

Self-consciousness focused career orientation trainings
International experience, good practices



MotivAction

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This publication has been produced in the framework of the Erasmus+ project entitled Erasmus+ Strategic partnership for ensuring personal life management for better work perspectives in disadvantaged regions (project ID: 2017-1-HU01-KA201-036045). The contents of this publication are the sole responsibility of the publisher and can in no way be taken to reflect the views of the European Commission.

The material is developed by the professional team of Kathaz Public Benefit Nonprofit Ltd (Szeged), Akademie Klusenhof (Hamminkeln) and Socialna Akademija (Ljubljana).

1. Introduction

The Reader holds the result of a professional education cooperation realized in the framework of the three-year-long strategic partnership¹ called *MotivAction*. Catholic House Public Benefit Nonprofit Ltd from Szeged, Hungary, Akademie Klausenhof from Hamminkeln, Germany, Socialna Akademija from Ljubljana, Slovenia and West University of Timisoara, from Romania have been working and thinking together to develop this educational material entitled *Self-consciousness focused career orientation trainings. International experience, good practices*. This is the second item of the series *MotivAction* publications, following the first one, dedicated to self-consciousness and personal development trainings. Partners intended to integrate the organized career orientation trainings into the local social context. In addition, we put special emphasis on building self-consciousness basis for career orientation and to consider the topic in a wider context than a sole decision on further education. This way career orientation is put in the framework of life orientation and future-building: participants of the trainings could raise and answer important questions regarding their future, such as *What kind of life do I want to have in 5-10-15 years? What are the basic principles and values I retain important/ I would like to follow? What job shall I choose to have a life in coherence with these principles, values and the desired future?*

The following pages include social changes and current challenges which have impact on career orientation. Furthermore, trainings organized by partners will be presented, underlining similarities and differences between the three alternative versions of career orientation trainings for high school students. Macro and micro plans, as well as description of concrete exercises and methods are also presented.

Naturally, the material may contain information and methods already familiar to the Reader, as career orientation trainings are not a new phenomenon. Why is it still worth reading this booklet? First, because the material is a summary of a two-year-long international course development process and the content of the trainings is at least twice (per partner) tested with high school students. Partners realized so-called demo trainings during the academic year of 2018-2019. After careful evaluation and collection of feedback, in the year of 2019-2020 final training materials were developed and implemented in the form of trainings. Second, we collected the experience of the implemented trainings and formed them into suggestions and advice for future, found on the last pages of the material. We hope that this will help the organizations and education stakeholders who plan to organize similar trainings. Third, it is interesting and meaningful studying three different realizations of the same topic (career orientation).

Hopefully this material will be useful to all teachers, trainers and youth workers who undertakes the responsibility to support youngsters on the ways of career orientation and planning their future.

¹ Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions, (project number: 2017-1-HU01-KA201-036045).

2. Development of the trainings: common principles and local needs

As mentioned in the *Introduction*, this career orientation material is the second item of a series connected to *MotivAction* trainings. This way the elaboration of the career orientation training and this material is based on the common principles and framework defined by partners, already presented in the first item entitled *Self-consciousness and personal development trainings – international experience and national implementation*. However, taking into consideration that the Reader may not be familiar with the content of the first item, it can be useful to present some basic information regarding *MotivAction* program.

Trainings and mentorship program of the *MotivAction* project were implemented in (small) groups. The composition of the groups was fixed during an academic year. The project is based on the following three pillars:

- an interconnected series of three trainings, with the focus of self-consciousness (topics: 1. self-consciousness and personal development; 2. career orientation; 3. financial literacy),
- a mentorship program implemented parallel to the trainings with the same participants,
- personal work: between the trainings and the mentorship meetings, participants get “homework” (eg. career orientation quiz etc.).

Career orientation trainings presented in this booklet are the second step of the education process, following a training on personal development and self-consciousness. Partners agreed in the definition of training series as three interconnected education events which are built on each other, as learning outcomes, experience and feedback of previous trainings are built in the following ones. This means concretely that partners developed the content of the career orientation trainings taking into consideration the content of the self-consciousness and personal development trainings. Furthermore, knowledge gained, and competence developed by students at the first training events are evoked in future trainings as well.

The development process of the content of career orientation training took place as it did for the first time. Partners defined together the common framework of the trainings (common dictionary, focus points, concept on career orientation). After that, each organization was free to elaborate the concrete macro and micro plans of the training realized with local target groups. Macro and micro plans are determined by the following point of views:

- using common principles and basis as the framework of the local trainings,
- investigating the needs of the local target groups in connection with career orientation,
- using the learning outcomes and experience of the self-consciousness and personal development trainings.

3. Common principles and framework

Partners defined the following common principles and framework regarding the topic of career orientation.

1. Use the group definition as we did for the self-consciousness and personal development trainings.
2. Use the training method and experiential learning as we did for the self-consciousness and personal development trainings.
3. Define the terms “underprivileged participants” and “disadvantaged regions”.

As to the definition of underprivileged participants and disadvantaged regions, we partly used the ones developed previously, but we also added new components to the definitions, in connection with the topic of career orientation. This way, the term *underprivileged participants* still refers to youngsters who lack or can reach with difficulties certain possibilities. This lack or difficult availability is considered comparing to peers of the participants in the same country/region. What are these possibilities?

These are such trainings, courses, community events and other programs that support the development of competences and skills empowering participants to become independent, autonomous, responsible adults who can be successful within the current social challenges.

In general:

- Members of the target group have few possibilities at their local place of residence (small town, village) regarding further education,
- They lack strong communities to belong to,
- In the catchment area of partners there was no similar complex support for youngsters in becoming adults, shaping one’s future and career choices,
- Members of the target group get no or little tailor-made attention during growing up and taking decisions for their future.

In addition, local target groups can be characterized by the following traits:

- A part of the Hungarian students come from smaller towns or villages, meaning to have fewer opportunities for further education, sports, community programs and youth work.
- Slovenian participants also come from smaller towns and villages from the rural area, which have several disadvantages, such as:
 - They are from Eastern Slovenia Statistical region: this region is less developed and offer fewer opportunities, especially outside of city areas. In Eastern Slovenia also a larger percentage of people live below the poverty line.
 - Rural environment in Slovenia is less developed and offers fewer opportunities for youth in the field of formal education system and also outside of it. They have less different

opportunities for after-school activities, sports, youth groups and there is also often not an option to be included in youth work activities.

- Since public transport in Slovenia is underdeveloped, those young people are less mobile: they usually don't have driving license yet or if they do, they do not have their own vehicle.
- Many German participants come from rural areas and/or are youngsters with migrant background.

3.1. Definition for career orientation

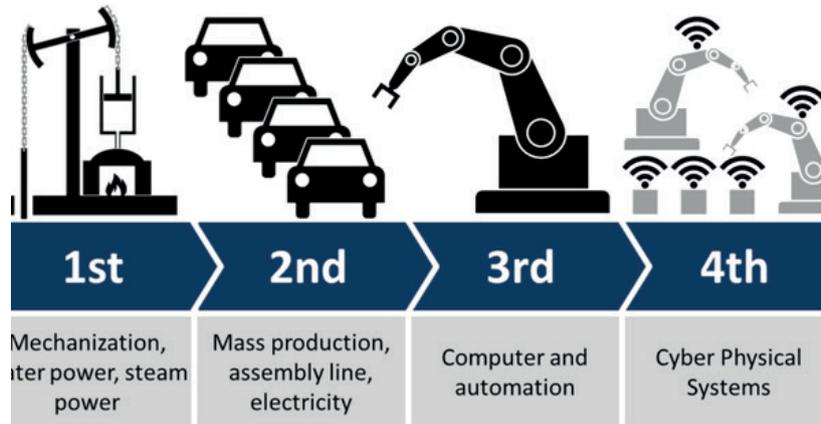
After defining the common framework and the connections to the self-consciousness and personal development material, it is important to define the term *career orientation*. Partners agreed in the approach to the topic of career orientation and discussed the main elements to be taken into consideration for developing the content of the trainings. Naturally, a one-and-half-day or two-day-long training is not suitable for preparing youngsters for career orientation in an exhaustive way, and there is no possibility to reply each and every concrete question raised by participants. So, partners decided to undertake only the responsibility to give points, methods and tools for participants supporting them in taking decisions for career orientation or in general shaping their future.

The career orientation trainings have two basic pillars. On the one hand, trainings are embedded into the local social context, meaning that we considered characteristics and changes of local labor markets and social challenges, as well as we paid attention to the characteristics of local education systems (formal and nonformal education, national curricula and career orientation). On the other hand, we took into consideration general characteristics of the age group of participants (personality development phase, searching for identity, weak basis of self-knowledge). The following paragraphs are dedicated to the presentation of local social contexts and the most important characteristics of participants.

3.2. Social context: Industry 4.0 and changes on the labor market

We can follow up numerous changes in the society and in the world of work that affect career orientation as well. Urbanization is expanding, the rate of services is growing, unemployment is spreading, and new cross-border professions are appearing. In addition, part-time employment is more and more frequent, working hours are more flexible, and it is difficult to divide working time and individual time in the case of home office working. Demographical changes, such as the gradually ageing population, the structural alterations of employment rooting in the changed social status of women, and the emigration-related changes, have impact on the world of work as well.

Important social changes are uncountable. However, it seems important to put special emphasis on the phenomena called 0fourth industrial revolution or Industry 4.0 that resulted serious changes in the world of work and in other fields of society as well. This has meaningful impact on the life of target group members as they shall find their vocation and mission in life, choose a profession in these new social circumstances. Let's see what we can understand by Industry 4.0 and what impacts it have to the labor market.



Picture 1: Four industrial revolutions.

The term Fourth Industrial Revolution or Industry 4.0 defines the emergence of inventions and innovations created as a result of the mass use of new technologies. Examples of such technologies are mobile devices, enormous data storage, large data processing algorithms, artificial intelligence and robotics. The term »new technologies« is actually quite inappropriate, as the technologies listed are not even that new, they have just mainly moved in recent years into mass use, which has led to a multitude of new, affordable inventions.

The fourth industrial revolution has a source in technological advances. However, the new technologies that emerged during this period did not only made a change in a technological world but they also had major impact on every-day lifestyles of people, for example the ways we socialize and connect, how we shop, how we advertise our services, how we travel, how we eat and also how we work. All these changes have brought a completely new world, World 4.0.

Although long-term effects of these changes are not yet known for sure, it is already clear that they will have historical dimensions. From a technological point of view, changes and effects can be divided into three main areas:

- **Physical trends** include e.g. autonomous vehicles, 3D printing, advanced robotics and new materials.
- **Digital trends** include the concept of the Internet of Things (IoT), sharing economics, on-demand economics, algorithms for processing large amounts of data, remote control, data block chains, and more.
- **Among the biological trends** we can recognize mainly the progress in the field of genetics. Scientists no longer need to use trial and error but can digitally test genetic variations. These are phenomena such as synthetic biology, precision medicine, genetic engineering and bio printing.

However, if we are developing career guidance for youngsters, it is even more important to analyze labor market trends that affect the future occupational landscape. Among other things, the following shifts can be observed.

- Smaller organizational structures: large companies are divided into several smaller ones that

- cooperate in the market instead of a single gigantic company;
- Less rigid structures: there is greater change in the field of work roles, professions, co-workers and work tasks;
- Requirements for solving complex problems as simpler tasks are performed by robots;
- Teleworking and working from home: in certain professions this significantly reduces costs while on the other hand the quality of cooperation between workers is not significantly worse;
- Requirement for constant availability: responses are expected at any time, regardless of the hour or day of the week;
- Changed function of offices: these are becoming more and more a meeting place as their function is less and less as an environment for individual work;
- Gamification: and other new forms of motivation are used also in professional environment;
- Hiring workers for an individual task or a project instead of permanent employment.

Labor market and generational differences

However, the labor market is not the only system that is changing during the fourth industrial revolution. Many theorists and researchers also write about the generational changes that result from different ways of growing up. Thus, in the period after World War II we distinguish between the generations of Baby boomers, Generation X, Generation Y, Millennials and Generation Z regarding the time of their growing up. Generation Z, which is the target group of this training, is by most definitions to follow Generation Y and Millennials. Researchers are not yet unanimous about its characteristics compared to Generation Y, as it is not yet included in large numbers in the labor market. The following characteristics are collected on the basis of theorists' findings and trainers' own experience.

Members of Generation Z seem to be/seem to be characterized by:

- greater readiness for social engagement,
- greater emphasis on finding deeper answers to life's questions,
- greater emphasis on privacy,
- greater sense of climate justice,
- greater desire to create impact in the workplace,
- use multimodal communication easily,
- like multitasking both in online and offline forms,
- don't like monotonous activities and concentrating on the same issue for a longer time,
- highly need to belong to somewhere (community, group),
- a part of them would like to reach big successes in a short time.

3.3. Social context: education system

Education (system) is the other important element of the social framework in connection with career orientation. With regard to the fact that participants of the trainings are high school students, here we only deal with challenges faced by secondary education.

In public schools it is a constant challenge to adapt to changes. Schools lost their „mystic“ traits, as nowadays knowledge can be acquired from other sources as well. The value of individual competences and skills is increasing, such as communication, change management, cooperation, moral deliberation and choice, trust, entrepreneurial attitude, but it is difficult to comply these values with traditional school system. Lifelong learning is becoming more and more important instead of front-end model of education.

Furthermore, formal education often turns out to be rigid to react to social and labor market changes in real time. Education system is a huge complex system, typically governed in a hierarchic structure from the top. This is the way school becomes unable to prepare youngsters for choosing a profession, finding one’s vocation in life. Although national curricula and education regulations somehow deal with the career orientation (dedicated classes, thematic days for career orientation, career orientation and vocational fairs etc.), it is also clear that formal education itself is not enough, nonformal education program shall also be included in career orientation process of youngsters.

Finally, education system is guided by the logic of subjects instead of a holistic vision of knowledge. This also affects career orientation, as this logic lack a holistic vision for shaping one’s future. It is not enough to organize separated lessons on career orientation or taking single decisions on further education. It is important to consider life and career orientation as two interconnected processes, taking into consideration the change of social environment at the same time. Career orientation trainings shall empower youngsters with methods and tools that can be used not just for current career orientation decisions but at any time later, when they arrive to a decision point in their life.

3.4. Age group specialties and self-consciousness basis

When developing a training and education material about career orientation for high school students, it is essential to keep in mind the special characteristics of the age group. The most important question in this context is the difficult process of searching for identity that target group members come across. The period of adolescence means a transition from childhood to adulthood. It is determined by the search for personal identity and the first steps taken towards independence from parents and adult life.² Trainers of Kathaz Ltd evoked the empirical research of James Marcia (1987) who analyzed the popular identity theory of Erikson.

Marcia describes four identity states that help in planning, managing and following the process of searching for personal identity. According to Marcia, an adolescent’s identity is formed by two distinct parts, namely crisis and commitment. Crisis is usually the time when youngsters choose a job and an ideology, while commitment is the phase when they identify themselves with a profession or a view, therefore they undertake these decisions permanently. The identity statuses show the development level of the adolescent’s identity. Marcia describes four statuses along the two possible dimensions.

² See in details *Self-consciousness and personal development trainings – international experience and national implementation*. The material is realized in the framework of the project *Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions*, (project number: 2017-1-HU01-KA201-036045).

	Crisis +	Crisis -
Commitment +	Identity achievement (4)	Foreclosure (2)
Commitment -	Moratorium (3)	Identity diffusion (1)

1. *Identity diffusion* – It is a status in which adolescents have not yet made a commitment, and they have not experienced identity crisis. They are hesitating and unable to decide. They try different lines, but these choices are not permanent (e.g. they start to study different professional fields).
2. *Foreclosure* – The status in which adolescents are willing to commit to a particular profession, but they have not experienced an identity crisis. It seems to be an unproblematic situation, however the identity searching period has been skipped. Youngsters accepted family values and rules without any questions. They allow their parents to determine their career direction.
3. *Moratorium* – The status in which the adolescent is currently in a crisis. They actively look for answers to those important questions they are not sure about. They are ready to make choices but has not made a commitment to these choices yet. They experience the difficulty of choice, and they can have conflict between the parental expectations and their own plans. Finding solutions will also mean arriving to a mature identity.
4. *Identity achievement* – The status in which adolescents have already solved their identity crisis finding their own answers on the base of their choices.

Besides discussing the process of searching for identity of adolescents in general, it is also important to connect this process to the topic of career orientation, which can be realized via the discussion of (the development of) professional identity, as well as the analysis of competences, skills and attitudes regarding work. One prominent approach to professional identity is the picture I build from myself in the world of work, who I am as an employee/freelancer.

Professional identity at the time of schooling has not yet been built, but it is still gradually under construction. An individual learns about his abilities, he experiences satisfaction while performing a certain job, observes his own “superpowers” in comparison with others, and defines himself through the team roles he assumes. All the different characteristics of an individual make up his personal brand. If an individual wants to write a valuable CV, present himself well at a job interview, learn about his unique advantages in starting his own company etc., it makes sense that he learns how to communicate his brand authentically. Building a personal brand is a lengthy process in which an individual faces both his strengths and weaknesses. A personal trademark cannot be copied (for example: from a friend), but it is necessary that an individual creates his own one. To complete this process successfully, youngsters need a certain amount of self-confidence and professional support.

During the fourth industrial revolution, when work structures in companies are no longer so stable, individuals are continuously standing with one foot in the job market. Because of that, they need to constantly highlight their added value and therefore the need to build a personal brand has never been as important as it is today.

In conclusion, taking into consideration social context(s), age group characteristics of target group members and their self-consciousness basis, partners formed the following definition for career orientation.

Career orientation in this project is:

- a long-term process, which has the final aim to make youngsters able to be present permanently and successfully at the labor market,
- a series of decisions, as nowadays youngsters do not take one definite decision to form their life and career, but they have to take many small ones to arrive to a specific point in a career path,
- it is not concluded when an individual enters tertiary education or the world of work, because he/she has to take further decisions in the future (motivated by external circumstances and/or inner motivation).
- Due to the latest dramatic changes of social background, the role of career orientation is continuously growing. So, we can find it as an always more independent subsystem, embedded between the years of studies and the world of work.
- The expression “career orientation” gives a general picture of the process: we pick up information, try to find our way around in the world of careers, but we use self-knowledge as a compass.
- It consists of self-knowledge and occupational knowledge, development of competences and skills that can be used at any time in life when it is needed to take a decision regarding one’s career.

4. Innovative character of the training and the IO

Partners started the elaboration of the training content and this IO with a preliminary “research” about career orientation trainings and available curricula in the catchment area of partner organizations. We found that in all the three regions there are training and/or youth organizations which implement career orientation trainings for high school students. So, it was crucial to define what kind of content we should develop in the framework of *MotivAction* project. What are the innovative and gap filling elements of the *MotivAction* career orientation training?

4.1. Innovative elements of the *MotivAction* program

- **Mixed trainer teams during the program (mentors and trainers):** This combination leads to an optimal mix of professionalism and experience, as well as proximity to the participants and their environment. The advantages of both persons can be used without any disadvantages.
- **Age proximity of the mentors:** The age of the mentors has been deliberately chosen so that they represent a link between the parents and the circle of friends of the participants. They are still close to the life world of youngsters, can put themselves in their position well and react empathically. However, they do not have the instructive character of a parent but can pass on experiences and wisdom.
- **MotivAction career orientation training is the second step of a series composed by 3 trainings.** Singular training events are interconnected steps of the same process, having in common the focus of self-consciousness and the same fix groups per partner organization.
- **Fixed groups, both at the trainings and the mentor occasions:** Participants go through the process together, experience progress and let it build on each other. Trainers can save time as participants already know each other at the second and third events, so there is no time-consuming getting to know each other, no re-adjustment to strangers (learning to trust).
- **Use of modern media (living environment):** Through the use of modern media, work is carried out close to the life world of youngsters.
- **Individual attention despite working with groups:** Due to the fact that the mentor groups consist of a maximum of 5 persons, the mentors can take care of the needs of each individual in a targeted and appropriate manner. However, alternatives for action can still be seen and discussed with the other group members.

4.2. Innovative elements of the career orientation training

- **Embedding the topic of career orientation in self-consciousness frameworks.** Presentation of the importance of personal competences, skills and attitudes as well as interests, work values and family patterns in career orientation. Holistic approach to the career orientation process.

- **Linking career and life orientation.** This training places career orientation in the broader context of life orientation and connects it with questions of the individual's identity, his abilities and the desired lifestyle. This way the career planning does not separate an individual from other aspects of life planning.
- **Considering career orientation as a (life-long learning) process** and a series of decisions. Positive attitude to failures and changes of ways during career path.
- **Positive view of career orientation.** In many programs career guidance is presented as a necessity - young people must decide on some form of further education or work. In this training we try to avoid this view and instead proceed from the unique abilities of each individual. This change of view can open new doors and make participants free from unnecessary burdens.
- **Introducing the perspective of workplace quality in a way that young people can understand it.** Through the concept of Ikigai, we look at the quality of the workplace from different angles, thus expanding the notions of quality that most young people carry with them from earlier years.
- **The training focuses on the trends of the fourth industrial revolution.** Not only technological trends that influence the formation of new professions, but also sociological trends that are emerging as a result of changed approaches to work.

Finally, the training can be considered as a new and gap-filling experience for members of the target group:

- According to our experience, youngsters do not have the necessary knowledge, information and skills when they leave education system and try to enter the labor market. The following fields are problematic:
 - be informed about job opportunities,
 - execute various task (often complex ones, at a high level, parallel to each other),
 - have plans about getting or creating a job opportunity.
- **Nonformal methods:** For young people that are previously not involved in any form of youth work, those are new and empowering approaches. It also represents a new way in which young people can express themselves. Furthermore, by using nonformal methods away from everyday life, other approaches to young people can be achieved. There is also no concern that what is told will be interpreted to the disadvantage of the participant later, as mentors and trainers offer a protected space away from school and family.
- **The leader of a training is a youth worker:** Even if the training course is realized inside the institution of the formal education (in cooperation with school, boarding school etc.) it is nonetheless realized by trainers and youth workers that comes in the school system from outside and they also have good knowledge how to use and adapt principles of youth work to the current group of young people.
- **Personalized solutions:** No generalized and uniform problem solution is offered to the participants without concrete, tailor-made tips. Participants feel that they and their problems are taken seriously.

- **Learning to learn & learning independence:** Participants are given the chance to learn how to learn. They do not have to reproduce what they have memorized or follow a rigid framework, as it is often the case in schools. Instead, they can freely participate, try out different things, and create something new.
- **Cooperation with schools and parents, without the pressure of the system:** The support of schools and parents brings many advantages without the pressure of compliance constraint (eg. give supposedly “correct” (but not honest) answers in order to get a good grade or to put parents in a good mood). Openness and honesty offer undreamt opportunities to work on the topics freely and intensively.
- **Finding personal life goals, own standards without the influence of others:** The format of the training enables youngsters to find an orientation for their lives and their professional future, free from external, evaluative influences. No adults (especially parents or teachers) exert pressure or convey opinions. However, youngsters can mutually exchange their ideas and perspectives.

5. Description of the trainings: concepts, methodology and training structures

We aim to arrive to the following learning outcomes on the career orientation trainings:

- Giving a picture to youngsters about the social context they will live in the future 4-5 years, including further education possibilities, labor market demands, and their continuous changes,
- Newish attitude to career orientation: on the one hand, career orientation doesn't mean a life-long decision anymore, rather a series of small(er) ones,
- Revealing that failure and bad decisions are natural parts of life and career orientation, as well as underline the learning opportunity which lies in every failure
- Suggesting the way of thinking about career orientation as a part of desired future life: youngsters shall think about their desired life in 5-10 years, including values to keep, principles to follow, goals to achieve. The decision on concrete career or further education choices shall only be taken after the desired future life is clear.
- Ensuring self-consciousness basis to career orientation, which on the one hand, supports content, proactive, responsible adult life, on the other hand, it makes possible to choose such vocation/profession/job that is tailor-made to the individual and is a result of a conscious personal decision.

Based on the learning outcomes defined together and taking into consideration local social context, partners developed the following training plans. Let's see the presentation of trainings' focus points, macro and micro plans as well as description of methods and exercises.

6. Career orientation training realized by Kathaz Ltd

The training is characterized by the following traits:

- it was held by two trainers who work as psychologists,
- trainers work in the same high school, one of them is working as the psychologist of the school, the other teaches social sciences,
- they have long-years routine in holding career orientation trainings for high school students,
- besides concrete experience collected in practice, they also have scientific knowledge and attitude, one of the trainers hold a PhD degree in education science.

We defined the following focus points to deal with the topic of career orientation:

- self-consciousness needed for career orientation (eg. work values, career interest types etc.),
- occupational knowledge,
- basic knowledge about the labor market,
- information on the education system: tertiary education, courses, education paths leading to different professions,
- inner and external factors influencing career orientation, such as family patterns, traditions, social pressure, favorite activities, hobbies etc.,
- feelings and fears about decision.

6.1. Methods used at the training

6.1.1. SWOT analysis

The name of SWOT analysis, as it is well-known, is an acronym: Strengths-Weaknesses-Opportunities-Threats. During the training, the own SWOT analysis was defined as the main decision-preparing method, considering that it combines well the domain of self-knowledge with occupation knowledge and external-internal environment. The following table, that students were asked to fill in, helped them to systematize the already clarified and known elements. So, everything, what they know about themselves can be strength or opportunity, weakness or threat from the aspect of career choice.

Participants were asked to fill in a 2x2 grid. Internal analysis is equal to the self-knowledge domain and includes strengths and weaknesses. External analysis refers to the environment: family, school system, important relationships, wider community. In the grid this is described by opportunities and threats.

	POSITIVE (+)	NEGATIVE (-)
ANALYSIS OF INTERNAL ENVIRONMENT interests, skills, values etc.	STRENGTHS	WEAKNESSES
ANALYSIS OF EXTERNAL ENVIRONMENT family, school system, training system, friends, NGOs etc.	OPPORTUNITIES	THREATS

SWOT analysis has several benefits, as it makes possible not only the situation analysis and the preparation of decision making, but it also constitutes a transition to the direction of action plan making. It is significant to discover the connections among particular squares. It shows how strengths can help in exploitation of further opportunities, and which weaknesses can be turned into strengths. Although threats can't be kept off completely from our community or environment, it still can be examined, how a particular threat is affecting me, or if this threat can be turned into a weakness. It is important to find out the way how a threat can be turned to a weakness, as if this happens, the individual can have power over the situation and find adequate tools for solution.

6.1.2. Cognitive information career orientation model of Gary W. Peterson

Trainers defined concrete topics to be involved in the career orientation training on the basis of this model. At the base of the pyramid model, we find self-knowledge domain (values, interests, skills, employment preferences) and occupational knowledge (job market opportunities). Decision making skills and metacognition (self-reflection, self-assessment, monitoring and controlling cognitive processes) stand on these two knowledge domains.³

³ Peterson et al. 2002

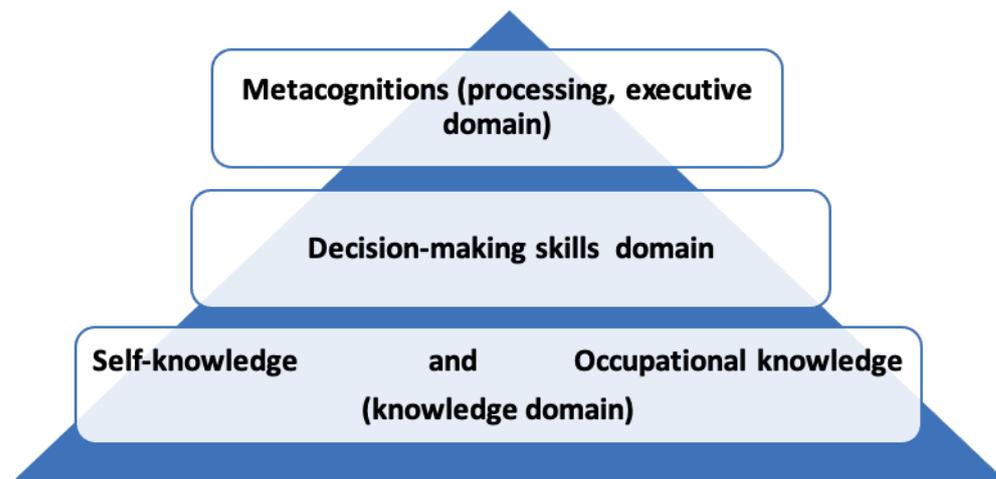


Figure 1: Career orientation model of Gary W. Peterson

One of the main messages of this theory is that everyone needs to develop career building and information processing skills. On the one hand, this point of view helps individuals to make current decisions on career choice, while on the other hand it also develops problem solving and decision-making competences that can result successful choices in the future as well. Our career orientation training is developed following the three levels of the pyramid. We used some formal methods for transferring information and knowledge to the participants as well as offered competence and skill development opportunities. Let's see the levels of the pyramid in details.

Self-consciousness bases

We can define the most significant elements of self-consciousness in the form of three questions which can be handled easily by those, too, who are less at home in psychology.

1. What do I like to do? (interests)
2. What can I do? (skills, competences, abilities)
3. What is important for me? (values)

The list can also be completed with the questions *What am I like?* and *What are my characteristics?*, as the knowledge of our personality traits is essential for conscious and successful career choice decisions. In case of the first question, favorite activities, hobbies, classes, topics, or even series, blogs and magazines can be evoked at the training. As to the second question, we suggest dealing with those activities what students are good at and do regularly. It is a right occasion to talk about the dynamic between skills and interest fields. We often experience, that we prefer the activity, what we are good at, and its practice makes us more skillful. However, it sometimes also can happen that we start to like something, if we realize that we have a taste for it.

The discussion about the third question, namely the topic of values, is especially important in high school students' groups as defining, shaping and strengthening own values is an important column of identity development. It is suggested to start the discussion with general values and moving towards work values (values that an individual retains important in case of a profession/job). Finally, it is worth to deal

with the topic of family (traditions and patterns) that can be connected to all three previously mentioned questions. The discussion of the link between family and career orientation is a good transition point to the topic of occupational knowledge.

Occupational knowledge

This topic is suitable for revealing inner coherences of different professions and vocations:

- specific tasks to be performed if one has a certain profession/job,
- responsibilities,
- tools and machines used during work,
- work traits (e.g. outdoor-indoor, alone-in team, determined-flexible etc.),
- physical and psychical requirements,
- qualification requirements,
- income and other benefits,
- work-life balance, family-friendly work etc.

If we use Peterson's model, it is highly important to keep in mind that levels of the pyramid are built on each other and self-consciousness is at the base of the „building“. This way we discuss the topics making clear the relation between the levels. This approach helps participants to use the information connected to different levels in decision-making situations during their career path to draw concrete conclusions such as they would like to have a specific job or are able to fulfil certain positions.

Besides the "static" aspect of career orientation, such as the characteristics of concrete jobs and the connection of the participant to that, it is also important to take into consideration the dynamic aspects of career orientation as well. Dynamic aspects can be for example:

- latest changes of jobs and professions,
- education paths leading to a certain profession and their changes,
- World 4.0. and Industry 4.0: impacts of technology development to society and the labor market,
- disappearing and appearing professions.

The dynamic aspects of career orientation are discussed in details in the chapters *Social context*.

When discussing occupational knowledge, it is useful to include the grouping of professions according to interest types (J. Holland) and work values represented by different professions. When choosing a profession, it is a good starting point to identify personal interest type with the use of tests (for example, multiple intelligence test of Gardner) and think about hobbies and favorite activities, and after that comparing these findings to the tasks to be performed at the certain profession.

Finally, discussing the connection between values (both general and work ones) and the chosen profession is a necessary topic in career orientation training for high school students. In the middle of shaping values and searching for identity, it is worth being aware that different professions have different work values. Harmony between own values and work values of a profession is an important condition for personal happiness.

Decision making skills

Decision making skills are at the second level of the pyramid. Career orientation is a series of decisions, it is a process built from occasions of choosing from various directions on the basis of preliminary information. Having self-consciousness and occupational knowledge gathered on the first level of the pyramid, now it is time to improve decision-making skills. This can be done by getting to know decision-making techniques and situation) analysis methods.

The following questions can be included in this level of the pyramid:

- How do I clarify what the concrete questions are?
- What information etc. do I take into consideration? What should I pay attention to?
- What helps in decision-making? What is an obstacle for me in decision-making?

Metacognition

The third and final level of the pyramid is the level of metacognition. It means thinking about thinking, in general it means effort to be aware of what we know and what we don't know. It is a higher-level cognition, and in career orientation we can add further meanings to this conception:

- I am responsible for my own career,
- I know what I like and don't like,
- I know what I can do and in what I would like to develop,
- I choose and plan consciously.

Metacognition is not an independent topic of the training, but it is still present in its whole content, since the main aim of the career orientation training is to support participants in conscious discussion and decision-making about career orientation.

6.1.3. SMART goals

We used SMART goals method for discussing career orientation goals. The name of the method is an English acronym defining the characters of an ideal aim.⁴

- *Specific* – expressed briefly and clearly, detailed properly, determined precisely
- *Measurable* – quantity, quality, time, inputs, costs, successfulness, efficiency, failure rate etc.
- *Achievable/Attainable* – it fits the person's knowledge, skills and attitude who will accomplish it
- *Relevant* – current, neat, it is connected to bigger plans and tasks
- *Timely* – time-related, keeping deadline, within a time interval, having right time schedule.

Specific

It means to define what it is all about. It is important to resist the temptation to define or agree on some kind of "diplomatic, general wording". Unconcreted objectives put a considerable strain on the path to the goal. Examples of unconcreted goals: "I want to challenge myself." "I want to become more confident."

⁴ Simonyi, 2004.

Measurable

It means to formulate the goals in such a way that it is later objectively recognizable whether it has been achieved or not. It is not always easy to measure the change in behavior.

Attractive

It means to use the motivational power of the goals through so-called goal pictures. For this purpose, it is important to describe the intended final state when formulating the objectives, as if it had already occurred. Formulations such as "I want to finally show more self-confidence" already contain a negative judgement of the current situation. The motivational effect is rather low with negative formulations of objectives.

Realistic

It means that goals must be formulated in such a way that one can achieve them. Unattainable goals are demotivating. However, it is important to set ambitious goals which motivate to do one's best.

Time-related

It means that the achievement of objectives is monitored at regular intervals and that there is an end date. The time limit/deadline helps to look at the distance covered (motivation) and to react to expected obstacles.

SMART method is definitely suitable for setting goals both in career orientation process and in other fields of life. In connection with the career plan, it is also useful to think about the question of future required lifestyle and long-term plans (What will I be like 20 years later?). However, we make an action plan usually for 6-12 months. Considering SMART criteria, the students make 2-3 action plans at the training that can help them in career choice decisions.

6.1.4. Career Construction Theory by Savickas

Examining the question of career planning we have used the Career Construction Theory by Savickas. According to this model, career is not chosen but constructed, and it is being built permanently affected by the interaction between environment and individual. The person has an active role in this relationship system, who focuses on rather permanent career building, than career choice-related decisions. It is an important goal that our future work is a tool of self-fulfillment and self-expression. Savickas' model also emphasizes that career construction is a continual process, wherein the development of self-knowledge and occupational knowledge is permanent, similarly to the formation, development and practice of those competences, that can be used independently in career-related decision-making situations. Savickas offers the use of the narrative technique method, as it can be suitable for identifying a person's life goals. During career orientation trainings participants can think their former choices over, analyze their former decisions, and create their own tale and narrative.

6.2. Target group and its needs

- Originally, 54 students applied for MotivAction trainings in the academic year of 2019-2020. Some of them didn't participate even in the first training (5-8 students). Some participants of the career orientation training left the occasion before its end.
- Due to the high nr of participants, we divided them into 2 sub-groups. The composition of the groups was fix during training occasions, excluding those who didn't come to an occasion.
- Participants are high school students, aged 14-17 years. Participants represented four different schools (type, location).
- The bigger part of the students came from the same school/class, so they have known each other. All students have known at least one person at the training, but nobody has known all other participants.
- One part of the participants lived in dormitory, meaning to come from small villages and miss the original relationships and social network during the week.

The following needs of target group members have been taken into consideration, regarding the topic of the training:

- They need support in forming their future. They must take important, future-shaping decisions in a relatively short time, under a big pressure (further education, career orientation). In addition, they seem to miss information, tools and methods for making their own and conscious decisions.
- Due to their age, they may not have enough self-consciousness, firm values and norms, although this would be necessary for shaping their future.
- They have to assume new roles in the society and redefine their personal identity because of the age of adolescence and career orientation decisions.
- Many of them arrive with concrete questions to the training. Trainers tried to answer these questions and offer help in solving problems or answering questions on their own. Furthermore, trainers offered the possibility of future personal consultancy to participants.
- Dealing with uncertainties deriving from social changes and decision-making situations. On the one hand, it is important to be aware that changes are necessary and related uncertainties are natural. On the other hand, at the training we present methods and tools for handling these situations.
- New approach to career orientation (from the point of view of participants): we connect it to self-consciousness, work values and desired future lifestyle. We reveal at the same time that career orientation is a continuous series of decisions and a life-long learning process.
- During the discussion on occupational knowledge, we put special emphasis to the rapid changes of social context and professions. See in details in the chapters *Social context*.

6.3. Structure of the training

First day

Time	Topic	Description
17.00 – 17.30	Introduction round	Name, class, school, regular activities/groups)
	The Big Wind Blows! energizing game	A set of chairs, one less than the number of players, is arranged in a circle. Someone stands in the center of the circle, while all other players sit on the chairs. In each round of play, the person calls out a sentence beginning with the words „The big wind blows“ that refers to one or more players, e.g. „The big wind blows if you came directly from the school / if you wear glasses / if you had lunch at home today / if you are going home by bicycle etc. All players that fall into the named category must leave their chair and attempt to find another seat. When all chairs are occupied, the person who failed to get a chair stands in the center of the circle for the next round.
	Drawing activity Where did I come from? Where am I? Where do I go?	Participants draw their answers to these questions. A4 drawing papers are needed to divide into three equal parts. Participants present their drawings in the large group, then the trainer exhibits these pictures e.g. on the table or notice board. The exhibition can be visited during the whole training.
17.30 – 18.00	Expectations and fears: What is to be done? What is not to be done?–	Participants get two different colored (red and green) post-it sheets. Anonymously they write down their fears connected to the training on red sheets, while their expectations have to be noticed down on green sheets. The trainer draws a tree on a flipchart paper. Participants put their red post-its with their fears among roots, and their expectations among branches. The trainer reads out the collection. Using the expectations, the trainer talks about the planned program, while the group rules are set up on the basis of fears.
	Rules composition and description	For example: punctuality, using phone, avoiding personal comments, privacy etc.
18.00 – 18.15	Break	

18.15 – 19.00	Family tree with professions	<p>Students draw their family trees on an A4 sized paper, but they have to write down their family members' job and profession instead of dates (more professions can be mentioned if needed).</p> <p>In groups of three experiences can be shared on the basis of the following topics:</p> <ul style="list-style-type: none"> – Determining person – Similar fields and interests in the family – Changes from generation to generation <p>They share some thoughts in the large group.</p> <p>During the closing round we ask them how many persons they have on their family trees (it is not a competition).</p>
19.00 – 19.15	Johari window	<p>Introduction of Johari window in order to show why group and feedback are so important in self-knowledge development.</p>
19.15 – 19.45	Analysis of favorite activities' list	<p>Participants are asked to write down at least 12 favorite activities below each other on a sheet of paper. We start to analyze them:</p> <p>Activity performed alone / Team activity Indoor activity / Outdoor activity</p> <p>What is the main element of the activity: people - thoughts - tools</p> <p>Everyone chooses his / her three favorite activities from the list, then they collect professions, which job descriptions contain the chosen activities. Students share their ideas in pairs first, then they present some in the large group as well.</p>
19.45 – 20.00	Closing round I – You – He / She – We – You – They	<p>Every participant says only one sentence about the training. Sentences are needed to begin with a personal pronoun following the order of them. E.g. I laughed much today. You (naming someone) found interesting professions. He knows much about his family...</p>

Second day

Time	Topic	Description
9.00 - 9.20	Telephone game I would like to talk to someone, who...	Using the experiences and information collected the previous day, students try to call someone from the group without saying his / her name. E.g. „I would like to talk to someone, who would like to choose a profession that never appeared in his family.“ If someone recognizes that the sentence refers to him / her, calls another person. There is no conversation in these situations. The game is over, when everyone is called.
9.20 - 10.15	Savickas career theory (ppt)	While we watch presentation, students form their own tale, and write down their answers to the questions were asked in advance. In groups of three they discuss experiences and determine their interest fields. Every student fill in a questionnaire, then they compare the results in the small group, finally they can show their own interest field in the large group.
10.30 - 10.45	Break	
	Similarities and differences	In groups of three they look for: <ul style="list-style-type: none"> - 3 things, what they are good at - 3 skills, what they would like to develop or learn - 1 difference per person, what makes him / her different from the other two group members Groups share the results.
	Multiple intelligence test (H. Gardner)	Every participant fills in the questionnaire, and evaluates it following the instructions. Those who have same intelligence type, form small groups, and make and advertisement about that type of intelligence. Finally, they show their advertisements.
12.00 - 13.00	Inside and Outside Circles (discussion technique)	Students form two concentric circles and exchange information with a partner until the trainer signals the outer circle to move in one direction, giving each student a new peer to talk to. Students can spend 1 minute with their partners. Both of them have to tell, what they would choose among the following values, situations. <p>Topics:</p> <ul style="list-style-type: none"> • Learning – Travelling – Working • Supporting others – Competitive situation • Power of decision-making – Belonging to a team • Precise work – Creativity • Money – Self-independence • Inspiring milieu – Office work • Stable workplace – Entrepreneurship • Working alone – Relationship with people At the end of the activity we share the experiences in a closing round. Students can talk about one or two values which are especially important for them.
13.00 - 14.00	Lunch	

14.00 – 15.45	Blob Tree (Pip Wilson)	Everyone gets a paper on which 25 little people can be seen with a tree in different situations around or on the tree. Students discuss the following questions in pairs: Where am I now? What is the next step? Where would I like to go to?
	Analysis of decision making	As an introduction we talk about factors, that influence career choice. We list as many internal (skills, interest, values, personality traits) and external (family, school, labour market possibilities, important persons, fashion, prejudices, status, salary) factors as we can. Everyone draws a big circle on an A4 sized paper sheet. They choose a former situation in their life when they had to decide (e.g. when they chose high school). This circle has to be divided into parts according to the number of factors they take into consideration. The size of the sectors shows the importance of each factor in decision making. Participants talk to minimum three other persons about their former decision walking around the room.
	SWOT analysis	The trainer introduces the specialities of SWOT analysis. Everyone makes own evaluation about his / her current state, building in everything they have already recognized during the training. The trainer introduces possible development strategies on the basis of SWOT analysis, and they talk about setting goals according to the SMART theorems. Participants set three goals for themselves, that can be fulfilled until December. They discuss the plans in group of three.
14.45 – 16.00	Break	
16,00 – 17.30	Dream Map (minimum 15 years later)	Students get an A3 or A4 sized paper. They imagine what they will be like 15 years later, then they draw a dream map. The most daring dream of the map is presented in the large group.
	Evaluation Exercise: haversack, washing machine, dustbin	The group reviews the process of the two-day long training. We return to the fears and the expectations. Everyone walks to the tree and pick off those red and green post-its that contain fulfilled expectations and unfounded fears. Description of the evaluation task: Everyone gets three post-it sheets that symbolize these objects. Students write down feedbacks and stick them up on a large collective paper. Haversack – What do I take along with me? What did I learn? What can I use later? Washing machine – What must I think through on the following days? Dustbin – What must I throw away? What was unnecessary? Participants can share one or two thoughts during the closing round as well.

7. Career orientation training realized by Socialna Akademija

Characteristics of the training are the following:

- The training lasted two full days, 8 pedagogical hours each day. The total duration was 16 pedagogical hours.
- The training was led by youth workers.
- It was composed by previous good practices of Socialna Akademija's projects, common frameworks defined by partners, and replies to the needs of the target group.
- Trainers dealt with the topic of career orientation with the following focus points:
 - connecting life and career orientation,
 - putting the topics of career orientation in the social context of nowadays, taking into consideration the phenomena World 4.0. and Industry 4.0 and their consequences to the labor market,
 - career orientation as a series of decisions,
 - career orientation as a possibility for shaping one's future (desired life(style), values, principles etc.).

7.1. Methods used at the training

7.1.1. Dilts Pyramid

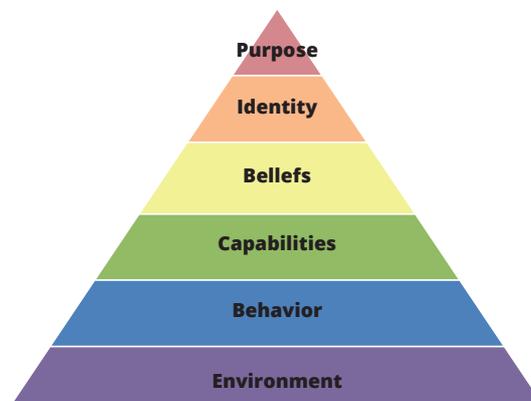


Figure 2: Dilts pyramid

Dilts pyramid is a concept that consists of six levels of human personality that are interconnected in two directions. From bottom up those levels are:

1. Environment,
2. Behavior,
3. Capabilities,
4. Beliefs,
5. Identity,
6. Purpose.

The lower level determines the higher. For example: the environment, in which an individual grows up, determines his/her behavior. His/her behavior (habits) is determined by his/her abilities. His/her abilities determine his/her values or beliefs and so on.

From a higher level it is possible to influence a lower one. For example, when an individual changes his perception of his/her own identity, he/she consequently also changes some of his/her beliefs. Another example is when an individual changes his/her belief, his/her own habits are also changed as well.

Two important uses of the tool/concept in career orientation:

1. Talking about topics such as (professional) identity and personal mission is usually very demanding for both young people and adults. However, when we climb up the levels along the Dilts pyramid, the conversation about these topics seems only as a gradual upgrade of the previous level(s).
2. Dilts pyramid helps an individual to understand the connection between different levels. In adolescents, we often observe a gap between the ideals embodied by its mission and the concrete actions embodied by behavior. The tool clearly shows the system according to which these two categories are interdependent.

7.1.2. IKIGAI



Figure 3: IKIGAI

Ikigai is a Japanese concept that means “a reason for being”. The word refers to having a direction or purpose in life, which makes one’s life worthwhile, and towards which an individual takes spontaneous and willing actions giving them satisfaction and a sense of meaning of life. According to this theory, each individual is supposed to have their own personal ikigai which should be the result of an individual’s thoughtful answer to four important questions:

- What do you love?
- What are you good at?
- What you can be paid for?
- What the world needs?

It is quite difficult to find a job or profession where all questions will be answered positively and will meet all four criteria mentioned above. However, it is still important that the individuals know their answers to these questions and do not make a judgement about different jobs based on just one or two of these questions. In different settings, certain issues are often neglected (for example: the issue of earning money is important, while others are not).

7.2. Target group and its needs

The primary target group are young people with following traits:

- aged 15-19 years,
- they attend high school,
- during the week they live in boarding school,
- their primary home is located in East-Slovenia statistical region,
- they come from smaller towns or villages (no chance for attending schools closer to home),
- they took part at the first training, dealing with the topic of self-consciousness.

The following needs of the target group were considered in relation to the topic of training.

- **Thinking about career guidance before this need becomes urgent.** In this way, their professional decisions will be more thoughtful and concluded with less pressure. At the same time, there will be a growing awareness that career guidance is a constant and continuous process.
- **Linking life orientation and career orientation.** The choice of job, among other things, strongly determines the choice of individual's lifestyle. At the same time, the desired lifestyle strongly influences the jobs that the individual is willing to perform. In Generation Z we observe especially strong tendency to consciously choose one's own lifestyle, so it makes sense to show young people the (often unseen) consequences of such choices.
- **Expanding the parameters according to which jobs are judged.** From their primary environments, young people bring only certain parameters they acquired during their upbringing. Expanding their range also means greater freedom in choosing a profession.
- **Understanding the continuous development of professions.** As technology evolves rapidly and lifestyles change, so do professions. For many youngsters, the biggest eye-opener in such trainings is the realization that the profession they are studying for is very likely not the profession they will retire from.

- **Dealing with uncertainties.** Young people are entering an uncertain society, which is also characterized by the term “Risk society”. Occupational uncertainties are connected to global cooperation, sudden economic changes, as well as natural and other unpredictability. Young people also have to react quickly to these changes, even though they may not have had the opportunity to learn this reaction.
- **The training focuses on the trends of the fourth industrial revolution.** Not only technological trends that influence the formation of new professions, but also sociological trends that are emerging as a result of changed approaches to work.

7.3. Structure of the training

First day

Time	Topic	Description
9:00 – 10:30	Introduction	Introducing the goals of the programme, distributing the logistical and practical information concerning the training, breaking the ice between participants, introducing the main theme of the training and discussing main concepts used during the training.
10:30 – 11:00	Break	
11:00 – 12:30	Things your parents could not tell you	Starting with the biographical learning about differences between them and their parents, participants discover trends in the world impacted by the 4th industrial revolution.
12:30 – 14:00	Lunch break	
14:00 – 15:30	4 key questions of career education	Using IKIGAI tool, participants answer 4 key questions about their ideal job. They also “feel the difference” between the concepts of passion, mission, vocation and profession.
15:60 – 16:00	Break	
16:00 – 17:30	Me as a result of my experiences	Using lower 2 levels of Dilts’ pyramid, participants reflect their prior experiences and draft their strong and weak points coming from these experiences.

Second day

Time	Topic	Description
9:00 – 10:30	What is a competence?	Participants understand the concept of competences and try to name some their key competences
10:30 – 11:00	Break	
11:00 – 12:30	My hard choices for the future	Participants try to see choices they are facing in the near future through the perspective of opportunities for articulating their identity.
12:30 – 14:00	Lunch break	
14:00 – 16:00	Building my personal brand	Participants understand the concept of personal brand and try to draft their own personal brands. Besides that, they know how to put basic elements of personal brands into CV, personal portfolio or job interview.
16:00 – 16:30	Break	
16:30 – 17:30	My steps forward	Participants evaluate the training course and plan concrete steps for their future.

7.4. Description of training sessions

7.4.1. Session 1: Introduction

Duration: 90 minutes

Aims: Introducing the goals of the programme, distributing the logistical and practical information concerning the training, breaking the ice between participants, introducing the main theme of the training and discussing main concepts used during the training.

Used methods:

- Introduction in the circle
- Name-games
- Statements: 2 true + 1 false
- Group work

Preparation of the learning room:

Classroom should be prepared, and all material neatly organized before participants' arrival. The environment of the learning room should be (as much as it is possible) cozy and homely so the participants can feel nice and comfortable since the topics will sometimes be difficult and very personal. We suggest that it is prepared following these guidelines:

- chairs are arranged in a circle,
- in the center of the circle is a pile of different unstructured material in which participants project their own expectations (didactic material, canvas, empty papers etc.).

Program:

Activity	Min.	Detailed description
Introduction in the circle	10	Each participant tells the essential info about themselves: <ul style="list-style-type: none"> • Name, • which class/school program are they from, • why did they decide to attend the training course and what are their expectations, • The trainers also make their own introductions.
Name-games	20	Playing various name-games according to the preference of the trainer.
2 true, 1 false	15	Each participant writes 3 facts on a sheet: 2 true (but maybe unbelievable) and 1 false. Participants split in couples. One person tells his/her couple his/her facts and the other has to guess which of the three is false. Then they change roles. When all couples are done, participants split into other couples and repeat the procedure.
Presentation of the timetable, basic info about the training and logistics	10	Trainers present essential pieces of information that that participants require to know about the training (when and where are the breaks between the sessions, what is the timetable etc.): Timetable is prepared in advance and after that we can put it on a wall in the room/common area Some info about the coffee break and lunch (especially for people with food allergies and other dietary restrictions).
Defining concepts	35	Participants split into groups of 4 people. Each group gets a paper with following words: <ul style="list-style-type: none"> • Vocation • Work • Education • Employment • Employability • Career • Entrepreneurship Groups try to define each of these concepts. They can do it in many ways: through drawing symbolic pictures, writing a definition, mimics ... In plenary discussion groups present their definitions.

7.4.2. Session 2: Things your parents could not tell you

Duration: 90 minutes

Aims: Participants discover trends in the world impacted by the 4th industrial revolution through biographical learning about the differences between them and their parents.

Used methods:

- Biographical learning
- PEST analysis
- Presentation

Program:

Activity	Min.	Detailed description
Introduction	5	Initial ice-breaker. Explanation of the aim and flow of the session.
My parentss at my age	35	Biographical learning in following phases: <ul style="list-style-type: none"> • Individual work: Drawing three portraits (using symbols to present the “spirit of the time” for each of them): <ul style="list-style-type: none"> ○ Me, now ○ My parent when I was born ○ My parent at my age • Group discussion: <ul style="list-style-type: none"> ○ What did you present on the pictures? ○ Why did you draw things you did? ○ What are 5 main differences between the “world” of your parent at your age and the “world” of you today?
Short presentation: Industry 4.0	15	Presentation of: <ul style="list-style-type: none"> • Concept of the Industry 4.0 • Major technological innovations in Industry 4.0 • Major trends in Industry 4.0
PEST analysis of the “World 4.0”	15	Defining the “world 4.0” (= world defined by Industry 4.0) from 4 different perspectives: <ul style="list-style-type: none"> • P = political • E = economical • S = social • T = technological Work in couples, putting post-its to 4 posters (one poster for each letter).
Closing-up discussion	20	Debriefing and implications for the labour market. Possible inspiration: https://abc-of-youthwork.eu/wp-content/uploads/2018/07/ABC_of_YW_manual.pdf (pages 11-14).

7.4.3. Session 3: Four key questions of career education

Duration: 90 minutes

Aims: Using IKIGAI tool, participants answer 4 key questions about their ideal job. They also “feel the difference” between the concepts of passion, mission, vocation and profession.

Used method: IKIGAI

Program:

Activity	Min.	Detailed description
Introduction to the session	10	Icebreaker. Presentation of the aim of the session. Forming 4 groups of equal number of participants.
IKIGAI	55	4 corners of the room decorated as the 4 “circles” of IKIGAI (see Theoretical Background for explanation). Possible symbols: <ul style="list-style-type: none"> • 20€ cash (= what makes money) • Chocolate (what you love) • Diploma (what you are good at) • Pictures of poverty, ecological disasters ... (what the world needs) 4 groups visit each corner, being appx. 12 minutes there. Followed by the rotation in clockwise direction. Questions for reflection of one of the topics are prepared in every corner. Group members are encouraged to give positive feedback to each other.
Presentation of the concept	10	Presentation of the IKIGAI concept by the trainer.
Debriefing	15	Debriefing of the session. Possible starting questions: <ul style="list-style-type: none"> • Which of the 4 questions surprised you the most? • Attention to which question did you already “bring from your family”? • Is it necessary for you to find balance among these 4 questions or do they have any hierarchy in your career education?

7.4.4. Session 4: Me as a result of my experiences

Duration: 90 minutes

Aims: Using lower 2 levels of Dilts' pyramid, participants reflect their prior experiences and draft their strong and weak points emerging from these experiences.

Used methods:

- Dilts pyramid
- World Café
- Personal notes

Program:

Activity	Min.	Detailed description
Presentation of the session and the World Café method	10	Explanation of the aim of the session. Explanation of the method (tables, smaller groups, free transitions, served coffee or tea, cookies, poster, sharing experiences around "meaningful questions" put on every table.
World Café	60	Number of tables is defined according to the number of participants: [number of participants / 4]; no more than 3. On every table, there is a poster with a "meaningful question" connected with prior life aspects and experiences of participants. Possible questions: <ul style="list-style-type: none"> • My strong teachers / mentors (can be through informal learning) • My biggest successes • Strongest feelings in my life (positive or negative) • Impact of my family on me • What did primary school give to me? • My holidays – when I was a kid ... Participants switching tables, so that groups are mixing. On every table they share personal stories up to the level of confidence. Keywords are put on the posters for the inspiration of next groups.
Individual work in personal notebooks	20	Questions for individual work: <ul style="list-style-type: none"> • You are the result of your past experiences. Among all the experiences you (and your colleagues) have shared in the World Café, which were the strongest? • How did strongest experiences impact you? How did they form you into a person you are now? Can you describe yourself as a result of these experiences?

7.4.5. Session 5: What is a competence?

Duration: 90 minutes

Aims: Participants understand the concept of competences and try to name some their key competences

Used methods:

- Positive feedback on the back
- Trio Storytelling
- Presentation

Program:

Activity	Min.	Detailed description
Positive feedback on the back	10	Each participant puts paper (A-4 size or similar) to his/her back. Participants take markers (each person one marker) and walk around the room. Each participant is asked to give positive feedback onto the back of as many other participants as possible about his/her strong points / skills / knowledge / positive characteristics. After 5-7 minutes exercise stops and participants are able to read papers from their back.
What is a competence?	10	Presentation: 3 aspects of a competence: knowledge – skills – attitudes.
Storytelling	40	Working in the groups of three (Trio Storysharing according to Art of Hosting principles) <ul style="list-style-type: none"> • Person 1: Storyteller • Person 2: Harvester • Person 3: Witness Speaking stories, discovering unique competencies of storyteller. Then the roles turn around 2 more times.
What are key competences?	10	Explaining the concept of Key Competences – competences that are crucial for employability. Possible resource: http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf
Identifying connections between my competences and key competences	20	Work in same trio groups as before. Debriefing questions: how can we connect everyone's unique competencies to the concept of 8 key competences? To which of the key competences can we connect each competence?

7.4.6. Session 6: My hard choices for the future

Duration: 90 minutes

Aims: Participants try to consider future discussions through the perspective of opportunities for articulating their identity.

Used methods:

- Video (TedX Talk)
- Discussion
- A, B, none or both?

Program:

Activity	Min.	Detailed description
Introduction	5	Career orientation is a path with many crossroads. On every crossroad, there is a decision to make. Further education, taking extra classes, attending scout camp etc. – these all are vital decisions. How can one face difficult decisions and gain from them?
Video	15	Look at the video: Ruth Chang: How to make hard choices? https://www.ted.com/talks/ruth_chang_how_to_make_hard_choices
Debriefing of the video	25	Possible starting questions: <ul style="list-style-type: none"> • What do you remember from the video? Maybe just 1 sentence? • What is speaker’s main advice for facing hard choices? Can you tell it in your own words? • Can a big decision really be an opportunity for articulating your identity?
A, B, none or both?	35	Participants work in pairs. Every individual chooses a “big decision” he or she has to deal with in the near future. Decision should have at least 2 options: A and B. In individual process he/she visualises both options: <ul style="list-style-type: none"> • How life would look and feel if “A” would happen? • How life would look and feel if “B” would happen? • How would it look and feel like if both “A” and “B” would happen? Think creatively? • Is it possible to not do “A” neither “B”? How would that look and feel like? Participants tell each one in pairs about the dilemma and all 4 possible outcomes. They support each other in researching options deeper. (15 minutes each direction; 5 minutes for setup and closing)
Debriefing	10	Final debriefing of exercise. Possible questions: <ul style="list-style-type: none"> • What is it that makes my decision difficult? • What could I do to make it less difficult? • Do you usually see only A and B or also other possibilities?

7.4.7. Session 7: Building my personal brand

Duration: 120 minutes

Aims: Participants understand the concept of personal brand and try to draft their own. They get to know basic elements of personal brand to put into a CV, personal portfolio or job interview.

Used methods:

- Silent Floor
- Presentation
- Simulation game

Program:

Activity	Min.	Detailed description
Silent Floor	40	6 posters on the floor. Keyword or question written in the middle of every poster: <ul style="list-style-type: none"> • My values • My hope for the better world • My qualities • What can I contribute to the others? • How can I contribute to the others? • My most beloved colour, image, music, book Posters are introduced to participants (5') Participants walk around the room in silence and contribute their personal answers to the posters. In the meantime, they read contributions of others. (20') Short debriefing about each poster (15')
What is a personal brand?	15	Presentation. Main elements: <ul style="list-style-type: none"> • What is a brand? More than a logo! • Brand is about values, about "user experience". • What kind of "user experience" would I like to provide as a worker to my employers, to my customers etc.? • What do I want they would say about me?
Find elements of your own personal brand	20	Revisiting posters and using your notebook, put down elements from every poster that resonate with you the most.
Simulation of a job interview	45	Work in trios: employer, employee and observer. Situations given in advance. Possible situations: <ul style="list-style-type: none"> • Teacher in primary school. • Leader of a local student club. • Shift leader in a grocery store. Employer prepares questions, employee prepares answers, observers meet with one trainer to define parameters of observation. (15') Simulation of job interview (20') Debriefing (10') Possible other activities: <ul style="list-style-type: none"> • Writing a draft CV. • Shooting a short video with your presentation (1 minute).

7.4.8. Session 8: My steps forward

Duration: 60 minutes

Aims: Participants evaluate the training course and plan concrete steps for their future.

Used methods:

Storytelling and individual work

Group work

Program:

Activity	Min.	Detailed description
Reflection of the training course	15	Guided “walk” through the training course. Trainer telling story about the training course, what happened in every session, which group moments did we have, which concepts were presented. Participants individually write their “strong moments” into their notebooks.
Further steps	20	Participants split into groups of 4 and share their further steps after this training course. Try to follow following model: <ul style="list-style-type: none"> • What is my vision in a 1-year future? • Which main steps should I take to make my vision happen? • What is the first concrete step that can be done in next week?
Evaluation of the training course	20	Coming back to the common circle, every person gives feedback about the TC.
Closing words.	5	Closing words of trainers and organiser.

8. Career orientation training realized by Akademie Klausenhof

8.1. Background information on the choice of pedagogical design of the training

Shell Youth Study 2019 (an annual study realized on a representative sample in Germany) found that young people remain willing to “orient themselves highly to performance standards” and “at the same time feel the desire for stable social relationships” in their personal environment. “In their individual search for a secure and independent place in society, they adapt to the circumstances in such a way that they are able to seize opportunities that arise as best they can. More than in the past, many young people now attach importance to a much more conscious lifestyle”⁵.

Furthermore, it is worth mentioning that in Germany the majority of career orientation guidance is provided by the state Federal Employment Agency, which is obliged to do so by law. This primarily concerns youngsters’ choice of occupation and field of study before their first time to choose.

A challenging pillar of growing up is to make decisions on one’s own initiative, to cooperate with others and to act according to one’s own standards. “Autonomy” is the key word here. There are few opportunities to test and learn this autonomy without consequences, often it is immediately expected fully developed by the environment. There is no transition phase of learning and trying. In the seminar we would like to provide a training platform for this process. For this reason, we have consciously chosen a very free way of working. Entire Saturday (dominated by the video project) ran as self-sufficiently as possible. After an introduction to the topic, participants are divided into four small groups. Trainers accompany the process from a distance and support if necessary, but do not take over direct leadership. In the reflection on Sunday, participants observed and analyzed the independent and self-responsible work they did during the video project. Tips and experiences from different positions and roles within the groups are exchanged.

The cooperation exercise at the beginning of the training has the purpose of (re)accustoming participants to working together for a weekend. The exercise refreshes their memories about each other, and the working principles and rules created together at the first training.

The career orientation training realized by Akademie Klausenhof lasts an entire weekend (from Friday afternoon to Sunday afternoon). Similarly to the first training, trainers put special attention to the so-called relationship level this time as well.

The training is characterized by the following focus points:

- Using the results and findings of studies dealing with German youngsters’ life goals, views and attitudes (eg. Shell Youth Study, 2019),
- Creation of autonomy, gaining independence from external pressure of society and creation of own, inner goals and standards,

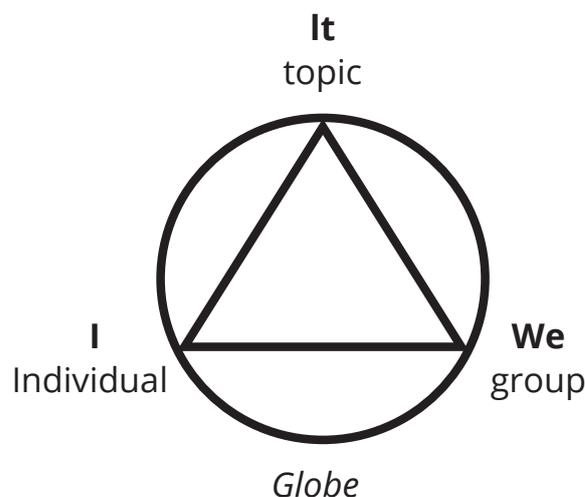
⁵ Shell Youth Study 2019.

- Challenges of growing up, developing life-management skills, setting personal goals (learning new methods and techniques), putting all this in the framework of career orientation,
- Making own decisions and taking over responsibility for one's life,
- Supporting the transition to the world of work, developing working moral,
- Implementation of a long, complex task in groups (planning, realization, evaluation) with the use of project methodology,
- Ability of changing perspectives.

During the development of the training content, theories and models already used at the first training are referred again as follows:

- Theme-centered interaction according to Ruth Cohn,
- Extended group phase model according to B.Tuckman,
- Lifeworld orientation according to Hans Thiersch,
- Basics of experiential education and learning according to B.Heckmair & W.Michl.

8.2. Information block on theme-centred interaction according to Ruth Cohn



4 Elements of Theme-Centered Interaction (abbreviated: TCI):

Each group is determined by 4 elements/factors:

I (individual): the single person with his biography and demands

We (group): with goals and dynamics

It (topic): Task, Theme

Globe (environment): conducive and obstructive framework

The recognition and promotion of the balance of the "I-we-it-factors" in the environment is the basis of the TCI group work. It is the task of the TCI group leader to pay attention to the "dynamic balance" of the four factors. The balance is dynamic, because it changes constantly and never remains constant in the group process.

Dysbalances:

I - deficit:

- IT (topic) and WE (group) are in the foreground
- Individual pays more attention to the goal and interests of the group than to himself
- Group neglects the interests of individual members

I- We- Deficit:

- ES (subject) is in the foreground
- Individual interests and group realization are neglected
- There is no group feeling

We- Deficit:

- Group feeling and cooperation is neglected
- Focus on I and IT
- Group dynamics are not created

It- Deficit:

- ES (topic) moves into the background
- Group members are mainly concerned with themselves and the processes within the group
- No identification with the subject

Postulates of TCI

“Be your own chairperson”

- take personal responsibility
- Deciding on needs
- Making use of decision-making opportunities
- Responsibility for my actions lies with me, not with the group management

“Interference takes precedence”

- Acknowledge obstacles, distractions and impairments on the way to the goal as reality
- Malfunctions can occur anywhere and at any time
- Disturbances do not ask for permission
- Disorders (fear, pain, joy ...) demand energy & attention of the participant
- Displacing faults can lead to further faults

Possible sources of disturbance are internal processes of a physical, emotional and rational nature as well as external conditions of a physical, ecological, social and political nature. If disturbances are ignored or denied, they play themselves into the foreground and hinder learning, work and growth. It is therefore important to take them seriously and to work on them until the person or group is able to act and work again.

Principles of TCI (axioms):

1. Autonomy

- The human being is a psycho-biological unit. He is also part of the universe. He is therefore equally autonomous (self-dependent) and interdependent (dependent). The autonomy of the individual is the greater the more he is aware of his interdependence with all and everything.

2. Appreciation

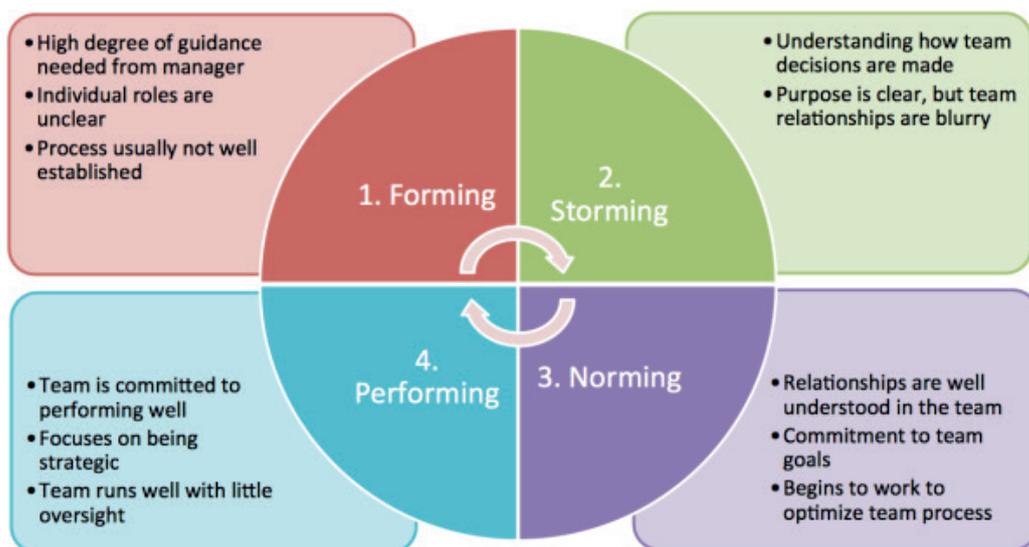
- Respect is due to all living things and their becoming and passing away. Respect for growth requires evaluative decisions. The human being is valuable; the inhuman is value threatening.

3. Expanding boundaries

- Free decision happens within conditional inner and outer boundaries. Extension of these boundaries is possible.

8.3. Information block on extended group phase model according to B.Tuckman

The model can be illustrated most clearly with a graphic. The behavior of the group members has shaped the name of the individual phases. The graphic shows the tasks of the group management within the individual phases.



8.4. Information block on lifeworld orientation according to Hans Thiersch

The everyday life of the person is always taken into account in the life-world orientation. Solutions and support are not standardized, but individually tailored to the client's life-world. The individual is seen as an expert in his or her own world, who can make the best decision for himself or herself. She is merely accompanied and supported in this process. Decisions and actions are not taken by third parties, they have

to be carried out by the client. A respectful interaction as a basic orientation of the life-world orientation (e.g. between MotivAction participant and trainer) enables a solidary and participative work. In doing so, foreign life concepts are respected and accepted. The participants are seen as mature, reflective subjects who do not need instruction, but in the best case only the demonstration of possibilities, alternatives and perspectives for action.

8.5. Information block Basics of experiential education and learning according to B.Heckmair & W.Michl

There are several definitions of experiential education, some of which overlap, but some of which also differentiate themselves from each other. One of the most widespread and recognized definitions in the German-speaking world was formulated by B.Heckmair and W.Michl in 1994.

*“Experiential education is **an action-oriented method** and aims to support young people in their personal development through exemplary learning processes in which **they are confronted with physical, psychological and social challenges**, and to enable them to shape their lives responsibly. “*

Goals & forms of learning

As it can be seen from the definition, the main objectives of experiential education are the promotion of personality and social competence.

“The main goal of experiential education is the promotion of individual skills for coping with life and the ability for interpersonal cooperation and communication in the group in the everyday environment. Experiential education enables the participants to test the limits of their own action competence and to learn and grow in the fear-free space of the group. “

In contrast to the usual further training measures and learning methods, experiential education **focuses on a holistic approach**. One element of this is that learning can take place at different levels and can be conveyed through different channels and elements. As an example, we would like to mention at this point:

1. learning by hand, heart and head

The personality of the participants should be addressed on a physical, mental and spiritual level. Experience should be made personally, whereby they usually bring along an emotion or feeling which can be reflected and processed afterwards. This requirement makes it clear that experiential education goes beyond pure action.

2. learning through the senses

In today's society, learning is mostly second or third hand, which experiential education tries to compensate for. “It promotes the sensual confrontation (with nature) and its reappropriation through seeing, hearing, smelling, touching and tasting”.

3. learning through leisure

Since we live in a society in which technical and social processes take place very quickly, experiential education can make an important contribution to people rediscovering slowness and learning to use the quiet.

4. learning by example

Experiential education, with its settings, “reduces the complicated parameters of reality to variables that are usually controllable. In this way, [the participants] can experience the connection between action and effect, between behavior and success, between challenges of the present and the future that can be shaped. Learning in and from the group is made easier.

5. learning through experience

As has already been emphasized, the basic assumption in experiential education is that people learn better and forget less about what they have experienced.

8.6. Target group and its needs

At the beginning of the project period the group consisted of 24 participants aged between 11 and 15 years. After 2 participants had left the project and 2 more had fallen ill, the group consisted of 20 people during the second training seminar. Participants attend three different schools in a catchment area of about 30 km around the Akademie Klausenhof. The level of school achievement, as well as family circumstances and general socio-ecological status were broadly diversified. All participants knew each other personally from the first seminar, and since then they kept in touch via social media, without the involvement of trainers and mentors.

8.7. Structure of the training

First day

Time	Content	Methods
15:00	Pick up at the schools	
16:00	Welcome, handing out the keys, getting a room, organisational stuff and rules, forecast, getting to (re-)know each other	
17:00	Wup Refreshing the memory of the first seminar. repetition of what has been learned, preparation of the joint work Setting targets Achievement of objectives	Wup: Zipp-Zapp Cooperation exercise: major landowners Info block SMART Targets Applying SMART Targets
18:00	<i>Dinner</i>	
19:00	Relationship level Joint daily closing	Movie night

Second day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Wup Project Methodology Video shooting basics	Wup: Pillow race Presentation of project methodology Introduction to Video Shooting
11:00	Gaining self-confidence Gaining self-esteem Courage to go your own way even against the will of others	Splitting into small groups Headstand method through theme: Video clip: »How to make yourself looking small in a successful and sustainable way?« Discussion round in small groups Create & draw plot
12:30	<i>Lunch</i>	
13:30	Wup Recognizing and setting goals in life The secret of success Social competence Compromise finding	Wup: Lawnmower Creating video clip: »What does success mean to me, what does success mean to others?« (Note on free working method & project methodology: see below)
16:00	Concentration Taking responsibility for yourself and others Learning to agree on objectives	Traditional archery
18:00	<i>Dinner</i>	
19:00	Working time on videos Relationship level Joint close of the day	Social evening with board games, bowling, billiards, table football, darts

Third day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Wup Awareness of personality traits Shaping your own (learning) environment	Wup: Aerobic Info block Riemann-Thomann Cross Creating a Riemann-Thomann Cross Applying the results to everyday life
11:00	Securing results Reflection of seminar Transfer to everyday life Presentation of the next months and 3rd seminar week Planning 3rd seminar	Presenting videos Reflection of the project methodology by dartboard reflection Exchange and discussion Reflection of the training seminar by »navigation route« Planning in the plenum on the flipchart
12:30	<i>Lunch</i>	
13:15	Departure to the schools	

The abbreviation WUP stands for Warming Up.

- WUPs are mostly short games full of movement, they are uncomplicated, exuberant and funny.
- WUPS help participants to get moving together.
- WUPS clear the mind, direct the attention away from one's own thoughts.
- WUPs activate the left and right hemisphere of the brain.
- WUPs improve the group mood.
- WUPs may also have winners and losers, unlike cooperation exercises

In some groups of people WUPs are also known as ice breakers. However, confusing the two terms is misleading as a WUP is different from get-to-know games, and have a completely different function.

Warming Ups can be found in countless variations in literature and on the Internet. The procedure and instructions for the variants we have chosen are deliberately not given in detail at this point. A WUP lives from the fact that it is selected to suit the needs of the group and the respective group phase. A blunt repetition of "our" WUPs and the order we have chosen does not necessarily lead to success, but rather can even be counterproductive for other groups. It is advisable for trainers to choose a game suitable for the process and the participants right before each session, provide the necessary material (this could be a ball, pillow or music box) and perform it. According to our philosophy of not giving orders or command what others have to do, trainers and mentors have participated in all methods and invite others to join in (not: "Do that!", but: "C'mon, join in."). In this way there is no hierarchical thinking. This is to convey that trainers and mentors are not above the participants but on the same level as them, which is important when giving advice or changing perspectives.

8.8. Presentation of the methods

8.8.1. Major landowners (cooperation exercise)

Aims: Increasing self-knowledge, dealing with defeats/obstacles, dealing with emotions in communication, strengthening the ability to work in a team, identifying strengths and learning fields

Explanation: Cooperation exercises serve to simulate and train social behaviour in unknown and unexpected situations. Through purposeful reflection, attention can be drawn to behaviour patterns (how did a person deal with obstacles, which communication techniques was beneficial/unhelpful; ...).

Procedure: The whole group stands behind a line on one side of a meadow (or a large room). The participants are each assigned a randomly selected number ranging from 1-10, e.g. by drawing "lottery tickets". (Thus, if there were 25 participants, five numbers would be assigned twice and five numbers thrice). Between the above mentioned start line and a finish line 10-15 meters away, 20-30 floor tiles/water boxes/etc. are freely and randomly arranged on the floor. The floor tiles (water boxes) symbolize the large plots, they are also labelled in random order with the numbers 1-10, as are the participants. The distance between them ranges from 50cm to 1.50m. The aim of the exercise is for the whole group to cross the plots from the start to the finish without touching the grass. The following rules apply:

- Never touch the lawn
- A property may only be entered if one of its owners is at home (i.e. has at least 1 foot on it)

In case of violating the rules, the whole group must return to the start. The execution can be limited either in time (we recommend 30 min pure execution after the introduction phase) or in the number of failed attempts (we recommend 3-5 attempts, depending on the size of the group).

We would like to point out that cooperation exercises have to be tailored to the respective group constellation and objectives or are selected accordingly. Collections of cooperation exercises can be found on the internet and in many specialist books. The cooperation exercise “major landowner” was suitable for our group at this point, in other situations and other group constellations other exercises might be better suited.

8.8.2. S.M.A.R.T. Goals

This method was also used at the training implemented by Kathaz Ltd, consequently, the presentation of the method can be found in the chapter entitled *Training realized by Kathaz Ltd*.

8.8.3. Project Methodology

Aims: Promotion of intrinsic motivation, independence, application of acquired knowledge, generating self-confidence, exercising social responsibility, developing communication skills, training the ability to compromise and conflict management

Explanation: Educational historian and former principal Dr. Michael Knoll conducted scientific research on project pedagogy and wrote a book about it. He describes project methodology as a sub-form of action-oriented learning, which is an excellent way of promoting intrinsic motivation, developing independent thinking, applying acquired knowledge, generating self-confidence and practising social responsibility. These goals are achieved by allowing participants to bring in their own interests and ideas from the very beginning and by letting them work on topics and problems related to their natural and social environment. In Knoll's view, projects are product- and public-oriented and have the advantage of being free from disciplinary and subject boundaries. Thus, project methodology is to be understood as a method of practical problem solving that requires young people to work independently and constructively on a larger scale. For Knoll, the project methodology is characterized by the following features:

a) Participant orientation

Participants have freedom to decide and act. They can bring in their own interests, ideas and experiences to the full extent at their own discretion. In this way participants become subjects of their own learning process, so they can be engaged with the project work more easily. Consequently, we are more likely to achieve sustainable learning outcomes.

b) Reality orientation

Participants can face and deal with complex problems of everyday life. Thanks to their active participation, personal experience on the topic in details, project work can change participants' attitude on different levels (cognitive, emotional etc). Furthermore, in contrast to systematic, theoretical and subject-based teaching, project work enables situational, practical and holistic learning.

c) Product orientation

Central element of project work is a concrete product, which takes a long time to produce. Thus, project methodology differs significantly from other forms of action-oriented learning, such as experiments, internships or role plays.

The independence of learning is underlined by the changed role of the trainer. They no longer teach and instruct, but act as learning guides and consultants. They merely provide support and thus lead to self-help.

According to the objectives pursued by the project methodology, the project task must meet the following criteria:

- It must lead to a clear, assessable result,
- It must be new and complex (your solution must be difficult, and participants can transfer their previous knowledge to the new task),
- It must be possible to solve it to a large extent independently by proceeding according to plan (in a team or individually).

Procedure: To prepare the project method, the trainers deal with three key questions:

Task definition:

What?

- Participants should work on a complex subject (e.g. making a video film).
- Learning objectives:
- Development and deepening of behavioral patterns (e.g. communication skills, ability to compromise, teamwork)

Why?

- Application of lessons learned
- Improving cooperation

Procedure/Methods:

How?

- Persuade participants to do the task
- Participants should work independently
- Which interim evaluations are necessary and useful?
- How should the final evaluation be designed? (e.g. How can the result be measured? Which quality criteria are to be applied?)
- What support is necessary and how can it be provided? (e.g. materials, internet access, learning support by colleagues, etc.)

Especially the answers to the "How?" determine the implementation and the procedure. They are very specific and cannot be summarized in a generalized way.

In our case, for example, it was essential to teach the basics of video shooting and editing techniques.

At the beginning of Saturday, the participants received an introduction to video shooting and editing. The participants were given an introduction to impact and effects of different perspectives, possibilities of post-production and general tips and tricks. The small groups were encouraged to assign different tasks

and responsibilities for the later shooting. In addition to the actors there were camera work, direction, sound technology, background image, timekeeper and props. In addition, the action was to be recorded in detail on a storyboard in advance. Tutorials on the basics of video shooting and editing techniques can be found on YouTube in particular, but also on other platforms on the internet. A template for the storyboard can be found in the appendix of this document. The necessary hardware and software have been provided. The permanent availability of the trainers was also guaranteed. In order to avoid misunderstandings, the work order was given on a piece of paper in addition to the oral communication.

8.8.4. How do you make yourself look small in the long term?

Aims: Identification of reasons that weaken self-esteem; creative engagement enables a new approach and a more intensive examination of the topic

Explanation: According to the graduate psychologist Roland Kopp-Wichmann, in some cases it is more useful to investigate how participants weaken their self-confidence rather than strengthening it. Those who do not feel or behave self-confident do not have low self-confidence, but he/she weakens it regularly, through permanent self-suggestion. Thoughts are formed, like:

- "You just can't do it!"
- "You'll fail miserably!"
- "The others will laugh at you without mercy!"
- "Who are you to think you can do that?"
- "No one will like you if you do that."

Such thoughts - since they come from inside or the subconscious mind - are difficult to encounter and they can discourage and demoralize you in the long run. The problem here is that they do not make people think of these negative thoughts intentionally, they come involuntarily, automatically and unintentionally. Therefore, many methods that suggest thinking the opposite are not helpful.

By making people aware of the negative influences, it is possible to rationally consider the associated emotions and to identify situations that are harmful to self-esteem in the future.

The method described here is counted among the so-called headstand methods. Here, the goal is not a positive desired result, but a scenario that is as negative as possible. The solutions found, how to arrive at this negative scenario, are simply turned around at the end of the method to find a way to improve. This approach is chosen because it is easier for the majority of people to seek and find an explanation for problems or negative things than to develop new ideas. The headstand method makes use of this characteristic. It generates fun and stimulates creativity without building up pressure to succeed. However, moderation and follow-up work are essential.

Procedure: In small groups, youngsters collect examples for how to weaken their self-esteem intentionally and consciously. They create a plot and shoot a short film of 3-5 minutes. The form can be chosen at will, from documentary style to drama to comedy, anything is possible. The films are shown in plenary and then analyzed.

8.8.5. What does success mean?

Aims: Demystifying and making success tangible, recognizing and setting goals in life, becoming aware of what success means; recognizing when success has been achieved, expanding the field of vision (experiencing different views), comparing with other views

Explanation: There is an intensive examination of the personal ideas about success. The focus is on the visualization of these aspects and how they can be presented to the audience in a simple way. The small group has to agree on scenes, try out camera work and cut the shots. Finally, the result is compared to the videos of the other groups. Participants act as both interviewer and participant and thereby deal with foreign ideas of success. The focus is on finding suitable interview partners- and capturing their attitudes to the topic. The small group has to agree on questions, lead the camera and cut the shots. Finally, the group itself takes a stand on the statements received.

Procedure: Small groups (approx. 5 persons) are formed. Each group creates a detailed mind map for itself on the topic of success. With this mind map as a basis, the young people create a plot for a YouTube clip in which success is presented in small situations according to their definition. The clip is presented to the other small groups and parallels and differences between the films and views are analyzed. Furthermore, each group thinks about a setting in which they can get to the bottom of the question of what success means for others. This includes aspects like:

- Whose answers am I most interested in?
- Which groups of people do I want to ask?
- Whose answers will probably differ the most?
- Where can I meet these people?
- What kind of introductory questions or words shall I choose to gain more meaningful answers? etc.

After a thorough preliminary planning, the survey is carried out. The recorded sequences are cut together. To conclude the video, a 1-minute sequence is added in which the participants analyze the answers and tell whether the answers were given as expected.

8.8.6. Traditional archery

Aims: promote concentration, set focus, ignore other concerns, self-efficacy, perceive body signals, stress prevention, take responsibility, create balance

Explanation: The traditional archery can be very well combined with educational goals. If it is not simply a matter of "hitting the bull's eye", then the participants discuss this with the trainers and find out together what they are interested in: What is the purpose of shooting? What needs do we want to fulfil with it? And what goals do we want to pursue - maybe even achieve?

If it is about reaching goals beyond the target and the moment with archery, and to do this together, then these goals need a target agreement. It is worthwhile to make this agreement before the actual shooting. Only then an accompanying and subsequent reflection on the agreed targets becomes possible.

Furthermore, archery, with its alternating phases of concentration, build-up of body tension and relaxation, offers a good opportunity to listen to one's own body and to recognize and prevent stress.

Archery takes the head into a time out from everyday life, without exercising a compulsion.

Procedure: After a safety briefing and introduction to the techniques, a two-hour course in traditional archery is held with professional guidance, including target agreement discussions and concluding reflection.

8.8.7. Riemann-Thomann model and cross

Aims: Increase of self-knowledge, self-reflection, awareness of personality traits

Explanation: The Riemann-Thomann model describes typical behavior and actions of an individual from the perspective of identifiable basic orientations. In this context, the term “basic orientation” can be described in a simplified way as a holistic state in which one aspires to reach the state of well-being or has already reached it successfully.

The four poles of personality originally come from the work *Grundformen der Angst* (Basic Forms of Fear) by Fritz Riemann, a German psychoanalyst, psychologist and psychotherapist, published in 1961. According to Riemann one’s personality is determined by his/her coping strategy to the four basic forms of fears. He postulated that everyone has two pairs of conflicting needs, each coming with their own form of fear or anxiety.

The first pair was the need to be an individual versus the need to be part of a group. The corresponding fears were fear of love and commitment and fear of loneliness and self-actualization. The second pair was the need for constancy versus the need for change. The corresponding fears were fear of insecurity and change, and fear of confinement and constancy.

Riemann stressed that everybody experienced all these fears to varying extents. However, if one of the fears became so dominant within a person that it eclipsed the other fears, the person was mentally unhealthy. Each fear thereby came with its own type of disorder; when the fear of love was dominant, Riemann spoke of schizoid people; when it was the fear of loneliness, he spoke of depressed persons; fear of change corresponded with obsessive characteristics; and fear of constancy brought out “hysterical” personalities.

Christoph Thomann, a Swiss psychologist, took up Riemann’s theory and re-formulated it in 1988. He made a typology of personality based on four basic needs as follows.

1. need for closeness: harmony with others, harmony in relationships,
2. need for distance: independence from others, defending one’s personality
3. need for stability: permanence of habits, regularity
4. need for change: flexibility, spontaneity, creativity

The four basic orientations can be integrated into a coordinate cross. There is a space and a time axis. The time axis is the vertical with the two extremes of duration and change. The space axis is the horizontal with the extremes of distance and proximity. Space and time are thus the criteria in which people differ from the others in their behavior.

Each person has not only one basic orientation, but a mixture of all of them. He can have a value of 0% to 100% in each basic orientation, even if the extreme values will hardly ever apply. The respective

sum on the two axes of space (near-distance) and time (stability-change) does not necessarily have to be 100%, but can be above or below it. But: Everyone has priorities. This means that home areas can be larger or smaller. A larger home area means that one has more possibilities of behavior, while a smaller home area means that he has fewer possibilities.

This home area also has a center, which is represented by the personality center. It is very difficult to determine one's own direction, as each basic direction is influenced by given situations and the behavior of other people. However, if you try to classify yourself, you should keep in mind that all basic directions are to be evaluated equally. Every human being can experience and live all four possibilities, if and when the constellation accordingly offers, requires or pushes him/her into a role/reaction. The Riemann-Thomann model is not a typology of human characters, but rather a model of possible reactions in conflicts. Thus in the final analysis, home area is nothing more than a collection of one's most frequent/favorite/worst experiences in relationships, and at best, a collection of personal retreats the individual can turn to in conflict scenarios, in a habitual, comfortable and preventive manner.

Procedure: At the beginning every participant may freely and without previous knowledge enter his/her presumed home area in a Riemann-Thomann cross. Afterwards the "official" questionnaire will be handed out, in which questions will be asked about each areas. The result is a scale of points for each axes. The participants can enter the "scientifically" determined home area in a new cross and compare it with the original one. Differences are analyzed.

The questionnaire and a Riemann-Thomann cross can be found under copy templates.

8.8.8. Reflection: Dartboard

Aims: anonymous reflection of oneself and the group during a project or work phase, identification of positive aspects, successful approaches, and learning fields

Explanation: The dartboard evaluation is a visual evaluation tool where students can give feedback on a previous project or work phase. The subjective assessments of students are anonymously displayed on a dartboard. The overall result can be viewed at a glance and thus offers the possibility of a joint consideration.

Procedure: On a whiteboard or poster, a dartboard as large as possible is painted on and divided into four segments. Each of these quarters can be marked by the participants to a different statement/question, e.g. "How satisfied am I with my own performance" or "How well did I like the arrangements within the group". Depending on how positive they rate the topic, the participants mark one point. The closer they position themselves to the bullseye of the dartboard, the more positive the perception. It is of course also possible to shoot past the target, i.e. to make a point next to the bullseye. When all have made their markings, the overall result can be discussed in a moderated discussion with the trainers.

8.8.9. Reflection: Navigation route

Aims: Reflection on personal learning success, implementation of lessons learnt to everyday life

Explanation: This somewhat more abstract method is suitable for the reflection of a longer period (at

least several days up to several months/years). It does not just reflect on individual findings, but links them, taking into account the central theme of the seminar. Even if experience with the group can be included, the focus is still on the person and the “route” that one has taken.

Procedure: Participants reflect on the training seminar, its contents and their own learning success by means of a navigation route. They present the way they came across: from where they started, the route they took, the difficulties (“construction sites” and traffic jams) they met and the destination they arrived to. The reflection method can be presented in various ways e.g. a graphic representation by collage, drawing or a voice output of a navigation system in a car.

9. Experience of implementation, suggestions for further implementation

After successful completion of the trainings for high school students, project partners collected the experience and lessons learnt from implementation as well as formulated some suggestions for future trainings.

General notes

- Target group members are interested and willing to take part in the *MotivAction* training and mentorship program. However, in order to have a high nr of participants, it is necessary to plan recruitment and involvement of participants, with special regard to the importance of personal relationships and the role of peers in invitation.
- Much of the content is also relevant to students in transition from the world of education to the labor market. Of course, some adjustments to the program would be required.
- The title of the training “Career Education” is by far the most attractive for students in last year of high school. However, it also can be useful to start dealing with the topic even earlier. If it is performed so, it may be better to change the title, for example: What can I do today to get a good job tomorrow?
- Partners and trainers have experienced during the organization and implementation of the trainings that high school students don't pay much attention to their future desired lifestyle and workplace, and they think about only further education aspects of career orientation. However, it is still important to link the two fields at the trainings.
- Career orientation in most Slovenian and Hungarian secondary schools is carried out in smaller, unrelated units. One teacher often does not know what another is doing in this area. Although school counsellors are responsible for the entire course of career guidance, they often find it difficult to make contact with other teachers. It takes a lot of conversations with different stakeholders (counsellor, school management, teachers) to allow for longer trainings and not just shorter (maybe not connected) workshops.
- Even though students have some previous knowledge and thoughts about career orientation, pieces of information don't form a unique system in their minds.
- It was a good decision to start the training series with the training on self-knowledge and personal development. In the first year, during the implementation of the so-called demo trainings, partners realized that knowledge, information, attitudes of students on career orientation and financial literacy doesn't have a solid basis. Students didn't have appropriate self-knowledge, fitting their age and making them able to take future-shaping decisions. So, this year, students gained self-consciousness at the first training that we could built on the topics of career orientation at the second training.

Experience and suggestions regarding participants

- Training could be better implemented in even smaller groups, such as eight to ten participants.
- It is important to take into consideration leaving/missing participants. According to our experience, 5% of the total nr of participants doesn't conclude the training program.
- As to the Hungarian training, it was difficult to integrate all participants in the group, because a relevant part of the students came from the same school and they were not so open-minded with others.
- As to the Hungarian training, trainers experienced difficulties about the use of experiential learning methods in the group. These methods were mostly unknown for the students and they didn't really want to share their ideas, thoughts and feelings with the others.
- At the beginning of the trainings, many participants expressed their need in getting help/advice from trainers in concrete decision-making processes. However, this can be difficult to do in a group, as the group is not really appropriate for answering all questions of all participants. So, participants could get general directions, ideas for decision-making on career orientation, and trainers offered their help/support in the form of personal counselling. In addition, some mentor occasions were also dedicated to the support of concrete decision-making processes, which was a useful and effective solution.

Experience and suggestions regarding time and structure of the training

- The Hungarian training lasted one and a half day (from Friday afternoon till Saturday evening). The time dedicated to the topics and to the whole training was enough. However, the timing of the training was not the best, as students were tired at the end of the school week. This affected their training participation: it was difficult for them to concentrate and to take part actively in training exercises.
- Instead of a two-day-long intensive training, other solutions can be useful, such as regular (each week or every second week) group meetings for a longer period (101-12 months). In addition, organizing a summer camp focusing on career orientation mixed with other programs (community programs, voluntary activity, sports) can also be useful and attractive.

Notes about the venue of the training

- It is worth choosing a training venue where one bigger (for the whole group) and two-three smaller rooms are available, as well as there are indoor and outdoor possibilities. It is extremely useful if rooms are not close to each other, since this way parallel group work can be realized without interferences or disturbing each other.
- It is not suggested to organize other trainings/events parallel to the career orientation training at the same venue (community center etc.), as different events have different timetables and participants' needs. The two different programs organized at the same time at the same place can cause conflicts and interferences.

Experience and notes about the methodology of the trainings

- The methodology of the training was appropriate. Its two main pillars were: 1. transfer of knowledge and information, 2. competence and skills development. Participants considered useful the mixture of the two pillars as well as the concrete information on professions, interest types, education paths. They liked filling in different questionnaires, too.
- It was useful to deal with situation evaluation and decision-making techniques.
- Participants were content with the amount of concrete training materials they could take home (results of tests, dream map, family tree with professions, notes, placards, collages etc.).
- Participants took part in reflection sessions at the end of the training and wrote evaluation notes after the event. Both justifies that the trainings achieved their goals and participants felt less stressed and confused about career orientation after the completion of the trainings.

10. Conclusion

This education material was dedicated to the presentation of career orientation trainings developed in the framework of the international strategic partnership Erasmus+ *MotivAction*. After the description of the common principles formed by partners, we presented the social context and its challenges relevant for career orientation of high school students. Description of target groups and the identification of their needs make easier to study the trainings implemented by partners. The Reader gets an insight to the similarities and differences between the three alternative versions of career orientation trainings for high school students. Macro and micro plans, training exercises and methods as well as experience of the training implementation and suggestions for further implementation are offered to all those professionals who undertakes the responsibility to support youngsters on the ways of career orientation and planning of the future.

Hopefully the Dear Reader will not only benefit from this publication but will also be encouraged to read further parts of the series of *MotivAction* education materials, dealing with self-consciousness and personal development, financial literacy and mentorship program for high school students.

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Which Career Pathway is right for you?

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services
Business
Industrial and Engineering Technology

Annex 3: Description of the eight intelligence types according to Howard Gardner

1 Linguistic Intelligence (“word smart”)

Linguistic Intelligence is a part of Howard Gardner’s multiple intelligence theory that deals with sensitivity to the spoken and written language, ability to learn languages, and capacity to use language to accomplish certain goals.

People with linguistic intelligence, such as William Shakespeare and Oprah Winfrey, have an ability to analyze information and create products involving oral and written language such as speeches, books, and memos.

Potential Career Choices

Careers you could dominate with your linguistic intelligence:

- Lawyer
- Speaker / Host
- Author
- Journalist
- Curator

2 Logical-Mathematical Intelligence (“number/reasoning smart”)

Logical-mathematical intelligence refers to the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

People with logical-mathematical intelligence, such as Albert Einstein and Bill Gates, have an ability to develop equations and proofs, make calculations, and solve abstract problems.

Potential Career Choices

Careers you could dominate with your logical-mathematical intelligence:

- Mathematician
- Accountant
- Statistician
- Scientist
- Computer Analyst

3 Spatial Intelligence (“picture smart”)

Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas, such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.

People with spatial intelligence, such as Frank Lloyd Wright and Amelia Earhart, have an ability to recognize and manipulate large-scale and fine-grained spatial images.

Potential Career Choices

Careers you could dominate with your spatial intelligence:

- Pilot
- Surgeon
- Architect
- Graphic Artist
- Interior Decorator

4 Bodily-Kinesthetic Intelligence (“body smart”)

Bodily kinesthetic intelligence is the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or to fashion products.

People with bodily-kinesthetic intelligence, such as Michael Jordan and Simone Biles, have an ability to use one’s own body to create products, perform skills, or solve problems through mind-body union.

Potential Career Choices

Careers you could dominate with your bodily-kinesthetic intelligence:

- Dancer
- Athlete
- Surgeon
- Mechanic
- Carpenter
- Physical Therapist

5 Musical Intelligence (“music smart”)

Musical intelligence refers to the skill in the performance, composition, and appreciation of musical patterns.

People with musical intelligence, such as Beethoven and Ed Sheeran, have an ability to recognize and create musical pitch, rhythm, timbre, and tone.

Potential Career Choices

Careers you could dominate with your musical intelligence:

- Singer
- Composer
- DJ
- Musician

6 Interpersonal Intelligence (“people smart”)

Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others.

People with interpersonal intelligence, such as Mahatma Gandhi and Mother Teresa, have an ability to recognize and understand other people's moods, desires, motivations, and intentions.

Potential Career Choices

Careers you could dominate with your interpersonal intelligence:

- Teacher
- Psychologist
- Manager
- Salespeople
- Public Relations

7 Intrapersonal Intelligence (“self smart”)

Intrapersonal intelligence is the capacity to understand oneself, to have an effective working model of oneself—including own's desires, fears, and capacities—and to use such information effectively in regulating one's own life.

People with intrapersonal intelligence, such as Aristotle and Maya Angelou, have an ability to recognize and understand his or her own moods, desires, motivations, and intentions.

This type of intelligence can help a person to understand which life goals are important and how to achieve them.

Potential Career Choices

Careers you could dominate with your intrapersonal intelligence:

- Therapist
- Psychologist
- Counselor
- Entrepreneur
- Clergy

8 Naturalist intelligence (“nature smart”)

Naturalistic intelligence involves expertise in the recognition and classification of the numerous species—the flora and fauna—of his or her environment.

People with naturalistic intelligence, such as Charles Darwin and Jane Goodall, have an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

Potential Career Choices

Careers you could dominate with your naturalist intelligence:

- Botanist
- Biologist
- Astronomer

- Meteorologist
- Geologist

Implications for Learning

The most important educational implications from the theory of multiple intelligences can be summed up through individuation and pluralization. Individuation posits that because each person differs from other another there is no logical reason to teach and assess students identically.

Individualized education has typically been reserved for the wealthy and others who could afford to hire tutors to address individual students' needs.

Technology has now made it possible for more people to access a variety of teachings and assessments depending on their needs. Pluralization, the idea that topics and skills should be taught in more than one way, activates individual's multiple intelligences.

Presenting a variety of activities and approaches to learning helps reach all students and encourages them to be able to think about the subjects from various perspectives, deepening their knowledge of that topic (Gardner, 2011b).

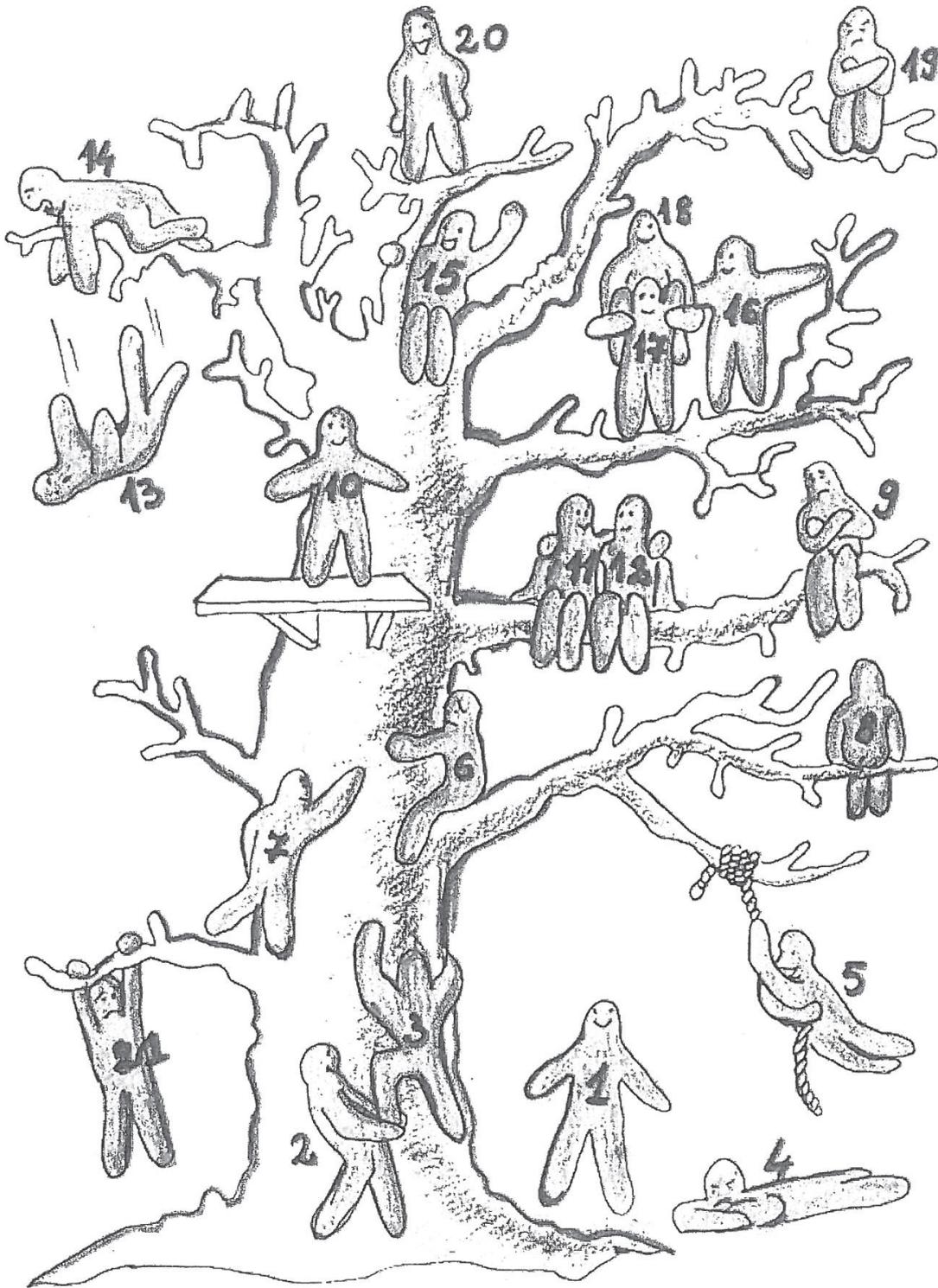
A common misconception about the theory of multiple intelligences is that it is synonymous with learning styles. Gardner states that learning styles refer to the way an individual is most comfortable approaching a range of tasks and materials.

Multiple intelligences theory states that everyone has all eight intelligences at varying degrees of proficiency and an individual's learning style is unrelated to the areas in which they are the most intelligent.

For example, someone with linguistic intelligence may not necessarily learn best through writing and reading. Classifying students by their learning styles or intelligences alone may limit their potential for learning.

Research shows that students are more engaged and learn best when they are given various ways to demonstrate their knowledge and skills, which also helps teachers more accurately assess student learning (Darling-Hammond, 2010).

Annex 4: Blob tree



Annexes to the German training

Annex 1: SMART-Goals Example

S - specific

M - measurable

A - attractive

R - realistic

T - time-related

(Tip: Also watch videos on YouTube about this)

“Become more sporty” for example:

S → What? - Jogging

M → How long? - One hour

A → Who? Anna, Tobias and I (together it's fun)

R → Suitable place? - in the City park

T → When? - Every Saturday at 3 pm until October

Annex 2: SMART-Goals

(application sheet)

What is my goal?

Who is involved in my goal?

Specific

Measurable

Attractive

Realistic

Time-related

Annex 3: Storyboard video shoot

Title:																										
Page:																										
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Annex 4: Self-test to the Riemann-Thomann Cross

How does it work?

You will find statements on your self-assessment on the following pages. For each statement, spontaneously evaluate to what extent this statement applies to you. Use the following evaluation key:

Not true	= 0 points
Partially correct	= 1 point
Perfect match	= 2 points

When doing the test, it is important that you answer spontaneously. Listen to your gut feeling if you are not sure about an answer. For a result tailored to you, it is imperative that you answer truthfully, just as you really are. Please do not answer as you would like to be. Don't worry, your answers will only be for you and no other person can see them. The test allows you to determine your approximate home area if you do the evaluation spontaneously without wishful thinking. Be aware that the questions do not cover every behaviour, that is why there is just a approximation of the home area. This test is intended as a suggestion and should encourage further research.

No.	Points 0 - 2	Statement
1.		You can rely on me when I say something, and I do it.
2.		If I have personal problems, the first thing I have to do is talk to someone.
3.		When everything is prescribed and fixed, I feel constricted. In my work I also need free space in which I can improvise spontaneously.
4.		I do not open myself up so quickly to strangers. This may often make me seem cool and distant.
5.		In my life things should be arranged as well as possible.
6.		I like to reach out to people. Even when I have problems I can confide in others.
7.		I like to be the center of attention and to carry others away with charm and temperament.
8.		I can assert my interests well. Therefore I am not so easily exploited.
9.		It annoys me when others barge in unannounced, when new surprises keep coming and when people deviate from decisions they once made.
10.		Having heart to heart contact with others confirms me. To be allowed to show feelings is very important in dealing with each other.
11.		Without variety my life would be grey and monotonous.

12.		Having a neutral view on occurrences is very important to me.
13.		I am less inclined to get involved in situations whose outcome is completely unpredictable.
14.		Being there for others, supporting them, is what I like.
15.		When many things become stereotypical, I know I should reorient myself.
16.		It is unpleasant for me to be obligated to others. Therefore I prefer to take care of myself.
17.		Punctuality, reliability and adherence to the rules of the game are important to me.
18.		Even in conflicts I try to do it in a good way. If I have to, I also give in sometimes instead of starting a fight.
19.		I like to see surprising events as a challenge. Flexibility is one of my strengths.
20.		I like to create a objective/peaceful atmosphere in discussions.
21.		My working style is characterized by systematics, planning, structure and adherence to objectives.
22.		I can hardly say criticism directly to the face of others. I then see the danger that the contact breaks off completely.
23.		Since I know how to take others, it is easy for me to win them over even when they are angry with me.
24.		It is easy for me to open up and show feelings.

Transfer the points from the answers into the following table and add up the four columns:

1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	
Sum							
	Duration		Proximity		Change		Distance

You can now mark the sum of the corresponding poles duration, proximity, change and distance in the coordinate system.

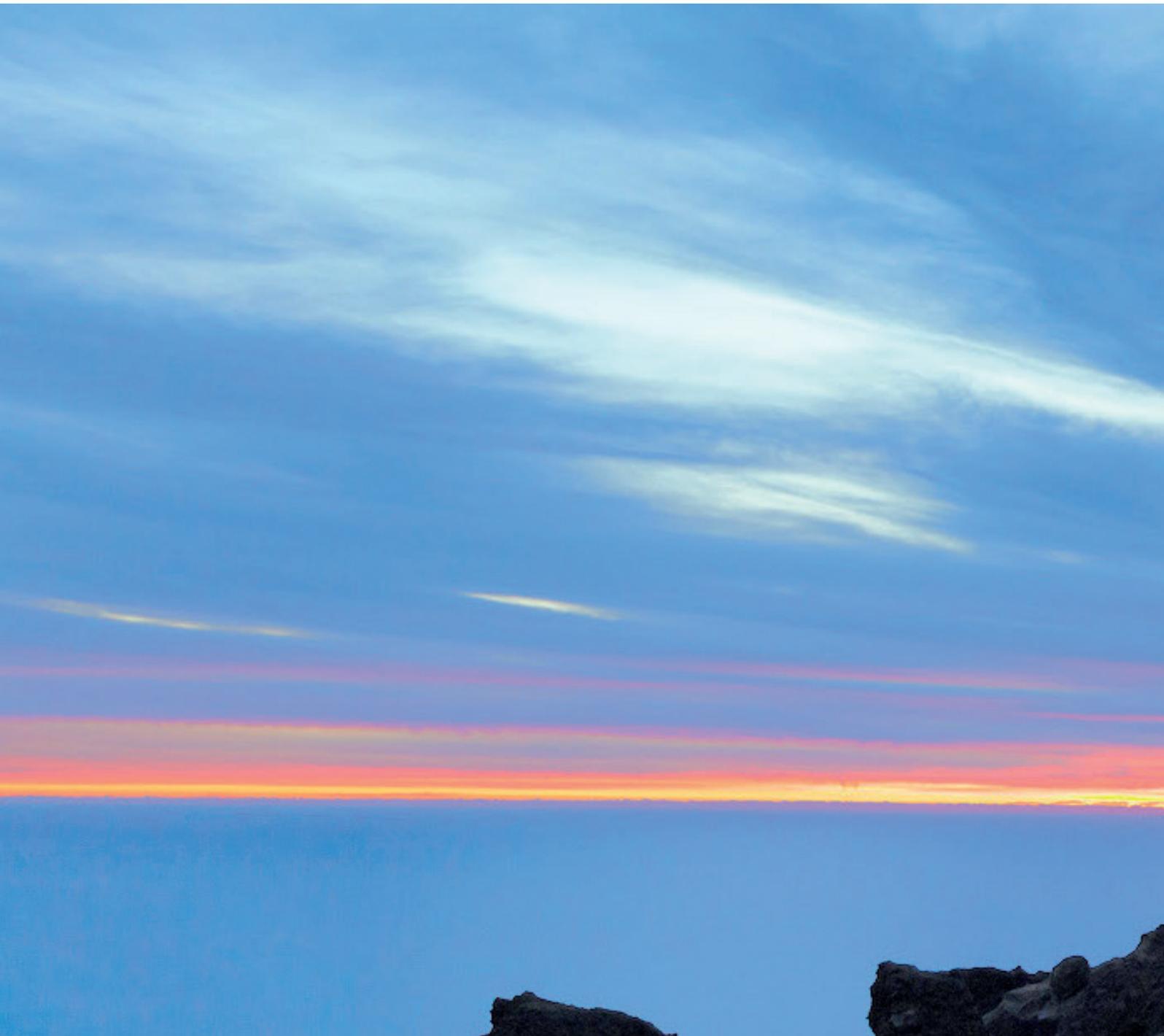


Annex 5: Riemann Thomann coordinate cross to fill in

The diagram consists of a central cross with four axes. Each axis has 12 numbered boxes. The axes are labeled as follows:

- Duration** (top axis, grey oval): 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
- Distance** (right axis, blue oval): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Proximity** (bottom axis, green oval): 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
- Change** (left axis, orange oval): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Motiv/Action



Co-funded by the
Erasmus+ Programme
of the European Union