



# FYC Training module & Resource Pack for Practitioners

IO4 – v.6 final



<b>Title:</b>	<b>FYC Training module &amp; Resource Pack for Practitioners</b>
<b>Intellectual Output – IO 4</b>	<b>Future-proof Your Career - Training module for practitioners including a Resource Pack</b>
<b>Description:</b>	<p>Hafelekar led IO4 in the development of a training module and resource pack for Guidance Practitioners. Aim was the development of a training module for practitioners on the future of work, a classification of types of jobs available, their make up in terms of hard and soft skills, and the career path options available to job seekers. In the formal education sector guidance practitioners have access to up-skilling; however, for practitioners working in community-based employment or education services, they do not have the same access to in-house upskilling thus placing these services and more importantly their clients at distinct disadvantage.</p> <p>This training aims to ensure that practitioners have both the contextual information on labour market restructuring and modernisation and on how to incorporate the new FYC tool into their practice. It will provide practitioners with access to the most up-to-date thinking on the future labour market, and thus provide a step up for organizations with limited access to formal national structures.</p>
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## 1 FYC – Future-proof Your Career: The Project

Future-proof your Career aimed to design, develop, and implement a Career Guidance for a Modern Labour Market: A Future of Work Framework, focused on the identification through a guidance process- of transversal skills which can be used to future-proof the careers of disadvantaged job seekers and enable sustainable employment.

This forward-thinking career guidance framework provides a way of working for guidance practitioners which facilitates quality future focused career plans for job seekers already marginalized in the labour market, so as to ensure their inclusion in a technological and digitalized world of work. It supports marginalised job seekers to understand and gain awareness of key competencies which are essential employability competences for a future labour market. These key competences underpin the ability to adapt and change to the demands of a technological workplace and are important in up-skilling in initial and continuous vocational education and training.

### **The project has three main objectives:**

- To enable individuals to become aware of their own skills for the future labour market particularly in relation to communication and interpersonal skills.
- To create awareness of future workplaces, their requirements, and associated VET progression routes.
- To create a culture of training and up-skilling of guidance practitioners in a fast-changing labour market.

### **The main outcomes of the project:**

The FYC online platform: The partners developed an online questionnaire which, through a series of interactive questions and animations, helps the clients to identify their human, social and psychological capital, and their connection to the current and longer-term labour market. It identifies areas where the clients could benefit from vocational or industry specific upskilling. It provides the clients and their guidance practitioner with a report outlining existing capabilities and makes suggestions as to how these could be built upon and utilized and thus enable the individual to prepare for a labour market which is driven by automation and digitisation.

### **Project duration:**

October 2019 - March 2022

### **Project partners:**

- Ballymun Job Centre, Ireland - Coordination
- Hafelekar Unternehmensberatung, Austria
- METROPOLISNET, Germany
- C.I.O.F.S. Formazione Professionale, Italy



- Universitatea Politehnica din Bucuresti, Romania
- Headway Ireland CLG, Ireland
- Fundacion Tomillo, Spain

During the lifetime of the project, we developed five Intellectual Outputs (IOs), to facilitate the implementation of the FYC aims:

- IO1 (led by CIOFS): **FYC Framework Development**: Design and development of the Future-proof Your Career Framework
- IO2 (led by BJC): **FYC Tool Specification and Content**: Development of an online tool which has the capacity to help workers, or job seekers who may never have worked, to identify skills and capabilities developed throughout their lives to date.
- IO3 (led by UPB): **The FYC online platform**: Using the INFORM tool and adapting it.
- IO4 (led by HAFELEKAR): **Future-proof Your Career - training module for guidance practitioners**.
- IO5 (led by Fundacion Tomillo): **Psychometric evaluation of the FYC tool**.



## 2 Aim of the FYC training module for practitioners

The FYC consortium developed and piloted a training programme for guidance practitioners, specifically, in the first instance, for those practitioners who are not working in the formal education system. These practitioners may not receive training or up-skilling in the most contemporary information on the future of work, and thus their clients are at a disadvantage in terms of work preparation and sustainable futures. The training utilises a blended learning approach whereby practitioners have access to online resources including podcasts, recommended reading, videos etc. in addition to formal training in the use of the FYC tool and feedback. The training is available in partner languages and incorporates:

### PART 1 - THE CONTEXT:

- The world of work – structure (high skill, medium skill, low skill), job composition
- The impact of automation and digitalisation
- Labour market intelligence – current state of the art on changes in labour market at EU level, changes at national levels, types of jobs which will be impacted, new jobs which will be created
- Skill requirements - hard skills, technical skills, soft/transversal skills

### PART 2 - USING THE FYC TOOL:

- A training programme which provides practitioners with an understanding of the purpose of the FYC tool, the skills it seeks to identify, how it works, its underlying theoretical basis, administration, scoring, interpretation, and feedback. This is supplemented by:
- A Resource Pack that can be used by practitioners, guidance professionals, mediators, etc.
- A series of user-friendly leaflets for the administration, practice, scoring, profiling, interpretation.

In addition, all training documentation is available online to ensure training consistency across the partnership. It will also enable sustainability of the training where partners will have the ongoing facility to up-date information available for Part 1: The Context as they labour market continues to adapt and develop.

A short Master Training for partners took place in September 2021 to facilitate the later training of practitioners in their own country.

We utilise a blended learning approach and thus require innovative and creative ways to support practitioners in their knowledge and skill development.

The development of the FYC training programme is led by Hafelekar with the support of all partners. Research conducted in IO1 has been exploited and developed into content ideas and materials for the training. Ciofs and MetNet provided advice on packaging the training module in terms of its delivery and tone.



### 3 The FYC methodology



For many disadvantaged job seekers accessing labour market opportunities and/or initial training/education and guidance supports, it can be difficult to measure and document the competencies as developed throughout life experience. Particularly as disadvantaged job seekers may not have a work history from which to draw from. Organisations working with this target group often have difficulties in identifying and measuring competencies which have developed informally and non-formally and therefore are unable to build a clear picture of an individual's skills and abilities.

The FYC partnership worked on a methodology to make these skills visible, because these competencies are often transferable into the workplace, into further training and education and can influence how practitioners support clients through a comprehensive guidance process.

The target group are those who have identifiable barriers preventing them from accessing labour market, including:

- Individuals who have low levels of education
- Lack of appropriate work experience
- Socially disadvantaged
- Solo parents
- Ethnic minorities
- Recovering drug users
- Early school leavers
- Long term unemployed

#### 3.1 What is the FYC tool?

The FYC Partnership recognise that access to a structured comprehensive guidance process leads to progress into appropriate vocational training and education both within and outside of the workplace, and



that individuals through non-formal and informal learning, have developed hidden skills, latent abilities, and varying knowledge bases, which for many individuals, could provide a springboard into a sustainable career.

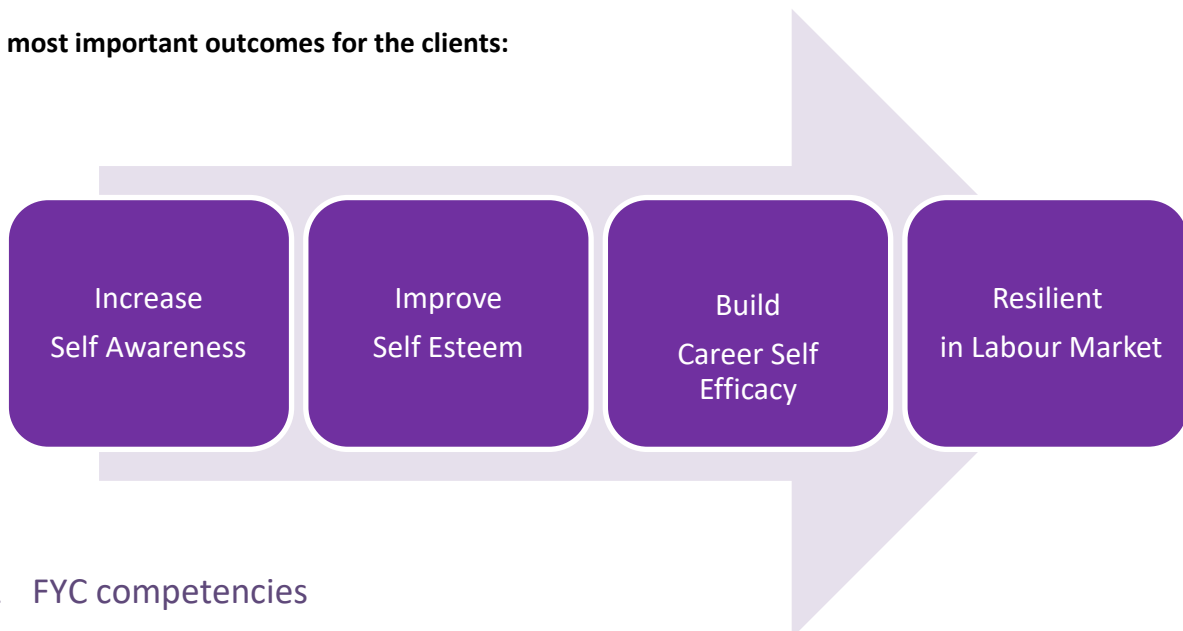
As individuals are often unaware of the competencies and knowledge that they have acquired, they are therefore unable to recognise these as valuable in terms of their own development. Consequently, they often end up in low paid, low income jobs with little chance of progression or training, or they find themselves on training courses for which they are unsuited.

The FYC tool provides the individual with an objective measurement tool to assist in uncovering their hidden strengths and abilities:

- The tool intends to build the individual's self-efficacy, hardiness, and achievement motivation.
- Through a positively focused feedback interview the individual is shown the abilities, skills and knowledge learned from everyday life.
- The feedback profile which is presented and explored with clients on completion of the tools questionnaire, links the individual's everyday learning to specific work environments and tasks.

An interactive animated questionnaire with videos and voice audios asks participants how often they do various activities. The tool focuses on capturing competencies through everyday activities, which are relevant to the world of work. Upon completion a summary report of hidden strengths is generated. The top three strengths in four overarching competencies are shown in the report.

**The most important outcomes for the clients:**



### 3.2 FYC competencies

The “OECD Key Competencies” identified through the OECD Learning Compass 2030, defines “transformative competencies”, as the types of knowledge, skills, attitudes and values students need to transform society and shape the future for better lives. These have been identified as creating new value, reconciling tensions and dilemmas, and taking responsibility. (OECD, 2019)



Based on this OECD model and on the key competencies identified from our initial research in IO1, the partnership identified the following competencies as essential for future working, categorised under the following themes:

- Creating New Value
- Taking responsibility
- Reconciling Tensions and Dilemmas
- Communication

<p style="text-align: center;"><b>CREATING NEW VALUE</b></p> <p>Flexibility      Adaptability</p> <p>Creativity    Curiosity    Originality</p> <p>Fluency of Ideas    Initiative</p> <p>Open mindedness    Critical Thinking</p> <p>Problem solving      Collaboration</p> <p style="text-align: center;">Agility</p>	<p style="text-align: center;"><b>TAKING RESPONSIBILITY</b></p> <p>Self-Regulation    Managing emotions</p> <p style="text-align: center;">Self-Control/ locus of control</p> <p>Moral compass      Integrity</p> <p>Stress Tolerance    Compassion</p> <p>Respect for others    Build Trust</p> <p>Reflective Thinking    Self-Awareness</p>
<p style="text-align: center;"><b>RECONCILING TENSIONS AND DILEMMAS</b></p> <p>Commitment &amp; Effort    Empathy</p> <p>Cognitive flexibility    Perspective taking</p> <p>Respect      Creativity</p> <p>Problem Solving      Conflict Resolution</p> <p>Resilience      Responsibility</p> <p>Tolerant of contrasting ideas</p>	<p style="text-align: center;"><b>COMMUNICATIONS</b></p> <p>Team working      Time Management</p> <p>Speaking      Active Listening</p> <p>Instructing      Service Orientation</p> <p>Social Perceptiveness      Coordination</p> <p>Active Learning      Writing</p> <p style="text-align: center;">Learning Strategies</p>

### 3.3 FYC Psychometric Evaluation

Via the FYC Tool we help clients to uncover – often hidden – skills that are considered transformative: future oriented, and important for wellbeing and sustainability. Clients reflect on their everyday lives, the activities they do and how often they do them. We use a 5-point scale from "never" to "very often".



The tool is not measuring how much of each skill the person has developed but rather indicates that from the questions selected by the client (their preferences) the tool indicates that the person uses these three skills in their everyday activities. Scores are not compared to anyone else as it is an idiographic score - as opposed to nomothetic score. For example, by selecting questions and indicating how often you do these activities, the FYC results show that you use a range of skills. From the possible skills within the Creating New Value section, the skills that were highlighted as mostly used are: adaptability, initiative, flexibility. So, it is likely that you have developed skills in these areas.

**The FYC report provides three types of information:**

- Raw data: provides the list of items to which the user has responded, with the date on which it was completed, the response the user has chosen, the score assigned to that response and the time taken to respond.
- Statistics: provides information in a chart with the top three competences in each of the macro competences and the percentage obtained in each of them. Details can be displayed showing what scores the user has obtained for each item in each of the competences that compose the main competences.
- Top 3: It shows the three competences that the user has most developed for each macro competency. It also includes a description of the competency, as well as activities, types of jobs and tasks that are usually associated with it.

From this information, the practitioner should select the most relevant information for the client, also using the background information of the previous sessions. At this point, we would like to emphasise once again how important it is for clients that practitioners provide their feedback in an interactive, dynamic, positive and constructive way.

This point leads us to the next chapter, describing the basic skills practitioners should bring along.

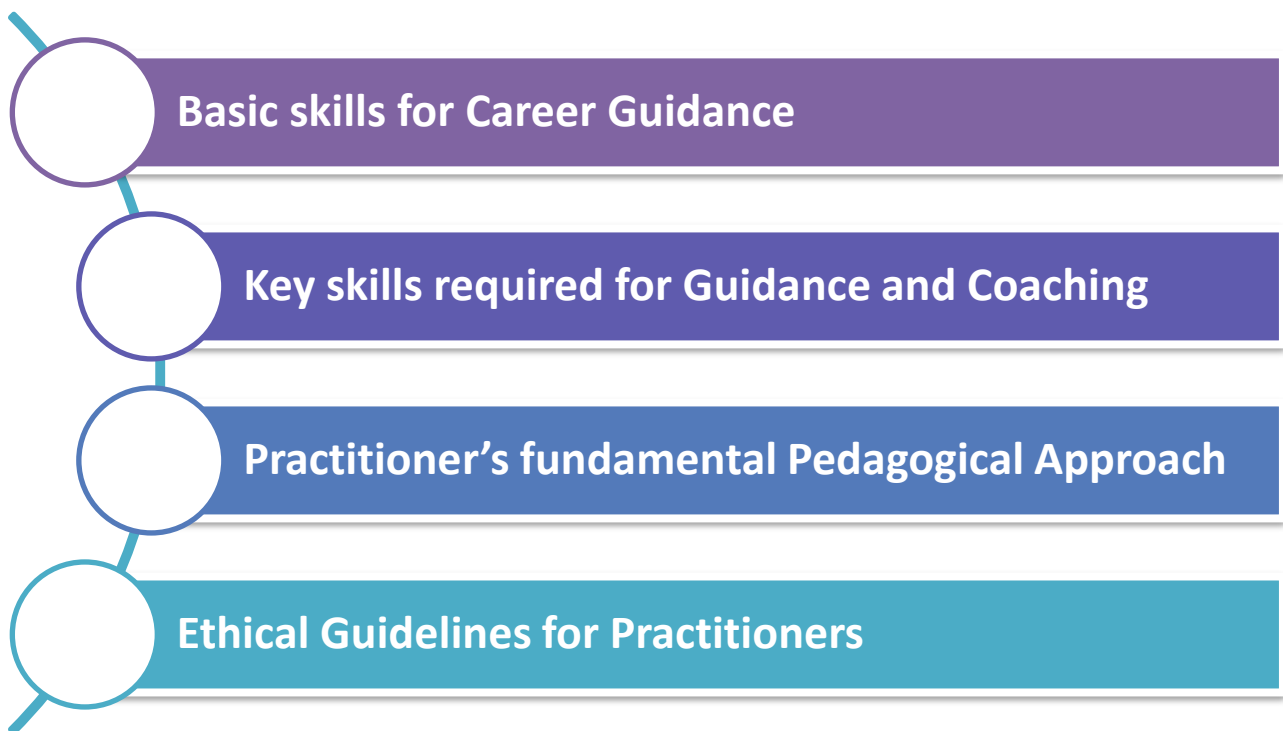


## 4 The basic practitioner skills

The most important prerequisite to work with the FYC tool as practitioner is an interest in the developed tool and the desire to use this tool in daily practice. In addition, it is important to the partnership that practitioners can identify with the values described below:

Practitioner's fundamental pedagogical approach, and Ethical guidelines for practitioners.

The FYC practitioners should also be familiar with the following Basic skills and Key skills for career guidance:



### 4.1 Basic skills for Career Guidance

- The ability to assume the basic pedagogic attitude as described below.
- The ability to reflect on one's own work: the practitioner should be willing and able to reflect on his/her work and his/her own approach.
- The ability to act as a moderator.
- The ability to think holistically, to consider people's situations from all its angles, and provide goal-oriented career guidance.

### 4.2 Key skills required for Guidance and Coaching

The International Coach Federation (ICF) defines coaching:



*“... as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”.* (see <https://coachfederation.org/about>)

The description of the core skills of a practitioner is based on a list of skills issued by the ICF, modified with regard to the requirements of practitioners as coaches. The core skills are grouped in four clusters. The groups themselves and the individual skills are not weighted, i.e. are not ranked in any way.

#### **4.2.1 Setting the Foundation**

A) Compliance with ethical guidelines and professional standards: Understanding of coaching and guidance ethics and standards and the ability to apply them appropriately in all situations.

B) Establishment of an agreement: this includes a clear understanding of roles, a professional level of intimacy with the client, and clear goal agreements. At the beginning of a guidance session, opportunities, and limits, as well as the role of the trainer/practitioner, should be clearly identified. Clear goals should be agreed while maintaining an appropriate level of intimacy throughout the counselling session.

#### **4.2.2 Co-Creating the relationship**

C) The ability to establish a trusting relationship with the client and create an appropriate group atmosphere: it is important to establish a safe, goal-oriented framework and to ensure respectful, trusting interaction.

D) Coaching/Guidance presence: The ability to act consciously and remain mindful throughout the entire process: it is important to observe, listen, and feel what the client is communicating and to feel one's own resonances and, if necessary, integrate these into the guidance process.

#### **4.2.3 Communicate effectively**

E) Active listening: The ability to concentrate entirely on what the client is saying and not saying, to understand the meaning of what is said in the context of the client's goals and desires, and to support the client's expressive ability.

F) Open, resource- and solution oriented, goal-focused questions: The ability to pose appropriate questions depending on the circumstances. Open-ended questions serve to facilitate understanding and foster productive work with the client; resource-oriented questions support the client in discovering skills and abilities, and solution-oriented, goal-focused questions allow solutions to be found.

#### **4.2.4 Facilitate learning and goal achievement**

G) Establish awareness: The ability to integrate several sources of information, assessing and interpreting these in such a way that it helps the client to achieve awareness, thus, to enable him or her to reach the own goals.

H) Planning and setting goals: The ability to develop an effective plan of action together with the client, assign responsibilities and agree on deadlines.

An extensive description of the core competencies can be found at:  
<http://www.coachfederation.org/icfcredentials/core-competencies/>



## 4.3 Practitioner's fundamental Pedagogical Approach

The practitioner's fundamental pedagogical approach is crucial for the successful implementation of the projects aims. Therefore, we would like to introduce the following principles:

### 4.3.1 Basic systematic approach in developmental pedagogy

FYC assumes a belief in a client's developmental capabilities and aims at reinforcing the client's personal strengths. Development is possible in any situation, and clients are capable of assuming responsibility for their own development.

Systemic-oriented practitioners assume the autonomy of the person seeking help and advice and view this person as a 'self-expert'. The unique experience of the individual is understood to be the subjective processing of the own personal history and emotional and cognitive experiences of relationships. In the fields of guidance and counselling, systemic practice is oriented towards the concerns of the client (customer) and dispenses with pathologizing and setting normative goals.

[\(https://systemische-gesellschaft.de/systemischer-ansatz/was-ist-systemisch/\)](https://systemische-gesellschaft.de/systemischer-ansatz/was-ist-systemisch/)

### 4.3.2 An open, client-centric basic attitude

Throughout the entire guidance process, the clients decide on the content of the work carried out together. They define the subject matter, together with the goals, objectives, and pace of the work, with the support of their guidance practitioner.

### 4.3.3 An accepting, appreciative basic attitude

Clients are first and foremost to be accepted and valued for who they are – with their own stories and personal backgrounds, character traits, unique characteristics, skills, strengths, and weaknesses. This may initially sound banal or simple but it happens to be a great challenge in practice. In addition to the accepting and supporting aspects, value also involves fostering and challenging independence and assumption of responsibility.

### 4.3.4 A resource- and solution-oriented basic attitude

One of the goals of FYC project is to help people to discover (or rediscover) their abilities and skills and to expand on these. FYC begins with these personal competencies and personality traits and brings in social, material, and infrastructural resources. The basic assumption is that all behaviours make sense and are advantageous to the person exhibiting them.



## 4.4 Ethical Guidelines for Practitioners

### 4.4.1 Background:

The use of the FYC tools must be underpinned by ethical considerations and guidelines in order to safeguard those involved in its use. The ethical guidelines outlined below derive from both the Code of Professional Ethics of the Psychological Society of Ireland (2010), and the Code of Ethics of the Institute of Guidance Counsellors (2012). As a European partnership, these guidelines should be used in conjunction with each country's own national ethical codes and practices of professional conduct.

The Code of Ethics of the PSI (2010) and the Code of Ethics of the Institute of Guidance Counsellors (2012) categorize ethical conduct into four distinct domains which can help to inform and guide the practice of FYC practitioners:

- Respect for the rights and dignity of the person
- Competence
- Responsibility
- Integrity

### 4.4.2 Respect for the rights and dignity of the person:

#### a) General respect:

- Practitioners should have an awareness and respect for their clients' moral and cultural values, and not allow their service to be diminished due to factors such as gender, sexual orientation, disability, religion, race, ethnicity, age, national origin, party politics, social standing or class.
- Practitioners should always use respectful language in written/verbal communication and act to always protect the dignity and wellbeing of clients throughout the career guidance process.

#### b) Privacy and confidentiality:

- Practitioners should, to the best of their ability, ensure that sessions occur in a private environment and that only essential and relevant information needed for the purpose of guidance is collected.
- Practitioners should avoid unjustified intrusion of the clients' psychological boundaries. They should ensure that information regarding the client, is shared only with the client's informed consent and that client files and documents are stored confidentially for an appropriate amount of time (determined by law and national professional requirements) and then destroyed.

#### c) Informed consent and freedom of consent:

- Clients should be provided with enough accurate and detailed information to depict the activity for which they are participating, prior to their agreement to participate.
- Clients should also be informed of their right to withdraw from participation, even after the beginning of the process.
- Consent must be provided prior to any video, audio or written recording of the client, and the client must give permission for any third party to be present for the given activity.
- Information regarding the client must only be published or shared with others with the client's informed consent.



d) Self-determination:

- FYC practitioners should aim to achieve as active participation as possible of the client in decisions which affect them.
- FYC practitioners should respect the right of clients to protect their own dignity, and to withdraw their participation at any time. Practitioners should also be aware of and responsive to non-verbal indicators of the desire of the client to withdraw their participation.

#### 4.4.3 Competence:

a) Ethical awareness:

- Practitioners must accept their professional responsibility to be aware of ethical guidelines, in order to ensure their practice is safe and beneficial to all parties involved.
- Practitioners should avoid engaging in professional activities which may conflict with professional ethical best practice.

b) Limits of competence:

- Practitioners must be mindful of how their own attitudes and beliefs may impact upon a client and act to prevent this having a negative effect on clients.
- Practitioners must be aware of their own limits, and not exceed the limitations of their education/training or experience when engaging professionally with a client.
- Practitioners should act to refer a client to a more appropriate service or professional if they deem this service would be of greater benefit to the client.

c) Limits of procedures:

- Practitioners must be aware of both the strengths and limitations of the tools they use with clients and communicate these with clients and relevant third parties.

d) Continuing Professional Development:

- Practitioners have a responsibility to continuously maintain their professional competence through individual education and training.
- Practitioners should remain up-to-date with recent research methods, techniques and progress, and ensure that the tools they use or train other practitioners in, meet the theoretical developments of the most recent research in the field.

#### 4.4.4 Responsibility

a) General responsibility:

- Practitioners have a responsibility to act in a professional and reputable manner, befitting the behaviour of their professional field, and to promote the best practice of this field where possible.
- Practitioners also have a responsibility to report or make known policies, procedures or regulations which ignore or oppose their professional code of ethics.



b) Promotion of high standards:

- Practitioners have a responsibility to maintain high standards in their professional practice and to act in a way that does not undermine the principles or reputation of their professional field.

c) Avoidance of harm:

- Practitioners have a responsibility to prevent or avoid activities which may cause harm to a client. Practitioners must ensure that client information is stored in a confidential manner and cannot be used to inflict harm or loss of dignity/integrity.

#### 4.4.5 Integrity:

a) Honesty and accuracy:

- Practitioners should honestly and accurately portray their own education, training and experience, and act to avoid distortion or exaggeration of their own competence, the capacity of the tools being used or other relevant factors.
- Practitioners should be careful to differentiate their own views and opinions from that of research findings when communicating with clients or other professionals.

b) Straightforwardness and Openness:

- Practitioners should provide clients with a clear understanding of any results or observations of their session in language they clearly understand.

c) Actions of colleagues:

- Practitioners should offer appropriate support or supervision to colleagues who request it.

For more information regarding ethical best practice see:

<https://www.psychologicalsociety.ie/footer/PSI-Code-of-Professional-Ethics-3>

<http://www.igc.ie/about-us/our-constitution/code-of-ethics>





## 5 The FYC training module at a glance

The FYC training module is divided into 7 Learning Units and is accompanied by an organisational framework that follows the ECVET and EQF guidelines and is therefore relevant for a future certification of the training.

- In total, the FYC training consists of 7 learning units, starting with **Units 1 and 2**, which are designed as self-directed learning units (4 hours).
- **Units 3, 4 and 5** are planned as face-to-face training or as webinars if the situation requires it (1.5 full training days or 3 webinars: 9 hours in total).
- **Unit 6** is dedicated to transfer into practice and quality assurance (5 hours in total).
- **Unit 7** overlaps with the formal framework that is important for certification: final assessment and the feedback round with experts (2 hours in total).

### 5.1 The FYC Learning Units – overview

#### 5.1.1 Unit 1: Future World of Work

- The world of work – structure (high skill, medium skill, low skill), job composition
- The impact of automation and digitalisation
- Labour market intelligence – current state of the art on changes in labour market at EU level, changes at national levels, types of jobs which will be impacted, new jobs which will be created

#### 5.1.2 Unit 2: Future Competences

- Skill requirements - hard skills, technical skills, soft/transversal skills
- Effective tools and methods used to capture formal and non-formal learning

#### 5.1.3 Unit 3: Whole Guidance Process

- How to embed our tool in a career guidance process
- Different applications and forms of using the tool
- Organizational framework, needed resources

#### 5.1.4 Unit 4: Tutorial “How to use the tool”

- Tutorial for practitioners and users
- Screencasts, FAQs

#### 5.1.5 Unit 5: Providing the guidance session and analysing the report

- Model workflow for a guidance session
- Sample report and guidelines for analysing the tool report

#### 5.1.6 Unit 6: Transfer into practice & Quality assurance

- Information for transfer into daily practice
- User cases & good practice, templates for case studies
- QA, continuous improvement process (CIP), further developments



### 5.1.7 Unit 7: Final Assessment & Feedback

- Personal transcript
- Reflection
- Expert talk
- Certification

## 5.2 The accompanying framework - for the certification process

### 5.2.1 Phase 1: Preparation for the FYC training

- **Motivation & Pre-Qualification of Learners:** Practitioners interested in the training should be highly motivated and familiar with the requirements as defined in the curriculum. The requirements are clarified in an initial interview.
- **Learning Agreement:** Practitioners then complete the Learning Agreement to be signed by the institution offering the training course. This is to record the motivation, previous knowledge, and the general framework of the training.

### 5.2.2 Phase 2: Participation in the training & Transfer into Practice

- **Self-directed learning for Unit 1 and Unit 2:** The first two units are designed as Self Learning Units (4 hours). Practitioners receive all the necessary documents in advance to be able to prepare well for these two units.
- **Face-to-face trainings or webinars for Unit 3, Unit 4 and Unit 5:** The other three units are held as face-to-face sessions or - if the situation does not allow it - as webinars (9 hours in total: 1.5 days of training or 3 webinars). The learning content is also made available in advance and is in any case available electronically.

### 5.2.3 Phase 3: Documentation of outcomes & Final Assessment

- **Transfer into practice:** This phase is about applying what has been learned in practice by working with clients by utilizing the FYC tool and approach to get real life feedback, which must be documented. At least one case study per practitioner is to be prepared, which will also be used for the final assessment (5 hours in total).
- **Quality Assurance:** Quality assurance (QA) is an instrument to ensure the quality of the training, to continuously improve the outcomes for the target group and to adapt the FYC tools to the respective conditions in the different organizations.
- **Final Assessment via Personal transcript & Expert talk:** After successfully completing the training, a personal transcript must be completed to reflect the personal learning outcomes. This, together with the documented case study, will be discussed during an expert interview as assessment to become a certified practitioner.

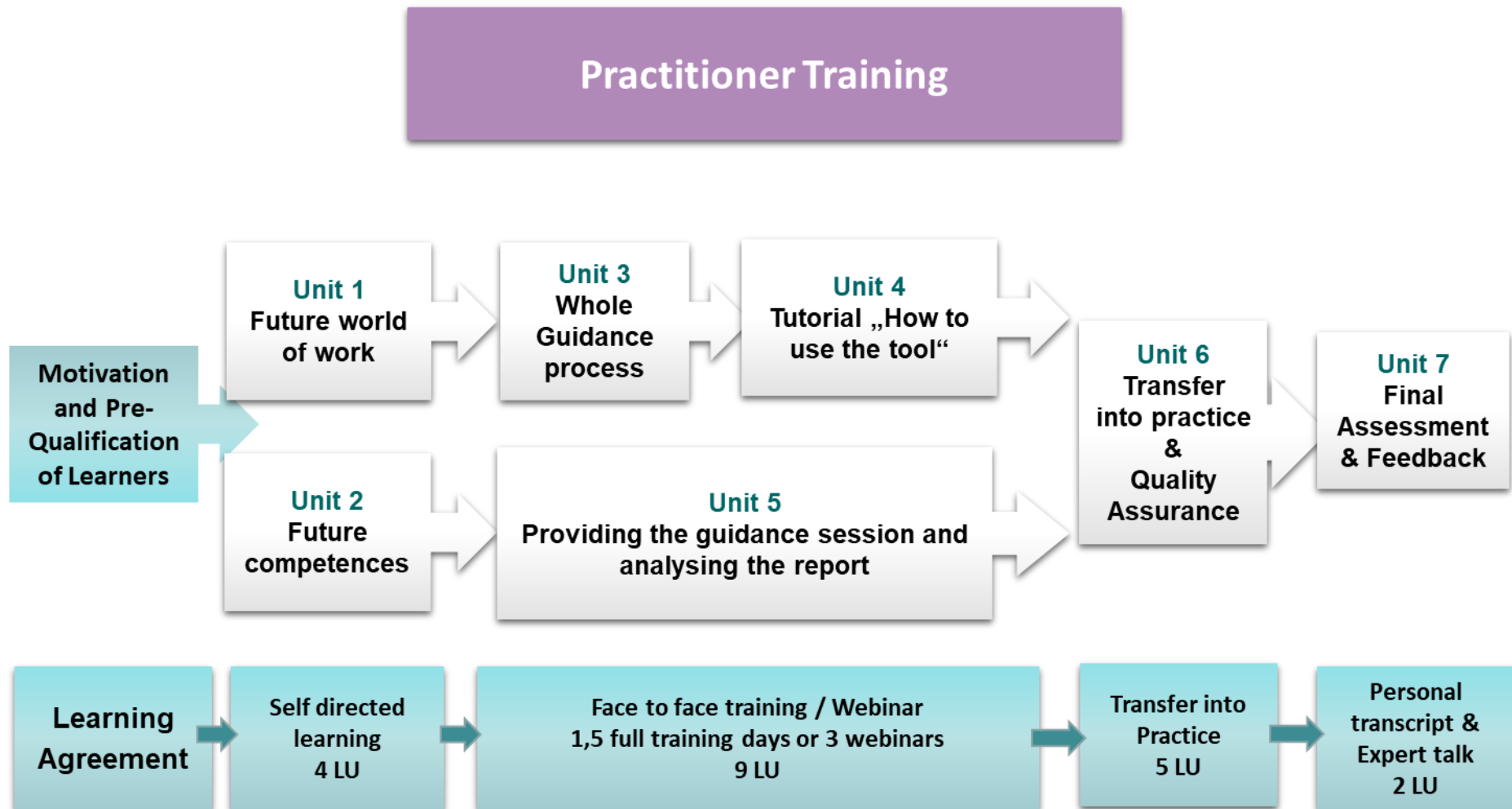


Figure 1: FYC Training Module

## 6 Description of Learning Outcomes

<b>Learning Unit 1    Future World of Work</b>	
Brief description	The main drivers of the ‘Future World of Work’ will be analysed, taking into consideration new opportunities, risk factors, and the added value generated. The advantages and disadvantages of the scenarios that are opening will be presented with a clear focus on those furthest from the labour market in general and especially on long term unemployed with fewer opportunities and those at risk of social exclusion and marginalization.
Code number	LU 1
Type	Mandatory
Volume	2 hours
Action Competences	Through this introduction session practitioners will be able to realise the changes of the labour market, increasingly globalized and digitalised. In particular, the topic of hard but above all soft skills, necessary to face these changes, will be explored. The above mentioned issues, including COVID-19 emergency, will be tackled starting from an inevitably global look, and then limiting the reflections to the European context, up to carrying out on national specificities.
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- about perspectives and needs of the future labour market in term of automation, digitalisation and future job opportunities and soft skills.</li> <li>- the potential future labour market at EU and national levels (partner countries) so as to define how it will differ from the current labour market in terms of automation, digitalisation and future job opportunities.</li> <li>- the types of capabilities needed in the future labour market, developed formally, informally and non-formally through work experiences, community and civic participation, lived experiences, education and training.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- refine training and guidance courses on the needs and requests of the future labour market.</li> <li>- develop new and innovative approaches to bring out soft skills and cognitive maps suited to the job market of the future, but not only.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- Flexibility in term of cognitive maps and new paradigms</li> <li>- Flexibility in terms of capability to reorganize own work</li> <li>- Being open-minded</li> <li>- Being open to change</li> </ul>

<p>Recommendations for Learning/ Teaching</p>	<p>Overview of all outcomes developed in the Future-proof Your Career report “Career guidance for a modern labour market” and the PowerPoint Presentation for LU1 including videos, links and other material for this self-study part.</p>
<p>Literature/ Further Resources</p>	<p>The overall research is available in the Future-proof Your Career report “Career guidance for a modern labour market”</p> <p>Further links:</p> <ul style="list-style-type: none"> <li>▪ <a href="https://www.ilo.org/jakarta/info/public/pr/WCMS_783221/lang--en/index.htm">https://www.ilo.org/jakarta/info/public/pr/WCMS_783221/lang--en/index.htm</a></li> <li>▪ <a href="https://www.cedefop.europa.eu/files/5559_en.pdf">https://www.cedefop.europa.eu/files/5559_en.pdf</a></li> <li>▪ <a href="https://www.oecd-ilibrary.org/sites/ef00d169-en/index.html?itemId=/content/component/ef00d169-en">https://www.oecd-ilibrary.org/sites/ef00d169-en/index.html?itemId=/content/component/ef00d169-en</a></li> <li>▪ <a href="https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_795453.pdf">https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_795453.pdf</a></li> <li>▪ <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/briefingnote/wcms_795479.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/briefingnote/wcms_795479.pdf</a></li> </ul>

<h2 style="margin: 0;">Learning Unit 2    Future Competencies</h2>	
Brief description	<p>The learning unit “Future Competencies” is divided into two parts: Part one presents technical and interpersonal skills needed in the future labour market. It provides a definition of these skills and presents how they can be assessed. Part two identifies effective tools and methods used to capture formal and non-formal learning of job seekers.</p> <p>This LU uses a variety of learning methods to cater for different learning styles. The learning exercises at the end of this unit are tied to the Bloom taxonomy (1-6; knowledge, understanding, applying, analysing, evaluation, creation).</p>
Code number	LU 2
Type	Mandatory
Volume	2 hours
Action Competences	<p>This self-directed learning unit is developed for practitioners who support disadvantaged individuals to become aware of the technical (hard) and interpersonal (soft) skills that are required in a fast-changing digitalized world to enable sustainable future employment. It aims to create awareness of future work requirements, the need for increased digital skills and the importance of social skills. Practitioners gain the ability to assess digital proficiency levels and soft skills of job seekers to guide them in their career development.</p>
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- how to define digital skills and soft skills.</li> <li>- how to define formal and non-formal learning.</li> <li>- which digital competences are required in the future labour market.</li> <li>- which soft skills are most relevant in the future labour market.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- assess and evaluate his/her own digital competences.</li> <li>- assess and evaluate the digital skills set of a job seeker.</li> <li>- identify the importance of soft skills.</li> <li>- guide others in their digital skills development.</li> <li>- use different communication technologies to advise job seekers.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- initiative</li> <li>- problem-solving</li> <li>- critical-thinking</li> <li>- good time-management</li> <li>- innovative and creative</li> </ul>
Recommendations for Learning/ Teaching	<p>Overview of all outcomes developed in the Future-proof Your Career report “Career guidance for a modern labour market” and the PowerPoint Presentation for LU2 including videos, links and other material for this self-study part.</p>



<p>Literature/ Further Resources</p>	<p>The overall research is available in the Future-proof Your Career report “Career guidance for a modern labour market”</p> <p>Further links:</p> <ul style="list-style-type: none"><li>▪ <a href="https://ec.europa.eu/jrc/en/digcompedu">https://ec.europa.eu/jrc/en/digcompedu</a></li><li>▪ <a href="https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_Concept_Note_Series.pdf">https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_Concept_Note_Series.pdf</a></li><li>▪ <a href="https://www.metropolisnet.eu/wp-content/uploads/2020/05/FYC_IO1_final_report-1.pdf">https://www.metropolisnet.eu/wp-content/uploads/2020/05/FYC_IO1_final_report-1.pdf</a></li><li>▪ <a href="https://www.profilpass-international.eu/files/pp_english.pdf">https://www.profilpass-international.eu/files/pp_english.pdf</a> xxx</li></ul>
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<h2>Learning Unit 3    Whole Guidance Process</h2>	
Brief description	This learning unit will make use of an employment guidance model for an inclusive labour market as developed by Dr Nuala Whelan in collaboration with Maynooth University.
Code number	LU 3
Type	Mandatory
Volume	2 hours
Action Competences	This LU aims to inform guidance practitioners of the FYC tool, its background, its development and its use within a whole guidance process. Practitioners will learn when, throughout this model (or similar models of guidance) to use the FYC tool.
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- about the FYC tool development and target groups.</li> <li>- about the theoretical background and key concepts which support the FYC tool.</li> <li>- about the assessments and how they might assist in overcoming some of the issues and or concerns that their organisations and clients face in a rapidly changing world of work.</li> <li>- how and when to use the tool in the own practice.</li> <li>- how the tool fits into the work of public employment services.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- use the tool to help participant to recognise their own competencies and that which the world of work is seeking.</li> <li>- use the tools in an already established Guidance process.</li> <li>- help clients to connect the competencies which they use every day to the labour market.</li> <li>- assist clients by taking the fear out of the ‘new world of work’.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- willingness to learn new methods</li> <li>- strong sense of responsibility</li> <li>- a great deal of empathy</li> <li>- optimistic attitude and joy in empowering clients</li> </ul>
Recommendations for Learning/ Teaching	PowerPoint Presentation for LU3 including videos, links and other material provided in the face-to-face teaching





<p>Literature/ Further Resources</p>	<p>The overall research is available in the Future-proof Your Career report “Career guidance for a modern labour market”</p> <p>Further links:</p> <ul style="list-style-type: none"><li>▪ <a href="https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative%20Competencies%20for%202030%20concept%20note.pdf">https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative Competencies for 2030 concept note.pdf</a></li><li>▪ Berger, T. and Frey, B. (2015), Future Shocks and Shifts: Challenges for the Global Workforce and Skills Development, OECD, <a href="http://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforceand-Skills-Development.pdf">http://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforceand-Skills-Development.pdf</a></li></ul> <p>Laukonen, R., H. Biddel and R. Gallagher (2018), Preparing humanity for change and artificial intelligence: Learning to learn as a safeguard against volatility, uncertainty, complexity and ambiguity, OECD, <a href="http://www.oecd.org/education/2030/Preparing-humanityfor-change-and-artificial-intelligence.pdf">http://www.oecd.org/education/2030/Preparing-humanityfor-change-and-artificial-intelligence.pdf</a></p> <ul style="list-style-type: none"><li>▪ <a href="#">Model of Enabling Employment Guidance   INOU</a></li></ul>
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<h2>Learning Unit 4    How to use the FYC Tool</h2>	
Brief description	<p>The FYC Tool is an interactive animated questionnaire with voice audios asking participants how often they do various everyday activities. It focuses on capturing competencies through everyday activities, which are relevant to the world of work. After completing the online questionnaire a summary report of hidden strengths is generated to show the participants their strengths from everyday life. The top three strengths in four overarching competencies are shown in the report.</p>
Code number	LU 4
Type	Mandatory
Volume	3 hours
Action Competences	<p>By completing this Learning Unit 4, practitioners gain an understanding of the FYC Online Platform development and background and how this tool is related to the guidance Process. Participants learn how to use the FYC Online Platform as a client and as a practitioner.</p>
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- how to use the online tool as a client.</li> <li>- how to use the online tool as a practitioner.</li> <li>- about the structure of items from a FYC online test.</li> <li>- that the items are organised in 8 categories.</li> <li>- that the items are scoring the main 4 macro competences of FYC tool.</li> <li>- how to identify and analyse the top 3 competencies inside of each macro competence.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- login to the online platform as a client.</li> <li>- login to the online platform as a practitioner.</li> <li>- create a new client account.</li> <li>- assign a FYC test for a client.</li> <li>- open and access the test results report for a client.</li> <li>- interpret scoring results based on a test taken by a client.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- technical affinity to deal with new tools</li> <li>- interest in giving clients a short enrolment</li> <li>- ability to analyse the reports</li> </ul>
Recommendations for Learning/ Teaching	<p>FYC Tool: <a href="https://dev.futurecareer.eu/">https://dev.futurecareer.eu/</a> PowerPoint Presentation for LU4 including video, screencast, links and other material provided in the face-to-face teaching.</p>

Literature/ Further Resources	<a href="http://www.futurecareer.eu/">http://www.futurecareer.eu/</a>
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<h2 style="text-align: left; margin: 0;">Learning Unit 5    Providing the guidance session and analysing the report</h2>	
Brief description	This is where practitioners learn how to prepare and conduct the guidance sessions in order to accompany clients in the best possible way on their further professional path. In addition, it is explained in detail how the reports are created and how they are to be analysed in order to be able to give appreciative feedback.
Code number	LU 2
Type	Mandatory
Volume	4 hours
Action Competences	By completing Learning Unit 5, practitioners will be able to develop useful and motivating orientation sessions for their clients and will gain a deeper understanding of the aims of the FYC method and tool. The LU5 core process explains the three main steps: Diagnosis, Assessment and Feedback which will enable practitioners to provide their clients with dynamic, positive and constructive inputs to plan their further steps.
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- what background information you need to collect to conduct the orientation session.</li> <li>- how to prepare the orientation session and use the tool's report.</li> <li>- how to inform the user of the results obtained in the report.</li> <li>- how to link the results with training and/or employment opportunities.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- tailor the orientation session to the user.</li> <li>- interpret the results.</li> <li>- provide interactive, dynamic, positive and constructive feedback.</li> <li>- link results to training and/or employment opportunities</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- empathy</li> <li>- adaptability</li> <li>- problem solving</li> <li>- communication skills</li> </ul>
Recommendations for Learning/ Teaching	PowerPoint Presentation for LU5 including video, links and other material provided in the face-to-face teaching.

Literature/ Further Resources	<ul style="list-style-type: none"> <li>The secret to giving great feedback (Renninger, 2020) <a href="https://www.youtube.com/watch?v=wtI5UrrgU8cxxx">https://www.youtube.com/watch?v=wtI5UrrgU8cxxx</a></li> </ul>
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<h2>Learning Unit 6    Transfer into practice &amp; Quality Assurance</h2>	
Brief description	Learning unit 6 will support practitioners to use the tool according to best practise and to incorporate the use of the tool and information yielded effectively into their client career guidance practice.
Code number	LU 2
Type	Mandatory
Volume	5 hours
Action Competences	<p>By completing this Learning Unit, practitioners gain:</p> <ul style="list-style-type: none"> <li>The knowledge and ability to use the FYC tool according to best practise.</li> <li>The knowledge and ability to incorporate the use of the tool into their wider career guidance practise in a way that assures quality.</li> </ul>
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>when it is appropriate to use this tool i.e., in which environment and with which clients and the importance of identifying supports required.</li> <li>how to transfer the information from the FYC reports into the general career guidance process – in the context of the current labour market.</li> <li>both the strengths and limitations of the FYC tool in the career guidance process.</li> <li>the standards and objectives at which to measure their performance in using the tool against in terms of quality.</li> <li>the resources available to support them in utilising the tool effectively.</li> <li>the requirement of the development of a case study for certification in use of the tool.</li> <li>the importance of continuous improvement in use of the tool.</li> <li>where to read further details about the content outlined</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>relate the skills learnt in previous modules to this module and use it to build on these.</li> <li>identify the link between the clients FYC report to the wider career guidance process.</li> <li>use the FYC tool to support a client in the real-world application of the results within their job searching process.</li> </ul>

	<ul style="list-style-type: none"> <li>- evaluate the effectiveness of the tool in the support of client’s job searching process.</li> <li>- evaluate their own performance in using the tool and know where to seek support and feedback as required to prevent errors in administration and interpretation.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- Increased knowledge of best practise in tool use and how to use the tool effectively in practise.</li> <li>- Clear understanding of the appropriate circumstances in which to administer the tool.</li> <li>- Increased awareness of supports available to develop performance in using the tool.</li> </ul>
<p>Recommendations for Learning/ Teaching</p>	<p>PowerPoint Presentation for LU6 including video, links and other material provided in the face-to-face teaching.</p>
<p>Literature/ Further Resources</p>	<ul style="list-style-type: none"> <li>▪ Fitzgerald, D. &amp; Farrell (2014) <i>Best Practise, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors</i>, National Centre for Guidance in Education.</li> <li>▪ Hooley, T. (2019) <i>International approaches to quality in career guidance</i>. Oslo: Skills Norway.</li> <li>▪ Hooley, T. &amp; Rice, S. (2018) <i>Ensuring quality in career guidance: a critical review</i>. British Journal of Guidance &amp; Counselling.</li> <li>▪ Indecon International Research Economists (2019), <i>Indecon Review of Career Guidance</i>.</li> <li>▪ OECD (2021), <i>Career Guidance for Adults in a Changing World of Work</i>, Getting Skills Right, OECD Publishing, Paris.</li> <li>▪ OECD (2004), <i>Career Guidance and Public Policy: Bridging the Gap</i>, OECD Publishing, Paris.</li> <li>▪ Plant, P. (2001), <i>Quality in Careers Guidance</i>, OECD Publishing, Paris.</li> <li>▪ <a href="http://www.career-dev-guidelines.org/">http://www.career-dev-guidelines.org/</a></li> </ul>

<h2>Learning Unit 7 Final Assessment &amp; Feedback</h2>	
<p>Brief description</p>	<p>This is where the framework conditions for the practitioner training are set: Motivation and pre-qualifications are recorded with the Learning Agreement, then follows the self-directed learning phase (Unit 1 - 2) that leads into the face-to-face teaching (Unit 3 - 5). Unit 6 deals with the transfer into practice and quality assurance in the implementation phase. Finally in Unit 7 a personal transcript is prepared, which is important for the final expert talk and a prerequisite for certification. Due to this process practitioners are enabled to implement the FYC tool in their organisations.</p>

Code number	LU 7
Type	Mandatory
Volume	2 hours
Action Competences	<p>The aim of the training is to ensure that practitioners are well prepared for implementation into practice. While completing Learning Units 1 - 6, practitioners document their experience via the personal transcript, which is discussed in the final expert talk.</p> <p>The whole process helps practitioners to efficiently put into practice what they have learned.</p>
Learning Outcomes	<p><b>Technical Competence</b></p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> <li>- how the overall training is structured.</li> <li>- how to prepare for the final assessment and the feedback round by experts.</li> <li>- how to implement the FYC tool in the own organisation.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>- present his/her own motivation and previous knowledge.</li> <li>- organise self-directed learning.</li> <li>- independently proceed to the transfer into practice and can comply with the given rules for quality assurance.</li> <li>- reflect on the own learning process.</li> <li>- work with the FYC tool in a professional way to guide clients well to achieve their individual goals.</li> </ul> <p><b>Personal Competence</b></p> <ul style="list-style-type: none"> <li>- Identification with the skills defined in the description of the FYC Training module: 1) Basic skills for Career Guidance, 2) Practitioner’s fundamental pedagogical approach and 3) Ethical guidelines for practitioners</li> </ul>
Recommendations for Learning/ Teaching	<p>Total overview of all outcomes developed from Unit 1 to Unit 6 including: Videos, PowerPoint presentations, Quizzes, Screencast and other material provided in the single units.</p> <p>Familiarity with the framework: from the requirements of the Learning Agreement to the Personal transcript including Case Studies and preparation for the Expert talk leading to the successful implementation in the own organisation.</p>
Literature/ Further Resources	<ul style="list-style-type: none"> <li>▪ Annexes of Module 7: A1 – Learning Agreement A2 – Personal Transcript A3 – Case Study template A4 – FYC Training certificate</li> <li>▪ FYC Training Module &amp; Practitioner Pack with all material for Learning Unit 1 to Learning Unit 7</li> </ul>



## 7 Quality assurance for implementation of the FYC training

During the implementation process of the FYC tool and the accompanying results, we attach great importance to quality assurance and therefore a whole learning unit is dedicated to this topic: Unit 6: "Transfer into practice & Quality Assurance".

Quality assurance (QA) is an instrument to ensure the quality of the career guidance process, to continuously improve the tools for the target groups and to adapt outcomes to the respective conditions in the different organizations. Below you find a short description of quality measures, which should be applied when implementing the FYC tool.

### 7.1 Adherence to the training procedure

As a first step in our quality approach, we have summarised the requirements for practitioners who want to use the FYC tool.

The training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner.

Basic Literature on the FYC-outcomes must be studied in the self-directed learning sessions (see Unit 1 and Unit 2: 4 hours in total). Unit 3, 4 and 5 are designed for a classical face-to-face training or as webinars if the situation requires it (1.5 full training days or 3 webinars: 9 hours in total). These face-to-face sessions are followed by Unit 6, which is dedicated to transfer into practice and quality assurance (5 hours in total). The practitioners should apply the tool into their own working field.

Unit 7 states how practitioners should prepare for the completion of the training: final assessment and the feedback round with experts (2 hours in total). All practitioners must complete the personal transcript in order to document the individual learning process and must document at least one case study. The final expert talk closes the training and is the prerequisite for the certificate.

The necessary templates for this process can be found in the annex.

### 7.2 Documentation via Case Studies & Exchange of experience

An important step in the individual learning process for all practitioners is to write Case Studies (see examples in next chapter) in order to reflect their own work, to prepare for certification but more importantly to share their experience with colleagues. It is highly recommended that implementing institutions organise a bi-annual meeting for all career guidance practitioners working with the FYC tool to exchange lessons learned, knowledge and to support each other. Case Studies can help to gather collegial advice and to reflect together on different strategies on how to deliver good practice.

## 8 Case Study - one example

All practitioners participating in national training activities must document at least one case study, which is needed for the Final Assessment in Learning Unit 7. Here we provide you with one example:

# Case Study “Carrie”

Case Study “Carrie”	
Name of practitioner/trainer	Elaine Daly
Organisation	Ballymun Job Centre
Pseudonym for the client	Carrie
Basic data of the client (age, school/ job, living situation, counselling setting)	Carrie’s age is 23, she has worked in various retail jobs, she also worked in a customer service role for 18 months, was recently made redundant and is unsure of her future career and her skills relevant to the new world of work.

### Initial situation of the client

Carrie is currently unemployed and has her leaving certificate, she has no other certificates or higher education. She has over 4 years retail experience and 18 months customer service experience, her last job ended due to the company re locating to another county and is currently unsure of her future career plans or further education.

### The start of the guidance process with the client

#### Guidance Process

Upon an initial meeting with Carrie we proceeded with the registration procedure, which included personal details followed by education and work experience and any other barriers to employment that Carrie may like to disclose e.g. learning difficulties, substance difficulties and health issues.

When registration was completed, Elaine allowed Carrie to talk about her career history, aspirations and goals and further education, identifying areas for sustained employment. The client ruled out jobs herself, which included working with children or any public health jobs. This





allowed her to identify areas of employment in conjunction with Elaine and gave Carrie a sense of empowerment and motivation to move forward.

Elaine explained the FYC tool and what it is aimed to achieve and how the tool works by explaining each section to Carrie: It was made clear to her that it is a questionnaire but not a test and answers should be accurate to her daily life. Elaine explained that the tool is there to help Carrie find key areas of strengths and soft skills, that she may not realise to have. On the other side we wanted to rule out skills which would be her weakest. Carrie found the idea of the tool very interesting and was happy to take part in the piloting session.

## Describe the outcomes/findings/agreements

Carrie completed all sections of the tool and was asked for feedback by Elaine upon completion. She found the tool very user-friendly, clearly structured and - after initial difficulties with the sound - was able to follow the videos well. She found the tasks described very appropriate to make herself aware of how much knowledge she has available through these everyday tasks.

### **Carrie's top 4 results**

#### **Cognitive flexibility 17.42 %**

Discussing the feedback with Carrie, Elaine pointed out that she was strong in the area of attention to detail and a conscientious and organised person. Carrie did agree with this and said she likes to be a perfectionist and do things to the best of her ability. She feels she always wants to be a high achiever, and this sometimes may cause her anxiety and she may need to work on that. The areas of employment and transferable skills are accurate to her career goal.

#### **Self-Regulation 15.71%**

The outcome of self-regulation and explaining this to Carrie, means her been able to alter and manage her thoughts and emotions in social and acceptable ways and avoiding arguments and remaining calm. She was very impressed with this result as her previous job was a customer service role where she would on a daily basis get verbal abuse, as it was a toll payment company and she always had to remain calm and maintain a professional workplace manner. Again, this is a skill that will benefit her career choice.

#### **Time Management 15.71%**

The high score of time management means that Carrie has a good understanding of her time personally and in a work based environment. Discussing this further with the client, she disclosed she is an organised person who likes a routine and sticks to it in both personal and work life. She is aware of the time needed to travel to work and other activities in her life and she agrees this is a great transferrable skill in her future career.

#### **Active Listening 14.05%**

The high score in active listening shows that Carrie has a good attention to detail, asking the right questions. Following a further conversation with Carrie, she found this quite important for her future career plans, as with Visual Merchandising you need a lot of attention to detail, listening and looking at current trends and listening to and following precise briefings. Although the job



matching is slightly different to what Carrie wants to do this is a very important transferrable skill for the role.

## Document the client's feedback

Carrie and Elaine identified various soft skills: She is competent in many areas which include good IT skills, good customer service skills, good cognitive behaviour skills, time management and everyday soft skills. Carrie has a large range of strengths and skills, which will be beneficial to identify areas for sustainable employment and possible further education.

### **Conclusion and feed back**

Carrie found the tool useful, and she found it was excellent for clarifying what she did **Not** want to do. It was agreed that there are many skills identified and if a client is indecisive, it will benefit them greatly, having guidance sessions with a practitioner and deciding on a training and employability plan.

Carrie is pleased with her top 4 strengths and believes these are great skills for her future career plan. She now feels motivated from the guidance sessions and the FYC tool. She is putting plans in place to go back to college in the next academic year and will be happy to work seasonally prior to that.

## Any other points you want to mention

### **Further Review with client**

Elaine organised a further review with Carrie, focusing on her key skills and allowing her to suggest her aspirations and goals. It was found that she is great with dealing with people, she has great customer service skills and she is good with money and retail experience. Although she had worked in retail for quite some time, she did rule out one area of retail but suggested another: She explained fashion was a passion of hers and felt she had a flare for it.

Through various online sites, Carrie had explored going back to education to do a course in Visual Merchandising and felt this would be a long term sustainable role. She still lives at home with her parents so her social and economic background can allow her to do this without added barriers. The only difficulty is financing the course: Elaine explained the funding process, many government courses and supports available which eased Carries concerns, who can now approach her plans with high motivation.



## 9 Resource Pack for Practitioners

In a first step, the FYC partnership developed the seven basic modules of the training programme and then carried out an initial piloting within the framework of the internal train-the-trainer courses. Then, in a third step, a comprehensive revision of the training content took place. With these final versions, pilot trainings were held in all partner countries by trained practitioners, after which the training materials were adapted once again.

Here we present the - for the time being – the final version for the implementation of the FYC Methodology in further organisations. We hope that many practitioners will support us in using the FYC tool and making it known. If you need support, the project partners will be happy to help you in the implementation process.

**Please find the description of the single Learning Units (LU) attached:**

9.1 LU1 – Future world of work

9.2 LU2 – Future competences

9.3 LU3 – Whole Guidance process

9.4 LU4 – Tutorial “How to use the tool”

9.5 LU5 – Providing the guidance session and analysing the report

9.6 LU6 – Transfer into practice & Quality Assurance

9.7 LU7 – Final Assessment & Feedback

