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BECOMING

Guidelines for the use of the tools addressed to the CGD operators and trainers

(Formal version)

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INTRODUCTION

To maintain their employability, SMEs workers must be involved in lifelong learning paths. Career guidance and career counseling services play a crucial role in supporting decisions about further learning. Therefore, the output is a package of guidance and career development (GCD) services for SMEs workers. It is a set of practical tools that the Career Guidance and Development operators and the VET trainers can use when providing Career Guidance and Development services addressed to SMEs low skilled workers. It also provides supportive guidance on the enabling skills and job profiles that will be required by the SMEs.

In order to reach the mentioned objectives, this document contains the Guidelines for the use of the tools included in the toolkit named "Professional Operators Tools". These Guidelines are addressed to the Career Guidance and Development operators and the VET trainers.

HOW TO USE THE GUIDELINES

In the current situation, all workers need to create a long-term goal for their careers. Then it is essential to reflect on how to achieve it.
Of course, it is easy to understand what a worker wants in the long term after a reflection on her/his current situation. The worker should understand what is you good at? Where does she/he need room of improvement? Are there some available opportunities? And, are there factors that they can't control that have the potential to create an impact on their goals?
To acquire this information, some tools must be adapted in order:

- *to become more self-aware;*
- *to individuate own strengths, weaknesses, and opportunity options;*
- *to be aware of the sector and labor trends;*
- *to define a kind of personal vision;*
- *to create a personal development plan.*

By implementing the expected designed activities you, as Career Guidance and Development operators and the VET trainers, will help the worker to accomplish the expected outcomes.
It is required that the workers have been already involved and convinced to participate in the career guidance pathway.

THE PATHWAY IN SUMMARY

The pathway is aimed at supporting the low-skilled workers in defining their vision and personal development plan.
It is a **learning pathway** that includes group and individual sessions the low skilled workers have to participate in. During these group or individual sessions, specific practical activities will be proposed.
The Low-skilled workers who will benefit from the service will become:

- pro-active in their career path
- autonomous in choosing their development direction;
- open to continuous change;
- employable as committed to life long learning;
- aware of the performance of their sector, identifying for themselves any need to change job position or company;
- self-aware of their abilities and of new skills to be developed;
- able to consciously interact with their employer about their development path.

You have to help the low-skilled workers "to create" these outputs:

1. personal vision statement;
2. personal development plan.

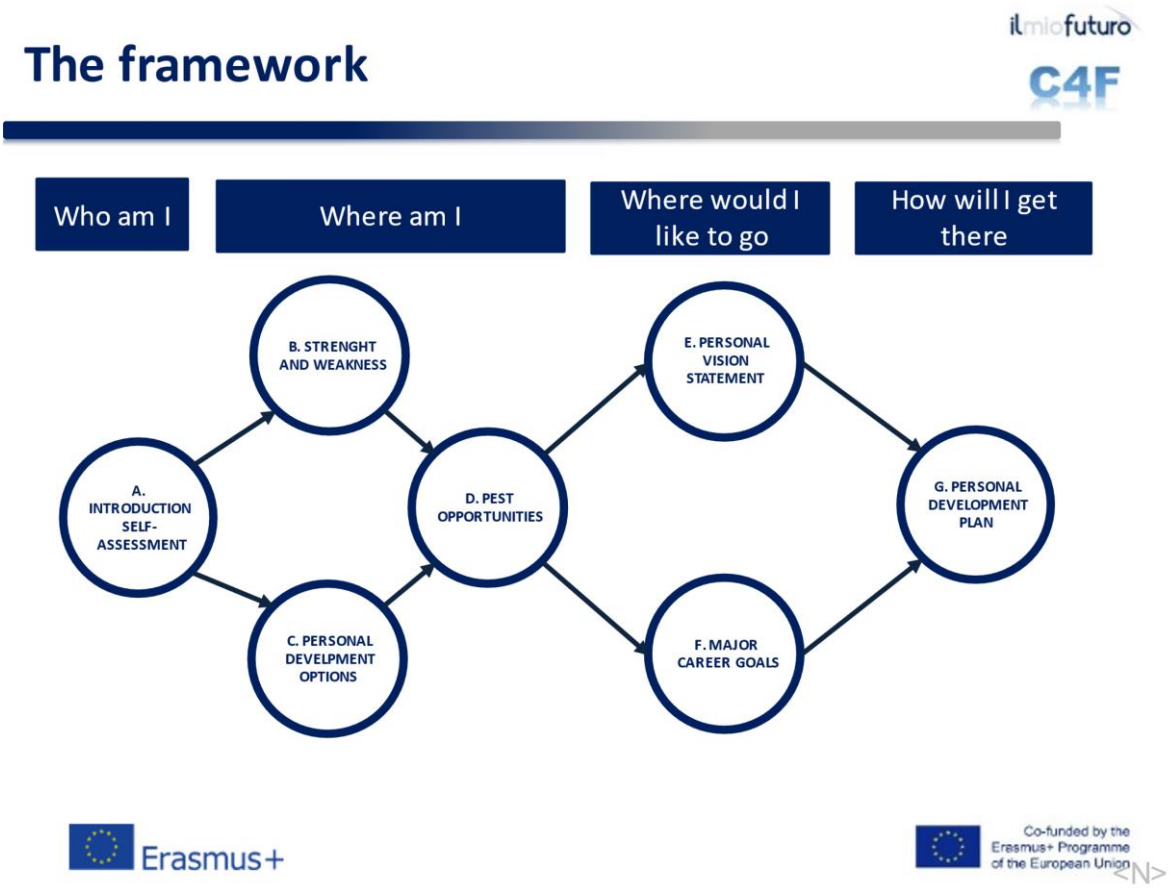
Using the service, the workers will get several outcomes related to some of the skills they have to develop:

- they will be able to become more self-aware;
- they will be able to identify trends related to the ecosystem in which they operate (sector, market, product);
- they will be able to update a personal vision;
- they will be able to define and update a personal development plan.

The career guidance pathway is divided into four steps:

- Who am I?
- Where am I?
- Where would I like to go?
- How will I get there?

In each step, some practical activities are expected. Here you find a framework of it.



In the following pages you will find:

- The guidelines and instructions on specific "actions" that the workers have to do. For these actions you will find the following symbol:

- The references on **Tools** that are specific "**practical activities**" the workers have to do with your support and that are described in the annexed documents. These are included in a document named **Professional Operators Tools.** For these practical activities you will find the following symbol:

- Specific spaces that the workers have to fill in to finalize the proposed practical activities. These spaces are included in the **"Self-Development Notebook"** that the workers will use. Also, this tool is included in the document named **Professional Operators Tools**. For these spaces named "**Finalize**" you will find the following symbol:

We wish you good work!!!

Before the introduction

The communication campaign has to be implemented. It will be addressed to the workers and the employers.

WHO AM I? DISCOVER WHO ARE YOU

1. Introduction and self-assessment

In the first session, you must introduce the participants to the pathway. In the presentation, you should emphasize the possible benefits for the workers. The duration of this presentation shouldn't be longer than 15-20 minutes. Please, use the "Introduction to the pathway" presentation.
Then ask the participants to ask some questions.

In a second group session, you propose to the workers a kind of warm-up of her/his self-awareness. Here they find out a little more about themselves.
In the second session please propose to the participants the **Self-assessment tool or Practical Activities n. 1, 2 and 3**.
*This activity has to be implemented as a **group session**.*
You should present and explain to participants how to do the practical activities 1, 2, and 3. You should present to them some examples of "done activities" that are included in the Practical Activities Collection Tools.
Then the workers will do individually the practical activities 1, 2 and 3.
Then you verify the done activities implemented by the workers. If they have met problems or if they have created unproper outputs you support the workers to get the correct the outputs.
The information the workers will acquire will be very useful along the pathway.
Please assign the workers to do the activities 1, 2 and 3 using the presentations number 1, 2 and 3.

***Reccomendation** for you: please, read carefully the practical activities and do them for your own before you present them to the workers.*

Practical activity 1. Remember you when you were a child

Practical activity 2 Describe yourself with an adjective

Practical activity 3 Fierce-Kindness-VALUES-Example-List

At the end of the three practical activities the workers have to put the emerging self-awareness content on their **Self-Development Notebook.** The first step will be named Finalize n. 1, “Who am I”.

Finalize n. 1 (who am I)

The workers describe themselves in terms of interest, passions, talents, and traits.

WHERE AM I?

In this step, two macro-activities are expected. The first is aimed to individuate the Strengths and Weaknesses of the workers. The second is aimed to find out the main trend and the skill needs of the sector in which the worker works (PEST analysis).

2. Personal Strengths and Weakness Analysis

The personal **S**trengths and **W**eakness Analysis helps the workers to uncover their own personal situation. By knowing their strengths, they can focus on the things that they're good at. And, by understanding their weaknesses, they know what to avoid, what to improve, and where they need to get help.
The strengths knowledge helps the workers to identify potential long-term career goals. Simultaneously their weaknesses knowledge helps the workers to identify the things that need to be managed, mitigated or planned for to ensure that their goals remain achievable.

Strengths and weakness

To find out their strengths and weakness you have to propose the workers to do the practical activity n. 4. To assign this activity use the presentation n. 4.

Recommendation *for you: please, read carefully the practical activity n.4 and do it for your own before you present it to the workers.*

Practical activity 4 Explore your strengths and weaknesses

At the end of Practical activity 4, the workers have to note her/his strengths and weaknesses on the table named **Finalize 2** of their Personal Development Notebook.

3. Personal Development options

Now that the workers reflected on their strengths and weaknesses, they need to focus on understanding the Personal Development Opportunities/Options that are open to them.
To this end, you should propose the workers to do the practical activity n. 5 through which they will become able to discover the first "Personal Development Options".

Recommendation *for you: please, read carefully the practical activity n.5 and do it for your own before you present it to the workers.*

Practical activity n. 5 Personal development options

The workers will summarize the Personal development options on the table named **Finalize 2** of their Personal Development Notebook.

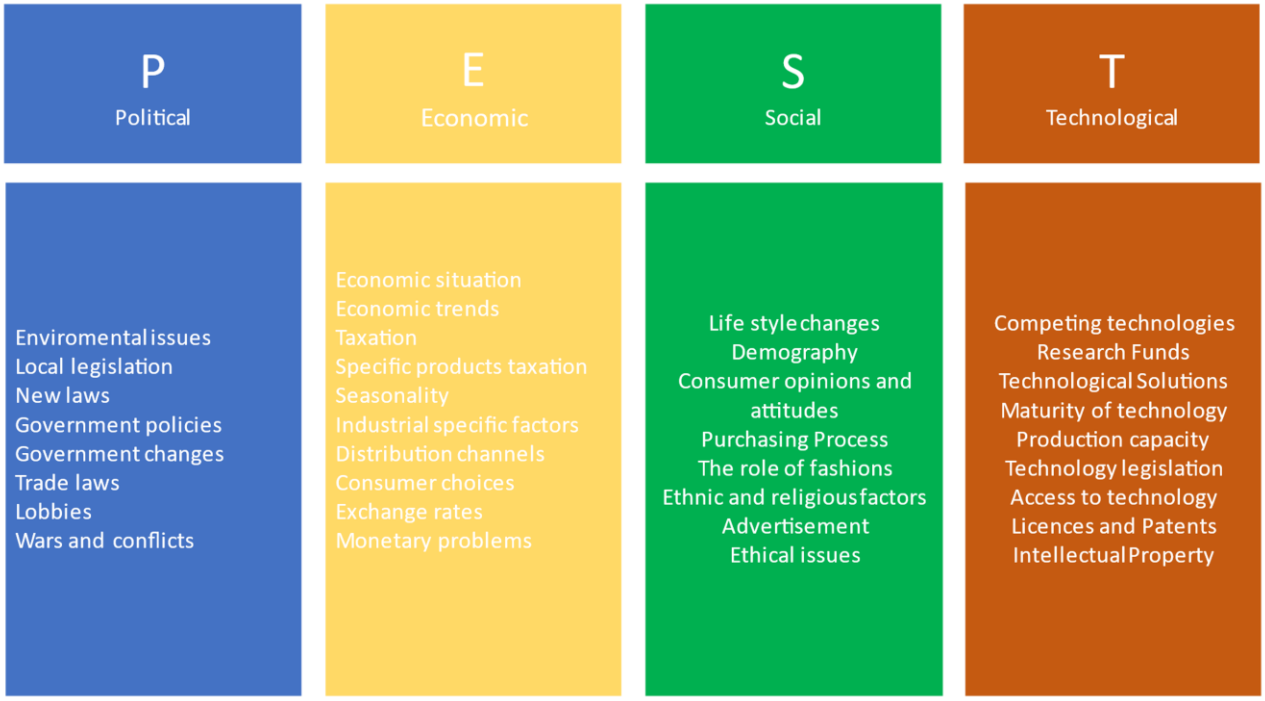
Finalize n. 2

The workers describe their Strengths, Weaknesses and Personal Development Options

4. Personal PEST Analysis

Personal Strenght and Weaknesses analysis look at the factors within the workers – and the ones close to them – that can influence their success.
By contrast, PEST Analysis digs deeper into the"big picture" external factors that will either help or hinder their work success.
Using it makes the difference between a just-born career that reflects the trends and the forces which are changing the world or struggling for the survival of the dying industry.
PEST is an acronym for the Political, Economic, Socio-cultural, and Technological environments in which the workers work. To complete a Personal PEST Analysis, the workers firstly have to identify or know (with your help) the external factors that can influence their work pathway (career).
Then, they can analyze each of these to identify the opportunities and threats they present.

The CGD operators/Trainers through the PEST analysis will guide the workers in understanding the possible development of themselves and their careers.
Below are the descriptions of the dimensions to be analyzed by the workers to track the relevant trends.
Each dimension has an introduction, and there are also some questions useful for guiding the discussions. Helping the workers to answer the questions, they should find out the trends.



Technological Factors
Finally, the workers need to look at the technological factors that affect their career decisions. Technology moves forward quickly, and they don't want to get left behind because they failed to consider its potential impact. More than this, they can expect great new opportunities if they can get good experience of a valuable new technology. Help the workers to ask themselves these questions:

- What technological trends affect the careers you're considering?
- Are there aspects of these jobs that are likely to be automated or digitized in the next few years?
- What technologies are emerging to do this, and how can you get experience of using them?
- How is technology influencing the type of work you do, or the way you complete your tasks?
- What opportunities and threats do these situations present?

Political Factors

The workers have to consider the influence that the government and its policies may have on the opportunities they're looking at. Propose to the workers the following questions:

- What new laws or regulations are likely to affect these?
- Are you aware of any policies or schemes that will boost or support any of these?
- Will any of these policies affect your ability to work in a specific area, make a certain amount of money, or be reasonably secure?
- Is there an expected change in government, or a policy change?
- What opportunities and threats do these changes or events represent?

Economic Factors

Next, the workers have to look at economic factors that may influence their decision to pursue a particular goal. They have to think about the following:

- What are the average compensation levels in the careers or industries that they're interested in?
- Are wages expected to rise, fall or stay the same?
- Can they meet their economic needs based on the expected remuneration?
- What is the current and forecast rate of employment or unemployment in these sectors?
- What is the long-term demand for people in these careers?
- What opportunities and threats do these changes or circumstances present?

Socio-Cultural Factors

These are the societal trends that influence how attractive a particular opportunity may or may not be. Support the workers to find out these trends. Things they have to consider include:

- What demographic trends will have an impact on these opportunities?
- Are the educational requirements for them expected to change?
- Are there lifestyle trends and changes that will have an impact on the desirability of these careers?
- Are there familial expectations you have to consider when making a career decision? How will these affect your ability to be successful?
- What opportunities and threats do these situations represent?

You will help the workers to identify these external factors, which of them are <u>opportunities</u> and which of them are <u>threats</u>. You have to use the report on the PEST analysis already implemented.

Tip: You cannot expect low-skilled workers to have a thorough analysis on PEST. Do your best to stimulate low-skilled workers. Accept even a result that is not very thorough. The most important result is that low-skilled workers understand that it is essential to become a little forward-looking. They should develop the ability to understand how the sector in which they work is evolving and how the skills required are evolving.

If you don't have the above PEST Analysis or if they are not useful for the workers, you must help the workers to do the practical activity n. 6 using the specific presentation:

Practical activity n. 6 Personal PEST analysis

At the end of Practical activity 6, the workers have to note the trends and the related opportunities and threats on the table named Finalize 3 of their Personal Development Notebook.

Finalize n. 3

The workers describe the Political, Economic, Socio-Cultural and Technological trends and the related Opportunities and Threats

5. Opportunity Analysis

In the Personal Strengths and Weaknesses Analysis, you helped the workers to identify a range of opportunity options. Now that they've completed their PEST Analysis you have to help the workers to see that some of these opportunities are particularly exciting and that some just aren't worth pursuing.

Next, you should help the workers to **explore the best of these opportunities** in more detail, and identify the ones that they want to focus on.

You should propose the workers do the activity named Finalize 4 of their Personal Development Notebook.

Finalize n. 4

The workers summarize:

- the main Personal Development Options and PEST opportunities;
- the supporting Factors (Strengths, PEST Trends and Events, Personal Interests)
- the opposing Factors (Weaknesses, PEST Trends and Events)

(In Italy the trainer will present the workers with the results of the PEST Analysis and strictly support them to identify the Opportunities and Threats)

WHERE WOULD I LIKE TO GO?

Defining Your Career Objectives

Now that the workers are clear about their strengths and weaknesses, and about the opportunities that are available to them, they're equipped to start thinking about where they want to go.
You should help the workers to start the process by creating a Career Vision Statement that sets out their long-term aspirations. Then they break this down into a set of Major Career Goals that will help them achieve those aspirations.

6. Personal Vision Statement

"There is no favourable wind for the sailor who doesn't know where to go". - Seneca, I sec. AD

Imagine the workers can find a compass that tells them precisely where they have to go. They can easily choose between one thing and another, thanks to this extraordinary tool. This would be great, right? And this is exactly what a personal vision statement does.
A personal vision statement is a statement that describes their *values (see the Practical Activity 3)*, their *strengths (see the Practical activity 4, 5 or 6)*, and their *goals*.
It can be focused on life or professional goals, and it is intended to lead the workers toward their long-term dreams. It is a tool to help guide their actions when important decisions have to be made or in particular transition moments.
Successful people frequently review their personal vision statement to get a sense of direction, and fulfilment, and to live their days more joyfully.

Why and what is the personal vision

Our lives and careers are a complex mix of elements. Sometimes we feel unable to be attentive to everything. A personal vision statement can help when we don't have a sense of how things are connected.
We feel unable to attend to everything around us when we aren't sure what our purpose is when we do what we are doing. A vision statement can help clarify your *whys* and can give you a sense of meaning and direction.

Benefits

Here are 5 specific benefits for the workers coming from having a personal vision statement:

- **It becomes easier to make decisions.**

If they find themself in a particular moment of their life or career in which important and complex decisions need to be made, having a personal vision statement can be a compass for them. It will remind them of their inner qualities, values, and purposes that will help them identify the best path for them.

- **It provides them with a sense of direction.**

We, as humans, need to feel that what we are doing (in our lives and work) has meaning. To find motivation for actions, we need to know that what we are doing is worthy and that will drive us somewhere. A personal statement connected to their vision offers to them a sense of where they are going and of what they want to achieve.

- **It helps the workers determine their long-term and short-term goals.**

This sense of direction can be broken down into long-term and short-term goals. After creating their personal statement, the worker will have a clear long-term goal that will help them set short-term goals and actionable steps to achieve them. The long-term goal will mostly remain stable throughout the years and will inform short-term goals that will change as time passes.

- **It will motivate the workers during tough times.**

When times become hard, as in the current ones, it is difficult for the workers to maintain motivation and keep doing their job or investing in their personal life with passion. Having a written statement can help them remind themself of their *whys* and bring them back on track.

- **It will help the workers live a balanced life.**

A well-written statement contains different aspects of their life both personal and professional, spiritual and day-by-day oriented. Reminding themself of their statement will help them live a more balanced life.

What does a personal vision statement have to have?

A well-formed personal vision statement must respond to these questions:

- what do you want to do?
- Why?
- How will you do that?

The workers may want to consider their values, strengths, and skills to decide their goals. Considering these will offer valuable insight into their *whys* and how they do what other people do differently.

A personal vision statement should contain:

- **The workers' interests**

What are they passionate about? A vision statement should contain their interests and passions, what they enjoy doing in their free time, and what they would do all day long if they didn't have to work.

- **The workers' talents**

A well-formed statement should include what they are good at. It can include professional and personal skills based on their personal observations and feedback received through years from family members, friends, and coworkers.

- **The workers' values**

What are they driven by? A powerful statement informs them about their driving values. They are usually expressed in a general form (such as love, creativity, and justice) and are those values without which life (for them) doesn't make any sense.

- **What do the world need?**

What does the world need, in their opinion? The answer to this question should be part of their personal statement because it tells something about what is important for them and what can make a difference for everyone.
They can also understand this as a result of the PEST analysis (suggest the workers to have a look to Finalize n. 4)

- **The workers' goal**

If a worker knows who she/he is, what drives her/him, and what the world needs, she/he is ready to identify his/her life/career goal. It is a long-term goal aligned with all the areas above. Her/his *objective* can provide her/him with a sense of purpose and direction.
When the worker writes her/his Career Mission Statement, remember that this is her/his long-term vision for herself/himself. Typically, this will give her/him a five- to 10-year.

A Personal Vision Statement is very personal, which means that **there's no formula for writing one**. To learn why the Personal Vision Statement is important and how to create it, the workers have to do the activity n. 7. There they find two alternative methods. For the low skilled workers the first method is recommended.

Practical activity 7 Personal vision statement

At the end of the activity n. 7 the workers should draft their Personal Vision Statement on their Personal Development Notebook on Finalize n. 5.

Finalize n. 5

The workers will draft their Personal Vision Statement in a box and rewrite it until they're completely happy. They'll record it on their Personal Development Plan later.

7. Major Career Goals

With the Personal Vision Statement as their guide, you now support the workers to break their long-term objectives down into manageable pieces. To do this, they have to set Major Career Goals.
These are important steps toward accomplishing their vision, and they'll use them to ensure that their Personal Development Plan is on track.
For instance, one Personal Vision Statement may indicate that a worker *wants to be a Team Leader by the time he's 40*. If that's five years away, the worker must ask herself/himself what major steps she/he needs to take within this time to get to that position. For example, she/he may need to complete a qualification, or gain experience in another division.

To identify their Major Career Goals, help the workers to ask themself whether they need:

- To upgrade their education or qualifications?
- To gain a promotion from their current position?
- To get experience in a particular department?
- To move to a different organization or industry?
- To master a particular skill, or set of skills?

If appropriate, the workers may also want to include their current manager or a trainer in the discussion.
They will need your assistance, information and possibly training along the way. So, support the workers to enlist the help of a VET provider of their company or a VET provider active in the sector, or ask for advice from experienced individuals (for example, people who are already doing the job they want).

A Note on Goal Setting

Suggest the workers use the SMART mnemonic to set precise, motivating goals. SMART stands for:

Specific – the workers have to make sure that their goal focuses on one particular outcome.
Measurable – there must be a definable endpoint, so they know exactly when the goal has been accomplished.
Achievable – they must be reasonably able to accomplish their goal, otherwise it will frustrate them and undermine their self-confidence.
Relevant – goals must relate to what they're ultimately trying to achieve.
Time bound – there has to be a time requirement, otherwise you may never push yourself to accomplish your goal.

To individuate the Major Career Goals the workers have to implement the practical activity 8.

Practical activity 8 Major Career Goals

Then the workers have to include the own Major Career Goals on the Personal Development Notebook in Finalize n. 6.

Finalize n. 6

The workers put the Major Career Goals they pinpointed during the practical activity n. 8 in a scheme.

Well done, the workers are making great progress!

They've now got everything in place to start drafting their Personal Development Plan.

HOW WILL I GET THERE?

8. Creating Your Personal Development Plan

The workers are now ready to put everything into a measurable, actionable format that will keep them on track as they progress along their chosen career path.

By the end of this section, they'll have a Personal Development Plan that they'll be able to refer to regularly to make solid progress towards their career goal.

Now the workers have to print off the Personal Development Plan worksheet on page 12 of the **Personal Development Notebook**, or type directly in the PDF. They have to write down their name, current position and the date (the last two items will help them remember how far she/he has come as she/he progresses). Next, they have to add the Career Mission Statement and the Major Career Goals that they defined earlier. (Remember they have to include target dates for the goals.)

Conducting a Skills Audit

So far, the workers have defined where they want to go, and they've identified the major steps they need to take to get there. Now, they'll take a critical look at their current situation, and they'll pinpoint any skills and knowledge gaps that they need to fill. We refer both the technical and soft skills.
Then they can set specific development goals to address these weaknesses and put themself on course to achieve their long-term objectives.
Their Personal Development Plan includes a Skills Audit section that they can use to assess the skills and strengths they currently possess, compared with those that they need.
To help the workers in conducting the skills audit, you have to support them in the implementation of the practical activity 9.

Practical activity 9 Skills

At the end of the practical activities n. 10 the workers have to include the main own skill needs on the Personal Development Notebook in Finalize n. 7.

Finalize n. 7

The workers put the main own skill needs on the Skills Audit section of the Personal Development Plan Worksheet.

9. Create an Action Plan

Now the workers are finally ready to put together their Action Plan (Finalize 8 of the Personal Development Notebook). It contains short-term Development Goals and Action Steps that the workers can start working on right away to achieve their Major Career Goals, and it focuses on any skills gaps that the workers identified in their Skills Audit.
The CGD operator/Trainer here has to support the workers in the creation of a realistic action plan. In the Practical Activity n. 11 there are the instructions addressed to the workers.

Practical activity 10 Action Plan

Finalize n. 8

The workers put the main own skill needs on the Skills Audit section of the Personal Development Plan Worksheet.