



“Career Development Skills for the 21st century”

**Basic Training Module
designed by Professor Ronald G. Sultana
on behalf of UNICEF**

Basic Training Module on “Career Development Skills for the 21st century”

Target group: 15 to 20 educators who will be trained as career learning coordinators and who will act as multipliers

Selection criteria:

- Evidence of interest in the area
- Proficient in English
- Gender balance in the composition of the team
- Equal representation from lower and upper secondary sectors
- Teachers from both urban and rural schools
- Recommended by their superiors for their strong pedagogical skills

Workshop facilitator/s:

- Professor Ronald G. Sultana (international consultant)
- Ms Valbona Mane-Çarçani (local consultant)

By the end of the 3-day workshop participants will have:

- Improved their understanding of what career education is, and why it is important
- Increased their awareness of international trends in career education
- Understood their role as career learning coordinators in a school
- Revisited basic concepts of curriculum development
- Become familiar with a number of Career Development Skills frameworks
- A good understanding of the DOTS model
- Contributed insights regarding specificity of Albania and implications for curriculum
- Identified how work-related topics feature across the Albanian curriculum
- Experience in accessing labour market information and career guidance websites
- Defined strategies to coordinate teachers contributing to career learning
- Knowledge as to how to embed career learning as a goal in the school's annual plan
- Understand how attitudes to work are promoted by the school's hidden curriculum
- Practised experiential learning approaches relevant to career education
- Developed skills in facilitating group work
- Become aware of the range of activities that can be organised in career learning
- Developed skills in identifying and developing appropriate resources
- Learnt how to support students in recording career learning in a portfolio
- Understood the different career development needs of various groups of students
- Learnt how to identify students prone to disengagement/early school leaving
- Mastered basic skills in having a career conversation around the portfolio
- Improved appreciation of role of parents, alumni and employers in career learning

Organisation of the Manual

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PART 1

Knowledge, skills and attitudes required by career learning coordinators

1.1. What is career learning?

- Young people learn about work from several sources. They learn first of all from their parents and immediate community. This can indeed be the most powerful learning, as knowledge, skills and attitudes are absorbed from a very young age and remain influential throughout life. The media too can be very influential, either reinforcing the messages given by the family and community, or challenging them (e.g., by showing women working in jobs traditionally considered appropriate only for men).
- As in many parts of the world, many Albanian children and youths develop an understanding of work by being employed after school hours or during weekends and holidays, often by helping out parents and relatives in a family business. Such experiences – whether positive or negative, paid or unpaid – can be quite powerful: they help shape the aspirations and sense of purpose of individuals, while also teaching them work-related values (e.g., punctuality, self-discipline).
- Such learning outside formal education is valuable, and subsequent learning at school needs to acknowledge it and build on it. In Albania, several subjects in the curriculum discuss aspects of work, and ASCAP, with UNICEF support, has analysed which themes feature at the different levels of schooling. Such curriculum mapping is important, especially when it comes to identifying unintended overlaps and gaps. Schools however also teach about work through the ‘informal curriculum’, i.e., the messages given about work through the way of life encouraged at school. Attitudes towards authority, self-discipline, competition, co-operation, extrinsic motivation, delayed gratification, gender roles and so on are all promoted by the school, whether intentionally or otherwise, and such dispositions are absorbed by students, who enact them in roles outside the school, as adults, family members, and workers.
- Learning about work at school can also take place during special sessions dedicated to the topic, either as an elective, as a separate time-tabled subject, or through extra-curricular activities such as workshops, career fairs, workplace visits, meetings with employers and employees, and so on.

Exercises

- **Group discussion:** Think of your childhood. List 5 things you learnt about work from your [home environment](#). Now list another 5 things you learnt about work from school. Were there any clashes between the messages received from the two contexts? Did you find the messages useful when you became a worker?
- **Brainstorm:** What more could the family and the school have done to prepare you for the realities of work?

1.2. Why is career education important?

- A good part of people's lives is spent at work. Being happy at work is important for individuals, for their family, and for their community. If one is miserable at work, this has negative effects not only on one's general enjoyment of life, but also on one's self-esteem, and on one's relationships with others, including those at home. It is therefore important for all young people to think in a systematic manner about the work they would like to do, whether as employees or as self-employed.
- Many young people tend to have limited horizons when it comes to thinking about the work they will do. Their sense of possibility is often constrained by their social background and gender, and they are caught up in the flow of life which leads them to consider some options rather than others. Career education, as well as career guidance and counselling, serve to intervene in this flow, helping students reflect on who they are, and on information that can help shape their aspirations.
- Such a process of reflection involves knowing one's abilities and aptitudes. It involves knowing which education and training pathways will prepare them for the work they wish to do. It also involves scanning the environment for information about the labour market, and for opportunities that are available. Such a process leads to personal action planning, whereby students, with the support of career coordinators, set out objectives as well as the action that needs to be taken to achieve goals set.
- The Personal Development Plan is not written in stone. We all change over time, and are always in the process of becoming. We can be good at, and find fulfilment in, more than one occupation. Our awareness of who we are, and of the opportunities in our environment, increases the range of occupations we can consider. Career learning coordinators can support the development of such a purposeful approach to one's future, helping students by providing information, advice and guidance in a thoughtful and organised manner.
- In many countries, there is a distinction between the roles performed by career educators and career counsellors. The former meet with groups of students and discuss general topics related to educational and occupational futures. Career counsellors have a more advanced understanding of career development theories, and are licensed to offer guidance to small groups and individuals, taking career exploration to a deeper level, sometimes making use of assessment tools such as psychometric tests.

Exercises

- **Research:** What would a [Personal Development Plan](#) look like? Look up other examples of a PDP on the internet. Design one that you think would work well with the students in your home group
- **Presentation:** Present the Personal Development Plan form to your colleagues, explaining the rationale behind its design.

1.3. What are some of the international trends in career education?

- Career education and guidance has received a lot of attention internationally over the past years. It was one of the key areas of focus for the European Lifelong Guidance Policy Network (ELGPN), which was funded by the European Commission to promote the area throughout Europe. Career education and guidance are also key focus themes for two of the EU's agencies, i.e., the European Training Foundation, and CEDEFOP.
- Several countries, and regions within countries, have developed a career learning framework (e.g., Australia, Canada, England, France Ireland, Malta, Scotland, the USA), setting out the themes to be covered, and often adopting an age-stage, developmental approach with the revisiting of topics through a spiral curriculum.
- Teaching of the career learning can be organised in different ways. It can feature in one or a mix of the following ways:
 - [a] as a stand-alone, time-tabled subject of the curriculum, offered as part of the core or as an elective, and either to all classes across all year groups or at key transition stages; or
 - [b] as an element in a broader subject area called 'Lifeskills' or 'Personal and Social Education', which includes other sections on such areas as Health, Safety and Well-being, and interpersonal and intrapersonal skills; or
 - [c] as an extra-curricular activity, through workshops, visits to work places, meetings with people from industry, participation in projects (e.g., the Junior Achievement Albania entrepreneurship learning scheme).
- Several countries, and regions within countries, have developed a career learning framework (e.g., Australia, Canada, England, France Ireland, Malta, Scotland, the USA), setting out the themes to be covered, and often adopting an age-stage, developmental approach with the revisiting of topics through a spiral curriculum.
- Most countries make a distinction between career learning as an academic subject, and as an area of reflection that is best served by interactive and experiential modes of teaching. Students are invited to engage with learning through exercises, games, discussions, visits to work places, and so on. Assessment of learning is also often carried out differently from mainstream subjects: there are usually no formal exams, with students being encouraged to keep a record of their career learning in a portfolio or e-portfolio. Their entries are the subject of career conversations with the career coordinator/advisor, and sometimes with parents as well.

Exercises

- **Discover:** Look up the websites of the [ELGPN](#), the [ETF](#), and/or [CEDEFOP](#). What career learning activities have these organised? What resources have they produced? Which 3 ideas or products would you use in your work?
- **Analyse:** What are some of the common elements of 2 or more [career learning curricula](#)? Are there themes that are important to Albania, which are missing?
- **Design:** Look up an example of a career learning portfolio, and design one that is suitable for your students.

1.4. What is my role as facilitator and coordinator of career learning?

- The terms ‘facilitator’ and ‘coordinator’ nicely capture the kind of roles you are expected to play. In your role as ‘facilitator’, you ‘facilitate’, i.e., you enable and make it easier for students:
 - to think about their abilities, aspirations and sense of who they are,
 - to think about potential future educational and occupational pathways,
 - to reflect with them about their learning about the world of work and what that means to them and to their planning
 - to visit and experience work places
 - to meet employers
 - to visit VET institutions and universities to see what courses are on offer
 - to find relevant and trustworthy information that is helpful to their planning
 - to know which services – offered by the municipality, by the PEO, and by Youth Centres, for instance – can be helpful to them as they transition to adulthood.
- Your role, however, is also that of a ‘coordinator’. A major area for coordination, which at the moment is somewhat neglected, is the career learning input made by teachers of different subjects across the curriculum. While the career-related content has been carefully mapped by ASCAP, there needs to be a person to coordinate the teachers so that each knows which particular areas are being covered by which colleagues. Most importantly, students are encouraged to keep a **career learning journal** or **log book**, where they draw together the different inputs by teachers, and organise it in such a way that it enables reflection. Such reflection is taken to deeper levels by the coordinator, who engages in career conversations with the students, possibly involving parents in the conversation as well.
- Other aspects of your coordination role include:
 - Working with the head and deputy head of the school in order to ensure that the careers programme features in the annual school development plan;
 - Reaching out to colleagues in further and higher education settings, so that they provide relevant information about courses to students at lower levels, and also to arrange orientation visits on site;
 - Establishing networks with employers, enterprises, the Municipality, and the PEO in order to ensure the possibility of career fairs, workplace visits, work shadowing and work experience initiatives;
 - Setting up a Careers Hub at school, and resources it appropriate by inviting the PEO, employers, parents to send information that might be useful to students;
 - Meeting with parents, both to invite them to share their experiences of work with students, and also to exchange insights about how to help their children plan for further education, training, and employment. Such meetings can also serve to overcome biases and stereotypes (e.g., about VET).

Exercises

- **Contact** a local or [foreign career adviser](#) to learn how s/he organises their day.
- **Explore online** how work experience/exploration is [coordinated](#).
- **Interview employers** to explore how you can collaborate with them in delivering your career programme more effectively.

1.5. What knowledge, skills and attitudes should a coordinator have?

- The task of supporting career development requires you to engage with individuals and groups at a deeper level than usual. By offering your support, you are accepting the responsibility of helping your students
 - to understand themselves better,
 - to grow and achieve their potential,
 - to be aware of opportunities and explore possibilities,
 - to make wise decisions now as they plan for their future, and
 - to manage their transitions through the different education, training and occupational pathways that they embark on,
 - to help open up options and opportunities them,
 - to expand their horizons of aspirations so they do not remain limited by stereotypes and biases, by gender, social background or ethnicity, by disabilities and lack of self-esteem.
- This is therefore important and delicate work, which requires knowledge and skills, as well as personal dispositions such as positive regard to all students, acting on behalf of their best interests, *in loco parentis*. Some of the knowledge and competences that the work of a career learning coordinator requires include:
 - Informed understanding of the education pathways available, and how they connect to occupational futures;
 - Awareness of key approaches to career development, including such key notions as self-concept, career readiness, self-efficacy, bias, congruence;
 - Personal and interpersonal skills, such as the ability to listen and to empathise, patience, leadership, flexibility;
 - Readiness to identify and challenge structures and patterns of behaviour that lead to injustice, and to engage in advocacy to bring about change.
- Several ethical issues and dilemmas can present themselves in the course of your work. Examples include:
 - Doing what you think is right, when parents have a different opinion;
 - Support students in their aspirations, even though you think they are unrealistic;
 - Awareness of one's limitations, but having no experts to refer the student to;
 - Challenging gender-based stereotyped choices, when community is traditional;
 - Supporting young persons' desire to migrate, when the country needs them...

Exercises

- **Reflect** on the list of [core and specialised competences](#) set out by the International Association of Educational and Vocational Guidance. Identify ways of improving your knowledge and skills.
- **Read** about one or more of the [major career theories](#), e.g. (1) theory of work-adjustment; (2) Holland's theory of vocational personalities in work environment; (3) the self-concept theory of career development formulated by Super and more recently by Savickas; (4) Gottfredson's theory of circumscription and compromise; and (5) social cognitive career theory.

1.6. What is the curricular content of career learning?

- Career education curricula (also referred to as ‘frameworks’) have been developed in several countries, with some being more detailed and sophisticated than others. Many adopt an age-stage approach, with themes responding to the developmental needs of the students. Often the same themes appear at different stages of the students’ development, but are dealt with in more depth, or taking on board related considerations. This is what we can refer to as a ‘spiral curriculum’. Increasingly, the career learning curriculum starts from primary schooling, acknowledging the fact that attitudes towards work, including biases, are strongly set from the age of 5 onwards.
- An analysis of different curriculum frameworks reveals that there is a similarity between the way different themes are organised around categories. This can be seen in the comparative table below. For the purpose of this training module, the DOTS model is being recommended for its comprehensiveness and clarity.

DOTS	Self-awareness	Opportunity awareness	Decision-making skills	Transition skills
Career Development Institute UK (2020)	Learning about career and the world of work	Developing yourself through careers, employability & enterprise education		Developing your career management, employability and enterprise skills
Career Development Institute, UK	Grow throughout life	Explore possibilities	Manage career	- Create opportunities - Balance life & work - Seeing the big picture
Scottish CMS Framework	- Self - Strengths	Horizons		Networks
Ireland	Developing myself	Developing my learning	Developing my career path	
France	Discovering yourself and cultivating your ambitions	Getting informed and finding your way in the information society	Building and projecting yourself in an uncertain world	
Association for Careers Education & Guidance	Self-development through careers and work-related education	Finding out about careers and the world of work		Developing skills for career wellbeing and employability
Canadian Blueprint	Personal management	Learning and work exploration	Life/work building	Life/work building

- Examples of themes under each of the DOTS category include:
 - **Decision-making:** Testing alternatives; considering values, interests and skills. Using the DECIDE model (i.e., D = define the problem, E = establish the criteria, C = consider all the alternatives, I = identify the best alternative, D = develop and implement a plan of action, and E = evaluate and monitor the solution and feedback when necessary) ...
 - **Opportunity awareness:** knowing how and where to access LMI; understand the role of labour offices; take part in an internship; look at job vacancies in newspapers ...
 - **Transition skills:** presenting oneself; cv writing; motivation letter; sitting for a job interview; establishing networks; try course and work ‘tasters’; interview workers in the job you want ...
 - **Self-awareness:** knowing my strengths and limitations; learning how others perceive me; developing self-confidence and self-efficacy; link traits to occupational families ...

Exercises

- **Examine** in detail 2 career learning curricula (e.g., [Canadian](#), [Irish](#)) and compare them to note similarities and differences, if any.
- **Organise** the different items and themes in the 2 frameworks under the 4 categories of the DOTS model.

1.7. What pedagogical approaches can be used in teaching careers?

- A very important consideration to keep in mind is that there is a difference between teaching as it takes place in most subjects in Albania, and the pedagogy utilised in career learning. The first tends to be formal, with an emphasis on 'stand-and-deliver' teaching where the teacher is the knowledgeable one while the students' role is to listen, understand, and be able to reproduce it in homework and exams. While students can and do learn from such a 'magisterial pedagogy', career learning privileges experience and interactivity. The role of the teacher is not just to teach, but to create situations in which learning can take place, remaining attentive to the voice of the student, i.e., their experience of life. Students engage with the situations presented to them, share the reflections and insights that such an experience gives rise to, with the teacher introducing 'hinged themes', i.e., extending the students' input by bringing in additional knowledge that s/he has.
- The range of pedagogies used in career learning is a broad one, and includes:

individual projects	visits to work places	work shadowing	job quizzes	posters
pair work	meeting workers	interviews	use of CEG portals	films
group work	meeting ex-students	photo-language	career games	career tests
class teaching	work experience	case studies	workbooks	simulation
role play	career fairs	video feedback	visit to PEO	fish bowl

- These kinds of pedagogies are based on experiential learning, which entails 4 stages:
 - Concrete experience – personal experience
 - Reflective observation – what I learned from the experience
 - Theorisation – how this learning has changed my view of the world
 - Active experimentation – putting the learning into practice

As an example of this, think of a career learning session where you wish to teach students find and evaluate work-related information. The session might be structured in the following manner:

Experience: Students access information on line about a job they are interested in.

Reflection: They consider how useful this information is and how it applies to them.

Theorisation: Students have a better understanding of what career information is, where they can access it, and how it is useful

Experimentation: Students access more and different types of career information, gradually increasing their knowledge and understanding of this area.

- A good way to ensure that your sessions are based on experiential learning is to write up lesson plans based on what *students* will do, rather than focusing on what the teacher does. This will help change the pedagogical mindset from 'learning by listening' to 'learning by doing'. The career teacher's main task is to manage the learning process by providing a stimulus (e.g., a case study) and to help students process the learning that comes out of the activity and discussion around it.

Exercises

- **Practice** writing career learning sessions based on [experiential learning](#). Look up examples of experiential [lesson plans](#) to get inspiration. Share with colleagues.
- **Experiment** using one experiential learning method that you have not tried before (e.g., [Photovoice](#)). How did that work out?

1.8. What assessment methods should be used in career learning?

- Assessment is an important part of any teaching approach, including of ones using experiential pedagogies. However, there are different forms of assessment, often depending on what the learning objective is. If we are assessing recall, then tests can be appropriate. With career learning, the goal is to help students reflect on issues related to the world of work. That reflection leads to deeper levels of understanding when it makes use of new knowledge and insights about self and environment.
- In experiential pedagogy, assessment is not about ranking students. Rather, it is about using assessment *for* learning, and *as* learning. The process of assessment is itself an opportunity to increase learning, by helping students deepen their reflection on the experience the career learning session has led to. Unlike with other forms of evaluation, giving grades is not considered relevant or useful: what matters is how much students exploit the opportunities that arise while engaging with the tasks set.
- A popular assessment strategy in career education requires students to keep a learning or 'growth' portfolio, which can be paper-based or online (i.e., an 'e-portfolio'). This functions as a 'reflective journal' where students keep a record of the knowledge and insights that are generated while attending classes in other subjects, participating in career lessons, visiting work places, and so on. This process of reflection is fundamental to experiential learning: "We do not learn from experience. We learn from reflecting on experience" (John Dewey).
- It is in the nature of being human to reflect on one's experience: we do it instinctively all the time. Much of this reflection features as part of the flow of life: it is important, but its unsystematic nature tends to make it less powerful and effective. When we put down our thoughts in writing, the possibilities for dwelling on issues, seeing them from different angles, connecting them to each other, researching about them, increases. That is the point of a learning portfolio, which is different from 'achievement' or 'competence' portfolios that showcase achievements, though it can also serve that function.
- A career learning portfolio can also serve as a trigger for **career conversations** with students. As a career teacher you can see progression in thinking about aspects of self and of work, point these developments out, discreetly explore what they mean to the student, discuss issues that need clarification, and so on. Most importantly, such conversations could help students in drawing up a **Personal Development Plan**, in relation to the aspirations they have. In some contexts, it would also be appropriate and useful to invite parents to be part of this career conversation. Being more aware of likes and dislikes, options and opportunities, education and training pathways that need to be followed to fulfil aspirations – one and all can make a big difference to positive and effective career planning.

Exercises

- **Read** further about [career learning portfolios](#).
- **Consider** different examples of growth portfolios and [e-portfolios](#). Try one yourself, with reflections on learning about your work as career coordinator.

1.9. Who can we involve as partners in teaching the career curriculum?

- The delivery of a career learning programme requires partnerships with others. Educators based in schools have a central role to play, but like everybody else, their understanding and experience of the world of work is naturally limited. They have important knowledge to share with students, and are especially important in providing critical perspectives, and also to encourage the development of values. They can however draw on a range of partners to broaden and deepen students' career learning. Among these one could mention:
 - *Representatives from the world of work*, such as employers and trade union leaders, who can be invited to give talks, share experiences, mentor entrepreneurship schemes, offer work experience and internship opportunities, support the organisation of job fairs, help update career information, and so on. They can also invite CEG staff to spend some time in industry in order to improve their knowledge of the world of work.
 - *Teachers* of other curricular areas, who can address themes from the career education programme through their subjects (e.g., writing a cv and job application letter in language classes; the duties and rights of workers through social studies; how to sit for an interview through role playing in drama classes; how to find information about further education and work pathways in IT lessons, and so on).
 - *Alumni*, who can serve as models for those still at school, sharing with them their experiences of transition to further education and work.
 - *Teachers and students* from other educational institutions, such as VET and universities, who can provide first-hand information and advice about life after compulsory schooling.
 - *Public Employment Office staff*, whose knowledge of the labour market is often in advance to that of teachers, and thus invaluable to the school's CEG programme.
 - *Municipalities*, since these have an indirect function through their mandate to work for local economic development.
 - *Parents* and members of the wider family network, who can share their knowledge and experience of work, and whose participation provides an opportunity to combat misleading biases, including against VET.
 - Knowledgeable members of the community, *especially NGOs* working in the CEG area, since these can share their experience in developing programmes for specific target groups, as well as the resources that they have developed.

Exercises

- **Reflect** on who you could invite as a [partner](#) to help you deliver the career learning programme. Set out a plan as to how you will go about doing this.
- **Research** some of the [ways in which you can work with employers](#) in order to strengthen your [career learning programme](#).
- **Emulate** some of the successful partnership initiatives. Examples include those led by [Junior Achievement Albania](#) and [RisiAlbania](#).

1.10. What is a 'Career Hub' and how do I set one up?

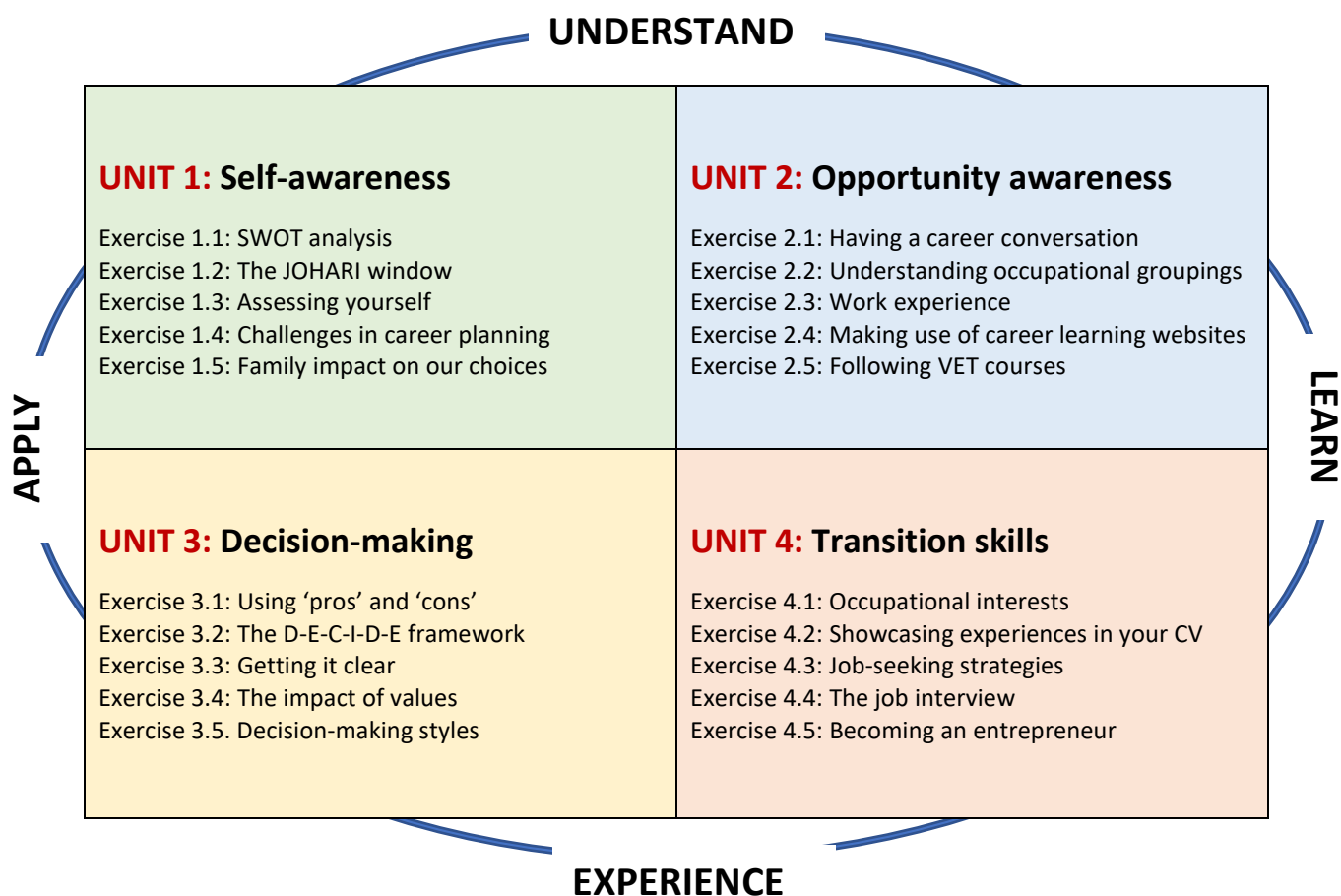
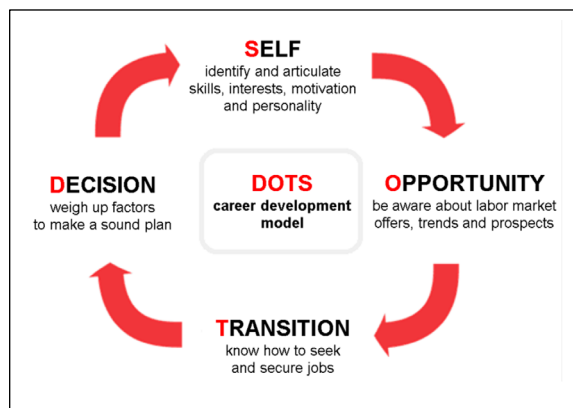
- One way of strengthening the presence of career learning in your school is to set up a Career Hub for career-related activities, products and services. Having a physical space dedicate to careers work sends out a clear message to students and staff that the school *values* career guidance, gives the service a presence, confirms its legitimacy, and is likely to lead to greater use.
- Under the leadership of the career coordinator, the Career Hub can provide a richly resourced and attractive learning environment, with access to education- and work-related information (in print or online). An analysis of some of the best career resource centres in educational settings provides pointers as to what one could aim for in one's school:
 - The Career Hub is located in a 'heavy traffic' area of the school, makes it more likely to be seen by students.
 - An attractive and informal set-up (e.g., having 'Career Clubs' and calling the hub a *Career Café*), encouraging students to drop in so as to engage in career-related learning.
 - A welcoming area where students can ask for an appointment for personalised attention, or directed to the resources they can use in self-help mode.
 - Furniture that supports interactive learning sessions, with an open space for group work.
 - Computer workstations, with headphones, key career learning websites bookmarked, and attached to printers.
 - Posters and notice boards, whether traditional or electronic, that signal key career-related messages that the school wishes to emphasise.
 - A map of the resource room to help students locate different types of resources, such as books, files, DVDs.
 - Signage to help young people identify the location of specific types of career resources.
 - Colour coding of signs to match specific resource guides and information hand-outs can help students locate resources on a specific topic.
 - Resource guides are organised around the main topics addressed in the career education programme (i.e. DOTS).
 - Guidance is provided as to the sequence of resources that students should access, such as the need to first understand occupational families and to review basic information.
 - Hand-outs are available that encourage students to carry out their own research about future options, and in ways that encourage discussion with parents.
 - Provision of assessment tools to further self-knowledge, and to facilitate investigation of occupational interests.
 - Resources in alternative formats are available for students with disabilities, those who have difficulty reading.

Exercises

- **Visit** a state-of-the-art [Career Hub](#) to see what it looks like.
- **Draw up** a plan and strategy to [set up a Career Hub/Resource Centre](#) in your school. While you may have to start small, it is good to think big.

CONTENTS OF PART 2

Working through the DOTS model



PART 2

Working through the DOTS model

UNIT 1: Self-Awareness

1A. Understand:

- An important step in trying to plan our future as workers is to understand what is of interest to us, what we are good at, what is likely to make us happy and fulfilled, and what we need to do to attain our objectives.
- Our knowledge of ourselves includes knowing our *internal dispositions* (e.g., preferring to work outdoors or in an office; with people or on our own), and knowing how *external factors* widen or limit what we think is appropriate for us, and the kinds of occupations we could consider (e.g., what we might consider to be appropriate given our gender, our social and ethnic background, our abilities and disabilities).
- Knowing ourselves better also means knowing how we change over time. We are complex beings, always in a process of becoming. We have lots of facets and sides to us, and the potential to succeed in more than one occupation. Our awareness of who we are, and of the opportunities in our environment, increases the range of occupations we can consider, whether as employees or as self-employed.
- We can become more aware of who we are by observing and reflecting on ourselves (e.g., how is my own gender bias affecting me when I think about my future occupation?); by reflecting on our environment (e.g., what messages does my family and my community give me about what is appropriate work for females and males); and by asking for feedback about ourselves from others.

The purpose of this Unit is to help you know yourself better, through self-reflection, through feedback from others, as well as through understanding how your environment shapes who you are, who you have become, and who you might become.

1B. Learn:

By the end of this Unit, you should be able to:

- identify your skills, values, interests and other personal attributes
- understand how these impact on your preferred future and lifestyle
- pinpoint core strengths, your unique attributes, and what makes you different
- articulate fears, concerns and anxieties about educational and occupational futures
- be aware of how your behaviours and attitudes these influence you
- specify biases that you have regarding curricular subjects and occupations
- consider the impact of heritage, identity and values
- reflect on and record achievements, experiences and learning
- seek feedback from others, and able to give constructive feedback
- identify areas for personal, academic and professional development
- challenge yourself to try new things
- match opportunities to core skills, knowledge, values, interests etc.
- make an informed decision based on the available opportunities
- understand how learning, skills and experiences contribute to career development

1C. Experience:

Exercise 1.1: Getting to know yourself better by performing a SWOT analysis

Strengths

- What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else you know?
- What personal resources can you access?
- What do other people see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- What connections do you have that might open up opportunities for you?

[Consider this from your own perspective, and from the point of view of the people around you. And don't be modest or shy – be as objective as you can. Knowing and using your strengths can make you happier and more fulfilled at work].

Weaknesses

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education/skills? Where are your weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in what you wish to do? For instance, a fear of public speaking.

[Again, consider this from a personal/internal perspective and an external perspective. Do other people see weaknesses that you don't see? Do others consistently outperform you in key areas? Be realistic – it's best to face any unpleasant truths as soon as possible].

Opportunities

- What new technology can help you? Can you get help from others via the internet?
- Is the industry you're interested in growing? If so, how can you take advantage of this?
- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends do you see in the work you are interested in, and how can you take advantage of them?
- Are those interested in the same job you are failing to do something important? If so, can you take advantage of that to stand out?
- Is there a need the company you're interested in that no one is filling?
- Are their complaints about the company you're interested in? Can you create an opportunity by offering a solution?

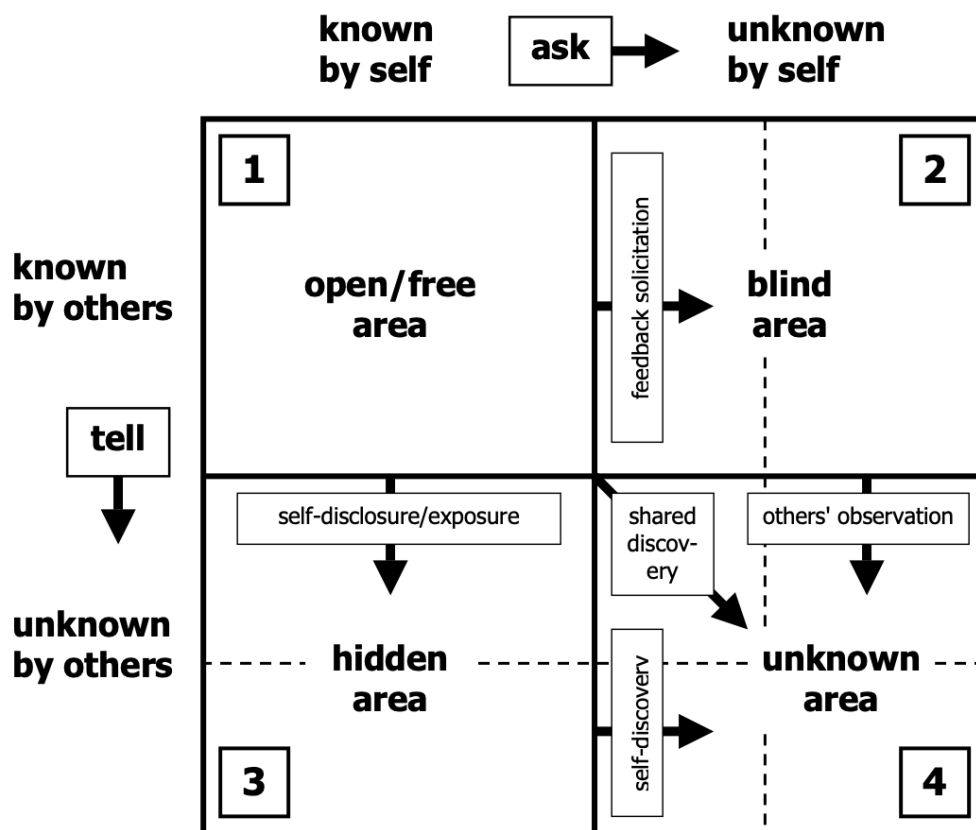
Threats

- What obstacles are you likely to face to get a job you like?
- Are any of your friends competing with you for roles?
- Is the job you're interested in changing?
- Does changing technology threaten your opportunity for employment?
- Could any of your weaknesses lead to threats?

[Adapted from: <https://www.mindtools.com/aaiakpy/personal-swot-analysis>]

Exercise 1.2: Getting to know yourself better by using the JOHARI window

Johari Window model



The 4 Regions of the Johari Window:

1. What is known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
2. What is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blindspot'**
3. What the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. What is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**

Exercise: Take turns in groups of 4 to work through the 4 regions in order to discover more about yourself.

Exercise 1.3: Assessing yourself

- First assess your interests, values, and personality to develop an understanding of your technical and transferable skills. Consider factors that may affect your search, such as geographic preferences, an organization's culture, or work-life balance.
- Be aware that assessments cannot define you or tell you what you should do. Instead, they suggest areas for further exploration and give you a place to begin your research.

4 Components of Self-Assessment:

- **Skills:** Many skills are transferable – meaning they can be used across a wide range of industries and functional areas. For example, communication skills are valued in all roles, making them highly transferable. It's important to take the time to identify your skills and how those may connect with career options.
- **Interests:** Your interests may change as you are introduced to new areas of study and new experiences. Reflecting on your interests, in conjunction with your skills, personality, and values, is an important step in the self-assessment process. Use the questions below to begin your reflection.
 - What activities do you gravitate towards? What appeals to you about them?
 - What issues or causes are important to you?
 - When have you been happiest in life? What were you doing?
 - What classes have been your favorites and what appealed to you them?
 - Who do you admire most and why?
- **Personality:** Your unique characteristics influence your thoughts, behaviors, decisions, and how you engage with the world. A perfect job for one person may be totally wrong for another.
 - How much interaction with others do you need in your work?
 - Do you prefer imagining possibilities and being inventive, or do you enjoy handling practical matters, details, and work that is measurable?
- **Values:** Making choices consistent with your values is a key component of career satisfaction. Take time to define what your values mean to you. For example, the desire to make a difference is often cited as a career-related value, but that may look different to each person.

Exercise 1: Work through the [Values, Interests and Skills Worksheet](#)

Exercise 2: Download and work through the [Picture Your Career Workbook](#)

Exercise 1.4: Challenges in career planning

What challenges are you confronted with when thinking about your future as a student and as a worker? Highlight the ones that apply to you in the left column below, and try to think of strategies as to how you could overcome them. You can do this on your own or with a friend you trust.

Challenges faced in career planning	Possible strategies for overcoming these
1. Not having a clear goal	
2. Not having access to information about jobs and job vacancies	
3. Parental or community pressure to pursue a particular career path	
4. Wrong choices in academic studies	
5. VET studies considered inappropriate (because of lower status; not suitable for girls)	
6. School that teaches the skills I want is far from my home	
7. No opportunities in the labour market	
8. Range of choice constrained by gender-based expectations	
9. High cost of studies	
10. Culture of shame around certain kinds of work	
11. Poor results at school	
12.	
13.	
14.	
15.	

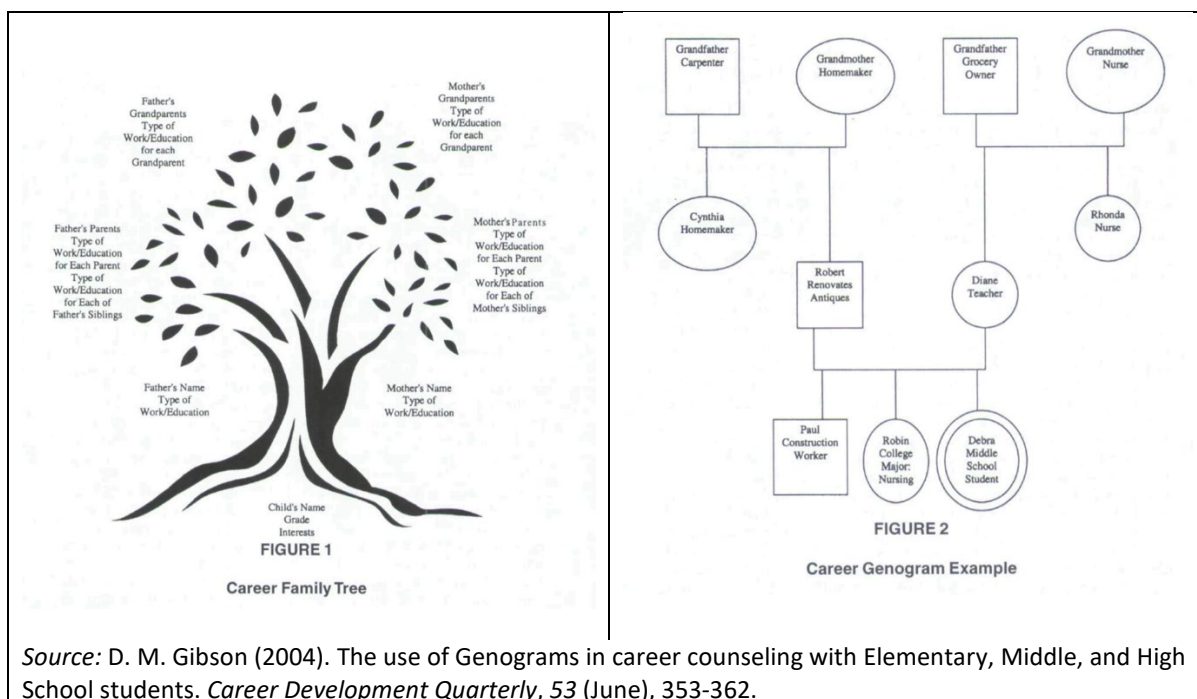
Exercise 1.5: Knowing how family may impact on our choices

Our consideration of the world of work is generally heavily influenced by what our parents want for us and expect from us, and the role models that have an impact on our career aspirations and the decisions we make about what we study, whether we go for short or longer courses, and so on.

Very often these influences are hidden from us, keeping us from seeing how they affect us, sometimes positively, sometimes negatively. Becoming more aware of how family dynamics, roles, and values affect us means that we have more opportunities to examine them and see whether they help us reach our goals.

The career genogram is an informal tool that helps you:

- identify personal interests and abilities
- identify traditional and nontraditional occupations
- identify secondary and postsecondary opportunities in the local community, and
- define the education and training opportunities needed to achieve career goals



Step 1: Draw your family tree

Step 2: Write what each person does (or did) next to their name

Step 3: Present the genogram in small groups

Step 4: Process together with the careers advisor by considering such questions as:

- Are there any patterns that emerge about work done by my family?
- What do these patterns tell me?
- How might these patterns impact on what I consider to be appropriate work for me?
- Am I only interested in the areas of work that my family is interested in?
- What seem to be the main family values in relation to work?
- Which levels of education seem to be valued?
- Are there members who have broken with traditional gender-based stereotypes?

UNIT 2: Opportunity awareness

1A. Understand:

- There are often many opportunities that are available for young people, supporting their transitions through education and towards work. And yet many miss out on these opportunities because they do not know about them.
- Career education and guidance can play an important part in helping students become aware of:
 - Where to find reliable information about courses and work (in print, online)
 - Career services offered at school, university, municipality, and labour offices
 - A broader range of educational & occupational options, both locally and abroad
 - The links between levels of qualifications and occupations they lead to
 - Possibilities of starting one's own business, and grants available to start ups
 - Who they need to go to in order to access work experience/internship schemes
 - The role of Public Employment Offices in helping to find work
 - The importance of networks in finding and getting work
 - Community-based organisations that offer training and work placements
 - Subsidised training schemes and Job Clubs that increase one's employability
 - Scholarships that open up options for further education and training
 - Grants and special assistance to those who choose the VET track
 - Assistance for those with disability or other constraining factors
- The purpose of this Unit is to help you become more aware of the opportunities that there are in your environment. Such awareness gives you an insight into where to get relevant and reliable information, and how to make use of it when drawing up your career development plan. Awareness of opportunities can be increased by talking to knowledgeable people, accessing specialised websites with job information, building networks, 'tasting' different courses and occupations to test your feelings about them, joining work-related social media and email list serves, etc

1B. Learn:

By the end of this Unit, you should be able to:

- Think about what jobs and roles to pursue
- Consider being an entrepreneur rather than an employee
- Find, analyse, and make use of objective, up-to-date Labour Market Information
- Find and make use of information about the education system
- Use technology to support career exploration
- Protect yourself from subjective and biased information
- Understand learning pathways and how to access and succeed in them
- Recognise the relationship between learning, qualifications and work
- Build awareness about workplaces, workplace culture and expectations
- Consider the opportunities that following a VET course opens up
- Know where to go for support to access opportunities (Youth centres, PEO...)
- Design a Personal Development Plan

1C. Experience:

Exercise 2.1: Having a career conversation

We all have experiences of career conversations.

- We might be asked by a relative: "What do you want to do when you grow up?" ...
- Or you might ask your mother and father about what their day at work is like ...
- Or you might take on a weekend or holiday job and talk about it with friends ...

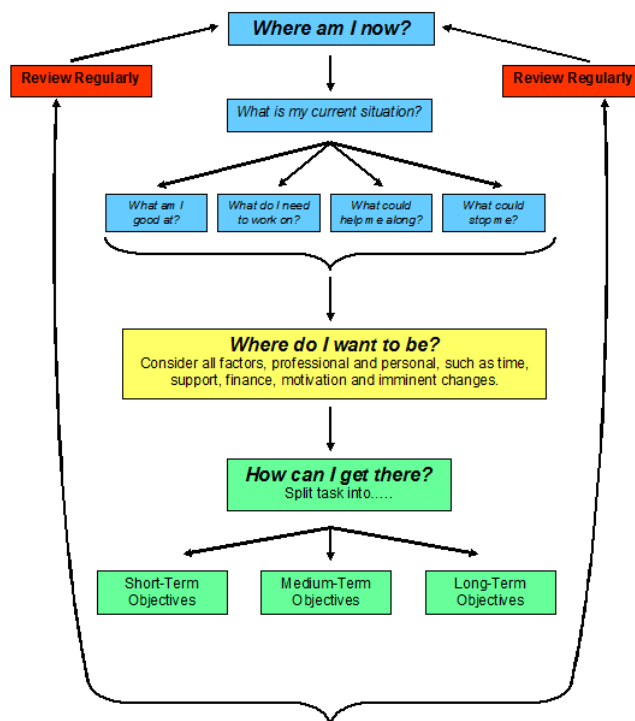
These and similar experiences can help us think about the work we wish to do, and about life at work more generally. They are important.

Some people have however been specifically trained to have career conversations with you. We call these career advisors. They are expected to:

- Be more knowledgeable about the educational, training and job opportunities
- Know how to advise young people about how to access these opportunities
- Have links with employers in order to help young people in their transitions
- Be aware of career development theories and how these help understand processes leading to choices and decisions
- Understand the biases that affect career development, and how to overcome them

Set up a meeting with a person/s you trust and start a career conversation with him/her/them. You can agree to structure your conversation around the following, keeping in mind the reflection process as a whole (as in the diagram):

Which subject/s I like best at school...
The subject in which I get the best grades...
Two times I felt really good about myself...
People I admire and the jobs they do...
What I would do if I had a magic wand...
The expectations my parents have of me...
How to test if a study pathway is suitable
Where I can get experience in a job I like...
How I imagine myself in 5 (10) years' time...
What I need to do to reach my goal...
Where to get grants to continue studying...
Where to find information about job I like...
What salary I am likely to get...
How I can plan the next steps to reach my goals...



This conversation could lead to the drawing up of a Personal Development Plan, setting out the action you intend to take this year (short term), during the next 2 or 3 years (medium term), and after that (long term) in order to get closer to your objective/s.

Exercise 2.2: Widening opportunities by understanding occupational groupings

Expanding your knowledge of the range of occupations available can be very helpful to think beyond your immediate experience in families and communities. Go through these **16 job clusters** and note what catches your eye. Research further what the jobs in that cluster entail. Remember that jobs can be performed at different levels, each requiring corresponding qualifications. Also check what is applicable to Albania.

Field	Jobs in this field include
1. Architecture, engineering and construction People in this field are responsible for designing new structures or creating aesthetically pleasing, practical and structurally sound environments.	Architect; civil engineer; landscape architect; sustainable designer; biomedical engineer... Explore
2. Arts, culture, communications, entertainment This career field is dedicated to enriching people's lives through culture and the sharing of arts and self-expression	Singer/songwriter; music producer; animator/game designer; filmmaker; fashion designer; journalist; photographer... Explore: artists and entertainers Explore: Communications
3. Business, management and administration These fields are best for business-minded individuals with a penchant for communication. They work to execute various processes necessary for the functioning of businesses. It usually involves working in an office environment.	Human resources manager; marketing assistant; accountant; secretary; entrepreneur/small business owner; real estate agent... Explore
4. Community, social and human services This field includes jobs that offer tangible support to people and communities to enrich the lives of people. It also includes those working in the beauty and wellness area.	School counsellor; speech pathologist; rehabilitation counsellor; clinical social worker; child welfare; social worker; palliative and hospice care worker; hairdresser ... Explore: Social work
5. Education and training This field is dedicated to the art of skilfully disseminating knowledge and information. Includes classroom teachers, management, administrative and board member jobs/.	School principal; superintendent; university professor; school librarian; substitute teacher; adult educator... Explore
6. Science, Technology, Engineering and Mathematics This is a diverse career field that generally involves scientific research and the development of innovative technologies that benefit humanity.	Archaeologist; software engineer; lab technician; microbiologist, physicist... Explore: Science and technology
7. Manufacturing, Installation, repair and maintenance This field includes workers who help to install, maintain, troubleshoot and repair a variety of different objects in the modern world.	Landscaper; bicycle repairer; wind turbine technician; plumber; air-conditioning technician; car mechanic; welder... Explore: Maintenance jobs
8. Agriculture, food, and natural resources These professions work directly with ecosystems and manage them in various ways. People get the opportunity to be close to wildlife and nature.	Agricultural worker; animal breeder; nursery worker; forest conservation worker; fisherman... Explore: outdoor jobs
9. Government and Public Administration This includes jobs where you work directly with government institutions.	Park ranger; mail carrier; firefighter; policeman... Explore: Government employment
10. Health and Medicine Healthcare services provide care for people. They are an essential part of our society. This professional field often requires specialized training and certification.	Anaesthesiologist; dental assistant; nurse; veterinarian; physical therapist... Explore: Medical jobs
11. Law, public safety, corrections and security Occupations include criminal justice, public policy advocacy and political lobbying. T	Public administrator; lawyer; notary; labour relations specialist... Explore: Public policy jobs
12. Marketing, Sales and Service involves working to sell items or services to individuals and businesses. People require in-depth knowledge of what they are selling. This field is customer service oriented and it often helps to have good interpersonal skills.	Sales representative; account executive; regional sales manager; real estate agents; market research analysts... Explore: Real estate agent
13. Finance The typical work environment is an office, an accounting studio or a tax collecting agency. The workers in this field usually have strong math skills.	Auditor; financial analyst; treasurer; economist; bank worker; debt counsellor; insurance professional... Explore: Jobs in finance
14. Hospitality and Tourism The typical work environment can range from the kitchen of a restaurant to a ticket office, hotel reception or an airport.	Chef; waiter; bar tender; tour guide; restaurant manager; hotel receptionist... Explore: Hotel front desk clerk
15. Information technology The work environment is typically an office. A career in IT may be of interest to people who have a passion for the Internet, including fixing security issues.	IT developers; web designers; network; computer science teachers; IT security analysts... Explore: A future in web design
16. Transportation, distribution and logistics The work environment can be a car repair shop, a train, a bus or an office.	Drivers, pilots; rail car repairers; transportation planners... Explore: Becoming a truck driver

Adapted from [Indeed](#) (2022). **Note:** See the [A-Z Career Profile](#) and [Explore Careers](#) for hundreds of job profiles.

Exercise 2.3: Work experience: learning and opening doors to employment

- There is nothing better than experience to learn about what a particular job involves, and how you feel about doing it. This is why taking part in work exploration, work shadowing, and work experience schemes can support your career development. Being immersed in a real work environment also helps you develop several other skills, both 'hard skills' (knowing how to do things) and 'soft skills' (knowing how to behave). Both are much sought after by employers. Here is a list of what you might be able to learn from such an experience:

Self-reliance	Interpersonal skills	Problem-solving skills
Maturity	Teamwork	Practical skills
Self-confidence	Self-esteem	Organization skills
Networking	Business etiquette	Negotiation skills
Stress management	Determination	Coping skills

- Over and above these skills, work experience opens up opportunities for future work. The company that hosts you can be so impressed by you (e.g., your motivation, your effort, your ability to be part of a team...) that it offers you a job, or writes a very strong recommendation that will open up jobs for you in the future.
- To profit from a work experience placement, you need to reflect on the experience. Here is a worksheet that can help you do this:

Name of workplace	Name of person you report to
What are the jobs that you have observed?	
What qualifications are need to get a job here?	
What are the starting salaries here?	
Did you get an opportunity to help?	
What did you like best about your placement?	
Would you like to do a job here? Which job?	
What did you like about this workplace?	
What did you not like?	
What new insights have you got about work?	

N.B. Only take part in work placements which offer a safe and healthy environment

Exercise 2.4: Making use of career learning websites

- One way to become aware of the opportunities for further study and work in your community is to know where to find relevant information. Some of this is available on websites designed with helping you in mind. Here are links to some of them:

Websites with Career-related information in Albania

[RisiAlbania](#)

[Expert Lane](#)

[Karriera Tirana](#)

[Junior Achievement](#)

[Duapune](#)

[Partners Albania](#)

- Check what you can learn that is useful to you when planning your future? What do you learn about yourself? What do you learn about the courses you can follow? Which courses prepare you for the work that you wish to do? What can you learn about the job/s that you are interested in? Which qualifications would you need?
- When looking for course- and work-related information on websites, make sure that:
 - The information is relevant to Albania, and to where you live
 - The data is up-to-date (check last date website was updated)
 - The advice does not reproduce gender, ethnic and other stereotypes
 - The information is fair and objective (e.g., not an advert for a university)
- Try out a couple of specialised career websites from overseas (see example below). While some of what they have is not directly relevant to Albania, a lot of the material will still be helpful, providing free access to some resources. By using such websites, you will be able to:
 - Do [games](#) that help you understand yourself and the labour market better
 - Check what your work interests are
 - See what kind of courses you can do to qualify for the job you like
 - See [videos](#) of workers speaking about their job
 - Get a sense of labour market trends (which jobs are more in demand)

MyFuture (Australia)



Career articles

Discover practical information to support your career exploration.



My career profile

Complete activities to identify interests, values and skills, and view suggested occupations to explore career pathways.



Occupations

Explore over 350 occupations describing tasks, skill levels and current labour market information.



Industries

Access important information (including employment prospects) for each industry.



Courses

Discover a course for you by viewing current higher education and vocational education and training (VET) courses.



Career bullseyes

Find out what career pathways are related to school learning areas.



Career stories

Learn tips and tricks by reading real-life career stories about personal experiences.



Job seeker resources

Discover resume and cover letter templates and other resources to help you find and gain a job.



User guide videos

View short videos that demonstrate key sections of the website to learn how to get the most out of myfuture.

Exercise 2.5: Opening up opportunities by following VET courses

- Have you ever considered joining a VET course? Consider the reasons why some students choose VET. How many of these reasons did you know? Tick in the box:

Did you know that:

- There is a big need for workers with vocational skills in Albania ☐
- Practically all those who follow a VET course find work ☐
- Employers in many sectors prefer VET students as these have usable skills..... ☐
- VET courses teach skills that are in demand worldwide ☐
- You can try out different VET areas before you decide which one you study.... ☐
- You can switch between VET and general courses within a given time frame... ☐
- VET learning takes place in workshops and at work, not just in class..... ☐
- Apprenticeships open up opportunities for regular work..... ☐
- The government gives incentives to those taking a VET course..... ☐
- VET courses also lead to higher education..... ☐
- In many countries, VET qualifications lead to good salaries..... ☐

- Now look at some of the reasons why some students do not choose VET courses. Which are TRUE? Which are FALSE? Which are you not sure about? Where can you find correct answers to these questions?

	True	False	Perhaps
VET is for students who are not good at school			
VET courses are not suitable for girls			
VET courses have lower status in Albania			
Albanian VET certificates are not valid in the EU			
VET courses lead to badly paid jobs			
VET courses lead to jobs with bad conditions of work			

- Now do some detective work and find out the answers to the following questions:

The closest VET school to me is...	
5 skills I can learn at this VET school are...	
To visit the school to see what it is like I need to...	
The courses at this VET school last...	
The percentage of students who got a job once they finished the course are...	
The balance between theoretical and practical learning in my course would be...	
The time I would spend in work-based learning / apprenticeship would be...	
The salary I will get once I graduate from VET school is...	

UNIT 3: Decision-making

3A. Understand:

- There are a number of decisions that students are invited to make as they move through the different levels of the education system. The most important of these include the subjects one decides to focus on, the electives one chooses, whether to leave formal education after reaching the end of compulsory schooling, whether to attend general or vocational high schools, what to specialise in once one does, which university courses one follows, if at all, and so on.
- These decisions are important and have consequences for one's life, both in the here and now, as well as in the long term. They open up some options, but also close up others. In some education systems, wrong decisions can be reversed (e.g., joining a general high school route, but after a year realising that it is best to follow a VET path – or the other way round). However, this may lead to a waste of time, affecting one's motivation. It is best to make good decisions, and one can learn decision-making skills that are useful in several aspects of our lives.
- Decision-making points are in fact turning points. Some young people consider the options in front of them in a systematic way, making decisions based on evidence (e.g., how have I been performing in the subject area I am thinking of choosing), and taking into account advice of knowledgeable people they trust, of aspirations they have for the future, and so on. Others, however, do not think of them in this way. They 'go with the flow', and end up doing things (such as joining courses) in order to be with friends, or because decisions are made for them by the school, or by parents, or because they do not even think of other possibilities due to biases they have linked to gender, or social background.
- There are ways of making decisions which are more likely to lead to fulfilling and satisfying experiences at school, and eventually at work. Making good decisions involves knowing oneself, including one's likes and dislikes, one's abilities and limitations, one's ambitions and aspirations, and the lifestyle one hopes to lead. Making good decisions is not easy: who we are and what we want are fluid and may change over our life time. What we decide now may not be what we want in the future. But the present may also point to more stable characteristics, and therefore need to be taken into account. And since choices have to be made, and are a part of our every life, it is worthwhile to learn how to make good decisions.

The purpose of this Unit is to help you understand the decisions you are required to make at this stage of your life, and how these have an impact on your future. You will also learn useful decision-making skills which can be used in various aspects of your life.

1B. Learn:

By the end of this Unit, you should be able to:

- recognise that your education and career paths reflect a series of choices
- understand how choices are made, and learn skills to make better choices
- see the link between different education levels and related study/work options
- use scenario-building to consider alternative occupational pathways and futures
- note how self-esteem/ -concept, beliefs, values, and attitudes affect your decisions
- do a reality check by tasting different education, training and occupational settings

Exercise 3.1: Using 'pros' and 'cons' in making decisions

We all have to make decisions. Some are easy, and we know exactly what we want, and what to do. Other decisions are difficult because whatever we choose has good consequences and less good ones too. So how to choose? It often helps to list the advantages and disadvantages in choosing one direction or thing over another. By doing so our thoughts become clearer, and the decision might be a bit easier to make.

You can use the following template for making your decision.

In each quadrant, write your thoughts about what is good or bad about each choice.

You could also give points to each thought (e.g., +3 points = a thought or idea you really like; -3 points for a thought or idea you really don't like; reducing the number of points depending on how important or not important the thought or idea is to you).

Adding up the points could give you an indication of what you should do... BUT of course this is just an indication... You do not decide only by adding numbers up. See what your gut feeling is telling you about the result. Does your instinct confirm the numbers? Or does it somehow still feel not right? What can you do about it?

Choice A: Pro

Choice B: Pro

Choice A: Con

Choice B: Con

Exercise 3.2: The D-E-C-I-D-E framework to make good decisions

These 5 steps can be very useful in several situations when an important decision has to be made. Go through the steps thinking of the subjects that you will have to choose for the coming years.



Step 1: Get the question clear

- What information do I need?
- In what way do I have to make my decisions?
- What exam grades do I need
- Do all subjects lead to examinations?
- How long have I got to make up my mind?
- Who is around to help me if I get into difficulties?

Step 2: What else could I choose?

- What sorts of subjects am I about to choose?
- Are there new subjects I haven't studied before?
- What would I be expected to do in each subject?
- What special skills might I need to be successful?
- Where do my subject strengths & weaknesses lie?
- What do I need for my career as I see it now?
- What subjects particularly interest me?
- What will my subject teachers recommend?

Step 3: What happens if I take these subjects?

- Which subjects do I consider most important?
- If my career choice changes, will my choice of subjects still be fine?
- What qualifications will I get? What will I need?
- Do I shut career doors with each choice?
- How much of a balance can I get in my choice?
- Will my abilities change as I get older?

Step 4: What do you value most?

- Do you like a challenge?
- Is being with friends important when choosing?
- Is it important for that you please your parents?
- Is delayed gratification possible for you?
- Do you need to like the teacher to take a subject?
- Is status important for you?

Step 5: Make the decision

- Has everyone been consulted? (Parents, subject teachers, career coordinator, etc?)
- Is this choice my own individual one?
- Am I happy about it?
- Are there concerns or anxieties about the choice?
- Who is the best person to talk to if you have doubts?

Step 6: Check the results

This is a bit difficult since it is not always easy or even possible to change choice of subjects or courses once a selection has been made. You will not know if you have chosen well until you progress through the year. If after a month you think you have made a mistake, talk to parents and senior staff about it. It may still be possible to change (e.g., going back to general education from a VET school).

Exercise 3.3: Getting it clear

Read the stories below. They are about people who have to make a particular decision. Choose what YOU think the person would decide under the circumstances. Write which value you think that decision represents.

1. Course choice

Cevdet loves working on cars and engines. Next year there is a 2-year non-exam course in car maintenance and road-craft. John can only take this course if he gives up French, and he might need French to go to the college course that his parents want him to go to. He wants to know which he should choose.

Cevdet decides to.....

.....

He values

.....

2. Booked for promotion

Agon is production editor at Best Books Ltd., earning ALL 90K a year. She enjoys the chance to write, use her creative ideas, and see some developed by the firm. Her eldest son, Daniel, will be starting at university next September: that is going to cost something, despite the grant, and are three other children after Daniel. One day she is called into the Managing Director's office and offered the job of PA at a salary of ALL 120K a year, with responsibility for financial control and recruitment. There would be no time for the creative work and the parts of the job she enjoys.

Agon decides to.....

.....

She values

.....

3. Two strings to her bow

Bujare is interested in music and has studied the violin for the past 4 years. She also enjoys being with children – babysitting, playing with them and teaching them. One spring she is offered a summer season job in a small professional orchestra at a local seaside resort, for a wage of ALL6,000 a week. The next week she receives a letter from the Municipality asking her to act as organiser of the local children's games during the summer holidays: this too is a full-time job and the wage is also ALL6,000.

Bujare decides to.....

.....

She values

.....

4. Down and out

Zamir was expelled from school for being mixed up in drugs. He hung around for a time doing a variety of odd jobs. After a year he was arrested for handling stolen goods – he was fined and put on probation. He is still finding it difficult to get a job because of his past. He wants to go straight and start again, but his friends are not very helpful – they seem to be mainly people like him.

Zamir decides to.....

.....

He values

.....

Exercise 3.4: The impact of values on our decisions

The following is a list of some of the things that different people value.

Rate the importance of each one for you using a 5-point scale, with 1 meaning “of little if any importance”, and 5 meaning “extremely important”.

Value	1	2	3	4	5
Companionship					
Family life					
Security					
Being financially successful					
Enjoying leisure time					
Work					
Learning and getting an education					
Appreciation of nature					
Competing and winning					
Loving others and being loved					
A relationship with God					
Self-respect and pride					
Being productive and achieving					
Enjoying an intimate relationship					
Having solitude and private time to think					
Having a good time and being with others					
Laughter and a sense of humour					
Intelligence and a sense of curiosity					
Opening up to new experiences					
Risk taking and personal growth					
Being approved of and liked by others					
Being challenged & meeting challenges well					
Courage					
Compassion					
Being of service to others					

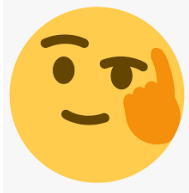
Make a list of 6 recent important decisions which you have taken.

For each of the 6 decisions go back over the list of values and mark the 3 values most central to that decision.

1. 2.
3. 4.
5. 6.

Exercise 3.5. Decision-making styles

There are at least 6 decision-making styles that people make use of. Consider each carefully. Which of these styles best applies to you? Write your thoughts on each style in the third column.

	Hesitant: You find ways of delaying making a decision, with procrastination being your dominant feature.	
	Emotional: You use entirely subjective preferences and feelings	
	Logical: You make your choices in a rational and systematic way, getting all the information possible and then deciding after reflection	
	Intuitive: You make decisions based on what you personally 'feel' as right, or inevitable	
	Compliant: You make decisions in a passive way, with events, circumstances, or perceived expectations determining your action	
	No thought: You make rapid, impulsive decisions, especially about situations which are routinely encountered, and which may seem to require little preparation	

UNIT 4: Transition skills

3A. Understand:

- There are a number of important transitions that young people make, whether between educational institutions (e.g., to high school, to university), or from school to work. These transitions mark key decision points that open up new experiences on the way to independent adulthood. They therefore signal new challenges and responsibilities as well.
- The enactment of these transitions can be supported by career services in a number of ways. These include:
 - Visits to the next levels of schooling in order to see where one is heading
 - Tasting different courses before making a decision to select them
 - Meeting students and teachers from the target school to hear their point of view
 - Taking part in work exploration/experience/shadowing/internship programmes
 - Learning how to write a curriculum vitae and/or keeping a skills portfolio
 - Writing a convincing motivation letter
 - Role-playing a job interview
 - Becoming aware of how the way one presents oneself impacts on opportunities
 - Drawing up a Personal Action Plan setting out the steps to manage the transition
 - Knowing about the role of Public Employment Offices in supporting transitions
- Successful transitions are also facilitated by having a range of soft skills. These include leadership, communication skills, teamwork, problem solving, critical thinking, adaptability, interpersonal skills, and time management. These can be developed through formal training, or in a more experiential manner, such as by involvement in community-based activities, NGOs, youth clubs, and so on.

The purpose of this Unit is to help you understand the importance of planning for life transitions, especially those related to education, training, and work. Such planning involves the mastery of a range of skills and competences that can ease and facilitate the management of change.

1B. Learn:

By the end of this Unit, you should be able to:

- Describe personal strengths and resources that support you in times of change
- Identify people, places, and services where you can find information and guidance
- See the value of compromise while not giving up on long-term goals in mind
- Develop your job search skills, utilising both formal and informal sources
- Know about the advantages of taking part in work exploration programmes
- Value course tasters as a way to appreciate the demands that will be made on you
- Understand the value of voluntary work in developing your potential
- Appreciate the importance of work/life balance, and the value of leisure
- Visit a careers fair to broaden your understanding of the range of jobs available
- Write up a proper cv
- Compose an effective motivation letter
- Distinguish between decent and precarious work
- Identify the qualities of a good education or training course

Exercise 4.1: Getting to know the occupation you are interested in

Career Name: _____

Key item of information	Source used to obtain this information
1. Examples of job openings currently available in this career area:	
2. Academic qualifications required to obtain these jobs	
3. Salary available for this job	
4. Day-to-day work duties in this job	
5. Personal qualities of someone who will be successful in this work:	
6. Similar jobs someone in this field might be interested in:	
7. Different ways to get some initial experience in this field	
8. The overall demand in the market place for this job is...	
9. If you are successful in this job, a next step on your career path might be to...	
10. People I know who work in this field	

Exercise 4.2: Showcasing your experiences in your CV

- We often have more skills than we think, and since we don't acknowledge them, we do not include them in the way we present ourselves on our CV or our LinkedIn profile.
- A lot of what we learn through our experiences can be very useful and can be transferred to other situations, including work. Think of experiences that you had in the past, including in:
 - Internships - Work shadowing - Holiday work
 - Travel - Helping out in our family's business
 - Being a member of a youth club (e.g., the Scouts ...)
 - School activities (e.g., member of student council, putting up a play ...)
- Choose ONE of these experiences and try to remember:
 - The problems you handled
 - What you did to solve them
 - Your relationships with the persons involved
 - The skills you had to use every day
 - Things that annoyed you and how you handled that
 - Things that excited you, and what that led to...
- Make a list, and then reflect on the specific skills and knowledge you needed to do your job well:
 - Which skills could be transferred from what you did, to your future job?
 - Which skills that you used would be appreciated by your employer?
 - Which behaviour would positively impress your employer?
 - What skills or experiences would you like to continue?
 - Carefully note the skills you developed, the knowledge you gained
 - What personality traits have you observed in yourself?

What kind of skills and personal qualities do you think employers are looking for?

✓ Tick the ones that you think you have developed up to now

..... ☐	 ☐	 ☐	 ☐
..... ☐	 ☐	 ☐	 ☐
..... ☐	 ☐	 ☐	 ☐
..... ☐	 ☐	 ☐	 ☐

Exercise 4.3: Job-search strategies

Using a variety of job-search strategies will maximise your chances of finding employment.

☐ I use many different sources to find job leads.	List them here:
☐ I have prepared a resume that I am satisfied promotes me in the most effective way.	Evidence to support this includes:
☐ I have asked employers for feedback on my resume.	Feedback I have been given is:
☐ I target each resume and application letter to meet job-specific requirements.	I do this by:
☐ I am familiar with the organisational structure/ services/programs/ products of the employers I am applying to.	I find this information by:
☐ I can clearly state why I am interested in working for each employer I apply to.	Examples are:
☐ I am aware of the types of questions that employers are likely to ask me at an interview.	Common questions are:
☐ I have examples and evidence of how I meet common employment selection criteria in my Portfolio.	Outline here:

I have used the following methods to prepare for interviews:

☐	Role-playing with a friend, relative, career advisor
☐	Role-playing by myself in front of a mirror or videotaping myself
☐	Developing a list of questions I would expect to be asked
☐	Writing out answers to common interview questions

Exercise 4.4: The job interview

- While qualifications are important, so too are the impressions that an employer forms of you, either during an internship or apprenticeship, for instance, or during a job interview.
- **What happens in an interview?** Each interview varies depending on the job, the interviewer and the interviewee. You may find the interviewer is relaxed and informal or you may face a panel with 4 or 5 people asking difficult questions. In general you can expect certain elements but you need to be ready to adapt to unexpected questions. Here is a list of topics that tend to feature in most interviews. Jot down your thoughts about them, and consider some tips that may be helpful.

Interview topic	Your notes	Tips
Your background		Avoid personal details and focus on work strengths. Start your answer with a brief overview of your education, followed by the most relevant experience
Clarification on your CV		Answer direct questions simply and clearly. Always tell the truth.
Motivation for the job		Be honest about your motivations. Most employers can see through you if you overdo it.
Broader knowledge of the work and context		Read up on the latest news, developments and ideas in the sector you want to work in.
Knowledge about the organisation		The interviewer here would want to see how serious you are about the job. Read the company's website and any public reports.
Experience applying a particular skill		You need to have examples ready to back up claims about your skills. In some cases, a portfolio with examples of your work is required.
Test of your abilities and skills		Group exercises are sometimes organised to test your personality and soft skills. Be yourself!

- Try practicing for a job interview by role playing with a friend.
 - Take turns to play the interviewer and the interviewee
 - Be aware that [non-verbal cues](#) can be as important as what you say
 - Keep in mind that practising out loud helps you find your words more easily
 - Watch an example of a [good job interview](#). Why was the interviewee successful?

Exercise 4.5: Becoming an entrepreneur

- To make a living, you can become employed, or you can set up your own business and be self-employed. Some people have this urge to take initiative, create, take risks. If you are that kind of person, then you are an entrepreneur.
- Many entrepreneurs started from nothing. Here is some advice that one such entrepreneur, [Steve Jobs](#), gives based on his life experience. After watching the video, answer the following questions:
 - How would you describe Steve Jobs? What makes him to be that entrepreneurial person?
 - What key events, anecdotes or incidents helped him to grow up his later successes?
 - What was his attitude and strategy when things went wrong?
- Here are some characteristics and attitudes of the entrepreneur. Do you recognise yourself here?

Self-confidence and ability to take risks Entrepreneurs are self-confident in facing challenges. They take the risks to follow up on their ideas, including using their belongings and assets to finance their project. Sometimes they are allowed to take out loans if their project is considered viable.	☐
Creativity and capacity to adapt to new circumstances To be able to compete in a quickly changing markets, entrepreneurs are creative and adaptable, both in the products and the services that the company offers and in managing their business and their own work.	☐
Organization skills and attitude to work Entrepreneurs are organised and have a positive attitude with the ability for leadership and negotiation. They are prepared to dedicate time, work hard, and endure sacrifices if they wish to develop an idea successfully.	☐
Knowledge about the market and idea to develop To be able to develop an innovative idea, entrepreneurs usually have knowledge of the business sector; of the business activities and the operation of companies in general; about the products or services to develop; and in customer services skills.	☐
Transversal competences that every entrepreneur should develop These transversal competences include initiative, creativeness, motivation of change, and customer orientation. While you might have a personal disposition towards these qualities, they can be developed further with appropriate training.	☐

- Three valuable ways to develop your entrepreneurial skills are:
 - **Schemes which train young entrepreneurs:** a good example in Albania is [Junior Achievement](#).
 - **Work shadowing:** Spend some time following an entrepreneur at his or her daily work, learning from his/her mentorship.
 - **Start a small-scale business:** In some countries you can benefit from incentives for 'incubators', including grants and soft loans.

CONTENTS OF PART 3

Additional Career Learning Resources

- A. Miscellaneous resources for career coordinators**
- B. Albanian career learning websites**
- C. Miscellaneous resources for student use**
- D. Resources to develop decision-making skills**
- E. Resources to develop opportunity awareness**
- F. Resources to develop transition skills**
- G. Resources to develop self-awareness**

A. Miscellaneous resources for career coordinators

Helvetas career guidance Handbook

http://helvetas-ks.org/eye/file/repository/EYE_Career_Guidance_ENG_Web.pdf

Career learning resources, including standards and self-reflection worksheets

<https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/>

Career learning lesson plans

<https://www.youthemployment.org.uk/teachers-resources/careers-lesson-plans/>

Career learning resources from Canada

<https://careereducation.workbc.ca>

Ideas for teaching careers through various curriculum subjects

<https://www.myworldofwork.co.uk/teaching-resources/>

Career teachers' Manuals (including lesson plans for Grades 11 and 12)

<https://www.teacherph.com/grade-11-career-guidance-manual-for-teachers/>

<https://www.teacherph.com/grade-12-career-guidance-manual-for-teachers/>

Career Guide for Schools

<https://dl.icdst.org/pdfs/files1/afa7a47b39b01402e92a6b2a24e956be.pdf>

Game based learning in Career Guidance – Best Practice E-Book

<http://levelupvet.eu/wp-content/uploads/2020/10/Level-Up-eBook-Final-Version-1.pdf>

Involving parents in career conversations

<https://www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx>

ILO Career Guidance resource book for Low and Middle-Income countries

https://www.ilo.org/skills/pubs/WCMS_118211/lang--en/index.htm

EU Youth Enterprise Shadowing Scheme

<https://yessproject.eu>

Level-Up Learning Material

<http://levelupvet.eu/learning-material/>

Free learning resources to download

<https://www.twinkl.com/mt/search?q=career>

Career tests and tools (some are free of charge)

<https://www.tucareers.com/career-toolbox>

B. Albanian career learning websites (some include resources)

<https://www.risialbania.al/category/intermediation/?lang=en>
<https://www.giz.de/en/worldwide/294.html>
<https://www.duapune.com/career-guide>
<https://junior-albania.org/activities/>
<https://www.cce-global.org/gcdf>
<https://expertlane.al/studente/>
<http://caritasalbania.org/#>
<https://www.duapune.com>
<http://partnersalbania.org>
<https://karriera.tirana.al>

C. Miscellaneous resources for student use

Online Career Development games

http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf
<https://future-time-traveller.eu>
<http://levelupvet.eu/digital-game/>

Self-learning career exploration websites

<https://myfuture.edu.au>
<https://www.moneyprodigy.com/career-exploration-students/>

Career learning quizzes

<https://careerdiscoveryquizzes.workbc.ca/#career-quizzes>

Get hired videos

<https://www.candidcareer.com>

Recorded presentations on career development issues for higher education students

<https://www.youtube.com/channel/UC9IrnUvgRwdKyUMD6FDmj1Q>

If you have no idea what you want to do

<https://www.thecoachingtoolscompany.com/career-coaching-tools-when-clients-have-absolutely-no-idea-what-they-want/>

D. Resources to develop decision-making skills

“On my own two feet”: Worksheets, examples, exercises

https://www.pdst.ie/sites/default/files/Decision_Making.pdf

How to make good career decisions (advice and video)

<https://ocs.yale.edu/blog/2021/01/26/explore-five-step-career-decision-making-process/>

Facing the challenge of difficult career decisions

https://www.youtube.com/watch?v=sR_jPWbIF5Y

How to make a careers decision

<https://www.careers.ox.ac.uk/how-to-make-a-careers-decision>

<https://hbr.org/2021/05/how-to-make-better-decisions-about-your-career>

<https://myfuture.edu.au/career-articles/details/how-to-make-good-career-decisions>

Online career decision tool

<https://www.personality-and-aptitude-career-tests.com/choose-it.html>

E. Resources to develop opportunity awareness

Exploring job profiles grouped to facilitate search

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

Biographical Bullseyes (descriptions of some jobs)

<https://www.dese.gov.au/collections/10-biographical-bullseyes-a3>

Networking to improve employment chances

<https://studentaffairs.fresnostate.edu/careers/student/buildyournetwork.html>

<https://youtu.be/j8cfh6WdHn0>

Labour market awareness

<https://app.career-skills.eu/index.php/en/catalogue/labour-market-awareness>

Finding out which jobs are becoming automated (interactive online tool)

<https://www.bbc.com/news/technology-34066941>

F. Resources to develop transition skills

CV (resume) samples

<https://www.indeed.com/career-advice/resume-samples?from=careerguidepromo-US>

Step by step guide to writing a CV

<https://www.hloom.com>

Job interview simulator

<http://myinterviewsimulator.com>

Job listing sites

<https://www.glassdoor.com/Salaries/index.htm>

<https://www.monster.com>

Looking for a career abroad

<https://www.transitionsabroad.com/index.shtml>

<https://www.indeed.com/worldwide>

Enhancing employability

<https://app.career-skills.eu/index.php/en/catalogue/employability>

Becoming self-employed

<https://app.career-skills.eu/index.php/en/catalogue/self-employment-skills>

How to find fulfilling work (advice and video)

<https://www.salford.ac.uk/careers/career-planning/making-career-decisions>

G. Resources to develop self-awareness

Knowing yourself through a SWOT test

<https://www.mindtools.com/aaiakpy/personal-swot-analysis>

Discovering my strengths (free registration)

<https://www.myworldofwork.co.uk/tools/strengths/start>

Work values, interests, and preferences quizzes

<https://careerdiscoveryquizzes.workbc.ca/quiz/work-values-quiz/step1>

<https://careerdiscoveryquizzes.workbc.ca/quiz/interests-quiz/step1>

<https://careerdiscoveryquizzes.workbc.ca/quiz/work-preferences-quiz/step1>

Career exploration test

<https://www.careerexplorer.com/career-test/>

Career test

<https://tinyurl.com/mrktmwff>

Links to several free career exploration tools

<https://www.thebalancemoney.com/free-career-aptitude-tests-2059813>

The Big Five Personality Inventory – online test

<https://openpsychometrics.org/tests/IPIP-BFFM/>

16 personality types – online test

<https://www.16personalities.com/>

Personality online test

<https://www.123test.com/personality-test/>

Discovering my skills

<https://www.myworldofwork.co.uk/my-career-options/what-skills-there-are>

Self-exploration

<https://www.collegetransition.org/wp-content/uploads/2017/10/SelfExploration.pdf>

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