



Supporting the Transition from  
Education to Employment of  
youth at Risk

# STEER Trainee's guide



With the support of the Erasmus+ Programme of the European Union.

Innovade Ltd (Cyprus), Four Elements (Greece), Catro (Bulgaria), Centro per Sviluppo Creativo Danilo Dolci (Italy), Fundacao de Juventud (Portugal), Razvojni Center Srca Slovenije (Slovenia).

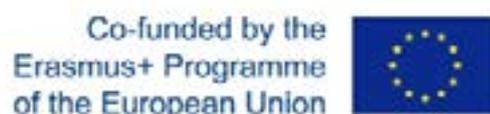
Developed by Four Elements under the framework of STEER project

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## Table of Contents

Introduction .....	3
How to use the STEER e-training platform: .....	4
STEER Self-management techniques: .....	11
Skills Involved in Self-Motivation.....	13
Setting Personal Goals:.....	17
Life Goals.....	18
Personal Empowerment.....	19
Assessment and preparation for STEER youth workers:....	20
Exercise 1:.....	23
Exercise 2:.....	28
Exercise 3:.....	30
Forms & templates:.....	31
References:.....	39

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## Introduction

The STEER Trainee's guide aims to prepare the steps for becoming a youth trainer through a mix of blended learning techniques especially designed to equip you with the necessary skills and knowledge for transition planning from education to work for NEETs. The STEER e-training platform includes e-learning modules of different thematic approaches that provide knowledge about NEETs including the procedural pathways for becoming a qualified youth worker and obtaining Youthpass certification. A variety of online interactive tools have been developed in order to facilitate the learning process and to promote social networking and information sharing among target groups and stakeholders. Through this guide, you will be able to track the steps to the e-learning course and obtain Youthpass certification.

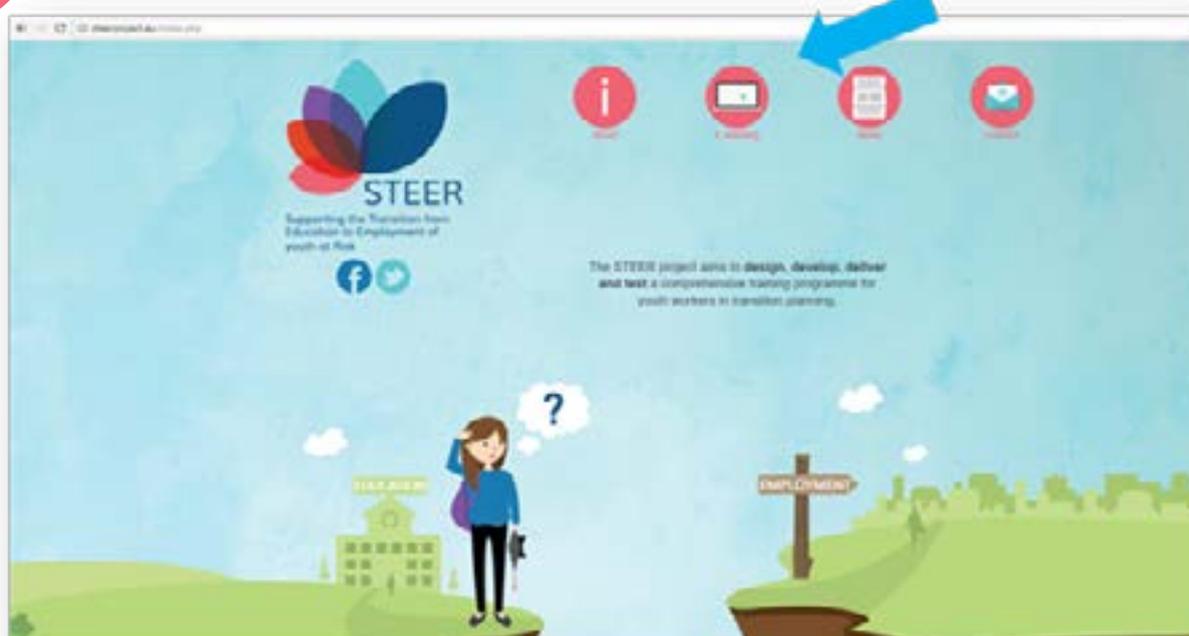
Additionally, after completion of the e-learning modules and Youthpass certification, you can use this guide to help you design your transition planning for your mentees from education to work. This guide will provide you with the structures, the tools and exercises to motivate your mentees and facilitate their transition planning to the labour market.

### How to use the STEER e-training platform:

The STEER e-training platform has been designed based on Web Content Accessibility Guidelines (WCAG) 2.0, so that its open teaching material is accessible to both disabled learners and education professionals. Following the next steps, you will be able to access the e-learning material and obtain Youthpass certification.

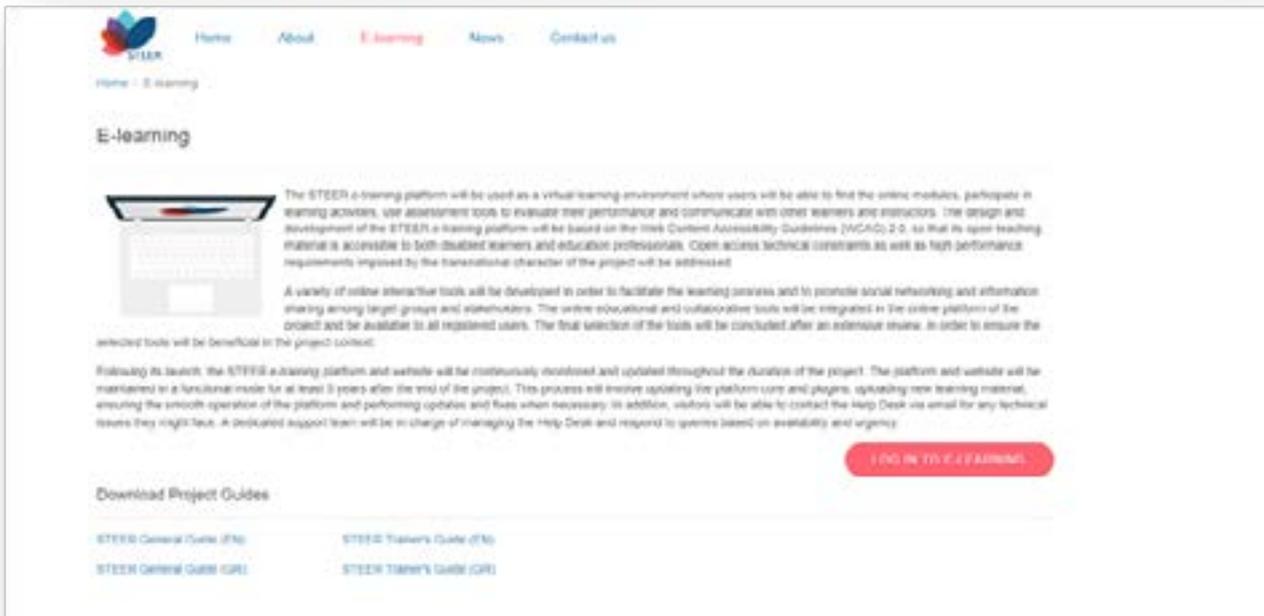
Step  
1#:

Go to [www.steerproject.eu](http://www.steerproject.eu) and click the E-learning symbol



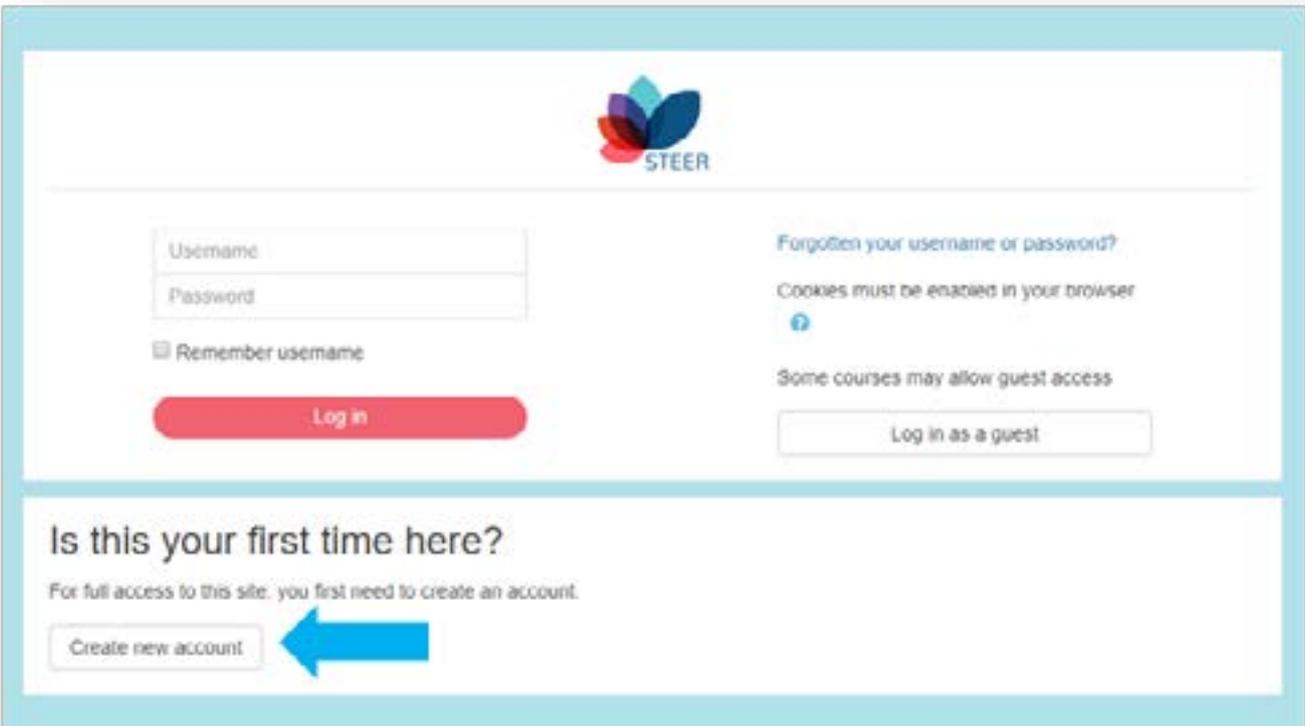
Step 2#

Log-in to the E-Learning



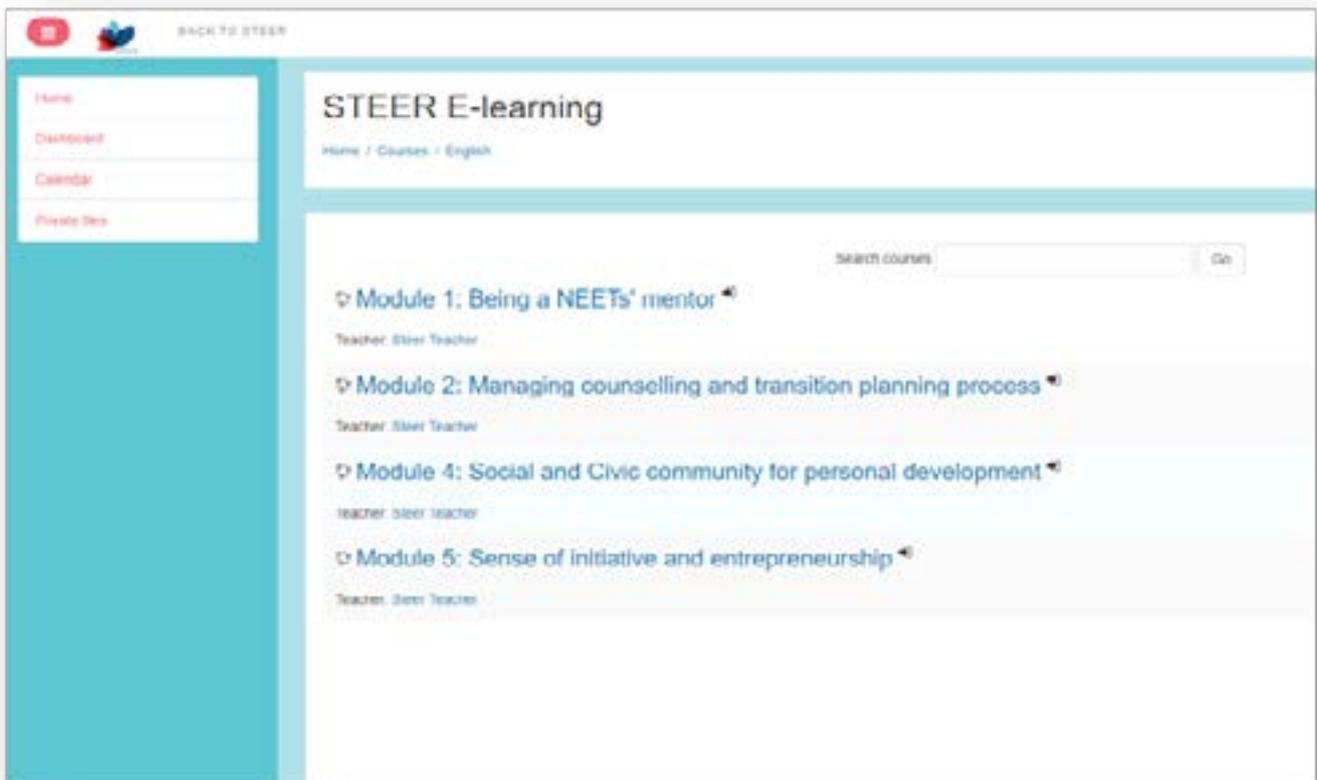
Step 3#

Log in or create a new account if you don't have one



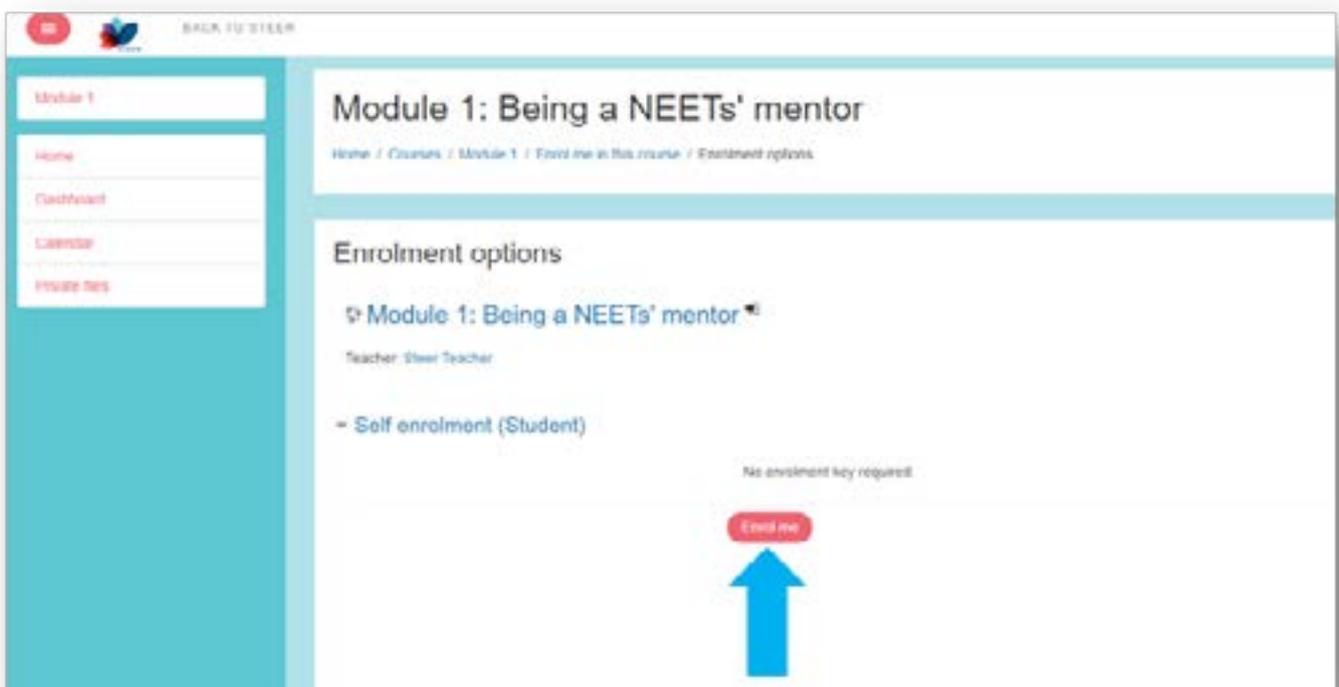
Step 4#

After completing your registration, you will be able to see the e-learning modules



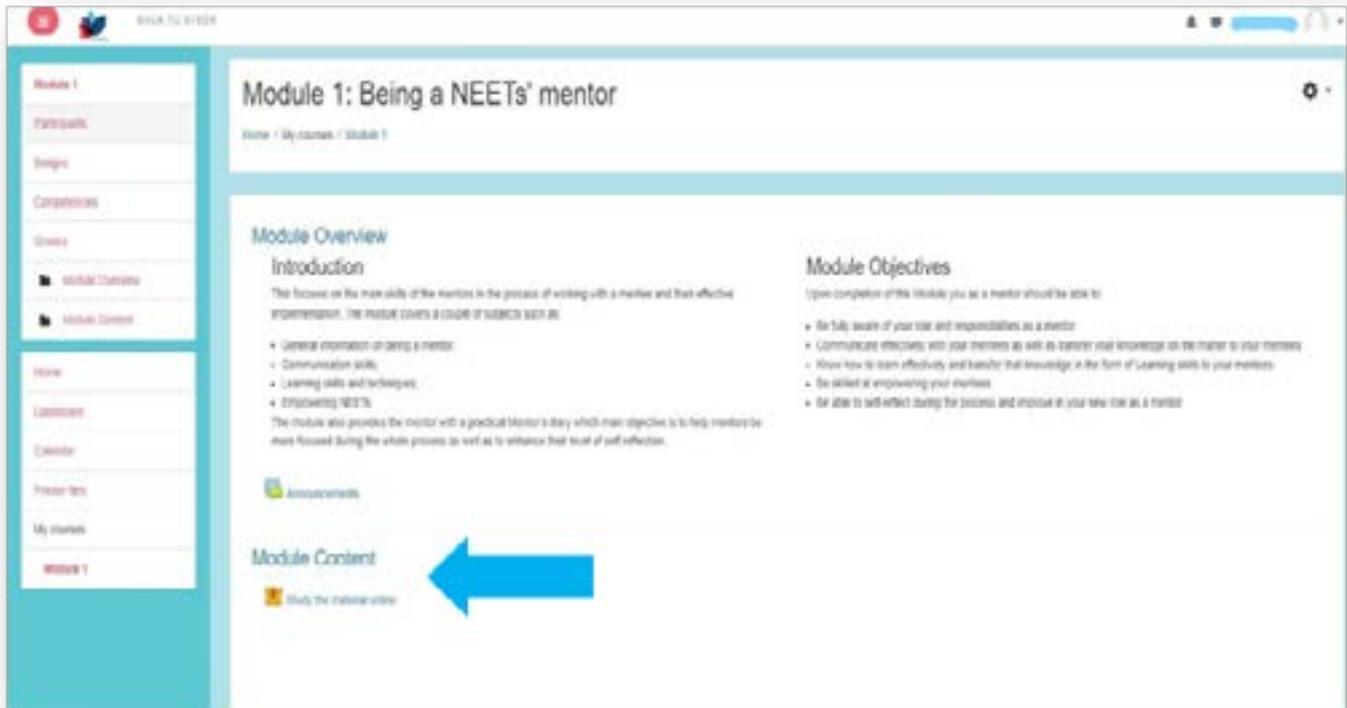
Step 5#

Choose a module and press the enroll me button



Step  
6#

Choose the option "Study the material online"



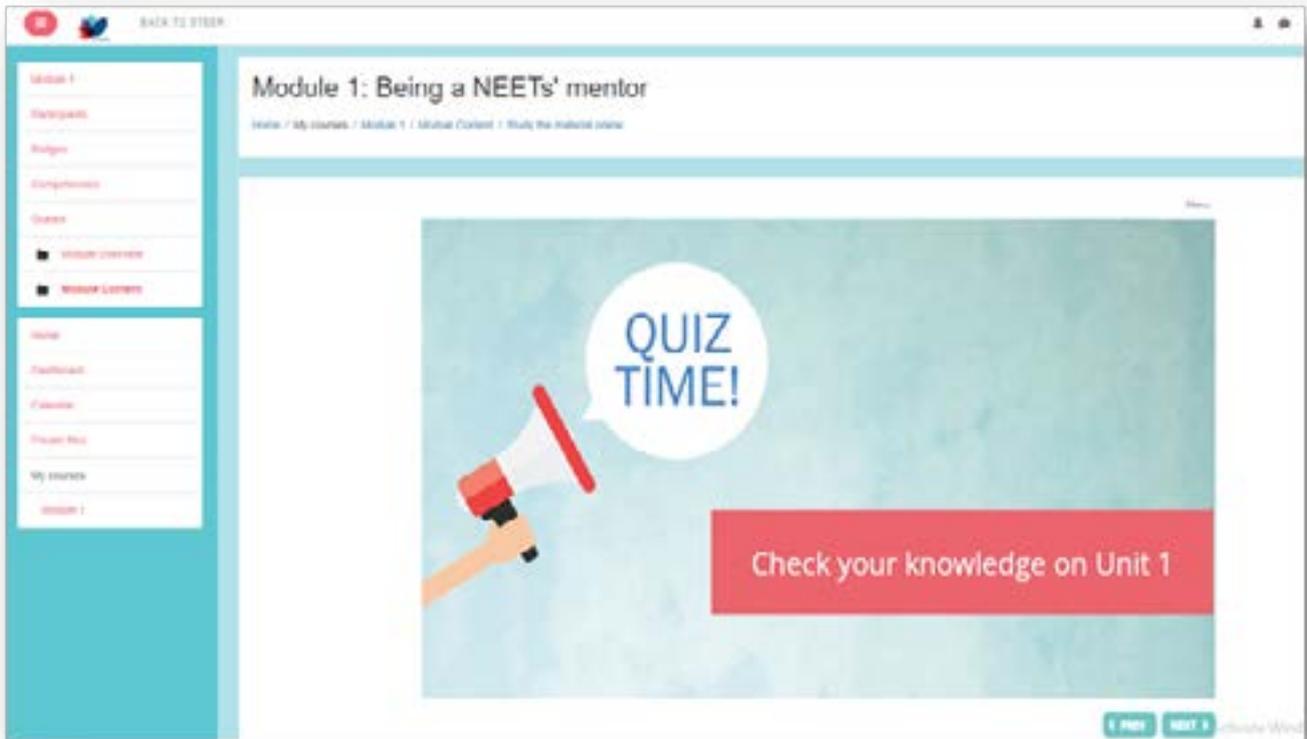
Step  
7#

You can view the material of each module



Step  
8#

Test your knowledge on each module



Step  
9#

After having completed all 7 STEER Modules you will have the opportunity to practice by applying all materials in the process of mentoring of NEETs. After completion of training, you can receive the Youthpass certification at STEER's website.

Youthpass is a tool to document and recognise learning outcomes from youth work activities. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and that is exactly the purpose of **STEER Youthpass certificate** because you will have the opportunity to justify the knowledge that you have gained to apply it as a youth worker.

In STEER Youthpass, you can describe what you have done in the project including the e-learning and mentoring process and what are the skills and competences that you have acquired. Thus, STEER Youthpass will be the reflection of **personal non-formal learning process and outcomes**.

## The 8 Key Competences for Lifelong Learning are:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence, basic competences science / technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The key competences framework is described below:

### **1.1.1** *Communication in the mother tongue;*

*Communication in the mother tongue is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.*

### **1.1.2** *Communication in foreign languages;*

*Communication in a foreign language is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.*

### **1.1.3 Mathematical competence and basic competences in science and technology;**

*Mathematical competence is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity is as important as the knowledge itself.*

### **1.1.4 Digital competence;**

*Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.*

### **1.1.5 Learning to learn;**

*'Learning to learn' is the ability to organise our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.*

### **1.1.6 Social and civic competences;**

*These competences might be the most important ones for the youth field. Many of them can be acquired by active engagement in any kind of youth work or volunteering. They cover all forms of behaviour we might need to participate effectively in our social and working lives.*

### **1.1.7 Sense of initiative and entrepreneurship;**

*These competences refer to our ability to turn ideas into action which is particularly important for youth work and youth initiatives. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.*

### **1.1.8 Cultural awareness and expression.**

*Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.*

See an example of Youthpass here: <https://www.youthpass.eu/downloads/13-62-216/website%20example%20certificate%20Youth%20Exchange.pdf>

STEER Youthpass will be similar but customized to the project's purpose

After completion of the E-learning Modules and Youthpass Certification, youth workers can use the following techniques, tools and templates complementary to what have already learned to start the transition planning of their mentees which is the labour market integration. STEER trainees can go through motivational techniques and exercises to understand the personality of their mentees and to guide them through this process by developing a transition planning strategy.

### **STEER Self-management techniques:**

It is important to examine specific aspects that can actually enhance the transition from education to work and are related to self and life-management techniques. A successful transition does not only relate to educational matters or mentoring but is a rather complex procedure that is connected to self-motivation, setting personal goals, courage, personal empowerment, risk management and resilience.

Motivation is the most important aspect that pushes people to achieve their goals, feel more fulfilled and improve quality of life.

According to Daniel Goleman, who has extensively written on Emotional Intelligence, there are four elements that make up motivation:

- ✓ **Personal drive** to achieve, the desire to improve or to meet certain standards;
- ✓ **Commitment** to personal or organisational goals;
- ✓ **Initiative**, which he defined as 'readiness to act on opportunities'; and
- ✓ **Optimism**, the ability to keep going and pursue goals in the face of setbacks.

Self-motivation is not one-sided coin. Many advantages come with self-motivation. For example, people who are self-motivated, tend to be more organised, have good time management skills and more self-esteem and confidence. Understanding and developing your self-motivation can help you to take control of many other aspects of your life and especially in the process of mentoring the challenging target .

*Self-motivation is a key life skill and something that everybody interested in personal development should think carefully about. It is also a key part of emotional intelligence, one of the three areas of personal skills that are integral to the concept.*

**Fundamental to self-motivation is understanding what motivates you to do things.**

This may sound straightforward but your motivation is well hidden in your consciousness and your personal thoughts. It is very likely that your motivation may change from hour-to-hour or every day and that can continue through your lifetime. As this happens your needs, goals and personal will changes and new may evolve.

There are two main types of motivation: '*intrinsic*' and '*extrinsic*' motivation.

In their simplest form, you can think about these two types of motivation as:

- Intrinsic = love, because we want to
- Extrinsic = money, because we have to

A more detailed definition is:

- Intrinsic: To perform an action or task based on the expected or perceived satisfaction of performing the action or task. Intrinsic motivators include having fun, being interested and personal challenge.
- Extrinsic: To perform an action or task in order to attain some sort of reward, including money, power and good marks or grades.

Different people are motivated by different things and at different times in their lives. The same task may have more intrinsic motivators at certain times and more extrinsic motivators at others, most tasks have a combination of the two types of motivation.

Source: (<https://www.skillsyouneed.com/ps/self-motivation.html>)

We all have a tendency to work better when we love what we are doing.

**It's easier to get out of bed in the morning, when we are happier in our work, and happier in general.**

Research shows that this is particularly important when we're under stress. It's much easier to cope with stress and long hours if we generally enjoy the work.

It is useful when thinking what motivates you to do a specific job or to undertake specific task to think both the intrinsic and extrinsic motivations. It can help to motivate specific tasks if you write down and list what can motivate for each task.

Read more at: <https://www.skillsyouneed.com/ps/self-motivation.html>

## Skills Involved in Self-Motivation

There are a number of skills involved in self-motivation.

**These include:**

- ✓ Setting high but realistic goals.
- ✓ Taking the right level of risk.
- ✓ Seeking constant feedback to work out how to improve.
- ✓ Being committed to personal or organisational goals and going the 'extra mile' to achieve them.
- ✓ Actively seeking out opportunities and seizing them when they occur.
- ✓ Being able to deal with setbacks and continue to pursue goals despite obstacles.

Those who are motivated also find it much easier to motivate others. This can be particularly important in leadership and mentoring roles.

How Self-Motivated Are You?

Read more at: <https://www.skillsyouneed.com/ps/self-motivation.html>

Assess yourself by taking the [Self-Motivation Quiz](#):

## SELF-MOTIVATION QUIZ

For each statement, circle the score in the column that best describes you (based on the above scale). Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.

Not at all	Rarely	Sometimes	Often	Very often
1	2	3	4	5

I'm unsure of my ability to achieve the goals I set for myself.	1	2	3	4	5
When working on my goals, I put in maximum effort and work even harder if I've suffered a setback.	1	2	3	4	5
I regularly set goals and objectives to achieve my vision for my life.	1	2	3	4	5
I think positively about setting goals and making sure my needs are met.	1	2	3	4	5
I use rewards (and consequences) to keep myself focused. For example, if I finish my report on time, I allow myself to take a coffee break.	1	2	3	4	5
I believe that if I work hard and apply my abilities and talents, I will be successful.	1	2	3	4	5
I worry about deadlines and getting things done, which causes stress and anxiety.	1	2	3	4	5
When an unexpected event threatens or jeopardizes my goal, I tend to walk away, set a different goal, and move in a new direction.	1	2	3	4	5
When I come up with a really good idea, I am surprised by my creativity. I figure it is my lucky day, and caution myself not to get used to the feeling.	1	2	3	4	5
I tend to do the minimum amount of work necessary to keep others (teacher, parents, boss) satisfied.	1	2	3	4	5
I tend to worry about why I won't reach my goals, and I often focus on why something probably won't work.	1	2	3	4	5
I create a vivid and powerful vision of my future success before embarking on a new goal.	1	2	3	4	5
<b>TOTAL:</b>					

**SCORING:** A lower score indicates you may need to learn strategies to increase motivation.

**44-60 high** - Wonderful! You get things done, and you don't let anything stand in your way. You make a conscious effort to stay self-motivated, and you spend significant time and effort on setting goals and acting to achieve those goals. You attract and inspire others with your success. Treasure this – and be aware that not everyone is as self-motivated as you are!

**28-43 moderate** - You're doing OK on self-motivation. You're certainly not failing – however, you could achieve much more. To achieve what you want, try to increase the motivation factors in all areas of your life.

**12-27 low** - You allow your personal doubts and fears to keep you from succeeding. You've probably had a few incomplete goals in the past, so you may have convinced yourself that you aren't self-motivated – and then you've made that come true. Break this harmful pattern now, and start believing in yourself again.

Source: “**How Self-Motivated Are You?**” **Mind Tools: Essentials for an Excellent Career.** [www.mindtools.com](http://www.mindtools.com)

### **Tips for keeping your motivation on!**

It is important to keep track of what you want to achieve and stay motivated to accomplish it. Some tips that will help you reach what you want to do:

#### **Learn and Acquire Knowledge**

Read, study and talk to people – knowledge and information are key for feeding your mind and keeping you curious and motivated.

#### **Keep the Company of Enthusiastic People**

Try to avoid negative people and seek out positive, well-motivated people. It is a lot easier to be motivated if the people around you are.

#### **Keep Positive**

Keep a positive attitude, see problems and set-backs as learning opportunities.

#### **Know Your Strengths and Weaknesses**

Work on ironing out your weaknesses and building on your strengths.

#### **Do It**

Try not to procrastinate, assess the risks but keep working towards your goals.

#### **Get Help and Help Others**

Don't be afraid to ask other for help and don't hold back if you can help them. Seeing other people succeed will help to motivate you to do the same.

## Setting Personal Goals:

Self-motivation, personal goals and achievement are strongly related. Motivation and achievement comes after thinking about and setting your personal goals and what you want to achieve in life.

What matters for us and we want to achieve, is personal and can change through life. For example it may matters to pass a school exam when at school but later on this goal can change to get a good job.

**It is important to set yourself clear goals if you wish to achieve your ambitions.**

### **The Relationship between Motivation, Goals and Achievement**

**People get more motivated when they start thinking what they have achieved or are able to achieve in terms of value, meaning or importance.**

Generally, the more people achieve, the more self-confident they become. As self-confidence rises so does the ability to achieve more. On the other hand, when people do not achieve their goals, their self-esteem and confidence can suffer and can affect their motivation to achieve more.

It is important to understand that self-motivation, goals setting and achievement is interrelated. This will help setting realistic goals and prevents you from disappointment which can allow to achieve more in the longer term.

**Personal goals can provide long-term direction and short-term motivation.**

Setting goals and trying to achieve them can increase our self-esteem and confidence and can help us to focus on what we want in our lives. They can be a way of utilizing knowledge, and managing time and resources, so that you can focus on making the most of your life potential.

Clearly defined personal goals help to track the progress of your achievements. In any case, if you fail to achieve your goals in the process you can reassess your situation and try new approaches. Setting clear life goals and update them according to the circumstances is the one of the most powerful ways to keep yourself motivated throughout life.

## Life Goals

It is important to remember, when thinking about what you would like to achieve in your life, that change is inevitable.

## It may be useful to categorise life goals:

- ✓ **Academic goals** – what knowledge and/or qualifications do you want to achieve?
- ✓ **Career goals** – where would you like your career to take you, what level do you want to reach?
- ✓ **Monetary goals** – what do you aim to earn at a given point in your life?
- ✓ **Ethical goals** – do you want to volunteer some of your time to a good cause or get involved in local events, politics etc.?
- ✓ **Creative goals** – how do you want to progress creatively or artistically?
- ✓ **Domestic goals** – how would you like your domestic life to be in the future?
- ✓ **Physical goals** – do you want to develop your skill in a certain sport or other physical activity?

Source: <https://www.skillsyouneed.com/ps/setting-personal-goals.html>

## Personal Empowerment

Personal empowerment to realise who you really are and become more aware of yourself and your personality characteristics. In this way, it emphasizes on developing your strengths and self-confidence and set realistic goals which can enhance your true potential as an individual and as a mentor. People very often undermine their abilities and do not evaluate their strengths and weaknesses.

**A person aiming for empowerment is able to take control of their life by making positive choices and setting goals. Developing self-awareness, an understanding of your strengths and weaknesses - knowing your own limitations is key to personal empowerment.**

**Taking steps to set and achieve goals - both short and longer-term and developing new skills, acts to increase confidence which, in itself, is essential to self-empowerment.**

What is Personal Empowerment?

**At a basic level, the term ‘empowerment’ simply means ‘becoming powerful’. That is a process that reflects on your personal values, skills and goals that often requires to adjust your behaviour according to your life goals. Be aware during this process that people have their own set of values and goals which may different to ours.**

**Many other, more detailed, definitions exist. These usually centre on the idea that personal empowerment gives an individual the ability to:**

- Take control of their circumstances and achieve their own goals in their personal and working life.
- Become more aware of their strengths and weaknesses and therefore be better equipped to deal with problems and achieve goals.
- Enhance the contribution they make both as an individual and as a member of a team.
- Take opportunities to enhance personal growth and a sense of fulfilment.

Developing personal empowerment usually involves making some fundamental changes in life, which is not always an easy process. The degree of change required will differ from person to person, depending on the individual starting point.

Source: <https://www.skillsyouneed.com/ps/personal-empowerment.html>

### **Assessment and preparation for STEER youth workers:**

Before start designing your transition planning to help NEETs enter the labour market, you need to consider several aspects. Conducting a job search is like planning a trip. Firstly, young people need to identify what they want to do and where they want to work. Self-discovery is the first step to help young people clarify their life and career goals and make choices. This helps them identify attitudes, work related values, interests and skills and how these related to the world of work. Their transition is based on following basic steps, so make you mentees think and answer the following questions...

#### **Know yourself:**

Young people who enter the labour market should know their own skills and should be able to communicate them. Current practices prove that young people can present their education and practical skills but they are not aware of their social, communication and other skills they have. A great number of young people do not have a clear idea of what career path would like to follow and how their lives will be like. Therefore, it is important to ask yourself some core questions...

## What do I want to do next? What am I really passionate about? And how do I start the search to answer these questions?

Thinking about what you want to do in your career and start planning is only one of the strategies available. Sometimes what it was initially planned does not have the required results. Going for what drives you, and simply trying various aspects of jobs are two other valid strategies. Identifying your qualities and skills and how they can be combined in order to fit into different jobs. Self-awareness is fundamental to be successful in your career and life path. Before start planning the transition process from education to the labour market, there are several aspects important to consider:

- A lack of information, networks and connections among youth, especially youth from families lacking significant social capital. Many young people lack knowledge of the real world and the labour market, and even ignore their own potential. Some of them are not adequately prepared for realistic career paths. You can learn more how you can guide them through this career path in Module 2: “Managing counselling and transition planning process”.
- Youth workers should be aware that young people lack skills that are relevant to the workplace. They need to focus on skills development for young people even for those who have pursued an academic degree or any kind of education achievement. Sometimes, those educational qualifications with specific career purpose are only theoretical in design and do not prepare young people for the actual tasks that they will encounter at workplace. This happens also due to mismatch of qualifications with the labour market needs and the poor curricula design which do not depict the market needs. Young people also lack specific important skills such as cooperation, communication, critical thinking, creativity, and a focus on the needs of the enterprise. “You can learn more how to develop soft and transferable skills in NEETs in Module 3: Developing Soft Skills in NEETs and Module 4: Social and Civic community for personal development.”
- Many employers are skeptical about young people’s skills and ability to practically apply their knowledge to real working environment. They also question the social skills and ethics of young people. Another barrier is the inexperience of young people when large numbers of unemployed experienced workers are available for hire. In some cases, there is not an interest to invest on young people.
- The lack of entry level jobs both for highly qualified and non-qualified

youth that lead to a meaningful career. Entry level jobs may be in informal or underdeveloped industry sectors and shifting is very difficult. There may be a severe shortage of locally-available jobs that are entry-level but that still lead to meaningful careers. As a consequence of these factors, many young people face significant obstacles to obtaining decent work and thriving in their first jobs. In addition, in difficult economic times, young people are often the first to be laid off, making it still harder for them to consistently build their skills and experience. Consequently, many young people end up facing extended periods of unemployment, or significant under-employment in jobs that fail to offer career opportunities (Manpower Group, 2012), that make their transition from education to the labour market a difficult task.

As a youth worker, you need to be able to understand the needs of NEETs:

Before start planning a transition path for your mentees and NEETs, you need to assess their needs and design their activities. You need to lead NEETs into self-discovery and to develop the essential tools that will help them identify their strengths and weakness but also highlight their potentials. You need to identify the tools that are commonly used in national level, for instance, employment services/job centres or education and training institutions. Available self-tests help to examine attitudes, values and skills which help NEETs to clarify ideas about themselves.

Ask your NEETs to identify a set of values that are important for them work-wise:

**Exercise 1**

Rate each of the following values on a scale from “1” to “5” with “5” being a most important work-related value to you and “1” being not important.

<b>Advancement</b>	Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done.	Rate from “1” to “5”
<b>Adventure/Risk-taking</b>	Have duties which involve frequent physical, financial or social risk-taking.	
<b>Aesthetics</b>	Be involved in studying or appreciating the beauty of things, ideas, etc.	

<b>Affiliation</b>	Be recognized as an employee of a particular organization.	
<b>Altruism/Help Society</b>	Do something to contribute to the betterment of the world or a greater good.	
<b>Balance</b>	Have a job that allows time for family, leisure, and work.	
<b>Challenge</b>	Engage with complex questions and demanding tasks, troubleshooting and problem-solving.	
<b>Change and Variety</b>	Have a wide range of work responsibilities frequently changing in content, setting, people and/or activities.	
<b>Community Activities</b>	Become active in volunteering, politics, or service projects.	
<b>Competition</b>	Engage in activities that measure my abilities against others.	
<b>Creative Expression</b>	Be able to express my creative ideas in the arts and communication.	
<b>Competence</b>	Demonstrate a high degree of expertise and mastery of job skills and knowledge.	
<b>Excitement</b>	Experience a high degree of stimulation or frequent novelty and drama on the job.	
<b>Fast Pace/Time Pressure</b>	Work in circumstances where work is done rapidly and/or there is little room for error.	
<b>Financial Reward</b>	Earning a larger than average amount of income.	
<b>Flexibility</b>	Work according to my time schedule.	

<b>Friendships</b>	Develop personal relationships with people as a result of work activity.	
<b>Fun</b>	Have opportunities to be playful and humorous at work.	
<b>Harmony/ Tranquility</b>	Avoid pressures and stress in job role and work setting and seek harmonious relationships.	
<b>Help Others</b>	Be involved in helping or being of service to people directly, either individually or in groups.	
<b>Independence/Autonomy</b>	Be able to determine the nature of work without significant direction from others; not have to follow instructions or conform to regulations.	
<b>Influence People</b>	Be in a position to influence attitudes or opinions of other people.	
<b>Knowledge/ Research</b>	Develop new information and ideas. Engage in pursuit of knowledge, truth and understanding.	
<b>Leadership</b>	Direct, manage, or supervise the work done by others.	
<b>Location</b>	Live somewhere conducive to my lifestyle, leisure, learning, and work life.	
<b>Make Decisions</b>	Have the power to decide courses of action, policies or make decisions regarding the work activities of others.	
<b>Moral/Spiritual Fulfillment</b>	Feel that my work is consistent with my ideals or moral code.	
<b>Personal Growth</b>	Have work which enables me to grow as a person	

<b>Physical Challenge</b>	Have a job that requires bodily strength, speed, dexterity, or agility.	
<b>Public Contact</b>	Have a lot of day-to-day contact with people.	
<b>Recognition</b>	Get positive feedback and public credit for work well done.	
<b>Security</b>	Have a stable work environment and reasonable financial reward.	
<b>Stability</b>	Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.	
<b>Status/ Prestige</b>	Gain the respect of friends, family and or the community by the nature and/ or level of responsibility of my work.	
<b>Teamwork</b>	Have close working relations with group; work as team for common goals.	
<b>Work Alone</b>	Do projects by myself, with little contact with others.	

Source: (DU Career Center, Work Values, available at:  
<http://www.du.edu/career/media/documents/pdfs/workvalues.pdf>)

### Rate the five values that you consider most important:

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

This exercise will help NEETs understand what type of work they could perform. Then can make a list of possible career choices that reflect their aspirations according to the values that they have prioritized before. For example, a person that has stated “creative expression” as an important value, it could fit his/her aspirations in a creative job like photographer, graphic designer, writer or film-maker.

Then NEETs can make a list of things that they think that are good and bad and things that they like or dislike.

Personality is the key to help you identify particularities of each person that you mentor. Since each individual has its own personal characteristics, youth workers need to adapt their tools and strategies to fulfill specific needs. In order to do that you need to identify specific personality types.

You can find several personality tests available on the internet. Some of the most important theorists in career choice which is used by careers advisers are:

**Parson’s theory:** each person analyses his/her skills, values, interests and personality and then match these up to jobs which use these.

A programme called Prospects Planner can help NEETs to choose a graduate job.

**Holland’s theory of career choice** divides people into 6 personality types: **realistic, artistic, enterprising, social, conventional and investigative**. There are plenty of sources analyzing his theory that can be adapted. His approach is the most used to identify personality types.

The **Myers Briggs Type Indicator (MBTI)**: it’s not strictly a theory of career choice, it’s more a way of discovering your personality type which is divided in to 16 different type combinations composed of the following dichotomies (a posh word for opposites).

Extraversion (E) and Introversion (I)

Sensing (S) and Intuition (N)

Thinking (T) and Feeling (F)

Judgment (J) and Perception (P)

**HumanMetrics is a good test to find out your MBTI type**

[www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)

The **Happenstance** theory or otherwise Krumboltz's theory is based on unplanned events that can lead to successful career choices. He also highlighted that indecision is desirable and sensible when anyway luck can determine things on its own.

(Source: University of Kent, Theories of Career Choice,

<https://www.kent.ac.uk/careers/Choosing/career-choice-theories.htm>)

A second step in self-assessment is the identification of skills. There are different types of skills that combined can determine the capacities of the individual.

A skill is the ability, acquired through learning and/or practice, to undertake a manual or mental activity. Competence is a broader concept and it includes the mix of knowledge, skills and attitudes that an individual uses to perform adequately in a job.

**Foundation skills (or basic skills):** These are skills necessary to ensure that individuals are able to function productively in employment, the community and in their personal life. They include literacy and numeracy, as well as skills leading to the understanding of both social rights and obligations.

**Vocational skills (or occupational skills):** The ability to perform tasks and functions particular to a job, occupation or industry. Also

called occupational skills and technical skills, they include the ability to undertake occupational-related tasks. Some jobs use the same or similar vocational skills, but the job requirements may be different from one company to another.

**Core employability skills (or non-vocational skills):** Non-vocational/non-technical skills are needed to perform at work and in society. They apply to work generally, rather than being specific to an occupation or industry. Core employability skills include: the ability to work with others and in teams, solving problems and using technology; communication skills and learning-to-learn skills.

Source: Rosas G., Corbanese V., Glossary of key terms on learning and training for work, ILO, 2006.

## A set of skills has been developed by ILO:

It is important to highlight that skills acquisition can be happen through extra-curricular activities, volunteer work, engagement in youth organisations, community projects, paid work and other activities.

### Exercise 2

When working with your NEETs you can provide examples of skills needed to do several jobs and how you can acquire those skills.

For example, in order to become a secretary, you need to have the following skills:

- 1.self-disciplined (it be acquired through engagement in sports teams)
- 2.organised (it can be acquired through paid work)
- 3.have a sense of initiative (it can be acquired through voluntary work)
- 4.cooperation skills etc. (it can be acquired through engagement to a youth club)

You can always have selected through a set of skills:

### Manual skills

- Build or repair things
- Construct things with hands
- Operate tools, machinery
- Use complex equipment
- Maintain vehicles

### Data/Information skills

- Process arithmetic and data
- Analyse data and maintain records
- Research and write reports
- Synthesize data from different sources
- Record facts and classify information
- Financial capacity and budget management

### Interpersonal skills

- Help others
- Develop relations
- Be patient and understanding
- Be sociable
- Manage conflicts
- Negotiate with others
- Solve problems

### Creative/artistic skills

- Express creative ideas
- Create new things
- Express yourself through music, poetry or art
- Write short stories or articles
- Create artistic forms

### Verbal/Communication skills

- Be communicative
- Express yourself clearly
- Create and talk about new ideas
- Work well with others
- Write clearly and concisely
- Speak in public
- Network with others
- Motivate others through speech

### Leadership skills

- Be determined
- Direct others
- Motivate people
- Solve problems
- Show self-confidence
- Take risks when necessary
- Be confident and take decisions

(Source: ILO, *Surfing the labour market: Job search skills for young people*, facilitators' guide and toolkit)

As a mentor, you can ask your NEETs to select two job descriptions and identify the competences that are required and to extract from the description the knowledge, skills and attitudes that underpin performance. Ask your mentees to make a table for each and to focus on three important elements:



Develop a discussion with your mentee about his/her socio-economic background that may limit the choice of certain jobs.

**Exercise  
3**

Ask your mentees to make a list of jobs that they would like to do as well as main duties and skills required for it. Then make a list of possible activities that could help your mentees acquire those skills.

Propose possible synergies with public authorities and services already existing at national level that NEETs may not be aware about. In addition, let them describe activities that have participated in the past such as school or university activities and the skills acquired.

For example, if that is a school project, did it involve team-work?

Did the students had to create something?

All these skills can be documented to be used in a later stage when constructing a CV.

**Forms & templates:**

In this section, you will find forms and templates to help you to understand your mentee’s skills, attitudes and possibilities. Through different exercises you will be able to evaluate opportunities for guidance and skills development.

**Understanding my attitude and prioritizing work values**

This exercise aims on identifying the work values of your mentee as well as his weak and strong work-related characteristics. You need them to develop a transition planning which will help your mentee to overcome specific obstacles that can change his/her attitude.

	Mostly	Sometimes	Almost never
I give myself credit	1	2	3
I look for the positive side in situations	1	2	3
I know my strengths	1	2	3
I identify my weak areas and see them as challenges to work on	1	2	3
I learn from my mistakes	1	2	3
I am confident about what I can do	1	2	3

I know what I want from life	1	2	3
I can put my wishes into words			
I can set limits or boundaries so others respect them	1	2	3
I speak up when I disagree with someone, or when I believe something is wrong	1	2	3
I listen to, and try to understand, other people's point of view	1	2	3
I deal with anger constructively	1	2	3
I control my temper	1	2	3
I can handle criticism well	1	2	3
I usually see myself as the person I want to be	1	2	3
I can resolve conflicts both within myself and with others	1	2	3
I compare my behaviour today with what I did in the past instead of with other people's behaviour	1	2	3
<b>Total</b>			

Score	Attitude	What you need to do
<b>17-24</b>	Good	You have a positive attitude; no action is required
<b>25-43</b>	Fair	Your attitude is okay, but you need to focus more on your positive side
<b>43-54</b>	Negative	You need to pay attention to your attitude so as to focus on its positive and constructive aspects

(Source: ILO, Surfing the labour market: Job search skills for young people, facilitators' guide and toolkit)

**Tick in the boxes that you think are more relevant for your personality. Based on the highest scores that you have collected, check what type of personality you have.**

This exercise will help you understand the personality of your mentee focusing on specific characteristics. It is a first step to clarify possible career options that you can recommend to your mentee.

	TRUE	
1. I'd rather make something than read a book.		P
2. I enjoy problem-solving games		A
3. I like helping other people		S
4. I enjoy reading and learning about new topics		A
5. I like working with my hands		P
6. I like being the leader in a group of people		S
7. I prefer to know all the facts before I tackle a problem		A
8. I like to take care of other people		S
9. I enjoy designing, inventing or creating things		P
10. I enjoy expressing myself through art, music, or writing		A
11. I would like a job where I can deal with people all day		S
12. I like working with materials and equipment		P
13. I enjoy learning new facts and ideas		A
14. I find co-operating with other people comes naturally to me		S
15. I like finding out how things work by taking them apart		P
16. I would like rather work with machines and things than with people		P
17. I can usually persuade people to do things my way		S
18. I enjoy building and repairing things		P
19. I enjoy the research part of my projects		A
20. I like being with people		S

21. I enjoy thinking up different ideas and ways to do things		<b>A</b>
22. I like hearing other people's opinions		<b>S</b>
23. I enjoy learning how to use different tools		<b>P</b>
24. I find it easy to follow written instructions		<b>A</b>
	<b>TOTAL A</b>	
	<b>TOTAL P</b>	
	<b>TOTAL S</b>	



**Practical:** You are a hands-on person. You like to work with tools and machines, make things with your hands, fix and maintain equipment or find out how things work. Jobs you might be interested in are those related to manufacturing, construction, repair and servicing, trades, technology and engineering.

**Analytical:** You are an information-oriented person. You like to research, perform experiments, work with numbers or solve problems. Jobs that could be of interest include law, government, finance, accounting, transport and tourism.

**Social:** You are a people person. You like to work with people, care for and help others, encourage them, work as a team member or lead and supervise others. Jobs that may be suitable to “people persons” include health care, education and training, social work, counselling and sales and services.

(Source: ILO, Surfing the labour market: Job search skills for young people, facilitators' guide and toolkit)

**Identify the activities that you would like to do and tick the right box. Collect the total scores and check what type of person you are.**

This activity aims to help identify your mentee's personality based on the total score. Then you will be able to connect his personality traits with possible jobs matches. You can start guiding him/her towards the relevant profession by developing a transition plan.

<b>R</b>		<b>I</b>	
Make mechanical repairs		Find solutions to complex problems	
Plant a garden		Apply math to practical problems	
Use tools or machines		Take a physics course	
Organise a trip, camping or hiking activity		Work in a research lab	
Work on a car		Solve technical problems	
Set up a computer programme		Study scientific theory	
Take a practical course		Take a statistics course	
<b>TOTAL</b>		<b>TOTAL</b>	
<b>A</b>		<b>S</b>	
Convert an idea or story into a play or for the theatre		Work for charity	
Play in a band, group or orchestra		Take a self-improvement course	
Create portraits or photographs		Study psychological theory	
Read or write poetry, novels		Train others to do a job or obtain a skill	
Take a course in interior, or other design		Settle arguments between others	
Act in a comedy or play		Teach in a college or public schools	
<b>TOTAL</b>		<b>TOTAL</b>	
<b>E</b>		<b>C</b>	
Learn strategies for success in business		Take an inventory of supplies and products	

Supervise the work of others		Operate a computer	
Participate in a political campaign		Check paperwork or products for errors or flaws	
Operate your own business or service		Keep records of expenses	
Attend a sales meeting		Write business letters	
Make decisions		Perform calculations in bookkeeping or business	
Influence others		Fill out detailed forms	
<b>TOTAL</b>		<b>TOTAL</b>	

**Check the personality types which relates to the three highest scores. Highlight any job profiles that may interest you.**

<b>Matching personality types with jobs</b>	
<b>Realistic</b>	<b>Investigative</b>
<p>A realistic personality has mechanical and athletic abilities. S/he enjoys working outdoors, with tools and machines. S/he generally prefers to work with objects more than with ideas or people.</p> <p>Competencies: <b>Repair furniture; use wood-shop power tools such as power saws, lathes or sanders; read blueprints; make simple electrical repairs; make simple plumbing repairs; change car's oil or tire; make scale drawings.</b></p> <p><b>Example of jobs:</b> Carpenter, woodworker, mechanical repairer, electrician, plumber, car mechanic, textile worker, tailor, dentist, aircraft pilot, police officer, engineer, power plant operator, geologist, veterinary.</p>	<p><b>Investigative people usually have mathematical and scientific abilities, enjoy working alone and like to solve problems. They generally favour working with ideas and things more than with people.</b></p> <p><b>Competencies:</b> Use a computer to study a scientific problem; interpret simple chemical formulas; understand the half-life of a radioactive element; use algebra to solve math problems; describe the function of the white blood cells; use logarithmic tables; perform a scientific experiment or survey.</p> <p><b>Example of jobs:</b> Computer programmer, biologist, mathematician, radiologist, pharmacist, dentist, safety engineer</p>

Artistic	Social
<p><b>This type of personality enjoys creating original work and has a good imagination. S/he usually enjoys working with ideas more than with things.</b></p> <p><b>Competencies:</b> Write a speech; write advertising copy; sketch people so they can be recognised; design an advertisement; create an artistic representation; act in a play; decorate a suite of offices; do a painting, watercolour or sculpture.</p> <p><b>Example of jobs:</b> Writer, journalist, restorer, ceramist, pastry chef, advertiser, model maker, type copyist, painter, musician, music teacher, illustrator, singer, language teacher.</p>	<p><b>A person with social skills is interested in human relationships and likes to help others with problems. S/he likes to work with people more than with things.</b></p> <p><b>Competencies:</b> Help others; explain things to others; coach others; entertain others; give advice; make people feel at ease; talk with all kinds of people; Teach others; lead discussions.</p> <p><b>Example of jobs:</b> Nurse, police officer, fire worker, cosmetologist, social worker, elementary school teacher, political scientist, occupational health and safety inspector, librarian, counsellor, psychiatrist, occupational therapist.</p>
Enterprising	Conventional
<p><b>Enterprising people have leadership and speaking abilities, are interested in economics and politics and like to be influential. They like to work with people and ideas more than with things.</b></p> <p><b>Competencies:</b> Lead people; measure work performance; motivate others; able to deal with difficult people; manage a sales campaign; organise the work of others; able to sell; speak in public; plan a strategy to achieve goal.</p> <p><b>Example of jobs:</b> Sports instructor, salesperson, purchasing agent, real estate agent, manager, administrator, public relations officer, lawyer, judge.</p>	<p><b>This personality type has clerical and arithmetic ability, prefers working indoors and likes to organise things. S/he enjoys working with words and numbers.</b></p> <p><b>Competencies:</b> Gather information over the phone; file correspondence and other papers; post credits and debits; keep accurate records of payments or sales; use a computer; write business letters; arrange for a business meeting.</p> <p><b>Example of jobs:</b> office clerk, bookkeeper, transport operator and mover, secretary, administrative assistant, computer operator.</p>

(Source: ILO, Surfing the labour market: Job search skills for young people, facilitators' guide and toolkit)

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