

Job Box

Competence Focused Career Guidance for Young people with Migration Background Guidance officer Version

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Functional Realisation

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Education and Culture

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How to use the Job Box as a Guidance Officer

Outline of the Guidance Officer's Guide

You will find the Job Box's individual subjects together with their respective worksheets after a general description of the requirements for the use of the Job Box (target group, setting, master plan...). Each subject and each task is explained with reference to:

- The aim of the subject/the task
 - The role of the respective task in the context of the master plan
- The work steps and the results of individual tasks to be used. The way each task fits into the overall pattern will be explained in each case.
- Explicit instructions for exercises (materials, time frame, setting)

Who is the Job Box directed at?

The Job Box is directed at young migrants aged 15-25 who are not integrated into the job market. Since the definition of "migrant" or "migrational background" is applied differently to some extent and since the distinction between youths with and without Irish citizenship does not suffice, we resort to the "Migration Index" young person. According to this index, young people have a migrational background if at least one of the following features applies to them:

- He / she does not have Irish citizenship
- He / she was not born in Ireland
- He / she is not a native speaker of English
- Father and/or mother were not born in Ireland

What is the context of the Job Box?

The Job Box follows these guidelines

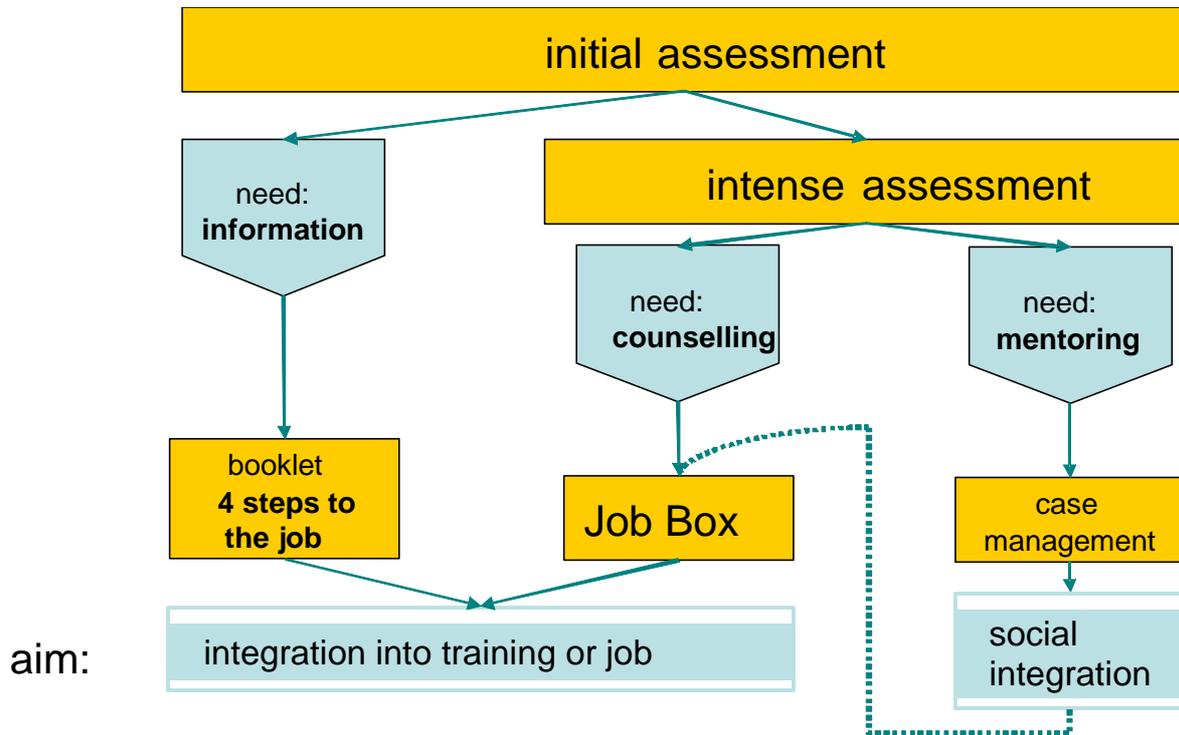
- To be specifically directed at young people,
- To be gender equitable, i.e. to consider gender-specific differences without pushing young people into gender stereotypes,
- To be resource- and competence-oriented,
- To focus on the field of gainful employment,
- To consider the intercultural aspects (cf. Book chapter 3).

Further requirements result from the theoretical framework (extensively depicted in the book chapter 5.5) and were implemented as follows:

- **Biographical orientation** enables the understanding of basic occupational orientation, guiding values and motives (biographical work as an introduction to the career guidance process, e.g. via worksheet "My life").

- **Personal environment** is addressed holistically, i.e. areas like leisure time, migrational experiences, special personal events, and family have meaning. All this takes place in the biographical work, where the biography is holistically addressed, not only with reference to work experiences (e.g. on worksheets “My life”, “My learning locations”).
- **Explicitly dealing with migrational background** during all work steps. Possible cultural differences with reference to value systems (occupational decisions are made by the family vs. everybody decides on his/her own regardless of his/her family) can be addressed with parental involvement in critical phases of the career guidance process (e.g. at the start and at the implementation stage).
- **Migrational background** is deliberately regarded and broached as a **potential source of strengths**, e.g. language and intercultural competences
- Activating the young people’ **personal responsibility and self-reflection** (empowerment) via active work-phases and appropriate tools like worksheets for “next steps”.
- **Personal analysis** and **self-reconstruction** of one’s own (occupational) biography is particularly emphasised. Thus the power of interpretation remains with the young people, elements like perception by others are not presented as objective truths about the young people, but become a cause of self-reflection, e.g. worksheets “The way I see myself”, “The way others see me”
- **Creation of personal space** through a setting which requires a willingness to volunteer from the young people and which is designed unrestrictedly by the guidance officer. Individual career guidance should also ensure an atmosphere free of fear.
- The setup corresponds to **procedures of occupational orientation**:
 - Compiling the young peoples’ strengths and interests,
 - Substantiating these strengths,
 - Development of occupational wishes and preferred working conditions
 - Balancing of strengths and occupational requirements,
 - Planning of realisation,
 - Application process.

The Job Box is part of a multilevel process. Cf. chart:



All young people ideally pass through a brief initial assessment.

- Young people only in need of information receive the booklet “4 steps to the job” and are referred to the respective employment agency.
- Intense assessment will detect if other young peoples’ need of support is predominantly concerned with career guidance or mentoring.
- Young people, who have turned out to be in need of further career guidance during initial and intense assessment, especially as far as vocational guidance and choice of occupation are concerned, are the Job Box’s target group.
- Young people whose primary demand is social casework need to be helped with urgent social problems before vocational guidance can be tackled.

It will also occur in practice that young people enter career guidance with clear-cut concerns (e.g. support with application). It might occur in the process that there is intensive need for career guidance in which case one can enter the Job Box from this position.

What is the structure of the Job Box?

There are two versions of the Job Box:

- **The Young Person's version:** This version is supposed to provide young people with a personal workbook where they can find standard worksheets and instructions that directly appeal to them. Worksheets are supposed to remain in the workbook, which should serve young people as a portfolio for applications and documents beyond the career guidance process.
- **Guidance officer's version:** This version offers a detailed explanation of individual subjects and tasks. In addition, individual chapters offer multiple methods for selection and consolidation that may be applied according to situation. This methodical diversity serves to enable appropriate reactions and access to culture- or gender-specific topics.

Instructions, worksheets, and examples are grouped into three subjects in the workbook. A starter kit, a collection of documents, and an appendix supplement these. The individual components will be presented in more detail below.

- **Clarification / starter kit**

Before deciding on the Job Box, young people should be informed about the Job Box's structure and contents in a preliminary talk (optionally with parents). After the decision, the young people then "take possession of " the Job Box via a personalised cover page, the Guidance officer's contact details, and instructions.

- **Subject 1 I determine my strengths**

This group of themes is the most extensive part, which systematically sheds light on previous learning experiences and the strengths resulting from them with the help of a series of worksheets.

- **Subject 2 I clarify my occupational aims**

This subject is about occupational orientation in the narrower sense where preferred jobs and corresponding concrete and realistic steps towards an occupation are dealt with.

- **Subject 3 My applications**

This is about the actual application. You will find tips for applications, examples and instructions on how to write applications and CVs, and worksheets for preparation and administration of applications.

- **My collection of documents**

This is not only the place for school reports, testimonials, and official documents (e.g. registration form, etc.) relevant for applications, but also evidence of achievement in school, spare time, and areas of voluntary work which record strengths that are not listed in normal reports.

Appendix: Where do I find information and support?

This appendix provides young people with useful addresses and links where they can directly mark institutions, which they, for example, will be referred to for a test of interests.

Ideal procedure

In ideal circumstances, the Guidance officer together with the young people, work through the subjects in the order depicted on the chart. After that, aims and contents of the individual consultation appointments as well as of the active work phases are briefly described.

Each appointment is a suggestion for a meeting with multiple work steps following each other. It is definitely possible in practice that one unit of career guidance necessitates several appointments.

Overview of process and worksheets

Subject	Setting	Contents	Worksheets / exercises	
Clarification /starter kit (young person's version)	Preliminary talk (optionally with parents)	Assessment (without parents) Information on procedure contract	Parents' sheet in German, English, Turkish, Bosnian/Croatian/Serbian Hand out portfolio	
Subject 1 I determine my strengths	Appointment 1	I take a look at my life	My life	Gather records for collection of documents
			Drawing the stages of my life	
		My learning locations	What I have learned at school	
			What I have learned from my vocational training and further education	
			What I have learned from my occupational experiences	
			What I have learned in my spare time	
	My languages	What I have learned from my life within several cultures		
		Checklist of speech acts at work 1		
	Active work phase 1	My strengths and interests	Checklist of speech acts at work 2	
			I consider myself as...	
Other people consider me as...				
Questionnaire + tests (external, internet)				
Appointment 2	My skills	My strengths		
		A profile of my strengths		
Subject 2 I clarify my occupational aims	Appointment 2	My preferred jobs	My personal development tree diagram	
			What/where do I want to work with whom/what?	
	Active work phase 2	Investigation about jobs Career guidance at public employment service, job information centre	My preferred working conditions	
			My preferred jobs and my strengths	
	Appointment 3	My steps to the job	My preferred jobs and my strengths	
			My concrete occupational aims	
			My next steps	
			A look into the future and back	
			The time wire	
			The mountain	

Working with the Job Box

Subject 3 My application(s)			Treasure map	
	Talk with parents (opt.)	Information Securing resources	My next steps (for information) Treasure map	
	Appointment 4	Tips for application		Infotext
		My application(s)		Example
		My CV		My data
		The job interview		Preparation job interview
My application reports		Application report		
				Use collection of documents

Preliminary talk

Deciding to participate in the Job Box ideally takes place after having completed the assessment phase (intense assessment), but in practice this decision will also occur in a preliminary talk without assessment. The aim is to provide information concerning contents and structure of the Job Box as well as reaching a career guidance agreement following a thorough clarification of the terms of reference. Young people then receive the portfolio (young person's version) and fill in the cover page as well as the form on contact details together with their Guidance officer.

The Job Box as a specific product

Once Guidance officers have completed the form on contact details with the young person, they can turn to the "That's me"-sheet (cf. CD-ROM). The aim of this profiling is to understand the Job Box as a particular product which individual composition via photos, for example, provides a creative access to. The overall process is all about explaining the structure of the Job Box and showing its relevance to the young people.

Preliminary talk with parents

Optionally, the preliminary talk takes place together with the parents. The primary objective in this case is to inform parents and secure their support for the career guidance process. The parents' sheet (in German, English, Turkish, and Bosnian/Croatian/Serbian) can be used as material (cf. CD-ROM).

Career guidance interview 1

Following worksheets are used in this unit:

- My life
- My learning locations
- My languages
- My strengths and interests: I consider myself as...

Aim

This discussion elaborately deals with the young person's biography and is not restricted to the young person's educational and occupational biography but should provide a holistic perspective of his/her entire life so far.

Biographical access

The worksheet "My life" deals with such areas of life as family, migration, habitation, school/education, occupation, leisure time/interests, and important events as well as personal experience of respective phases of life. One can also resort to the biographical timeline in case it has already been created in intensive assessment. The method "Drawing the stages of my life", which emphasises the creative instead of the linguistic aspect, is also available in this section.

Documenting learning experiences

The worksheets "My learning locations" continue the experiences registered in "My life" and shed light on the learning experiences they contain, distinguishing different areas of life. Data already collected in intense assessment (e.g. educational stages) can be reused. However, this section is not only concerned with educational or occupational learning experiences, but also with life in multiple cultures as a source of experience. The young person should also be prompted to ask for confirmations of performed activities (e.g. voluntary activities, functions, projects in school) in case they are not available. The corresponding forms can be found in the collection of documents. Furthermore, available reports are supposed to be gathered in the collection of documents in chronological order as preparatory work for the application.

Linguistic competence

The next step is a thorough examination of linguistic competence. A change of perspective from a deficient (“How bad is your knowledge of English?”) to a competence-oriented viewpoint (“In which language are you proficient? Has your migrational background enabled you to understand, speak, and write languages you did not learn in school and consequently have no accreditation for?”) is central. Another component is the classification of linguistic competence into reading, speaking, and writing according to the European frame of reference in order to make differences in these competences, which are not recorded by school grades, transparent.

Self-assessment of strengths

This section is supposed to provide an overview of acquired skills and strengths where young people deal with different sorts of competences (personal, methodical, social, technical, intercultural competences), learn to link terms like “sense of responsibility“ with concrete acts, and subsequently assess where their strengths are. This is achieved via a detailed questionnaire that should be filled in together with the Guidance officer.

Active work phase 1

This phase requires the following tools:

- My strengths: The way others see me
- Questionnaires + tests (external, internet)

Aim

Self-perception is contrasted with the way others perceive the young person and is supposed to enable a realistic self-assessment.

Questionnaires

Short questionnaires were developed in order to obtain information on how others perceive the young people and should be given to their confidants (cf. CD-ROM). At least two questionnaires should be filled in by their parents or other relevant people (teachers they trust, other relatives, friends, employers). This will give them a feedback for the assessment of their strengths. The open question “What I especially appreciate about you“ was deliberately formulated in this way to enforce the strength-oriented perception of young people and the people they can relate to.

Tests

In this phase young people are supposed to take strength- or interest-related tests which are available free of charge on the internet (links on CD-ROM) or at appropriate institutions (e.g. job information centres) of the chamber of commerce. These tests should contribute to a further broadening of perspectives.

Career guidance interview 2

This interview requires the following worksheets:

- A profile of my strengths
- My preferred jobs
 - My personal development tree diagram
 - What/where do I want to work with whom/what?
 - My preferred working conditions
 - My preferred jobs and strengths

Aim

Self- and external assessments are combined into an overall picture on the basis of the young people deal with their career aspirations.

My personal development tree diagram

The worksheet “My personal development tree diagram” is supposed to link values, strengths, interests, and aims. Since values are a considerable factor for job decisions, this section provides an opportunity to take up this subject and introduce culture- and gender-specific aspects.

A profile of strengths

Gathering the results of tests and questionnaires and entering them in the worksheet “My strengths” create this profile. The most important strengths of respective areas are filtered in cooperation with the Guidance officer and recorded in the worksheet “My profile of strengths”. The strengths that have thus been extracted are then supposed to be included in the CV. The corresponding form for a CV with categories can be found in subject 3 “My applications”.

Preferred jobs and working conditions

Values can be a decisive factor in job decisions which is why the young people make use of the worksheet “My occupational development tree diagram” in order to reflect upon them. Based on his/her strengths the young person develops an idea of his/her preferred jobs and alternatives by means of the questions “With what/Where do I want to work with whom/what?” This may be done with the help of worksheets. The next question focuses on working conditions. The corresponding worksheet is “My preferred working conditions”, which deals with issues like desired salary, manner of employment, but also with topics concerning the cultural background, e.g. values in connection with clothes or food. The next step is a comparison of the preferred job’s requirements with existing strengths and the development of steps toward realisation or alternatives, respectively. The search for requirements can take place in the context of career guidance or active work in active work phase 2.

Active work phase 2

This phase consists of:

- Investigation about jobs
- Career guidance at public employment service or job information centres.

Aim

Young people deal with the reality of their preferred jobs, what they are supposed to be able to do, and to what extent they can meet the requirements. They also get to know the internet and other resources, information centres.

Investigation and career guidance

Young people enquire about the requirements of their preferred jobs on the internet or at respective institutions where they can get occupational advice concerning ways of training and requirements. This task serves as preparation for the worksheet “My preferred jobs and my strengths”. Of course, this information can also be retrieved from the internet together with the Guidance officer.

Career guidance interview 3

Following worksheets are discussed in this interview:

- “My preferred jobs and strengths“
- “My concrete occupational aims“
- “My next steps“
 - next steps
 - a look into the future and back
 - the time wire
 - the mountain
 - eco-map
 - treasure map

Aim

The results of research and career guidance are evaluated. According to their results, the young people either develop concrete aims and ways to achieve them, or they look for alternative jobs worth striving for.

Compare occupational requirements and strengths

The worksheet “My preferred jobs and my strengths” categorises occupational requirements according to strengths and compares them with the young person’s already existing strengths. Depending on the results, one can either start planning how to get one’s preferred job, or start working on an occupational alternative, which might require another phase of information.

Formulate concrete aims – work on further steps

Under the section “My concrete occupational aims” young people are supposed to develop a concrete formulation of their aims in collaboration with their Guidance officers which serves as a preparation for further steps. This intermediate step is supposed to make planning more realistic and provide help with planning for attainable goals. Several worksheets and methods are available for planning the next steps that differ in terms of structure, or experience-oriented access. Methods like the “Eco-Map” or the “Treasure Map,” respectively, deserve special consideration. Both serve to find resources and especially supporting people useful for the realisation of occupational aims. In case the Eco-Map has already been used during intense assessment, it is possible to continue with the “Treasure Map” via the intermediary step “Resource Finder.”

Talk with parents

Aim

The young people’ parents are involved, in order to be informed about the young person’s occupational aims and to be able to support them.

In this (optional) talk, parents are informed about the results so far and the intended next steps. It is also possible to extend and supplement the “Treasure Map” together with the parents if the young people wish for the involvement of their parents’ relations and resources.

Career guidance interview 4

Materials for this interview are:

- Materials for self-study
- Example of a letter of application
- Example of CV
- Guide to compiling a CV
- Worksheet "Application Report"
- Worksheet "Application"

Aim

This section is about all the important topics concerning applications. First, young people are given advice on applications, e.g. how and where they can apply for a job, where jobs are available. This information is contained in the materials for self-study, but can also be referred to when talking about applications during the career guidance interview.

Concrete instructions on CV and applications, as well as the auxiliary worksheet "Application Report" (which is supposed to help young people keep track of their applications) are available in this section. CV and letters of application can be organized via young people's data in the career guidance centre (if the required electronic data processing equipment is available), or the young people receive feedback concerning the materials they have brought along. The worksheet "Application" serves as preparation for an actual job interview and can either be filled in by the Guidance officer together with the young person or practiced in a role-play.

About Career guidance - Setting

Individual career guidance

The Job Box was developed for individual career guidance with young people. Career guidance takes place over a period of several weeks. It is also possible (and is an intended part of some sections of the process) that young people independently complete assignments for "homework" and do their own research. The results are then again discussed with the Guidance officer.

Possible group setting

Particular assignments may also be conducted in a group setting together with several young people. However, one has to bear in mind that qualified feedback of results can be guaranteed.

Integrate important people – parental involvement

Certain sections of the process offer the possibility of integrating young person and Guidance officer with the parents or other relevant people into the process. This is possible during the preliminary talk or after the formulation of the next steps. Whether this is reasonable or desirable has to be discussed with the young person. Parental involvement can be the precondition on which the young person (especially girls) may participate in the career guidance process at all, or that the following steps are easier to realise because of the involvement of the familial network.

Language skills

Career guidance assumes that young people have a basic knowledge of the English language, since the process aims at integrating them into the Irish job market where English language skills are a prerequisite. This means that letters of application and CV should be

written in English. Since some topics of the career guidance process deal with personal issues, however, career guidance in the young people's mother tongue might be desirable – Guidance officers with a migrational background would be ideal in this respect. This may especially be of importance during talks involving the parents, since their (especially the mothers') language skills often deviate from the young persons. Career guidance in the mother tongue can be a confidence-building factor. The parents' sheet, which is available in German, Turkish, Bosnian/Serbian/Croatian, Polish, Italian, Lithuanian and English, also serves as a source of information for parents.

Willingness to volunteer and individual responsibility

Since the Job Box requires a high degree of reflection and readiness to deal with one's own life, personal wishes and history, willingness to volunteer is crucial for the success of career guidance. Young people are the experts when it comes to their lives, so they should be in charge of their occupational plans. The Job Box and career guidance are supposed to support them in developing their wishes and visions and finding their skills and strengths. The young people should ideally learn to develop a competence-oriented perspective of themselves via the Job Box.

Personal responsibility also means that young people receive the Job Box in the form of a portfolio that they can take home and bring with them for respective appointments. All completed worksheets belong in this portfolio and to the young person. In case experience-oriented methods were applied, it is advisable to take pictures of results and posters and provide young people with printouts or copies. The collection of documents, which contains all necessary documents for the young people's occupational history emphasises the purpose of a personal portfolio.

How much time does the Job Box require?

The complete Job Box is a short-career guidance process including several appointments requiring about 6 – 10 hours. Additional time is required by active work assignments. Furthermore, one or two short appointments with parents or other relevant people might be added during the initial or final phase in order to anchor results in the familial network. However, it is also possible to only deal with individual components of the Job Box, which accordingly requires less time.

Additionally, duration depends on:

- the young persons' language skills (demanding more or less translation work and explanation)
- life experience (the less experience is available, the less competences can be developed)
- the ability to work autonomously (depending on this ability, more or less assignments can be completed independently)

What competences do I need to work with the Job Box?

We want Guidance officers who have already completed a basic training in the field of career guidance. In addition, experiences with migrational work or a personal and reflected migrational background, the study of gender-specific stereotypes, basic knowledge of occupational and training management, an awareness of occupational options and methods of advanced training in Ireland, as well as a resource- and competence-oriented access are desirable factors. It would be ideal, if you had already gained experience with methods of taking stock of competences in the context of a seminar or advanced training.

What else does it take?

Structural requirements

In order to use the Job Box effectively, it also takes structural requirements. On the one hand, these are concerned with the respective institutions willing to use the Job Box; on the other hand, they are also concerned with the social environment ranging from the structure of the social landscape to the job market. On an institutional level, the following questions are of importance: To what extents is an institution ready to and capable of reaching young people and offer them precisely what they need (e.g. via opening hours, public relations, staff structure, accessibility)?

Social parameters

As far as social environment is concerned, it requires good network structures among respective institutions, the transport of culture-sensitive knowledge and the appreciation of intercultural competences into all institutions and companies, precise offers for young people who already can or have yet to further develop their strengths, as well as parameters pertaining to labour market policy which provide chances for young people and their strengths.

Subject 1 | determine my strengths

Aim

Starting from their biography, young people work out their strengths. Thereby, they become aware of learning opportunities outside school and outside the vocational education. Special attention is paid to the migrational background as a source of strengths. A comparison with the way others perceive them assists young people to get a more realistic idea of their strengths and weaknesses.

Scope of application in connection with the Job Box

The development of the stages of life, differentiated according to category groups (family, migration, education, occupation, spare time), represents a preliminary work for the creation of a CV.

The personal experiences that have been worked out within the scope of the biographical review, offer connecting factors for the following reflection about strengths.

Due to a conscious dealing with one's own strengths and interests, the occupational choice can occur in a more conscious way.

The developed strengths form the basis for the CV and the letter of application.

The question concerning the evidence of strengths motivates to collect certificates and confirmations, to arrange them and to file them in the collection of documents.

Means

Worksheet "My life"

Exercise "Drawing the stages of my life"

Worksheet "What I have learned at school"

Worksheet "What I have learned from my vocational trainings and further educations"

Worksheet "What I have learned from my occupational experiences"

Worksheet "What I have learned in my spare time"

Worksheet "What I have learned from my life within several cultures"

Worksheet „My languages“

Checklist of speech acts at work 1

Checklist of speech acts at work 2

Questionnaire "I consider myself as..."

Questionnaire "Other people consider me as..."

Worksheet „My strengths“

Worksheet „My strengths profile“

Assignment / procedure

1. The young people design a poster or a picture that contains the most important personal experiences. They establish an emotional relationship to the various stages of their life.
2. The activities in several areas of life (school, vocational education, occupation, spare time, migration) are listed chronologically and assigned to strengths that have been acquired.
3. Language skills are evaluated in a differentiated way (listening, reading, participating in conversations, coherent speaking, writing).
4. The young people fill in the questionnaire concerning their self-perception together with the Guidance officers.
5. The young people obtain information about how others perceive them through shortened questionnaires about other people, tests in the internet or tests at institutions that offer occupational orientation (public employment service, job information centre, chamber of labour).
6. The young people collect the results of the questionnaires together with the Guidance officers and create a profile concerning their strengths.

1.1 I take a look at my life

“Life consists of many small coins and the one who knows how to collect them, earns a fortune”
 (J. Anoth)

Aim

This chapter forms the introduction to the career guidance process through a biographical approach. Together with the young person you will look back on previous stages of life. Events within the family, changes of residence, different schools that have been visited, vocational educations and experiences will be discussed together with the young people. What is important is the resource- and competence-focussed perspective, thus not only looking on what went wrong, but on positive aspects in difficult situations. Therefore, difficult events in life or wrong decisions have to be noticed and accepted as true and important, but then the question has to be changed in the following way: “What have you been able to learn thereby, what has helped you to deal with these difficulties?”

Listing these coping strategies as hints for competencies has proved to be helpful in the formulation of skills, like the ability to cope with stress or the flexibility. Moreover, it has also turned out to be useful to plan the ensuing steps that deal with the discovering of resources that are supportive in order to achieve the occupational aim. Subsequent, difficult situations that have been overcome and strategies that have been proved to be useful should be remembered.

Scope of application in connection with the Job Box

Due to its biographical orientation, these work tasks help to discover the important stages and happenings in the life of the young people.

These personal experiences form the basis to determine the strengths of the young people as a next step.

Moreover, the notes are useful to create a CV, e.g. due to the chronological listing of the stages of education and the work experiences.

Means

Worksheet „My life“

Exercise “Drawing the stages of my life”

Assignment / procedure

The young people design a poster or a picture that contains the most important personal experiences. They establish an emotional relationship to the various stages of their life.

The structured poster “My life” is suitable for young people with a basic linguistic competence because the personal experiences / stages of life have to be named.

However, the labelling can also be done in the mother tongue of the young person first, and then the translation can be done within the scope of the analysis.

The exercise “Drawing the stages of my life” offers an approach that is less structured and its creation requires less linguistic competence.

1.1.1 my life

Aim

The aim of this part is the chronological visualisation of the individual stories of the young people.

Scope of application in connection with the Job Box

The graphic presentation of the school days and, possibly, the period of education and the occupational activities serves as a preliminary work for the creation of a CV and the working out of interests and skills

Correlations between happenings become apparent

Means

Kraft paper, flipchart, at least A3, markers, possibly photographs

Assignment / procedure

The “path of life” is created together with the young person; however, it is also possible that the young person creates the poster alone as an assignment and explains it to the Guidance officer in the course of the ensuing appointment. The young people can use different colours and can also integrate photographs and drawings. Preferred format (poster, flipchart, at least A3, possibly enlargement of the instruction).

Inscription of happenings with a vertical line.

Inscription of periods with a bar → lines and bars are filled in below the respective fields of age and years.

An exact inscription is important in order to avoid wrong interpretations – gaps, e.g. between single employment contracts, should in fact display gaps that correspond to unemployment.

Facts that are not precisely known should be marked with an interrogation point and put on the spot where they are supposed to be.

A bar or a shaft that is torn off indicates that the event has not yet finished.

In the lowermost row (how did I feel) the young person should draw a curve that approximately indicates how he / she has felt at the time.

What is in line with the following subject areas?

- Family: birth of siblings or children, death of family members, divorce, marriage, own partnership
- Migration: central questions: When did you come to Ireland? When did you obtain the Irish citizenship? When did people, who are important for you, come to Ireland or, maybe, when did they leave Ireland?
- Habitation: places of residence, with whom, changes of residence
- School / Education: names of schools
- Occupation: activities, even “small” jobs like babysitting or assisting someone
- Spare time / Interests: What did I like to do in my spare time? Sport, hobbies, but also voluntary activities
- Important occurrences: Important occurrences that do not fit in another category, like serious diseases, strokes, legal problems, debts

Evaluation

Answering the following questions serves as support for the interpretation:

In the course of the discussion about the results the questions „what have I learned from the single stages of life, what did I like, what/who has supported me to handle difficult situations” should be central beside the general comprehension.

Which event of a certain subject area influences another subject area (e.g. subject „family“– death of mother and simultaneous emergence of a depression, inscribed in the subject area “health”)?

Looking at the biography of the client was there a situation that is similar to the present and has it been managed? And: how does the current situation differ from the past one?

Are there any gaps in the biographical bar, meaning events that have not happened (e.g. lack of relationships)?

What has constantly remained the same, although everything was happening at once in other biographical aspects (e.g. continuity of the school career despite dramatic developments within the family)?

Cf. Pantucek 2005, Concin 2004

Example Worksheet: My life

Life of																									
Age					5					10					15					20					25
Year	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06							
Family	Granny died 93 Birth sister A. 93 Birth sister B. 97																								
Migration	Tyrol born Turkey Tyrol																								
Living arrangements	Ampass Innsbruck Ankara with granny Aldrans																								
School / Education	school Course "public employment service" Kindergarten Primary school Lower secondary school / Tech.																								
Occupation	Internship Brief trial apprenticeship																								
Spare time / Interests	Irish friends Playing soccer, visiting friends, going out																								
Important occurrences	Death granny Losing the Turkish friends Failing at school Bad marks																								
How did I feel?																									
+																									
-																									

1.1.2 Drawing the stages of my life

Aim

The goal of this part is the broadening of the perspectives; a personal approach that is more experience driven than the exercise „My life“ should be found through an activity; “hard facts” will be developed elsewhere.

Scope of application in connection with the Job Box

The graphic presentation of the biography serves as preliminary work for the creation of a CV and the identification of strengths and competencies
Emotional evaluations and coherences become apparent

Means

Cardboard or paper, size 0, a small number of watercolours or paint mixers to mash the colours, brush, rag

Assignment / procedure

"Please draw a picture of your entire life (your biography) on a sheet of paper by taking another mashed colour for each stage of your life. The arrangement of the colours on the sheet is up to you."

Assistance

You can simulate stages (0 – 4 years, 5 – 7 years, 8 – 10 years, 11 – 14 years, 15 – 17 years, 18 – 21 years, 22 – 25 years). These stages are only proposals; each person might have other, more important stages (migration from Turkey to Ireland at the age of 13).

Evaluation

Looking at single periods of life: which colours, shapes, how much space do they demand, where are they located

Looking at intersections: character of the borderlines (fluent, clear outlines, length of the borderlines), occurrences at the borderlines

Overall picture: striking colours, structures, overall design

Summary "Name three things that you would like to take along in your future; name three things that you would like to leave behind in your past" (Raabe 2004, 70-71).

1.2 My learning locations

Aim

The aim of this chapter is to find out at which locations and at what occasions young people acquired certain skills. An important aspect is the creation of an awareness concerning the fact that learning does not only take place at school, but anywhere. This is not a matter of fact – thus, the support of Guidance officers, who mention examples or ask specific questions, is required. At which locations can young people learn something new?

At school or within the scope of vocational training and further education (apprenticeship or course),
 at work, even if you have only been employed for a short time (internships, temporary jobs),
 in your spare time (interests, hobbies) or within your family (when you help around the house), through living within two or more cultures.

Examples of learning experience: by taking care of younger siblings they learn to assume responsibility; when they translate something they have to listen closely and they require a good command of both languages; a certain role within a religious community or within a club implicates tasks and learning opportunities; similarly, a hobby like playing soccer or playing on the computer is here included.

Scope of application in connection with the Job Box

The completion of the following worksheets facilitates the creation of a CV because all relevant facts are already listed here chronologically and just have to be copied.

Due to the listing of all areas of life, competencies that have been acquired informally, are made explicit and tangible.

The discussion of the learning experiences represents a preliminary work for the reflection on one's own strengths

Means

There will be a worksheet for each learning location, thus altogether there will be five worksheets:

“What I have learnt at school“

”What I have learned from my vocational trainings and further educations“

“What I have learned from my occupational experiences“

“What I have learned in my spare time“

“What I have learned from my life within several cultures”

Assignment / procedure

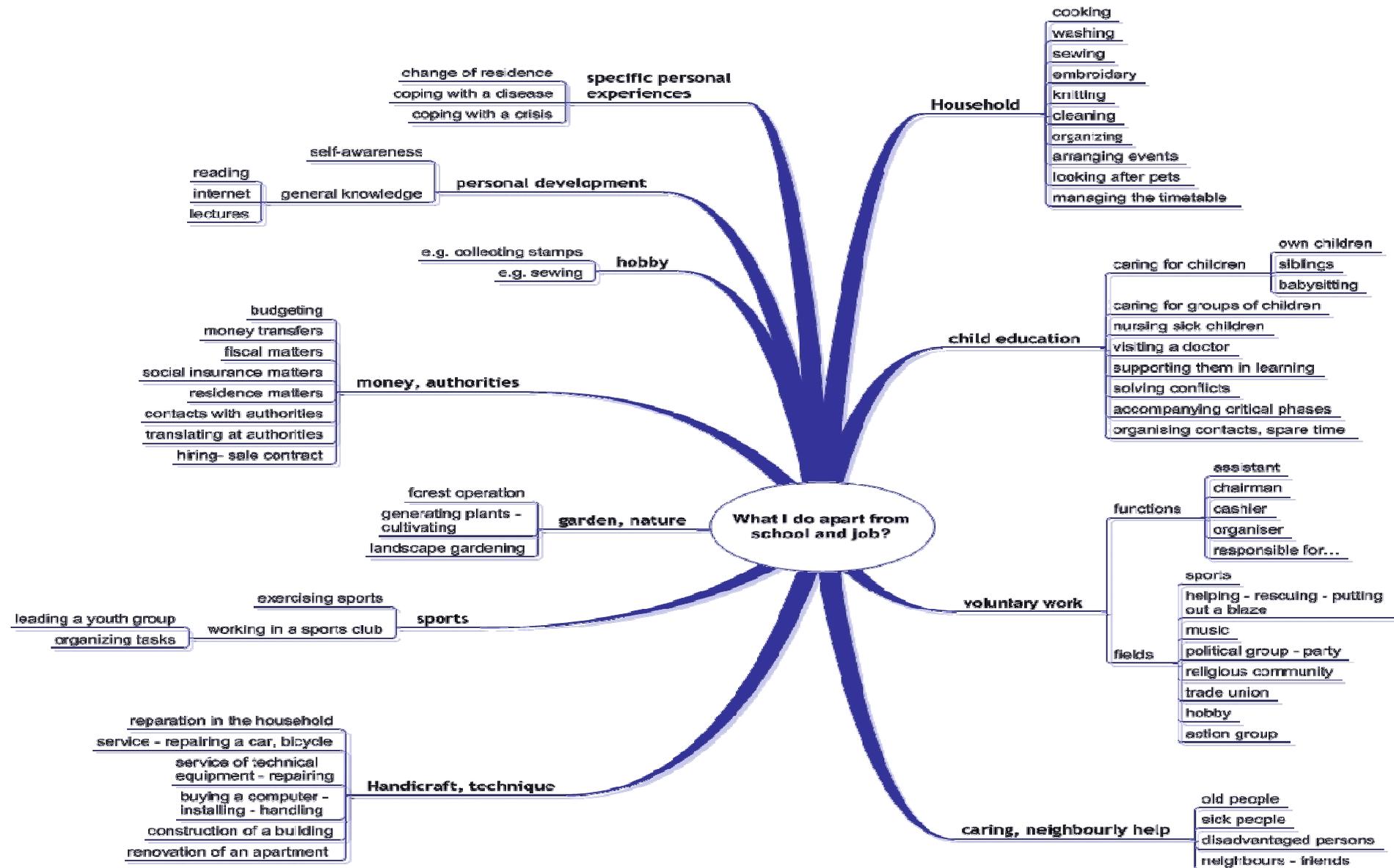
You can either complete the worksheets entirely together with the young person or you can only fill in parts of them together. In the latter case the young person should complete the rest at home and they will be discussed during the next meeting. If it is to expect that there is not enough space on a worksheet left, copy it. On page 33 you will see how a completed worksheet looks like. Hint: do not only list skills that you have an excellent command of, but all of them; the choice and ranking happens later.

Concerning the learning locations school, vocational training and further education, and profession, inquire whether the respective evidences (certificates, internship confirmations, feedback about practice oriented weeks etc.) are existent and motivate young people to file these proofs in part 4 and complete them, if necessary.

While it is easier to express learning experiences at school, within the vocational training and further education, or in the job, a view that is orientated on strengths regarding spare time and the subject migration appears to be unusual. Thus, you will find support respecting these two subjects subsequently.

Deepening learning location: spare time

It is often difficult to mention spare time activities as learning locations; questions like “what are you doing at the weekend – describe a typical weekend” can be very helpful. In addition, you will find an overview of activities apart from education and job in the following chart (cf. Qualibox, Module 5, 6-7). In order to find out information about the learning experiences, questions like “what do you need to conduct these activities” can be asked. For instance, cooking demands a good timing and creativity in arranging the meals; modelling of airplanes demands exactness, dexterity, spatial sense and endurance.



Deepening learning location: life within two cultures

Concerning the life within and with, respectively two or several cultures, the important aspect is not only that young people have left their country in order to live in another one permanently. At this point it makes sense to bring up the issue “what does a migrational background, a life within/with two or several cultures really mean”. It is not only about taking the identity of young people as a fixed constant, but to appreciate the different cultural identities and to value the variety. This worksheet probably raises questions regarding the specific features of a life within/with several cultures. Thus, it is important to continuously guide the conversation towards the positive learning experiences.

In this context, it is often difficult to respond to the question “what have I learned from my life within several cultures” because of two reasons: first, a migrational background is often perceived as a defect or a deficit in the public discussion and also in everyday life, and not as something that has a positive connotation; second, the corresponding behavioural patterns and competencies are self-evident and thus difficult to detect and to perceive. Before thinking about the strengths, it is sometimes helpful to work out the differences between the various cultures. It might then become obvious that cultures do not only vary between different countries, but also between regions and / or social strata: for instance, there is a difference between an urban middle-class culture with an alleviated background and an Anatolian Sunnite rural culture – both are “Turkish”, but still different. Something near it can also be found in Ireland, of course. The following table deals with the possible strengths that can accrue from a migrational background.

Intercultural competence	
Competencies	General indicators (= identifying features)
Cultural identity	<ul style="list-style-type: none"> - Recognising one's acting, thinking and feeling in one's own historical, societal, political, social and cultural roots. - Representing the cultural norms, values and habits of one's own country. - Participating in the public cultural life. - Developing country-specific cultural values out of the cultural sensation.
Intercultural identity	<ul style="list-style-type: none"> - Assimilating other national and international norms, values, habits, customs and fashions. - Taking up a supranational position due to the living together of different nationalities (no multicultural - fraternise). - Perceiving occurrences and state of things of the globalised world and drawing conclusions for oneself and one's own (inter-) culture. - Showing a keen sense of appropriate acting.
Tolerance to ambiguity	<ul style="list-style-type: none"> - Surviving complex, insecure situations. - Accepting contradictory but legitimate positions (antinomy). - Bearing discrepancies within one's own positions and experiences. - Developing a tolerance towards stress in powerful, intercultural areas of conflict.

Openness	<ul style="list-style-type: none"> - Getting involved with people of different culture, nationality and education. - Maintaining a sensitive and respectful contact towards cultural diversity. - Letting the alien-surrounding sink in oneself. - Developing an unprejudiced interest in the culture, history, tradition, geography, politics and society of other countries. - Considering intercultural contact as enrichment. - Having joy of playing. - Wishing to perceive with all senses.
Intercultural willingness to communicate	<ul style="list-style-type: none"> - Wishing to recognise other sign systems. - Perceiving foreign phonation consciously. - Imitating unfamiliar phonetics. - Being able to perceive unfamiliar speech- and communication rhythms. - Practicing nonverbal communication.
Intercultural reflection	<ul style="list-style-type: none"> - Questioning behaviour- and interpretation patterns of the own cultural group. - Illuminating behaviour- and interpretation patterns of other cultural groups carefully. - Perceiving differences and similarities of different cultures, social systems and political systems. - Having a sensation of global justice.

Table taken from Teichmüller, Culturbuero 2004

Worksheet What I have learned at school

	Kind of school	Name of the school/location	From	To	Graduation yes/no	Which subjects have I been interested in?	During my schooldays, which events were important for me? (Projects, events, internships...)	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								

Example Worksheet What I have learned at school

	Kind of school	Name of the school/location	From	To	Graduation yes/no	Which subjects have I been interested in?	During my school days, which events were important for me? (Projects, events, internships...)	What have I been able to learn thereby?
1	<i>Primary school</i>	<i>Unknown</i>	<i>1997</i>	<i>2001</i>	<i>yes</i>	<i>Mathematics, drawing</i>	<i>Project week farm</i>	<i>Working with animals, losing the fear of big animals</i>
2	<i>Secondary School</i>	<i>Trinity Comprehensive School</i>	<i>2001</i>	<i>2005</i>	<i>yes</i>	<i>Geography, arts</i>	<i>Art project "heads"</i>	<i>Planning and completion of a larger work of art, organisation of an exhibition</i>
3	<i>Third level</i>	<i>Whitehall house</i>	<i>2005</i>	<i>2006</i>	<i>Not yet</i>	<i>Computer science</i>	<i>Presentation of the technical college at the secondary school</i> <i>Taster week at advertising agency</i>	<i>Designing a poster and preparing a power point presentation</i> <i>I was able to become a little familiar with occupational graphical software</i>

Worksheet What I have learned from my vocational trainings and further educations

	Education/ supportive measure	Educational provider	From	To	Graduation yes/no	Which fields have I been interested in?	During this time, which events were important for me? (Projects, internships...)	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								

Example Worksheet What I have learned from my vocational trainings and further educations

	Education/ supportive measure	Educational provider	From	To	Graduation yes/no	Which fields have I been interested in?	During this time, which events were important for me? (Projects, internships...)	What have I been able to learn thereby?
1	Junior cert.	Youthreach	09 02	12 02	yes	All computer- related aspects	Internship company Z	Data processing is not only programming, but also to be able to run networks
2	Apprenticeship computer technician	FAS Training Services	09 03	09 06	yes	Networks Firewall	Major project Land survey office	Planning and implementing projects
3	English-course	Adult education centre	09 05	06 06	yes	Conversation		Playing a part in a conversation

Worksheet What I have learned from my occupational experiences

	Employer	Position / job title	From	To	Type of the occupation (internship, holiday job)	What exactly was my field of activity? Description of the activities	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								
6.								

Example Worksheet What I have learned from my occupational experiences

	Employer	Position / job title	From	To	Type of the occupation (internship, holiday job)	What exactly was my field of activity? Description of the activities	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1	Pension Meyer	Chambermaid	07 05	08 05	Holiday job	Tidying rooms Changing sheets Cleaning	Collaboration with colleagues Decorating	Working fast and precise Cleanliness Being discreet
2	Family Hanser	Babysitting	09 05	06 06	Side job	Taking care of 2 children (3 and 6 years old) Playing, putting them to bed, settling disputes	Doing handicrafts with children, reading something to them	Assuming responsibility, settling disputes, having ideas
3	Handicapped aid	Carer	sinc e06 06		Side job	Caring for persons with disabilities, personal hygiene, cooking meals, accompanying them in their spare time activities, having conversations with them	Having conversations	Empathising with someone, also when he/she cannot express himself/herself clearly Developing ideas for the spare time Planning of activities
4								
5								

Worksheet What I have learned in my spare time

	Name of the activity, hobby	What exactly did I do? Description of the activities	From	To	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1						
2						
3						
4						
5						

Example Worksheet What I have learned in my spare time

	Name of the activity, hobby	What exactly did I do? Description of the activities	From	To	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1	Playing soccer	Controlling the ball, each week training in the club SK Veldidena	05 03	07 06	Working in a team	Team spirit, being in a good shape, finding new friends, winning and losing, speaking English
2	Going out with friends	Having a drink with colleagues or planning to do something	since 09 05		Having fun with friends	Trusting in someone, accepting the support of friends, distinguishing between real friends and colleagues, making decisions together
3	Koran-instruction	Reading the Koran	since 09 05		Decoding writings	Reading and writing Arabic writings, patience

Worksheet What I have learned from my life within several cultures

	In which cultures have I lived / do I still live?	What was / is the reason for the stay? (Migration of parents, own migration, visits, education)	From	To	What kind of challenges, problems did/do I have to face due to my life within several cultures?	How did I deal with it? Which skills did I acquire through my life within several cultures?
1						
2						
3						
4						

Example Worksheet What I have learned from my life within several cultures

	In which cultures have I lived / do I still live?	What was / is the reason for the stay? (Migration of parents, own migration, visits, education)	From	To	What kind of challenges, problems did/do I have to face due to my life within several cultures?	How did I deal with it? Which skills did I acquire through my life within several cultures?
1	Turkey, Ankara	Born there	1980	1990	Father in Ireland (since 1982)	Living alone with my mother
2	Dublin, Ireland	Followed part of my family to Ireland	1990	Until now	Learning English at school; I was good at school in Turkey, but I had difficulties in Ireland because I could not speak English; teacher was not very nice, thus I was sad very often Finding new friends Suddenly, father was always around Living in the country, not in a city anymore	Never giving up to learn the language Not losing the belief in one owns skills self Sticking together with sister Learning together Approaching other girls Clenching one's teeth Being able to cope with father
3						
4						

1.3 My languages

Aim

A good command of different languages becomes increasingly important. However, marks at school often do not accurately reflect our knowledge of a language. Moreover, we do not learn all languages at school; we learn some of them at home or because we live in a foreign country, where a different language is spoken than in our home country. The aim of this section is to communicate to young people that their migrational background and their multilingualism is a change to acquire strengths.

At this point young people should understand that the first question is which languages they speak; then their language skills should be evaluated – how is their level of proficiency in understanding, speaking and writing, three aspects, which can definitely differ from each other. The focus is not on an “objective” evaluation or even on giving marks, but young people should be encouraged to reflect on their skills together with the Guidance Officer.

Scope of application in connection with the Job Box

Preparation for the CV
Collecting evidence for later applications.

Means

Rubric: My mother-tongue is
Further languages which I am able to speak (to some extent)
Scheme for self-assessment
2 Checklists concerning speech acts at work
Deepening for Guidance Officers: general raster for the evaluation of language skills

Assignment / procedure

First, fill in the list of languages together with the young people. It might be unclear which language the mother tongue is because, for instance, parents might speak different languages with their children. If this is the case the young people should mention the language that is most familiar to them or should list both languages.

My mother tongue is / my mother tongues are:

Further languages that I am able to speak (to some extent):

Self-assessment	Understanding		Speaking		Writing
	Listening	Reading	Participating in discussions	Coherent speaking	
Language					

A precise assessment is done on the basis of the two checklists of speech acts at work (cf. Plutzar und Haslinger 2005) on the following pages. You, as the Guidance Officer, will obtain additional material in terms of a global scale for the evaluation of language skills. The raster is based on the Common European Framework of Reference for Languages, which has been adapted in the language- and qualification handbook of the integration house in Vienna (ibid.). The CV (see chapter 3.3.2) refers to the classification of language skills according to this frame.

Due to the fact that it is not possible to objectively evaluate the language skills within the scope of the career guidance process, the raster should provide assistance to reach a common, rough assessment in the conversation with the young people. As a first step, the young people should complete the checklists concerning the speech acts at work and discuss them with the Guidance Officer. Then, the Guidance Officer can go into detail by means of the raster.

Checklist of speech acts at work 1					
Speech acts and opportunities	I can do	speaking	listening	writing	reading
Describing and understanding workflows e.g. in my everyday life: What do I do during the day? What do I start with? What do I do next? With what do I finish my day?	I can do easily	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	I can do, with help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Describing and understanding rules e.g. of a game: What is the goal of a game? What do the players have to do? When is the game over? Or, for instance, the rules of a field of activity that I know.	I can do easily	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	I can do, with help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Describing and understanding procedures e.g. ironing a shirt, changing an electric bulb, another activity that I know	I can do easily	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	I can do, with help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Understanding media information					
Answer phone	I can I do easily I can do, with help		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
Job advertisement	I can do easily I can do, with help				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Brochure for further education	I can I do easily I can do, with help				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Brochures, information sheets	I can I do easily I can do, with help				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Newspaper articles	I can I do easily I can do, with help				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Posters, announcements	I can I do easily I can do, with help				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Leading conversations during breaks, talking about the weather, talking about the family	I can I do easily I can do, with help	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		

Cf. Plutzar und Haslinger 2005

Speech acts and opportunities	I can do
Reading and understanding job advertisements e.g. comparing job advertisements with my skills and qualifications, evaluating if I am qualified for the job	I can do easily 
	I can do, with help or with many mistakes 
Asking e.g. when I do not understand what is said by someone	I can do easily 
	I can do, with help or with many mistakes 
Expressing needs e.g. when I need something and thus have to ask someone to help me	I can do easily 
	I can do, with help or with many mistakes 
Taking up a stance e.g. when I disagree with one of my colleagues or my boss on a certain subject	I can do easily 
	I can do, with help or with many mistakes 
Clarifying further procedures e.g. when I do something together with a colleague, like writing a text or cooking a meal	I can do easily 
	I can do, with help or with many mistakes 
Arranging a date e.g. a doctor's appointment	I can do easily 
	I can do, with help or with many mistakes 
Instructing someone E.g. am I able to explain a certain activity so that he/she is able to do it afterwards?	I can do easily 
	I can do, with help or with many mistakes 
Phoning	
Inquiring information	I can I do easily I can do, with help 
Circulating information	I can I do easily I can do, with help 
Reporting sickness	I can I do easily I can do, with help 
Leaving a message on an answering machine	I can I do easily I can do, with help 

Cf. Plutzer und Haslinger 2005

Global scale for assessing my language skills 1

	A1 a bit	A2 well	B1 rather well
Hearing	I can understand familiar words and easy sentences referring to myself, my family or specific topics, assuming that it is spoken slowly and clearly	I can understand single sentences and most common words being important to me (e.g. very easy information about myself and my family, grocery shopping, work, closer surrounding). I am able to understand the essential content of short clear and easy messages and announcements.	I can understand the main points, if clear speech is used and if it concerns familiar topics about work, school, leisure... If slow and clear speech is used, I can get the main information out of many radio- and TV – broadcastings about current events and my personal interests in leisure and work.
Reading	I am able to understand confident names, words and easy sentences, e.g. on signs, posters or in catalogues.	I can read very short and easy texts. I can find essential and predictable information in everyday texts (e.g. announcements, brochures, timetables) and I can understand short and easy messages.	I am able to understand texts, which contain general everyday or vocational language (e.g. job announcements, continuing education leaflets).
Taking part in a conversation	I am able to communicate in an easy way, if my communication partner is willing to repeat something slower or say it in another way and helps me to put into words, what I am trying to say. I can ask and answer easy questions, as long as it concerns essential or familiar topics.	I can make myself clear in easy and daily routine situations, which concern direct exchange of information and familiar themes and activities. I can take part in a very short compact dialogue, but normally I don't understand enough to keep the conversation going.	I am able to cope with most situations meeting my daily routine. I can participate in conversations about well-known topics without preparation. I can make clear further actions in easy situations.
Speaking coherently	I can use easy figures of speech and sentences to describe people that I know and to describe where I live.	I can describe e.g. my family, other people, my living situation, my education and my present or last occupation with easy terms.	I can speak in easy and connected sentences to describe experiences and events or my dreams, hopes and goals. I can explain and establish my opinions and plans.
Writing	I can write short easy texts, e.g. lists. I am able to fill out forms, e.g. residential registration form, name, address, nationality etc.	I am able to write short and easy notes and messages. I can compose an easy personal letter e.g. in my child's notebook. I can fill in my personal data in official forms.	I can write connected texts about familiar and interesting topics. I am able to write longer messages and reports. I can write official letters with help.

(cf. Plutzar und Haslinger 2005)

Global scale for assessing my language skills 2

	B2 very well	C1 extraordinary	C2 perfect
Hearing	I can understand longer speech contributions as well as complex discussions, if the topic is rather familiar to me. I can understand most news and current reports. I can understand most of the movies as long as standard language is spoken.	I can follow longer speech contributions even if the structure is not clear and connection is not expressed. I can understand TV broadcasts and movies without bigger troubles.	I don't have any difficulties in understanding spoken language, no matter if "live" or in the media, even if it is spoken quickly. I only need a little time to get used to a certain accent.
Reading	I can read and understand articles and reports about present problems, in which the authors want to express certain opinions, e.g. in newspapers. I can understand texts, which describe rules and instructions, e.g. user's manuals, operating rules. I can understand reports concerning my special field.	I can understand long and complex technical reports, instructions and nuances, even if they don't lie within my special field.	I can more or less read every kind of written text without any trouble, even if it is abstract or complex, e.g. handbooks, special articles and literature.
Taking part in a conversation	I can communicate spontaneously and fluently in a way that makes a normal dialogue with a native speaker possible. I can join a discussion in a familiar situation and I am able to establish and defend my opinion. I can express further actions in complex situations.	I can express myself spontaneously and fluently, without searching for words too obviously. I can use the language in public and in vocational life effectively and flexibly. I can express my thoughts and opinions precisely and I can connect my own contributions.	I can take part in discussions and dialogues without trouble and I am familiar with figures of speech and colloquial language. I can speak fluently and express little nuances. If I have troubles expressing myself, I can go on by using a different formulation with hardly anybody taking notice.
Speaking coherently	I can illustrate my opinion about a current point of discussion demonstrate the advantages and drawbacks of different possibilities. I can present myself and my qualifications and competencies in a job interview. I can talk about my vocational past and my perspectives.	I can describe complex circumstances in detail and I am able to connect points of discussion with each other, bring out certain aspects and finish my contribution appropriately.	I can express and discuss circumstances clearly, fluently and with appropriate style; By building up my presentation logically, I make it easier for the audience to recognise and keep in mind important points.
Writing	I can reproduce information in a report and present pros and cons for or against a certain point of view. I can write official letters without or with little help.	In writing, I am able to make myself and my opinion clearly understood and well structured. I can write about complex circumstances in letters, essays or reports and underline aspects important for me. In my written texts I can choose the style appropriate for the reader.	I can write clearly, fluently and with an appropriate style. I can compose demanding letters and complex reports or articles, in which a circumstance is well structured in order to help the reader to recognise important points. I can write a summary about and discuss special texts and literature.

(cf. Plutzar und Haslinger 2005)

1.4 My strengths and interests

Aim

This chapter deals with combining the worked out learning experiences, finding focuses of the strengths and interests and thus facilitating occupational choice. It is not about “right” or “wrong”, but about having a look at the young person’s abilities. Hence, this is a form of an appraisal.

Scope of application in connection with the Job Box

Awareness of own strengths to develop an orientation for the occupational choice
 Preparation for the CV
 Collecting arguments and proofs for future applications, self-assessment is complemented by the perception of others

Means

Questionnaire “I consider myself as...”
 Shortened questionnaires “Other people consider me as...”
 Worksheets “My strengths”, “A profile of my strengths”

Assignment / procedure

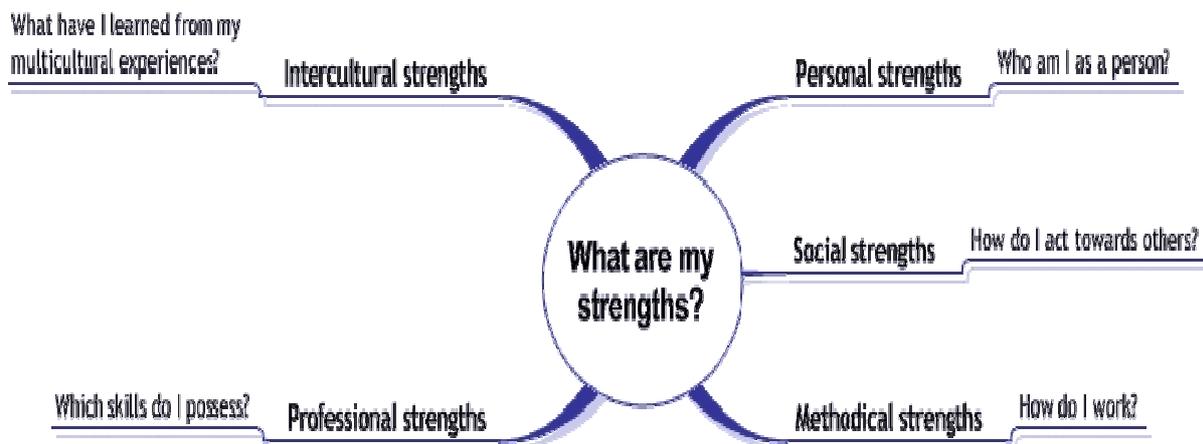
This assignment is split into three parts to guarantee many different views and to break with the traditional orientation towards school grades. Good and bad marks can be connected with the kind of school instruction or with eagerness to learn and not necessarily with a certain talent. Moreover, there are a number of other strengths that become increasingly important in the labour market nowadays and that cannot be derived from school grades, such as the ability to work in a team or flexibility.

1. The young person completes the questionnaire “I consider myself as...” together with the Guidance Officer;
2. Parents, friends and teachers of the young person complete a shortened questionnaire and the young person gathers further feedback through tests “(Other people consider me as...)”;
3. Together with the Guidance Officer, the young person compares the results and completes the worksheets “My strengths” and “A profile of my strengths”.

1.4.1 I consider myself as...

Aim

Subsequently, you will find a very detailed questionnaire (cf. Brunnbauer 2004), which will help you to get to know yourself better. The questionnaire is divided into five subjects, each one corresponding to a certain field of strengths. For all strengths, like “sense of responsibility”, you will find specific questions. These questions should illustrate what the strengths really mean. The aim of this assignment is not only to deal with possible strengths, but to be able to differ between various types of skills. This will be necessary to create a profile of the competencies and the CV later on.



There are:

Personal strengths: How I deal with myself, what characterises me – this is the subject of these questions. Am I persistent or do I like to finish things fast, am I calm and meditative or am I outgoing and extroverted etc.

Social strengths: The central question here is how I deal with other people. Can I empathise with others, can I convince others, do I try to conciliate in case of conflict – these subjects are dealt with in this part.

Methodical strengths: How do I work? Do I arrange a schedule, am I able to organise my work so that I finish on time? How do I handle larger tasks? You will try to answer such questions in this part of the questionnaire.

Occupational strengths: Which skills do I possess? The questions of this part are most likely related to the knowledge and skills that you have acquired in your occupational life or at school, e.g. in mathematics. However, some abilities that you have acquired outside school or job, like computer or language skills, are also included here. You have already elaborated on your language skills – in case you enter the job box at this point you will find more information about it in the previous chapter “My languages”.

Intercultural strengths: When I think about my life within several cultures (Irish culture, culture of my parents / my home country, maybe other cultures I got to know, other cultures I lived in), what have I learned from my multicultural experiences? Am I able to adapt myself to other cultures? Am I tolerant in dealing with other cultures?

Scope of application in connection with the Job Box

- Awareness of own strengths to develop an orientation for the occupational choice
- Preparation for the CV
- Collecting arguments and proofs for future applications

Means

Questionnaire „I consider myself as...“

Assignment / procedure

The young person completes the questionnaire together with the Guidance Officer. The worksheets of the previous chapter “My learning locations“ might be very useful. Discuss these worksheets together with the young people and investigate the following questions: “Concerning your occupations / learning experiences, what is recurring? What comes to your mind?” If there are any uncertainties in completing the questionnaire, you can consider together with the young people whether they are able to “prove” the respective strengths.

Sometimes strengths are **context-dependent**. For instance, I can state my point in discussions with my friends but, due to my education, I cannot do the same within my family; the respect for my parents has absolute priority. Perhaps I am able to argue convincingly in Turkish, but not (yet) in English. If this is the case, it should be noticed on the questionnaire.

Some questions are answered **differently depending on the age**. For instance, a young person at the age of 15 will tell his/her parents more about his/her activities than a young grown-up at the age of 22. Thus, there is no right or false.

For that purpose look at the following examples:

Reliability	I have always done my homework this year.
Creativity	I like to craft birthday presents that are admired by anybody.
Helpfulness	I help my classmates if they do not understand something in mathematics.
Media competence	I have frequently acquired information for presentations and homework from the internet.

This questionnaire provides a first assessment. In the following chapter this questionnaire is used in a shortened form to receive feedback of parents, friends and teachers. They are available in several languages. After having completed their own questionnaires, the young people should be able to explain those questionnaires that deal with the perception of others, if necessary.

Subject 1 I determine my strengths

PERSONAL STRENGTHS:

That's me...

	always true	true	occasionally true	never true
Creativity / ingenuity				
I find different solutions for problems.				
It is easy for me to develop new ideas.				
I have visionary ideas.				
I develop new opportunities and try them out.				
I can design something with few means.				
I have my own style (clothes, hairstyle).				

Self-reliance

I can finish a certain task without any help.				
I can voice my opinion.				
I can make my own decisions.				
I can rate the consequences of my decisions.				

Flexibility / willingness to change

I can perform a task under different conditions (e.g. pressure of time).				
I am always ready for new and unconventional ideas.				
I can perform several tasks at the same time.				
I can cope with changes.				

Reliability

I reliably carry out assigned tasks like homework.				
I stick to appointments.				
Others can rely upon me.				

Ability to cope with stress

I can ask for help in order to achieve my aims.				
I can easily cope with difficulties.				
I can handle stress very well.				
I can handle uncertain situations very well.				

Sense of responsibility

When I do something I always think about the consequences for other people.				
I try to keep my promises.				
I inform my parents about what I am doing.				
I can accept responsibility for other people.				
I take care of things that belong to other people.				
I take responsibility for my decisions and actions.				

Self-confidence

I feel that basically I am alright.				
I ask when I do not understand something.				
I believe in me and I am able to show it.				
I express my concerns, wishes and needs.				
I look into the eyes of my counterpart during conversation.				
I know my skills and my wishes.				
I know my strengths and I can describe them.				

Other personal qualities

My look is important for me.				
I can see the funny side of certain difficult situations.				
I am polite.				
I carry out unpleasant activities immediately.				
I can motivate myself to work, even when I am not keen to do it.				

Dexterity

I like to do handicrafts.				
I fix things (e.g. bicycle) myself.				
I like to work with tools and manual equipment.				

Graphic / artistic talent

I like to draw.				
I like to produce drafts and drawings.				
I like decorating.				
I like to create something with different materials.				
I like to perform theatre plays.				
I have other skills in the field of art, namely...				

Musical talent

I like to sing.				
I play one or several musical instruments.				
I can identify the beat of a piece of music and can follow it.				

Physical fitness

I do sports regularly.				
I am in a good physical shape.				
I do not mind when I have to do hard work that demands physical fitness.				

SOCIAL STRENGTHS:

How I deal with other people!

	always true	true	occasionally true	never true
Interpersonal skills				
I quickly start a conversation with other people.				
I like listening to other people whose opinion completely differs from mine.				

Ability to communicate

I speak loudly and clearly.				
I can be very convincing in a discussion.				
I can listen.				
I can speak in a group.				
I can communicate and justify my decisions.				
I can express myself in a comprehensible way.				

Ability to work in a team

I can perform tasks together with other people.				
I can work in a team and accept responsibility.				
I can make compromises.				
I can accept decisions that have been made by the group.				
I can introduce proposals for solutions in a group.				
I respect and acknowledge other attitudes and opinions.				
I adhere to the arranged rules concerning house and school regulations.				

Ability to deal with conflict

I can stay balanced in a dispute.				
I accept criticism inasmuch as I can understand it.				
I apologise for my mistakes.				
I can forgive other people.				
I do not have to be right all the time.				
I try to discuss what bothers me.				

Assertiveness

I can express an opinion in a group/at class and then defend it.				
I often bring good arguments forward that persuade others.				
I can lead a group.				

Ability to empathise

I can empathise with other people.				
I respect my colleagues.				

Helpfulness

I help others.				
I voluntarily take over tasks for the entire class, the family, the team.				
I help weaker pupils to learn, to execute a task.				
I am very generous with other people.				

Subject 1 I determine my strengths

METHODICAL STRENGTHS:

This is how I work...

	always true	true	occasionally true	never true
Work organisation				
I can keep orderliness.				
I own a date book and keep it thoroughly.				
I always arrange handouts in a folder.				
I always have the required material with me.				

Working speed/schedule

I am always on time.				
I organise my time very well.				
I can handle assignments or other tasks on schedule.				
I can prepare a presentation or another larger task (work piece) on schedule.				

Operational readiness/own initiative

I am dedicated to (school) work.				
When I have decided to do something I always start with it.				
I always catch up with my missed schoolwork.				
I set myself goals and realise them.				
I consider myself to have a good work ethic.				
If something becomes difficult I try to solve the problem.				
I recognise work and carry it out independently.				

Accuracy/precision

I work thoroughly.				
I handle my tasks conscientiously.				
My drawing works and handicrafts are precise, the single parts fit into each other.				
I carry out tasks properly.				

Ability to concentrate/endurance

I work in a concentrated way.				
I am patient in solving difficult problems.				
I deal with a certain task until it is settled.				

Learn technique and willingness to learn

I have pleasure in learning something by myself.				
I memorise things very well.				
When I study for an exam I can arrange the learning matter very well.				
I can summarise texts.				

Presentation skills

I can speak freely in front of a group.				
I have a good command of presentation programmes (e.g. power point).				
I can give a speech and a presentation, respectively.				

OCCUPATIONAL STRENGTHS:

These are my occupational skills that I have learned!

	always true	true	occasionally true	never true
Language skills in the mother tongue				
I have a good command of spelling.				
I can express myself verbally in proper style.				
I can adopt my language to the situation.				
My style of writing is good.				
I write stories.				
I compose poems.				

Mathematical skills

I have/had no problems in mathematics.				
I comprehend mathematic principles.				
I can solve mathematic problems in different ways.				
I can derive mathematic formulae.				
I am good in mental arithmetic.				

Apprehension / logical reasoning

When somebody explains something to me I comprehend it very fast.				
I can use what I have learned.				
I comprehend logical interconnections.				
I can solve complicated riddles and tasks.				
I can distinguish between important and unimportant aspects.				

Spatial sense

I am good in orientating myself in foreign cities.				
It is easy for me to solve geometrical tasks.				
I can read maps and city maps.				
I can picture how it looks when I study the plan of an apartment.				

Technical understanding

I am proficient in different computer programmes.				
I am interested in the functioning of machines and equipment.				
I comprehend the function of technical equipment very quickly.				
I have specific skills in the field of technique, namely...				

Media competence

I can obtain information from the internet.				
I can obtain information by using libraries.				
I know how to use a lexicon, dictionary etc.				

General knowledge

I observe political events.				
I am well schooled in different domains of knowledge.				
I am particularly interested in / favourite subjects at school / in the course of studies are (giving examples):				

INTERCULTURAL SKILLS:

This is how I live with / in different cultures...

	always true	true	occasionally true	never true
I know where my roots are.				
I know what is culturally defined in my thinking, acting and feeling.				
I can represent cultural aspects that are important for me.				
I am familiar with Irish values, norms and customs.				
I know how to act properly in different cultures / fields / groups.				
I am able to accept the partial discrepancy between values of the culture of my home country and Irish values.				
I am able to get involved with people of different cultures, nationalities and different levels of education.				
I am interested in the culture, history, tradition, geography, politics and society of other countries.				
I can perceive differences and similarities of different cultures, social systems and political systems.				
I can handle conflicts that result from different cultural backgrounds.				
I try not to judge people due to their nationality, origin, gender, religion or physical appearance.				

1.4.2 Other people consider me as...

Aim

The young people should seek feedback so that they find out how other people perceive them. There exist several ways for them to receive feedback: by means of questionnaires, tests or by means of oral feedback of observers. A combination of all these methods would be perfect because each one of them has its limitation. You should discuss these limitations with the young people: for instance, we act differently, depending on the situation. Another criterion is the fact that the people, who complete the questionnaires, introduce their own issues. Some aspects are understood differently, questionnaires are not completed honestly but in a way it is socially expected to be done - thus, objectivity does not exist. The same is true for tests, where the criteria for the evaluations are often not revealed. Therefore, young people should get to know as many different perspectives as possible.

Scope of application in connection with the Job Box

Recovering the perception of others „objectifies“ the self-assessment
 First “link-up” of strengths and occupational fields (online-tests)
 Discussion of the results is essential

Means

Questionnaire “Other people consider me as...”
 Tests (online or at career guidance institutions like public employment service, job information centre, chamber of labour)

Assignment / procedure

1. Questionnaire: People who are very familiar with the young people should fill in the questionnaire. Among them can be parents (mother and father can be provided with their own questionnaire – they probably perceive the young people differently), siblings, friends or maybe other persons, whom the young people trust, like teachers. The minimum is two persons so that young people see that the existence of different ratings is normal. Subsequently, the young people, together with the Guidance Officers, should compare the results of the questionnaires with their own assessment.
2. Tests: The young people should select at least two of the numerous tests that can be found in the internet. If they have no access to the internet, you, as their Guidance Officer, advise them where they can find free internet access (e.g. public employment service, association “Multikulturell”). Another opportunity is going to the job information centre and completing the test there (addresses can be found in the appendix).
3. The results are compared and discussed in the ensuing career guidance interview; in addition, there are the worksheets “My strengths” and “A profile of my strengths”.

Questionnaire of for

	always true	true	occasionally true	never true	Can not say
has a lot of ideas, is creative					
is independent					
is flexible					
is reliable					
is stress resistant					
is responsible					
is self confident					
is good at handcraft					
is talented at arts					
is musical					
is arduous					
is social					
is a good listener					
is good at arguing					
is good at working in groups					
is good at dealing with conflicts					
is good at asserting himself					
is good at empathising					
is helpful					
is good at organising their work					
is good at scheduling					
is good at motivating themselves					
is working accurately					
is good at concentrating					
is a good and motivated learner					
is good at presenting something in front of a group					
has good language skills (native language)					
has good mathematical skills					
has a quick understanding					
is good at reading maps (City maps, flat maps)					
has a good technical understanding					
is good at working with the internet and the media					
has a high awareness of living in different cultures					
knows how to behave appropriately in different cultures / groups					
is particularly interested in:					
What I appreciate most in you is:					

Free online-tests for occupational orientation

<http://www.careerdirections.ie/>

This free test lasts approximately 45 minutes and assists young people to recognise their talents, strengths, interests and potentials and to identify which apprenticeships and study courses correspond with the individual strengths. The young people can explore occupational areas of interest through the Career Directions database. Education paths for each area are described in detail.

1.5 What I can do

Aim

This chapter aims to gather the strengths and to assess them. Furthermore, the young people learn to prove their strengths.

Scope of application in connection with the Job Box

This section forms the “heart” of the Job Box; the young people should not only recognise their own strengths, but should also be able to bring arguments forward. This forms the basis of successful applications. Proving the competencies occurs by means of confirmations and certificates (forms in the collection of documents) or by means of comprehensible descriptions.

The proven strengths find their way into the CV and the letter of application, respectively. The worksheets of the chapter “My learning locations” support the finding of proof.

Means

- Worksheet “My strengths“
- Worksheet “A profile of my strengths“
- Confirmations of activities and tasks at school (collection of documents)
- Certificates and performance records (collection of documents)

Assignment / procedure

1. With the aid of the worksheet “My strengths,” the young people, together with the Guidance Officers, pick all strengths that they have classified as “absolutely true“ and “true“ on their own questionnaire. Then the young people pick those strengths that the others have marked as “absolutely true“ and “true“. It might be very helpful to write the strengths on prompt cards and to award scores to the strengths for each nomination.

There are various possible reasons why the young people’ assessments of their strengths do not or only partly correspond with the way they are evaluated by other people. The Guidance Officers’ sensitive support can be very important here. Possible reasons are: uncertainty of young people that lead to an underestimation or an overestimation of their skills. During the career guidance interview it is important to emphasise the fact that statements about other people are always statements about oneself. Thus, they must not be considered as absolute truths.

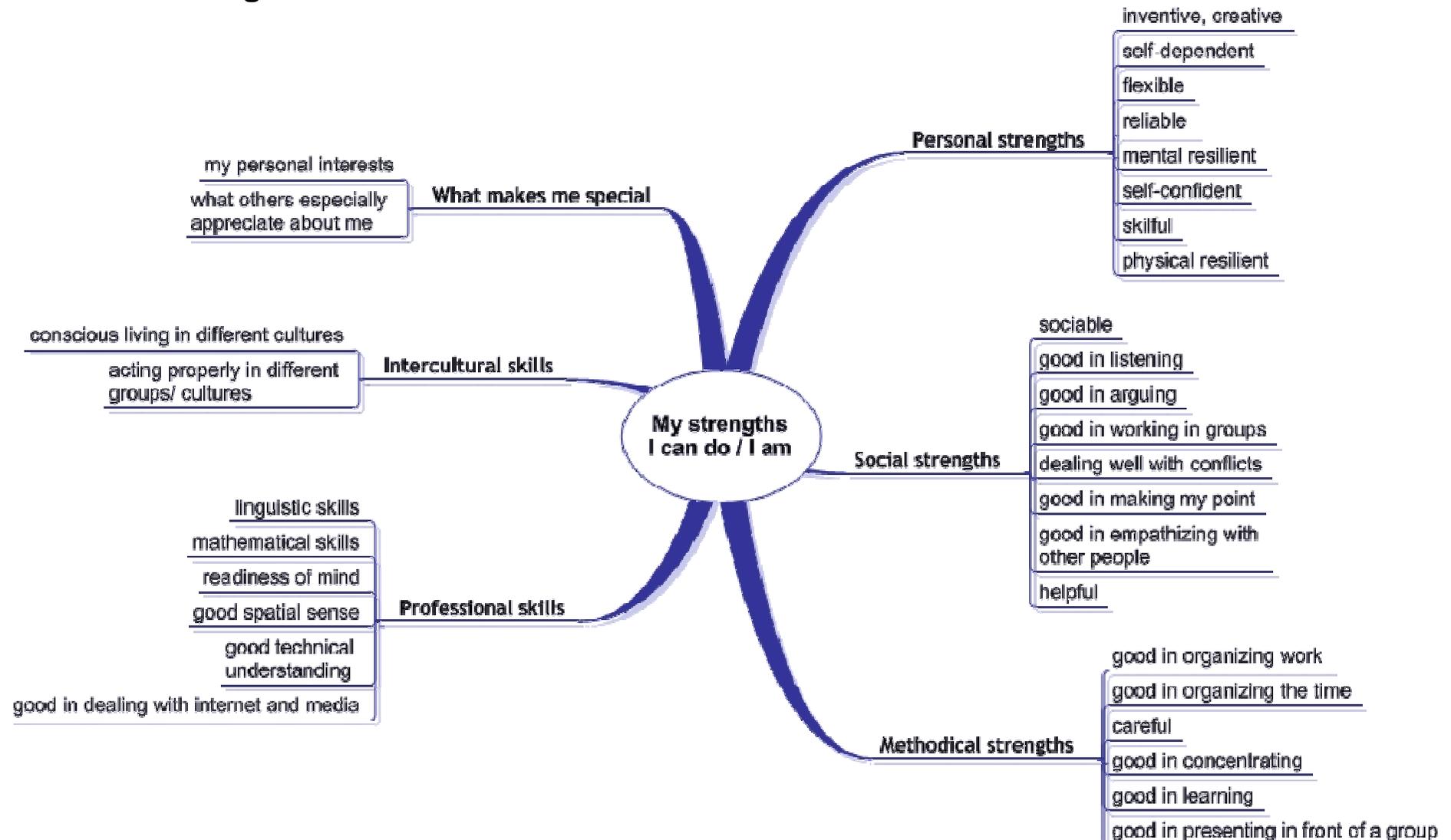
2. As a next step you work together with the young people on the worksheet “A profile of my strengths“. The young people pick two strengths out of each field, which are particularly important for them and have frequently been mentioned. Regarding these strengths, you look for “evidences“ together with the young people - certificates, work confirmations or simple narrations about what the young people have done with these strengths and where they have used them.

Example:

Strength	Where used / learned	Evidence
<i>Methodical strength</i> Organisation skills	At the graduation ceremony of school I was responsible for the organisation of the raffle. When I started to learn playing soccer, I took charge of admission to a club by myself and also independently earned the money for the member fee of the club.	List of the raffle winnings In the club for 3 years
<i>Intercultural strength</i> Translating	I often translate for my mother at public offices.	None

If verifications are missing you should encourage the young people to obtain them. You will find corresponding forms about activities at school (project works, tasks as class representative...) or activities outside school (soccer club, confirmation for babysitting on a regular basis...) in the collection of documents.

Overview Strengths



Worksheet: My strengths

What do I consider as / what do others consider as my strengths?

	What am I good at?	What do others consider as my strengths?
Personal strengths		
Social strengths		
Methodical strengths		
Occupational strengths		
Intercultural strengths		
Special interests		
Special treasures		

Example Worksheet: My strengths

What do I consider as / what do others consider as my strengths?

	What am I good at?	What do others consider as my strengths?
Personal strengths	Working independently Being flexible Being reliable Being responsible Being creative	Working independently Being reliable Being responsible
Social strengths	Striking up a conversation very quickly Able to listen Able to assert myself (among peers, not family) Being helpful	Able to listen Being helpful
Methodical strengths	On time Organising my time Working exactly Like learning	On time Working exactly Likes learning
Occupational strengths	Logical reasoning Fast comprehension Having a good spatial sense Interested in the computer	Fast comprehension Having a good spatial sense Able to handle internet and media very well
Intercultural strengths	Know where my roots are Can get involved with people of other cultures	Knows how to behave properly
Special interests	Creative thinks, e.g. photographing, retouching photos, other cultures, internet	Voluntary service in the youth centre
Special treasures		Reliability, good ideas and humour

Worksheet: A profile of my strengths

Strength	Where used / learned	Evidence
Personal strengths		
Social strengths		
Methodical strengths		
Occupational strengths		
Intercultural strengths		

Example Worksheet: A profile of my strengths

Strength	Where used / learned	Evidence
Personal strengths Working independently Being reliable Being responsible	Internship in the kindergarten Organisation of the girl's party in the youth centre (responsible for food and drinks) Babysitting at my sister in law	Reference letter from the kindergarten Photographs of the buffet, feedback of others
Social strengths Able to listen Being helpful Having the ability to assert myself	Internship in the kindergarten In the youth centre, helping other girls to join In the family, grandmother is in need of care Often proposed ideas in the club	Reference letter from the kindergarten Movie afternoon at the youth centre was my idea
Methodical strengths On time Working exactly Like learning	Internship in the kindergarten School Courses: digitally photographing, designing web-blog by myself	Reference letter from the kindergarten School certificates Course certificate
Occupational strengths Fast comprehension Having a good spatial sense Able to handle internet and media very well	At school, good marks in descriptive geometry Designing web-blog by myself, designing webpage of the youth centre	School certificate Web-blog Homepage youth centre
Intercultural strengths Know where my roots are Can get involved with people of other cultures Know how to behave properly	Lived in Serbia until 4, now I have been living in Ireland for 13 years, visit my grandparents regularly in my holidays, friends in both countries, new friends also through the youth centre (Ireland, Croatia, Turkey)	

Subject 2 I clarify my occupational aims

Aim

In this section, young people develop perspectives for potential jobs. They deal with their favourite jobs as well as their favourite working conditions. Young people try to develop an awareness of the actual reality of their favourite jobs, what they are supposed to be able to do and in what way they can meet these requirements. They also get to know internet resources and consulting institutions.

The results of research and career guidance are evaluated. According to results, the young people either develop concrete aims and ways to achieve them, or they look for alternative jobs worth striving for. In the end they should arrive at a clear picture of their next steps.

Scope of application in connection with the Job Box

The previous reflection on strengths facilitates the selection of possible occupational fields

The reflection on strengths also allows for a better “grounding” of career aspirations
 A thorough reality check is a prerequisite for planning the next steps

Means

- Worksheet “My personal development tree diagram“
- Worksheet “My favourite jobs“
- Worksheet “My favourite working conditions“
- Worksheet “My favourite jobs and my strengths“
- Worksheet “My concrete occupational aims“
- Worksheet “My next steps“
- Exercise “A look into the future and back“
- Exercise “The time wire“
- Exercise “The mountain“
- Exercise “The treasure map“

The worksheet “My personal development tree diagram” is supposed to link values, strengths, interests, and aims. Since values are a considerable factor for job decisions, this section provides an opportunity to take up this subject and introduce culture- and gender-specific aspects.

Assignment / procedure

1. The worksheet “My personal development tree diagram” is supposed to link values, strengths, interests, and aims. Since values are a considerable factor for job decisions, this section provides an opportunity to take up this subject and introduce culture- and gender-specific aspects.
2. First of all, young people are supposed to describe what, where, and with whom they would like to work. Questions regarding activities, materials, and workspaces serve to broaden perspectives and indicate occupational possibilities that have not crossed the young person’s mind when talking about his/her **favourite jobs**. Support is provided by the documents describing the “47 features”. This provides young people with concrete suggestions about jobs and alternatives. In case young people have already developed clear ideas concerning their favourite jobs, this step may be skipped. The next section is concerned with working conditions.
3. In addition to the concrete job, **working conditions** are also important. The worksheet “My favourite working conditions” also addresses such issues as income, need for mobility, etc which enables a first reality check of favourite jobs (e.g. as far as opportunities to earn money in typically female jobs are concerned). The section “What

else is important to me“ provides an opportunity for the Guidance Officer to address any existing culture-specific conditions, e.g. headscarf or food prescriptions.

4. A balancing of job requirements and the young person’s existing strengths follows this. Young people are now asked to deal with the job profile and consider the requirements (training, competences) – they may also do this independently, e.g. by informing themselves at public employment service, job information centre, or the chamber of labour’s young person consulting institution. Young people may also talk to persons in their surroundings who are employed in respective jobs. In this way they receive valuable information and establish contacts that may be of use during application phases. The evaluation of results and the comparison with personal strengths, however, should take place during career guidance. It may also occur at this point that a reorientation is required, but it may also happen that the young people are confirmed in their ideas and are now ready to enter the phase of concrete planning.
5. Under the section “My concrete occupational aims” young people are supposed to develop a **concrete formulation of their aims** in collaboration with their guidance officer, which serves as a preparation for further steps. This intermediate step is supposed to make planning more realistic and provide help with aiming for attainable goals. Several worksheets and methods are available for planning the next steps that differ in terms of structure, or experience-oriented access. Methods like the “Eco-Map” or the “Treasure Map,” respectively, deserve special consideration. Both serve to find resources and especially supporting persons useful for the realisation of occupational aims. In case the Eco-Map has already been used during intense assessment, it is possible to continue with the “Treasure Map” via the intermediary step “Resource Finder.”
6. In the **(optional) talk with parental involvement**, parents are informed about the results so far and the intended next steps. It is also possible to extend and supplement the “Treasure Map” together with the parents if the young people wish for the involvement of their parents’ relations and resources.

2.1 My wishes and aims

2.1.1 my personal development tree diagram

Aim

The worksheet “My personal development tree diagram” is supposed to link values, strengths, interests, and aims (Zukunftszentrum 2005, 12). Since values are a considerable factor for job decisions, this section provides an opportunity to take up this subject and introduce culture- and gender-specific aspects.

Scope of application in connection with the Job Box

Preparatory work for a realistic job decision

Topics like “compatibility of job and family”, “My family’s values, my personal values” can be addressed

Awareness of personal strengths and interests should exist and be connected to subject 1 “I determine my strengths”

Aims of private and occupational development are addressed, holistic perception possible before limitation to occupational aims

Means

Flip chart paper, size A3

Felt-tip pens, flip chart pens

Assignment / procedure

The poster is modelled according to the worksheet “Development tree”. The base structure (roots, trunk, branches, occupational and private sections) is supposed to be sketched on the poster first. Colours should be used when filling in and labelling the personal contents in order to show connections (which values and strengths result in an aim, connections should be marked with the same colour)” (ibid.). This is followed by an evaluation-talk with the Guidance Officer.

Worksheet “My personal development tree”

My personal development tree

Job

Private

Branches

Which aims do I want to strive for?
Which fruits should the branches yield?
What does the way to this aim look like?

Trunk

Which strengths and interests do I have?

Roots

What is important to me?
What orientation do I go by?
Which values do I derive from my family?
Which values do I derive from my surroundings?

(cf. Zukunftszentrum 2005, 15)

2.1.2 What/ where do I want to work with whom/ what?

Aim

Young people develop several ideas of their favourite jobs. Questions regarding activities, materials, and workspaces serve to broaden perspectives and indicate occupational possibilities that have not crossed the young person's mind when talking about his/her favourite jobs.

Scope of application in connection with the Job Box

Preparatory work for a realistic job decision

Awareness of personal strengths and interests should exist and be connected to subject 1 "I determine my strengths"

Dealing with concrete job features results in more successful applications Subject 3 "My applications"

Means

Worksheet "My favourite jobs"

List of 41 features

Assignment / procedure

First of all, young people are supposed to describe what, where, and with whom they would like to work. Before filling in, young people should have a look at the list of 41 features.

Worksheet: My favourite jobs

Question	Features
What do I want to work?	
Where do I want to work?	
What do I want to work with?	
All features are met by these jobs:	
My favourite job is	
If I erase the feature then these jobs meet all features	

Example Worksheet: My favourite jobs

Question	Features
What do I want to work?	manufacture / prepare / process material assemble / install / repair
Where do I want to work?	workshop / factory building
What do I want to work with?	vehicles / means of transportation machines / tools metal
All features are met by these jobs:	Car body / vehicle construction mechanic Car body construction mechanic, car body maintenance engineering mechanic Agricultural/construction machine mechanic Metalworker, specialization utility vehicle construction
My favourite job is	Car body construction mechanic, car body maintenance engineering
If I erase the feature then these jobs meet all features	vehicles systems mechanic for public health engineering, heating engineering, and air conditioning technology, surgical appliance engineer, aviation engineer, specialisation maintenance technology, and many more

Range of key "Activities" – What?		
	growing/ harvesting/ tending/ breeding	Growing and harvesting are activities in which you grow useful and ornamental plants (cereals, fruit trees, flowers or bushes) and harvest their fruits. Tending and breeding is concerned with the breeding and care of animals. This also includes work in stables as well as the cultivation of fishponds.
	building	Building encompasses activities such as building houses, roads, bridges factories or other constructions. This also includes pulling down old buildings as well as repairing and renovating.
	manufacturing/ preparing/ processing materials	Manufacturing encompasses various activities in which you create products from certain materials (e.g. clothes, furniture, technical appliances and installations or parts of buildings). Preparing is concerned with the preparation of food, meals, and beverages. Processing materials includes numerous activities in which you treat various materials (e.g. wood, metal, ceramics, stones) and work pieces with the use of machines (e.g. welding, dyeing, rolling, sawing, bending, forming, smoothing, mixing).
	buying/ selling/ serving/ career guidance	Buying and selling are activities concerned with buying and selling products and goods, presenting them in the salesroom, or selling them to customers. Serving and career guidance means that you attend to, counsel, and inform people, show products to customers, or serve guests.
	treating/ caring/ educating/ teaching	Treating and caring are activities concerned with patients' (humans and animals) health or human hygiene and cosmetics. Educating and teaching are activities in which you deal with children and young people, instructing and teaching them.
	shaping/ painting/ designing/ drawing	When shaping or painting you work according to models and plans or your own ideas. Your task is to provide rooms and objects (e.g. clothing, dishes, jewellery, and even chocolate) with an extraordinary, sometimes even artistic design. This also includes activities such as taking pictures, wallpapering, varnishing, or arranging flowers. Designing and drawing are activities in which you produce technical drawings, blueprints, models, and even artistic sketches.
	mounting/ installing/ repairing	Mounting and installing means putting together appliances according to plans and drawings, installing objects or pieces in certain places or fixing technical or electric facilities (e.g. heating or electronic installation). Repairing encompasses all activities concerned with maintenance and repair. For example, you have to make sure appliances, machines, vehicles, buildings, or textiles are in top condition and deal with errors and defects that might arise.
	testing/ examining	Testing and examining are activities with testing products and conducting analyses in a laboratory. This might include analysing chemicals and examining work pieces.
	cleaning	Cleaning is an activity concerned with cleaning buildings or textiles and keeping them in good condition.
	writing/ administering	Writing and administering are activities in which you write documents, administer files, manage accounts, and take care of office tasks such as answering the phone.

	handling and operating machinery	When handling and operating machinery you work with machines and production plants which you calibrate, program, and operate.
	transporting/storing/wrapping	Transporting includes activities in which you transport people or objects (e.g. machines, letters, goods) with various means of transportation (lorries, trains, ships, and buses). This also encompasses loading and unloading. Storing and wrapping are concerned with the storage and packaging of products and goods.
	operating and programming computers	Operating and programming computers deals with activities in which you work with computers. This includes activities such as the application of word processing/drawing/calculation programs as well as data coverage and transmission.
Range of key “Place of work” – where?		
	Workshop/factory hall	Workshop and factory hall are places where products are manufactured or processed. In a workshop , you work in small rooms and halls with machines, tools, and work benches, whereas factory halls are large buildings with extensive, largely automated production plants for the creation of a wide variety of products. Examples for a workshop would be a bakery, joinery, motor vehicle workshop, dressmaking, but also a photographer’s studio. Examples for a factory hall would be factories of the textile/food/automobile industry.
	Salesroom	Working in a salesroom means working in areas where products are for sale and customers are served. Examples for salesrooms would be department stores, shops, and main halls or show-rooms.
	Outdoors: outdoor facilities/natural environment	Working outdoors includes a variety of different work environments: in outdoor facilities , you work outdoors, but you are not in the open country. For example, you work at factory sites, construction sites, railway stations or harbours. Natural environment encompasses all locations where you can work in the open air such as gardens, fields, and forests.
	Educational, social, and medical institutions	Educational, social, and medical institutions denote buildings or rooms in which people are attended to, looked after, or educated (e.g. kindergartens, schools, youth centres, old people’s homes), or receive medical treatment (e.g. hospitals, medical practice, health resorts, rehabilitation centres).
	Laboratory/testing station	Laboratories and testing stations encompass workspaces equipped with (chemical, physical, medical) measurement equipment of natural science. Examples for this would be laboratories in medical practices and clinics, chemical-pharmaceutical experimental facilities, but also gauging stations and technical inspection authorities.
	Hotel/restaurant	Hotel and restaurant include workspaces in buildings frequented by guests. You can work in different areas in hotels and restaurants such as the kitchen, dining room, lounge, reception, etc.
	Vehicle/means of transportation	This workspace is mobile, i.e. you move from place to place when working. Examples for this would be cars and lorries, excavators, forklifts, ships and trains, which means that you either transport people or goods.
	With the customer	If your workspace is with the customer , you either go and see your customers at their homes or at their company and do your job there.

	Office	The office is a workspace usually equipped with a desk, shelves, a computer, a typewriter, etc. In an office, for example, you work for public authorities, production plants, or insurance companies.
Range of key “Working materials” – with what?		
	Construction materials	Construction materials are materials used for construction, e.g. stones, cement or plaster, but also conduits, pipes, and tiles.
	Chemical/ synthetic materials/ plastic	Chemical and synthetic materials , for example, are fertilizers, paint, medicaments, cleaning agents, or other chemical materials you produce, process, or use in production. Plastic denotes synthetic materials you use (sometimes instead of natural materials such as wood or metal, for example) in manufacturing products.
	Electric engineering/ electronics	Electricity is required for generating light, heat, and force, but also for transmitting messages and signals. In jobs dealing with electric engineering/electronics , you mount electric or electronic appliances or machines. You install them, start running them, service and repair them.
	Vehicles/ means of transportation	Vehicles and means of transportation include all motorised conveyances. These can be cars, construction vehicles, lorries, ships, and trains.
	Glass, ceramics, gems	Glass, ceramics, and gems are natural materials you can extract or produce, respectively, but you can also treat and process them into specific objects (e.g. jewellery or dishes).
	Wood/paper	Wood and paper are also natural materials you can extract or produce, respectively, but you can also treat and process them into specific products (e.g. furniture, stationary).
	Food	Food encompasses all products which serve human nutrition, i.e. victuals and beverages. There are different ways you can work with food: for example, you can either produce or process food (e.g. at a dairy), or prepare meals (e.g. in a restaurant).
	Measurement equipment	This encompasses medical, optic, and other measurement equipment with which you can examine, measure, or test something (e.g. ECG, blood pressure meter, weighing machine, thermometer, test-tube, microscope). This can be at a laboratory, a hospital, a medical practice, a optician, a manufacturing plant, a research facility, etc.
	People	There are different ways you can get into contact with people : for example, as customers, patients, guests, you can take care of children or old people, sick or handicapped persons. When working with people, you can be concerned with individuals or groups.
	Metals	Metals are materials such as iron, steel, zinc, copper, gold, silver, and also metal compounds you can extract or produce, respectively, but you can also treat and process them into specific products (e.g. engine parts or jewellery).
	Plans and blueprints	Plans and blueprints are masters according to which you carry out your work or manufacture products. Examples are: construction plans for buildings and blueprints or artistic sketches for the production of work pieces.

	<p>Regulations, laws, prescriptions</p>	<p>This includes prescriptions, laws, regulations, and contracts which you require for your job or which you have to apply in your job, respectively, e.g. tax laws, building regulations, environmental protection orders, contracts of sale, and lease contracts.</p>
	<p>Plants</p>	<p>Plants are automatic or semi-automatic factories mass-producing goods or creating energy. Examples are plants of the chemical industry, the food industry, the printing industry, assembly lines, and processing plants for raw materials production. These plants are used in many jobs to produce something, however, there also jobs in which these plants themselves are built, installed, and repaired.</p>
	<p>Textiles/leather</p>	<p>This includes the primary materials such as fabrics, yarns, furs, and leather, which you produce, treat, or process into products like clothes, hats, and shoes. You can also work on finished products, e.g. repair, arrange, or clean them.</p>
	<p>Animals/plants</p>	<p>You will come across animals and plants in agriculture and forestry, the zoo, horticulture, at the florist or the veterinarian. You breed, treat, and care for them or sell them.</p>
	<p>Drawing/writing instruments</p>	<p>This encompasses all instruments and utensils with which you can draw and design, e.g. pens, fine brushes, and technical drawing instruments as well as computers (including the appropriate user programs).</p>
	<p>Office machines/office materials</p>	<p>Office machines include all appliances needed for office work, e.g. telephone, fax, copier, typewriters, calculating machines, and computers (including the appropriate user programs). Office materials on the one hand denote all objects that are useful for organizing and taking care of office work and administrative tasks, e.g. forms, index cards (which can also be edited with a computer), folders, and paper clips. On the other hand, this also includes documents and texts such as letters, administration records, legal briefs or reports which you produce, edit, file, or mail.</p>
	<p>Information/media/foreign languages</p>	<p>You can come across information and media in various ways: e.g. in the shape of printed materials such as newspapers or books, sound storage media such as cassettes, CDs, film and photo materials, videos or also data, statistics, and computer programs on disks or CD-ROM. In order to use or transmit information in another language, as well as to be able to negotiate or correspond with people from other countries, you need to be proficient in foreign languages.</p>
	<p>Machines/tools</p>	<p>Machines and tools encompass all sorts of equipment that supports your work tasks.</p> <p>You can set and control machines to accomplish complex tasks or to create great quantities of dimensionally accurate products. Such machines are printing machines, electric looms, combine harvesters, machine tools, turning machines (plus computer-operated machines).</p> <p>Tools are manually operated by you and used for treating materials or work pieces. These can be simple hand tools such as hammers, paint brushes, wrenches, cleaning devices, knives, sewing needles, etc. but also powered tools like electric drill machines, kitchen machines, and hedge trimmers.</p>

2.1.3 my favourite working conditions

Aim

Not only work contents but also working conditions can play an important part for young people as far as their ability to maintain an employment contract is concerned. This step wants young people to think about what is important to them in terms of working conditions.

Scope of application in connection with the Job Box

A comprehensive reflection of favourite working conditions is supposed to make the decision for a job/ training easier.

Preparation for research step “My favourite jobs and my strengths”

Means:

Worksheet: “What do I need in order to work well?”

Assignment / procedure

An introductory question could be: “What do you need in order to work well?” If you are going through the concrete questions with the young person, you may refer to previous work experiences as documented by the worksheet “My life” or the sheets “What I have learned where”.

Working hours can be a very important issue if young people/adolescents already have to take care of children, since they then have to coordinate their working hours with child care facilities.

When it comes to income, it can be useful to discuss the young people’ monthly need of money, their plans for the future, and how they intend to finance them, e.g. a car, a flat. It might turn out that there are no concrete ideas concerning financial requirements or the financial opportunities offered by the desired job. This provides a good connection to the next assignment: the exact inspection of the favourite job.

The section “What else is important to me” provides an opportunity for you as Guidance Officer to address any existing culture-specific conditions, e.g. headscarf or food prescriptions, parental approval

Worksheet: My favourite working conditions

	Would like to achieve	Could tolerate	Acceptable in no case
Salary			
Distance to place of work in kilometres			
Working hours (part-time / hours, flexible)			
Employment (position, project)			
Working conditions e.g. working in a team, according to schedule / very flexible, out of doors / in an office, autonomously / with many guidelines			
What else is important to me?			

Example Worksheet: My favourite working conditions

	Would like to achieve	Could tolerate	Acceptable in no case
Salary	Max. € 500, min. € 300	€ 150	€ 100
Distance to place of work in kilometres	In Dublin City	Dublin (within reach by moped)	Outside Dublin City Limits
Working hours (part-time / hours, flexible)	8 h, no part-time	10 h per day	More than 10 h per day, only part-time work
Employment (position, project)	Apprentice	Labourer	Unemployed
Working conditions e.g. working in a team, according to schedule / very flexible, out of doors / in an office, autonomously / with many guidelines	I need clear guidelines, I like to work alone, but I would also like to be in contact with my colleagues and customers	Permanent teamwork	Chaos, having to work all alone somewhere
What else is important to me...	Lots of spare time, having fun with my job, nice colleagues	Little spare time	Bad work climate with many quarrels, people with prejudices concerning Turks

2.1.4 my favourite jobs and my strengths

Aim

Young people are supposed to deal with the job profile and consider the requirements (training, competences). A balancing of requirements and reality of the favourite job and the young person's existing strengths follow this.

Scope of application in connection with the Job Box

Possibility to correct the occupational wish before planning the next concrete steps.
 Can be applied in case of several failed applications – if young people have already developed concrete occupational wishes without a determination of their strengths – if it turns out that the strengths are not clear, they will then be determined

Means

Worksheet "My favourite jobs and my strengths"
 Worksheet "My profile of strengths" (already filled in)
 Investigation at relevant institutions, acquaintances
 Internet research

Assignment / procedure:

1. Research: 2 possibilities:

Young people inform themselves at public employment service, job information centre, or local partnerships via the addresses in the appendix. They may also talk to people in their surroundings who are employed in respective jobs. In this way they receive valuable information and establish contacts, which may be of use during application phases.

You do the online research together with the young person.

The following questions can serve as guidelines:

What are the tasks and functions of the job?
 Which materials are worked with?
 What are the physical requirements?
 How much contact with other people is required?
 What does the workplace look like?
 Is it fun and am I suited for this job?
 How exhausting is the job and which working hours apply?
 What are the working conditions and requirements?
 What are the opportunities to earn money?
 What does the training for this job look like?
 Which developing possibilities are available to me afterwards?
 What are my chances on the job market afterwards?

2. The **evaluation of results** and the comparison with personal strengths, however, should take place during career guidance in any case. It may also occur at this point that a reorientation is required, but it may also happen that the young people are confirmed in their ideas and are now ready to enter the phase of concrete planning.

In case reality and the young person's idea of the job, if the required qualification seems to be unattainable, for example, and requires reorientation, you can resort to the alternative which the young person developed in the worksheet "My favourite jobs" (chapter 2.3.1) and conduct your research with this alternative job now.

If not all required strengths are available yet, but are likely to be developed by the young person, you should tell him/her that especially persons who are new in a job do not need

to be able to know and do everything that is required by this job. However, young people do need to be able to convince you that they want to learn what they lack now. Planning the next steps should be combined with ideas how young people can attain their missing competences. In case there are only minor deviations, the next step is planning the application.

Worksheet: My favourite jobs and my strengths

My favourite job	Which strengths are required?	What am I already able to do?	What do I still have to learn / improve?
Personal strengths			
Social strengths			
Methodical strengths			
Occupational strengths			
What else is important?			

Example worksheet: My favourite jobs and my strengths

My favourite job <i>Motor vehicle mechanic</i>	Which strengths are required?	What am I already able to do?	What do I still have to learn / improve?
Personal strengths	Dealing with stress Having ideas Being eager to learn Working with noise, heat Punctuality Reliability	Dealing with stress being eager to learn reliability	Having ideas Working with noise, heat Punctuality
Social strengths	Getting along with the boss and colleagues Following instructions Accepting criticism	Getting along with the boss and colleagues	Following instructions Accepting criticism
Methodical strengths	planning focused handiwork being able to work neatly and precisely	planning focused handiwork	Work more precisely
Occupational strengths	Interest for mechanics Understanding mechanics Craftsmanship mathematics using a computer	Interest for mechanics craftsmanship knowledge of computers (games, WORD, internet)	Improve mathematics Improve knowledge of computers
What else is important?			

2.2 My steps to the job

Aim

The aim of this chapter is the concrete planning of the steps to the job. Having a concrete idea of one's favourite job does not mean one is able to actually work in this job right away. This usually takes more time. Maybe an education or occupational training is yet to be finished. Maybe it also makes sense for a young person to go through a practical training, i.e. to gather concrete experiences with a job before making the final decision.

Scope of application in connection with the Job Box

Preparation for applications

Optional involvement of parents following the development of next steps

Means

Worksheet "My concrete occupational aims"

Worksheet "My next steps"

Worksheet "A look into the future and back"

Method "The time wire"

Method "The mountain"

Method "Treasure map"

Assignment / procedure

Planning involves two steps.

1. Firstly, young people exactly formulate their occupational aims according to the SMART method

2. Secondly, the road to these aims is divided into small, attainable sections, which can be accomplished by the young people. There are different methods, which you as guidance officer may select according to the young people's needs. These methods offer different ways of access and vary according to the degree of experience-orientation, or the necessity to include networks, respectively.

2.2.1 My concrete occupational aims

Aim

Before starting to make concrete plans, the reformulation of occupational wishes into a concrete and attainable aim takes place.

Scope of application in connection with the Job Box:

Development of aims facilitates further steps

Means:

Flip chart or presentation cards with different formulations

Assignment / procedure:

The aim should be formulated in a SMART way. SMART means

S = specific description

M = measurable (so young people can determine whether they have reached their aim or not)

A = attractive (so young people are willing to make an effort to reach their aim)

R = realistic (i.e. really attainable)

T = time (i.e. being bound to a deadline until which young people want to have reached their aim)

The young people' aim should be formulated in a positive way in the form of a "target sentence". A good target sentence, for example, would be: "In three months I will have finished elementary school with positive grades and a one-week practical training as a precision mechanic at a metalworking company 30 km from Innsbruck."

A bad target sentence, for example, would be:

"I would like not to be unemployed as soon as possible and have a job that pays a net income of 3.000 Euros."

Why is this, a bad target sentence? First of all, the sentence is negatively formulated ("not to be unemployed"), secondly, it is probably unrealistic and thirdly, very imprecise as far as time is concerned (what does "as soon as possible" mean? Next week, next year?).

Having to formulate their aims might be a new experience, which is why young people will need support. Identification with the target sentence can be reinforced via creative methods, e.g. artistic design of a sheet with the target sentence, finding a symbol or slogan.

My target sentence:

2.2.2 My next steps

Aim

This section enables young people to develop concrete steps necessary for achieving their aim in accordance with their target sentence. The use of various (creative) methods is supposed to strengthen the young people' motivation to reach their aim.

Scope of application in connection with the Job Box:

An already formulated target sentence should be available – cf. previous chapter 2.2.1 Developing small and concrete steps with attainable goals is important to ensure the success of the entire procedure.

If necessary, this can be followed by the planning and realisation of applications.

If this is not the case and the next steps are concerned with finishing an education or practical training, a deliberate conclusion of these processes should be made via the Job Box.

This may be followed by a talk with the young person's parents in order to inform them about the results of the planning phase and to anchor them in a familial context.

Means:

Worksheet "Next steps"

Worksheet "A look into the future and back"

Exercise "The time wire"

Exercise "The mountain"

Exercise "Treasure map"

Assignment / procedure:

According to the young people' personality and previous knowledge, there are different methods to choose from.

- **Worksheet "Next steps"**: This sheet structurally examines next steps, obstacles, and resources. It is suited for young people favouring a more rational access, which takes place via the already formulated target sentence ("What do I want to achieve until when?"). This worksheet also features categories for several sub goals, which are supposed to accommodate the holistic perception of the young people' reality. Reaching a occupational aim may also require reaching sub goals in the private or familial sphere, e.g. regulation of childcare, different spare time behaviour in order to have enough time to learn, the acquisition of qualifications not directly related to occupational issues, e.g. driving license. Reflecting on potential internal and external obstacles one can resort to the results biographical work. Helpful strengths can be compiled based on the profile of strengths. This worksheet can be found in the young person's version of the Job Box. This **concrete planning** should happen **in any case**.

There are also other methods, which you can apply for either deepening or preparation that are not contained in the young person's version of the Job Box. These methods have different foci.

Worksheet: "A look into the future and back": Generally, this worksheet deals with the same topics but applies a more experience-oriented method (imagining the future in a few years, writing a letter, finding a symbol/slogan, language rich in metaphors). This method aims at young people who do not yet have a clear aim and who have problems accessing a structured procedure.

Exercise "The time wire": experience-oriented method with a focus on movement and emotional perception

Exercise “The mountain”: experience-oriented method with a focus on creativity (drawing) as well imagination (fantasy journey)

Exercise “Treasure map”: experience-oriented method with focus on creativity (drawing) – the theoretical background is provided by networking. This section aims at making the young people aware of their relationship-networks as possible resources. At this point it is possible to tie in with the intense assessment if the Ecomap has already been used.

These methods can be used in preparation for the worksheet “Next steps” – the concrete planning of the next steps should be omitted by no means.

Worksheet: Next steps

What do I want to achieve until when?	What will this aim cost me, how do I profit from it?	What information do I still require?	Which concrete tasks result from this? Until when?	Who can support me in which ways?

Worksheet: Next steps continued

Which strengths and sources thereof are helpful to me?	What obstacles might occur? What could I do to not achieve my aim?	How can I handle internal and external obstacles?	How am I going to celebrate my successful project?	What am I going to do if I cannot achieve my aim (in the way I imagined)?

(Source: cf. Lang-von Wins und Triebel 2006, 16, Klingenberger 2003, 167)

Example Worksheet: Next steps

What do I want to achieve until when?	What will this aim cost me, how do I profit from it?	What information do I still require?	Which concrete tasks result from this? Until when?	Who can support me in which ways?
Apprenticeship as motor vehicle engineer in Innsbruck or the vicinity of Innsbruck until February 2007	I have less money than I would have as a labourer, I have to go back to school (vocational school), but I will then have a training I can profit from	Which companies offer apprenticeships for motor vehicle engineers? How long does the apprenticeship take? How much is the apprenticeship-compensation?	Find companies until October 2006 Temporary apprenticeship until November 2006 Write CV and letter of application until November 2006 Application phase Nov. 06 to Feb. 07	Peter, my Guidance officer at the vocational orientation course for CV and application Dad knows mechanics
Get driving license when I am 18 (Test: March 2007)	I have to study and save money for the license, less time to go out	Who offers courses, how much do they cost, and how long do they take? Are there other possibilities, e.g. ride with Dad? How does this work?	Do research on courses until February 2007. Ask Cihat how he got his driving license; get his notes until January 2007.	Cihat, maybe my Dad (ride with him)?
Which strengths and sources thereof are helpful to me?	What obstacles might occur? What could I do to not achieve my aim?	How can I handle internal and external obstacles?	How am I going to celebrate my successful project?	What am I going to do if I cannot achieve my aim (in the way I imagined)?
Patience, perseverance, to really want the job, I know that I already possess many of the strengths required by the job	To be too lazy, give up immediately, listen to people who think that a job as labourer would be better, ask nobody for support	Stick to it, look for people who have finished the apprenticeship	A party with my friends	Maybe apply for similar jobs (motor vehicle mechanic, engine fitter), look for another practical training position, get career guidance at public employment service
I like to study, have perseverance, am	To not have enough money for the course and	Maybe borrow money from uncle Ali, reduce	Go out with friends	Take the test again and study more

Subject 2 I clarify my occupational aims

interested in cars, I want to finally be independent	driving lessons, no time to learn	going out		
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2.2.3 Worksheet A look into the future and back

1. A letter from the future – the vision: imagine that in the next three years you will have achieved all of your important occupational projects. Picture yourself in this situation of your successful future and write a letter that informs the addressee on what your life looks like now and what you have achieved in these years. Read this letter to the respective person.
2. The plan – a sub-goal: Find one intention of your letter, which encourages you to step into the future you described in your letter.
3. Name and symbol: Find a short and catchy name, slogan for this intention and write it on a piece of paper. Find a symbol, a talisman for this intention and draw it on this paper.
4. Supporter: Who could support this intention and how could you get this person involved?
5. The reward: Find out how this intention helps you and other people.
6. The cost: What do you have to leave behind if you carry out your intention – what will it cost you (and others)? Who might suffer damages?
7. Stairway to heaven: Create a stairway with the first three steps (the first one should be minimal). Inform the people who are most important to you about these steps
8. Stairway to the basement: Find three effective strategies, which could help you to delay or even, frustrate your intention.
9. Rest: Allow for your first stopover on your way. How and with whom are you going to devise your intermediate reflection?
10. The celebration: How are you going to celebrate your successful project?

Source: Reichel und Rabenstein 2001, 221

2.2.4 The time wire

Aim

Strengthening of individual efficiency, development of individual steps to achieve an aim

Means

Ball of wool, presentation cards, post-its

Assignment / procedure

Lay your own thread of life. You determine its length, form, and course. "The thread of life starts with birth and ends at a future event which should be described as concretely as possible, e.g. a successful job interview for an apprenticeship. The third step is to mark the present on the thread of life."

Evaluation

Starts at the destination, participants are supposed to "connect" with the time wire by actually "entering," i.e. placing or seating themselves there and actively imagining the situation ("What are you doing right now?" "Who is also there with you?" "What does the room look like?" "What is the atmosphere like?"). The questions should fit the situation and address all modalities of sensory perception. Participants are supposed to answer in the first person: "I smell, I see, I do." When this sequence is finished, participants focus on the past, as they are now supposed to turn around on their time wire and retrospectively view and remember a situation, which could help them to positively devise their target situation. The connection to the situation is important here as well. Furthermore, each situation is given a name, which "you write down on your piece of paper and place on the respective point in time," (76). In this way, participants follow the time wire further into the past. If no more resources come to mind, participants follow the time wire back into the future, picking up all the notes. At their destination they are asked if something has changed, if they have used their resources successfully, and how they feel now. In order to conclude this exercise, participants return to the present situation on the time wire without talking. A short feedback is possible after having concluded this exercise. (Raabe 2004, 75-76)

2.2.5 The mountain

Aim

Developing an awareness of, depicting the steps necessary to achieve future occupational aims. A detailed plan can be devised following this exercise. "The metaphor of the mountain serves to depict overall length and difficulty, different sections with varying degrees of difficulty, possibilities to rest as well as available resources."

Means

Quiet room, space for putting up posters, blankets, flip chart paper, several pencils, scissors, adhesive, coloured paper, envelope

Assignment / procedure

Guidance Officer reads out the text of the fantasy journey: *"Please sit down and make yourself comfortable. Close your eyes and take a deep breath. Imagine you are standing in a huge and wide landscape. Mountains are in front of you. A high mountain range is visible far away on the horizon. The mountaintops have names; they are your important goals. This is where you want to go some when. Now you set out on your journey to a distant mountain. It is a section on your long way. How high is this first mountain? Its name stands for the first goal you want to reach on your journey. What is its name? The way to the top is not always the same. Sometimes it is steep, sometimes level. There are also obstacles to be overcome. You might have to climb sometimes, but you can also rest on your way. There are a few cabins on the way where you can rest after having overcome an obstacle. The obstacle you have overcome is reflected by the cabin's name. When you start your journey, you pack your backpack with rations that will give you strength for your way and its obstacles. Which of your strengths do you put in your backpack? Who or what else can support you? Before you set out on your journey, take a look at the top of the mountain you want to climb first. Try to envision your route, the obstacles, and the cabins. Now open your eyes again. The young people then proceed to draw their mountains on the flip chart paper."* Each mountain is supposed to have different sections, cabins, and names. The backpack / the envelope is then filled with cards labelled with the young people's strengths and other resources which could be helpful on the way."

Evaluation

Young people present their poster. Results should lead to a concrete plan for the next steps. (cf. worksheet "Next steps") (Zukunftszentrum Tirol 2005, 11-12)

2.2.6 Treasure map

Aim

The treasure map is linked to the Ecomap. The latter identifies persons who the young people have contact to and then attempts to find out who could help them with their occupational choice, or job search respectively. Especially “weak” relationships are helpful in this context.

Means

Master copy Ecomap, as well as A3 paper, pencils/marker

Assignment / procedure

It is important to make the assignment’s intention clear to the young people. In order to offer an easier access to the networks, the following questions might provide a basic collection of names:

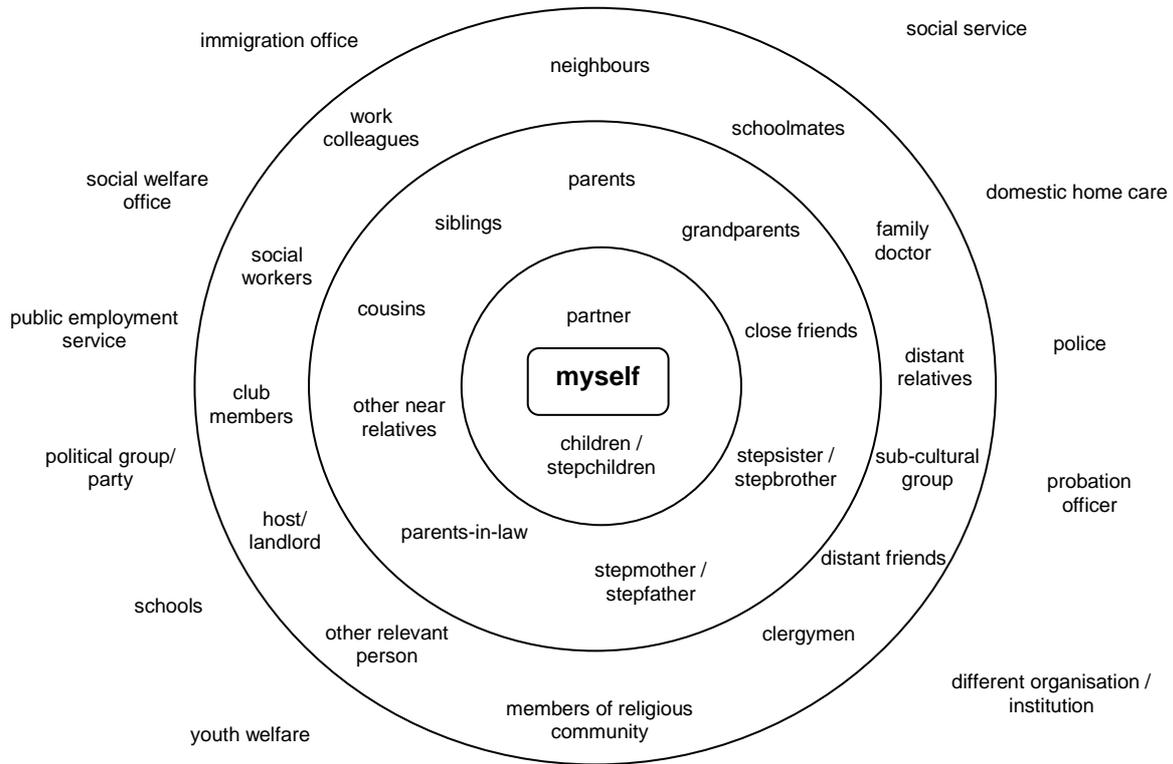
- Who are your friends at school or in your neighbourhood?
- Who do you inform in case of important events such as pregnancy or marriage?
- Who do you ask for advice?
- What do you do if you are happy / feeling down, who do you turn to?
- Who would you take on a deserted island with you?
- Who could you borrow a greater sum of money from?
- Who do you listen to when having to make an important decision?
- Who can you visit any time?
- Who tells you every now and then that you are really good at what you are doing?
- Where is your favourite location in this town? What do you do there?
- Who is important to you among your relatives to which extent?
- Who do you mostly talk to at work?

Besides, there are also questions, which place a particular focus on faded, or weak relationships:

- Who used to be your friends at school, during your training?
- Who do you still get in touch with? How much? How often?
- Who didn’t you keep in touch with but would like to get in touch again?
- Who would you invite to your wedding? Who would invite you to his/her wedding?
- Who did you meet / email / phone last week?
- Who lives in your street / the same house?” (cf. Budde und Früchtel 2005, 10) .

The names are subsequently entered in the Ecomap.

Ecomap



The next step is to find the respective persons capable of supporting the young people in achieving their occupational aims. "Resource-finders" help to find the persons mentioned in the network by describing them according to certain viewpoints.

Resource finder

Place of residence

Occupation or occupational training, hobbies

Relations to relevant persons or instances

crises coped with

occupational or private success. Special material equipment such as motor vehicles, tools, accommodation, etc.

Employer · skills and characteristics

„Because: each experience, each hobby, each special skill, each good relationship that can be of use in an administration, each VW-bus, each percussion drill, each biographical success – be it a confrontation with a landlord or employer – can be the material which makes the addressee aware of innovation, something that he / she has not thought of yet and that can be turned into a present or future solution.” (Budde und Früchtel 2005, 10)

During the conversation the young person draws his / her personal treasure map whose form is irrelevant.

Subject 3 my applications

Aim

This chapter deals with important issues concerning the application. The young people will first be provided with application related hints, how and where they can apply for a job and where they get information about vacancies. This information is intended to be self-study material; however, you can also refer to it within the scope of the career guidance interview regarding the issue application.

Scope of application in connection with the Job Box

For young people who are right in the middle of the application process
 Implementation of the focus on strengths in the application process; this is done by integrating the strengths in the letter of application and in the CV.

Means

Material for self-study
 Example letter of application
 Example CV
 Fill in instructions to compile a CV
 Worksheet "Application report"
 Worksheet "Job Interview"

Assignment / procedure

Precise instructions are available for the CV and the letter of application; in addition, the worksheet "Application report" should help young people to keep the overview of their applications.

CV and letter of application can either be created on the basis of data of the young people in the information centre or the young people receive feedback about the materials they have brought along.

The worksheet "Job interview" serves as preparation for a job interview; you can complete it together with the young person and try it as a role-play.

The specialist texts are identically adopted from the version for young people; thus, they directly address them. You will find further information about the job market and about entrance requirements to the job market in the brochure "4 steps to the job", which can be handed out to the young people because they are "ready to work" after having completed the occupational orientation.

3.1 Tips for applying

An application rarely succeeds the first time; hence, you will have to write several applications. The best way is to create a detailed application plan containing the following aspects: date, company, contact information, contact person, type of application (email, phone etc.) and the results of the applications. Thus, you will keep track of your applications and you will be able to respond fast to modifications.

By transmitting your application documents, you get in touch with the respective company. You want the company to become interested in you. On this note, the application documents are promotion in personal matters. It is the aim of the application to get invited to a job interview. In the course of this job interview you can highlight your skills and knowledge more explicitly. Unfortunately, only few candidates are invited to a job interview, the other applicants will be unsuccessful. .

Important! “Job Clubs“ and “Local Employment Centres “ will help you to create your application documents & construct a Curriculum Vitae (addresses in the appendix).

Application documents – application portfolio

As regards visual appearance and content, your application should be designed in a way that the contacted company becomes aware of you (e.g. application portfolio including cover sheet). The application should spark the interest of the human resource manager in you (if you have already passed a trial course, you should mention this in your letter of application). List all arguments that contribute to your demand to be the perfect candidate for the vacancy. However, always stick to the truth!

The application portfolio is the first step of the employee selection for most companies. Messy application portfolios (optical and textual) are sent back immediately most of the time (they are often not even sent back). An application portfolio consists of:

An adequate letter of application

A CV in form of a personal data sheet

Copies of your school certificates and job references, confirmations about completed courses, labour permit etc. (foreign documents have to be translated and notarised)

If you want you can also create a cover sheet (containing a photo, contact address, company and label of the position) and put it as the topmost page into the portfolio

Tips & tricks

Use specific application portfolios or maps with clips (available in shops that are specialised on paper).

Avoid dog-ears and bends on single pages.

Do not send applications registered, but send them by regular mail in A4 size envelopes that are sufficiently stamped.

If you do not receive a response after 2-3 weeks, Ask for feedback from that company.

3.2 My letter(s) of application

A letter of application is a short letter to the employer. Its purpose is to persuade the employer that you are the appropriate person for the respective vacancy due to your personal strengths, skills and talents. The aim of the letter of application is to get invited for an interview for the position. It should contain the following features:

Sender: first name, surname, address, phone number, email address (state a serious email-address and not something like „superman76“)

Recipient with address and contact person

Date (e.g. July 17th 2006)

Subject heading: without the word “subject” and typed in bold letters, e.g. **“Application for the position as motorcar technician”**

Form of address: e.g. “Dear Ms. O’Brien,” with a comma after it (if necessary, call the company and ask for the contact person for the employee selection)

Introduction and reason for the application (do not start the letter with “I”)

Qualifications, skills, experiences and interests

Concluding sentence: try to express that you are looking forward to the job interview (avoid the word “would”)

Complimentary close and signature with the name underneath

Reference to attachments: CV, certificates etc.

Tips & tricks

Create the application documents only on the computer (e.g. MS Word). If you do not possess a computer you can use it, for instance, in job information centres (see information) or at friends.

Mind the polite and formal form of address and always capitalise personal pronouns in English (e.g. “Sir”, “Madame” etc.).

Express yourself short, precise and clear and be truthful.

Use clean, white A4-paper (panel format).

The letter of application should not exceed one page.

Create your own adequate letter of application for each application.

Avoid grammar and spelling mistakes (another person should proofread your application documents).

Create an application plan to maintain the overview. You will then know when you have applied at which companies.

Mind the type size (12), line spacing and blanks between paragraphs; keep between 2-3 cm offset of the border.

Subject 3 My applications

Mr. Stephen O'Brien
General Manager
Car Perfect
Unit 3 Topaz Business Park
Dublin 13

Joe Bloggs
17 Tower Road
Ballymun
Dublin 11
Tel: 01 8745632

17th June 20006

Re: Apprentice Motor Mechanic

Dear Mr O'Brien

I wish to be considered for the position of Motor Mechanic as advertised in the nationwide newspaper.

During my school holiday I volunteered in a local garage, this experience has cemented my career aspiration of becoming a motor mechanic.

A copy of my curriculum vitae is enclosed for your review, should you require any additional information please do not hesitate to contact me!

Looking forward to hearing from you.

Yours sincerely

Joe Bloggs

Enc.

Certificates

Certificates obtained through education / training should be kept safe, and any relevant certification should be brought to an interview.

In case you have foreign certificates, an equivalence or accreditation of them becomes necessary. The following addresses will provide you with information:

www.qualificationsrecognition.ie

3.3 My CV

Curriculum Vitae's the CV should contain the following features:

Your personal data: name, address, phone number, email-address,

Information concerning your education: year dates, name and location of the school, maybe educational examination results.

Academic studies (if you are studying or you already have graduated);

Employment history: including voluntary experience and relevant experience completed in another country.

Bullet point any relevant duties: this shows a prospective employer the skills you have developed during your working history.

Achievements: abilities and skills that you have acquired at school or in your spare time, like driving license, languages, computer skills;

Hobbies: especially hobbies that correspond with the job you apply for; however, do not mention dangerous sports (e.g. rafting) and computer games;

References: at least two references (Name, Position Title, Company Name and a contact telephone number). Most employers like verbal references as it is illegal to say anything negative about an individual on paper. The majority of employers like to confirm attendance and time keeping records, along with eagerness to learn.

Tips & tricks

Curriculum Vitae's should not be handwritten

Write as thorough and complete as possible.

The CV should not exceed two pages.

CV's do not need to contain nationality, dates of birth etc it is against the law to discriminate against an individual based this information therefore it is not required to be included in your CV.

Never include your social security number on your CV, this is your unique id issued by the Irish government.

The letter of application should correspond with your CV (data, skills, date etc.).

Joe Bloggs
 17 Tower Road
 Ballymun
 Dublin 11
 Tel: 01 8745632 or 086 1234567
 Email: blogs@hotmail.com

Employment History

- | | |
|---|---|
| <p>Oct '05 to Jan '06
 Position
 Duties</p> | <p>Accessories Car Parts 12 Doon Lane Finglas Dublin 11
 Sales Assistant (Christmas work)</p> <ul style="list-style-type: none"> ○ Customer Service ○ Processing customer payment via cash or credit card ○ Stock display |
| <p>Jul '04 to Sep '04
 Position
 Duties</p> | <p>Car lots Unit 8 Omni Industrial Estate Santry Dublin 9
 Mechanics Assistant (voluntary)</p> <ul style="list-style-type: none"> ○ Assisting the mechanic with changing, tyres, oil, and bulbs. ○ Cleaning vehicles prior to collection. |

Educational History

- | | |
|---------------------------|--|
| <p>Sep '99 to Jun '05</p> | <p>Trinity Comprehensive School Ballymun Dublin 11</p> |
| <p>Sep '91 to Jun '99</p> | <p>Holy Spirit National School Ballymun Dublin 11</p> |

<p>Educational Qualifications Results</p>	<p>Leaving Certificate completed 2005</p> <table border="0"> <thead> <tr> <th>Subject</th> <th>Grade</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>Ordinary</td> <td>C</td> </tr> <tr> <td>Irish</td> <td>Ordinary</td> <td>D</td> </tr> <tr> <td>Mathematics</td> <td>Ordinary</td> <td>B</td> </tr> <tr> <td>Engineering</td> <td>Higher</td> <td>D</td> </tr> <tr> <td>History</td> <td>Ordinary</td> <td>D</td> </tr> <tr> <td>Geography</td> <td>Higher</td> <td>B</td> </tr> </tbody> </table>			Subject	Grade	Level	English	Ordinary	C	Irish	Ordinary	D	Mathematics	Ordinary	B	Engineering	Higher	D	History	Ordinary	D	Geography	Higher	B
Subject	Grade	Level																						
English	Ordinary	C																						
Irish	Ordinary	D																						
Mathematics	Ordinary	B																						
Engineering	Higher	D																						
History	Ordinary	D																						
Geography	Higher	B																						

Hobbies & Interests

I have a keen interest in motor mechanics, I also enjoy football and going to the gym.

Achievements

Volunteered in the local garage for a two-month period during school holidays.

References

Eamon Murphy
Owner
Accessories Car Parts

Tel: 01 6549872

Jack Doran
Manager
Car lots

Tel: 01 3216543

3.4 The job interview

An invitation to a job interview means that the human resource manager wants to get to know you. However, you also have the opportunity to become acquainted with the company. In order to find out more about them, the human resource manager asks you a number of questions. You have to present yourself in a way that you perfectly fit in the requirement profile of the company.

Procedure of a job interview:

Address of welcome

He/she informs about the company and the place of work

You ask questions about the company

Conclusion and farewell

What do you have to keep in mind?

Preparation: obtain information about the company, the place of work and the job (from the internet, newspapers, economic chamber etc.); think about answers for possible questions (e.g. strengths and weaknesses), salary expectations; take copies of relevant documentation / certification along with you

Well-groomed appearance and adequate clothing: avoid mouth odour, chewing gums and do not smoke

Punctuality: do not arrive late

Switch off your mobile phone

Natural, polite and friendly demeanour: salutation with a confident handshake and polite address with name and title

Take a seat only after you have been asked to do so

Keep eye contact and mind your posture

Keep calm, articulate yourself clear and definite, mind your choice of words

Be considerate and answer questions in a concentrated and factual way; demonstrate your interest in the job

Ask for clarification on any questions you do not understand.

The following worksheet offers the opportunity to intensively prepare a job interview together with the young person.

Worksheet Job interview

Aim

This worksheet aims to support young people to prepare a job interview.

Scope of application in connection with the Job Box

Scheduled and structured handling of applications
Utilisation of proving strengths

Means

Worksheet preparation job interview

Assignment / procedure

, There are three approaches:

- Corporate completion of the questions
- Test acting in a role play and subsequent feedback
- Role play with other attachment figures after discussion of the questions

If some questions cannot be answered, you can point to already completed tasks and worksheets (e.g. "A profile of my strengths", "My learning locations") or to the necessity to deal with the own strengths and interests and make up for omitted tasks.

Questions concerning school	
What were your favourite subjects?	
What subjects did you dislike?	
Why is your mark in English / mathematics that bad?	
How did you inform yourself about this job?	
Did you complete an internship during your school days? If yes, in which occupational field?	
Have you already worked during your school holidays? If yes, what have you done?	
How did you get along with your teachers and schoolmates?	
What were your reasons for choosing just this occupational field?	
Questions concerning the company / the institution	
Why did you choose this job and not another one?	
What vocations are you also interested in?	

Subject 3 My applications

Why did you apply for a job in our company?	
Where have you heard that we are recruiting apprentices for this job?	
What do you know about us?	
How do you imagine your collaboration in our company?	
Do you prefer working within a team or alone?	
What do you expect from your supervisor?	
Where have you also applied for a job?	
In case you do not obtain an apprenticeship in our company, what do you intend to do?	
Do you intend to do any additional training after the apprenticeship	
What are your short-term/ medium-term/ long-term personal ambitions?	

3.5 My application report

Aim

This worksheet should help young people to keep the overview of their applications because it is to assume that they have to compose several applications and they have two strings to one's bow, respectively.

Scope of application in connection with the Job Box

Scheduled and structured handling of applications

Means

Worksheet "Application report" (copying for each company)

Assignment / procedure

Application reports should not be completed during a job interview, but should individually be filled in by young people during the application process. If you are working on the issue application together with the young people, you should point to this fact and discuss how to complete the worksheet. It would also be reasonable to simulate a phone call at a company in order to help the young people to get routine in obtaining the required information.

When the young people show up for further career guidance interviews, the previous procedure and further steps can be discussed by means of the application reports.

Worksheet: Application reports

Company:	
Sector:	
Address:	
Phone/fax/email:	
Web address:	
Human resource manager:	
Type of the application	
Speculative application	Contact by:
Advertisement in:	On the:
Online application	
Applied for which position:	
Written documents sent on the:	
1. phone call on the:	
Spoken to:	
Result / to dos:	
2. phone call on the:	
Spoken to:	
Result / to dos:	
3. phone call on the:	
Spoken to:	
Result / to dos:	
Job interview on the:	
Interviewer:	
Demanded documents:	<input type="checkbox"/> School certificates <input type="checkbox"/> Apprenticeship certificates <input type="checkbox"/> Work sampling
	<input type="checkbox"/> Handwriting sample <input type="checkbox"/> Criminal record attestation <input type="checkbox"/> Work permit <input type="checkbox"/> Residence permit <input type="checkbox"/> Exemption certificate <input type="checkbox"/> Certificate of citizenship <input type="checkbox"/> Photograph
Employment test	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Preparation?
Follow-up letter on the	
Result / to dos:	

My collection of documents

Aim

Young people are now supposed to collect all documents, which are relevant in an occupational context. In addition to the usual documents, a competence-oriented perspective is supposed to be reflected by the collection of documents concerning the young people's competences in the shape of report cards, certificates, etc.

Scope of application in connection with the Job Box

All possible ways of obtaining documents and references of the young person's competences should be exhausted in the worksheets "What I have learned where".
 Copies of report cards and certificates can be appended to the application documents
 Report cards and certificates serve as proving documents in job interviews
 Additional documents necessary for the employment of young people with migrational background also have their place

Means

Form "Overview of my projects and tasks at school"
 Form "Report on projects and tasks at school"
 Form "Overview of my certificates"
 Form "Certificate"
 Form "Overview of official documents"

Assignment / procedure:

First you need to clarify if the young people already possess a folder for their documents and which documents they already have. You have to make the young people aware of how important it is to have all one's documents collected in one place. Then you go through all the stages of the young people's CV and make sure if they are accredited by certificates. In case report cards and certificates are missing, encourage the young people to obtain them.

Which documents are concerned?

Certificates of projects at school
 Different reports (school certificates, certificates of further training)
 Certificates of spare time achievements
 Official documents such as residential registration forms

An important issue is the clarification of requirements the young people need to meet in order to be legally employed. Refer them to the addresses of specialised information centres included in the general introduction of the "4 steps to the job"-brochure.

My projects at school

Aim

This is where young people can collect everything they have done by themselves at school, which projects they have been part of. These certificates can be indicators for future employers which position in a company the young person is suited for.

Scope of application in connection with the Job Box

All possible ways of obtaining documents and references of the young person's competences should be exhausted in the worksheet "What I have learned at school and in my training"

Copies of report cards and certificates can be appended to the application documents
Report cards and certificates serve as proving documents in job interviews

Means

Form "Overview of my projects and tasks at school"

Form "Report on projects and tasks at school"

Assignment / procedure:

Which certificates can be included?

Projects made in class (photos of work pieces, assessments by teachers, reports)

Works developed within the scope of projects (photos, reports, documentations)

Confirmations of participation in competitions (young people or their classes might have received a prize)

If young people took on offices at school, e.g. as class representatives, they can obtain accreditation for this as well as for activities within the scope of the school's community (assistance as tutor, driver-guide service, the school newspaper...)

If certificates are available, young people are supposed to enter all existing documents in the form "Overview of my projects and tasks at school." If the topics fit the desired occupational aim, young people can append these certificates to the application documents.

Report on projects and tasks at school

What I did (work, project, function)?

What I learned from it:

– Work methods and learning strategies

– Use of materials and tools

– Cooperation with others

– Know-how

– Special methodological skills

- For myself personally

My school reports and performance records

Aim

This is where young people can collect everything they have done themselves at school, which projects they have been part of. These certificates can be indicators for future employers which position in a company the young person is suited for.

Scope of application in connection with the Job Box

All possible ways of obtaining documents and references of the young person's competences should be exhausted in the worksheets "What I have learned where"
 Copies of report cards and certificates can be appended to the application documents
 Report cards and certificates serve as proving documents in job interviews
 Steps toward acknowledgment / notification can be planned

Means

Form "Overview of my certificates"
 Form "Certificate"

Assignment / procedure:

Which certificates can be included?

- School reports
- Recommendations
- Certificates of holiday or temporary jobs
- Certificates of practice-oriented training weeks
- Certificates of participation in seminars, workshops, courses, e.g. at adult education centres
- Certificates of community services, e.g. in a club, religious community, neighbourhood
- First aid course
- Driving license
- Computer driving license
- Mediator training
- Certificates of special athletic achievements (sports badge, swimming/lifeguard certificate)
- Certificates of stays abroad

If young people remember activities which they have participated in, but have not (yet) received a certificate of, simply encourage them to obtain it now. Many centres use their own forms, but you can also make use of the example form on the following page. Afterwards young people are supposed to enter their available documents in the form "Overview of my certificates".

Certificate

Name _____

Is / was employed in our company our club our institution as

Company/practical training:

Address:

Stamp

Period:

Functions:

Acquired knowledge:

Special skills:

Place, date, signature: _____

My official documents

Aim

Securing the young people' occupational possibilities via consideration of legal requirements

Scope of application in connection with the Job Box

Support of application

Means

Overview of my official documents

Addresses in the appendix

Assignment / procedure

In order to become employed, young people need official documents such as residential registration forms or a confirmation that they have a bank account. This is especially important if young people do not possess the Irish citizenship and thus eventually require additional documents to get a job. Because according to citizenship
young people have freedom of establishment and free access to the job market
or they need a labour permit
or they need a labour permit and a residence authorisation

Since there additionally are different forms of labour permits and residence authorisations respectively, the following documents come into consideration:

- certificate of birth
- residential registration form
- confirmation of bank account
- proof of citizenship
- unlimited residence permit
- residence authorisation
- permanent residence permission
- permanent stay – certificate of settlement status
- labour permit
- employment permit
- exemption certificate

An important issue is the clarification of requirements the young people need to meet in order to be legally employed. Refer them to the addresses of specialised information centres included in the general introduction of the “4 steps to the job”-brochure such as public employment service, chamber of labour, Minister for justice or centre for migrants (addresses in appendix).

Appendix: Where do I find information and support?

This part provides with an extensive list of relevant addresses you can refer young people to. Some points of the Job Box make explicit mention of addresses like public employment service or job information centre, so you can find and mark the address together with the young person.

There also is an additional list of links that can be useful for choice of career and application. A further supplement lists possibilities of financial support via aids and grants. Offering this information aims at providing young people with a necessary awareness of resources.

This aim should also be achieved through the young people' recording of their contact details. Furthermore, it is supposed to strengthen the personal relationship, since it makes it clear that working with the Job Box takes place with a constant contact that young people can directly get into touch with via telephone or e-mail.

Useful Addresses

Legal Aspects		
Name of Organization	Information	Website
Department of Justice, Equality and Law Reform	94 St. Stephen's Green Dublin 2 Locall 1890 221 227	Department of Justice Equality and Law Reform
Free Legal Advice Centres (FLAC)	13 Lower Dorset Street Dublin 1 Ireland Telephone +353-1-8745690 Fax +353-1-8745320	http://www.flac.ie
INIS- Irish Naturalisation & Immigration Service	13/14 Burgh Quay Dublin 2 Locall: 1890 551 500	www.inis.gov.ie
Refugee Legal Service (RLS)	Montague Court Montague Street Dublin 1 Ireland Telephone +353-1-4760265 Fax +353-1-4760271	http://www.legalaidboard.ie/
The National Employment Rights Authority (NERA)	Government Buildings O'Brien Road Carlow L-call 1890 80 80 90	www.employmentrights.ie
The Equality Authority	Address 2 Clonmel Street Dublin 2 Ireland Telephone +353-1-4173333 Fax +353-1-4173331	http://www.equality.ie/

Appendix Where do I find information and support?

Occupation		
Name of Organization	Information	Website
Department of Enterprise, Trade & Employment, Government of Ireland	Address Kildare Street Dublin 2 Ireland Telephone +353-1-6312121 Fax +353-1-6312827	http://www.entemp.ie
Immigrant Council of Ireland: Supporting migrant workers and their families	Address 2 St. Andrew Street Dublin 2 Ireland Telephone +353-1-6740202 Fax +353-1-6458031	www.immigrantcouncil.ie
Dublin City Enterprise Board	5th Floor O'Connell Bridge House D'Olier Street Dublin 2 Tel: +353-1 635 1144 Fax: +353- 1 635 1811	www.dceb.ie
Irish Business and Employers Confederation (IBEC)	Address IBEC Head Office Confederation House 84/86 LowerBaggot Street Dublin 2 Ireland Telephone +353-1-6051500 Fax +353-1- 6381500	http://www.ibec.ie
Dublin Chamber of Commerce	7 Clare Street Dublin 2 Telephone:+353-1-644 7200 Fax: +353 1 676 6043	www.dublinchamber.ie
WorkFair: Combating labour exploitation of migrant workers	Address P.O. Box 11234 Dublin 7 Ireland Telephone +353-85-8164946	http://www.workfair.org
Irish Congress of Trade Unions (ICTU)	Address 31/32 Parnell Square Dublin 1 Ireland Telephone +353-1-8897777 Fax +353-1-8872012	http://www.ictu.ie

Appendix Where do I find information and support?

Financial Situation		
Name of Organization	Information	Website
Society of St Vincent de Paul	SVP House 91/92 Sean Mac Dermott Street Dublin 1 Telephone +353 -1 838 6990 Fax +353 -1 838 7355	http://www.svp.ie
Revenue income tax and social insurance information	85-93 Lower Mount Street Dublin 2 LoCall No. for PAYE Customers: 1890 333 425 No. for all non PAYE Customers: +353-1-647 4000	http://www.revenue.ie
Department of Social and Family Affairs	Aras Mhic Dhiarmada Store Street Dublin 1 Tel : +353 1 704 3000	http://www.welfare.ie
Dublin North City MABS money advice and budgeting service	45 North Strand Road Dublin 3 Tel: +353-1 -8366925 Fax: +353-1 8366926	http://www.mabs.ie

Social Networks		
Name of Organization	Information	Website
Africa Centre: Africa-Ireland Exchange	Address 9c Lower Abbey Street Methodist Church Building Dublin 1 Ireland Telephone +353-1-8656951 Fax +353-1-8656951	http://www.africacentre.ie
Integrating Ireland	Address 17 Lower Camden Street Dublin 2 Ireland Telephone +353-1-4759473	www.integratingireland.ie
Polish Information and Cultural Centre	Address 56-57 Lower Gardiner Street Dublin 1 Ireland Telephone +353-1-6729997 Fax +353-16334705	http://www.polishcentre.ie
Refugee Information Service (RIS)	Address 27 Annamoe Terrace Off North Circular Road Dublin 7 Ireland Telephone +353-1-8382740 Fax +353-1-8382482	http://www.ris.ie

Appendix Where do I find information and support?

Education / Job / Competences		
Name of Organization	Information	Website
Fáilte Ireland	Amiens Street Dublin 1. If dialing from inside the Republic of Ireland Tel: 1890 525 525 or +353 -1 8847700 Fax: +353 -1 855 6821 From outside the Republic of Ireland Tel: 00 353 1 8847700	www.failteireland.ie/Developing-People/Contact-Us
Irish Vocational Education Association	McCann House 99 Marlborough Road Donnybrook Dublin 4.P + 353 1 4966033/4966248 F +353 1 4966460	www.ivea.ie/index.html
Local Employment Services Network	PLANET 68 Main Street Gorey, Co. Wexford Telephone: +353-53-9422788	www.localemploymentservices.ie/index.php
Test of Interactive English (TIE)TIE Examinations Limited	45 Leeson Street Lower Dublin 2. Tel: 00 353 1 662 5991 Fax: 00 353 1 6765687	www.tie.ie
FÁS Training and Employment Authority	27-33 Upper Baggot Street Dublin 4 Ireland Tel: +353 (0)1 607 0500 Fax: +353 (0)1 607 0600	http://www.fas.ie
Department of Education and Science	Marlborough Street Dublin 1 Telephone +353 1 8896400	http://www.irlgov.ie/educ
AONTAS The National Adult Learning Organisation	2nd Floor 83-87 Main Street Ranelagh Dublin 6 Ireland Tel: (+353 1) 406 8220/1 Fax: (+353 1) 406 8227	http://www.aontas.com

Migration / Living in Ireland

Appendix Where do I find information and support?

Name of Organization	Information	Website
Citizens Information Board	Ground Floor George's Quay House 43 Townsend St Dublin 2 Telephone: +353 1 605 9000 Fax: +353 1 605 9099 lo-call 1890 777 121	www.citizensinformation.ie
Crosscare Migrant Project: information and support service	Address 1a Cathedral Street Dublin 1 Ireland Telephone +353-1-8732844 Fax +353-1-8727033	www.migrantproject.ie
Migrant Rights Centre Ireland	Address 55 Parnell Square West Dublin 1 Ireland Telephone +353-1-8897570 Fax +353-1-8897579	www.mrci.ie
Irish Council for Social Housing	50 Merrion Square East Dublin 2 Ireland Tel: +353-1- 661 8334 Fax: +353-1 661 0320	www.icsh.ie
Focus Ireland Support for homeless people	9 - 12 High Street Christchurch Dublin 8 Tel. +353-1 881 5900 Fax. +353-1 8815 950	www.focusireland.ie
International Organization for Migration (IOM)	7 Hill Street Dublin 1 Ireland Tel : +353-1 87 87 900 Fax : +353-1 87 87 901	www.iomdublin.org

Local Employment Services

Name of Organization	Information	Website
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Appendix Where do I find information and support?

Ballymun Job Centre	Ballymun Jobs Centre, Unit 36, Ballymun Town Centre, Dublin 11 Tel: +353 (0)1 842 5722 Fax: +353 (0)1 842 5671	www.bmunjob.ie
Ballymun LESN	Local Employment Centre, Ballymun Shopping Centre, Dublin 11 Tel: +353 (0)1 866 7000 Fax: +353 (0)1 842 0134 Email: creedonm@bmunjob.ie	www.bmunjob.ie
Ballyfermot LES	4 Drumfin Park, Ballyfermot, Dublin 10 Tel: +353 (0)1 623 5612 Fax: +353 (0)1 623 0922 Email: bbrennan@bles.ie	
Cherry Orchard Contact Point	The Orchard Community Centre, Cherry Orchard, Dublin 10 Tel: +353 (0)1 623 9738 Fax: +353 (0)1 623 9739 Email: obair@bles.ie	
Blanchardstown LES/ Joblink	Dillon House, Unit 106, Coolmine Industrial Estate, Dublin 15 Tel: +353 (0)1 820 6379 Fax: +353 (0)1 820 6383 Email: info@bap.ie	
LES Jobs Link	Parlickstown House, Ladywell Road, Mulhuddart, Dublin 15 Tel: +353 (0)1 822 6003 Fax: +353 (0)1 822 6005	

Corduff LES/ Joblink Office	Corduff Resource Centre, Blanchardstown, Dublin 15	
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Appendix Where do I find information and support?

	Tel: +353 (0)1 822 6012 Fax: +353 (0)1 822 6014	
Mountview LES/ Joblink Office	Mountview Resource Centre, 11 Whitechapel Crescent, Clonsilla, Mountview, Dublin 15 Tel: +353 (0)1 822 6000 Fax: +353 (0)1 822 6002	
Blakestown LES/ Joblink Office	Blakestown Resource Centre, Blakestown Way, Blanhardstown, Dublin 15 Tel: +353 (0)1 822 6008 Fax: +353 (0)1 822 6011	
Canal Communities LES	Goldenbridge Integrated Complex, Emmet Crescent, St. Vincent Street West, Inchicore, Dublin 8 Tel: +353 (0)1 453 7229 Fax: +353 (0)1 453 7228 Email: goldenbridge@canallesn.ie	
Clondalkin LES	15 Tower road, Clondalkin, Dublin 22 Tel: +353 (0)1 457 7308 Fax: +353 (0)1 437 7313 Email: clondalkinles@eircom.net	
Bawnogue LES	Bawnogue Church, Bawnogue Road, Clondalkin, Dublin 22 Tel: +353 (0)1 457 8861 Fax: +353 (0)1 457 8863	
CCU Contact Point	Aras Rualach, Neilstown Rd, Rowlagh, Clondalkin, Dublin 22 Tel: +353 (0)1 623 0071 Fax: +353 (0)1 623 4605	
Dublin Inner City Partnership	Equity House, 16/17 Upper Ormond Quay, Dublin 1	

Appendix Where do I find information and support?

	Tel: +353 (0)1 872 1321 Fax: +353 (0)1 872 1330 Email: Pnolan@dicp.ie	
Inner City Employment Centre	Inner City Renewal Group 57 Amiens Street, Dublin 1 Tel: +353 (0)1 855 7207 Email: stuart@icrg.ie	
Inner City Employment Centre	St. Andrew's Resource Centre, 114 Pearse Street Dublin 2 Tel: +353 (0)1 677 1930 Email: betty.ashe@les.fas.ie	
Inner City Employment Centre	North West Inner City 42 Manor Street Dublin 7 Tel: +353 (0)1 868 6333 Email: ger.moore@les.fas.ie	
Inner City Employment Service	St. Andrew's Resources Centre, 114, Pearse Street, Dublin 2 Tel: +353 (0)1 677 1930 Email: jim.hargis@les.fas.ie	
Finglas/ Cabra LESN	Rosehill House, Finglas Road, Finglas, Dublin 11 Tel: +353 (0)1 836 1666 Fax: +353 (0)1 864 0211 Email: info@fcp.ie	
Cabra LES	27/28 Annamoe Terrace, Cabra, Dublin 7 Tel: +353 (0)1 868 3806 Fax: +353 (0)1 868 6134	
KWCD LES (Kimmage, Walkinstown, Crumlin & Drimnagh)	KWCD LES 17a Saint Agnes Road, Crumlin Village, Dublin 12 Tel: +353 (0)1 409 5082 Fax: +353 (0)1 465 1095 Email: info@kwcdles.ie	
KWCD LES	St. John Bosco Centre, Drimnagh, Dublin 12 Tel: +353 (0)1 455 0042	

Appendix Where do I find information and support?

	Fax: +353 (0)1 455 2100	
KWCD LES	Lower Crumlin Youth and Community Initiative, Clogher Road, Dublin 12 Tel: +353 (0)1 415 0983 Fax: +353 (0)1 473 6392	
Northside Partnership LES	Coolock Development Centre, Bunratty Drive, Coolock, Dublin 17 Tel: +353 (0)1 848 5630 Fax: +353 (0)1 848 5661 Email: LES@northsidepartnership.ie alex.scannel@northsidepartnership.ie	
Northside Partnership	Glin Centre, Glin Road, Coolock, Dublin 17 Tel: +353 (0)1 848 6322 Fax: +353 (0)1 848 6325	
Northside Partnership	Unit 19, Greendale Shopping Centre, Kilbarrack, Dublin 5. Tel: +353 (0)1 832 0995 Fax: +353 (0)1 832 0313	
Northside Partnership	Darndale Belcamp, Community Development Org, Unit 3, Darndale Shopping Centre, Darndale, Dublin 17. Tel: +353 (0)1 877 1532 Fax: +353 (0)1 877 1510	
Northside Partnership	Baldoyle Forum, Community Development Org, Main St, Baldoyle, Dublin 13 Tel: +353 (0)1 839 5338 Fax: +353 (0)1 839 5526	
T.A.R.G.E.T.	St. Kevin School, Newbrook Road, Donaghmede, Dublin 13 Tel: +353 (0)1 867 1627	

T.A.R.G.E.T.	Civic Centre, Bunratty Road, Coolock, Dublin 17.	
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Appendix Where do I find information and support?

	Tel: +353 (0)1 848 5608/ 848 5609 Fax: +353 (0)1 848 1116	
Southside LES	137 Oliver Plunkett Road, Monkstown Farm, Dun Laoghaire, Co. Dublin Tel: +353 (0)1 284 1977 Fax: +353 (0)1 284 2660 Email: fiona.burke@southsideles.com	
Hillside Resource Centre	Hillview Contact Point, 33-34 Hillview Grove, Ballinteer, Dublin 16 Tel: +353 (0)1 295 3259 Fax: +353 (0)1 296 8841	
Whitechurch Resource Centre	Whitechurch Old School, Whitechurch Road, Dublin 16 Tel: +353 (0)1 494 2057	
Ballyogan Resource Centre	41 Ballyogan Avenue, Dublin 18 Tel: +353 (0)1 295 0563 Fax: +353 (0)1 295 0563	
Choice Adult Education Centre	Unit 2-3 Quinns Road, Shankill, Co. Dublin Tel: +353 (0)1 282 4128 Fax: +353 (0)1 272 0793	
Kilcross Resource Centre	1 Kilcross Way, Sandyford, Dublin 18 Tel: +353 (0)1 295 3259 Fax: +353 (0)1 295 3259	
Tallaght LES	Brookfield Enterprise Centre, Rossfield Ave, Tallaght, Dublin 24 Tel: +353 (0)1 462 2747 Fax: +353 (0)1 462 1002 Email: jackie.johnson@tallaghtles.ie	

Brookfield Enterprise Centre LES	Rossfield Ave, Tallaght, Dublin 24	
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Appendix Where do I find information and support?

	Tel: +353 (0)1 462 3475 Fax: +353 (0)1 462 3629	
Cherry Orchard LES	The Orchard Community Centre, Cherry Orchard, Dublin 10 Tel: +353 (0)1 623 9738 Fax: +353 (0)1 623 9739	
St. Anne's National School	Fettercairn, Tallaght, Dublin 24 Tel: +353 (0)1 462 3545/ 462 4296 Fax: +353 (0)1 462 3545	
TCU Contact Point	Unit 11, Avonbeg Enterprise Centre, St. Dominic's Rd, Dublin 24 Tel: +353 (0)1 462 3539 Fax: +353 (0)1 459 0996	
Action Tallaght	80 Killinarden Heights, Killinarden, Tallaght, Dublin 24 Tel: +353 (0)1 462 3539 Fax: +353 (0)1 452 6441	
Action Tallaght	127 Drumcarra Avenue, Jobstown, Tallaght, Dublin 24 Tel: +353 (0)1 452 3447 Fax: +353 (0)1 451 5528	
BCE Contact Point	14 Allenton Drive, Ballycragh, Tallaght, Dublin 24 Tel: +353 (0)1 461 0327 Fax: +353 (0)1 461 0328	
St. Kevin's Boys School	Contact Point, Kilnamanagh, Dublin 24 Tel: +353 (0)1 461 0427 Fax: +353 (0)1 461 0872	

Jobs in newspapers (to be purchased at newsagents)

Appendix Where do I find information and support?

Herald www.herald.ie
Irish Times www.irishtimes.com

Useful website addresses

www.fas.ie
www.irishjobs.ie
www.jobs.ie

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