. Below the flipchart title, additional questions for reflecting on the main question are listed. These should guide participants in their reflection. Each participant in the group should write their answers to the question on an own/individual piece of paper. Examples of the additional questions can be:

- What activity makes you feel more energised? In which activity do you feel like time does not matter, or even forgot to eat or drink?
- Which activities do you excel at with almost no effort? What people complimented you for doing or helping them with?
- Could these activities provide you long-term income? What economic standard would you like to achieve?
- Do these activities contribute to the community? Do these activities solve any of the problems in the community?

After reflecting on one category of questions, the groups are instructed to move and switch places. It is expected that working on one category of questions takes approximately 10 minutes. Groups can move clockwise, and each group should work on all of the four categories of questions. Questions can be discussed in small groups, but participants should write their individual answers to these questions on their papers.

III. Reflection: “Ikigai map” (30 minutes)

After working in small groups, participants are seated in a big circle. They are instructed to draw four overlapping circles in their notes in order to draw their own ikigai map. In the first step, they can fill each circle with different activities. In the second step, they can try to find one activity that is listed in all four circles or to come up with the idea of such an activity. In the last 15 minutes of this activity, participants can reflect on their ikigai map in pairs. They can use following questions for the reflection: “Which circles have the most activities listed? Which circles are almost empty? What circle is missing for finding the ikigai?”

Materials needed:

A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptop, projector, speaker.

Background documents and further reading:

- General explanation of ikigai: https://books.google.hr/books?hl=hr&lr=&id=Q-tTDwAAQBAJ&oi=fnd&pg=PT6&dq=ikigai+book&ots=mujsi7CN3h&sig=lzoLsms3K0o-bkM2sjQoTgGknfQ&redir_esc=y#v=onepage&q=ikigai%20book&f=false

Recommendations for future youth workers multiplying this workshop:

- Flipchart papers for the second activity in small groups should be prepared before the workshop in order to not interfere with the timing and group work.

SOCIAL NETWORK

Workshop Title: Social network

Duration: 110 minutes

Background:

This workshop is focused on explaining the layers of social network and the importance and power of social network in career development. The model of strong and weak connections/ties is presented. Participants are encouraged to reflect on weak connections in their life since they are important for professional development, employability, and mobility. It is proven that individuals with more weak connections in their social network also have higher work performance and professional success. Furthermore, in this workshop, participants are familiarised with guidelines on how to make the best use of connections in each layer of social network in order to increase their own employability.

Aim of the workshop:

To understand the importance of social network in career development and discuss ways on strengthening existing connections for own career benefits.

Objectives:

- To understand the role of social connections in career development;
- To reflect on the existing connections for career benefits;
- To learn about weak and strong connections that surround individuals;
- To promote the use of social connections for professional activities;
- To discuss on potential ideas in strengthening and maintaining existing connections for future professional activities;
- To promote analytical and critical thinking through discussion and interactive activities.

Competences addressed:

- Analytical skills;
- Critical and creative thinking;
- Personal competence;
- Citizenship competence;
- Entrepreneurship competence;
- Cooperation and inclusion;
- Social and civic competences.

Methodology and methods:

- Evocation – A helper;
- Reflection;
- Brainstorming;
- Small group work;
- Work in pairs.

Workshop flow:

I. Evocation: “A helper” (10 minutes)

At the beginning of the workshop, participants are seated in a big circle. The trainer asks participants to think of one person that helped them in their professional development so far. It can be a teacher, mentor, acquaintance and similar. The trainer provides additional questions to help the participants imagine that person in more details. Questions can be: “How did that person help you? What positive behaviours have they displayed? What positive virtues they had?” Question that should be included in these instructions is: “How did you meet that person?” Participants are then encouraged to share their impressions in pairs, to the person on their left side.

II. Reflection and brainstorming: “Social network” (15 minutes)

After sharing in pairs, the trainer draws two columns on the flipchart. He/she asks participants to list people that they could work with. It is expected that participants come up with various ideas like a friend of mine, professor, sister or brother, famous person, successful person in certain profession and so on. The trainer should separate those ideas in two columns but share that columns refer to weak and strong connections only after the participants shared all the ideas. The trainer then explains that strong connections are the ones that present our family members (like father, mother, sister, aunt and so on) and that the other column refers to weak connections (friend, professor, acquaintance and similar). It is then explained that weak connections are the ones that are really important for building up social network. People who have more weak connections in their life, also have more chances for professional success and mobility. This part lasts approximately 10-15 minutes.

III. Small group work: “Social network” (60 minutes)

After the brainstorming and the reflection session, participants are divided into four groups. Each group represents one type of social connection – acquaintance, colleague, advocates, and allies. The trainer shortly explains the following differences between these categories: “Acquaintances are people who know our name, but we never established deeper connections with. Colleagues are people we meet frequently and sometimes chat with. Advocates are people we share important information with, when we know about their work values and strengths, and they know ours. And finally, allies are people who trust each other, they believe that you will accomplish your goals, they know your plans and are willing to help you in achieving them. These are the layers of professional social network.” Participants are then asked to list the names of their own weak connections. They can list 5-15 names of real connections in their life. It is expected that this part lasts 15 minutes.

After that, they are instructed to discuss potential ideas on how to increase the number of weak connections in their life. They can write their ideas down on paper or flipchart paper in small groups. After brainstorming in groups, they are asked to shortly share their ideas with the other groups. This part lasts approximately 30 minutes.

IV. Work in pairs: “Increasing social network” (25 minutes)

The trainer explains how one can strengthen the connections that already exist in his/her life. For example, if one wants to have more advocates, he/she should engage in more meaningful conversations and share his/her ideas and ask for advice. On the other hand, if one wants to have more allies, he/she should try to establish more frequent contact and show his/her competencies, offer support and ask for it. After this, participants are asked to choose one person on their list and to come up with one action that they could do in order to strengthen that relationship. They are encouraged to take that action in real life, as soon as possible. They are instructed to work in pairs, and when they come up with the idea, they should explain to each other why they want to strengthen that relationship and why is that action a

good idea and effective one. They can receive feedback from their pair on that action, and then switch roles.

Materials needed:

Papers, pens, flipchart and flipchart papers.

Background documents and further reading:

- Social capital: http://www.social-capital.net/docs/lm_social_capital.pdf

Recommendations for future youth workers multiplying this workshop:

- If participants have trouble of thinking of people they could collaborate with, the trainer can offer few ideas to ease the beginning of the brainstorming process.

BALANCE OF WORK AND REST

Workshop Title: Balance of work and rest

Duration: 90 minutes

Background:

Contents of this workshop include highlighting the importance of quality rest. Quality rest time can reduce stress and boost the immune system. On the other side, there are various personal and societal obstacles for including quality rest in personal schedule. Some people tend to see comfortable activities and rest as a waste of time or think they will be seen as lazy and unproductive if they take time for rest between various activities. In this workshop, participants are encouraged to reflect on own work-rest balance and to think of their rest and comfort activities. The activities of this workshop are designed to encourage them to reflect and understand the importance of including the recreational activities in their plans and schedule, together with obligations.

Aim of the workshop:

To use reflection and discussion methodologies in understanding the importance of work and rest balance, as well as reflect on own daily routine.

Objectives:

- To reflect on how own daily activities and obligations are organised;
- To introduce the concept of work and rest balance for effective functioning in life;
- To give space for sharing non-obligatory activities that can help mental health and balance work and rest schedule;
- To reflect on obstacles in balancing work and rest in everyday life.

Competences addressed:

- Analytical skills;
- Critical and creative thinking;
- Personal competence;
- Citizenship competence;
- Entrepreneurship competence;
- Cooperation and inclusion;
- Social and civic competences.

Methodology and methods:

- Energiser;
- Self-reflection;
- Work in pairs;
- Input;
- Group discussion.

Workshop flow:

I. Energiser: “Act it out” (10 minutes)

The trainer introduces the topic of this workshop and then continues with a short energiser. Participants are asked to act like they are tired. They can move around the room, make facial expressions, and use various gestures. After behaving like a tired person, they are asked to act as if they were feeling good, then as feeling extremely energised and finally as feeling extremely tired. The trainer can change the order of these states and use as many iterations as they prefer.

II. My list of daily activities (40 minutes)

After the energiser, participants join the big circle. The trainer gives them instructions to write down a list of daily activities. The list of activities can include all sorts of tasks - activities that are performed alone or in a company, small tasks or tasks that take more time and energy, fun activities and obligations and so on. After the short reflection, participants are instructed to categorize these activities into two columns. One column is designated for obligations and the other column for other activities and for rest. They can draw two columns on their paper and categorise their list. This whole part of reflection and categorisation lasts approximately 15-20 minutes.

After categorising, participants are instructed to work in pairs and discuss their categories and activities that they do throughout their day and routine. Participants are given 15 minutes for discussion. The trainer should give the participants enough time to exchange opinions and, after work in pairs, ask a few volunteers to share their impressions.

III. Input and reflection: “Work-rest balance” (20 minutes)

After sharing, the trainer shortly explains the importance of rest in a daily life. He/she can state that resting is a foundation of quality work. The trainer explains that when one rests properly, he/she can work properly. This is presented by using the battery metaphor. The trainer draws the battery symbol on the flipchart and mentions that the battery gets more and more empty when one engages in various obligations. As time passes by, the battery can get almost empty. We can recharge it by doing some comfortable activities and resting. These activities can be reading, reflection and meditation, spending time with loved ones, scalp massage, positive boredom and so on. The trainer explains that performing household obligations like cleaning is not a form of quality me-time. The battery should be recharged every day with at least one comfort activity.

Participants are then asked to extend their lists of comfort/recreational activities and to think of the activities that they enjoy. After extending the list, participants are instructed to think how can they include these activities in their everyday life. They are encouraged to plan which activity could they do first, when could they do it and what do they need for it.

IV. Group discussion: “Obstacles” (20 minutes)

After individual planning the trainer starts a group discussion. He/she uses the following questions:

- What makes it harder for us to take quality me-time?
- How does society think about rest and time for relaxation?
- What are your personal obstacles for including comfort activities on the schedule?
- Is there something that can be done about that?
- What if we do not include comfort activities in our daily life?

Materials needed:

Papers, pens, flipchart and flipchart papers.

Background documents and further reading:

- Importance of resting: <https://www.flow.is/post/importance-of-resting>

Recommendations for future youth workers multiplying this workshop:

- It is possible that some participants will have hard time realising the importance of quality rest or will even consider household obligations as a free time. It is recommended to hear their reasons first and ask the group if there are different opinions, instead of immediate direct confrontation. It is beneficial that the trainer, at the end of the discussion, encourages participants to think of different forms of quality rest and arguments for its importance.

PROBLEM-SOLVING SKILLS

Workshop Title: Problem-solving skills

Duration: 110 minutes

Background:

Encountering problems is a part of everyday life. While some problems are easy to solve, others can bring difficulties and unpleasant emotions. There are many problem-solving techniques that can be used in such situations. This workshop is focused on discussing about problem solving techniques and on providing participants with input on two problem solving techniques: the 5 steps model and the 5 Why's. Participants get to work on personal career problems or personal career growth challenges by using these problem-solving techniques. The workshop ends with group discussion focused on experiences during usage of problem-solving techniques in order to encourage their usage in everyday life and other career challenges.

Aim of the workshop:

To create space for improving analytical and critical thinking skills as well as for learning new problem-solving techniques for personal and professional purposes.

Objectives:

- To reflect on own problem solving techniques and their effectivity;
- To learn about effective models of problem solving;
- To support critical thinking skills development;
- To promote teamwork and communication for problem solving issues in career management.

Competences addressed:

- Communication;
- Analytical skills;
- Critical and creative thinking;
- Personal competence;
- Entrepreneurship competence;
- Cooperation and inclusion;
- Social and civic competences.

Methodology and methods:

- Group discussion;
- Theoretical input;
- Small group work.

Workshop flow:

- I. Introduction to the topic: "How do I solve my problems?" (20 minutes)

At the beginning of the workshop participants are divided into four small groups, 5-6 participants per group. Participants are invited to discuss and share their experiences with problem-solving techniques. The trainer can list the questions for discussion on the flipchart or use a handout with questions for each group. The question for discussion can be:

- How do you usually work on solving problems?
- Do you use specific problem-solving techniques? Which ones?
- Do you find problem-solving techniques effective? Why?
- What works the best for you when it comes to problem-solving?

II. Theoretical input and group work: “Solve your problem” (60 minutes)

After the group discussion, participants are invited to gathered in a big circle and the trainer asks few of them to share the outcomes from their group discussion. Then, the trainer asks them to choose one of the problems that they mentioned during the discussion or some other, and then to have it as a case to work on during this workshop. They should choose the problem that they have a control over, something that is up to them.

After this process, the trainer uses this phase for some input on strategies for problem solving. He/she introduces them with the 5-step model which consists of the following:

1. Come up with the idea (list the idea you have on your mind)
2. Follow it (list the reasons why it could work, what implications would it have)
3. Analyse risk (list the arguments against it, try to see the risks)
4. Refine (think whether you can avoid con/use pro elements of the idea)
5. Listen to your intuition (how would you feel if this idea works, how do you feel about it now)

This process can be repeated for each idea.

Participants are also presented with the “5 Why’s” technique. It is explained to them that in cases when they still have difficulties with choosing a solution after the 5-step model, they can ask themselves why they would want to solve their problem. The idea is that they ask themselves “why” five times in a row and provide their answer after each question. For example: **Why** do you want to find a job? To earn money. **Why** do you want to earn money? To be successful. **Why** do you want to become successful? To have possibilities. **Why** do you want to have possibilities? To become independent. **Why** do you want to become independent? To have my freedom.

It is expected that the theoretical part will last up to 20 minutes and the practical work on the problem another 25 minutes.

After the input, participants are invited to join their groups once again and are given time for working on their chosen problem using these techniques. The trainer walks around the room and provides each participant with additional guidelines. In case participants encounter difficulties or are finished very early they can share impressions in pairs while waiting for the others to finish.

III. Group discussion (30 minutes)

After individual problem-solving, the participants gather in a big circle again. The trainer starts the group discussion using the following questions:

- What did we do in this workshop?
- How was it for you to work on solving your problem?
- Which steps did you find the most useful?
- Were some of the steps hard for you?
- What do you think about this technique?
- In which other situations in your life can you use it?
- How can this technique be used in career management?

Materials needed:

Papers, pens, flipchart and flipchart papers.

Background documents and further reading:

- Fundamental information on problem-solving: <https://asq.org/quality-resources/problem-solving>

Recommendations for future youth workers multiplying this workshop:

- In the second activity, it is recommended to instruct participants to choose a problem that they find medium or easy for solving, as its not advisable to start with the hardest problem for learning the new technique.

DEVELOPMENT OF A LONG-TERM AND SHORT-TERM CAREER PLAN

Workshop Title: Development of a long-term and short-term career plan

Duration: 90 minutes

Background:

Many youngsters find themselves reflecting on their career, but only some of them make a career plan. It is known that having a career plan is linked with life satisfaction and self-respect. A Career plan can serve like a compass in navigating personal aspirations. Also, it can shed light on activities necessary for accomplishing career goals. In this workshop, participants have the opportunity to reflect on own career aspirations, turn it into a plan and make the first step towards achieving it. The activities in this workshop also encourage participants to hear other's opinions and to look on their plan from another perspective.

Aim of the workshop:

To highlight the importance of career planning and create space for reflection and creation of career goals (short and long term).

Objectives:

- To raise awareness on the importance of a career plan;
- To create space for developing career goals (short and long term);
- To create space for sharing and discussing over career plans and goal achievement.

Competences addressed:

- Personal competence;
- Literacy competence;
- Citizenship competence;
- Entrepreneurship competence;
- Cooperation and inclusion;

Methodology and methods:

- Input;
- Individual work;
- Discussion in pairs.

Workshop flow:

I. Introduction to the topic and discussion in pairs: "Where am I now?" (30 minutes)

At the beginning of the workshop the trainer announces the topic of the workshop and the focus of the day. Participants are seated in a big circle and the trainer briefly explains the importance of making a career plan. Developing a career plan is linked with more life satisfaction and self-respect. It can serve us like a compass for navigating our professional life. After that, participants are instructed to work in pairs and to share their current situation in regard to career planning and current goals. They can share what

education they have, where are they in their studies/jobs and what is happening now with their career. They use approximately 20 minutes to share and discuss.

II. Individual work: “Career planning” (40 minutes)

After work in pairs, participants are instructed to work individually. The trainer gives them instructions to try to visualise where they want to be career wise. The trainer can add additional questions to help them imagine various details. Questions can include: “How does your workday look like?”, “Who are you surrounded with?”, “At what locations are you working?”, “What are your main contributions?”. Participants are given few minutes of quiet time to develop their visualisation. This part can last around 10 minutes.

In the next step, the trainer provides further instructions and task. Participants are asked to think how to achieve their visualisation from the first step. More specifically, they have to think how to get there, what would they need to accomplish, what factors they need to have in mind (personal and professional factors). The trainer can write the main question on the flipchart: “How can I get there?” Participants are then instructed to write all the steps they can think of on a paper. The trainer can encourage them to list both easy/small and heavy/big tasks to get there. After listing the tasks, participants then categorise them in two categories. First category represents short term activities and the second one gathers medium/long term activities. This part lasts around 20 minutes.

In the final step participants are encouraged to make one short-term career goal. They can choose one activity from their list and turn it into a goal. In order to make a goal they can use the questions. “What activity could I do first?”, “What do I need to accomplish it?”, “Until when could I do it?”, “Why do I need this?”. This last step lasts about 10 minutes and participants get prepared for the next activity in sharing their work.

III. Practical activity: “Real life obstacles” (20 minutes)

After individual work, participants are asked to form pairs. Each member of a pair can shortly share their vision and a short-term career goal. The other member of the pair can give their feedback if the goal seems to be realistic or relevant and achievable. Participants are also asked to talk about the obstacles they could encounter. They can use the following questions:

- Are there any obstacles you could face?
- What could make you give up on this goal?
- Is there something you could do about that obstacle?
- Who’s help would you need?
- What else could help you?

They use 20 minutes for this stage and can continue further in sharing their goals afterwards, as well as get feedback from other participants and the trainer.

Materials needed:

Papers, pens, flipchart and flipchart papers

Background documents and further reading:

- Benefits of career planning: <https://careermasterclass.com/6-benefits-of-career-planning-2/>
- Career plan in 8 steps. <https://www.indeed.com/career-advice/career-development/make-a-career-plan>
- Additional tips on making a career plan: <https://www.careeraddict.com/building-career-plan>

Recommendations for future youth workers multiplying this workshop:

- The trainer can write questions on a flipchart so that participants could use them as a reminder. Questions can also be distributed to the participants on printed handouts or via digital documents.

SMART GOALS

Workshop Title: SMART goals

Duration: 110 minutes

Background:

The purpose of this workshop is to explain what the SMART goals are, what criteria must be met for our goals to be set in a SMART way and what are the pros of using the SMART goals technique. By setting goals, one defines what he/she is trying to achieve. Goals lead one in a certain direction, help to identify what to focus on, and motivate them along the way. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Time-bound. By setting goals as SMART, one maximises the chances to accomplish them in the most effective way possible. In order to practise the SMART goals technique, participants will set group goals using the SMART goals worksheet. After presenting their goals to others, there will be a group discussion that should encourage participants to use the SMART goals technique in their future professional lives.

Aim of the workshop:

To introduce participants with SMART techniques of setting goals and use interactive activities to put this learning into practice.

Objectives:

- To reflect on the career goals and achievements;
- To learn about SMART technique of setting goals;
- To understand the importance of creating goals in a SMART way;
- To create space for developing SMART goals;
- To promote the use of the SMART goals technique in career development and professional context in general.

Competences addressed:

- Analytical skills;
- Teamwork and communication;
- Personal competence;
- Creative thinking;
- Sense of initiative and entrepreneurship;
- Analytical and critical thinking.

Methodology and methods:

- Self-reflection;
- Theoretical input;
- Small group work;
- Presentations;
- Discussion and work in pairs.

Workshop flow:

I. Self-reflection: “Where do I see myself in 5 years?” (15 minutes)

At the beginning of the workshop, participants sit in a large circle. The trainer tells them to close their eyes and picture themselves in five years. He guides them through visualisation by asking them questions such as: “Where do you want to be considering your career? Are you studying or working? What college are you studying at? If you are employed, what work do you do? What did you accomplish at this point?” After a few minutes, the trainer tells them to open their eyes and write where they want to be in five years on a piece of paper (in one sentence).

II. Theoretical input on “SMART goals” (20 minutes)

Participants are in the plenary when the trainer announces the subject of the workshop. This part of the workshop lasts around 15 minutes. First, the trainer explains why it is important to set lifelong and career goals. Then he/she introduces SMART goals. SMART stands for Specific, Measurable, Achievable, Realistic, and Time-bound. The trainer records these elements on flipchart paper. Then he/she tells them what questions they can ask themselves to see if goals are SMART. The questions can also be written on a flip chart as a reminder. Examples of questions are:

- What is my goal? Is it clear and specific?
- How will I keep track of my progress?
- Is this achievable and how?
- Does this goal align with the bigger picture?
- What is a deadline for this goal?

III. Small group work and Presentations (50 minutes)

After the input by the trainer, participants are divided into groups of four or five members. They are instructed to choose one career goal and shape it to meet the criteria of the SMART goals. Their inspiration can be the objectives they wrote in the exercise “Where do I see myself in five years?”. The trainer can also encourage participants to come up with goals that are relative for their career now or in next few months. In this way, participants can think of both long-term and short-term career goals. Participants are provided with the worksheet of SMART goals to complete this task. He/she reminds them to check whether their objectives are SMART by asking themselves questions presented in the introduction. Participants are given 30 minutes to create these goals.

After setting the goals, every group presents their goals to the others during the next 20 minutes. They comment if the goals are SMART and suggest changes if needed. Participants can ask questions if there is something they didn’t understand. After this, all groups should have goals set in a SMART way. This whole process is completed with the help of the trainer, as participants might not be fully equipped with the knowledge and skills to give feedback on one’s work.

IV. Work in pairs: “Pros of SMART goals” (25 minutes)

Participants are split into pairs. They need to think of five reasons why it is important to set goals in a SMART way and write them down on a piece of paper. They are given 10 minutes or so. After working in pairs, participants are seated in a big circle. Each pair introduces pros they have written to others. Trainer summarises all the advantages by writing them on the flipchart.

Materials needed:

Papers, pens, flipchart and flipchart papers, markers, printed SMART worksheets.

Background documents and further reading:

General information on setting the SMART goals:

- https://books.google.hr/books?id=OwVlxQEACAAJ&dq=the+art+of+setting+smart+goals&hl=hr&sa=X&redir_esc=y
- https://books.google.hr/books?id=M6JoAEACAAJ&dq=s.m.a.r.t.+goals+made+simple&hl=hr&sa=X&redir_esc=y

Recommendations for future youth workers multiplying this workshop:

- SMART goals worksheets need to be prepared before the workshop. Other option is that a trainer writes the explanation of the acronym SMART on a flipchart.

SELECTION INTERVIEW

Workshop Title: Selection interview

Duration: 100 minutes

Background:

The idea behind this workshop is that if participants increase their skills by attending simulated screening interviews, their stress and anxiety during real upcoming job interviews will decrease. Participants in this workshop will be familiarised with general selection interview structure, questions that are usually being asked during job interviews, how to prepare and what questions to ask in order to get relevant information about workplace, employer etc. They will get a chance to participate in a simulated job interview and see the situation from different perspectives (as a recruiter, job candidate and observer).

Aim of the workshop:

To learn about selection interviews and create space for practicing through role play activity and discussion.

Objectives:

- To brainstorm on the process of interviews and expectations;
- To learn about the selection interview process;
- To use role-play as a method to practice selection interview;
- To stimulate critical and analytical thinking;
- To support participants' communication and presentation skill development.

Competences addressed:

- Communication and collaboration skills;
- Presentation skills;
- Analytical skills;
- Personal competence;
- Literacy competence;
- Social and civic competences;
- Entrepreneurship competence.

Methodology and methods:

- Brainstorming;
- Input;
- Role playing;
- Group discussion.

Workshop flow:

I. Introduction: “My expectations from interviews” (15 minutes)

At the beginning of the workshop, participants are seated in a big circle. Everyone gets a piece of paper and a pen. Participants write down their expectations of what a job interview looks like (at least three elements of it). When they finish, volunteers can say their expectations out loud. This reflection and sharing can help the participants to become aware of their expectations and areas for improvement. The trainer writes on the flipchart some key words from the input of participants.

II. Role play: “Job interview simulation” (45 minutes)

The trainer explains briefly what a selection interview looks like. He/she mentions what is the general structure of a job interview, what questions are asked in which part of the interview, what is important to say and ask as well as how one must behave in a job interview etc. He/she can use the flip chart to write down what is important or have it prepared as PPT presentation.

After the introduction, participants are divided into groups of three. They are instructed that through role playing, they have to act as if they are on a job interview. They have 15 minutes to prepare and then to start with the role play. One participant plays the role of the interviewer, the other the interviewee and the third is the observer. After 10 minutes or so they switch roles. They are given altogether 30 minutes for this part of the activity. Every participant has to be in every role to experience the interview process from different perspectives. Participants can be instructed to find common interview questions online, if they need support, or they can receive a printed list of questions on a piece of paper. The trainer visits every group to see how everyone is doing.

III. Group discussion (40 minutes)

At the end of the exercise, everyone gathers in a large circle once again. The trainer starts a discussion on the process and topic. Questions for discussion are presented below and this part is expected to last approximately 40 minutes.

- How did you like this exercise?
- What was the hardest part of being the job candidate?
- What was the easiest part?
- What have the observers notice?
- What would you do differently next time?
- What is your experience with interviews?

Materials needed:

Flipchart and flipchart papers, markers, pens, papers.

Background documents and further reading:

- Guidance on how to write a resume:
https://books.google.at/books?id=0KFvuQEACAAJ&dq=how+to+write+the+perfect+resume&hl=hr&sa=X&redir_esc=y
- List of common interview questions:
<https://novoresume.com/career-blog/interview-questions-and-best-answers-guide>
- Guidelines for job interview:
<https://www.themuse.com/advice/30-things-you-should-never-say-in-a-job-interview>

Recommendations for future youth workers multiplying this workshop:

- Participants can be given more time to prepare or conduct the role-play activity. The effective organisation of this activity has outmost importance for them to practice their skills.

CAREER IDENTITIES

Workshop Title: Career identities

Duration: 90 minutes

Background:

The career identity can be created by recognising types of personality, traits, habits, and as well by developing skills, knowledge, attitude towards work processes. This workshop presents Holland's RIASEC personality model which in focus has the analysis of personality types. The personality types by Holland's RIASEC personality model are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. All of the listed personality types are equally important and are needed in every organisation. According to this model, everyone's personality consists of three most dominant personality traits. Onwards, when we cooperate with people who have different personalities and approaches than ours, we can learn from them and develop some new skills and competences, which contributes to our own adaptability.

Aim of the workshop:

To use case studies and discussion for exploring types of identities and their connection to the career world.

Objectives:

- To reflect on own personality traits through assessment questionnaire;
- To learn about the RIASEC personality model;
- To use case studies for practical learning of career identity;
- To discuss on the own career identities and how to improve certain skills for successful career development.

Competences addressed:

- Analytical skills;
- Critical thinking;
- Creative expression;
- Teamwork and communication;
- Personal competence;
- Social and civic competences;
- Cooperation and inclusion;
- Literacy competence.

Methodology and methods:

- Reflection – Assessment questionnaire;
- Input;
- Small group work;
- Presentations;
- Group discussion.

Workshop flow:

I. Introduction and assessment questionnaire: “The Holland Code (RIASEC) Career Test” (20 minutes)

The workshop starts with a short assessment activity. For this initial activity, participants are filling in a self-assessment questionnaire which examines their personality traits and professional interests. The questionnaire they are filling in is a free online version of The Holland Code (RIASEC) Career Test. After scoring, every participant will get a specific code which consists of three letters that represent a person's three most dominant personality traits. According to Holland, there are six possible occupational personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The first letter in the Holland code shows the type you resemble most, the second letter shows the type you resemble somewhat less, and the third letter indicates the type you resemble least of the three. Knowing their Holland Code can help guide participants to a suitable profession that matches their personality and interests.

Participants are given 15 minutes to complete the questionnaire. After completing the questionnaire, the trainer explains different personality types to the participants. He can use the flip chart to write down what is important.

II. Small group work: case study “Workplace problem/conflict scenarios” (50 minutes)

After the initial activity, participants are divided into four groups. Groups consist of participants with different results on The Holland Code (RIASEC) Career Test. Each group is given one workplace problem/conflict scenario written on a sheet of paper, and participants need to come up with different solutions to that problem situation (the more the merrier). Estimated time for this part is 20 minutes. One member of each group writes down possible solutions for that situation. The assumption is that each member will have a different solution to the same situation given the differences in their personality types. This way, participants will gain an insight into different ways of solving problems, the opportunity of learning from other participants and expanding horizons.

The scenarios for each group are:

- You are at work. Your superior informs you that there has been a sudden change of plans. You have to create a presentation on the topic you are working on and present it to your colleagues tomorrow. You have two hours until the end of your shift and you haven't prepared for this in any way. How will you solve this situation and prepare the presentation in time?
- You are at work. You share an office with four colleagues. One of your colleagues is working less than the others. He is often engaging in a conversation, watches videos instead of working and leaves the working desk quite often. His interruptions are breaking your concentration. His attitude towards work is affecting other colleagues in a negative way. How would you solve this issue and restore a healthy and positive working atmosphere in your office?
- You are working in a warehouse. It is summer and the daily air temperature is rather high. The air conditioning in the warehouse is not working properly and the work conditions are becoming hard to bear. How will you solve this problem to be able to work properly? You have various tools and technical equipment at your disposal, as well as a smartphone.
- You have been working at the firm for a year. The scope and amount of work is starting to substantially increase. Your salary is still the same and it is not following the increase in the load of work. You are starting to feel unhappy and consider searching for a new job. How would you attempt to negotiate a higher salary from your superiors?

After the task is completed, participants are seated in a large circle. Each group presents their problem scenario and solutions they come up with to others. Participants discuss how they came to these solutions and this part can last approximately 30 minutes.

III. **Group discussion (20 minutes)**

After the main activity, participants stay seated in a large circle. They discuss about the previous activity using the following questions:

- Which competencies helped you to solve the problems?
- How would you describe your own career identity?
- What approaches did you use when working on the case study?
- How did each member of the group contribute?
- Do you feel that you were successful in planning how to deal with the problem situations?
- Which competencies could you develop further in the future?

The group discussion is led by the trainer. Emphasis is placed on highlighting the value of different approaches when solving problems and the importance of developing different skills for future career success.

Materials needed:

Free online version of The Holland test, workplace problem/conflict scenarios worksheets, flipchart and flipchart papers, markers, pens, papers, laptops for participants, internet connection.

Background documents and further reading:

- Free Holland Test: <https://openpsychometrics.org/tests/RIASEC/>
- Explanation of career adaptability, employability, and resilience: https://books.google.hr/books?id=odFBDwAAQBAJ&printsec=frontcover&dq=psychology+of+career+adaptability&hl=hr&sa=X&redir_esc=y#v=onepage&q=psychology%20of%20career%20adaptability&f=false

Recommendations for future youth workers multiplying this workshop:

- If participants cannot come up with solutions for workplace problem/conflict scenarios, the trainer can guide them or give them ideas on solutions to encourage them.
- The online Holland Code Test is in English and trainers should check if participants need help.

EFFECTS OF UNEMPLOYMENT AND EMPLOYMENT

Workshop Title: Effects of unemployment and employment

Duration: 150 minutes

Background:

This workshop is focused on explaining short and long term effects of (un)employment. The idea behind this workshop is that learning about these effects will contribute to better understanding of the internal processes people are going through when they are unemployed. Knowing and understanding these effects will normalise people's feelings about being unemployed, which will help them get through it and think in a clearer way to set new career goals. Another idea is to motivate participants to find a job in order to avoid the potential negative effects of unemployment and to obtain new opportunities that employment provides. Participants will also get a chance to think and discuss about different ways of coping with unemployment.

Aim of the workshop:

To create space for discussing about effects of (un)employment and its relation to stress levels, social networks and other important aspects.

Objectives:

- To use quiz as a form to analyse different aspects of (un) employment effects;
- To discuss about effects of employment and unemployment;
- To analyse how (un) employment can relate to stress level, social network, and other aspects of one's functioning in life;
- To use group work and work in pairs for discussing coping strategies in dealing with (un) employment effects;
- To promote critical thinking and long-term planning for successful career management.

Competences addressed:

- Communication skills;
- Presentation skills;
- Creative expression;
- Personal competence;
- Literacy competence;
- Social and civic competences;
- Analytical and critical thinking;
- Cooperation and inclusion.

Methodology and methods:

- Quiz;
- Small group work – Posters;
- Presentations;
- Work in pairs and discussion.

Workshop flow:

I. Introduction: “Quiz – the facts about unemployment effects” (30 minutes)

At the beginning of the workshop, participants are seated at the tables in front of the screen on which the quiz is projected. Each participant gets a paper and a pen for recording his answers. The quiz consists of 15 declarative sentences which speak of different short and long term effects of employment and unemployment. Some sentences are true, and some are false. Participants have to write down on a piece of paper whether the presented sentences are true or false, in their opinion. After the quiz is finished, correct answers are presented. Then, participants check how accurately they assessed the sentences. At this point, the trainer explains why certain sentences are true or false.

Quiz questions - Effects of unemployment and employment (true or false) can be the following:

1. Employment not only gives us money, but it also gives us a sense of being an important and valuable member of society. (T)
2. People who are not employed can think that their life has no meaning. (T)
3. During unemployment, the psychological health of the elderly is at greatest risk. (F)
4. Employment gives us the opportunity to develop empathy and expand our horizons. (T)
5. Going to work implies regular physical activity. (T)
6. Unemployment has no effect on the reduced estimation of life satisfaction. (F)
7. Being active only because we are forced to in order to earn for a living is still better than being inactive. (T)
8. Unemployment is associated with impaired mental, but not physical health. (F)
9. Through employment we fulfil our need for belonging and respect. (T)
10. People who work illegally show better well-being than people who do not work. (F)
11. Going to work implies regular mental activity. (T)
12. The longer someone is unemployed, the more their mental health will be at risk. (T)
13. Employment does not have an impact on an individual's self-esteem. (F)
14. Both job loss and unemployment have an impact on the short- and long-term social exclusion of an individual. (T)
15. The negative effects of unemployment are greater among males than females. (F)

II. Group posters (80 minutes)

After the quiz, participants are divided into small groups of four to five (no more than that). They are given the tools and the instruction to make posters about how unemployment affects us in short and long terms. They are also instructed to show what opportunities, according to their opinion, employment opens up for us. Each group brainstorms and presents their ideas in their own way. They can write, draw, show tables, graphs or any other thing they can think of. During this activity, they can be creative and let their imagination run free. This part lasts around 40-50 minutes.

Once the posters are completed, participants should select representatives from their groups to present the posters to all other groups. After each group presents their ideas, the other groups and the trainer provide feedback. Participants are welcome to ask questions as needed. Estimated time for this part is 30 minutes.

III. Work in pairs: “What would you say?” (40 minutes)

After the poster's presentation, participants are divided into pairs. Every pair has to imagine someone that is currently unemployed. They have to think of how they would feel if they were in those people's shoes and what would they do or want to hear from others. They also have to think of advice they would say to someone that is in that kind of situation. They can try to think of different ways of coping with this situation. This part can last approximately 20 minutes.

At the end of the activity, participants are seated in a large circle. Each pair presents what they have come up from the discussion. The trainer writes their ideas and solutions on the flipchart and gives them professional feedback. Questions are encouraged, and this part can last around 20 minutes.

Materials needed:

Flipchart and flipchart papers, markers, pens, materials needed for the posters, projector, screen, quiz questions

Background documents and further reading:

Explanation of effects of unemployment:

- https://books.google.hr/books?id=vjcOAAAAQAAJ&dq=unemployment+effects&hl=hr&sa=X&redir_esc=y
- https://books.google.hr/books?id=H3fZAAAAIAAJ&q=effects+of+unemployment&dq=effects+of+unemployment&hl=en&sa=X&redir_esc=y

Recommendations for future youth workers multiplying this workshop:

- If participants cannot think of any advice for unemployed person or the ways of coping with unemployment, the trainer can guide them or give them some ideas from own experience.

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