



Micro-Learning Career Management Resources

Educator's Handbook

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Introduction

This Educator's Handbook is designed to provide guidance and resources for educators to further develop young adults' knowledge, skills, and understanding of career management. The handbook aims to provide young adults with vital skills before entering the job market and with knowledge on how to excel in their personal and professional life thereafter.

This handbook consists of 40 micro-learning resources for educating young adults on their career management skills in brief time-bound sessions. These relevant micro-learning resources will be practical and reflective of the current challenges and issues faced by young adults in the post-pandemic labour markets. These materials will be linked to the competencies outlined in the Scottish Framework of Career Management Skills (Government of Scotland, 2012). The Scottish Career Management Skills Framework (SCMSF) is a comprehensive guide for individuals to develop and enhance their career management skills. The framework was developed by Skills Development Scotland, the country's national skills agency, in partnership with industry experts and employers to meet the needs of the Scottish workforce.





The competencies outlined in the framework are subdivided into four themes: Self, Strengths, Horizons, and Networks. The handbook explores key concepts and terms mentioned above as well as delves into the competencies related to self-help and is further divided into the following sections:

Self-help competencies resources will address the understanding and the skills that individuals will need to build their resilience in the face of labour market uncertainty. These resources will address mental health issues arising from the growing anxiety and uncertainty felt by young adults because of the COVID-19 pandemic. The materials will focus on building resilience to deal with anxiety, low self-esteem, and confidence within the target group.

- Self-help competencies: Self-care routine and practices
- Self-help competencies: Self-belief and managing expectations
- Self-help competencies: Making connections for resilience
- Self-help competencies: Emotional Intelligence and emotional control

The resources in the section on competence of self are focused on helping youth develop a deep understanding of their own values, motivations, strengths, and weaknesses. This is an essential component of successful career management, as it provides individuals with the information, they need to make informed career decisions and set achievable goals. The 'self' competence area also emphasises the importance of self-reflection and self-assessment, which can help individuals identify areas for personal and professional growth.

- Self: Personal development and making positive career decisions
- Self: Developing and maintaining a positive self-image
- Self: Balancing life, learning, and career goals
- Self: Adapting to different contexts and practising social intelligence

The strengths competence section focuses on helping individuals identify and develop their unique skills, experiences, and interests. This includes taking inventory of one's current abilities, conducting research on various career options, and identifying opportunities for professional growth. The strengths competence area also addresses the importance of continuing professional development and taking steps to expand one's skill set and knowledge base.

- Strengths: Self-awareness of skills, strengths, and achievements
- Strengths: Making informed career choices based on my prior learning and experiences
- Strengths: Maintaining confidence and resilience in the face of obstacles
- Strengths: Building on strengths and achievements

The horizons competence section focuses on helping individuals to broaden their perspectives and explore new opportunities. This includes conducting research on various industries, career paths, career events and workshops, and engaging with individuals in one's chosen field. The horizons competence area emphasises the importance of staying informed about industry trends and changes and being open to new ideas and possibilities.

- Horizons: Researching and evaluating opportunities for career development
- Horizons: Goal setting and decision-making in career planning
- Horizons: Interaction between life, work, community, and society
- Horizons: Responding to and managing change effectively

The networks competence materials focus on helping youth in developing and maintaining professional relationships. This includes gaining experience in networking with individuals in one's chosen field, leveraging online job search resources, and participating in professional organisations and events. Networking is an essential component of successful career management, as it provides individuals with the opportunity to connect with potential employers, learn about job openings, and gain insights into the industry. The networks competence area also emphasises the importance of developing strong interpersonal skills, including communication, collaboration, and teamwork.

- Networks: Maintaining career networks
- Networks: Building career networks
- Networks: Building my own career network
- Networks: Applying information to secure career networks

Each section contains introductory and advanced lesson plans to allow the educator to choose either one of the two lesson plans or begin with the introductory one and then move on to the advanced one, depending on the current skill level of the young adults and the curriculum needs.



The handbook explores key concepts and terms related to career management through engaging individual and group activities. It highlights the importance of continuous self-development in personal and professional life including gaining experience in areas like practising social intelligence, improving, and maintaining confidence in difficult situations, improving decision-making skills, and building and maintaining relationships.

Through a series of activities and step-by-step facilitation, the handbook encourages educators to get young adults immersed in real-life scenarios, case studies, self-reflections, and many more employment-related activities, meanwhile harnessing the youth with crucial skills to succeed in their everyday lives.

Overall, this handbook contains an extensive amount of information to equip young adults with employment related skills that will last a lifetime. These skills will empower the youth to take charge of their own actions and decisions to pave a path for continuous personal and professional growth and therefore help them achieve their career-related goals.

References: Government of Scotland, Scottish Framework of Career Management Skills (2012). Retrieved 2012, from <https://www.skillsdevelopmentscotland.co.uk/media/slfn0dq0/career-management-skills-framework-scotland.pdf>

Self-help competencies: Self-care routine and practices

Introductory

Name of the Session:	Overworking Case Study and Role-Play
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self-help competencies: Self-care routine and practices
Aim of the Session:	The aim of this session is to support young adults in developing their skills related to identifying low self-care at work and proposing ways to tackle this issue, through analysing real-life case studies and engaging in role-play scenarios.
Learning Outcomes:	<p>Identify the key challenges of working in fast-paced environments, leading to overworking and lower self-care.</p> <p>Analyse case studies to understand the signs of low self-care, identify the issues relating to this, and make a plan to improve self-care.</p> <p>Apply critical thinking skills to evaluate and discuss the importance of putting strategies in place for increasing self-care.</p>
Description of Activities:	<p>1. Introductory and Warm-up (5 minutes): Welcome participants and recap the importance of identifying signs of low self-care in a fast-paced working environment.</p> <ul style="list-style-type: none">• Conduct a brief icebreaking activity to engage participants and encourage them to think about their own self-care while working.• As a group activity get them to share one action that takes away and one action that contributes to their self-care. <p>2. Case Study Analysis (25 minutes): Distribute the Juggling Self-Care and Career case study to each participant.</p> <ul style="list-style-type: none">• Instruct participants to individually read and analyse the case study, paying attention to the challenges faced by the individuals, as well as potential strategies that can be used in order to overcome them.• Provide sticky notes for participants to jot down key points, insights, and questions related to the case study.

<p>Description of Activities:</p>	<p>3. Group Discussion and Reflection (15 minutes): Divide participants into small groups and encourage them to share their case study insights, and reflections with each other.</p> <ul style="list-style-type: none"> • Lead a group discussion by using guiding questions such as: <ul style="list-style-type: none"> • What are the main challenges faced by Melissa in the case study? • Can you identify and describe different forms of self-care discussed in the case study? • What strategies can Melissa employ to ensure that she increases her self-care and consequently her overall well-being? <p>4. Role-Play Scenarios (15 minutes): Divide participants into pairs or small groups and assign each group one challenge that Melissa faces in the scenario, to role-play.</p> <ul style="list-style-type: none"> • Encourage participants to find ways to communicate this challenge with important other(s) in order to get help with it. • Encourage participants to explore different outcomes and solutions in their role-plays. <p>5. Debrief and Application (10 minutes): Bring the whole group back together and facilitate a debriefing session.</p> <ul style="list-style-type: none"> • Ask participants to share their role-play experiences, insights gained, and lessons learned from increasing self-care at work. • Discuss how the strategies can be applied to real-life situations and working in a fast-paced working environment. <p>6. Summary and Closing (5 minutes): Summarise the key concepts and skills covered in the activity.</p> <ul style="list-style-type: none"> • Address any remaining questions or concerns from participants. • Express appreciation for their active participation and commitment to their career development. • Encourage participants to commit to self-care practices in both their professional and personal lives.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Handout with Juggling Self-Care and Career case study • Flipchart or whiteboard • Markers • Sticky notes
<p>Suggested Assessment/ Follow-up:</p>	<p>Participants may be encouraged to develop personalised self-care action plans, outlining concrete actions they intend to take in order to improve their self-care, drawing inspiration from the insights acquired through the case study and role-play.</p>

CASE STUDY: JUGGLING SELF-CARE AND CAREER

Melissa is a young professional in a busy marketing firm. She is very dedicated to her job, and working hard to prove herself as she is at the start of her career. However, lately, she has been neglecting her self-care in her pursuit of success within her organisation. More specifically, she has been consistently working long hours, including evenings and weekends. She rarely takes breaks during the day, and she tends to have lunch at her desk. Due to her hectic schedule, Melissa consumes mainly fast food, snacks, and caffeine to keep herself going. Occasionally, she has nutritious meals when someone else prepares them for her.



As a result of working long hours, Melissa does not have time to exercise or socialise with friends as she used to. As a result, she has neglected her personal life. Although Melissa has always been a hardworking and ambitious individual, she recently finds herself experiencing high stress levels due to her demanding workload and her inability to manage it effectively. This has had a negative impact on her sleep, leaving her feeling tired and exhausted during the day. Needless to say, her productivity has dropped lately, adding to her worrisome situation.


Melissa is concerned about not feeling very well lately.

At the same time, she worries about her boss discovering that her performance has dropped, which could jeopardise her chances of getting a promotion.

Melissa is lost and unsure how to continue and achieve the success she is after.

Advanced

Name of the Session:	Recognising stress and burnout signs: Solution Brainstorm
Estimated Duration (mins):	75 minutes
Career Management Theme Addressed:	Self-help competencies: Self-care routine and practices
Aim of the Session:	This session aims to develop skills and strategies for participants to identify signs of stress and burnout and brainstorm solutions to prevent themselves from experiencing it as well as managing it when faced.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate an understanding of the signs of stress and burnout and its impact on personal and professional life. • Develop the skills to work in teams and provide solutions. • Apply creative and innovative thinking to explore and solve given problems and challenges.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Begin by explaining the concept of burnout and its impact on individuals' well-being and performance. <ul style="list-style-type: none"> • Distribute handouts listing common signs of stress and burnout, differentiating the two. • Emphasise that recognising these signs early is crucial for effective prevention. 2. Group Formation and Discussion (15 minutes): Divide participants into small groups of 4-6 members. <ul style="list-style-type: none"> • In their groups, participants should discuss and identify signs of burnout from the handout. • Encourage them to share personal experiences or observations related to burnout. 3. Solution Brainstorm (20 minutes): After discussing the signs, instruct the groups to brainstorm practical solutions or coping strategies for each identified sign of burnout. <ul style="list-style-type: none"> • Encourage creative and diverse ideas. • Use the whiteboard or flipchart to create a collective list of identified signs. 4. Presentation of the Solutions Discussed (10 minutes): Ask each group to present their solutions to the entire group. <ul style="list-style-type: none"> • Discuss the feasibility and effectiveness of each solution. 5. Reflection (10 minutes): Facilitate a group discussion on the importance of self-care and early intervention in managing stress and burnout. <ul style="list-style-type: none"> • Encourage participants to share personal commitments to implementing some of the discussed solutions. 6. Closing (5 minutes): Summarise the key takeaways from the activity. <ul style="list-style-type: none"> • Remind participants to be vigilant about signs of burnout and to apply the solutions discussed.

Resources or Materials Required:	<ul style="list-style-type: none"> • Pen or pencils • Whiteboard or flipchart and markers • Handouts with common signs of stress and burnout
Suggested Assessment/ Follow-up:	<p>After completing this session, a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in implementing the strategies and how they overcame them. Facilitate a reflection on the practicality and effectiveness of the concepts covered.</p>
Handout:	<div style="text-align: center;"> <h2>COMMON SIGNS OF BURN-OUT AND STRESS</h2> </div> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #f4a460; padding: 10px; border-radius: 10px; width: 45%;"> <h3>Physical Symptoms</h3> <ul style="list-style-type: none"> • Headaches • Heart Palpitations • Stomach Aches/Intestinal issues • Shortness of breath • Muscle tension • Weakened immune system • Changes in appetite/sleep patterns • Fatigue • Body aches and pains </div> <div style="background-color: #8eb9e2; padding: 10px; border-radius: 10px; width: 45%;"> <h3>Mental Symptoms</h3> <ul style="list-style-type: none"> • Anxiety • Depression • Lack of motivations • Irritability • Trouble concentrating • Difficulty learning • Forgetfulness • Crying Spells • Sense of failure or self-doubt </div> </div> 

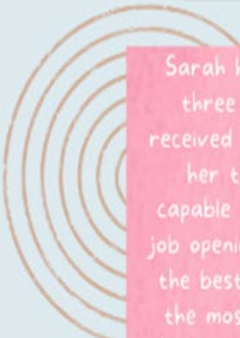
Self-help competencies: Self-belief and managing expectations

Introductory

Name of the Session:	Build self-belief and resilience in the face of challenges and obstacles - A Case Study
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self-help competencies: Self-Belief and Managing Expectations
Aim of the Session:	The aim of this session is to support young adults in developing their skills related to building self-belief and resilience in the face of challenges and obstacles at work.
Learning Outcomes:	<ul style="list-style-type: none"> • Identify the key challenges young people may face in their careers and the impact that self-beliefs can have on this. • Analyse a case study to help them reflect on how to overcome challenges by enhancing their self-belief and resilience levels. • Apply critical thinking skills to evaluate and discuss the relevance of self-belief and resilience skills when overcoming obstacles and challenges at work.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory and Warm-up (5 minutes): Welcome participants and recap the importance of self-belief and confidence for progressing in life and career. <ul style="list-style-type: none"> • Conduct a brief warm-up activity to engage participants and encourage them to reflect upon their own self-belief and whether they tend to be confident about themselves or not. 2. Case Study Analysis (20 minutes): Distribute the responding to and managing change effectively case study to each participant. <ul style="list-style-type: none"> • Instruct participants to individually read and analyse the case study, paying attention to the challenges faced by the individuals and the strategies they used to overcome them. • Provide sticky notes for participants to jot down key points, insights, and questions related to the case study.

<p>Description of Activities:</p>	<p>3. Group Discussion and Reflection (15 minutes): Divide participants into small groups of three to five people and encourage them to read the “Build self-belief and resilience in the face of challenges and obstacles” case study.</p> <ul style="list-style-type: none"> • Then ask them to discuss the following questions: <ul style="list-style-type: none"> • What are the main challenges faced by Sarah in the case study? • In which way do the self-beliefs that Sarah holds have an impact on how she navigates through these challenges? • What are the opportunities for growth for Sarah? • Instruct participants to write down their answers on a flipchart paper, so they can present those back to the wider group. <p>4. Debrief and Application (10 minutes): Bring the whole group back together and allow time for all groups to present their answers to the questions and the main points that came out of their discussions.</p> <ul style="list-style-type: none"> • Ask participants to share their insights gained and lessons learned from managing self-belief through challenging times. • Discuss how they can apply the strategies they suggested to real-life situations and career challenges. <p>5. Summary and Action Planning (5 minutes): Summarise the key concepts and skills covered in the activity.</p> <ul style="list-style-type: none"> • Present the key take-home message: self-belief and resilience play an important role in the face of unexpected challenges in the workplace. Sarah's journey toward regaining her self-confidence and advocating for herself could be a valuable learning experience for individuals looking to enhance their self-belief and resilience in similar situations. <p>6. Q&A and Closing (5 minutes): Address any remaining questions or concerns from participants.</p> <ul style="list-style-type: none"> • Express appreciation for their active participation and commitment to their career development.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Handouts with the case study • Flipchart paper • Markers • Sticky notes
<p>Suggested Assessment/ Follow-up:</p>	<p>Participants could be asked to create individual action plans, identifying specific steps they will take to enhance their self-belief and resilience during challenging times.</p>

CASE STUDY: BUILD SELF-BELIEF AND RESILIENCE IN THE FACE OF CHALLENGES AND OBSTACLES



Sarah has been working really hard at her current company for three years. During her performance appraisal, Sarah always received positive feedback from her supervisors. This is in line with her team's perception as Sarah has a reputation of a highly capable and dedicated employee. Recently, there was a high-profile job opening within the company. Everybody thought that Sarah was the best for the role as her performance and qualifications were the most suitable. However, another colleague, named Mark, got the job. Mark's performance was never as good as Sarah's, but he is older than her and the supervisor thought his age would allow him to be easily heard by the team.

The Challenge: Despite being the top candidate for the position, Sarah was surprised and disappointed when she learned that the job was offered to someone else. She immediately started doubting herself and her abilities thinking: "I should not have applied. I obviously did not have what it takes to get promoted". Although colleagues encouraged her to do so, Sarah became very hesitant to raise the issue with her superiors, fearing that it might jeopardise her current role or strain her working relationships. She couldn't summon the self-belief to advocate for herself and fight for the job she rightfully deserved.



What are the challenges faced?
What are the opportunities for growth?

Advanced

Name of the Session:	Dyadic Self-Belief and Goal-Setting Activity
Estimated Duration (mins):	75 minutes
Career Management Theme Addressed:	Self-help competencies: Self-Belief and Managing Expectations
Aim of the Session:	The aim of this session is to encourage participants to prioritise one important goal in relation to their professional career and practice effective decision-making in a supportive dyadic setting. This session ultimately aims to enhance participants' self-belief, goal-setting skills, and decision-making abilities, which are essential for their personal and professional development, and career success.
Learning Outcomes:	<ul style="list-style-type: none"> • Discuss and outline a decision-making process in order to achieve their goals, considering factors such as pros and cons, risks, and available resources. • Identify any potential negative self-talk statements that hold them back and how they can replace them with positive self-talk statements. • Recognise the role of self-belief in achieving personal and professional success. • Provide constructive feedback and suggestions to help each other in their self-development journey.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Begin by explaining the purpose of the activity, which is to: present and discuss career-oriented goals, create effective decision-making plans, and embrace positive self-talk in achieving these goals. <ul style="list-style-type: none"> • Highlight the importance of self-belief and confidence in setting and achieving goals and making effective decision-making plans. 2. Goal Clarification (10 minutes): Instruct participants to spare 10 minutes to think about a goal that they want to achieve in their professional career. They can choose any goal that comes to mind but encourage participants to choose a challenging goal, something they have been postponing for later, or any goal they do not seem to find the motivation to achieve. <ul style="list-style-type: none"> • Ask participants to be as precise as possible when describing their goal and answering the questions: <ul style="list-style-type: none"> • What is it exactly that you want to achieve? • Why is this goal important to you and how is it relevant to your career aspirations? • Are there any challenges that you anticipate?

<p>Description of Activities:</p>	<p>3. Dyadic Discussion (20 minutes): Ask participants to pair up with a partner.</p> <ul style="list-style-type: none"> • Instruct each participant to take turns and present and clarify their respective goals to their partner. • Participants should share what the goal entails, and why it's important to them. Each participant should provide feedback, ask clarifying questions, and offer suggestions to their partners. • Encourage active listening and supportive feedback from the partner. <p>4. Effective Decision-Making (10 minutes): Ask each dyad to focus on a specific decision-making plan related to their goal. It could be a decision about the next steps they intend to take.</p> <ul style="list-style-type: none"> • Instruct participants to discuss the decision-making process they will follow, considering factors like potential risks, and available resources. • Encourage them to collaborate and support each other in drafting an effective and realistic decision-making plan. <p>5. Positive Self-Talk Practice (5 minutes): Now that the goals have been discussed and goal setting has been decided, ask participants to predict any negative self-talk that could hold them back from achieving their goal. Then, ask them to replace this with positive self-talk.</p> <p>6. Group Discussion (10 minutes): Come back as a larger group and invite a few pairs to share their insights or experiences from the dyadic discussions.</p> <ul style="list-style-type: none"> • Facilitate a brief discussion on the value of setting goals, effective decision-making, and positive self-talk in achieving personal and professional success. <p>7. Conclusion (5 minutes): Encourage participants to continue refining their goals, using effective decision-making strategies, and practising positive self-talk.</p> <ul style="list-style-type: none"> • Remind them that self-belief and supportive partnerships can significantly impact their journey toward success.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Paper or index cards • Pen or pencils • Flipchart or whiteboard with markers • Sticky notes • Optional: Handouts with positive self-talk prompts that can be used as inspiration when tackling negative self-talk statements.
<p>Suggested Assessment/ Follow-up:</p>	<p>After completing this session, a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in setting their goals or coming up with their decision-making plan and how they overcame them. Facilitate a reflection on the practicality and effectiveness of the concepts covered. After completing this session, a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in setting their goals or coming up with their decision-making plan and how they overcame them. Facilitate a reflection on the practicality and effectiveness of the concepts covered.</p>

Self-help competencies: Making connections for resilience

Introductory

Name of the Session:	Strengthening Resilience through Making Connections
Estimated Duration (mins):	60 - 90 minutes
Career Management Theme Addressed:	Self-help competencies: Making Connections for Resilience
Aim of the Session:	This activity aims to support young adults in developing their skills related to making connections for resilience through brainstorming.
Learning Outcomes:	<ul style="list-style-type: none">• Gain a deeper understanding of various strategies for making meaningful connections for resilience, in both personal and professional life.• Apply critical thinking skills to evaluate and discuss effective strategies in making connections for resilience in different contexts.• Develop action plans to take proactive measures in building connections and enhancing their resilience, both individually and within a group or organisation.
Description of Activities:	<p>The following brainstorming activity encourages individuals to generate creative ideas, through active participation, sharing and engagement within the group. It allows individuals to explore a wide range of strategies for building and maintaining connections to enhance their resilience in their personal and professional lives.</p> <ol style="list-style-type: none">1. Introductory (5 minutes): Explain the importance of making and maintaining connections for resilience.<ul style="list-style-type: none">• Inform participants that the goal of the activity is to generate ideas on how to build or maintain connections for resilience.2. Individual Idea Generation (10 minutes): Provide each participant with sticky notes and markers.<ul style="list-style-type: none">• Ask participants to work individually and write down ideas, strategies, or actions that can help them build or maintain meaningful connections to boost resilience.• Encourage participants to reflect on previous experiences, and in multiple contexts.• Inform individuals that they have ten minutes to finish this activity and that the best ideas will win at the end.

Description of Activities:	<p>3. Group Idea Sharing (15 - 25 minutes): Bring participants back to the group.</p> <ul style="list-style-type: none"> • Ask participants to choose one idea, share it with the group and explain it. • Write each idea on the whiteboard or flipchart. <p>4. Discussion (15 - 25 minutes): Facilitate a group discussion regarding the presented ideas.</p> <ul style="list-style-type: none"> • Give space to participants to ask clarifying questions and provide feedback to each other. • Ask participants to reflect on the feasibility and potential impact of these ideas. <p>5. Voting time (5 - 10 minutes): Ask participants to vote for one of their favourite ideas, by marking next to it on the whiteboard. Tell them that they cannot choose their own idea.</p> <p>6. Top ideas (10 - 15 minutes): Identify the top 3-5 ideas, based on the votes they received.</p> <ul style="list-style-type: none"> • Discuss why these ideas were considered to be appealing and/or feasible. <p>7. Conclusion (5 minutes): Summarise the key takeaways from the brainstorming activity.</p> <ul style="list-style-type: none"> • Emphasise the importance of putting these strategies into practice.
Resources or Materials Required:	<ul style="list-style-type: none"> • Timer • Flipchart or whiteboard • Markers • Sticky notes
Suggested Assessment/ Follow-up:	<p>Participants could be asked to create individual action plans, identifying specific steps they will take in order to implement these strategies to strengthen connections for resilience.</p>

Advanced

Name of the Session:	Enhancing' active listening skills to cultivate resilience, and strengthen connections with others
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self-help competencies: Making connections for resilience
Aim of the Session:	The aim of this session is to enhance participants' active listening skills, foster resilience, and strengthen connections with others.
Learning Outcomes:	<ul style="list-style-type: none"> • Enhance listening skills by practising active and empathetic listening, improving the ability to fully understand and engage with others when they speak. • Cultivate resilience through sharing personal experiences and challenges and making stronger connections. • Creating a safe and supportive environment for open and honest communication. • Reflect on the value of empathetic listening in building trust and understanding in relationships, both personally and professionally.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Start by explaining that improving active communication skills can enhance individuals' ability to make and maintain connections for resilience. <ul style="list-style-type: none"> • Show participants a short active listening skills video so they are introduced to the topic: https://www.youtube.com/watch?v=7wUCyiyXdg • Inform participants that the goal of the activity is to use their active listening skills. 2. Group work (15 minutes): Provide each participant with sticky notes and markers. <ul style="list-style-type: none"> • Form groups of three people: one will be the speaker; one will actively listen, and the third person will observe. Inform participants that they will switch roles in every round. • Ask the speaker to select a topic to discuss for three to five minutes. Advise them to choose any topic of their preference, such as something that challenges/has challenged them at work or life, personal growth, or a shared interest. • The person who is practicing active listening, attempts to use the active listening skills discussed in the YouTube video. Encourage participants to refrain from interrupting or offering solutions, focusing solely on understanding the speaker's perspective. • The observer takes notes without commenting or interrupting. • Rotate roles. Continue until everyone in the group has practised all three roles.

<p>Description of Activities:</p>	<p>3. Discussion (30 minutes): Facilitate a group discussion regarding this active listening skills activity. The group will discuss how it felt to be listened to without judgment and how it felt to actively listen to others. Share any insights or common themes that emerged during the conversation.</p> <ul style="list-style-type: none"> • Get everybody in the group to discuss whether improving active listening skills can allow individuals to build connections. And if yes, explain how. <p>4. Conclusion (5 minutes): Summarise the key takeaways from the activity.</p> <ul style="list-style-type: none"> • Encourage participants to continue practising empathetic and active listening in their daily interactions, both personally and professionally. • This exercise not only improves listening skills but also strengthens bonds within the group and fosters resilience by creating a safe space for open and empathetic communication.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Paper or index cards • Pen or pencils • A computer device to showcase the video/or participants can use their smartphones.
<p>Suggested Assessment/ Follow-up:</p>	<p>After completing this session, have a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in practising active listening skills and how they overcame them. Facilitate a reflection on the continuous growth when developing and promoting active listening skills.</p>

Self-help competencies: Emotional intelligence and emotional control

Introductory

Name of the Session:	Role Playing and Identifying Emotions
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self-help competencies: Emotional Intelligence and Emotional Control
Aim of the Session:	By engaging in this activity, you can practice your emotional intelligence skills, building upon your ability to better understand individuals' body language. You will achieve this through engaging in role-play scenarios.
Learning Outcomes:	<ul style="list-style-type: none">• Enhance your communication skills by practising and identifying verbal and non-verbal cues and their meaning by assuming different roles and decoding nonverbal cues.• Apply empathetic skills by playing roles and learning to understand and interpret nonverbal cues and emotions.• Improve Observation Skills by paying closer attention to nonverbal cues and expressions.
Description of Activities:	<ol style="list-style-type: none">1. Introductory and Warm-up (5 minutes): Welcome participants and recap the importance of emotional intelligence and emotion control when thriving and succeeding at work. <ul style="list-style-type: none">• Conduct a brief ice-breaking activity to engage participants and encourage them to briefly share the first “positive” and first “negative” emotion that comes to mind.

<p>Description of Activities:</p>	<p>2. Explain the Activity and Allocate Roles (25 minutes): Each group should consist of three to four individuals. One of them will be the speaker who is narrating, and the others are the observers who focus on the body language and narrative used by the speaker. There are specific instructions for both roles, so instruct participants to individually read them carefully and ask any questions.</p> <ul style="list-style-type: none"> • The speaker has to pick one specific emotion from the list: anger, stress, sadness, fear, happiness, surprise, excitement, or joy. Then they share a personal experience (which can be imaginary) with the observers when they experienced this emotion very intensely. The speaker needs to choose an emotion they feel comfortable demonstrating, as well as be aware that they can stop at any given time. The speaker should not directly mention the emotion they picked, as observers need to identify the emotion based on the speaker’s narrative and body language. • The observers, other than identifying the emotion experienced by the speaker, need to support their identification of the emotion with a reference to specific gestures, bodily movement, tone of voice, and words used by the speaker. • Instruct participants to allow up to five minutes for the speaker to narrate and ‘perform’ their story and for observers to notice. • Provide sticky notes for participants to note down key points of their observation. <p>3. Group Discussion and Reflection (15 minutes): Encourage participants to share their role-play insights and reflections with the members of their group. Ask them to discuss and share as a group: what was the emotion and what did they base their answer on (considering the narrative, voice, and body language)?</p> <ul style="list-style-type: none"> • Bring all the members of the group together and facilitate a group discussion by asking guiding questions such as: <ul style="list-style-type: none"> • Are there any challenges when having to identify others’ emotions? • Does this change when the person is experiencing a positive or a negative emotion? And if yes, in which ways? • Discuss any strategies that we could put in place when trying to identify, understand, and manage other people’s emotions. <p>4. Summary and Action Planning (5 minutes): Summarise the key concepts and skills covered in the activity.</p> <p>5. Q&A and Closing (5 minutes): Address any remaining questions or concerns from participants.</p> <ul style="list-style-type: none"> • Express appreciation for their active participation and commitment to their career development. • Encourage participants to continue exploring and practising their emotional intelligence in their professional journeys.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Handouts instructions about what the speaker and the observers are expected to do (not included). • Sticky notes/Piece of paper • Pens
<p>Suggested Assessment/ Follow-up:</p>	<p>Participants could be asked to create individual action plans, identifying specific steps they will take to enhance the identification of other peoples’ emotions.</p>

Advanced

Name of the Session:	Navigating Workplace Conflict: A Case Study Promoting Constructive Feedback and Growth
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self-help competencies: Emotional Intelligence and Emotional Control
Aim of the Session:	The aim of this session is to develop skills and strategies for better dealing with workplace conflict by working on a case study. The session aims to illustrate emotional intelligence skills and their importance when dealing with workplace conflict.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate an understanding of emotional intelligence skills exhibited by the main people in the case study. • Define the significant role of emotional intelligence in conflict management. • Recognise emotional reactions and explore strategies for emotional self-regulation. • Develop the ability to identify expressed emotions.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome the participants and introduce the topic of emotional intelligence and emotional control. <ul style="list-style-type: none"> • Identify strategies for effectively managing relationships with others, while considering emotional intelligence. • Explain to participants that they will be introduced to a case study discussing workplace conflict and that they will be encouraged to consider how emotional intelligence skills can allow individuals to better navigate through this kind of situation. 2. Reading the case study provided (10 minutes): Instruct each group to read the provided case study individually. <ul style="list-style-type: none"> • Distribute paper and writing utensils in case individuals want to take notes. 3. Group Discussion (20 minutes): Divide participants into small groups of 3-4 people. <ul style="list-style-type: none"> • Distribute flipchart paper and pens so participants can present the information as they wish. • Ask participants to reflect on and compare the reactions, behaviours, and handling of the conflict from the supervisor and the HR person. <ul style="list-style-type: none"> • Can they identify key emotional intelligence skills? • How do these skills have an impact on the main character Mairi, and the relationship she ends up building up with them? • Encourage them to consider how they might respond to the scenario personally or professionally.

Description of Activities:	<p>4. Sharing Back to the Wider Group Discussion (10 minutes): Facilitate a brief discussion where each group presents their main ideas and what was discussed.</p> <p>5. Individual Reflection and Wrap-up (15 minutes): Ask participants to take a few minutes for individual reflection.</p> <ul style="list-style-type: none"> • Prompt them to think about strategies or actions they can take to respond effectively to similar challenging situations whether they are the ones experiencing or receiving a negative emotion. • If not already mentioned, highlighting the intention to help the employee grow, rather than focusing on blaming them should be the priority. The feedback should increase the employee’s motivation and resources for change. This, in turn, showcases good social skills. • Raise some of the helpful questions that could have been used by the supervisor and the HR representative such as: <ul style="list-style-type: none"> • What suggestions do you have? • What are the main conclusions that you are taking away from this discussion? • Could you outline the actions you plan to take, by when, and describe how I will be informed of progress?
Resources or Materials Required:	<ul style="list-style-type: none"> • Paper • Flipchart paper • Pen or pencils
Suggested Assessment/ Follow-up:	<p>After completing this session, a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in acknowledging the emotions experienced by key actors and proposing strategies. Facilitate a reflection on the practicality and effectiveness of the concepts covered.</p>

CASE STUDY: NAVIGATING WORKPLACE CONFLICT AND PROMOTING FEEDBACK AND GROWTH

Mairi is a hardworking and conscientious nurse. She recently secured a position through a Graduating Nursing Scheme. She is dedicated to performing at her best. Here are two feedback conversations that took place following a workplace conflict she had with a colleague.

Initial Feedback Session with Supervisor:

While Mairi was treating a hospital patient, she received a call and a text from a colleague both marked as 'urgent'. Mairi excused herself to return the call, but the colleague did not respond. When she returned to her patient, her colleague had left another missed call. This happened once more, leaving Mairi frustrated as her colleague knew she was with a patient. She, thus, left an angry voicemail message to them. This message was later reported as abusive by her colleague to their supervisor.

During her feedback session with her supervisor regarding the incident, Mairi felt that the supervisor had already formed a negative opinion, blaming her without listening to her perspective. The repeated interruptions during her patient care were not acknowledged, further adding to her frustration. Consequently, Mairi was referred to the human resources department for corrective action, which left her feeling unfairly treated.



Case study handout:

Feedback Conversation with Human Resources:

Mairi's experience was entirely different when she had a feedback conversation with a human resources representative. The HR professional began by recognising the underlying emotions within Mairi and approached her gently. Instead of immediately asking Mairi to speak, she said, 'I can only imagine what you're feeling right now. You're here in my office, facing corrective action. If it were me, I might be feeling angry, frustrated, embarrassed... Are any of those emotions true for you?'. This approach made Mairi comfortable enough to open up and take responsibility for her actions. She expressed her regret for her behavior and her commitment to change.

The HR representative then guided Mairi in exploring how she reacted to her emotions during the incident, encouraging a genuine dialogue. This conversation led to a valuable insight: when Mairi experienced strong emotions, she tended to overreact. She recalled numerous times in the past that she had similar reactions. The HR emphasised that feeling such emotions is natural, but how one responds is crucial. Mairi agreed and began considering alternative ways to manage her emotions. The feedback from HR enabled her to learn how to pause between feeling an emotion and reacting, fostering personal growth. This approach was effective due to the establishment of a safe space, trust, and rapport, followed by addressing the need for change.

While Mairi takes full responsibility for her role in the situation and is committed to not repeating the same behavior, she believes that her coworker should also acknowledge their part in the incident. Additionally, she wishes her supervisor had listened to her perspective and acknowledged that this could have been frustrating for her to experience.



Self: Personal development and making positive career decisions

Introductory

Name of the Session:	Exploring Motivation and Aspirations
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Personal development and making positive career decisions
Aim of the Session:	This group activity aims to facilitate a thoughtful exploration of individual motivations, aspirations, and their interconnectedness with personal development. Participants will engage in group discussions, reflective exercises, and collaborative goal-setting to enhance self-awareness and promote a shared understanding of the importance of aligning personal development with individual aspirations.
Learning Outcomes:	<ul style="list-style-type: none">• Understanding that my motivations and aspirations change as my life changes.• Being aware of how change and growth interrelate with my mental, social, and physical health/well-being and making efforts to manage my health and well-being accordingly.• Understanding how choices are made.• Understanding how my personal beliefs and attitudes affect my decisions.• Being aware of what might interfere with attaining my goals and developing strategies to overcome these barriers.• Applying problem-solving strategies to career-related issues.• Being able to evaluate the impact of my decisions on myself, on others, my community, and the wider society.
Description of Activities:	<p>Instructions:</p> <ol style="list-style-type: none">1. Introductory and icebreaker (10 minutes): Begin with an icebreaker activity to create a comfortable and open atmosphere. Ask each participant to share one thing that motivates them or one aspiration they have for the future. Make sure to encourage brief explanations to foster a sense of connection.

<p>Description of Activities:</p>	<p>2. Groupwork (30 minutes): Divide participants into small groups of 3-5 participants each. In these groups, facilitate a discussion using the following prompt questions:</p> <ul style="list-style-type: none"> • What motivates you in your personal and professional life? • Share one significant aspiration or goal you have for your future. • Discuss how your motivations and aspirations might be interconnected. <p>• Provide each group with a sheet of flipchart paper and markers. Ask them to reflect individually on the following:</p> <ul style="list-style-type: none"> • How do your motivations and aspirations contribute to your personal development? • Are there specific skills or knowledge areas you need to develop to achieve your aspirations? • Note down at least one aspect of personal development that aligns with your aspirations. <p>• Within their small groups, encourage participants to share their reflections. Each group should identify common themes, challenges, or insights related to motivations, aspirations, and personal development. The facilitator encourages participants to record these on flipchart paper.</p> <p>• As a group, participants discuss and identify collective goals that align with shared motivations and aspirations, using sticky notes to write down specific actions or steps that can contribute to these goals. These sticky notes should be placed on the flipchart paper under relevant themes.</p> <p>3. Discussion (10 minutes): The facilitator invites each small group to present a summary of their discussions, common themes, and collaborative goals to the larger group.</p> <ul style="list-style-type: none"> • Encourage participants to express how the identified goals contribute to both individual and collective personal development. <p>4. Conclusion (5 minutes): The facilitator concludes the activity with a brief reflection, asking participants to individually write down one thing they learned about themselves or their group during the activity.</p> <ul style="list-style-type: none"> • Invite a few volunteers to share their reflections with the entire group.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Markers, coloured pens • Sticky notes • Flipchart or whiteboard
<p>Suggested Assessment/ Follow-up:</p>	<p>Encourage the participants to regularly evaluate their motivations and aspirations to continuously enhance their self-awareness, which will guide them in setting relevant goals and therefore achieving wellbeing and a sense of balance in their ever-changing personal and professional lives.</p>

Advanced

Name of the Session:	Learning How to Make Positive Decisions
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Personal Development and Making Positive Career Decisions
Aim of the Session:	When planning for the future and any potential personal development, it is important to understand how one makes important and positive career decisions. The aim of this activity is to enhance participants' understanding of decision-making processes, emphasising the importance of both individual self-reflection and collaborative discussions.
Learning Outcomes:	<ul style="list-style-type: none"> • Understanding that my motivations and aspirations change as my life changes. • Being aware of how change and growth interrelate with my mental, social, and physical health/wellbeing and making efforts to manage my health and well-being accordingly. • Understanding how choices are made. • Understanding how my personal beliefs and attitudes affect my decisions. • Being aware of what might interfere with attaining my goals and developing strategies to overcome these barriers. • Applying problem-solving strategies to career-related issues. • Being able to evaluate the impact of my decisions on myself, on others, my community, and the wider society.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Begin by providing a succinct overview of the learning outcomes and the activity's purpose, underscoring the significance of both individual self-reflection and collaborative discussions. 2. Discussion and group work (30 minutes): Start by discussing and defining what is meant by decision-making and split the participants into smaller groups of 3-4. <ul style="list-style-type: none"> • Direct each group to compile a list of decisions based on specific timescales: <ul style="list-style-type: none"> • Group 1: What decisions did you make yesterday? • Group 2: What decisions did you make last week? • Group 3: What decisions did you make last month? • Group 4: What decisions did you make in the last year? • Set a timer for 10 minutes and provide each group with a sheet of flipchart paper so they can write down all their decisions. Once the timer has elapsed, the facilitator asks each group to share their answers with the class. • Illustrate the decision-making process using the example of buying a new laptop. Facilitate a class discussion on the steps involved in deciding which laptop to purchase. Encourage considerations such as consulting friends, testing a friend's laptop, and conducting online research.

Description of Activities:	<ul style="list-style-type: none"> • Distribute a worksheet (linked below) and instruct participants to complete it, detailing the steps they would take to decide on a laptop purchase. Encourage contemplation on influencing factors like friends, finances, family, mobile network, visual appeal, and compatibility. • Extend the activity by asking participants to utilise the worksheet to contemplate the steps they would take in making a career decision. Encourage them to discuss potential influencing factors within their groups. <p>3. Conclusion (20 minutes): Conclude the activity by discussing each group's responses with the entire group.</p> <ul style="list-style-type: none"> • Emphasise and draw parallels with key points such as seeking advice from others, conducting research, and gaining practical experience. • Reinforce the idea that the time and effort invested in choosing a laptop should be mirrored, if not exceeded when contemplating decisions about their careers.
Resources or Materials Required:	<ul style="list-style-type: none"> • Markers, coloured pens, and other creative materials • Sticky notes • Flipchart or whiteboard • Activity worksheet
Suggested Assessment/ Follow-up:	<p>Encourage the participants to regularly evaluate and improve their decision-making process while carrying out simple everyday tasks, which will lead to making better choices and achieving their predetermined dreams and goals.</p>



Making Positive Career Decisions Worksheet



What steps would you take in making a decision?

What might influence your decision?

Self: Developing and maintaining a positive self-image

Introductory

Name of the Session:	Strategies for developing and maintaining a positive self-image
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Developing and maintaining a positive self-image
Aim of the Session:	The session empowers participants to self-reflect and develop effective strategies for developing and maintaining a positive self-image. It encourages participants to be aware of factors that influence their self-image and strategies to maintain a positive self-image.
Learning Outcomes:	<ul style="list-style-type: none">• Knowing who I am (in terms of my strengths, skills, experiences etc.)• Adopting behaviours that reflect a positive attitude to myself.• Understanding how my self-concept/awareness has an impact on achieving my personal, social, educational, and vocational goals and decisions.
Description of Activities:	<ol style="list-style-type: none">1. Introductory and icebreaker (10 minutes): Briefly introduce the topic of positive self-image and its impact on various aspects of life, including personal, social, and professional growth.<ul style="list-style-type: none">• Guide the participants to share a positive affirmation about themselves. This sets a positive and affirming tone for the workshop.2. Reflection on strengths (30 minutes): Participants create a collage of their strengths and positive qualities using art supplies. Encourage them to be creative and incorporate images and words.<ul style="list-style-type: none">• Participants display their strength collages around the room. Each person takes a few minutes for a “gallery walk” - to walk around and appreciate the strengths of others.• Facilitate a discussion on the process of identifying and visualising strengths. Discuss the impact of recognising and celebrating personal strengths.

<p>Description of Activities:</p>	<p>3. Positive self-talk exercise: Participants look into a small mirror and say one positive thing about themselves, and then discuss the power of positive self-talk in shaping self-image.</p> <ul style="list-style-type: none"> • Each participant writes down a positive self-affirmation on a small card. They exchange cards with others, creating a network of positive affirmations. • Form a circle and have participants share the positive affirmations they received. Discuss how external affirmation can contribute to a positive self-image. <p>4. Strategies for positive self-image (15 minutes): Participants brainstorm and share strategies for developing and maintaining a positive self-image (learning new skills, focusing on your strengths, learning from your mistakes, etc.)</p> <ul style="list-style-type: none"> • Record ideas on a flip chart or whiteboard. • Discuss the effectiveness of various strategies and how they can be integrated into daily life. • Discuss the connection between self-perception and goal achievement. Encourage participants to share personal experiences with successful strategies. <p>5. Conclusion (5 minutes): Summarise key takeaways, emphasising the importance of introspection in making informed career decisions.</p> <ul style="list-style-type: none"> • Encourage participants to think of one positive practice they will incorporate in their daily routine. • Allow time for participants to ask questions.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Pen or pencil • Paper or notebook • Whiteboard and markers • Old magazines and art supplies
<p>Suggested Assessment/ Follow-up:</p>	<p>After the completion, it's valuable to consider assessment and follow-up actions to understand participants' progress. Such as:</p> <ul style="list-style-type: none"> • Create a survey or a feedback form to gather participants' thoughts on the effectiveness of the session. • Share supplementary resources such as articles, videos, or online courses that participants can explore. • Offer the opportunity to have a one-on-one follow-up session if they have some more questions about self-image.

Introductory

Name of the Session:	Giving and receiving feedback
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Developing and maintaining a positive self-image
Aim of the Session:	The session empowers participants to understand the importance of feedback in career development, learn effective ways to give and receive feedback and recognise the impact of constructive feedback on personal and professional growth.
Learning Outcomes:	Understanding the importance of feedback and being able to give and receive it.
Description of Activities:	<p>1. Introductory (10 minutes): Briefly introduce the topic and do a short icebreaker activity.</p> <ul style="list-style-type: none"> • Icebreaker suggestion - ask the participants a few questions related to the topic of the workshop where they have to move around the classroom depending on their answers: <ul style="list-style-type: none"> • Received feedback on a project. • Provided positive feedback to a colleague. • Asked for feedback on a skill. • Shared constructive feedback with a team member. • Received feedback that helped you improve. <p>2. Giving feedback - examples (30 minutes): Participants are divided into groups. Each group gets a list of examples (linked below) of poor feedback.</p> <ul style="list-style-type: none"> • They discuss it together and turn it into constructive feedback. Discussion questions: <ul style="list-style-type: none"> • Have you ever received similar feedback from your supervisors or colleagues? • Look at the examples of destructive feedback - how can you turn them into constructive feedback? • What was the best and the worst feedback you've ever received? • How can feedback impact one's career development? <p>3. Role play (10 minutes): Each group brainstorms real-life scenarios where they had to give or receive feedback.</p> <ul style="list-style-type: none"> • The groups provide the top five guidelines on giving/receiving constructive feedback. • Participants engage in the role-playing activity and practice giving and receiving feedback in pairs. <p>4. Conclusion and closure (10 minutes): Summarise key takeaways, emphasising the importance of giving and receiving constructive feedback at the workplace.</p> <ul style="list-style-type: none"> • Ask students to reflect on how they can apply feedback principles to enhance their career development. • Allow time for participants to ask questions.

Resources or Materials Required:	<ul style="list-style-type: none"> • Pen or pencil • Big piece of paper • Paper or notebook • Whiteboard and markers
Suggested Assessment/ Follow-up:	<p>After the completion, the participants can identify a specific aspect of their career or personal development where they would appreciate feedback. They should seek feedback from a colleague, friend, or mentor and reflect on the experience.</p>
Case study handout:	<div style="display: flex; justify-content: space-around;"> <div data-bbox="464 517 906 1317" style="border: 1px solid black; padding: 10px; width: 45%;"> <p style="text-align: center;">GIVING/RECEIVING <i>Feedback</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>"Your work is full of errors. It's like you don't even care about the details. If you can't get the basics right, I don't know how you got hired."</p> <p>"You can't handle change. Every time there's a new project, you're lost. Maybe this job is too challenging for you."</p> <p>"Your presentation was terrible. You rushed through it, and your visuals were confusing. I can't believe you didn't prepare better."</p> <p>"You're constantly missing deadlines. I can't rely on you for anything. Maybe this job isn't right for you."</p> <p>"You're always dominating discussions. Nobody wants to hear your opinions all the time. Just stay quiet for once."</p> <p>"Your report is a disaster. I don't even know what point you're trying to make. Did you even read the guidelines?"</p> <p>"There have been instances where deadlines were a bit tight due to delays in your submissions. You might want to explore ways to manage your time more effectively."</p> </div> </div> <div data-bbox="943 517 1417 1317" style="border: 1px solid black; padding: 10px; width: 45%;"> <p style="text-align: center;">GIVING/RECEIVING <i>Feedback</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONSTRUCTIVE</p> <p style="text-align: center; font-size: 2em;">+</p> </div> </div> </div>

Name of the Session:	Balancing Important Goals in Life
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Balancing life, learning, and career goals
Aim of the Session:	This session aims to help young learners achieve balance in their life, learning and career goals.
Learning Outcomes:	<ul style="list-style-type: none"> • Being aware of the various roles I may have in life. • Being aware of the rewards and responsibilities linked to each of my roles. • Understanding how these different roles require varying amounts of energy, participation, and motivation. • Understanding how my various life and work roles impact upon my preferred future or lifestyle. • Understanding how the choices that I make can impact others and being able to negotiate with others in relation to these choices. • Being able to determine the value of work, family, and leisure activities for myself. • Being able to determine the kind of work, family and leisure activities that might contribute to a balanced life.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Begin by introducing the topic of balancing life, learning, and career goals. Explain to the learners what the relevant skills are and why they are important. 2. Individual mind mapping (20 minutes): Provide each learner with the mind map template and ask them to fill it out based on their own life and experiences. 3. Groupwork (20 minutes): Once everyone is finished with their mind maps, divide all participants into 3 groups and supply each group with a whiteboard or flipchart and markers. <ul style="list-style-type: none"> • Provide each group with the subject from the mind map: <ol style="list-style-type: none"> a. Life Goals b. Learning Goals c. Work Goals • Discussing and analysing the individual information on mind maps, get each group to draw a new mind map in relation to their subject on the whiteboard. • Once all relevant information is included on the mind map, brainstorm for possible improvements that could be made in relation to their subject to improve the overall balance of the three goals. • Each group gets to choose one person to present the mind map on their subject and get them to explain the meaning behind each of the items affecting the relevant goal and the suggested improvements. 4. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of achieving balance in their life, learning and career goals

Resources or Materials Required:	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with mind map
Suggested Assessment/ Follow-up:	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to create action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>
Case study handout:	<p>The diagram is a mind map centered on the word "Balance" with a person in a yoga pose. Three arrows point from "Balance" to three goal categories: "Life Goal" (green), "Learning Goal" (orange), and "Work Goal" (purple). Each goal category has several associated sub-categories and icons:</p> <ul style="list-style-type: none"> Life Goal (Green): Includes "Responsibilities:" (with a heart icon), "Value:" (with a leaf icon), "Energy + Time:" (with a person icon), "Effect on Others:" (with a gear icon), "Impact on Future:" (with a leaf icon), and "Rewards:" (with a leaf icon). Learning Goal (Orange): Includes "Responsibilities:" (with a lightbulb icon), "Value:" (with a pencil icon), "Energy + Time:" (with a book icon), "Effect on Others:" (with a lightbulb icon), "Impact on Future:" (with a pencil icon), and "Rewards:" (with a lightbulb icon). Work Goal (Purple): Includes "Responsibilities:" (with a wrench icon), "Value:" (with a gear icon), "Energy + Time:" (with a briefcase icon), "Effect on Others:" (with a gear icon), "Impact on Future:" (with a briefcase icon), and "Rewards:" (with a wrench icon).

Advanced

Name of the Session:	How to manage stress while facing challenges in work-life balance
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Balancing life, learning, and career goals
Aim of the Session:	While working and studying simultaneously, balancing work and life can be a daunting task. This often leads to an increased stress level. However, if you learn the skill of effective stress management techniques, you can achieve a healthier work-life balance. We will explore practical strategies to help manage stress.
Learning Outcomes:	<ul style="list-style-type: none"> • Being aware of the various roles I may have in life. • Being aware of the rewards and responsibilities linked to each of my roles. • Understanding how the choices that I make, can impact others and being able to negotiate with others in relation to these choices. • Being able to evaluate the cause of stress and come up with solutions to minimise and limit the stress in the future.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Begin by introducing the topic of how to manage stress while facing challenges in work-life balance. Explain to the learners what the relevant skills are and why they are important. 2. Individual reflection (10 minutes): Ask each individual to think back to a recent situation, when they were faced with stress. <ul style="list-style-type: none"> • The stress could have been caused by one of the following reasons – an imbalance of: <ol style="list-style-type: none"> a. Study – Work b. Work – Leisure c. Leisure – Family d. Study – Leisure and so on • Ask the learners to write down a short description of the issue and name the 3 main causes of the stress. 3. Groupwork (20 minutes): Divide participants into pairs or max 3 people in each group and get them to share their stories. <ul style="list-style-type: none"> • Get both sides to offer solutions on how to best manage the situation and on how to solve the problem and possible improvements in how to deal with the same issue in the future to avoid the stress happening again. • Once the pairs have finished discussing their experiences and possible solutions, hand out the extra material with the strategies to manage stress. • Get the pairs to go over the solutions offered before and review if any further improvements could be made for managing similar stress in the future.

Description of Activities:	<p>4. Group Reflection (10 minutes): Ask for reflections from the group to see if anyone has used these strategies included in the handout in any other experiences in their lives.</p> <p>5. Summary and Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of achieving balance in their life, learning and career goals.</p>
Resources or Materials Required:	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with reflection questions
Suggested Assessment/ Follow-up:	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to create action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

Strategies to manage Stress when juggling between Studying and Work?

Seek Support

It is not necessary for you to manage everything on your own. Taking help and support makes it flexible while encouraging open dialogues.

Prioritise Self-Care

When it comes to managing stress, self-care is paramount. Exercise, meditation, or engaging in hobbies are a major part of prioritising self-care. Ensure to prioritise sleep, have a nutritious diet, and stay hydrated.

Learn To Say No

It's important to learn how to say no to avoid being overwhelmed and burned out. Evaluate your workload and commitments realistically and decline requests beyond your capabilities. Remember, saying no isn't selfish, it's a way to take care of yourself and preserve your well-being.

Set Clear Boundaries

Setting clear boundaries will help you create dedicated periods for family, socialising, and pursuing personal interests, reducing stress, and enhancing your overall well-being.

Establish Open Communication

Communication is an important element in working remotely. To manage stress and prevent conflicts, ensure to express your needs and concerns to your supervisors.

Practice Effective Time Management

Implement time management strategies and prioritise your work and study accordingly. To help manage stress, try engaging support from family and friends.



Self: Adapting to different contexts and practising social intelligence

Introductory

Name of the Session:	Adapting to Different Contexts and Practising Social Intelligence
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Self: Adapting to different contexts and practising social intelligence
Aim of the Session:	The session aims to help young adults understand the importance of adapting to different contexts and practising social intelligence in their personal and professional lives. The session aims to achieve this objective by using various activities such as brainstorming, case studies, and group discussions to engage the learners and encourage them to think critically about the challenges and skills needed to adapt to different contexts. At the end of the session, the learners should have a better understanding of the importance of social intelligence and the practical ways in which they can apply it in various situations.
Learning Outcomes:	<ul style="list-style-type: none">• Recognising how the context and expectations of others may impact my behaviour.• Recognising how times of change often require me to adapt or develop my behaviour.• Using emotional and social intelligence to support my engagement in a range of contexts.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (5 minutes): Begin by introducing the topic of adapting to different contexts and practising social intelligence. Explain to the learners what these skills are and why they are important.2. Brainstorming activity (10 minutes): Divide the learners into small groups of 3-4. Give each group a whiteboard or flipchart sheet and markers.<ul style="list-style-type: none">• Ask them to brainstorm as many different contexts as possible where they would need to adapt their behaviour, communication style, and approach. For example, they could list workplaces, social situations, family gatherings, or cultural events.• After 10 minutes, ask each group to share their list with the class.

<p>Description of Activities:</p>	<p>3. Discussion (10 minutes): Facilitate a discussion around the contexts the learners have listed. Ask questions such as:</p> <ul style="list-style-type: none"> • What are some challenges you might face when adapting to these contexts? • What skills might you need to develop to be successful in these situations? <p>4. Case study activity (20 minutes): Give each learner a handout with a case study that describes a scenario where someone needs to adapt their behaviour to a different context. For example, the case study could be about a person who has just started a new job and needs to adapt to a new workplace culture. Ask the learners to read the case study and answer the following questions:</p> <ul style="list-style-type: none"> • What challenges does the person in the case study face? • What skills does the person need to develop to be successful in this situation? • How can the person apply the skills of social intelligence to this situation? <p>5. Group discussion (15 minutes): Ask the learners to share their answers to the questions from the case study activity with their group.</p> <ul style="list-style-type: none"> • After each group has had a chance to share, facilitate a class discussion around the different answers. <p>6. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of adapting to different contexts and practising social intelligence in their personal and professional lives.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard • Markers • Handouts • Pens
<p>Suggested Assessment/ Follow-up:</p>	<p>Learners can be asked to reflect on their personal values, strengths, and weaknesses and identify areas for personal and professional growth. They can write a short reflection paper or have a group discussion where they share their insights and action plans for personal and professional development.</p>

Advanced

Name of the Session:	My Life Map
Estimated Duration (mins):	60-90 mins
Career Management Theme Addressed:	Self: Adapting to different contexts and practising social intelligence
Aim of the Session:	This activity aims to empower learners to take control of their lives and careers, create fulfilling experiences aligned with their values and passions, and achieve personal and professional growth.
Learning Outcomes:	<ul style="list-style-type: none"> • Be aware of how changes related to work can impact wider life and may require life changes. • Take active steps to manage changes in all areas of life. • Take the initiative to shape changes in life, relationships, and work. • Identify the qualities and skills required to adapt to different contexts, including flexibility, open-mindedness, cultural sensitivity, effective communication, and self-awareness. • Develop goal-setting skills by setting personal and professional goals based on what they have learned during the activity.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): The facilitator should begin by discussing the importance of self-awareness and the ability to adapt to different contexts and changes in life. 2. Brainstorming activity (20 minutes): The facilitator should ask each participant to take a large sheet of paper and draw a timeline of their life from birth until the present day. <ul style="list-style-type: none"> • Next, the facilitator should ask each participant to add key events and milestones to their timeline, such as starting school, moving to a new city, or getting a job. • The facilitator should encourage participants to reflect on how each of these events has affected them and their life goals. Ask them to write down their reflections on sticky notes and place them on the corresponding event on their timeline. • The facilitator should then ask participants to identify any areas for personal and professional growth and write them down on sticky notes; and to place these notes on their future timeline, indicating when they hope to achieve these goals.

<p>Description of Activities:</p>	<p>3. Group discussion (15 minutes): Once the timelines are complete, the facilitator should ask participants to share their reflections with the group and encourage them to discuss how they have adapted to different contexts and changes in their lives.</p> <ul style="list-style-type: none"> • The facilitator should encourage participants to discuss their goals and how they plan to achieve them and ask them to consider the skills they will need to develop to adapt to different contexts and manage changes in their lives. <p>4. Conclusion (5 minutes): The facilitator should conclude the activity by summarising the importance of self-awareness, adaptability, and goal-setting skills in personal and professional growth and encouraging them to continue to reflect on their goals and take proactive steps to achieve them.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Large sheets of paper • Markers or coloured pencils • Sticky notes
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done through various forms of assessment, such as:</p> <ul style="list-style-type: none"> • Reflection Journals: Ask learners to write a reflection on what they learned during the activity and how they plan to apply the skills and knowledge gained in their personal and professional lives. • Group Presentations: Ask learners to present their plan for adapting to the new context and overcoming challenges presented in the case study. The facilitator can then evaluate their presentations based on their creativity, feasibility, and practicality of the plan. • Feedback Forms: Distribute feedback forms to learners and ask them to provide feedback on the activity. This can help improve the activity and help learners reflect on their own learning experience. • Follow-up Discussion: Schedule a follow-up discussion with learners to discuss their progress in applying the skills and knowledge gained from the activity. This can help reinforce learning and provide an opportunity to address any challenges learners may have encountered.

Strengths: Self-awareness of skills, strengths, and achievements

Introductory

Name of the Session:	Recognising My Own Achievements
Estimated Duration (mins):	45 minutes
Career Management Theme Addressed:	Strengths: Self-awareness of skills, strengths, and achievements
Aim of the Session:	This group activity is designed to help participants recognise and record their achievements, fostering a deeper understanding of their skills and strengths for effective career management. Participants are encouraged to reflect on their accomplishments, both big and small, fostering a deeper understanding of their skills, strengths, and the unique contributions they bring to the table.
Learning Outcomes:	<ul style="list-style-type: none">• Reflecting on my skills, strengths, and experiences, and considering how they interact.• Recognising and recording my achievements.• Seeking feedback and drawing on the insights of others.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (10 minutes): The facilitator begins the activity by asking each participant to share a recent success or achievement, no matter how small.2. Brainstorm (10 minutes): The facilitator asks participants to brainstorm different categories of achievements, such as professional accomplishments, personal growth, or community involvement and note down the categories on a flipchart.

<p>Description of Activities:</p>	<p>3. Self-reflection and discussion (20 minutes): Providing each participant with a sheet of paper, the facilitator asks participants to note down their achievements in each of the identified categories, encouraging participants to be specific about the skills they have utilised.</p> <ul style="list-style-type: none"> • After 10 minutes have elapsed, the facilitator invites each participant to share one of their achievements with the group, encouraging them to highlight the skills they believe contributed to their success. • Once each participant has shared their experience, the facilitator asks participants to each share a skill that was demonstrated in their achievements and records them on the flipchart. • Using the following prompt questions, the facilitator leads the group in a discussion about commonalities and trends observed in the identified skills: <ul style="list-style-type: none"> • What skills were crucial in your successes? • How did you utilise your individual strengths in difficult situations? • Which skills are most commonly shared between the group and how can these skills be developed by others? <p>4. Conclusion (5 minutes): The facilitator closes the session by encouraging participants to set short-term and long-term career goals based on their recognised achievements and skills based on the activity completed.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Markers, coloured pens • Sticky notes • Flipchart or whiteboard
<p>Suggested Assessment/ Follow-up:</p>	<p>This activity can be followed up using the following self-reflection questions:</p> <ul style="list-style-type: none"> • What specific skills did I discover during the activity that I hadn't previously recognised? • How can I leverage these newfound skills in my current or future professional endeavours? • In what ways can I integrate the positive feedback and insights received from my peers during this activity into my ongoing career management efforts? <p>Additionally, facilitators can provide participants with this article to teach them how to recognise and identify their own achievements for career management purposes: https://alis.alberta.ca/look-for-work/how-to-identify-your-accomplishments/</p>

Advanced

Name of the Session:	Discovering Me
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Strengths: Self-awareness of skills, strengths, and achievements
Aim of the Session:	This interactive career exploration activity aims to enhance participants' self-awareness by combining group categorisation exercises, individual aptitude tests, and collaborative discussions. The activity aims to promote self-discovery, encourage collaborative learning, and empower participants to make informed career decisions aligned with their unique attributes.
Learning Outcomes:	<ul style="list-style-type: none"> • Reflecting on my skills, strengths, and experiences, and considering how they interact. • Seeking feedback and drawing on the insights of others. • Making critical use of interest inventories, psychometrics, and other tools that support the gaining of personal insights. • Understanding how my skills, strengths, and experiences can contribute to groups and the wider society.
Description of Activities:	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Introductory (10 minutes): The facilitator begins the activity by asking each participant to share which of the following words they think describes them best: <ul style="list-style-type: none"> • Realistic • Investigative • Artistic • Social • Enterprising • Conventional • Once all the participants have categorised themselves, the facilitator asks each participant to share why they chose that specific category. • After all the participants have shared why they chose their specific category, the facilitator explains how career aptitude tests work and how these can be used to identify a person's skills, strengths, and interests to best identify where they would perform well in a career. 2. Quiz in pairs (10 minutes): The facilitator splits the participants into pairs and asks each participant to complete the career aptitude test linked below. Ensure that each participant has access to a computer or device.

<p>Description of Activities:</p>	<p>3. Group work (25 minutes): Once each participant has completed the quiz, the facilitator divides participants into small groups. The facilitator instructs each group to share their test results and engages in discussions about similarities, differences, and any surprises.</p> <ul style="list-style-type: none"> • Encourage participants to discuss how their identified skills, strengths, and achievements align with their current or desired career paths. • The facilitator provides each group with flipcharts and markers and asks participants to create a mind map of their shared skills and strengths and how these interact with one another. • Once all the groups have completed their mind maps, the facilitator invites one person from each group to share what the shared skills were amongst the group and asks each group to explain how these skills can be utilised to further their own career developments. <p>4. Conclusion (10 minutes): To conclude the session, the facilitator asks participants to share whether they felt that the career aptitude test was accurate, and to explain their thoughts.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Markers, coloured pens • Sticky notes • Flipchart or whiteboard • Device with internet access
<p>Suggested Assessment/ Follow-up:</p>	<p>This activity can be followed up using the following self-reflection questions:</p> <ul style="list-style-type: none"> • How did categorising yourself in the initial activity impact your perception of your skills and interests? • What insights did you gain from discussing career aptitude test results with your group? • In creating the mind map, how did you visualise the intersection of your shared skills and strengths? <div data-bbox="470 1339 694 1556" data-label="Image"> </div> <p>The career aptitude test can be found by scanning here or using this link: https://www.truity.com/test/career-personality-profiler-test</p>

Strengths: Making informed career choices based on my prior learning and experiences

Introductory

Name of the Session:	Informed career choices: Learning from past experiences
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Strengths: Making informed career choices based on my prior learning and experiences
Aim of the Session:	The session aims to guide participants through a process of self-reflection and awareness of positive and negative experiences. The session will empower participants so, they can make better career decisions based on their previous experience.
Learning Outcomes:	A deeper understanding of the factors that influence career choices and knowing about various routes through learning and how they differ.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome the participants and introduce the topic of making career decisions based on previous experiences. <ul style="list-style-type: none"> • Clarify that the session will revolve around reflecting on prior experience and making a career decision worksheet that will help participants through the decision-making process. • Emphasise the significance of introspection and the value of exchanging our experiences with others. 2. Reflect on Prior experiences (10 minutes): Ask them how factors might influence their career choice (such as childhood fantasies, culture, gender, life roles, personality type, skills and talent, social and economic conditions, and previous experiences) <ul style="list-style-type: none"> • Encourage participants to write on a piece of paper 1 positive and 1 negative previous experience that influenced their career choice. • Provide individual reflection time. 3. Share and Discuss Experiences (15 minutes): Form small groups of 3 to 4 participants and instruct them to rotate, sharing their previous positive and negative experiences with their group members. <ul style="list-style-type: none"> • After each member shares, allow time for group discussion and feedback if there are some similar experiences.

<p>Description of Activities:</p>	<p>4. Career decision worksheet (15 minutes): Hand each participant the Career Decision worksheet which contains questions such as:</p> <ul style="list-style-type: none"> • Have I previously engaged in a similar job? • Have I felt good doing this job? • Have I felt a desire to learn more about what I was doing? <ul style="list-style-type: none"> • Ask participants to write the titles of three occupations that they have been considering on a worksheet. • If the occupation aligns with an answer to the question, instruct them to mark an x in the corresponding box. <p>5. Review and discuss our career decision (10 min): Encourage participants to share their thought process and which occupation emerged as the most favourable.</p> <ul style="list-style-type: none"> • Reinforce and draw comparisons to identify common insights among participants. <p>6. Conclusion (5 minutes): Summarise key takeaways, emphasising the importance of introspection in making informed career decisions. Thank participants for their active involvement and contributions.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Career decision worksheet (not provided)
<p>Suggested Assessment/ Follow-up:</p>	<p>After the completion, it's valuable to consider assessment and follow-up actions to understand participants' progress. Such as:</p> <ul style="list-style-type: none"> • Create a survey or a feedback form to gather participant's thoughts on the effectiveness of the session. • Share supplementary resources such as articles, videos, or online courses that participants can explore. • Offer the opportunity to have a one-on-one follow-up session if they have some more questions about making a career decision

Advanced

Name of the Session:	Detecting transferable skills
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Strengths: Making informed career choices based on my prior learning and experiences
Aim of the Session:	The session empowers participants to have a clearer understanding of different career paths and the importance of transferable skills.
Learning Outcomes:	<ul style="list-style-type: none"> • Knowing about study options and the implications of their choices • Knowing about various routes through learning and how they differ • Understanding how skills can be transferable. • Understanding the relationship between educational levels and the learning or work options that are open to me. • Understanding continuous learning activities • Demonstrating behaviours and attitudes that contribute to achieving personal and professional goals
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome the participants and briefly explain the aim of the session. 2. Group discussion (15 minutes): Form a small group of 3 to 4 participants and instruct them to explore different pathways each of them has taken in their professional journeys. <ul style="list-style-type: none"> • Instruct them to take notes on how they gained their experience (degrees, vocational training, online courses, etc.) • Allow time for participants to discuss different career trajectories with each other. 3. Recognising transferable skills (10 minutes): Briefly explain what transferable skills are. <ul style="list-style-type: none"> • Instruct participants to identify the difference between “hard skills” and “soft skills” and make a list of transferable skills. • Discuss how transferable skills have an impact on the career path.

<p>Description of Activities:</p>	<p>4. Development of transferable skills (15 minutes): Briefly explain what professional development focuses on (continued training and learning new skills and knowledge).</p> <ul style="list-style-type: none"> • Let participants form a group of 4, and decide what transferable skills they want to develop (communication, decision-making, emotional intelligence, creativity, etc.) • Instruct them to compile a list of activities that will help them enhance their skill and ultimately expand their career options. <p>5. Review and discuss career activities (10 minutes): Encourage participants to share their thought process and list of activities.</p> <ul style="list-style-type: none"> • Draw comparisons between participants' insights. <p>6. Conclusion (5 minutes): Summarise key takeaways, emphasising the importance of making informed career choices and continuity in developing transferable skills. Thank participants for their active involvement and contribution.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Pen or pencil • Paper or notebook • Whiteboard and markers
<p>Suggested Assessment/ Follow-up:</p>	<p>After the completion, it's valuable to consider assessment and follow-up actions to understand participants' progress. Such as:</p> <ul style="list-style-type: none"> • Create a survey or a feedback form to gather participants' thoughts on the effectiveness of the session. • Share supplementary resources such as articles, videos, or online courses that participants can explore. • Offer the opportunity to have a one-on-one follow-up session if they have some more questions about self-image

Strengths: Maintaining confidence and resilience in the face of obstacles

Introductory

Name of the Session:	Maintaining confidence and resilience while setting up a new company
Estimated Duration (mins):	45 minutes
Career Management Theme Addressed:	Strengths: Maintaining confidence and resilience in the face of obstacles
Aim of the Session:	This session aims to help young learners embrace their inner strength, shifting perspectives: challenges as opportunities, cultivating emotional well-being, and building a supportive network.
Learning Outcomes:	<ul style="list-style-type: none">• Being able to make the most of opportunities and challenges.• Being willing to drive or engage with change.• Being able to engage in career contingency planning and move beyond my existing plan.• Being able to express my feelings and ask for help and support.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (5 minutes): Begin by introducing the topic of how it is important to stay confident in challenging situations by acknowledging one's strengths, viewing challenges as opportunities and by cultivation of strong emotional well-being while being surrounded by a supportive network. Explain to the learners what the relevant skills are and why they are important.

<p>Description of Activities:</p>	<p>2. Groupwork and brainstorm (30 minutes): Form groups of 3-4 people and get them to brainstorm for a start-up company and a rough idea of what the company is going to do.</p> <ul style="list-style-type: none"> • Based on the idea produced during the brainstorming, come up with the 4 relevant roles for starting the new company. • Once the team has come up with the jobs ask them to come up with a short questionnaire to figure out which team member would be suitable for each job. Some examples: <ul style="list-style-type: none"> • <i>What personal traits do you see as your strengths and as your weaknesses?</i> • <i>How do you deal with stress?</i> • <i>Are you an outgoing person who enjoys communication with peers and customers or do you prefer working out of the limelight? and so on.</i> • Once the group has come up with questionnaires, divide the group into pairs and get each pair to interview the other person with the questions and vice versa. • After each person has asked the questions and answered the questions at least once bring the group of four back together and let them discuss who is most suitable for the 4 roles that were decided earlier. • Encourage open communication throughout the activity and tell participants to listen and keep an open mind to other team members' suggestions, but to also voice their own opinions and thoughts effectively. <p>3. Groupwork Presentation and Discussion (10 minutes): Let each group choose a person to present their idea for a company and the jobs chosen and who were the people most suitable for these jobs and why.</p> <p>4. Group Reflection (10 minutes): Ask for reflections from participants of all groups to see how they felt about the jobs they were allocated and if they challenged this and if not why or if they did, whether their opinion was heard by others and so on.</p> <p>5. Summary and Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of knowing their personal strengths, voicing their preferences, seeing challenges as opportunities, and embracing these, to see the value of a group work and to consider other people opinions.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to create action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

Advanced

Name of the Session:	How to Build Confidence?
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Strengths: Maintaining confidence and resilience in the face of obstacles
Aim of the Session:	This session aims to help young learners have a healthy level of self-confidence that can help them become more successful in their personal and professional lives.
Learning Outcomes:	<p>The participants will learn ways to:</p> <ul style="list-style-type: none"> • Be more self-confident. • Adapt to change when encountered. • Make the most of opportunities and challenges. • Engage in career contingency planning and to move beyond my existing plan.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Welcome the participants and introduce the topic of maintaining confidence and resilience in the face of obstacles. <ul style="list-style-type: none"> • Explain the importance of knowing your strengths and being kind to yourself in the face of obstacles. • Relax the participants with an icebreaker activity, this could include everyone mentioning a time they were faced with a challenge and how they dealt with it. 2. Case studies – analyse individually (10 minutes): Provide the participants with the two case studies and <ul style="list-style-type: none"> • get them to analyse each and write down the strategies for coping with change from both of the case studies. • Get the participants to consider any improvements for the actions of the people in the case study. 3. Groupwork (10 minutes): Once the 10 minutes have passed, divide the participants into two groups and <ul style="list-style-type: none"> • give each group one of the case studies. • Let each group write down the positive reactions from their case and the negative actions and • come up with improvements in how the person in the case study could have improved their situation by reacting differently.

Description of Activities:	<p>4. Groupwork Presentation and Discussion (10 minutes): Let one person from each group present the outcome of the group discussion.</p> <ul style="list-style-type: none"> • Encourage the person to explain why the strategies used by the person in the case study had a negative or positive effect on the situation and what effect would the suggested improvements have. <p>5. Self-Reflection (10 minutes): Hand out the sheets with information on how to be more self-confident and get the participants to reflect on their own experience and consider the information on the sheet and how it might improve their reactions to manage change in future situations.</p> <p>6. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of knowing their personal strengths, taking responsibility for their actions, and staying positive about themselves in this ever-changing world.</p>
Resources or Materials Required:	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with reflection questions
Suggested Assessment/ Follow-up:	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to create action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

Case Study

Technopol is a large tech company based in the UK, that hires over 200 people and mainly focuses on software development. Due to the current global market, they have had to analyse their financial situation and the decision was made that a quarter of their employees will have to be made redundant. Alison and Brooklyn have just gotten the news that they will lose their jobs. They have both recently entered the company and therefore have just about 2 years of work experience in the field.

Alison was shocked when she heard that some people would lose their jobs, when she first heard about it, but she was not surprised when her supervisor told her that she will be the one let go. She had told herself from when she heard about the job losses that it would not be reflection of her skills or job ethic, but due to lack of her experience if she was to lose her job. She has already started to look for alternative jobs in the area and to see if there are any courses, she could join to expand her skills further, she also asked for a reference from her supervisor after she heard about the job losses first. Alison is now also considering fulfilling her long dream of studying acupuncture training in case she might not find a suitable job in her current field.

Brooklyn had also heard about the job losses but was confident that he would not lose his job as he had been putting on extra long hours and was trying his best to get into the good books with the supervisors. He often tried to beat the deadlines and thought his ideas were better than his co-workers and often voiced his opinions about it. So, when Brooklyn's supervisor told him, that he would be let go, he was very upset with himself and the supervisor. He told the supervisor that he didn't think the decision was fair and brought out all the reasons why he would be a better candidate for the job than some of his colleagues. Unfortunately, that did not change the supervisors mind and Brooklyn was left with blaming himself for not doing good enough job and feeling like he wasn't good for anything and not knowing what to do next.



Case study handout:

1. Stop Comparing Yourself to Others

Social comparison theory explains that making comparisons is natural. But it isn't likely to help boost your self-confidence. It may even have the opposite effect. How do you build self-confidence when you notice that you are drawing comparisons? First, remind yourself that doing so isn't helpful. Everyone is running their own race and life isn't a competition. If you're feeling envious of someone else's life, it's also helpful to remember your strengths and successes. Keep a gratitude journal to better recall the areas in life where you are blessed. This can help you focus on your own life versus focusing on the lives of others.



2. Surround Yourself with Positive People

Take a moment and think about how your friends make you feel. Do they lift you up, or do they bring you down? Are they constantly judging you, or do they accept you for who you are? The people you spend time with can influence your thoughts and attitudes about yourself, perhaps more than you realise. So, pay attention to how others make you feel. If you feel bad about yourself after hanging out with a particular person, it may be time to say goodbye. Instead, surround yourself with people who love you and want the best for you. Self-confidence and a positive attitude go hand-in-hand.



3. Be Kind to Yourself

Self-compassion involves treating yourself with kindness when you make a mistake, fail, or experience a setback. It allows you to become more emotionally flexible and helps you better navigate challenging emotions, enhancing your connection to yourself and others. So, the next time you're in a challenging situation, recognise that being imperfect or falling short at times is a part of being human. Do your best to navigate these experiences with compassion toward yourself.



4. Practice Positive Self-Talk

Negative self-talk can limit your abilities and lessen your self-confidence by convincing your subconscious that you "can't handle" something or that it is "too hard" and you "shouldn't even try." Optimistic self-talk, on the other hand, can foster self-compassion and help you overcome self-doubt and take on new challenges. The next time you begin to think that you have no business speaking up in a meeting or that you are too out of shape to work out, remind yourself that your thoughts aren't always accurate. Then find a way to turn those thoughts around into more positive self-talk.





5. Face Your Fears

Stop putting things off until you feel more self-confident—like asking someone on a date or applying for a promotion. Practice facing some of your fears that stem from a lack of self-confidence. If you're afraid you'll embarrass yourself or think that you're going to mess up, try anyway. Tell yourself it's just an experiment and see what happens. Each time you move forward, you gain more confidence in yourself.

6. Do Things You're Good At

What happens when you do things that you are good at? Your self-confidence starts to soar. Your strengths become even stronger, which improves your belief in yourself. Taking this approach also has another benefit: it can increase how satisfied you are with your life. This starts with identifying what those strengths are. Then, work to make them stronger by engaging with them regularly. If you're good at a certain sport, for instance, make it a point to train or play at least once a week. If you're good at a particular task at work, try to do that task more often. Building on your strengths can also help you build your self-confidence.



7. Know When to Say No

While doing things you're good at can give your self-confidence a boost, it's equally important to recognise situations that can cause your confidence to plummet. Saying no to activities that tend to zap your self-confidence is okay. Setting social and emotional boundaries enables you to feel safer psychologically. It can also help you feel more in control. Self-confidence is, in part, feeling like you have control over your life. Boundaries help establish this feeling of control. The next time someone suggests doing something that you know will lower your self-confidence, respectfully decline. You don't have to avoid that activity forever either. Once you learn how to be more confident, you may feel strong enough to try it again—without hurting the confidence you have in yourself.

8. Set Realistic Goals

Pursuing your goals often involves failing several times until you figure out what works. This can make you wonder if you have what it takes to succeed. It can also leave you questioning how to be more confident while still achieving your dreams. The answer lies in setting realistic goals. To set realistic goals, write down what you want to achieve. Next, ask yourself what chance you have of attaining it. (Be honest!) If the answer is slim to none, the goal may be a bit too lofty. Dial it back so it is more realistic and more achievable.



Strengths: Building on strengths and achievements

Introductory

Name of the Session:	Building on Strengths and Achievements
Estimated Duration (mins):	75 minutes
Career Management Theme Addressed:	Strengths: Building on strengths and achievements
Aim of the Session:	This session aims to help young learners recognise and articulate their experiences and achievements, prioritise their learning and activities, and evaluate suitable learning environments for personal and professional growth.
Learning Outcomes:	<ul style="list-style-type: none">• Recognise and articulate your experiences and achievements.• Prioritise your learning and activities based on their goals and aspirations.• Evaluate and determine suitable learning environments that align with your own strengths and preferences.• Develop an action plan for personal and professional development.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (5 minutes): Welcome the participants and introduce the topic of building on strengths and achievements.<ul style="list-style-type: none">• Explain that the session will focus on recognising and articulating experiences, prioritising learning, and activities, evaluating learning environments, and developing a plan for personal and professional development.• Emphasise the importance of self-reflection and continuous growth in building a solid foundation for success.2. Reflect on Achievements (10 minutes): Ask participants to take a moment to reflect on their past accomplishments, both big and small.<ul style="list-style-type: none">• Encourage them to think about academic achievements, personal milestones, or challenges they have overcome.• Provide individual reflection time and ask participants to jot down their achievements on a piece of paper.3. Share and Discuss Achievements (10 minutes): Divide participants into small groups (3-4 members) and ask them to take turns sharing their achievements with their group members.<ul style="list-style-type: none">• Encourage active listening and create a supportive environment for sharing and celebration.• After each member shares, allow time for group discussion and feedback to recognise the strengths and positive qualities demonstrated in their achievements.

<p>Description of Activities:</p>	<p>4. Prioritise Learning and Activities (15 minutes): Guide participants in considering their goals and aspirations.</p> <ul style="list-style-type: none"> • Ask them to identify specific skills or knowledge they want to develop further and areas that align with their passions and interests. • Discuss the importance of prioritising activities that leverage their strengths and align with their long-term objectives. • Encourage participants to jot down their priorities and goals on their reflection papers. <p>5. Evaluate Learning Environments (10 minutes): Explain the significance of finding the right learning environment that supports individual strengths and preferences.</p> <ul style="list-style-type: none"> • Discuss different types of learning environments, such as formal classrooms, online courses, or practical experiences. • Ask learners to reflect on their preferred learning style and environment, considering what best supports their growth and development. <p>6. Action Planning (15 minutes): Instruct participants to review their reflection papers and consider their achievements, priorities, and preferred learning environment.</p> <ul style="list-style-type: none"> • Ask them to develop an action plan for personal and professional development, including specific steps they will take to build on their strengths and achievements. • Encourage them to set SMART goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. <p>7. Sharing and Wrap-up (10 minutes): Invite participants to share their action plans with the whole group.</p> <ul style="list-style-type: none"> • Facilitate a discussion around the importance of continuous self-reflection and growth in building on strengths and achievements. • Summarise key takeaways and emphasise the role of effective communication, collaboration, and self-awareness in career development. <p>8. Conclusion (5 minutes): Thank the participants for their active participation and engagement.</p> <ul style="list-style-type: none"> • Remind them to refer back to their action plans and continue their personal and professional development journey. • Provide any additional resources or guidance for further exploration if available.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with reflection questions
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Reviewing the participants' action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. • Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.

Advanced

Name of the Session:	Recognising and Communicating Achievements for Personal Growth
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Strengths: Building on strengths and achievements
Aim of the Session:	Participants will understand the importance of recognising and effectively communicating their experiences and accomplishments. They will explore their past achievements, identify strengths, and prioritise areas for personal growth. Participants will also reflect on the learning environment that best supports their unique preferences and learning styles.
Learning Outcomes:	<ul style="list-style-type: none"> • Knowing how to use and increase my strengths and achievements. • Being about to recognise and articulate my experiences and achievements. • Being able to prioritise and make decisions about where to focus my learning, activities, and personal development. • Being able to consider if a learning environment is right for me.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome participants and explain the objective of the session. <ul style="list-style-type: none"> • Emphasise the significance of recognising and communicating achievements for personal growth and success. • Briefly discuss the key points mentioned in the Introductory. 2. Reflecting on Achievements (15 minutes): Ask participants to take a moment to individually reflect on their past achievements, both big and small. <ul style="list-style-type: none"> • Encourage them to consider academic accomplishments, personal milestones, and challenges they have overcome. • In pairs or small groups, ask participants to share and discuss one of their achievements that they are proud of. • Facilitate a brief group discussion by inviting a few participants to share their experiences and what they learned from them. 3. Articulating Experiences (10 minutes): Explain the importance of articulating achievements to gain self-awareness and confidence. <ul style="list-style-type: none"> • Distribute the handout with self-reflection questions and ask participants to spend a few minutes answering them individually. • Encourage participants to be specific and detailed in their responses, highlighting the skills, strengths, and personal growth associated with their achievements.

<p>Description of Activities:</p>	<p>4. Identifying Areas of Focus (15 minutes): Guide participants to delve into their innermost aspirations and goals.</p> <ul style="list-style-type: none"> • Ask them to reflect on the skills or knowledge they want to develop further and the areas that align with their passions and interests. • In pairs or small groups, encourage participants to share their areas of focus and discuss the reasons behind their choices. • Facilitate a group discussion to allow participants to share insights and learn from each other's perspectives. <p>5. Evaluating Learning Environments (10 minutes): Explain the importance of finding a learning environment that supports individual preferences and learning styles.</p> <ul style="list-style-type: none"> • Discuss the various types of learning environments, such as traditional classrooms, online courses, and hands-on experiences. • Encourage participants to reflect on their preferred learning style and environment, considering what nurtures their strengths and optimises their potential. • Invite participants to share their thoughts and preferences with the group. <p>6. Wrap-up and Conclusion (5 minutes): Summarise the key points discussed throughout the session.</p> <ul style="list-style-type: none"> • Emphasise that personal development is an ongoing journey and requires harnessing strengths, articulating experiences, prioritising learning, and finding the ideal learning environments. • Encourage participants to continue exploring their achievements, focusing on their strengths, and seeking learning environments that foster growth and development.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flipchart • Markers
<p>Suggested Assessment/ Follow-up:</p>	<p>Participants could create a personal development action plan based on their reflections and insights from the activity. This plan will serve as a roadmap for their continued growth and development.</p>

Horizons: Researching and evaluating opportunities for career development

Introductory

Name of the Session:	Name of the Session: Creating My Own Career Path
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Researching and evaluating opportunities for career development
Aim of the Session:	This session aims to provide the learner with relevant information on how to research and evaluate existing opportunities for career development.
Learning Outcomes:	<ul style="list-style-type: none">• Understanding that my career path reflects a series of choices.• Being able to consider and challenge my aspirations/goals.• Being able to draw on and engage with a range of role models.• Being able to use technology to support career exploration.• Being able to explore alternatives in decision-making situations.• Being able to develop a range of creative scenarios for my preferred future.• Demonstrating the skills, knowledge and attitudes required to assess/evaluate work and learning opportunities.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (10 minutes): Begin by introducing the topic of the importance of knowing how to research and evaluate one's career path and how to make relevant changes in the future to achieve a positive life and work balance and well-being.<ul style="list-style-type: none">• Explain to the learners what the relevant skills are and why they are important.• If the group consists of people who are not familiar with each other, you could carry out an icebreaker and ask each participant to introduce themselves and name a career path that they are interested in pursuing and explain the reason for it.

Description of Activities:

2. Individual analysis (20 minutes): Provide each learner with the link: <https://www.indeed.com/career-advice/finding-a-job/how-to-research-career>



or the QR code to an article that explains how to research for a career.

- Ask everyone to draw up an action plan for their own career, using the information in the article as a guide.
- If some of the participants are unsure of what path they would like to pursue, invite them to pick any possible job title that they might be interested in.
- Get the participants to include as many points from the article as possible, for example, the section for visiting a workplace, even if they can't visit an actual workplace, get them to pick an actual company and who would they contact to plan out the visit and so on.
- Include as many details in each section as possible.

3. Groupwork (20 minutes): Once everyone is finished with their action plans, divide all participants into pairs and get them to introduce their career action plans to each other.

- Guide them both to present their action plan first and then proceed to exchange suggestions on each aspect of the action plan and come up with an alternative career path suggestion for the other participant.
- If some pairs take less time with this activity, they can be shuffled into new pairs and that way, participants will gain even more insight from others on how to improve their action plan and diversify their career path.

4. Group Reflection (10 minutes): Have the group reflect on the outcomes of the group work and talk about different avenues that were discovered and whether the participants gained any new insight into their chosen career.

5. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of continuous research and evaluation of one's career path and how to make relevant changes to achieve a positive life and work balance and well-being.

Resources or Materials Required:

- Paper and pen
- Device with internet

Suggested Assessment/ Follow-up:

Invite the learners to apply the knowledge and skills gained during the lesson to research and evaluate their career path even further or look at other skills and interests they might have and possibly create a new action plan in those areas. Assure the students to search for further guidance from the educators, online or relevant institutions like career guidance and so on.

Advanced

Name of the Session:	Case study of How to Tackle Career Fatigue!
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Researching and evaluating opportunities for career development
Aim of the Session:	This session aims to provide the learner with relevant information on how to research and evaluate existing opportunities for career development.
Learning Outcomes:	<ul style="list-style-type: none"> • Understanding that all career paths reflect a series of choices. • Being able to consider and challenge professional aspirations/goals. • Being able to use technology to support career exploration. • Being able to explore alternatives in decision-making situations. • Being able to develop a range of creative scenarios for my preferred future. • Demonstrating the skills, knowledge and attitudes required to assess/evaluate work and learning opportunities.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Begin by introducing the topic of researching and evaluating one's career path and how to make relevant changes to continually progress professionally and personally and therefore achieve steady success and fulfilment in life. <ul style="list-style-type: none"> • Explain to the learners what the relevant skills are and why they are important. • If the group consists of people who are not familiar with each other, you could carry out an icebreaker and ask each participant to introduce themselves and name a random job title and then an alternative job that could be pursued with the same skill set. 2. Groupwork (25 minutes): Divide all participants into 4 groups and supply each group with a whiteboard or flipchart and markers. <ul style="list-style-type: none"> • Provide 2 teams with Frankies's case study and 2 teams with Paul's case study and get them to brainstorm an action plan for future career development for their case. • Guide the groups to include the following aspects in their action plans: <ul style="list-style-type: none"> • What does the person want/need? • What are their skills and capabilities? • What are the potential other career paths and the requirements for these? • Any other aspects to consider? 3. Groupwork presentation (10 minutes): The group gets to choose one person to present their action plan and explain the meaning behind and importance of each aspect they came up with. 4. Reflection and conclusion (10 minutes): Have a group reflection on the similarities and differences highlighted in everyone's action plans and highlight how there are different options even for the same job. You could also draw attention to the fact that we can all achieve more by having an open-minded approach in most aspects of our lives including career development.

Resources or Materials Required:	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout with case study
Suggested Assessment/ Follow-up:	<p>Invite the participants to continuously evaluate their situation on their career path to make the most of their situation and to guide them towards a fulfilling personal and professional life.</p>
Case study handout:	<div data-bbox="467 479 991 584" style="background-color: #4a4a9a; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <h3>Case study: How to Tackle Career Fatigue!</h3> </div> <div data-bbox="491 591 967 860" style="background-color: #e6e6ff; padding: 10px; border-radius: 15px;"> <p>Frankie has worked as a Social Media Manager for a large pharmacy chain in Ireland for the last 10 years. She is responsible for creating and maintaining an organisation's social media presence for its brand and the products they sell. She manages the daily operations of the social media departments, such as creating content and images for social media posts and engaging with online followers. She is also in charge of examining social media analytics and developing strategies for improving online customer engagement.</p> </div> <div data-bbox="576 866 1246 1099" style="background-color: #d9d9ff; padding: 10px; border-radius: 15px;"> <p>Even though Frankie never went to university she managed to climb the career ladder and was always very proud of how far she had come. She always loved her job and put in long hours as she often had to have online meetings with partners from America or China. Recently she has started to notice that her motivation towards her job is dwindling, and she is not fully happy with her professional performance either. Could you help Frankie with creating an action plan to get her career back on track again?</p> </div> <div data-bbox="1002 517 1401 958" style="text-align: right;">  </div> <hr style="border-top: 1px dashed black;"/> <div data-bbox="900 1189 1423 1294" style="background-color: #4a4a9a; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <h3>Case study: How to Tackle Career Fatigue!</h3> </div> <div data-bbox="919 1301 1406 1503" style="background-color: #e6e6ff; padding: 10px; border-radius: 15px;"> <p>Paul is working as a graphic designer in a small advertising company in Dublin. He works with the rest of the creative team to develop advertising materials for their clients. They use Adobe software to design deliverables such as logos, brochures, print and digital advertisements, magazines, and e-books. Paul has a deep passion for design and is always looking for the latest graphic design trends and techniques.</p> </div> <div data-bbox="523 1173 895 1630" style="text-align: left;">  </div> <div data-bbox="639 1525 1305 1765" style="background-color: #d9d9ff; padding: 10px; border-radius: 15px;"> <p>Paul has always been proud of his work but has started to feel like he is not appreciated enough, and a lot of his ideas are overlooked by the employer and the clients. He got his master's degree in art 5 years ago and is now considering going back to college. But with responsibilities like the rent and the car payments he is unsure what to do next. Could you help Paul with creating an action plan to get his motivation back and feel appreciated in his current job or to look for other options?</p> </div>

Horizons: Goal setting and decision-making in career planning

Introductory

Name of the Session:	Aligning Career Aspirations with Personal and Work Values
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Goal setting and decision-making in career planning
Aim of the Session:	This session aims to promote self-reflection and encourage learners to make intentional choices in their career paths based on their core values.
Learning Outcomes:	<ul style="list-style-type: none"> • To develop a deeper understanding of their personal and work values • To align their personal and work values and their current career aspirations • To gain the ability to make more informed career decisions by considering the connection between their values and aspirations
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory and warm-up (5 minutes): Welcome participants and recap the importance of aligning career aspirations with personal and work values for a fulfilling career. <ul style="list-style-type: none"> • Conduct a brief warm-up activity to engage participants and encourage them to think about their own career aspirations. 2. Exploration of values (25 minutes): Ask participants to individually reflect on and write down their top three personal values (e.g., honesty, family, personal growth). <ul style="list-style-type: none"> • Provide a handout with a list of common values to assist participants in identifying their values. Then, ask participants to reflect on and write down their top three work-related values (e.g., collaboration, innovation, work-life balance). Emphasise how these values relate specifically to their professional life. • The participants will be divided into small groups and share their personal and work values and discuss any commonalities or differences. 3. Values-Career Aspiration Alignment (15 minutes): Participants individually reflect on how their personal and work values align with their current career aspirations and note down any potential conflicts. <ul style="list-style-type: none"> • Then participants create a values-career aspiration chart - they create a chart or diagram with a flipchart, illustrating the alignment between their values and career aspirations.

Description of Activities:	<p>4. Sharing and reflection (10 minutes): If participants feel comfortable, they can share their charts or diagrams with the group and discuss insights and realisations.</p> <ul style="list-style-type: none"> • Conclude briefly on how aligning values with career aspirations can contribute to a more fulfilling and purpose-driven professional life. <p>5. Q&A and Closing (5 minutes): Address any remaining questions or concerns from participants.</p> <ul style="list-style-type: none"> • Express appreciation for their active participation and commitment to their career development. • Encourage participants to revisit their values and career aspirations regularly, especially when considering job changes or career advancements.
Resources or Materials Required:	<ul style="list-style-type: none"> • Flip chart or whiteboard • Markers • Handout sheet with a list of common values • Sticky notes or index cards
Suggested Assessment/ Follow-up:	<p>Ask the participants to identify professionals in their desired industries who align with their values. They can reach out to these individuals for informational interviews or networking opportunities, aiming to gain insights into how professionals in their chosen field incorporate their values into their work.</p>

What are VALUES?



DEFINITION



Values are the principals or ideals we hold as important, good, desirable or worthwhile. They are our most fundamental beliefs that are closely linked to our identity and they guide or motivate our attitudes and behaviours. Values are usually stated as a word or short phrase and are usually positive.

EXAMPLES



integrity	adventure	knowledge	responsibility
respect	compassion	courage	wealth
conformity	diversity	duty	work ethic
education	environment	religion	self-discipline
fairness	family	freedom	tradition
friendship	generosity	humanity	tolerance
independence	individuality	honesty	teamwork
justice	kindness	leadership	talent
collaboration	love	loyalty	strength
innovation	ambition	possession	personal growth
peace	power	respect	work-life balance

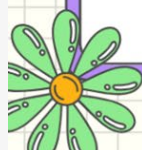


PERSONAL VALUES

WORK VALUES



Personal values are those that shape and influence our own lives. These can vary from person to person and they might sometimes challenge the dominant cultural or societal values or attitudes. Our unique perspective and personal context (e.g. age, gender, life experiences) form these. They might also shift or change throughout our lives due to different circumstances.



Work values are the principles and beliefs that individuals consider important in the context of their professional lives and careers. These values guide attitudes and behaviors related to work, shaping how individuals approach their careers, make decisions, and interact with their professional environment.



Advanced

Name of the Session:	Career Exploration with LinkedIn
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Goal setting and decision-making in career planning
Aim of the Session:	This session aims to enable participants to leverage technology for effective career exploration, utilising online tools and platforms.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate proficiency in leveraging professional networking platforms, specifically LinkedIn. • Develop effective communication skills for virtual networking. • Apply strategic informational interviewing techniques by identifying and reaching out to professionals for virtual informational interviews. • Identify strategies for ongoing career exploration using technology.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory and brainstorming session (10 minutes): Welcome the participants and introduce the topic of using technology to support career exploration. <ul style="list-style-type: none"> • Explain the importance of networking and informational interviews in career exploration. • Emphasise how technology can facilitate virtual networking and connect participants with professionals in their desired industry. • Do a brief brainstorming session on popular professional networking platforms - see if the participants have any prior experience. 2. Creating/revising your LinkedIn profile (20 minutes): Introduce popular networking platforms such as LinkedIn and share tips on creating a professional and compelling LinkedIn profile. <ul style="list-style-type: none"> • Guide participants through creating or updating their LinkedIn profiles. Demonstrate how to search for professionals in their desired industry and connect with them. Encourage participants to follow companies, join relevant groups, and engage in discussions. • Encourage participants to send connection requests to each other, fostering a mini online networking session. 3. Requesting informational interviews (25 minutes): Discuss the structure of a well-crafted informational interview request. Provide a template and guide participants in personalising it based on their goals. Emphasise the importance of clarity and professionalism in communication. <ul style="list-style-type: none"> • Discuss the etiquette of connecting with professionals and requesting informational interviews. 4. Sharing and wrap-up (5 minutes): Ask participants to take a few minutes for individual reflection. <ul style="list-style-type: none"> • Summarise key takeaways from the workshop. • Encourage participants to continue refining their profiles, connecting with professionals, and initiating informational interviews.

Resources or Materials Required:	<ul style="list-style-type: none">• Computers or tablets for participants• Projector and screen• Pen or pencils
Suggested Assessment/ Follow-up:	After completing this session, participants can pair up and practice sending mock informational interview requests to each other.

Horizons: Interaction between life, work, community, and society

Introductory

Name of the Session:	Social Interaction
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Interaction between life, work, community, and society
Aim of the Session:	This session aims to help learners understand the concept of social interaction.
Learning Outcomes:	<ul style="list-style-type: none"> • Learning about social interaction and the ways it affects everyone's lives including their career. • Being aware of both positive and negative aspects of different career paths to one's personal life and for the community and wider society.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Begin by introducing the topic of social interaction and why it is needed. Explain to the learners what the relevant skills are and why they are important. As an icebreaker ask each participant to bring an example from their everyday life where they have used any social interaction skills. 2. Individual analysis (10 minutes): Provide each learner with the sheet of information on social interaction and ask them to reflect on what social interactions their chosen career might be subjected to on the mind map sheet. 3. Groupwork (20 minutes): Once everyone is finished with their individual mind maps, divide all participants into 3 groups and supply each group with a whiteboard or flipchart and markers. <ul style="list-style-type: none"> • Provide each group with a different job title, for example: <ol style="list-style-type: none"> a. Teacher b. Shop Assistant c. Truck Driver • Get the participants in each group to use the headings in the mind map sheet, fill out the relevant information and draw a new mind map in relation to their group's job title onto the whiteboard. • Each group gets to choose one person to present the mind map on their job title and explain the meaning behind each of the items written down.

<p>Description of Activities:</p>	<p>4. Group Reflection (10 minutes): reflect on the information presented by different groups and how different roles affect the community and wider community and are affected by it and so on.</p> <p>5. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of social interactions with our friends and family as well as other people in our community and wider society.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with reflection questions
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding the participants to self-reflect on the subject and to identify practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>
<p>Case study handout:</p>	

Social Interaction

What Is Social Interaction?

Social interaction is any communication that occurs between people. This includes everything from greeting a neighbor with a gesture to intensive communication such as negotiation, debate, and public speaking.



What are the main types of social interaction?

The five main types of social interaction are exchange, competition, cooperation, conflict, and coercion. Each of these has distinct characteristics, and they are used in certain circumstances. Exchange, for example, is used when parties only want to communicate information.

What are the social aspects of everyday life?

A person's social life consists of the various bonds they form with others, such as family, friends, work colleagues, members of their community, and strangers. It can be measured by the duration and quality of the social interactions they have on a regular basis, both in person and online.



Advanced

Name of the Session:	Designing a Perfect Workplace
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Interaction between life, work, community, and society
Aim of the Session:	This session aims to help learners understand the challenges we face in our lives related to work.
Learning Outcomes:	<ul style="list-style-type: none"> • Understanding the common challenges, we are faced with in the work environment. • Being able to develop a range of creative scenarios for my preferred future. • Understanding the changing life roles of people in work and family settings. • Understanding how contributions, both inside and outside the home, are important to the family and the wider society.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Begin by introducing the topic of challenges that we all might face while interacting at work, at home, with others in our community and wider society. Explain to the learners what the relevant skills are and why they are important. 2. Individual analysis (10 minutes): Provide each learner with a sheet of information on common challenges at work (in the link below) and ask them to reflect on their chosen career (or a career they are pursuing) and what challenges the job might be subjected to. 3. Groupwork (20 minutes): Once everyone is finished with their individual analysis, divide all participants into 3 or 4 groups and supply each group with a whiteboard or flipchart and markers. <ul style="list-style-type: none"> • Get each team to design a perfect workplace from the social interaction point of view. • The mind map from the introductory lesson plan could help direct the team to consider the different aspects of social interaction. • The list of common challenges will also be helpful in the designing process. • Guide the groups to come up with ideas for the relevant information and to draw a mind map in relation to their idea of a perfect workplace on the whiteboard. • Each group gets to choose one person to present their ideas and explain the meaning behind and importance of each aspect they came up with. 4. Reflection (10 minutes): Get everyone to reflect on the information presented by different groups and discuss whether any such workplace already exists in their neighbourhood and what would they need to do to be able to work in a place like this. 5. Conclusion (5 minutes): Summarise the key points from the activity and remind the learners of the importance of open communication when facing challenges within our lives with either friends, peers, or within the wider community.

Resources or Materials Required:	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheet with information about common challenges of work
Suggested Assessment/ Follow-up:	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding the participants to self-reflect on the subjects and to identify practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

The Common Challenges of Work



Work has always been a central part of human society. From the beginning of our species, humans have had to find ways to get food and shelter, and work has been a key part of this. Even though there have been many changes in the way we work, the challenges of work have remained the same. There are many challenges that come with work. Reflect on the following common challenges:

1. Lack of Control

One of the biggest challenges with work is that it can often be unpredictable. You may be working on a project that you're excited about, but then it may get cancelled or changed, which can be frustrating.

2. Lack of Flexibility

Often, jobs require you to be available at certain times of the day, which can be difficult if you have other commitments that you need to take care of.

3. Lack of Autonomy

Many jobs don't allow you to be as independent as you'd like, and you may be required to follow certain guidelines or procedures.

4. Lack of Pay

Many people work for free in order to gain experience, and this can be difficult to deal with when you eventually want to find a job that pays better.

5. Lack of Job Security

If the company you work for goes bankrupt, you may be out of a job.

6. Lack of Opportunity

Job opportunities can be limited, and you may have to search for a long time before you find a position that's right for you.

7. Lack of Social Interaction

Many people find that they're bored or lonely at work, and this can lead to problems like absenteeism or employee turnover.

8. Lack of Appreciation

Many people don't feel appreciated at work, which can lead to them feeling angry and frustrated.

9. Lack of Recognition

Many people believe that they're not given the recognition they deserve, which can lead to them feeling unappreciated.



Horizons: Responding to and managing change effectively

Introductory

Name of the Session:	Career Change and Risks Case Study and Role-Play
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Responding to and managing change effectively
Aim of the Session:	The aim of this session is to support young adults in developing their skills related to responding to and managing change effectively through analysing real-life case studies and engaging in role-play scenarios.
Learning Outcomes:	<ul style="list-style-type: none"> • Identify the key challenges and uncertainties young people may face in managing their careers in a rapidly changing work landscape. • Analyse case studies to understand the strategies employed by individuals in managing career transitions and building, responding to, and managing change effectively. • Apply critical thinking skills to evaluate and discuss the relevance of career responding to and managing change effectively strategies in different contexts.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory and Warm-up (5 minutes): Welcome participants and recap the importance of responding to and managing change effectively in today's changing work landscape. <ul style="list-style-type: none"> • Conduct a brief warm-up activity to engage participants and encourage them to think about their own career experiences and challenges. 2. Case Study Analysis (15 minutes): Distribute the responding to and managing change effectively case study to each participant. <ul style="list-style-type: none"> • Instruct participants to individually read and analyse the case study, paying attention to the challenges faced by the individuals and the strategies they used to overcome them. • Provide sticky notes for participants to jot down key points, insights, and questions related to the case study. 3. Group Discussion and Reflection (15 minutes): Divide participants into small groups and encourage them to share their case studies, insights, and reflections with each other. <ul style="list-style-type: none"> • Facilitate a group discussion by asking guiding questions such as: <ul style="list-style-type: none"> • What were the main challenges faced by the individual in the case study? • What skills or strategies did they employ to navigate those challenges? • How can these strategies be applied in your own career context?

<p>Description of Activities:</p>	<p>4. Role-Play Scenarios (15 minutes): Introduce role-play scenarios that reflect common career challenges or changes.</p> <ul style="list-style-type: none"> • Divide participants into pairs or small groups and assign each group a scenario to role-play. • Instruct participants to act out the scenarios, applying the responding to and managing change effectively strategies they discuss in the previous activity. • Encourage participants to explore different perspectives and outcomes in their role-plays. <p>5. Debrief and Application (10 minutes): Bring the whole group back together and facilitate a debriefing session.</p> <ul style="list-style-type: none"> • Ask participants to share their role-play experiences, insights gained, and lessons learned from applying responding to and managing change effectively strategies. • Discuss how the strategies can be applied to real-life situations and career challenges. <p>6. Q&A and Closing (5 minutes): Summarise the key concepts and skills covered in the activity. Address any remaining questions or concerns from participants.</p> <ul style="list-style-type: none"> • Express appreciation for their active participation and commitment to their career development. • Encourage participants to continue exploring and practising responding to and managing change effectively strategies in their professional journeys.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Handouts with case study • Flipchart or whiteboard • Markers • Sticky notes
<p>Suggested Assessment/ Follow-up:</p>	<p>Participants could be asked to create individual action plans, identifying specific steps they will take to enhance their response to and manage change effectively based on the insights gained from the case study and role-play</p>

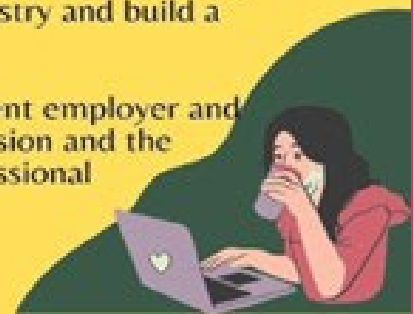
Case Study: Navigating Career Transitions

Emma is a young professional who has been working in a marketing agency for the past three years. She has recently realised that her true passion lies in event planning and wants to transition her career in that direction. However, she faces various challenges and uncertainties in making this career shift.



KEY POINTS:

- Emma has a strong background in marketing but lacks direct experience in event planning.
- She is concerned about starting over in a new field and the potential impact on her financial stability.
- Emma is unsure about the steps she needs to take to enter the event planning industry and build a network in that field.
- She worries about how her current employer and colleagues will perceive her decision and the impact it may have on her professional relationships.



Advanced

Name of the Session:	Responding and Managing Change Effectively
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Horizons: Responding to and managing change effectively
Aim of the Session:	The aim of this session is to develop skills and strategies for responding to and managing change effectively in various life contexts, including work and family settings through brainstorming.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate an understanding of the changing life roles of individuals in work and family settings. • Develop the skills to effect and drive change in various life contexts. • Apply creative and innovative thinking to explore and solve problems in different situations. • Identify strategies to effectively balance taking risks with managing risk.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome the participants and introduce the topic of responding to and managing change effectively. <ul style="list-style-type: none"> • Explain to participants that they will be engaging in a brainstorming activity during which they learn to respond to and manage change effectively. • Emphasise the importance of being adaptable, innovative, and proactive in today's rapidly changing world. 2. Change Scenarios Brainstorming (15 minutes): Divide participants into small groups of 3-4 people. <ul style="list-style-type: none"> • Distribute paper or index cards and writing utensils to each group. • Set a timer for 5 minutes. • Instruct each group to brainstorm as many change scenarios as they can think of related to work, personal life, or the broader society. • Encourage participants to think creatively and consider both positive and challenging change scenarios. • Remind them that there are no right or wrong answers, and all ideas are welcome. • Encourage participants to write one change scenario per card or sheet of paper. • When the timer goes off, ask each group to share the most interesting or thought-provoking change scenarios with the larger group. 3. Group Discussion (10 minutes): Facilitate a brief discussion after each group presentation. <ul style="list-style-type: none"> • Ask participants to reflect on the potential impacts and challenges of the change scenarios shared. • Encourage them to consider how they might respond and adapt to each scenario personally or professionally.

Description of Activities:	<p>4. Individual Reflection (5 minutes): Ask participants to take a few minutes for individual reflection.</p> <ul style="list-style-type: none"> • Instruct them to choose one change scenario that resonated with them the most. • Prompt them to think about strategies or actions they can take to respond effectively to that particular change scenario. • Encourage participants to write down their thoughts and ideas on how they can navigate and manage the change. <p>5. Sharing and Wrap-up (15 minutes): Ask participants to take a few minutes for individual reflection.</p> <ul style="list-style-type: none"> • Instruct them to choose one change scenario that resonated with them the most. • Prompt them to think about strategies or actions they can use to respond effectively to that particular change scenario. • Encourage participants to write down their thoughts and ideas on how they can navigate and manage the change.
Resources or Materials Required:	<ul style="list-style-type: none"> • Paper or index cards • Pen or pencils • Timer or clock
Suggested Assessment/ Follow-up:	<p>After completing this session, a group discussion where participants can share their experiences and insights gained from the activity. Encourage them to discuss the challenges they faced in implementing the strategies and how they overcame them. Facilitate a reflection on the practicality and effectiveness of the concepts covered.</p>

Networks: Maintaining career networks

Introductory

Name of the Session:	Speed Networking!
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Networks: Maintaining career networks
Aim of the Session:	The aim of this activity is to encourage networking between participants while teaching participants about the how and when to contact people who can help provide valuable information about work and learning opportunities. The purpose of the activity is to provide young people with a dynamic and interactive platform to develop skills in networking, collaboration, and building supportive peer networks.
Learning Outcomes:	<ul style="list-style-type: none"> • Knowing how and when to contact people who can provide information about work and learning opportunities. • Having the ability to work with others in a range of roles. • Building and using supportive peer networks.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): The facilitator sets up the room by arranging chairs in pairs facing each other to create multiple networking stations and places one category of the printed prompt questions at each station. These questions are to be used by participants as they move around the different stations. <ul style="list-style-type: none"> • The facilitator welcomes participants and asks each participant to write down their name on a name tag. 2. Groupwork (25 minutes): The facilitator splits the participants into pairs and asks each pair to take a station before setting five minutes on the clock. <ul style="list-style-type: none"> • Participants must answer the questions on the piece of paper to learn more about each other before the timer ends. • Once the timer has elapsed, the facilitator asks the pairs to split up and move to another station, ensuring that each participant is with a different partner than before and at a different station. • Once each pair has settled, the facilitator sets the timer for five minutes again and repeats the activity. 3. Reflection (10 minutes): After five rounds, the facilitator gathers the group back together and asks each participant to give one reflection on their experiences. 4. Conclusion (10 minutes): To conclude the activity, the facilitator leads the group in a discussion about the importance of supportive peer networks and encourages participants to identify common interests and goals within the group.

Resources or Materials Required:

- Markers, coloured pens
- Sticky notes
- Flipchart or whiteboard
- Device with internet access

Suggested Assessment/ Follow-up:

This activity can be followed up using the following self-reflection questions:

- How did the speed-networking activity enhance your understanding of how and when to contact individuals for work and learning opportunities?
- In what ways did you showcase your ability to work with others in different roles during the speed-networking rounds?
- How can you leverage the connections made during the speed-networking event to build and sustain supportive peer networks?

Case study handout:



Cut out these categories and assign each group of questions to a station to allow for better networking between participants.

Advice and Mentorship

- What advice would you give to someone just starting in your field?
- Have you had mentors who significantly influenced your career, and how did they impact you?
- How do you approach seeking mentorship or being a mentor?
- Is there a piece of advice you received early in your career that you still find valuable?

Learning and Development

- How do you continue to learn and develop professionally?
- Can you recommend any books, courses, or resources that have been particularly valuable to you?
- What role do continuous learning and skill development play in your career?
- Have you attended any conferences or workshops recently that left a lasting impression?

Balancing Challenges

- How do you navigate and overcome challenges in your professional life?
- Are there specific strategies or mindsets that help you stay resilient in the face of adversity?
- Can you share an instance where you had to adapt to unexpected changes in your career?



Cut out these categories and assign each group of questions to a station to allow for better networking between participants.

Career Goals

- What inspired you to pursue a career in your field?
- Can you share a significant milestone or achievement in your career journey?
- How do you envision your career evolving in the next 5 years?
- What challenges have you encountered in pursuing your career goals?

Interests

- What aspects of your work do you find most fulfilling?
- Can you describe a project or task that you are particularly passionate about?
- How do you stay updated on industry trends and developments?
- Are there specific hobbies or interests outside of work that you feel contribute to your professional growth?

Experiences

- Can you share a memorable experience that shaped your approach to work?
- What role or project challenged you the most, and what did you learn from it?
- Have you ever had to pivot in your career, and if so, how did you navigate that change?
- How do you balance work and personal life to ensure overall well-being?

Networking and Collaboration:

- What strategies do you find most effective for networking in your industry?
- Can you share an example of a successful collaboration or teamwork experience?
- How important do you think networking is for professional growth and opportunities?
- Are there specific platforms or events you recommend for networking in our industry?

Advanced

Name of the Session:	Navigating the Digital Workspace
Estimated Duration (mins):	75-90 minutes
Career Management Theme Addressed:	Networks: Maintaining career networks
Aim of the Session:	The aim of this activity is to enhance participants' understanding of using technology for social network development, expand beyond immediate circles for career building, and encourage participants to build relationships with potential employers and learning providers.
Learning Outcomes:	<ul style="list-style-type: none">• Knowing how to use technology to support the development and maintenance of social networks.• Recognising when and how to look beyond my immediate social networks and use this to support career building.• Being able to build relationships with potential employers and learning opportunities.
Description of Activities:	<p>1. Introductory (10 minutes): The facilitator begins by explaining the importance of technology in today's social and professional landscapes by leading the group in a short ice-breaker activity using the following prompt questions:</p> <ul style="list-style-type: none">• How has technology positively impacted your social life?• In the professional realm, do you use any specific apps or platforms to stay updated on industry trends or connect with professionals in your field?• Have you ever found a job opportunity or learned about a career path through social media or an online platform?

**Description of
Activities:**



- 2. Groupwork (40 minutes):** The facilitator splits participants into smaller groups of 3-4 participants and instructs each group to take out their smartphones. Assign each group a different social media platform: LinkedIn, Facebook, Instagram, TikTok, or X/Twitter.
- Set a timer for 20 minutes and instruct the groups to spend these minutes exploring the different ways their social media platform can be used in a professional setting and the ways that a social media account on these platforms can be made look professional.
 - Once the timer has elapsed, the facilitator asks one person from each group to share their findings. After each group has presented, the facilitator resets the timer and now asks each group to identify and follow three professionals or peers outside of their immediate social circle or knowledge in one of the following randomly assigned categories:
 - Hospitality and tourism
 - Manufacturing
 - Marketing
 - Media and entertainment
 - Energy
 - Healthcare
 - Finance
 - Education
 - Encourage the participants to find individuals who can offer new perspectives or insights related to their assigned category. Participants should document their new connections and briefly summarise what they learned and found interesting about these people.
 - After the timer has elapsed, the facilitator should encourage all the participants to make connections such as the ones discovered on social media in their chosen fields.
 - The facilitator resets the timer for the final time and invites each group to find a potential employer or learning provider in each of their chosen/desired career paths. Encourage the participants to follow the organisation on social media, engage in their content, and send a connection request or message expressing their interest.
- 3. Discussion and Conclusion (20 minutes):** Once the timer has elapsed, the facilitator invites each group to share what they discovered and share their experiences with the groups, highlighting the strategies that they used to identify potential employers.

Resources or Materials Required:	<ul style="list-style-type: none">• Device with internet access
Suggested Assessment/ Follow-up:	<p>This activity can be followed up using the following self-reflection questions:</p> <ul style="list-style-type: none">• During the small group exploration of social media platforms, what insights did you gain about the professional use of the assigned platform?• When identifying potential employers in your desired career paths, what was your experience in engaging with these organisations on social media?• How do you see this engagement contributing to your future career development?

Networks: Building career networks

Introductory

Name of the Session:	Teamwork Challenge - Building Effective Communication Skills
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Networks: Building career networks
Aim of the Session:	This session aims to enable participants to understand and demonstrate interpersonal and group communication skills that enable them to help/work with others.
Learning Outcomes:	<ul style="list-style-type: none"> • Developing and demonstrating effective interpersonal and group communication skills.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Welcome the participants and introduce the topic of building career networks. <ul style="list-style-type: none"> • Explain the importance of career networks and the role of interpersonal skills in building and maintaining these networks. • Relax the participants with an icebreaker activity. 2. Introductory to interpersonal and group communication skills (10 minutes): Do a brief presentation on effective interpersonal (active listening, non-verbal communication, assertiveness, conflict resolution, etc.) and group communication skills (collaboration, active participation, clear articulation of ideas, conflict management, etc.) <ul style="list-style-type: none"> • Introduce the importance of effective communication in teamwork and collaboration. Ask the group to brainstorm challenges that they may encounter or have encountered in communication in a team (a project deadline, conflicting ideas within a team, misunderstandings, conflict avoidance, micromanagement, etc.)

<p>Description of Activities:</p>	<p>3. Workplace communication challenges - Case studies (30 minutes): The participants are divided into groups and each group gets a specific workplace-related communication challenge.</p> <ul style="list-style-type: none"> • They read it and analyse it according to the provided discussion questions. • Instruct each group to tackle the case study challenge by developing a strategy, assigning roles, and creating a plan of action. Emphasise the importance of effective communication during the challenge. Allow time for groups to work on their solutions. • After 20 minutes, each group presents their conclusions. Ask each group to share their strategies, discuss challenges faced, and highlight instances of effective communication within their teams. Facilitate a discussion on what communication skills were most crucial in resolving the challenge. <p>4. Sharing and wrap-up (10 minutes): Ask participants to take a few minutes for individual reflection on how the demonstrated communication skills can be applied in both personal and professional settings.</p> <ul style="list-style-type: none"> • Summarise key takeaways from the workshop.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Projector and screen • Pen or pencils • Handout sheets- Workplace Challenges Scenarios
<p>Suggested Assessment/ Follow-up:</p>	<p>After completing this session, participants can think about one or two key communication skills they feel they excel at, one or two communication skills they would like to improve, and one workplace-related challenge where effective communication could make a difference</p>
<p>Case study handout:</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="464 1093 927 1973" style="width: 45%;"> <p style="text-align: center;">Communication challenges in the workplace</p>  <p style="text-align: center;">CASE STUDY #1 The Email Mix-Up</p> <p>Emily and Alex are team members working on a crucial project with a tight deadline. Emily sends an email to Alex, outlining some changes she believes are necessary for the project. However, due to a lack of clarity in her message, Alex misinterprets Emily's suggestions, thinking she wants to completely change the project's direction.</p> <p>Alex, feeling frustrated about the proposed changes, responds defensively to Emily's email, expressing concerns about the impact on the project's timeline and original goals. Emily, unaware of the misunderstanding, interprets Alex's response as resistance to her ideas.</p> <p style="text-align: center;">DISCUSSION QUESTIONS</p> <ol style="list-style-type: none"> 1. What are the challenges that Emily and Alex encountered? 2. How do you think misinterpretations in written communication can impact team dynamics? 3. How can different communication styles contribute to misunderstandings in written communication? 4. What potential impact can miscommunications like these have on working relationships within a team? 5. How would you suggest Sarah and Mark approach a conversation about the email exchange without escalating tension? 6. What steps could be taken to repair the relationship between Sarah and Mark? 7. What measures can individuals take to ensure they accurately interpret the tone and urgency of written communication? 8. How can teams foster a culture of transparency and open communication to prevent similar misunderstandings? <p style="text-align: center;">NOTES</p> </div> <div data-bbox="943 1093 1406 1973" style="width: 45%;"> <p style="text-align: center;">Communication challenges in the workplace</p>  <p style="text-align: center;">CASE STUDY #2 Not so constructive feedback</p> <p>Alex recently completed a project and is eagerly awaiting feedback from his manager, Sarah. When the feedback is provided, it is delivered in a highly critical and unconstructive manner. Sarah focuses solely on the mistakes made during the project without offering guidance on improvement or acknowledging any positive aspects.</p> <p>Feeling demoralized and frustrated, Alex receives feedback from Sarah during a team meeting. The public nature of the critique adds to the embarrassment. The rest of the team witnessed the interaction, leading to a negative impact on team morale.</p> <p style="text-align: center;">DISCUSSION QUESTIONS</p> <ol style="list-style-type: none"> 1. What challenges did Alex encounter? 2. How might this type of feedback impact Alex's motivation and engagement at work? 3. From Alex's perspective, what could be the potential consequences of receiving feedback that focuses solely on mistakes? 4. How might ineffective feedback impact team dynamics and collaboration? 5. How can an employee like Alex effectively communicate their feelings about the feedback without escalating tension? 6. What role does emotional intelligence play in providing and receiving feedback? 7. How can teams collectively foster a culture that values constructive feedback and continuous improvement? <p style="text-align: center;">NOTES</p> </div> </div>

Advanced

Name of the Session:	Expressing Feelings and Interpersonal Problem Solving
Estimated Duration (mins):	90 minutes
Career Management Theme Addressed:	Networks: Building career networks
Aim of the Session:	This session aims to enable participants to express personal feelings, reactions, and ideas appropriately.
Learning Outcomes:	<ul style="list-style-type: none"> • Expressing personal feelings appropriately • Knowing how to solve interpersonal problems.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (10 minutes): Welcome the participants and introduce the topic of expressing personal feelings and solving interpersonal problems. <ul style="list-style-type: none"> • Explain the importance of being able to express personal feelings, reactions, and ideas appropriately in personal and professional lives. • Relax the participants with an icebreaker activity. 2. Understanding emotions (20 minutes): Introduce a list of common emotions and ask participants to identify and discuss personal experiences associated with these emotions. <ul style="list-style-type: none"> • Facilitate a group discussion on the importance of expressing emotions and how they impact personal well-being and relationships. 3. Solving interpersonal problems (20 minutes): Break participants into small groups to write down a few real-life examples of poor communication at work. Guide the groups to analyse and discuss possible solutions. 4. Conflict resolution techniques (15 minutes): Introduce various conflict resolution techniques such as compromise, active listening, and finding common ground. <ul style="list-style-type: none"> • Let the participants form the same groups and apply conflict resolution techniques for their challenges. 5. Improviseational theatre (15 minutes): Instruct each group to create a short improviseational theatre scene based on the given scenario. Emphasise that the scene should explore the expression of feelings and include attempts to solve the interpersonal problem. <ul style="list-style-type: none"> • Encourage creativity and spontaneity in their performances. 6. Wrap-up (10 minutes): Ask participants to take a few minutes for individual reflection on the key concepts related to expressing feelings and interpersonal problem-solving. <ul style="list-style-type: none"> • Summarise key takeaways from the workshop. • Emphasise the importance of ongoing practice and reflection in developing effective communication and problem-solving skills.

Resources or Materials Required:	<ul style="list-style-type: none">• Projector and screen• Pen or pencils
Suggested Assessment/ Follow-up:	After completing this session, participants can create individual action plans for handling similar communication challenges in the future with specific steps and strategies outlined that they would implement to improve their professional communication skills.


Networks: Building my own career network

Introductory

Name of the Session:	Building your own career network.
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Networks: Building my own career network
Aim of the Session:	This session aims to help young learners build their own career network.
Learning Outcomes:	<ul style="list-style-type: none">• Understanding the importance of positive relationships in my personal and professional life.• Understanding the importance of the ability to communicate my skills to others.• Understanding that skills and experiences are transferable to various work settings.• Knowing how and when to contact people who can provide information about work and learning opportunities.• Building and using supportive peer networks.• Recognising when and how to look beyond my immediate social networks and use this to support career building.
Description of Activities:	<ol style="list-style-type: none">1. Introductory (5 minutes): The facilitator can do a little recap of the information included in the video clip, highlight the key learning outcomes of the session, and briefly describe the task included in the individual and group work below.2. Individual reflection (10 minutes): Guide the participants to think of their current professional and personal network.<ul style="list-style-type: none">• Once they have had enough time to gather their thoughts around the existing network, get them to dot down possible ways to improve their network, which could be either personal, professional, or in both areas.

<p>Description of Activities:</p>	<p>3. Groupwork (25 minutes): Once the participants have finished with their individual reflection divide them into 3 groups. If the people in the group are not familiar with each other, carry out an icebreaker, for example, you could get them to introduce themselves and have a short discussion on what they wrote down in their individual reflection section and share their ideas for improving their networks.</p> <ul style="list-style-type: none"> • Give each team a job title, try to use quite different titles, so that each group has an opportunity to come up with different ideas, for example: <ul style="list-style-type: none"> • an art student • an electrician apprentice • owner of a large bakery • Guide each group to brainstorm their ideas on how to a) widen their current network and b) impress potential new contacts and write these on the whiteboard or flip chart. • Once the group has come up with ways to grow the subject's reach in the community, get them to write down the skills needed for building this network. • After each group is finished with the above task get them to nominate a person to present the group's ideas. • At the end of each presentation guide the members of other teams to add their thoughts and suggestions. • Once all teams have presented their ideas have a short discussion of the differences in each case and keep that in mind when participants are expanding their own networks in life. <p>4. Reflection (10 minutes): Guide the participants to look back at their earlier individual reflections and see if they have further ideas for how to expand their own networks and some skills they may need to acquire or develop further to achieve it.</p> <p>5. Conclusion (10 minutes): To conclude the activity, the facilitator leads the group in a discussion about the importance of supportive peer networks and encourages participants to be proactive to achieve their personal and professional goals.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Pen and paper
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to create action plans to ensure they have set clear goals and identified practical steps for personal and professional development. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

Advanced

Name of the Session:	How to Use Networking to Expand Professional Opportunities
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Networks: Building my own career network
Aim of the Session:	The aim of this session is to introduce different ways in how networking can help with achieving career goals.
Learning Outcomes:	<ul style="list-style-type: none"> • Knowing how to use technology to support the development and maintenance of social networks. • Recognising when and how to look beyond my immediate social networks and use this to support career building. • Being able to build relationships with potential employers and learning. • Communicating my skills to others. • Understanding the importance of personal qualities in securing, creating, and remaining in work. • Understanding that skills and experiences are transferable to various work settings. • Knowing how to locate, interpret and use labour market information. • Developing relationships and networks to support secure work and develop my career.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): The facilitator can do a little recap of the information included in the video clip, highlight the key learning outcomes of the session, and briefly describe the task included in the individual and group work below. 2. Individual reflection (10 minutes): Guide the participators to think of their current professional and personal network. <ul style="list-style-type: none"> • Once they have had enough time to gather their thoughts around the existing network, get them to think of existing apps that would be useful for professional networking. • There is a great link and a QR code with 6 suggestions: https://www.contactsplus.com/blog/best-networking-apps-2023/ 

<p>Description of Activities:</p>	<p>3. Groupwork (25 minutes): Once the participants have finished with their individual reflection divide them into 3 groups. If the people in the group are not familiar with each other, carry out an icebreaker, for example, you could get them to introduce themselves and have a short discussion on their previous experience in using different networking apps.</p> <ul style="list-style-type: none"> • Pass around the handout sheet with networking tips on how to expand your professional opportunities. • Give each team a different app from the above link and get them to create an account for one of the team members, using the information about their strengths, education, and career ambitions. • You could then guide the participants to look through the app and find different ways to use it for networking, <ul style="list-style-type: none"> • like finding local opportunities for volunteering, • finding relevant articles through the app, • building the network by following relevant people and so on. • If there is enough time, guide them to find the pros and cons of using the different apps available for networking. • Once all teams have finished creating the account and discovering different ways to use it for networking have a short group discussion on the differences in each of the apps and on the importance of keeping these in mind when participants are expanding their own networks in life, making sure they are connecting with authentic people and companies and staying vigilant when arranging meetings with strangers. <p>4. Reflection and conclusion (10 minutes): Guide the participants to evaluate if any of these apps might be useful for expanding their own professional network. To conclude the activity, the facilitator leads the group in a discussion about the importance of supportive networks and encourages participants to be proactive in achieving their personal and professional goals.</p>
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handout sheets with reflection questions
<p>Suggested Assessment/ Follow-up:</p>	<p>After the activity, it is important to assess whether the learners have achieved the intended learning outcomes. This can be done by:</p> <ul style="list-style-type: none"> • Guiding participants to use any of the above-mentioned apps that might be particularly useful for expanding their career network or searching further for more relevant apps. • Following up with individual feedback or discussions to address any questions or challenges the learners may have encountered. <p>Offering additional resources, guidance, or support to assist participants in their ongoing journey of building on strengths and achievements.</p>

How to Use Networking to Expand Professional Opportunities

Build Your Reputation Through Making Connections and Helping Others



It's important to build and maintain a good reputation to achieve success. You don't want to be the "best kept secret" in your company or industry. Rather, you want to be known as someone with the experience and expertise who can make a difference at a company. One way to do that is to use networking opportunities to make others aware of your accomplishments and strengths. Networking allows you to discuss your skills and successes. Regular presence at networking events helps you get recognised as someone who is knowledgeable, reliable, and supportive. Another way to effectively showcase your knowledge, skills, and abilities is to help others with their business challenges. Networking isn't all glad-handing. Use networking opportunities to discuss industry challenges and possible solutions with your peers. People want a colleague who is willing to brainstorm ideas and solutions to business problems. Demonstrating your value as a helpful resource can expand your network of contacts and make you stand out in a candidate pool.

Emphasise Your Strengths

Put your strengths on full display. This gives people a good idea of the value you can bring to a company. Your strengths are your "go-to" skills, or abilities that you can demonstrate at a high level of consistency and expertise. Use your networking opportunities to discuss your strongest skills to gauge if those skills can be useful to someone's organisation. Roles that play to your strengths result in the optimal professional experience. The clearer your value is to a potential employer, the easier it is for them to identify a role where your strengths can be beneficial.



Announce Your Intentions



People change jobs for a number of reasons: new career paths, better schedules, more flexibility, or better pay. No matter your reasoning, networking can help you find your next opportunity and discuss future career opportunities and ambitions with your industry peers. By making your ideal working scenario known, you make it easier for companies to offer opportunities that match your wants and needs. In addition, networking gives you the opportunity to learn more about employment opportunities. For example, if you're interested in pursuing something in social media, look for people who work in that space and be prepared with pointed questions and discussion topics. It's important to be intentional in your discussions: make sure that your conversation is focused and to the point. For example, ask questions about how your background can be applied to a particular business process, rather than to a company in general. The more detailed you are in the questions and conversations you have, the better you can identify professional opportunities that best apply to your skills and career aspirations.

Networks: Applying information to secure career networks

Introductory

Name of the Session:	Speed Networking Event
Estimated Duration (mins):	90 minutes
Career Management Theme Addressed:	Networks: Applying information to secure career networks
Aim of the Session:	The aim of this session is to allow participants to practice their networking skills and build connections with professionals in a short amount of time.
Learning Outcomes:	<ul style="list-style-type: none"> • Communicating skills to others. • Understanding the importance of personal qualities in securing, creating, and remaining in work. • Understanding that skills and experiences are transferable to various work settings.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Gather the participants in a comfortable space. <ul style="list-style-type: none"> • Explain the purpose of the activity: to practice networking skills and make meaningful connections in a short amount of time. • Briefly discuss the importance of networking and its benefits for career development. 2. Preparation (10 minutes): Ask participants to spend a few minutes reflecting on their skills, experiences, and career goals. <ul style="list-style-type: none"> • Encourage them to prepare a brief Introductory that highlights their key strengths and interests. • Remind participants to use their pen and paper for notetaking. 3. Networking Rounds (60 minutes): Divide participants into pairs or small groups. <ul style="list-style-type: none"> • Set a timer for 5 minutes for each networking round. • Instruct participants to take turns introducing themselves, sharing their skills and experiences, and engaging in a conversation about their career aspirations. • Encourage active listening, asking questions, and exchanging contact information.

<p>Description of Activities:</p>	<p>4. Reflection (15 minutes): Bring the participants back together as a group.</p> <ul style="list-style-type: none"> • Ask them to reflect on their networking experience and share any key insights or connections made. • Facilitate a brief discussion on the importance of effective communication, active listening, and building relationships in the professional world. <p>5. Follow-Up (5 minutes): Highlight the importance of following up with the connections made during an activity.</p> <ul style="list-style-type: none"> • Provide guidance by sending professional follow-up emails or LinkedIn invitations to further nurture the newly established relationships. <p>6. Conclusion (5 minutes): Wrap up the activity by thanking the participants for their engagement and willingness to practice their networking skills.</p> <ul style="list-style-type: none"> • Encourage them to continue networking beyond the activity and explore further opportunities for professional connections.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Pen and paper • Name tags (optional) • Timer or stopwatch
<p>Suggested Assessment/ Follow-up:</p>	<p>Self-Reflection: Ask participants to individually reflect on the networking event and write a brief summary of the connections they made, the insights gained, and the skills they applied during the activity.</p> <p>Feedback and Discussion: Facilitate a group discussion where participants can share their experiences, challenges, and successes during the speed networking event. Encourage them to provide feedback to their peers and offer suggestions for improving networking skills.</p>

Advanced

Name of the Session:	Building Networks through Volunteer Work
Estimated Duration (mins):	60 minutes
Career Management Theme Addressed:	Networks: Applying information to secure career networks
Aim of the Session:	This session aims to help young adults understand the value of volunteer work in building networks for work, learning, and life.
Learning Outcomes:	<ul style="list-style-type: none"> • Understand the value of volunteer work in building networks for work, learning, and life. • Identify the benefits of volunteer work in networking, including expanding professional connections, gaining industry insights, developing skills, building a positive reputation, and exploring career opportunities. • Analyse and discuss case studies and examples of individuals who have successfully built networks through volunteer work.
Description of Activities:	<ol style="list-style-type: none"> 1. Introductory (5 minutes): Welcome the participants and introduce the topic of building networks through volunteer work. <ul style="list-style-type: none"> • Explain the importance of networking in career development and highlight the specific focus on volunteer work in this session. • Engage the participants by asking them about their understanding of volunteer work and its potential benefits. 2. Discussion on Volunteer Work and Networking (15 minutes): Facilitate a group discussion about the value of volunteer work in building networks for work, learning, and life. <ul style="list-style-type: none"> • Encourage participants to share their experiences or thoughts on how volunteer work can contribute to networking opportunities. • Write key points and ideas on the whiteboard to capture the discussion. 3. Benefits of Volunteer Work in Networking (15 minutes): Present a list of benefits of volunteer work in networking, such as: <ul style="list-style-type: none"> • Expanding professional connections and contacts • Gaining industry insights and knowledge • Developing new skills and enhancing existing ones • Building a positive reputation and personal brand • Exploring different career paths and opportunities <ul style="list-style-type: none"> • Discuss each benefit in detail and provide examples to illustrate the importance of volunteer work in networking.

<p>Description of Activities:</p>	<p>4. Case Studies and Examples (15 minutes): Share case studies or real-life examples of individuals who have successfully built networks through volunteer work.</p> <ul style="list-style-type: none"> • Discuss how their volunteer experiences led to career opportunities or personal development. • Encourage participants to reflect on the examples and identify key lessons they can apply to their own situations. <p>5. Group Sharing and Reflection (10 minutes): Allow participants to share their thoughts and reflections on the value of volunteer work in building networks.</p> <ul style="list-style-type: none"> • Facilitate a discussion on how they can actively incorporate volunteer work into their career development plans to enhance their networking opportunities. • Encourage participants to share any personal experiences or ideas they have for leveraging volunteer work for networking purposes. <p>6. Wrap-Up and Conclusion (5 minutes): Summarise the key points discussed during the session, highlighting the value of volunteer work in building networks and its potential impact on future opportunities.</p> <ul style="list-style-type: none"> • Conclude the session by encouraging participants to explore volunteer opportunities that align with their interests and career goals. • Thank the participants for their active participation and engagement in the session.
<p>Resources or Materials Required:</p>	<ul style="list-style-type: none"> • Whiteboard • Markers • Pen and Paper
<p>Suggested Assessment/ Follow-up:</p>	<p>Reflective Journaling: Assign participants to keep a reflective journal throughout the week or month following the lesson. Prompt them to write about their experiences and observations related to volunteer work and networking. Encourage them to reflect on any new connections made, skills developed, or insights gained through their volunteer experiences.</p> <p>Case Study Analysis: Provide participants with a case study or real-life example of an individual who successfully built networks through volunteer work. Ask them to analyse the case study and write a summary highlighting the key networking strategies and outcomes. This can be done individually or in small groups, followed by a group discussion to share insights.</p> <p>Follow-up Discussion: Schedule a follow-up discussion session to allow participants to share their experiences and challenges encountered while applying the concepts learned. Encourage them to discuss any successes or new connections made through volunteering. Facilitate a discussion on how they plan to continue incorporating volunteer work into their networking efforts.</p>

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