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CAPE – Careers Advice and Pathways to Employment
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Careers Advice and Pathways to Employment (CAPE)

CAPE Curriculum Framework

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1. Introduction

Following the development of the CAPE Needs Analysis phase during the national field research, the CAPE Curriculum Framework has been developed.

The CAPE Curriculum Framework is a practical guide for embedding career advice in the Vocational Education and Training (VET) curriculum. It should be used as a valuable tool, by VET teachers and trainers, who wish to embed career advice in their curriculum, with the ultimate purpose of assisting young students, especially young students at the risk of ELS (early school leaving) with making quality decisions for available vocational routes and employment pathways.

The CAPE Curriculum Framework is supported by the following materials:

- ✓ CAPE Train the Trainer Module
- ✓ CAPE Trainer Handbook
- ✓ CAPE Teaching Handbook

CAPE Project: Reducing Early School Leaving (ESL) - Improving Careers Advice and Guidance

Careers Advice and Pathways to Employment (CAPE) – is a new [Erasmus+](#) project which aims to bring together best practices and experiences from nine partners in eight different European countries (Netherlands, Spain, Italy, Portugal, Cyprus, Hungary, Romania, Poland) in order to develop a set of training tools and resources that can be utilized by Vocational Education and Training (VET) teachers and trainers with the aim of embedding career management skills into their teaching programme. The project's emphasis is on developing targeted tools and resources that can help VET teachers and trainers as well as career practitioners on how to embed careers guidance and advice for young people in vocational education and training. The project focuses especially on the needs of young people at risk of Early School Leaving (ESL).

For more information about the project visit www.cape.com

2. What is the CAPE Curriculum Framework?

Career Education in the Curriculum

The CAPE Curriculum Framework is a practical guide for embedding career advice in the Vocational Education and Training (VET) curriculum.

At its core, the Framework identifies the knowledge, skills and competences that young people need in order to make quality decisions for available vocational routes and pathways to employment.

- ✓ The Framework has been created to assist Vocational Education and Training (VET) teachers and trainers to embed career education in different subject areas, with the sole purpose of helping young people to choose appropriate vocational routes.
- ✓ The Framework views embedded career advice in VET subject areas, as a complementary service to existing Career Advice and Services in VET schools such as personal service, personal interviews, psychometric testing etc.
- ✓ The Framework provides practical information about:
 - WHAT should be included in a career advice curriculum
 - HOW it could be included in different subject areas in VET
- ✓ The Framework also provides additional guidelines to help VET teachers and trainers and career practitioners to tailor career education to meet the needs of young people at risk of Early School Leaving.



The CAPE Curriculum Framework is a practical guide for embedding career advice in the VET curriculum.

The Framework views embedded career advice in the VET curriculum, as a complementary service to existing Career Advice and Services in VET schools.

3. Who can use the CAPE Curriculum Framework?

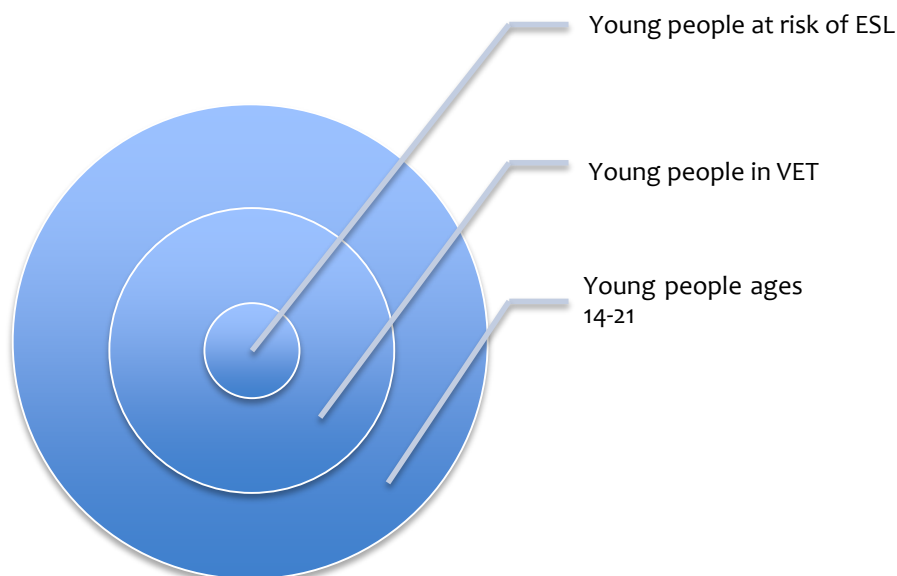
The Framework can be of practical use to the following Vocational Education and Training (VET) professionals:

- Teachers
- Trainers
- Career practitioners
- Administrators
- Curriculum coordinators

All above-mentioned professionals can refer to the Framework with the expectation of receiving **practical guidance, interesting ideas** as well as **tips and hints** about embedding career advice in the VET curriculum.

The diagram below indicates who can benefit from using the CAPE Curriculum Framework.

Fig. 1: Who can benefit from the CAPE Curriculum?



4. What is Career Advice? Background information

Although the Framework does not intend to provide a theoretical approach to the broad field of career advice and guidance, a common agreement on what we call by the term “*career advice*”, is imperative in order to create a common language of understanding.

According to a definition adopted by the OECD career guidance policy review (2004), career advice is described as “services intended to assist people, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (OECD, 2004, p.19).

Career advice, is next broken down into three main components:

- **Career counselling**, conducted on one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals.
- **Career education**, as part of the curriculum, in which attention is paid to helping groups of individuals to develop the competences for managing their career development. This includes exploring the labour market, partly through work experience, work shadowing, work visits, and work simulations such as mini-enterprises; it also includes self-awareness and the development of skills for making decisions and managing transitions, both now and in the future (OECD, 2004, pp.44-46).
- **Career information**, provided in various formats (increasingly web-based), concerned with information on courses, occupations and career paths. This includes labour market information.



The CAPE Curriculum Framework deals exclusively with what is being defined as Career Education i.e. viewing career advice as part of the curriculum.

What is Career Guidance?

Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers.

Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning.

Career guidance entails information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it. In its contemporary forms, career guidance draws upon a number of disciplines: psychology, education, sociology and labour economics.

Historically, psychology is the major discipline that has under-pinned its theories and methodologies. In particular differential psychology and developmental psychology have had an important influence (Super, 1957; Kuder, 1977; Holland, 1997). One-to-one interviews and psychological testing for many years were seen as its central tools. There are many countries where psychology remains the major entry route.

However, in most countries career guidance is now provided by people with a very wide range of training and qualifications. Some are specialists; some are not. Some have had extensive and expensive training; others have had very little. Training programmes are still heavily based upon developing skills in providing help in one-to-one interviews.

On the other hand, psychological testing now receives a reduced emphasis in many countries as counselling theories have moved from an emphasis upon the practitioner as expert to seeing practitioners as facilitators of individual choice and development. While personal interviews are still the dominant tool, career guidance includes a wide range of other services: group discussions; printed and electronic information; school lessons; structured experience; telephone advice; on-line help.

Career guidance is provided to people in a very wide range of settings: schools and tertiary institutions; public employment services; private guidance providers; enterprises; and community settings.

**Career Guidance and public Policy: Bridging the Gap
OECD, 2004**

5. Understanding Embedded Career Education in the Curriculum

Career education programmes can vary in content and in structure.

Content


- ✓ Career education in general gives increasing emphasis on lifelong learning and employability.
- ✓ Career education could focus on:
 - Understanding the world of work and its demands; and/or
 - Understanding your own self, abilities, interests and skills, goals and aspirations i.e. developing self-awareness and those skills necessary for making decisions and managing transitions in life.

Structure

Career education programmes can be developed as:

- ✓ Stand-alone programmes that run as separate courses
- ✓ Subsumed – be included in related subjects such as personal, social and health education
- ✓ Embedded – in most or all subjects across the curriculum

Often schools decide to use one or a combination of models.

Four pushpins in different colors (red, blue, green, purple) are arranged in a small cluster.

CAPE Curriculum Framework promotes the “embedded” or “infused” model of career education: career advice is included in different subjects across the curriculum. Since CAPE deals particularly with vocational education, the emphasis is in embedding career education in vocational subjects.



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6. CAPE Curriculum Framework: Key Competence Areas

The CAPE field research conducted by the project partners, has identified the following competence areas, as the key areas for development when it comes to career education for young people:

1. Career Management Skills
2. Labour Market Awareness
3. Personal & Social Skills
4. Organizational Skills

Career Management Skills (CMS)

Developed by: Intercollege

Definition

In today's knowledge-based economy, career management skills (CMS) are becoming increasingly important for career guidance (Sultana, 2012).

According to the definition by the European Lifelong Guidance Policy Network (ELGPN), career management skills (CMS) are competencies which help individuals:

- ✓ identify their existing skills
- ✓ develop career learning goals, and
- ✓ take action to enhance their careers

The concept of career management assumes that there is a range of skills that can be acquired through learning and experience and can help individuals effectively manage their professional career (Neary et al., 2015). Although there is no universal agreement concerning the skills required to effectively manage a career, most CMS frameworks organize these skills into groups.

So, the most important question when developing a Career Advice Curriculum is as follows:

What kind of knowledge, skills and competences do young people need in order to make quality decisions for available vocational routes and pathways to employment?

VET teachers and trainers are trained to think in learning outcomes i.e. the knowledge, skills and competencies that students should acquire, and these are the driving force behind the development of any curriculum.

Learning Outcomes

So what are the Learning Outcomes of Career Advice?

VET teachers and trainers should focus on strengthening student self-awareness and self-esteem as well as their ability to conduct self-analysis, indicate their strengths, weaknesses and interests, align them with potential jobs and establish career goals. They should enable students to identify and demonstrate their own skills, interests and motivations in the context of career decision-making. Students need to develop self-management skills, such as taking initiative, self-confidence, responsibility and stress management, as well as communication and team work skills.

Moreover, VET teachers and trainers are expected to help students demonstrate planning and organizing as well as problem-solving skills. They should familiarize students with time management, priority- and goal-setting, decision-making, risk and resource management.

In addition, VET teachers and trainers are expected to provide students with labour market awareness and effectively connect them with employers. Students are required to be aware of the current market needs and career trends in order to match them with their potential, interests and expectations and establish career goals. They need to be fully cognizant of the different career options being in high demand in the labour market as well as of the specific skills and competences required for each profession. Furthermore, students need to be assisted in identifying their individual skills that may need to develop further in order to achieve their personal career goals, but also in evaluating how their personal priorities and constraints could affect their career decisions and formulating action needed to achieve these goals.

Key Competences

The European reference framework (2007) indicates eight key competencies as the primarily important career management skills.

Communication in both mother tongue and foreign languages is of crucial significance.

1. *Communication in mother tongue* is linked with the ability to articulate and explain concepts and ideas, thoughts and feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) as well as to interact linguistically in an effective and creative way.

2. *Communication in foreign languages* entails, apart from the main skills indicated for the mother tongue, intercultural understanding and ability to work with diversity.
3. *Mathematical competence* and basic competence in science and technology, is related to the ability to develop and apply mathematical thinking in everyday problem-solving as well as to the mastery and use of knowledge to explain the natural world.
4. *Digital competence* involves the critical use of information society technology (IST) for work, leisure and communication, and therefore, the use of basic skills in information and communication technology (ICT) to generate, present, exchange, store and retrieve information, to communicate and participate in collaborative networks through Internet.
5. *Learning to learn* is related to the ability to pursue and organise one's own learning in accordance with individual needs and available opportunities. This competence depends upon the acquisition of fundamental literacy, numeracy and ICT skills.
6. *Social and civic competences* entail all personal, interpersonal and intercultural competences required for an individual to actively participate in an effective, democratic and fruitful way in social and working life.
7. The *sense of initiative and entrepreneurship* constitutes the ability to implement ideas. It entails creativity, innovation and risk-taking skills as well as the ability to identify and exploit opportunities, plan, organise and manage projects, delegate tasks and collaborate with the aim of accomplishing the objectives set.
8. *Cultural awareness and expression* could be defined as understanding the critical significance of creative expression of ideas, thoughts, experiences and emotions in a range of media, such as music, performing arts, literature and visual arts; it entails awareness of local, national and international cultural heritage.

What are the Learning Outcomes?

Learning outcomes constitute the basis of an innovative approach in education and learning that is learner-centred, transparent and empowers learners and teachers. The use of learning outcomes has affected curricula, pedagogy, assessment and quality assurance and presents challenges at both system and provider level.

According to Cedefop

Learning outcomes: is the set of knowledge, skills and competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

According to EQF Recommendation

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

The increasing use of learning outcomes imposed by the European Qualification Framework steers developments in the vocational education and training systems in Member States. The use of learning outcomes links education and training with labour market, through occupational / professional standards and enable transferability and permeability between different learning paths and different countries.

Learning outcomes could be classified into three categories:

Knowledge: What learners should know and understand by the time a course is completed

Skills: What learners should be able to do by the time a course is completed

Attitudes: What learners' opinions will be about the subject matter of the course by the time it is completed

Labour Market Awareness

Developed by: Anespo

Definition

Understanding labour market patterns and trends regarding demographics, skills required, technological advances and training demands, in order to respond to labour market needs and increase youth employability.

Learning Outcomes

Knowledge	Skills	Attitudes
Identify Labour Market Information (LMI) and Labour Market Intelligence	Search for LMI using the internet	Interpret LMI and understand labour market needs in order to know how to respond to those needs
Identify appropriate internet platforms for contacting employers	Use appropriate internet platforms (e.g. social media, professional platforms etc.) to contact employers	Ability to build professional profiles in order to contact with employers and to manage a networking that allows to know where job opportunities are
Identify appropriate professional events for networking	Network effectively presenting yourself in a professional manner	Understand the rules of professional networking and select the best presentation method suitable for your area of interest

What is needed to be embedded in the curriculum by VET instructors

According to OECD (2011), many VET programmes need to be modified so that students' preferences are aligned with labour market needs, preparing adequately young people for jobs and adapt VET programmes to modern economies.

Labour market has become increasingly competitive due to the changes occurring in economy, social relations, politics and technology. These changes have an impact on job opportunities, salaries and skills required by employers.

In the face of this scenario, choosing a professional career has become rather complex and it demands self-awareness and good understanding of the various business sectors by young people.

It is believed that young people have to play an active role in this process, although they have the support of Career Guidance and Advice Services. Teachers and educational providers also have an important role in guiding students to develop their skills in order to respond to labour market needs, and in underlining the importance of investing in education.

Young people should be aware and informed about the requirements and needs of the labour market concerning the sector they have selected, both on education and experience levels.

Also, it is important to know the different existing tools and how to use them in order to connect with employers in an effective way. Using different tools of social media can mean to employers not only higher motivation from candidates, but also that the candidate knows how to use the Internet properly – something useful for companies in the digital era we are living in.

a. What kind of knowledge should students have?

Being aware of the labour market needs and how to connect with employers is the kind of knowledge and skills needed by learners in order to be successful in finding a job, with the support of teachers and trainers.

Students need to undertake a self-assessment in order to identify the professional area the best interest them. After doing a self-

assessment, students will become more aware about their personality, interests, skills and values. This way, they can know what they are good at, what they can improve and identify the areas of interest to get some ideas about careers they can follow.

Next they need to explore the Labour Market Information (LMI). Understanding the labour market is an important step to find which careers give the best job opportunities. It provides data that ensures an informed choice, answering to questions such as:

- ✓ Where the jobs are (geographically),
- ✓ Who is hiring and when hiring takes place,
- ✓ What working conditions are like,
- ✓ How candidates can acquire the education and training required,
- ✓ What are the employability skills a candidate needs to be hired

The role of Teachers and Counsellors is to give students the opportunity to reflect deeply on the elements of their professional project, foster their self-awareness and help them to indicate their professional interests and goals.

There are two different concepts students should be aware of: Labour Market Information and Labour Market Intelligence.

Both terms are used to describe the labour market but there are differences between them:

Labour Market Information	Labour Market Intelligence
<p style="text-align: center;">Descriptive Statistics Tables Graphics and Charts</p>	<p style="text-align: center;">Interpretative Summarize, analyze, forecast and describe overall trends Helps to understand Labour Market Information</p>

Thus, Labour Market Information includes all quantitative and qualitative information found in tables, spreadsheets, maps, graphics, including also analysis related to employment and workforce. It indicates jobs and wages, changes in industries, cities and communities, future trends and conditions, as well as employment statistics.

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Labour Market Intelligence refers to “subsets of information that have been subjected to further analysis” (LMI Matters! Understanding Labour Market Information (2004), being that it is the interpretation of the labour market information.

They complement each other and so it is important to consult both sources.

After analysing LMI and getting to know job opportunities in the area of interest for the young people/students, it is important to know what employers are looking for in an employee, or in a candidate. Having this knowledge is a big advantage for those who are preparing their professional projects or, in a more advanced phase, for a job interview.

One of the most important factors is that candidates have to be highly motivated to “sell” their skills to employers. Thus, being aware of the skills that employers are seeking is critical for young people to improve their employability.

Technical skills are not the only ones that make a candidate fit for a certain job vacancy. In many cases, the important skills are the ones related to behaviour – soft skills – lacking in both highly qualified candidates and the less qualified candidates.

These are some of the relevant soft skills for employers:

- ✓ Team Work
- ✓ Leadership/Management Skills
- ✓ Resolution of complex problems
- ✓ Multicultural sensitivity/Awareness
- ✓ Communication skills
- ✓ Planning/Organizing

Besides these soft-skills, critical thinking, creativity, emotional intelligence, judgement and decision-making, service orientation, negotiation and cognitive flexibility are pointed out by employers to have a big influence when they are looking for new employees.

Employers also value personal characteristics and personality traits, such as:

- ✓ Honesty/Integrity/ Morality
- ✓ Adaptability/Flexibility

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- ✓ Dedication/Hard-Working/Work Ethics/Tenacity
- ✓ Dependability/Reliability/Responsibility
- ✓ Loyalty
- ✓ Positive Attitude/Motivation/Energy/Passion
- ✓ Professionalism
- ✓ Self-Confidence
- ✓ Willingness to Learn

When gathering information about themselves to prepare their CV, students have to point out these kind of skills in order to stand out among other candidates.

After making a list of companies/employers to contact, and before contacting them, a candidate needs to know if the job opportunities offered match his/her career plan and also what companies/employers look for in a employee. To know this information, candidates can use LMI and other sources like companies' websites or opinions from workers of that specific sector. It is important to know the different existing tools and how to use them in order to connect with employers in an effective way. Using different tools of social media can mean to employers not only higher motivation from candidates, but also that the candidate knows how to use the Internet properly – something usefull for companies in the digital era we are living in.

b. Examples and best practices

Teachers, Counsellors and Career Guidance and Advice Services can collect information using tools to assess employers needs and expectations, helping students and young people to know better what to expect and how to achieve their career goals.

According to the courses taught in their VET schools, teachers, Counsellors and Career Guidance as well as Advice Services can contact companies that potentially can offer training or job opportunities to their students, asking to run a survey, explaining the importance of their participation not only to VET schools but, above all, to students who are preparing themselves for their future.

A CEDEFOP Research Paper called "User Guide to Developing an Employer Survey on Skills Needs" (2013) includes questions that can be applied in the form of interviews held by telephone or presentially (it is advised to assure its confidentiality) to employers or human

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resource coordinators to assess their needs regarding employee skills, but that can also be used to gather information about labour market in a certain sector of activity.

After conducting interviews, the information gathered can be transformed into a report to be shared with students in classrooms or information sessions. Career Advisor and Guidance Services in schools should also be a source of information to students who are looking for a work training or a job opportunity.

Tips & Ideas for VET Instructors

In order to connect with companies/employers, schools can promote “business day” events, by inviting employers to visit their school and speak to students, answering to their questions and advising them on how to get prepared to enter the labour market in the specific sector(s).

They can advertise relevant job fairs to which teachers and trainers could take their students so that they can become aware of possible career options. In this way, schools could also promote networking and useful connections with the labour market. Empirical studies indicate that the most common way to find a job is through good networking and connections with the industry. Through networking, candidates may even eventually meet an employee from a company that is hiring without advertising its vacancy, or even get some insight into the best way to apply for a position by helping them tailor their resume for what a given company wants.

Here are some suggestions on how a network can be built:

- ✓ Help students/young people figure out what they want before start networking
- ✓ Help them realise whether they have any relevant business references (family, friends, acquaintances) and ask them to make a list of people they know in important places
- ✓ Explain to them how to start building relationships (be authentic and considerate, ask for advice and not for a job and to be specific with their requests, for example).

Another practice VET Schools can apply is the development of protocols with companies linked to professional courses they teach,

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promoting activities between schools and companies and the development of traineeships for students in those companies.

Some schools have a database on their websites open to companies with CVs from their graduating students. These websites also have contacts from companies for students to connect with them.

Only by cooperating with companies, VET schools can maintain their educational quality, providing students with the right set of skills which allow them to respond to labour market needs and develop their career planning in a successful way.

Young people should be alert concerning the importance of developing individually their own skills, searching for extra training and experience. Practical experience is important for students/young employees to learn more about their personality type, interests, skills and values and what they need to change or improve in order to be successful. This way, they will complement all they acquired throughout school and enrich their CV's.

According to ManPower Group, social media constitute the most used tool by candidates when looking for a job, connect with current and former employees and be informed about job vacancies in a timely fashion. It is also used by employers when they want to learn more about a candidate. The information they find in social media is complimentary to the information candidates put in resumes/cover letters and it may help employers make a selection among candidates (Forbes, 2013). Teachers and trainers can highlight the importance of using social media to connect with employers and also explain how it can work.

Personal and Social Skills

Developed by: CESIE

Definition

Social competences refer to personal, interpersonal and intercultural competences and all forms of behaviour that enable individuals to participate in an effective and constructive way in social and working life. It is linked with personal and social well-being and demands an understanding of codes of conduct and customs in different operating environments.

Personal and social skills entail the skills we use to communicate and cooperate with other people, such as relatives, colleagues or customers.

Personal and social skills help individuals to:

- Understand the codes of conduct as well as the acceptable behaviour patterns in different societies and working environments
- Communicate constructively in different environments
- Collaborate with other people with assertiveness and integrity
- Cope with stress and frustration
- Develop self-awareness

Technical skills are essential to actually execute a task while social skills are essential to work in a team or serving customers. Both types of skills are of critical significance for high employee performance as well as for the pursuit of a successful career.

Social skills constitute crucial employability assets and in comparison to technical skills, they require longer time to develop. The time required for someone to develop the sense of responsibility as well as team work skills and self-confidence, cannot be specified. Successful development of social skills is favoured by interactions with others (family, friends or peer) and crucially affect one's ability to build and manage relationships.

Development of such skills can enhance students' social functioning in the community and in working life. Social skills enable an individual

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to develop his/her own abilities in order to survive and excel in a rather competitive environment, but also help a team to collaborate, interact and perform better. Therefore, it is meaningful to embed the development of social skills in the curriculum.

Social competences are most interlinked and supplementary to each other. Particular attention should be paid to Communication, Teamwork and Self-management skills to be embedded in the curriculum by VET instructors.

Essential knowledge, skills and competences/attitudes related to these competences:

Learning Outcomes

Communication

Knowledge

Communication requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts.

Skills

Individuals should be equipped with the **skills** to communicate both orally and in writing in a variety of communicative situations, to monitor and adapt their own communication style to the requirements of each situation. This competence also includes the ability to distinguish and use different types of texts, search for, collect and process information, use aids, formulate and express one's oral and written arguments in a convincing way appropriate to the context.

Attitudes

A positive attitude towards communication in the mother tongue involves willingness for critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness

of the impact of language on others and a need to understand and use language in a positive and socially responsible manner. This ability results from the acquisition of the mother tongue, which is intrinsically linked to the development of an individual's cognitive ability to interpret the world and relate to others.

Self-Management

Self-management has become a popular term for behavioural interventions as well as for healthy behaviours.¹

Knowledge

In working life, self-management entails working environment awareness as well as awareness of difficulties and challenges towards a set of tasks or problems to be handled.

Self-management education is problem based. Thus, it is logical that problem solving is a core of self-management skills. This does not mean that people are taught solutions to their problems; they are taught basic knowledge of problem-solving. These include problem definition and generation of possible solutions including making suggestions and recommendations.

Skills

Based on this knowledge, learners should develop the **skill** to implement solutions and evaluate results². Self-management skills imply strategically the use of supplementary **skills** - personal and social ones – in order to achieve individual goals (i.e. self-control, time management, self-regulation reflection, self-awareness, planning and monitoring, time management, flexibility and self-appraisal)³.

These skills allow an employee to feel more productive during his/her daily routine regardless of the working environment. Well-developed self-management skills imply having an efficient communication with

¹ Self-Management Education: History, Definition, Outcomes, and Mechanisms-Kate R.Lorig, Dr PH and Halsted R. Holman, MD – Stanford University School of Medicine

² Self-Management Education: History, Definition, Outcomes, and Mechanisms-Kate R.Lorig, Dr PH and Halsted R. Holman, MD – Stanford University School of Medicine

³ Self –Management skills – PRO SKILLS basic skills for lifelong learning www.pro-skills.eu/wp-content/uploads/trainer/it/Abilit%E0_Self-management.ppt

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co-workers, top management and customers, making right decisions, planning your working time.⁴

Attitudes

Ability to manage personal reactions to responsibilities and challenges in work and life; to mature motivation and concentration attitude, which help to overcome the lure of procrastination and to avoid stress.⁵

Team Work

The concept of team and teamwork has been widely debated, inquired, discussed and observed by many. A significant number of books on team work and team spirit are available in the market. At the very basic level, a team is a group of people who come together to strive for achieving a common goal. Specifically, it is a combination of respect, trust and enjoyment amongst a group of individuals who work towards agreed common goals.

Knowledge

Teamwork entails **awareness** of the common goal of the team and awareness about difficulties to face, in order to plan and define the common mission and purpose.

Teambuilding activities are necessary to foster a sense of belonging and kinship among members which allows them to work better, in a well-coordinated, team like manner. Verily, if these teambuilding activities are properly undertaken, they can help in development of extremely strong team bonds.

Skills

Team members should have the **skill** to look towards the team's perspective when taking even the smallest professional decision. Teamwork includes the skill to interact effectively with each other in order to bring the collective capability to bear against any challenges presented.

⁴ <http://www.mymanagementguide.com/self-management-skills-for-employees-or-how-to-be-a-productive-employee/>

⁵ <http://www.businessphrases.net/self-management-skills/>

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The art of negotiation as well as constructive, civil and not personally threatening communication are important procedures to follow in order to avoid conflicts and preserve the teamwork.

Attitudes

Specifically, teamwork requires the **ability** to combine respect, trust and enjoyment amongst a group of individuals who work towards agreed common goals. The building blocks to team spirit entail aspects of team management including motivation, goal setting and cohesion.

Tips & Ideas for VET Instructors

The primary agenda of all teambuilding is to encourage individuals to look towards the team perspective when taking even the smallest professional decision. Thus, the team members can interact better with each other and bring their collective capability to bear against any challenges that are presented to them.

Consider this as aligning the goals of every individual team member to those of the team as a whole.

Organizational Skills

Developed by: FSZK

Definition

Organizational skills and competencies include a set of skills that help persons to plan, prioritize, and achieve their goals. Organization competencies involve the ability to identify what is required in a given situation and to manage people and resources effectively to achieve results. It also involves being able to manage time efficiently and prioritize what tasks need to be done to achieve an overall goal.

Thus, formulating a goal that is clear and concise, one that will assist the planning and organizing process is of utmost importance. Organizational competencies subsume competent setting of priorities, establishing clear goals, allocating resources to tasks, and efficient time management. It also means that a person is able to collect, analyse and organise information to evaluate whether goals have been reached or not – and if not, to identify the corrective actions that need to be taken.

Organizational skills are more than simply keeping a clutter-free desk area, which is an example of external organization skill. Although it is important to maintain a clear space to work, organizational skills are more than just keeping neat. Persons with good organizational skills are able to keep themselves calm and prepared with systematic planning and scheduling – which represent an internal organization skill.

Examples of organizational competences include:

- ✓ having and adhering to a daily and weekly schedule, but if necessary, flexibly re-schedule
- ✓ budgeting pocket-money
- ✓ planning an outing or a get-together or an excursion
- ✓ keeping official and school papers in order (e.g. in binders, utilizing colour-coding)

Organizational competencies are some of the most important and transferable job skills a future employee can acquire. Transferable skills are practical capabilities that are necessary for many different lines of work. These skills can be acquired over time or through higher

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education and experience, but what makes the unique is that they are adaptable and can be used in many various settings.

Transferable skills can be developed through classwork, extracurricular activities such as sports or clubs, internships, former jobs, travel and study abroad experience, etc. Many skills can be established through non-conventional work or educational environments, so no experience is too distant.

Staying organized in the workplace, can save a company time and money. Organizational skills are essential for multitasking and keeping a business running smoothly and successfully. Employers aim to recruit applicants who can work to achieve results consistently, even when unforeseen delays or problems arise.

Workers with strong organization skills are able to structure their schedule, boost productivity, and prioritize tasks that must be completed immediately versus those that can be postponed, delegated to another person, or eliminated altogether.

Learning Outcomes

According to the above, the following outcomes are expected to be achieved:

Knowledge

- SMART goal-setting principles
- different methods of prioritizing
- planning process
- scheduling process
- techniques to categorize and organize materials and information.

Skills

- Goal-setting
- Prioritization of multiple tasks
- Planning and Scheduling skills

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- Anticipating obstacles to task completion and developing contingency plans to handle them.
- Assignment and deliverable documentation and monitoring
- Understanding task dependencies
- Time management and resource allocation

Attributes

- Good time-keeping
- Attention to detail
- Perspective taking
- Identifies when corrective action is needed
- Timeliness
- Punctuality

The above knowledge, skills and attitudes can be honed in the context of day-to day school life, embedded in the curriculum, as they are not content-specific.

As a head-teacher of a class, a teacher might use different class-events to practice planning and organizing skills.

In case of teaching different content-specific subjects, a teacher might consider utilizing any opportunity to practice planning, organizing, prioritizing, scheduling, information seeking, prompt decision making, taking perspective, organizing materials.

These actions built into the context of different subject matters will support transference of these skills, but will only ensure the development of necessary skills and competency when direct feedback is given on how these activities relate to what they have explicitly learnt about planning, allocation of resources, organizing and time-management.

Tips & Ideas for VET Instructors

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- a) Successful career orientation is based on students' self-awareness and self-esteem with realistic evaluation of strengths and weaknesses, identification of areas of interest and individual preferences. Thus, one of the major responsibilities of educators in this respect, is to provide regular and detailed feedback that is informative and builds realistic self-concept, emphasizing strengths.

- b) Team up with colleagues teaching the same group of students to determine which knowledge, skills and attributes would be easiest to address by the colleagues in different subjects. Facilitate discourse among colleagues interested by having colleagues teaching the same subject brainstorm together.

- c) When teaching a new concept after defining the elements of the concept and ensuring understanding, break further learning and practice into smaller steps utilizing Bloom's taxonomy in the teaching process:
 1. After providing basic information (knowledge) ensure
 2. to provide practice on a simpler level, e.g. when teachers give examples and students only have to identify whether or not these meet criteria of the concept that is taught, and
 3. when students efficiently recognize what is a good example of the concept taught and what is not, ask students to build an example that meets criteria from elements provided.
 4. Scaffold students' independent work by questions regarding the main features of the concept, and only after success at this level,
 5. ask students to utilize the new concepts on their own, in the context of their own needs and life.

Example: when teaching SMART goal-setting after teaching the basic elements (step 1), provide structured examples (with each step written in a separate row so it will be easier to identify) where students have to identify which element does not conform to the basic principles (step 2). At the following level, students not only have to recognize the element, but have to correct it – the teacher scaffolds the process by formulating questions that have to be answered (step 3a). A further step can be, when the teacher formulates an ill-defined goal (where more than one element is incorrect) and provides scaffolding questions to help reformulating goal according to principles (step 3b). Then the students should formulate a goal themselves according to SMART principles – with scaffolding questions provided (step 4),

as it was done in the activity of the training programme for teachers. Finally, students should be able to formulate a goal without any scaffolding (step 5).

In the beginning, the goal should be relatively simple – where no sub-goals are necessary – and only after success at more concrete relatively short-range goals, should students attempt more complex and longer range goals. When they are successful at that – these skill should be utilized in career orientation: e.g. “Identifying at least three professions that I am interested in and I would like to gather more information on by the end of this semester.”

- d) Goal-setting is the first in the line of skills and abilities to be taught, while planning and time-management skills with prioritizing should follow. Procrastination and access perfectionism should also be dealt with – as self-defeating strategies and should be differentiated from reflectivity and the need to be detailed and precise.
- e) After having taught each skill in the manner described in paragraph “c”, students have to apply the skills to their own life experiences – and then to career orientation. For example:
- ask students to identify areas and professions/jobs that would interest them,
 - ask students to collect and organize information that support their aptitude and suitability for the professions/jobs that interest them,
 - ask students identify resources for gathering information on professions,
 - students should identify possible career-paths in their field of interest,
 - students should gather information on educational institutions offering training (of their interest).
- f) VET teachers are advised to identify resources (service providers and internet resources) that can be used by students regarding the identification of abilities and preferences, characteristics of different jobs and professions, as well as different types of training and further education opportunities.

8. Pedagogical Methodology

Recommended modes of delivery of career education:

Methodologies	Description
<i>Classroom</i>	<ul style="list-style-type: none"> ▪ Lecture ▪ Group discussion ▪ Workshop ▪ Case Study: A story or scenario created to get students to apply their skills and knowledge to analyse and create solutions in a real-world situation. Contrary to simulation, learners tend to be observers rather than participants. ▪ Simulation: Learners are expected to make decisions and take action placed in a "world" defined by the teacher. The teacher controls the parameters of this "world" and utilizes it to achieve the desired learning outcomes. Simulation may include: <ul style="list-style-type: none"> ▪ <i>Role playing</i> ▪ <i>Games</i>
<i>Multimedia</i>	<ul style="list-style-type: none"> ▪ Videos ▪ YouTube Videos ▪ Films
<i>Work-based</i>	Project: Learners are offered the opportunity to contribute to a real project run by a real company, under the supervision of an experienced employee.
<i>Lab Shadowing</i>	Students are given the opportunity to learn about a particular occupation or profession by walking through the work days a shadow to an experienced employee
<i>Visits</i>	Company visits designed to provide learners with a first-hand insight into companies of various sectors, their workforce and culture

9. Practical Advice for Meeting the Needs of Young People – Young Students at the Risk of ESL

These are some guiding principles that VET teachers and trainers need to have in mind especially when dealing with Young Students at the Risk of ESL:

Individualized approach

- ✓ Provide individualized information and approach to students
- ✓ Build a trust relationship with your learners
- ✓ Encourage learner's questions and interests
- ✓ Observe and converse with students about special skills and competences

Provide choices and encourage decision-making

- ✓ Give young people more than one choice
- ✓ Provide a wide range of education and training programmes available to students – give them more choices and let them decide

Create important networks

- ✓ Create a network of important links: parents, employers, teachers, counsellors, school psychologists etc.
- ✓ Where possible encourage the active involvement of parents, employers, former students, role models etc.
- ✓ Employers should have an active presence – through work experience, presentations, etc.

10. Connecting Curriculum to the World of Work

Practical Guidelines:

1. Incorporate structured work-based learning as part of your curriculum
 - ✓ Young people learn better by hands on experience

2. Take the workplace into schools - it can be one of the best ways to make young people aware of career options out there
 - ✓ Organize visits with key industry representatives
 - ✓ Organize interactive workshops and other structured activities with industry representatives
 - ✓ Organize presentations from former students who now work successfully at different fields/employers

3. Encourage and take initiative for participation in competitions to spike excitement and interest
 - ✓ Euroskills Competitions - <http://www.euroskills.org/>
 - ✓ WorldSkills Competitions - www.worldskills.org

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<https://www.youtube.com/watch?v=SHDfCfKxb6U>