



# Career Development Manual

## for Consultants

### Working with Youth with fewer opportunities

In the frame of Developing Youth Career Services Project  
(Leonardo Da Vinci Pilot Project N: BG/02/B/F/PP-132 018)



**Career Development Manual for Consultants  
Working with Youth with fewer opportunities**

**Not for commercial purposes**

**ISBN: 954-91507-3-9**

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### **Context**

“**Developing Youth Career Services**” (DYCS) Project is an initiative of the Student Computer Art Society (SCAS)-Bulgaria in partnership with organisations from 8 European countries supported by the EC Leonardo da Vinci Programme.

The objective of the DYCS project is to present accessible career advice and guidance supports to young people embarking on a career path. While the resources of DYCS are available to all young people no matter what their socio-economic circumstances the purpose of this particular Manual is to support those tutors / facilitators / mediators working with marginalised and disadvantaged young people. For the purpose of this Manual, we will use only the expression “consultant” for persons providing consulting services.

This Manual should provide practical advice and information to assist the progression of young people who are marginalised in the labour market as a result of poor education, socio-economic disadvantage, long-term unemployment, or who experience levels of discrimination due to family circumstances or ethnic / cultural diversity.

The task of this Manual and its deliverers is to support the effective progression of disadvantaged young people. A prerequisite for those consultants who take up this manual must be the conviction that it is the future potential rather than past history of the young people that is their key to future success and effective integration into the world of work. Consultants availing of this material should embrace a person-centred pedagogy and must aspire to and promote the belief that ambitions can be attained through dedication and effort within a supportive environment.

Young people by definition are taking formative steps on a life-long journey - those in a position to instill self-belief and promote the acquisition of skills, are in the privileged position of supporting the realisation of dreams and ambitions. It is the hope of DYCS team that this Manual can facilitate / guide such intermediaries to facilitate that those formative steps are in the right direction.

### **Aims**

The DYCS project proposes to provide young people with less opportunity with a range of resource materials available both online and offline (see also the **Career Development Manual for Career Consultants, CD-ROM “On the job market”** and the Virtual Career Centre (VCC) – [www.careercenteronline.org](http://www.careercenteronline.org)) to support their access and effective progression in the world of work. DYCS primary aspiration for young people is not only the securement of a job, but also the commencement of careers that are responsive to the concept of life-long learning and open to new opportunities as they emerge.

This manual acquaints the career consultants with a methodology, framework and resources to support the progression and development of specific clients experiencing various obstacles that impede their job search and career development. The manual presents to the users a variety of modules to assist them in their guidance role and proposes the adoption of a number of exercises to promote the confidence and self-development of the client.

It is proposed that the content of this manual will be used on a session-based interaction with the client. At the end of which it is hoped that the client would have a better and more confident view of themselves; an appreciation of their personal worth and abilities; an understanding of the skills they may need to acquire; have a strong insight into their job preferences and career opportunities; a knowledge of the range of resources and supports available to them in the pursuance of their ambition; and finally, have set out a 'Plan of Action' outlining the steps to be taken to achieve their goals.

In the hands of determined and dedicated consultants, it is hoped that this Manual will assist not just the effective integration of marginalised young people into the labour market but their commencement on rewardable and satisfying career pathways.

### **Target group**

This Manual should be viewed by consultants as a resource tool to assist them when advising marginalised youth to make appropriate job and career choices. It is envisaged that the content may have a contribution to the career progression of young people experiencing various types of disadvantage such as: those with low or no literacy and numeracy skills, youth marginalised and alienated from education, training and career opportunities, long-term unemployed, ethnic minorities, refugees, lone-parents, former prisoners and youth without proper family care.

### **Methods**

This Manual presupposes that the users hold the conviction that marginalised youth can positively transform their socio-economic circumstances through a positive frame of mind, determination and hard work. The potential impact of the content of the manual is largely dependent upon the consultants creating a positive person-centred environment for the client and by displaying genuine belief in their capacity to progress positively and to realise ambitions. Accordingly, this manual is only effective when a person-centred approach is adopted when interacting with the client. Consultants need to pro-actively engage with the client as they undertake the various exercises, should reaffirm their ongoing participation and provide feedback in a positive and constructive fashion. At the same time Consultants should be challenging / encouraging the client to realise their full potential.



## **Structure of Input**

This DYCS Manual places a large emphasis on personal development and self-discovery and as such does not promote a quick fix approach. To effectively address the various issues, which impact upon personal growth and career choices, the Manual requires absorption by the client over a relative period of time.

Accordingly it is proposed that the content would be utilised in a session approach of 1 to 1.5 hours totalling X hours over a minimum of Y weeks. It is proposed that the content be administered on a one-to-one basis or in small groups of no more than 6 clients.

## **Expectations**

On completion of the content of this manual it is envisaged that client will have a better understanding of their strengths, weaknesses, opportunities and threats, with respects to employment and ongoing career development. As a result they will have made some choices and initiated a career plan which may involve further education/training or alternatively, initiated a job search strategy armed with an appropriate letter of application, a professional Curriculum Vitae (CV) and persuasive interviewing skills.

The end game is not just a job but the commencement of a new career.



## HOW TO USE THIS GUIDE

This Manual has been developed as an aid to people who in their professional or voluntary capacity are providing development supports and advice to marginalised young people who are contemplating their job and career options. The content, resources and exercises are intended to facilitate decision making and general career guidance. This Manual prescribes a person-centred approach where the young people are encouraged to appreciate their full worth and future potential. The content should be administered and reviewed within an environment of constant encouragement and belief in the client and what life has to offer them.

### **Additional Resources**

The content of this Manual can be complemented and enhanced by access to the following materials, developed within the framework of the Developing Youth Career Services (DYCS) Project:

- Career Development Manual for Career Consultants
- Multimedia CD-ROM "On the Job Market"
- Virtual Career Center on-line database – [www.careercenteronline.org](http://www.careercenteronline.org)



## CAREER CONSULTING AND CONSULTANTS WORKING WITH YOUTH WITH FEWER OPPORTUNITIES

### **1. What is professional career consulting**

**Origin of the word “consult”**: The origin of the words “consult” and “counsel” comes from the Latin word “consilium”, which has a variety of meanings. Essentially, a two-two-way dialogue between client and consultant/counsellor.

In Latin “sileo”, as well as “consilesco” means “to be silent and to listen to the interlocutor”. Therefore, the process of counseling has much more to do with attentive listening than with talking to the client.

*Professional career counseling* encompasses such activities that are applied and coordinated by people who possess a special certificate allowing them to consult other people in the field of employment, professional and career development, decision-making process, career planning, career path, as well as settling conflicts connected with the career development.

The *career consultant* is required to possess not only wide-range consulting competencies, but also knowledge and skills concerning different professions, individual and group assessment, management, administration and implementation of differentiated consultation programmes and methodologies.

### **2. Consulting youth that are socially disadvantaged**

Consultants, who choose the career path of consulting socially disadvantaged youth, should be well aware of nature of the work with respect to the specifics of the clients. These are people, who need much more support, assistance, encouragement and motivation in order to both overcome the psychological barrier of their disadvantages and find the best professional realization on the labour market. It is the task of the consultant to bridge the gap between low self-esteem, lack of motivation, uncertainty and underestimation of the capabilities of youth with less opportunities with the existing real opportunities for successful and satisfactory professional realization in certain field of activity.

Meanwhile, there are specially developed methodologies, strategies and supporting materials for the specific use of consultants working with disadvantaged youth. However, it is impossible to examine thoroughly in the current Manual all the specifics of consulting disadvantaged youth. So, we will concentrate on one of the cornerstones in this kind of career consulting - the multicultural aspect in the process of communicating with the client.

So, to further facilitate the consultant, here is some useful information, approaches, methodologies and examples of multicultural consulting.





### **3. Multicultural consulting**

Multicultural consulting could be assumed both in national and international perspective. This type of consulting admits the existence of a wide range of different groups with respect to ethnic, national, social, family, religious aspects.

The consultant should have in mind that in his/her development the individual is influenced by different cultural groups. That is why it is of crucial importance to be well aware of all the existing chances and dangers of including multicultural aspects in the process of consulting.

The positive aspects are as follows:

- The assumption of cultural differences enriches the consulting and has provided for overcoming the close relationship with a specific cultural community.
- Multicultural perspectives provide for visibility of the negative consequences of racial discrimination and suppression of minorities. This gives the opportunity to reveal the reasons for negative influence on representatives of ethnic minorities that does not depend on the individual aspects of the consulting.
- Multicultural perspectives in the consulting process stimulate its international orientation and improve the communication between career consultants all over the world.
- Multicultural aspect of career consulting leads to increasing the professionalism of the consultant with respect to perceptions and methods of consulting.

Multicultural aspects of consulting, however, could bring about several drawbacks, springing from the following pitfalls:

- The increasing importance of multicultural consulting leads to increasing notably its fields of application. However, if each cultural community claims for special methodologies, it will result in self-destructing amortization of the theory and practice of the career consulting.
- When applying common strategy towards the representatives of one and the same cultural group, there is a vital danger for the consultant to fail detecting the specific mood, temper, behavior and qualities of each client. This leads to building stereotypes that hamper the effective and professional career consulting.
- Multicultural consulting, by stressing on the cultural differences could lead to development of forms of racism (feelings of superiority or subordination).
- It is a well-known fact that clients from ethnic minorities are more likely to end the contact with the consultant even after the first meeting. So, the role of the consultant should concentrate on developing efficient strategies to cope with the problem and retain the client's interest to continue the consulting process.

It is of crucial importance to cope with the negative aspects in multicultural consulting, based on conservative view and stereotypes. In order to develop an efficient strategy, it is necessary to identify the main problems in the existing practices. Among them there are:



- Lack of conceptual/ theoretical and fundamental aspects in the consulting process;
- There is no adequate description of the socio-economic characteristics of the status of the client.

#### **4. Individual and cultural characteristics of clients representatives of ethnic groups**

In order to provide the most relevant and satisfactory consulting service, the consultant should always pay special attention to the individual characteristics of the clients. Here is a useful list of the main aspects of the client's personality to be taken into consideration by the consultant:

A/ individual characteristics:

- Level of command of the prevailing language (in the country of residence)
- Perception of their own ethnic identity
- Relationship with family and neighbors (whether the client lives with his/her parents, in a big family or in ethnic subculture community)
- Strength of the relations within the family (level of feeling of affiliation to their own family)

B/ cultural characteristics:

- socio-cultural status, educational level, conditions for personal development of the client and his/her family
- language competence within the family
- belonging of the client to a first /second /third/... generation of immigrants
- attitude of the family and the ethnic group towards the consultant and social services
- marriage within or beyond their own ethnic community
- dimensions of the expectations towards family loyalty
- degree of affiliation of the family to the culture and religion of its fatherland
- enumeration of persons acting as conciliators and advisers within the ethnic community as a whole

The consultant should be capable of assessing adequately the specific needs of the young people with less opportunity by demonstrating engagement and professional attitude towards these disadvantaged young people.

Therefore, in the multicultural professional consulting the consultant should pay special attention to the following aspects:

- attitude towards education and profession, quality of the general and vocational education, significance of the professional qualification;
- motivation of the client to attain certain goals, as well as its variables regarding his/her special requirements, goals, time management, etc
- culturally determined limitations or preferences for certain professions or activities
- communicational habits
- language, cultural and behavior competence with respect to professional development



- behavior during the decision-making process and competence for making decisions within the family (collective or individual)

According to Westwood and Ishiama (1991), there are several well-distinguished obstacles that endanger the success of the multicultural consulting. Among them are:

1. Language obstacles – misunderstanding, incorrect information, unfavorable situation while doing tests and formulating personal goals
2. Lack of knowledge with respect to the variety of job positions and information about viable work opportunities
3. Unfavorable situations with respect to the methods for detecting professional suitability, which is in close connection with culture
4. Insufficient efforts in fighting discrimination and intolerance in the social surrounding
5. Psychological problems caused by living in the new environment and the experience in the working place as it refers to self-assessment, cultural shock, changed family structure
6. Endangering own identity and appearance of identity conflicts

So, the consultant should underline the necessity of adapting traditional consulting methods on the basis of the fundamental multicultural knowledge.

## **5. Basic assessment techniques**

The value of the consulting theories consists in the fact that they offer methodologies about the combination of different options for solving certain problems.

The theory – based professional consulting, is oriented much more towards the internal psychological variables, than to the external ones. So, the problems and their solution are to be done by the person him/herself rather than by the community surrounding them.

On the base of research, carried out by the authors Sue and Sue (1990), it becomes clear that most consultants think that the client bears responsibility for their behavior and could improve their situation only by means of individual efforts.

There are three main cultural dimensions of the theories in the career consulting, which prove to be relatively efficient in the course of the multicultural consulting process.

A/ culture-oriented assessment

- Person-centered approach
- Verbal, emotional, behavior-oriented ability to communicate
- Openness and proximity
- Analytical, logical, verbal methods
- Clear distinction between spiritual and physical health

B/ class-oriented assessment

- Strict time management of the consulting (X minutes, Y times per week)
- Open methods for dealing with the problem
- Looking for long-term goals and decisions



C/ language-oriented assessment

- High level of expression
- Accent on the verbal communication

## **6. Verbal and non-verbal communication in career consulting**

Variation in the communication styles of representatives of different groups:

<b>Asians / South-Americans</b>	<b>Europeans</b>	<b>Africans</b>
Talk mildly	Talk loudly and fast in order to control the listener	Let feelings be felt while talking
Avoid eye-contact during listening or talking with people of higher rank	More active eye-contact while listening than while talking	Direct eye-contact while talking, less active while listening
Do not participate actively during conversation (rarely initiate encouraging communication)	Nodding, non-verbal signals	Interrupt (more often to change the subject), when possible
Slight delay in answering to questions	Prompt reply to questions	Quicker reply
Reserved, indirect	Goal and target oriented	Sensitive, emotional

## **7. Professional standards for the competencies of consultants acting in multicultural environment**

It is very important for consultant conducting multicultural consulting to have a clear vision of the competencies required from him/her in order to provide the client with the best service.

The consultant should demonstrate three main characteristics, namely:

1. Observation of their own convictions, values and prejudice
2. Ability to understand the client's point of view with respect to his/her cultural affiliation
3. Development of appropriate intervention strategies and methodologies

Each of these three characteristics has the following dimensions:

1. Opinion and attitude
2. Knowledge
3. Skills



Thus emerge nine combinations that describe the consultant as follows:

<b>Characteristic</b> <b>Dimensions</b>	Observation of their own convictions, values and prejudice	Understand the client's point of view with respect to the cultural affiliation	Development of appropriate intervention strategies and methodologies
Opinion and attitude	<ul style="list-style-type: none"> <li>- aware of own personal cultural heritage and respect for other cultures</li> <li>- efficient dealing with ethnic, cultural and racial differences with the client</li> </ul>	<ul style="list-style-type: none"> <li>- aware of influence of racial discrimination and stereotypes of his/her work</li> <li>- estimation of his/her influence on the client</li> </ul>	<ul style="list-style-type: none"> <li>- ability to distinct the limits of his/her capacities in consulting representatives of ethnic minorities</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>- aware of own negative and harmful emotional reactions to ethnic minorities</li> </ul>	<ul style="list-style-type: none"> <li>- precise knowledge about the development of the ethnic minorities</li> <li>- aware of the socio-political influence on minorities</li> </ul>	<ul style="list-style-type: none"> <li>- well-informed about contemporary research on ethnic groups</li> <li>- efforts to establish contacts with clients beyond consulting</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- respect for the religion and convictions of the client</li> <li>- respect for specific forms of group support within the ethnic minority</li> </ul>	<ul style="list-style-type: none"> <li>- clear vision of correlation between culture and consulting</li> <li>- aware of institutional obstacles that could spoil the consultation</li> <li>- aware of the existing cases of discrimination towards ethnic minorities</li> </ul>	<ul style="list-style-type: none"> <li>- good command of verbal and non-verbal techniques to adapt to the corresponding cultural aspects</li> <li>- capable of making the client realize the reasons for a certain problem</li> <li>- collaborate with other advisers, assistants and spiritual leaders of ethnic minorities as long as it is of use or the client</li> </ul>



## SESSION I - TRUST BUILDING

### 1. Introduction

People influence each other throughout all their life. The essence of the consultant's work is in the process of trying to change the attitude of the client which in most cases seems to define or predefine his /her behaviour in a certain direction. Part of the problems disadvantaged young people have, is connected to the lack of abilities for overcoming their own negative attitudes towards life-circumstances they have collapsed in (lack of positive thinking). Thus behaviour of denial, inactivity and helplessness (justified by the absence of any hope at all and in the concrete situation) is established, as well as many life failures (as troubles in getting a job, in educational progression, etc). The core of these negative attitudes is constructed of low self-esteem, minority complexes and fear of the successive disappointments.

### 2. Aims

This first session aims at initiating effective emotional relationship between the consultant and the client, creating atmosphere of trust and empathy, engaging the client in the process of decision-making about an actual problem, negotiating rules for their mutual work.

### 3. Outcomes

- Creation of trustworthy relationship between the client and the consultant
- Definition of the client's anticipation and attitudes
- Reach up for a decision making through arguments
- Construction of rules for mutual work

### 4. Tasks

#### TASK 1: FIRST MEETING

The aim of this exercise is to establish the first contact between the client and consultant, as well as provide the consultant with opportunities to cope with the negative feelings of the client about:

- Doubt in the competence of the consultant
- Fears about whether the consultant could help
- Fear of being set to the position of dependence
- Different suspicions, anxieties etc.



**Step 1:** Greet the client, introduce yourself, your position, functions and the institution you represent.

*Consultant's tips:*

For more details with respect to the specific differences in verbal and non-verbal communication, please go back to the previous section of the current Manual

**Step 2:** Say some welcoming and encouraging words about your future common aims. State the so-called "opening announcement" - introduce to the client the services your organisation offers, as well as those that are of your competence.

**Step 3:** Ask for feedback link - encourage the client to share with you his/her problems, doubts, as well as interests and expectations about the process of consulting.

*Consultant's tips:*

Use often questions such as:

- Why have you decided to look for help?
- What do you expect to happen during the consulting sessions?
- Which are your first questions?

You could apply the following consequence of task implementation:

1. Arrange the expectations of the client
2. Answer the questions
3. Define work principles and work aims
4. Summarise

At the same time, in order to predispose the client and make him/her feel more comfortable, use the following tips:



### *Consultant's Tips*

1. Dress appropriately: some of the clients evaluate your outer appearance. Business clothing is proper for the case.
2. Do not sit behind the desk - you would communicate with your client much easier when there are no barriers between you both. Two similar and comfortable chairs should be well chosen.
3. Conduct the session in a quiet place. It would provide an atmosphere of serenity and confidence.
4. Avoid interruptions and distractions during the conversation - do not answer the phone, do not read the mail. Your attention belongs entirely to the client.
5. Be accurate - accuracy from the beginning till the end of the meetings is a signal for your client that he/she can trust you. Conducting the sessions regularly and the same day of the week are acts of your commitment.
6. Be sure you have handkerchiefs - the client cries sometimes.
7. Keep the information received entirely confidential.

**Step 4:** Design along with your client rules for your mutual work.

### *Consultant's Tips*

1. negotiate the time and place of the meetings
2. determine the duration of the meetings
3. clarify the responsibilities of both parties (the client and you)

## **TASK 2: FIRST INTERVIEW WITH THE CLIENT**

The aims of this exercise are to establish:

- *Emotional link* with the client - client's feeling that together with the consultant can reach up for unanimity
- *Feeling of trust* - client's confidence he/she can share thoughts, emotions, mistakes and failures
- *Sense of care* - client's feeling that the consultant cares for him/her and is eager to help him/her

**Step 1:** Introduction to the interview

- Establish partnership relations with the client
- Confirm the way of greeting - formal or non-formal





**Step 2:** Opening of the interview

- Point out the purpose of the interview
- Show that you are open to listening to your client

*Consultant's Tips*

Use sympathetic questions such as:

- I am listening to you, please talk.
- Would you like to tell me what problem has brought you here?
- Would you mind sharing with me what is that has brought you here?

- Formulate the problem together

**Step 3:** The real interview

- Ask questions in reasonable succession about: the history of the problem, connection to past problems, other close relatives affected; measures that the client has taken up to the present moment; encountered difficulties, support and resistance and etc
- Together with the client reach for a decision on how to solve the problem

*Consultant's tips*

It will be of use for you to apply the following consulting techniques:

- *Minimal encouragement of client to talk* – non-verbal and small verbal signals. They are directly targeting client's statements.
- *Paraphrasing* – it leads to much visibility of the content of the client's statements by means of repetitive clarification. However, paraphrasing should not be confused with simple "echo" of what has been said.
- *Reflection of the feelings* – it is in close connection with the empathy and feeling of sympathy towards the client. It includes:
  1. characteristic of the emotional state of the client
  2. demonstration of direct sympathy
- *Non-interpreted conclusion* – unites different cognitive and emotional elements from the speech of the client in the form of mental /reflexive figure. You should try, by purposeful underlining the behavior of the client to "draw" a similar picture of the client's feeling and experience.

**Step 4:** Closing of the interview

- Point out clearly what the client has accomplished- understanding, evaluation and decision for solving the problem
- Help the client to accept the decision ("as his/her own")



### Step 5: Final words

- Arrange the next session and make a transition to the next topic
- Find all possible ways of communication - address, phone number, fax number, e-mail address
- Ask the client whether he/she would share something else, e.g. other problems
- If there are any additional questions "at the door", bring the client back and discuss the matter. If it does not require immediate action write down the problem and put it off until the next time

#### *Consultant's Tips*

1. Plan the basic sphere of information you would like to investigate by the interview needs, interests and values of the client, his/her vocational ambitions and interests, individual peculiarities in the process of communication- either introvert or extrovert, coping strategies, level of frustration and focus of control, peculiarities of the family and friendship environment.
2. Plan the place and time for the sessions - the client has to feel comfortable and at ease.
3. Start with the problems closest to the actual moment.
4. Observe, mark and assess your client's behaviour during the interview.
5. Mark out the emotional reactions of the client that express his/her individuality. They are powerful indicators for communication channels during the interview.
6. Adjust to the reactions and mechanisms of resistance.
7. Do not comment on the problems of the client and avoid making judgement.
8. Pay attention to the reactions of the client when he/she is leaving. It is possible a situation called "questions at the door" to emerge - when leaving he/she shares something that was not mentioned during the session. It could be of serious matter to the client and s/he is afraid of sharing it.



## SESSION II - SELF-ESTEEM

### 1. Introduction

During their rather short than long term experience young people acquire divergent knowledge, abilities and attitudes. However, they may not value or identify these skills, much less see them as relevant to a future career development. It is the task of the consultant to bring these aptitudes to the surface of the client's conscience. Thus he/she will not only realize the importance of these skills regarding his/her career development, but will also be motivated to further develop them. At the same time, he/she will feel much more self-confidence and stability.

### 2. Aims

The main aims of this session are to draw the attention of the client to his/her own knowledge and skills and their significance for the development of self-esteem in young people that are socially disadvantaged.

In details:

- Supporting the client in the process of recognising, accepting and self-evaluating his/her own knowledge and skills.
- Motivating the client to specify spheres of interests in order to plan his/her future development using their own skills.
- Supporting the client to develop new and useful aptitudes and skills.
- Supporting the client to cope with possible risks of job loss and to adapt flexible approaches towards various everyday life and labour situations.

### 3. Outcomes

- A list of client 's strengths
- Specifying the most significant client's achievement as a base for his/her " Dictionary of abilities"
- The client establishes a "contract with him/herself"
- Self-assessment of abilities and motivation for work
- Designing a plan for mutual work between the client and the consultant

### 4. Tasks

Increasing the self-esteem of the client is one of the cornerstones in the process of consulting young people that are socially disadvantaged. These persons usually need much more support and directions. At the same time, they feel uncertain and lack self-confidence.



That is why, increasing the self-confidence of the client requires special attention and you should embark on this task by dividing the tasks within this session into specialised sub-sessions. It is recommendable to implement the following format, consisting of 3 different sub-sessions:

## **SUB-SESSION 1 - ENCOURAGING POSITIVE SELF-ASSESSMENT AND INCREASING CLIENT'S SELF-ESTEEM**

### **TASK 1: INCREASING CLIENT'S SELF-ESTEEM**

#### *Consultant's tips*

Before embarking on the real process of increasing client's self-esteem, you should be able to identify the specific psychological predisposition of the client based on cultural, social, etc. factors in his/her development.

On the base of the main phases in human development, there are significant differences springing from the specific cultural, ethnic, social, economic environment of the client:

1. Baby (up to 2 years)– balance between trust and lack of confidence:
  - Afro-Americans – much more affiliated to large families
  - Japanese –stronger family affiliation than that of the Europeans
2. Early childhood (2-4 years)– autonomy or shame and uncertainty
  - autonomy is in the base of European point of view
  - in some cultures excessive autonomy is perceived as selfishness
3. Middle childhood (5-7 years)– sense of initiative and guilt
  - in almost every culture girls and boys are encouraged to be different
  - in some cultures, however, initiative is assumed as act of aggressiveness
4. Late childhood (8 –12 years) – active development or feeling of subordination
  - children from socially disadvantaged and poor families lacked stimulus for development from the surrounding environment. People with such past have less opportunities for self-assessment and acquisition of other, more useful capacities
  - self-initiative and will for change of Europeans, are often just the opposite from those of the African or Arabic point of view
5. Teenagers (12-18 years) – discovering self-identity or confusion of the position in life
  - between 25 – 40 % of teenagers find their identity
  - homosexuals have much more problems in view of the society expectations
6. Young adults (20-30) – intimacy or isolation
  - young women from Europe are much more engaged with the question of affiliation than that of identity
  - in some African cultures, as well as in Italy large family is still of great importance for life-building and decision-making



Begin with exploring the values and beliefs of the client - they determine his/her self-esteem. They are in the base of human value system and are in close relation to one another. In order to achieve a state of high self-esteem in the client take into consideration its interdependence with the surrounding environment, other people and the world as a whole.

There are four basic groups of such values and beliefs:

- values and beliefs about yourself
- values and beliefs about other people
- values and beliefs about information
- values and beliefs about the life

Persons that are socially disadvantaged are likely to feel doubt and lack of confidence about their own values and beliefs. The consultant's task is to transform this negativism into positive thinking, which is the base of self-esteem and self-confidence.

**Use the following series of steps (procedures) that have proved to be useful when exploring these groups**

**1. Personal values and beliefs**

**Step 1:** Assessment of the actual situation

Ask the client to list his/her assumptions about what can be and what cannot, what he/she can be and what he/she cannot

**Step 2:** Foundation of an attitude for changing the actual situation

- Ask the client to list the qualities that a perfect man/woman should possess (the man/woman he/she wants to be)
- Ask the client to make a list of the qualities that he/she possesses
- Urge him/her into thinking whether he/she underestimates himself/herself
- Make him/her believe he/she also possesses other qualities he/she has not marked out even though not perfectly
- Stress on these qualities as a sphere of potential development

**Step 3:** Positive thinking of yourself and your own abilities:

- Ask the client to make a new list starting with "I am", "I can"
- Ask the client to read slowly each of the statements as well as to reproduce example situations from his own experience with each of the qualities
- Advise the client from now on to keep a diary of "my self-esteem" and to write down every time he displays one of the positive qualities



*Consultant's tips*

The given steps are suggestion for assessment of his/her attitude towards the world.

It is not obligatory to start writing from the first meeting. The role of consultant is to convince him/her in the use (advantage, benefit) of writing some notes because of the opportunity to go back and think again about some situations, feelings, understandings and evaluations related to values.

**2. Values and beliefs regarding other people**

Step 1: Assessment of the actual situation

Ask the client to share how s/he perceives other people (The other people are...)

*Consultant's tips*

Make the client describe in details his/her attitude towards the other – their qualities, capacities, skills, etc.

Step 2: Foundation of an attitude for changing the actual situation

- Ask the client to make a list with qualities that successful people should have
- Ask the client to mark down which of these qualities he/she possesses to some extent
- Ask the client to rewrite them, to read them and give examples for their availability

Step 3: Positive thinking towards other people

- Ask the client to read the list with the qualities of the successful people and then to transform the statements into ones that start with "People are...", "People can..."
- Ask him/her to support with examples of each of the statements
- If the client has difficulties with some of the examples ask, ask him/her to transform the statements to " I would like to belief that people are ..."
- Ask him/her to describe under what conditions other people reveal such abilities (That would help him/her deal with the problems of his own)
- Ask him/her to describe how other people could support him/her
- Advise your client to write down in his/her diary every time when another person displays qualities that lead to success

**3. Values and beliefs concerning information**

Step 1: Assessment of the actual situation

- Offer the client to finish the following sentence: "The information I get (about work, future education, career development and so on) is ....."



- Ask the client to give examples when the information s/he received proved to have a positive influence upon his/her life and when it turned out to cause negative consequences
- Ask him/her to mark the reasons that made this information either valuable or unnecessary for him

**Step 2:** Foundation of an attitude for converting the actual situation

Ask the client to think about and share with you examples of situations where he/she has taken advantage of negatively charged information - accepting the situation the way it is and adapting to it.

**Step 3:** Positive thinking towards information

- Ask the client to finish the sentences "Each piece of information is significant because....."
- Advise the client from now on to mark in his/her diary every time information has influenced positively on his/her life

*Consultant's tips*

Of course, if he/she does not feels like keeping a diary – do not try to impose your opinion.

4. Values and beliefs about the life in general

**Step1:** Assessment of the actual situation

*Consultant's tips*

Before convincing the client ask the following questions, try to give him/her directions so as to limit the scope of the possible answers (these questions are not the aim but the method / means for attaining the goal).  
Of course, you may invent your own methodology – either by assisting the client with supporting questions or in the form of test for each question.  
It is up to you to decide!

- Ask the client to finish the following sentences:

- "Each failure is....."
- "The story of mans life....."
- "When people work together....."
- "The way of self -development is....."
- "When a man is in harmony with himself and the world....."
- "Everyone wants to get help....."
- "One has always the right to choose....."
- "The world is....."



- Ask the client to support these statements with examples.

**Step 2:** Foundation of an attitude for converting the way one refers to the world

- Ask him/her to transform the statements as though they refer to him /herself
- Ask the client to support these statements with examples

**Step 3:** Positive thinking towards the world

- Ask the client to rewrite the statements starting with  
“ I would like to belief that.....”
- Ask the client to mark in his/her diary every time he/she affects his/her own destiny

**TASK 2: ASSESSMENT OF THE RESULTS ABOUT VALUES AND BELIEFS**

Discuss with your client his/her answers to the questions. Analyse them and try to encourage your client even if his/her attitude has not turned positive to the required state.

In order to assess the results from task 1 and use them purposefully, make comparisons of the answers on the four different topics. Thus you will get a general idea of what are areas where the client needs special support and what are his/her strong points with respect to the self-confidence and self-esteem.

	<p><i>Consultant's tips</i></p> <p>Pay attention to the words used in the answers – to what extent they imply positive attitude, are there adjectives to further their meaning, etc.</p>
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**SUB-SESSION 2 - EXPLORING THE CLIENT’S POSSIBILITIES**

**TASK 1: EXPLORING CLIENT’S ACCOMPLISHMENTS**

The aim of this activity is to reveal what is the client able to do and what are his/her accomplishments (achievements). These are activities he/she likes doing and believes he/she does them well. Finally, he/she is content and proud of having done them successfully. As a result of the exercise the client should be able to use “a dictionary of skills” when he/she defines his/her aims, writes CV and covering letters. Another purpose of this practice is to increase the client’s self-esteem and self-confidence.

**Step 1:** Ask the client to write down the maximum number of his/her accomplishments starting with his/her childhood and then rewrite each on a different sheet of paper and analyse them.

**Step 2:** Ask the client to enumerate seven of his/her most significant achievements.





My greatest accomplishments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Step 3:** Ask him/her to write a one-page description of 1-3 of his/her greatest achievements having in mind:

- How he/she has begun doing it
- Details about how and what he/she has done
- What has brought him/her the greatest pleasure(satisfaction)

Offer the client the following format:

ACCOMPLISHMENT N: \_\_\_\_\_  
1 Why have I started doing it at the beginning? \_\_\_\_\_  
2 What have I done? \_\_\_\_\_  
3 How have I done it? \_\_\_\_\_  
4 What has brought me the greatest pleasure? \_\_\_\_\_

**Step 4:** Initiate a discussion about your client's achievements. On a separate sheet of paper for each accomplishment write the words your client uses for depicting his/her abilities, skills and individual qualities.

<i>Consultant's tips</i>
Use the following open questions: <ul style="list-style-type: none"><li>- Why have you started doing this?</li><li>- What have you been actually doing?</li><li>- How you managed to do it?</li></ul>

**Step 5:** Ask the client to support his/her words with examples.

**Step 6:** Together with the client prepare a list of skills (on the basis of the previous interview). Together mark the abilities, skills and personal qualities, which are mentioned more than once and that are demonstrated in his/her achievements.



*Consultant's tips*

This list should be apparent and satisfactory for the client. The results should be an exact and true reflection of what he/she is really capable of.

**Step 7:** Ask the client to summarize the information from the list and to group similar abilities into one more general one. You could use the following format:

*Groups of abilities*

Investigation/Examination/ Gathering of information/Assessment of the information	Education/Training/Execution/ Demonstration
Learning/Remembering/Beneficial practice/ Evaluation/Assessment/Comparison	Constitution/Assembling pieces into one/ Combining
Ability to influence/Well appraised	Organising/Structure building/Definition making/Planning/Course indication/Co-ordination/Strategy creation
Production/Design/ Adaptation/Modification	

**TASK 2: STRENGTHS – WEAKNESSES – OPPORTUNITIES – THREATS (SWOT) ANALYSIS**

The aim of this activity is to make the client evaluate his/her strengths and weaknesses, opportunities for development and threats after he/she has considered the way he/she refers to his/her own values and beliefs. Then a discussion follows on all possible ways for coping with his/her threats (problems).

**Step 1:** Offer the client the following format for self-evaluation.

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
1	1	1	1
2	2	2	2
3	3	3	3



*Consultant's tips*

Stress the strengths. Also, pay attention to the opportunities for the transformation of weaknesses into future excellence.

**Step3:** Make a discussion with the client about all positive solutions for overcoming his threats (problems).

*Consultant's tips*

Direct client's attention towards his/her strong/positive skills/aptitudes and resources, not to the weak ones regarding why an incident took place.

Tell him/her that the problem is not in him/her. The problem is "the problem itself".

The task of the consultant is not simply providing the client with certain knowledge, but also to assist him/her in detecting ways to take advantage of his/her skills.

It is recommendable for you as a career consultant to be well acquainted with the existing methods and practices, as well as specially developed tests for self-assessment on behalf of the client, as well as recommendations for possible career development. Discuss with the client the possible career areas according his/her profile.

For more detailed information on these topics, go to Chapter 3 of the **DYCS Career Development Manual for Consultants**.

**SUB-SESSION 3 - STIMULATION OF CLIENT'S ACTIVITY AND AUTONOMY IN THE PROCESS OF CONSULTING**

**TASK 1: SELF-CONTRACTING**

This exercise aims at making the client aware of his abilities and by "contracting with him/herself" to practise them. The success of this contract depends on the methods of its execution. The contract terms have to be negotiated either between the client and the consultant or third party to be engaged. The client and the other people have to execute the contracted procedures systematically and regularly. The consultant should support the client if necessary.



*Consultant's tips*

Self-contracting hints and rules

1. The terms of the agreement should be negotiated, not enforced (by the consultant, client or important third party)
2. Written and verbal assuming of the obligations by the client should be clarified.
3. The agreement should be reconsidered and adapted if necessary at a latter stage
4. The client should be supported by the consultant during the implementation of the agreement procedures

**Step 1:** Ask the client to think over and fill in the following form.

1/ What is that I would like to change?

.....

.....

.....

2/ My ambitions

*Consultant's tips*

Use the following open questions:

- What kind of behaviour should I constrain from and what kind should I encourage?
- In what conditions should I behave like that?
- To what extend should I change?

My ambitions are to:

1.....

2.....

3.....

.....

3/ Possible consequences



*Consultant's tips*

Use the following open questions:

- What may happen?
  - Can I make it?
  - What will become of that?
  - What am I doing to make it worse?
  - What am I doing to make it easier?
  - What can I do to avoid the problem?
- How can I put the negative consequences to their minimum?)

The possible consequences will be:

.....

.....

4/ Self-observation

*Consultant's tips*

Use the following open questions:

- How do I intend to observe my progression?
- How would I mark my observations - graphics, personal diary?
- Will I take notes?

Also, have in mind the following:

*Consultant's tips:*

If the client finds it difficult:

1. Help him/her to choose an object for examination.
2. Choose common method for marking. Think over:
  - \* the time for marking;
  - \* what is to be marked;
  - \* method for marking;
  - \* method for evaluation of what has been achieved during the day.
3. Plan your observation together with the client during which assure him/her s/he is doing great.

I will observe my progression by.....

.....

5/ Rewards



### *Consultant's tips*

Use the following open questions:

- How do I intend to reward myself?
- At what stage of my plan I intend to award myself?
- Will I involve someone else in my plans of awarding?
- How to choose my rewards? What am I doing for fun?
- What is setting me at ease?
- What makes me feel well?
- What is the thing I cannot do without daily?
- What people do I enjoy being with?
- What are the things I love doing with them?

In case the client encounters difficulties use the following strategies:

### *Consultant's tips*

1. Help him/her choose the proper reward:

- Make the reward personal;
  - Choose achievable rewards;
  - Use various types of rewards (verbal, material, imaginary, actual, potential);
  - The rewards should be relevant to the purposes.
  - Help the client determine how much should he/she award him/herself;
  - Determine the specific rewards in small amounts for the different levels of execution of the purposes;
2. Think over the most suitable time for rewarding.
3. Think over the possibilities of sharing the rewards with other people or just letting them help in this process.
4. Plan time for a discussion with the client upon the process of self-rewarding.

## 6/ Punishments

### *Consultant's tips*

Before talking about punishment at all, please, have in mind that:

Punishment has proven to be anti-productive, because it does not offer a viable option to the client. It leads only to frustration.

So, any form of punishment should be avoided, because it cannot contribute to achieving the goals of the whole consulting process.



However, you could explore whether the client is predisposed to such action in case of failure. That's why it could be of use to ask him/her a few questions, such as:

- Will you punish yourself if you have not managed to cope with your plan?
- If yes, how? If no, why?

*Consultant's tips*

Do not forget that you work with people that are socially disadvantaged, who are much more uncertain and, perhaps, susceptible to self-punishment, in one form or another. His/her psychological state might be unbalanced.

1. if the client is a former prisoner, he/she might be very sensitive to this subject
2. if the client is young person who has underwent home violence, be very careful with using this word at all
3. if the client is a refugee or immigrant, try to acquaint with his/her customs in the field of punishment, and if it is not proper, do not mention it at all

**Step 2:** Conclude and make short intro of the next session.



## SESSION III - GOAL SETTING

### 1. Introduction

Skills development and the acquisition of knowledge are part of the life long-learning process. Most of us have acquired, often unknowingly to ourselves, a variety of skills and aptitudes that have a currency in the world of work. In addition to public services / supports, people and in particular young people may be unaware of the circle of social contacts around them e.g. family, friends, relations, teachers, youth and community workers etc. who may have knowledge, resources and contacts that may support their career development. Appreciation of our preferences, skills and access to resources / supports are the key to setting realistic and attainable goals. (For detailed information also see session 2 – Self-esteem).

### 2. Aims

This module proposes to tap into this acquired learning, range of supports and social contacts in order to assist the client identify their job / career preferences and how to utilise their network of resources (including the consultants bringing them through this module) to realise their aspirations.

Recognition of skills and their support networks should build confidence and a sense of self-worth amongst clients and elevate their aspirations with regard to job / career opportunities.

The review / reflective aspects of this module should facilitate the client to appreciate the diversity of activity in different jobs and to understand the concept of job specifications and training needs analysis. In conclusion it is anticipated that the client will be facilitated to focus in on particular job / career opportunities.

### 3. Outcomes

On completion of this module it is envisaged that clients will be able to list the core skills / attributes necessary in their desired job or career. Clients will have assessed their own strengths / weakness / against their desired career path.

Also, the client should be provided with a practical understanding of the expectations of the employer and have a realistic vision about the main requirements that could be posed to him/her as a possible employee in the fields of work he/she is orientated to.

At the same time, the client should understand the benefits of the chosen situation in a way that corresponds to his/her personal assumptions and perceptions.





#### 4. Tasks

This session could be also divided into sub-sessions with a view to the volume of the work.

### **SUB-SESSION 1 - PERSONAL / CAREER SKILLS AUDIT**

#### **TASK 1: PERSONAL SKILLS REVIEW**

Consultants should facilitate the client to fill in this template and should assist them to summarise the conclusions arising from completing the task.

**Step 1:** Ask the client to make a list of required skills and type of activities in the discussed / chosen area(s) of work / career (see sub-session 2 of Session II)

**Step 2:** Ask the client, on the basis of the previous session, to list 5-10 personal strengths which can support his/her progression into the chosen area as well as to indicate 3-5 areas needing attention to facilitate his/her progression

**Step 3:** Clients are asked to make a list of possible contacts: family, friends, relations, acquaintances, teachers, youth & community leaders etc. who may be in a position to assist their job search / career development

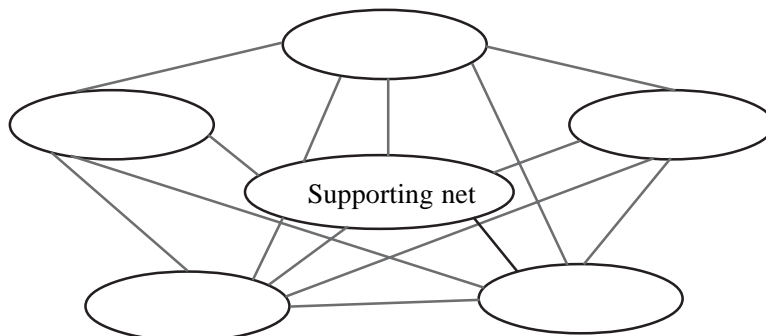
#### *Consultant's tips*

##### "Spider net" procedure:

This is a technique for creating a net of supporting tools for better decision-making on a specific problem (looking for a job).

It includes the possible sources of support – "network of support": newspapers, parents, friends (who – the name) and institution (labour office, National work agency, NGOs...).

This procedure helps for planning the needed steps for making contacts with the proper people or institutions. The map gives a full picture of opportunities and helps the selection of more convenient tools.





## SUB-SESSION 2 - MAKING CHOICE AND MATCHING IT WITH THE CLIENT'S PROFILE

### **TASK 1: SPECIFIC CHOICE**

**Step 1:** Making specific choices - clients are facilitated to prioritise their job / career preferences in terms of compatibility with their:

- personal skills
- professional skills
- personality traits
- desire / capacity / opportunity for further education
- desire /capacity / opportunity for further training
- urgency to work / earn an income

**Step 2:** To help the client in this process prepare an interactive exercise that will help the client further elaborate on prioritising his/her job preferences. Encourage him/her choose 2 or 3 different positions that he/she finds the most appropriate ones.

#### *Consultant's tips*

For more information you could use DYCS Career Development Manual for Consultants,  
Chapter IV – Career-planning strategies.

First of all, let him/her fill in the following table, where for each of these positions, he/she should write down his/her general opinion.


	<b>Career</b>	<b>Job futures</b>	<b>Skills required</b>	<b>Education required</b>
1				
2				
3				



**Step 3:** On the basis of the answers from the table, assist the client to concentrate on specific questions concerning the job positions.

The exercise will help him/her facilitate and accelerate his/her orientation towards the most appropriate alternative. After completing the necessary information, deliberate upon which one is the best and assist him/her in clarifying all the details about it: is it necessary to undergo training or he/she has the aptitudes and capabilities for the position required and can start with the job searching.

Here are some sample questions you could forward towards the client:

<i>Consultant's tips</i>	
	<p>Encourage the client to make job profile of the 2 or 3 positions he/she wants to occupy and has not yet made up his/her mind between them. Assist him/her in finding the most appropriate and clear answers.</p> <p>Provide him/her with hints and explanations whenever he/she has difficulties in filling in the responses.</p>

Question 1: What will be the main official responsibilities I should take with respect to my position:

1. ....
2. ....
3. ....
4. ....
5. ....

Question 2: What will my main relations with the employer and colleagues consist of:

1. ....
2. ....
3. ....

Question 3: What are the required competencies I should acquire in order to occupy the desired position:

1. ....
2. ....
3. ....



*Consultant's tips*

Explain to the client that it is not compulsory to fill in all the gaps. He/she should not be stressed or feel uncomfortable. Whenever you notice he/she is too strained, say a joke or make a comment that will ease the atmosphere.

**Step 4:** Carry out discussion on the basis of the given answers. The aim is to make the client clarify and choose the job position that best fits his/her requirements and aptitudes.

After the client fills in the answers, it is your task to comment on them with him/her. Discuss their thoroughness and help him/her add more and modify (wherever he/she realises the need to do) some of them.

*Consultant's tips*

Do not forget that you need preliminary preparation: use the National Classification of the Professions together with other supporting materials that provide information on the main job profiles in your country.

**Step 5:** Select the most appropriate job from the ones of step 1 and develop it into a detailed profile.

In case the client has realised the need for training in order to apply for the certain position, be prepared to provide him/her with the one that best meets his/her requirements and gives him/her the necessary information to contact the organisers of the training. If there is no need to undergo training, assist him/her in elaborating on the detailed profile of the chosen position. Get him/her acquainted with certain requirements of this job.

*Consultant's tips*

Introduce one or two examples of specific job positions. Use as supporting materials the National Classification of the Professions and recognised job profiles valid in your country, as well as other suitable materials.

Here are two examples:

1. Position - Administrator in a hotel

\* Main official responsibilities - welcome, register and accommodate the visitors of the hotel; check personal data from the personal identification card with that in the registration form; keep accounts on the visitors with respect to the granted services (main or additional); make information inquiries for those who leave the hotel;



- \* Main responsibilities inherent to the position - responsible for the quality of the administrative service of the visitors; bear responsibility for damages due to claims related to the administrative service;
- \* Organisational relations and mutual relationships - under the direct control of the manager of the hotel; maintain relations and mutual relationships with the clients of the hotel, as well as the staff with relation to the technical and hygiene services; contact managers and experts from tourist companies or clients in connection with their reservation;
- \* Required competence - be acquainted with: normative base that regulates the questions concerning the accommodation of national and foreign clients; normative requirements concerning anti-fire precautions;
- \* Eligibility requirements - Higher education in the field of tourism (in principle); computer literacy; fluency in English and at least one more foreign language; professional experience.

### 2. Position - Worker in a kitchen

- \* Main official responsibilities - provide the necessary products from the store to the kitchen; wash and chop manually or by a machine the vegetables; gather the trash and take it to the waste bins; wash the kitchen utensils; cleans the kitchen department, etc;
- \* Main responsibilities inherent to the position - bear responsibility for the quality of the primary treatment of the fruit and vegetables; responsible for the damages due to the bad treatment of the fruit and vegetables;
- \* Organisational relations and mutual relationships - under the direct management of the chef; maintain relations and mutual relationships with the workers in the kitchen and the waiters (waitresses);
- \* Required competence - be acquainted with : the main characteristics of the products and the rules for storing them; requirements for working with washing machine;
- \* Eligibility requirements - Primary or Secondary education; ability to work with washing machine; professional experience.

### **TASK 2: UNDERSTANDING THE WORLD OF WORK**

Not always the choice that has been made is the right one even if the career path matches the clients profile and wish. Some specifics of the different jobs could impede their career progression, especially for the young people that are socially disadvantaged.



By completing the current module the client should have acquired the main capacities of better understanding the working environment, as well as being able to perceive and defend his/her specific rights and to take on responsibilities. He/she should have become well aware of the package of rights he/she is entitled so as to defend him/her efficiently and adequately. At the same time, he/she should have built up the clear vision that there are responsibilities to be taken and requirements to be complied with in order to keep the job and secure his/her success and further development in the company. This task, targeting mostly young people that do not have any working experience, but could be useful stage for all the clients as well.

Make the client describe how he/she imagines one real working day in details. The session may be organised as a discussion, where the client, with the support of the consultant, has to take notes.

The following supporting steps can be used to facilitate the process:

1. Getting up in the morning / what time - there are companies which start early in the morning; this can be a problem for someone who is not used to it or for parents who have to take their child/children to kindergarten/ school;
2. Going to work / how long does it take him/her; it could be a long distance from his/her home, obstacles such as traffic jam, etc.;

<i>Consultant's tips</i>
Make him/her well aware of the fact that for some jobs there is a strictly defined working day with set starting hours (and almost always without strict end ones).

3. Working process itself - what is it, which are the main elements, etc;
4. The working environment - assist him/her describe his/her working place - what does it look like, colleagues, size of the office (for stationary job);

<i>Consultant's tips</i>
Introduce him/her to the different types of work - whether it refers to a typical office job or, on the contrary, position that exerts spending most or all of the day going from one place to another, carrying out the duties.

5. Rights of the employee – acquaint the client with the main set of rights he/she is entitled to. Give an overview of them (as determined in the legislative act/statute that settles labour interactions, e.g. Labour Code, etc);
6. Explain to the client that having a job does not only refer to acquiring rights but also means bearing specific responsibilities;



*Consultant's tips*

Pay special attention to the responsibilities and duties  
Present the working process in the most realistic way:

- Help him/her realise the seriousness of the job
- There is a package of general obligations - do what the employer tells you, come to work on time, comply with the internal rules of the company, be responsible and demonstrate that people can rely on you, take responsibilities

Be prepared to introduce him/her as broad as possible a description of the job s/he is willing to get concerning working conditions, working environment, etc. To this end, you should have at your disposal detailed information about the specifics of the most common job types.

It is something that you could prepare in advance.

7. Possible negative sides of the job on the client - if the job he/she wants to tackle with:

- Offers too dynamic working environment - exerts travelling, which could be an obstacle for the client (especially for lone parents, for example)
- Supposes working in stressful situations - sometimes or most of the time (depending on the job selected), the work
- Requires being available at all times (there are employees who state it as a precondition that the employee is expected to support them whenever there is any need (such could be, for instance professions like fireman, policeman/woman...))
- Requires active communication with the customers – this could be a problem for a refugee or immigrant, who does not speak fluently the language of the country of residence
- Requires dealing with and/ or luxury goods – employers prefer not to hire former prisoners for this position

8. Leaving the working place (quitting time) - he/she should have it in mind that sometimes (even if it is not set out in the contract) the employee may be required to stay at work longer than normal the working day.

*Consultant's tips*

Stress on this circumstance especially when your client is a single parent. Staying late at work is a big problem for a person with a child (children), who does not have anyone to help him/her with the bringing up.

If the client realise that the desired job is not appropriate for him/her, try to be positive, supportive and encourage the client to make a choice that suits him/her.



## SESSION IV - TAKING ACTION

### 1. Introduction

The current module should concentrate on an attempt to assess the experience accumulated in the previous modules. You should generalise what has been achieved by now. After presenting the client with the peculiarities of the working process and making the choice we already have the first steps towards the desired career.

Once the pathway is realised and analysed, the client will be able to build up a clear vision of the necessary strategy to be implemented with respect to the carrying out the real job search preceded or not by specific training.

### 2. Aims

One of the main goals of this module is to help the client recognise all the single steps that will guide him/her to the desired future – a career that fits the client's profile.

### 3. Outcomes

By completing the current module the client should have a clear vision regarding the progression path (either training or a job). There are two alternatives he/she confronts - either to undergo training, allowing him/her to acquire the required skills for the position he/she has chosen or, if in the course of the modules so far he/she has a clear vision that his/her aptitudes and skills correspond to the requirements for the specific job. So, the client will be ready to orientate him/herself towards the job searching process (next session of the current Manual).

### 4. Tasks

#### TASK 1: REVIEW OF THE TRAINING NEEDS

##### *Consultant's tips*

Go to Task 1 in case the client needs training. If not, proceed directly to Task 2

#### Step 1: Identification of training

If during the previous session the client had realised that need more training, the first step is the identification of training - which one is the most appropriate and why.





Also, what are the requirements it should meet in order to be selected as the most viable alternative? To this end, you should have carried out a detailed survey on the training courses in your district/region with respect to the most common career paths. Study whoever organises and carries out this training (private companies, special training centres or job centres in your municipality or district) sort the different opportunities and get updated information on them.

**Step 2:** Identification of eligibility criteria.

Some training courses require a preliminary compulsory condition for attendance - certain amount of knowledge, abilities or relevant experience (for example, computer literacy, certain type of education, special skills, etc). It is necessary to be well informed about these criteria and requirements and to provide him/her with the correct information. (Have in mind that it is not necessary to remember all these details. Make notes or use different relevant sources that can provide you easily and thoroughly with the required information.

	<i>Consultant's tips</i>
Liaise with national and local training authorities, institutes and training providers.	

**Step 3:** Identification of support areas

Last but not least, pay attention to identifying the areas of support, that is, who will pay for the training or is it free. You should have at your disposal information about the following: what is the average price for the paid training - for the most common jobs; are there free training courses - who organises them, how to apply for them; is there possibilities for discount of the price as it refers to disadvantaged people - socially disadvantaged, refugees, single parents, long term unemployed, etc.

**TASK 2: PLAN OF ACTION**

If the client has already made up his/her mind for training, or thinks that such training is not necessary, you can directly introduce him/her some hints in making **"Plan of action"**.

The Plan of action is very important stage from the career pathway but the consultants should not make it. The client should be encouraged to make efforts to find the solutions and to monitor and control the process of preparing, searching and finding the appropriate job. The clients should be convinced that they are the ones who are responsible for their future – neither consultant nor someone else.

The following table presents the different levels of involvement of the client, the consultant will have to deal with. So, he/she has to try reaching client's greatest involvement:



Lower level		Middle level		Higher level
1	2	3	4	5
"I don't want to be here, indeed – someone else forced me to come"	"I want a change, but I am afraid of making efforts"	"I could try"	"I will try"	"I will do my best"

The method of convincing the clients to meet greater involvement becomes more comprehensive if a careful planning is envisaged. On other hand the planning makes sense only in case we have bigger involvement of the client.

The good plans should have eight qualities contained in the acronym **SAMI<sup>2</sup>C<sup>3</sup>**

<b>S</b>	SIMPLE	the plan should not be very complicated
<b>A</b>	ATTAINABLE	the plan is not requiring too much effort
<b>M</b>	MEASURABLE	the plan is precise and strict. "When are you going to accomplish this?"
<b>I</b>	IMMEDIATE	the plan will be realized as soon as possible.
<b>I</b>	INVOLVED	it means also that the consultant could be involved if necessary
<b>C</b>	CONTROLLED BY THE CLIENT	it does not depend on other persons
<b>C</b>	COMMITTED TO	client making the plan reality
<b>C</b>	CONSISTENT	the perfect, effective and logical plan is the one, which could be repeated

The achievable and effective plans of action convince the clients that their own positive and active behavior brings the result.

**Step 1:** Content of the plan

*Consultant's tips*

Of course, the content of the plan depends on the specifics of the client and the desired path but it should not miss the following:



- A/ Network of support (see session 3 task 1)
- B/ Concrete steps to be undertaken regarding the person is the Network of support
- C/ Concrete steps towards job searching – searching the possible job opportunities information sources (newspapers, newsletters, employment agencies, web sites etc), sending CVs and Motivation letters to job searching agencies or to concrete employers, Internet search campaign, preliminary meetings with targeted employers, on-line applications etc.

In order to facilitate the client, ask him/her to make a list with the possible information sources for conducting efficient and successful job-searching campaign.

	Where can I look for a job	Notes
1	Newspaper	
2	Internet	
3	Agencies	
4	Friends / networking	
5		
6		
7		



## SESSION V - GETTING A JOB AND KEEPING IT

### 1. Introduction

Many times young unemployed people find it very hard to start integrating into society. The condition of unemployment leads them into social, cultural and economic exclusion and it is usually very hard to flee from the vicious cycle created by such situations. Between trying to set goals and preferences and getting a job there is a big gap which many people find very hard to bridge. Trying to get an actual job is hard work and requires a big portion of self-esteem and confidence. It transforms a person from being unemployed to an active participant of modern society.

### 2. Aims

The main objective of this module is preparing the client to get real employment. That means acquainting him/her with the issues regarding the process of transition between being unemployed and starting a job. The client should be able to identify and foresee problems that are awaiting him/her on this way and be able to finally integrate actively in the social, cultural and economic life.

Last but not least, the client should adopt to a long-term perspective regarding his/her job so he/she should be able to keep it.

### 3. Outcomes

After working on this module the clients should be able to create a list of realistic career possibilities, which will help them to spot the right direction in searching for a job. They will be able to write an effective CV, knowing what to include and what to omit, with a cover letter containing the relevant information. They will also know how to prepare themselves for a fruitful job interview foreseeing the employers' expectations. Finally they will know how to integrate into a new working environment and become effective and successful.

### 4. Tasks

#### TASK 1: HOW TO WRITE A COVER LETTER

Ask the client to simulate a cover letter, which will present himself or herself in an attractive way to the potential employer.

#### *Consultant's tips*

For more detailed information on the requirements and standards in writing Cover letters, as well as samples, please, see the DYCS Career Development Manual for Consultants



Use the following format:

Your name  
Your address  
Your city, province and postal code

Date of letter

Employer's name  
Employer's title  
Company name  
Company address  
Company city, province and postal code

Dear Mr./Mrs./Miss/Ms. (Name of Employer)

RE: POSITION YOU ARE APPLYING FOR WITH THE COMPANY

Introduction

Body of letter

Closing

Sincerely yours,

Your signature  
Your Name Typewritten

Enclosure

**TASK 2: HOW TO WRITE A CV**

Assist the client in writing his/her own CV.

*Consultant's tips*

For more detailed information on the requirements and standards in writing CV, as well as samples provided, please, see the DYCS Career Development Manual for Career Consultants



<p>NAME AND SURNAME</p> <p>Address</p> <p>Telephone</p> <p>PERSONAL PROFILE</p> <p>EDUCATIONAL ACHIEVEMENTS</p> <p>EMPLOYMENT HISTORY</p> <p>VOLUNTARY EXPERIENCE</p> <p>INTERESTS/HOBBIES</p> <p>REFERENCES, available on request</p>
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**TASK 3: JOB INTERVIEW**

Support the client in preparing a list of possible questions he/she might be asked by a potential employer during job interview.

<i>Consultant's tips</i>
<p>For further detailed information, advice, as well as interactive modules and exercises, turn to the assistance of:</p> <ul style="list-style-type: none"> <li>- DYCS Career Development Manual for Consultants</li> <li>- DYCS Virtual Career Center Online (VCC) – <a href="http://www.careercenteronline.org">www.careercenteronline.org</a></li> </ul>

Use the following table:

	<b>Part of the interview</b>	<b>Questions</b>
A	Openers	1. 2. 3. ...
B	Work experience / job performance	1. 2. 3. ...
C	Education / training / future goals	1. 2. 3. ...
D	Company research	1. 2. 3. ...
E	Personal	1. 2. 3. ...



F	Closures	1. 2. 3. ...
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**TASK 4: ACCEPTING /REJECTING THE JOB**

Offer the client to prepare a kind of “before I accept” checklist before accepting/rejecting the job should. It will help him/her to keep the job.

**pros & cons**

A: How confident am I performing the job/duties I was offered?

B: What are my strong points?

C: What are my weak points?

...

**TASK 5: HOW TO KEEP THE JOB**

Ask the client to make a list of behavioural patterns he/she detects during the first working day, the first week and the first month, identifying dress code, relationships, career challenges, possible weak points, difficulties.

<p style="text-align: center;"><i>Consultant's tips</i></p> <p>For further detailed information and useful advice, the following material is at your disposal:</p> <ul style="list-style-type: none"><li>- DYCS Career Development Manual for Consultants</li></ul>
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## SESSION VI - MANAGING YOURSELF

### 1. Introduction

Getting a job means changing lifestyle in many ways. It means new expenses, new incomes and new challenges, at home and at the workplace. It is important to be careful in all stages of this change. It will mean having to try to cope with new schedules, stressful situations and balancing private life and professional career. This module will try to prepare the clients to be aware of the changing going on in their life, it will also show them how to manage and control them.

### 2. Aims

The most important goal of this module is teaching the clients to identify sources of stress and tension provoked by the changed situation and also long term problems, which could arise at the workplace. Accordingly it is very important to provide them with relevant possibilities of coping with these problems. They will also be able to arrange their time and schedules and manage their incomes.

### 3. Outcomes

By going through this module, the clients will be able to recognise signs of something going wrong, they will be able to develop a special early warning mechanism based on the knowledge of themselves. They will identify some coping techniques that will help them avoid major crisis and will be able to confront whatever they might run into on their professional and/or private life.

They will know how to manage their time effectively and run an up to date budget agenda.

### 4. Tasks

#### TASK 1: TIME MANAGEMENT

**Step 1:** Ask the client to answer to each of the following statements by circling "yes" or "no" with regards to which answer corresponds to his/her usual behaviour.





1	I have a written long-term, middle and short-term objectives about me and my family	Yes	No
2	I have a clear vision of what I will do today at work and at home	Yes	No
3	I have a clear vision of what I want to achieve at work next week and next month	Yes	No
4	I define my priorities before tackling with the most important tasks	Yes	No
5	I evaluate my success on the base of the results achieved in connection with the goals	Yes	No
6	I use daily, weekly and monthly calendars in order to assign tasks and aims	Yes	No
7	I distribute my work whenever possible	Yes	No
8	I put in order only the documents, useful for my work. The rest is thrown away	Yes	No
9	I dispose of the junk mail	Yes	No
10	My business case is not overloaded, I bring with me only the most necessary things	Yes	No
11	I limit the number of meetings with potential employers in order to concentrate on the decision-making process	Yes	No
12	I prefer telephone interviews to direct contact with the employer	Yes	No
13	I make easily decisions of less importance	Yes	No
14	I concentrate on attaining each goal separately	Yes	No
15	I check each document only once	Yes	No
16	I answer most of the letters on the same paper in hand-writing	Yes	No
17	I fix terms for me and the others and insist they to be followed	Yes	No
18	I leave some time for planning every week	Yes	No
19	I know how to say "no" and stick to the refusal	Yes	No
20	First of all I go through the available materials – books, articles and other written sources and then write them in detail	Yes	No
21	I observe the effectiveness of my daily work and ask myself the question " How could I do this better?"	Yes	No
22	I get on with the present by doing the things that are to be done	Yes	No
23	I leave some time for thinking over how to take advantage of the time most profoundly	Yes	No
24	For me time is money	Yes	No
25	I am the only one to control my time, do not leave it to someone else to do it	Yes	No
26	I have documents and other materials in my case to work on when waiting at airports, in queues, etc.	Yes	No
27	I always keep the door of my room closed while working	Yes	No
28	I regularly estimate to what extent I have achieved my goals	Yes	No



**Step 2:** Checking the results:

1. If the “yes” answers are prevailing, then it means you have done good mutual work!
2. If the “no” answers are prevailing, you should concentrate your client’s attention on improving his/her skills by engaging him/her in exercises (proceed to task 2, 3 and 4 from the current session).

*Consultant's tips*

State it very clear that despite the unsatisfactory results, the client should not go to extremes, such as drastic reorganisation of his/her life.

The realistic approach to be followed encompasses a two-stage process.

First of all – observation of the way he/she does with the time management, and secondly – to reorganise distribution of tasks in compliance with his/her main goals and principles.

**TASK 2: HOW TO AVOID CRISIS**

Assist the client to make a description of the symptoms and signs of tensions which could grow into a crisis. They should add a crisis management tip and a type of relaxation that they think could be efficient in such situation.

<b>Signs</b>	<b>Symptoms</b>	<b>Coping technique</b>
weariness	sleeplessness	relaxing (sports, music, yoga...)
forgetting things	restlessness	collecting your mind, making lists, thinking about each thing...



**TASK 3: A FULL TIME SCHEDULE:**

The clients should organise in a table their day-to-day activities, balancing them in a way, which will permit an efficient and relaxing schedule. Planning should include:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 08:30	Breakfast						
08:30 09:00	News- paper						
09:00 10:00	Agency, talking to counsellor						
10:00 10:30	Coffee with a friend						
11:00 13:00	Working on CV, sending requests...						
13:00	Lunch						
15:00	Jogging ...						

**TASK 4: BUDGET**

Assist the client in organising a system to check his/her weekly expenses. They have to keep in mind their needs and income. The template should be realistic, simple and should demonstrate a basic understanding of budgetary concepts.

My monthly income is:...

Expenses for lodging, electricity and other:...

Food:...

Leisure and free time:...

List of weekly spending: cinema, coffee, food...



## SESSION VII- CAREER PLANNING PROGRESSION

### 1. Introduction

The client should not limit him/herself to only one job provided that it does not satisfy him/her completely. It is dangerous to reconcile to something that does not meet one's requirements and expectations. That is why the client should be given the advice to look for an alternative whenever s/he feels that his/her current position does not correspond to his/her aptitudes and capacities, strongly contradicts to the initial agreements, or violates his/her rights, etc. All these cases require a prompt and adequate reaction in order to avoid further deterioration of the situation. After all reasonable attempts for reconciliation have proven to be in vane, the only alternative is to encourage the client to embark on a new job searching campaign.

### 2. Aims

The aim of the current module is to encourage the young people who are marginalized in the labour market (because of socio-economic diversity, poor education, long-term unemployment, or discriminated due to cultural or ethnic diversity) to look beyond the first job as other people do.

### 3. Outcomes

It is the task of the consultant to convince his client that what is crucial for a positive career development and achievements relevant to his/her ambitions is not the past history (what has been attained by him/her by that moment) but the future potential of the young person. He/she should not limit themselves to what he/she has achieved by now, it is important to remind him/her that one should go further ahead, setting higher goals and striving to achieve them in the best possible way. This means that the client should be well aware of the fact that his/her future is in their own hands and the situation will improve only when s/he undertakes the adequate steps to do it.

### 4. Tasks

#### *Consultant's tips*

Help the client believe in the strenght of his/her aptitudes and skills that will help him/her overcome the danger of social isolation. This is the key to the process of complete integration into the world of work.



Encourage the client to consider his/her interests carefully because they can help him/her find a rewarding career.

He/she should also consider other factors when exploring educational and career opportunities. Assist him/her think about how his/her interests, abilities, experiences, personality, and values will influence the satisfaction and success he/she expects to attain. These factors are important in career exploration - just as important as his/her own interests are.

**TASK 1:** This exercise aims at assessing (and self-assessing) client abilities for planning and career building and explaining opportunities for their development.

**Step 1:** Ask the client to answer each of the statements by marking the answer that most suits him/her.

Scale of answers: 1 – totally agree, 2 – agree, 3 – may be, but not for sure, 4 – disagree, 5 – totally disagree

1	I am aware of what motivates me to work hard	1 2 3 4 5
2	I can mark my best abilities and skills	1 2 3 4 5
3	I can mark seven great achievements, actual interests and abilities that refer to my job	1 2 3 4 5
4	I know what I like and dislike in my job	1 2 3 4 5
5	I know what I would like to do in the next five years	1 2 3 4 5
6	My career has a defined purpose to which I refer and search for jobs only in definite organisations and companies	1 2 3 4 5
7	I know which of my abilities to offer to employers in the different fields of work	1 2 3 4 5
8	I know what abilities employers search for in candidates	1 2 3 4 5
9	I can explain to the employers what I can do well and what I like doing.	1 2 3 4 5
10	I can indicate why the employers should hire me	1 2 3 4 5
11	My family and friends would support me if I change my occupation	1 2 3 4 5
12	I have 10 to 20 hours spare time per week and I can look for only part time job	1 2 3 4 5
13	I have the financial ability to look for three months for a job	1 2 3 4 5
14	I can investigate various occupations, employers, organisations and communities trough libraries and interviews	1 2 3 4 5
15	I can write CV, thank you letters and speculative letters	1 2 3 4 5
16	I can send CV and letters to the right people	1 2 3 4 5
17	I can mark my greatest achievements	1 2 3 4 5
18	I can find employers that interest me and I can contact them	1 2 3 4 5
19	I can create networks for facilitating other people in their	1 2 3 4 5



	search for a job	
20	I can convince other people to take part in a group for helping people in finding a job	1 2 3 4 5
21	I can research for jobs	1 2 3 4 5
22	I can use the phone in order to do research for work and get information	1 2 3 4 5
23	I can plan and conduct an active job search campaign by direct mail	1 2 3 4 5
24	I can arrange one interview from every ten contacts for work I make	1 2 3 4 5
25	I can rely on my presentation during the interviews	1 2 3 4 5
26	I can negotiate for a 10-20% higher salary that has been offered at the beginning by the employer	1 2 3 4 5
27	I can convince the employer 6 months after starting work to re-consider my payment	1 2 3 4 5
28	I can create a solid position in organisation	1 2 3 4 5

**Step 2:** Discuss the results together with the client. Define the priorities for future work and career pathways.

*Consultant's tips*

- If most of the answers of the questions from Step 1 are in the range 1– 3 on the scale, it means that the client is capable of organizing a successful career planning strategy. Your client needs only slight directions in order to increase his/her efficiency.
- If most of the answers of the questions from Step 1 are in the range 4 – 5 from the scale, it means that your client will need much more support from you. But do not despair, it is one more challenge you are facing. In this case, try to identify the specific needs of the client (where he/she needs more support, what are his/her weak points, etc.).

Then, choose your starting point, consult the current manual and GO AHEAD.

**WISH YOU SUCCESS**



## USEFUL WWW SITES

Here is a list of some international www sites, as well as some in the partner countries, which you could recommend to your client. He/she could use them in the process of conducting his/her own search:

### **International information:**

[http://europa.eu.int/comm/youth/priorities/strategy\\_en.html](http://europa.eu.int/comm/youth/priorities/strategy_en.html)

Inclusion Strategy of young people with less opportunities in the YOUTH programme

<http://www.salto-youth.net/tcinclusion/> - SALTO - Toolbox on Inclusion focussed on EVS

[http://europa.eu.int/comm/employment\\_social/soc-prot/soc-incl/index\\_en.htm](http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm) - Social Inclusion at Commission Level (Employment)

<http://www.youthinclude.org/> - A European web site for people working in the field of social inclusion

<http://www.solicom.de/> - Combating Social Exclusion in Europe

<http://www.raleighinternational.org/> - Raleigh International

<http://www.eypd2003.org/> - European Year for Persons with a Disability - 2003

<http://www.nascent.org/> - Network Against Social Exclusion

<http://www.atd-quartmonde.org/> - International Movement ATD Fourth World

<http://www.solicom.de/easi/uk/FrameSet.html> - e@si [European Action for Social Inclusion]

<http://www.yes-forum.org/> - Youth and European Social Work (Y.E.S. FORUM)

<http://www.y-e-n.org/> - Youth Express Network



## **National information:**

### **Italy**

[www.dongnocchi.it](http://www.dongnocchi.it) - Fondazione Don Carlo Gnocchi (Vocational training and labour integration for disabled people)  
[www.usabile.it](http://www.usabile.it) - (portal on disabilities)  
[www.disabili.com](http://www.disabili.com) - (portal on disabilities)  
[www.handimpresa.it](http://www.handimpresa.it) - disabilities and employment  
[www.handylex.org](http://www.handylex.org) - laws and legislation on disabilities portal  
[www.impresasociale.it](http://www.impresasociale.it)  
[www.minwelfare.it](http://www.minwelfare.it)  
[www.asphi.it](http://www.asphi.it)

### **Bulgaria**

[www.mlsp.government.bg](http://www.mlsp.government.bg) - Ministry of Labour and Social Policy of the Republic of Bulgaria  
<http://kurage.hit.bg/> - voluntary non-governmental organisation for vocational support of socially disadvantaged people  
[http://free.bol.bg/asa\\_bg/](http://free.bol.bg/asa_bg/) - local association of socially disadvantaged persons  
<http://www.navet.government.bg> - National Agency on Vocational and Educational training  
<http://www.ngorc.net> - Resource centre foundation  
<http://socialrights.org/> - Social Rights Bulgaria  
[http://www.partnersglobal.org/case\\_studies/cy\\_bulgaria\\_sofia.html](http://www.partnersglobal.org/case_studies/cy_bulgaria_sofia.html) -Sofia Youth Centre Supports Disadvantaged Young Adults

### **Ireland**

[www.fit.ie](http://www.fit.ie)  
[www.fas.ie](http://www.fas.ie)  
[www.cdvec.ie](http://www.cdvec.ie)  
[www.adm.ie](http://www.adm.ie)  
[www.topjobs.net](http://www.topjobs.net)  
[www.recruitireland.ie](http://www.recruitireland.ie)  
[www.itappointments.com](http://www.itappointments.com)  
[www.compustaff.ie](http://www.compustaff.ie)  
[www.compufutures.ie](http://www.compufutures.ie)  
[www.cpl.ie](http://www.cpl.ie)  
[www.jobfinder.ie](http://www.jobfinder.ie)  
[www.sbpost.ie](http://www.sbpost.ie)  
[www.examiner.ie](http://www.examiner.ie)  
[www.irish-times.ie](http://www.irish-times.ie)  
[www.independant.ie](http://www.independant.ie)





[www.kompass.ie](http://www.kompass.ie)  
[www.ida.ie](http://www.ida.ie)  
[www.forfas.ie](http://www.forfas.ie)  
[www.esri.ie](http://www.esri.ie)  
[www.cso.ie](http://www.cso.ie)  
[www.goldenpages.ie](http://www.goldenpages.ie)

### Slovakia

[www.nup.sk](http://www.nup.sk)  
[www.slovanet.sk/zom](http://www.slovanet.sk/zom)  
[www.osf.sk](http://www.osf.sk)  
[www.iuventa.sk/dokumenty/](http://www.iuventa.sk/dokumenty/)  
[www.profesia.sk](http://www.profesia.sk)

### Greece

<http://www.disabled.gr>  
<http://www.specialolympics.org>  
<http://www.dea.gr>  
<http://www.sed.uth.gr>  
<http://www.elelap.gr>

### Latvia

[http://www.zinisavastiesibas.lv/info\\_I07.htm](http://www.zinisavastiesibas.lv/info_I07.htm) - Information about right of handicapped people  
[www.apeirons.lv](http://www.apeirons.lv) - NGO  
<http://www.ltn.lv/~bovurrc/> - College of Handicapped People  
[www: http://home.delfi.lv/strazduskola](http://home.delfi.lv/strazduskola) - School for blind children  
<http://www.lbjisf.lv/new/?lan=LV> - Latvian Handicapped Children and Youth Sport Federation

### Spain

<http://www.cnice.mecd.es/>  
<http://www.eduso.net/index.htm>  
<http://europa.eu.int/scadplus/leg/es/s02000.htm>  
<http://www.educaweb.com/>  
<http://www.tomillo.es/>  
<http://www.eurojoven.org/>  
<http://www.indalia.es/>  
[http://www.oficinaempleo.com/index\\_f.html](http://www.oficinaempleo.com/index_f.html)  
<http://www.ensenet.com/>  
<http://www.joves.com/home.php>



**Sweden**

<http://www.haga.gu.se/sociology/ungdomsarbetsloshet3.html>

<http://www.ungdomsstyrelsen.se/art/0,2072,4943,00.html>

[www.amv.se](http://www.amv.se)



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### **SESSION IV: TAKING ACTION**

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### **SESSION V: GETTING A JOB AND KEEPING IT**

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### **SESSION VI: MANAGING YOURSELF**

Diego Marin

### **SESSION VII: CAREER PLANNING PROGRESSION**

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### **USEFUL WWW SITES**

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