



Digi Vogui

vocational guidance
based on N. F. Education

**DIGIVOGUI ODYSSEY IN PRACTICE:
A toolkit for YouthWorkers**



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Author note

“Tell me and I forget. Teach me and I may remember. Involve me and I learn.”

Benjamin Franklin

This practical manual, DIGIVOGUI Odyssey in Practice: A Practical Toolkit for Youth Workers, is the bridge between theory and action within the DIGIVOGUI project. It embodies our shared commitment to inclusion, equity, and collaboration, brought to life through the expertise and dedication of Psientífica (Portugal), Centre Progress and Development (CPD Albania), Bravo (Bosnia and Herzegovina), and the Artistic Pedagogic Youth Organization “Schedia stin poli” (Greece).

Designed for youth workers, educators, and practitioners, this toolkit offers concrete activities, adaptable methodologies, and innovative strategies that can be applied in diverse contexts. It encourages active participation, experiential learning, and reflective practice, empowering young people to discover their strengths, explore opportunities, and build confidence in navigating their personal and professional journeys.

At the core of DIGIVOGUI is the belief that learning by doing transforms potential into action. This manual provides practical guidance to create safe, engaging, and inclusive spaces where young people can test ideas, take initiative, and develop competencies essential for life and work in a rapidly evolving digital world.

DIGIVOGUI Odyssey in Practice celebrates collaboration and co-creation. It invites youth workers to facilitate learning experiences that are flexible, creative, and responsive to the needs of each learner. By turning theory into practice, we help young people move from exploration to meaningful action, building resilience, self-confidence, and the skills to shape their own futures.

As you engage with this toolkit, we encourage you to experiment, adapt, reflect and self assess, transforming inspiration into tangible outcomes.

Together, we can empower young people to thrive and contribute to a more inclusive and dynamic society.

Sincerely,

The DIGIVOGUI Consortium
(Psientífica, CPD, Bravo, Schedia stin poli)



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Introduction

Welcome to the DIGIVOGUI journey!

By opening this manual, you are becoming part of a great story, a story that has been evolving since 2004. The original VOGUI project was created to answer a question that resonates deeply with every person in an earlier stage of life or later down the line: “Who am I, and what do I want to do with my life?” Over the years, VOGUI has gone through different versions and updates, always keeping this fundamental question at its core.

Chances are, you have asked yourself this question many times, or heard your peers wonder the same. The developers of the first VOGUI project asked themselves this question too, and through their experiences, they realized that while contexts may change, the underlying search for identity and purpose remains universal. That realization gave birth to the first VOGUI project, which has since grown, evolved, and proven effective at local levels in Portugal and Bulgaria.

Now, with the DIGIVOGUI project, we aim to take this journey further so that young people everywhere can access tools that help them explore who they are, what matters to them, and which paths they may want to follow. At the same time, DIGIVOGUI offers opportunities to train essential personal and social competences that support young people in navigating key transitions in their lives.

Using non-formal education methodologies and accessible tools, DIGIVOGUI provides guidance and inspiration to anyone, regardless of background or language. This manual is a companion to your learning journey. It is not intended to give you all the answers, but rather to complement the interactive online training (DIGIVOGUI: Guiding Youth, Shaping Futures) and support you in discovering your own path. Change can sometimes feel daunting, but remember, you are not alone. At this very moment, someone your age, in another part of the world, is embarking on the same journey.

So, embrace this adventure. Explore, experiment, reflect, and connect. The DIGIVOGUI journey is yours to navigate, and together, across borders and cultures, we can inspire growth, resilience, and self-discovery.

Get ready to embark on an adventure!

Glossary

01

Glossary

Benchmarking

The process of comparing one's skills or achievements against established standards or peers to identify areas for improvement.

Brainstorming

A way of making a group of people all think about something at the same time, often in order to solve a problem or to create good ideas.

Coach

Supports learning through questioning and critical reflection, focusing on personal development without direct interference in content or outcomes.

Communication

Process of exchanging information, thoughts, ideas, feelings, or messages between individuals or groups.

Competence

The ability to do something successfully or efficiently, often achieved through a combination of knowledge, skills, and experience.

Conflict

Dynamic process of perceived incompatibility or disagreement between individuals or groups, arising from differences in needs, values, goals, or interests.

Council of Europe

International organization founded in 1949 that promotes human rights, democracy, and the rule of law across the European continent. It is distinct from the European Union and serves as a forum for discussing and addressing issues related to governance, culture, and societal values in Europe.

Critical Thinking

Ability to analyze, evaluate, and synthesize information in a clear, logical, and reflective manner to make reasoned decisions or form judgments. It involves actively questioning assumptions, seeking evidence, considering different perspectives, and assessing the strengths and weaknesses of arguments or claims.

Debriefing

Structured process of reflecting on and discussing an experience, activity, or event after it has taken place. The goal is to analyze the experience, identify key insights, and learn from it to improve future performance, understanding, or decision-making.

Discrimination

Unjust or prejudicial treatment of individuals or groups based on characteristics such as race, gender, age, religion, sexual orientation, disability, or other personal attributes. It occurs when people are treated unfairly or unequally because of these attributes, rather than based on their individual abilities, actions, or merits.

Empathy

Ability to understand, share, and respond to the feelings, thoughts, and experiences of another person.

Employability

The extent to which somebody has the skills, knowledge, attitude, etc. that make them suitable for paid work.

Entrepreneurship

Process of identifying, creating, and managing a business venture to make a profit. It involves taking the initiative to innovate.

Erasmus +

European program that supports education, training, youth, and sports. It is the result of the junction of 7 previous programs. The 2021-2027 program puts a strong focus on social inclusion, green and digital transitions and promoting young people's participation in democratic life.

European Commission

Executive branch of the European Union (EU) and plays a central role in the functioning of the EU. It is responsible for proposing legislation, implementing decisions, enforcing EU laws, and managing the EU's day-to-day operations and budget.

Expectation

Belief that something will happen because it is likely.

Facilitator

A person who helps guide or manage a group, process, or discussion to ensure that it runs smoothly, is productive, and reaches its intended outcomes. The main role is to assist participants in understanding and addressing issues, making decisions, or learning new information, without taking control of the content or directing the group's decisions. In educational or training contexts, a facilitator might guide discussions, encourage participation, and create an environment that fosters collaboration and learning.

Feedback

Information or response given about an individual's performance, behavior, or work. It is provided with the intention of helping the person understand their strengths, areas for improvement, and how they can enhance their performance or behavior in the future.

Formal Education

A structured and systematic form of learning that takes place within an institutional framework, such as schools, colleges, or universities. It follows a set curriculum, is typically led by trained educators, and leads to recognized certifications, diplomas, or degrees. It is the traditional mode of education widely recognized for its role in preparing individuals for professional and academic opportunities.

Guide

Provides clear, step-by-step instructions to achieve learning objectives, with a directive approach that may shift towards coaching as needed.

Inclusion

The fact or policy of providing equal opportunities and resources for people who might otherwise not get them.

Informal Education

A type of learning that occurs outside a structured, formal setting. It happens naturally through everyday experiences, interactions, and activities, without a predetermined curriculum or organized instruction. Informal education is self-directed, flexible, and often unintentional, making it a lifelong process that complements formal and non-formal education.

Internship

A temporary period of work experience, often for students or recent graduates, to gain practical skills and knowledge in a specific field.

Job

A paid position of work or employment in which a person performs tasks and responsibilities.

Job shadowing

Professional development activity in which an individual observes and follows a professional in their workplace to gain firsthand insights into their job, tasks, and responsibilities. It is often used as a learning tool for career exploration, skill-building, or understanding specific roles or industries.

Knowledge

The theoretical or practical understanding of a subject, critical for assessing career readiness and planning educational pathways.

Lifelong learning

Ongoing, voluntary, and self-motivated pursuit of knowledge, skills, and competencies for personal or professional development throughout an individual's life. It encompasses all forms of education—formal, non-formal, and informal—and supports adaptability, creativity, and resilience in a rapidly changing world.

Materials

Physical or digital items used in the session to support learning activities. They are usually something the participants will directly engage with during the session to facilitate their learning.

Mentor

Offers experience-based support, personal growth advice, and solutions outside structured activities, fostering development through a consultative relationship.

MOOC

Acronym for Massive Open Online Course, a type of online course that is designed to be accessible to a large number of participants, often free of charge. Typically offered by universities, educational institutions, or platforms, and can cover a wide range of subjects, these courses allow students to learn at their own pace, often featuring video lectures, assignments, quizzes, and forums for interaction with instructors and peers.

Non-formal Education

A structured and organized educational activity that takes place outside the formal school system. It is designed to meet the learning needs of individuals, often focusing on practical skills, personal development, or specific knowledge areas, without leading to an official certification or degree. Non-formal education is voluntary, flexible, learner-centered, and adaptable to the participants needs.

Participation

The act of taking part in an activity, event, or process. It involves actively engaging or contributing to a group, organization, or community in a way that influences or contributes to the outcome.

Personal Branding

Crucial tool for individuals, particularly young people, to stand out from the crowd, achieve their desired goals and present themselves in a way that reflects their unique identity.

Power Skills

(a.k.a. soft skills) Essential personal attributes and abilities that enable individuals to effectively interact with others, solve problems, and adapt to different situations. These skills are often seen as key to career success and personal development, as they complement technical or hard skills.

Prejudice

Preconceived opinions or judgments about a person, group, or thing that are not based on actual experience or factual evidence. It often involves negative attitudes or feelings toward individuals or groups, based on characteristics such as race, gender, age, religion, or social class. Prejudice is typically rooted in stereotypes and can lead to discrimination and social inequality.

Principle

A fundamental value or rule that guides actions, decisions, and behaviour.

Problem

Situation, condition, or issue that requires a solution, response, or resolution. It represents a challenge or obstacle that disrupts the normal course of events or creates a need for change or improvement.

Qualification

Credential or certification that demonstrate a person's competence or suitability for a particular career.

Resilience

Ability to recover from, adapt to, or bounce back from adversity, challenges, setbacks, or difficult situations. It involves maintaining mental, emotional, and psychological strength in the face of hardship and using those experiences to grow and improve.

Resource

Tool or support that enhance the educational process and assist the facilitator in delivering the session effectively.

Self-efficacy

Refers to an individual's belief in their ability to perform a particular task or achieve a specific goal successfully.

Self-knowledge

Refers to the understanding and awareness of one's own thoughts, emotions, values, strengths, weaknesses, desires, and motivations. It involves being introspective and reflecting on your own behaviors, reactions, and patterns in various situations.

Social competence

Capability of articulating thoughts, feelings and action in the function of the personal goals and demands of a situation or culture, generating positive consequences for the individual and its relationship with others.

Social contract

Philosophical concept that refers to an implicit agreement among members of a society to cooperate for mutual benefit.

Stereotype

Widely held, oversimplified, and generalized belief or assumption about a particular group of people, often based on factors such as race, gender, age, nationality, or other characteristics., typically not based on individual experiences or facts but rather on preconceived notions or cultural biases.

Teacher

Imparts subject-specific knowledge in formal education, characterized by a hierarchical dynamic between the teacher and students.

Trainer

Facilitates learning and competence development, guides reflection, and influences learning outcomes by introducing new knowledge tailored to specific goals.

Training

Structured learning or practice designed to develop or enhance specific skills for a chosen career.

Transferable Skills

Skills acquired in one context that can be applied to various jobs or industries, such as communication or problem-solving.

Up-skilling

The process of learning new skills or improving existing ones to remain competitive in the job market.

Values

Fundamental beliefs, principles, or standards that guide an individual's behavior, decisions, and actions.

Vocational education and training (VET)

Education and training that provides individuals with the skills and knowledge necessary for specific jobs or careers, particularly in fields like trade, technical, or industrial sectors. It focuses on practical, hands-on skills and the development of competencies that directly align with the needs of the workforce.

Vocational guidance

Vocational guidance is a personalized service that considers each person's aspirations, strengths, and needs.

Well-being

State of being comfortable, healthy, and happy. It encompasses various dimensions of an individual's life, including physical, mental, emotional, and social health. Well-being is a holistic concept that involves a balance of factors contributing to an individual's overall quality of life.

Youngster

General term for young individual. We follow the Erasmus + and European Solidarity corps age frame when referring to youth. People between the ages of 13-30 years old.

Youth work

Form of education and support aimed at helping young people develop their personal, social, and professional skills. It typically occurs in informal or non-formal settings, focusing on empowering young individuals to achieve their potential and contribute positively to society.

Youthpass

European recognition tool designed to validate and certify the learning experiences of individuals participating in European youth projects, especially those funded by programs like Erasmus+ and the European Solidarity Corps. It promotes the development of key competencies and supports the employability and personal growth of young people.

What This Manual Is and What It Is For

02

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.”

Charles Dickens, *A Tale of Two Cities*

What is this manual?

This manual is a practical tool, destined for youngsters (in transition period or NEET situations) fundamentally that want to complete their training under DIGIVOGUI. However, we believe it's a beneficial tool to help everyone who wants to improve their knowledge about vocational guidance and how to use non-formal education to do so.

So, we are ambitious to say that this manual can be used by any youngster from 13 to 30 that intends to discover more about themselves and what they have to offer to the world, improving their chances to find a better job or academical opportunities and increasing their social and personal competences. As well as by youth workers that want to complete their knowledge on the matter after consulting the DIGIVOGUI theoretical manual, completing through it the intervention that they provide to the young people they work with. The manual follows a logical structure so we advise the user to follow the structure from beginning to end, since it's a journey and as it imitates life, you don't skip chapters, you go through the good and the bad and the ugly, not alone but as part of the process of growing up.

What is this manual for?

To make you go throughout the *best of times and the worst of times*. We are not going to give you the answers, or to provide you the magical formula but we aim to support you to one of the most difficult decisions of one's life "What Am I going to do with my life?" This manual is a world of opportunities for exploration, a complementary tool to the MOOC (Massive Online Open Course) and Training of youngsters on Vocational Guidance based on Non-Formal Education, giving you practical exercises for you to reflect on yourself, your personal and professional identity, to promote internal and external dialogue about all the potentialities and opportunities you have in front of you. You can use the manual individually however we do not advise you to give your DIGIVOGUI training as completed without taking the other complementary tools provided by the program. You will never have a wider window of chances as you have right now, our dream is to make you believe that you can become whatever you want and, more than that support you in the discovery of what you want and what you don't want, what you like and do not like and setting from there what will make you proud of yourself and the path you settled for your career.

Methodology – Non-Formal Education

03

3. Methodology – Non-Formal Education

1. You can find it in

Non-Formal education is a form of dynamic and very complex thing that is education. If you have yet to hear about it, it may seem strange to you. So, as it's the base of what we are doing here, let's start slowly. Using it figuratively we will try to explain it in a way that you understand what we are talking about. So, imagine education as a cake, your birthday cake, with 3 layers, equal in size and importance:

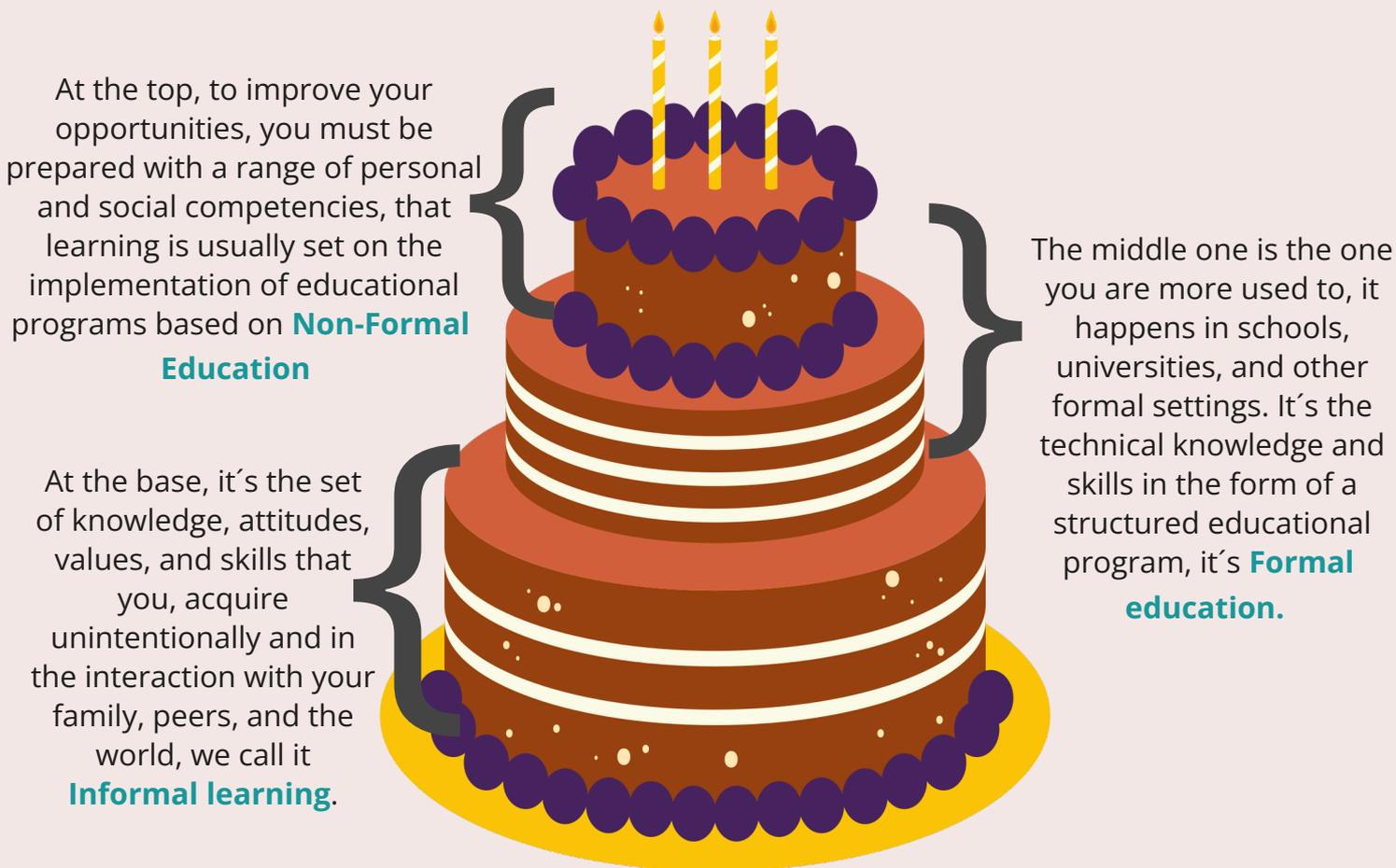


Figure 1. Explanation of the education cake inspired on the explanation given in Compass (Brender et al., 2006)

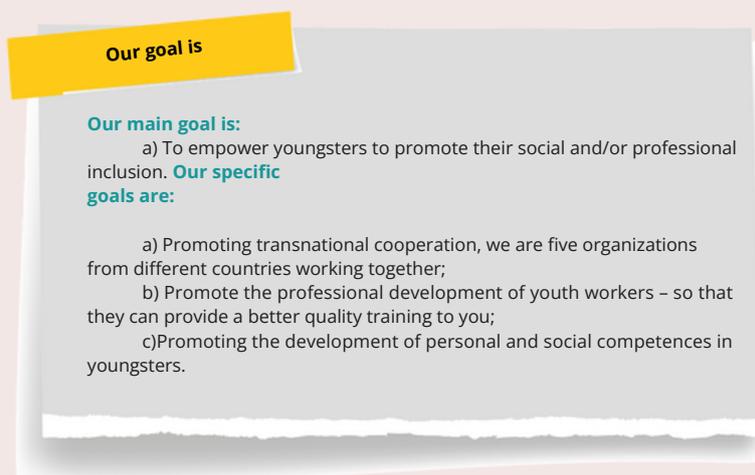
This is not the rightest or only way to explain this interconnected and always in interaction components to you, however we thought it was the funniest and more understandable way right now. Think about all the layers of the "education cake" interconnected and with a lot of elements in common. If you take out a part of the cake all structure goes down, the same way with your education. To fully develop you need the presence of all forms in your life. Taking our focus to non-Formal education (NFE), this is what we are going to use the most during this training. This form of education is a structured process that happens outside of

the formal curriculum and does not have one single purpose. The purpose depends on the learning goals that you set for yourself and what you want to take from it. Here we defined the learning objectives and results we wish that someone that is part of DIGIVOGUI should attain, consistent with the goals of the program, however how you interpret it and what you take from it is based on your decided learning goals and own needs.

II. Basic principals

So, what can you expect from this program and methodology? There are some basic principles you should be aware.

- 1 It's important that you establish some learning objectives for yourself when you start the journey on NFE. Later, this manual, we support you in doing so. This is a process we build together and for you to be aware of the goals we have for this program here they are so, you can decide if they match what you wish and intend entering in this journey later on when you stablish your own goals.
- 2 Define your own learning time. How much you wish to advance on a given chapter. Are you going to follow the structure of the MOOCs and training, or you wish to be one step ahead? You decide what makes sense for you. Although we must advise you to not skip chapters, as in the "education cake" all the layers of this process are interconnected.
- 3 Whenever you have questions, you can contact directly with the facilitator/ trainer that is giving you the DIGIVOGI program. The network you are going to create is going also to be an asset to complete your education so, make sure that you "go out of the manual" and disciss with others
- 4 Here there are no grades when you complete this process, instead you are the one responsible to evaluate your own achievements. We suggest to you along the process some self-assessment exercises and tools that you can use.
- 5 This process is voluntary and self paced. It's your journey, meaning that you may take a break and circle back to the point where you stopped at any time.



Our goal is

Our main goal is:

- a) To empower youngsters to promote their social and/or professional inclusion.

Our specific goals are:

- a) Promoting transnational cooperation, we are five organizations from different countries working together;
- b) Promote the professional development of youth workers – so that they can provide a better quality training to you;
- c) Promoting the development of personal and social competences in youngsters.

Vocational Guidance

04

4. Vocational Guidance

I. Let's find a common, understandable definition

What do you understand by Vocational Guidance? With your own words tell what it means to you?

We adopt the term vocational guidance, but you will find in other resources the term vocational education or vocational education and training. Here to ease your understanding of what we are offering when we refer to vocational guidance, we refer to an intervention to help you choose a profession and build a life project. In other words, it means guiding in the sense of "teaching to choose" by providing resources to facilitate the elaboration of a project for the future (Taveira, 2004). In any way this intervention will substitute the one provided by your school in case your school has it, or by a psychologist specialized in the matter, it works as a complement to all of those. It's an extra resource complemented also by the Massive Online Course (MOOC) and training provided by DIGIVOGUI with the intent to support you not only in the transition phase to high school or higher education or even the labor market but also as a tool to support other future transitions and the elaboration of your career and future plan.

II. Working on Vocational Guidance using Non-Formal Education

So now that you know what both things are, what can be the advantages for you of using them together?

Non-formal education can support vocational guidance by providing practical "hands on" learning, career exploration opportunities, and hands-on learning experiences that help individuals make informed decisions about their career paths.

NOW, let's establish some goals and expectations. In what do you expect this manual to help you? Define at least 3 things.

1

2

3

When I finish the DIGIVOGUI training I want to be able to (define at least 3 things)

1

2

3

III. Common obstacles that you can find during this process

The process that you are about to go through is difficult. Ideally you have already had some access to some type of vocational guidance at school, however if not it's not a problem, but our intent is that you develop competences that are essential to support your decision making towards which from career or combination of careers is the one you find more suitable for you. To help you adjust your expectations and knowing what we can offer in this process to you we compile some of the possible obstacles you may find during the training and possible solutions for it:

- The program makes too many questions you don't know the answer to.
Well I think it's the time to tell you that with Non Formal Education as a methodology and you as the main character of this play, there are no wrong answers and when something needs clarification, we will provide it on the manual. For the rest, the right answers are the right ones of you at this moment. We are more concern about making you
- This process does not give you a concrete answer to "what am I going to do with my future".
- We are talking about competences and not about what can be suitable jobs for me.
- You need more explanation about the competencies and to go deeper in the knowledge about vocational guidance and what's going on with you. Other obstacles can appear of course but with the new knowledge you are about to acquire focusing on the solution for sure will not be a problem and remember it's the solution that works better for you, not for us.

DIGIVOGLI IN ACTION

05

5. 1 Knowing who I am – the training of personal and social competencies.

I. Definition of competencies and why do I need to train them?

According to Jardim (2006) competencies are: A sum of knowledge, attitudes, and abilities in a concrete situation, with the final goal of being successful. In basic terms, is the personal capability of executing a function or task, according to previously defined criteria, associated with the person or the professional position. Indicators of competence:

- 1 Capability, understood as the possibility of being successful on a given dominium.
- 2 Operationalization, as a way of acting on an organized way as a mean to lead to an action.
- 3 Knowledges, such as schemes or mental representations about a topic.
- 4 Attitudes, predisposal to act in a certain way.
- 5 Abilities, the know-doing a given task in each situation.
- 6 Situation, cluster of stimuli surfacing in each environment or context.
- 7 Efficiency, to reach the desired result throughout the appropriated means, minimizing wastes and maximizing resources.

SO WHY IS IMPORTANT TO TRAIN COMPETENCES?

You will need to master them throughout your life, to attain greater opportunities and being able to attain your sense of personal and professional realization guaranteeing lifelong learning. That's why we believe that making this program based on competency training using Non-Formal Education will provide a set of behaviors, skills, knowledges, and attitudes that will enable you to be more efficient and secure not only professionally or academically but also personally and socially.

This toolkit will prepare you better to go through transition moments, because change when we take a leap of faith into the unknown able to be replied in different stages of your life, but also make you more effective in the academic or career path you choose, in how to deal if you change plans midway (because it's ok to do it) or if you choose a completely "out of the box" journey for yourself. We defined the key competences to approach during this program taking into

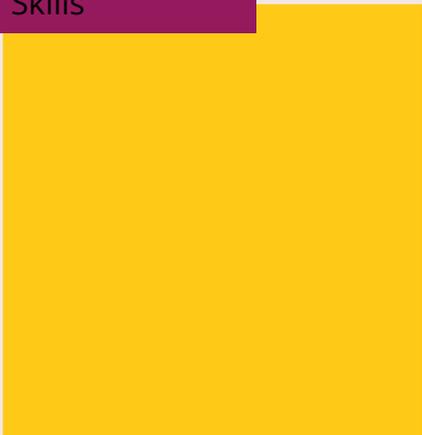
consideration not only the transition you are facing right now, being it the preparation for superior education or choosing a course to take in high school or even entering the labor market but also, we are concerned in give you the right tools for you to apply in future challenges you will face in your life.

In this way, how do you think this manual is going to be useful to you?

What do you expect from it?

II. Competencies= attitudes +skills +knowledge

What is for you the difference between attitudes, skills, and knowledge. Write in your own words the definition of each:

Attitudes	Skills	Knowledge
		

Now pay close attention to their definition and see if they match the one you gave. **Knowledge** is things you know, like facts, concepts, or domain models. Knowledge is usually the type of thing you find described in most textbooks. Knowledge is something that you have conscious access to and can tell someone about.

Attitudes- are what you tend to do, feelings and attitudes about someone or something. It is interconnected with your values.

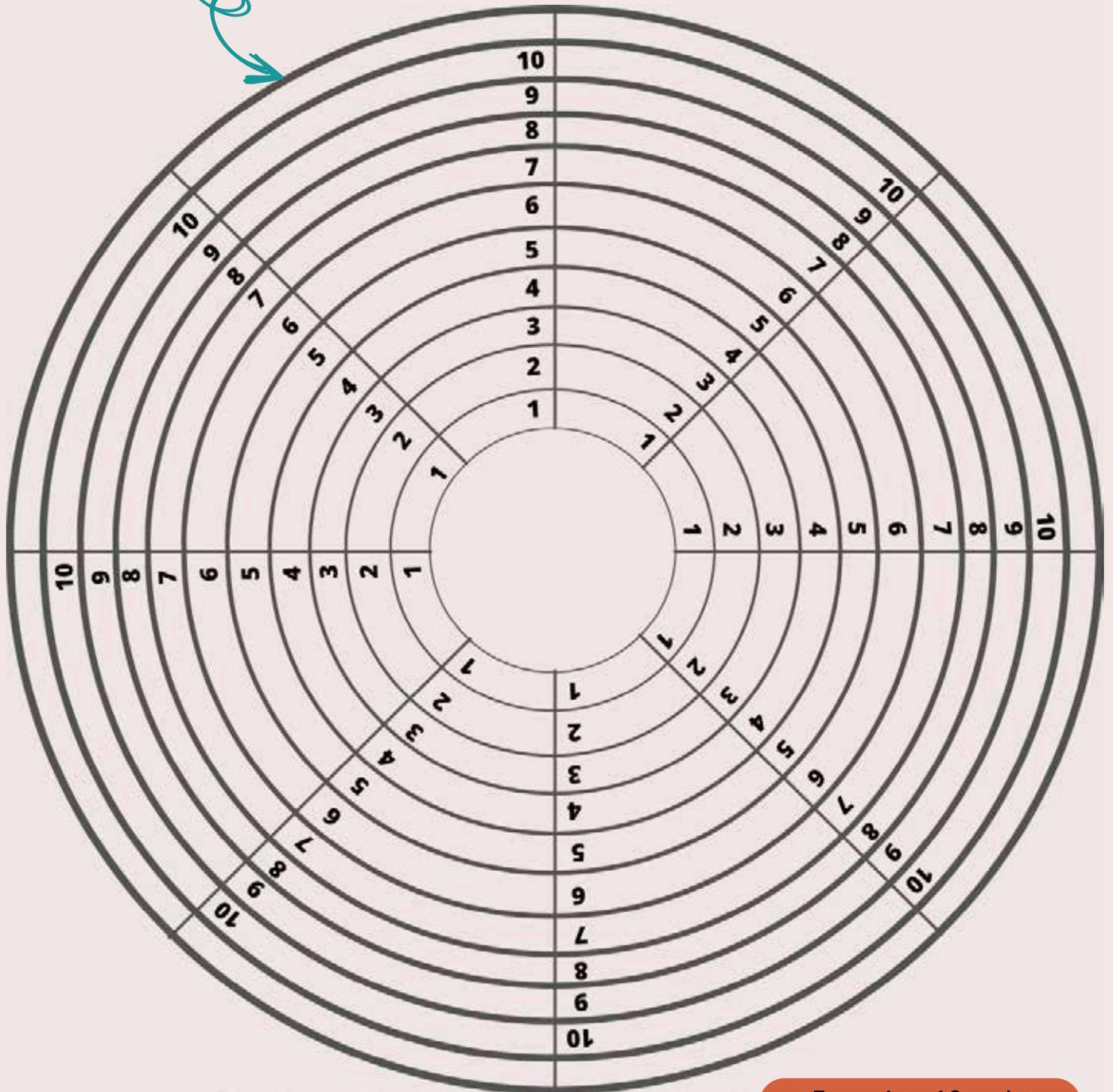
Skills- are things you do, like sing a song, calculate a formula, throw a ball. Almost always, you will use knowledge when you perform a skill. Skills are not something you have conscious access to, you just "do it" although you may have knowledge about the skill that allows you to describe what you can do.

In the following list we present the Lifelong Learning competences essential for the XXI century youngster to acquire:

Multilingual (being able to speak in other languages)	Time management	Assertively
Citizenship	Planning	Conflict management
Digital (use of digital means: social media, search on the internet, do a work on Microsoft office)	Critical thinking	Proactivity
Literacy (being able to read and understand what I'm reading)	Creativity	Autonomy
Strategical thinking	Cooperation	Leadership

From this list, choose 8 that you identify yourself with the most, either that you have them or that you want to acquire them more and in the "Competencies Web" write the name of the competence on each pizza slice and paint the level that you think you are on this competence.

Place the name of the competence here.



From 1 to 10, paint the level where you find yourself in

Do you reach 10 in any of them? Don't worry if not! The amazing thing about this process is that you are here to improve, and we are going now to start the journey of improving yourself.

Considering the main intent of this program, that is preparing you for an informed and conscient choice about your future, after extended research a field intervention we chose 8 transversal competencies that we consider fundamental for an efficient vocational guidance process. They are:

- 1 Self-knowledge and self-efficacy
- 2 Personal, social and learn to learn expectations and values.
- 3 Decision making and problem solving.
- 4 Empathy
- 5 Communication and interpersonal relationships
- 6 Creativity and critical thinking
- 7 Entrepreneurship
- 8 Adaptability and resilience

They are not mutually exclusive and impossible to train isolated, so there are other sets of competencies that are inherently associated however we are humans, and therefore we organize our thinking and learning process into categories so to facilitate the organization we cluster them into these main categories. The beginning of each subchapter has a small explanation of the competence and its importance for this process and in the end “The brain explains” rubric will give a sum up of the learning outcomes expected to achieve in each part. Then it’s time to learn with the educational exercises we prepared for you! You are going to be challenge every step of the way with exercises based on NFE tools that will promote reflection, inner debating and ultimately the needed change in your life. The exercises will always follow this structure:

- ➔ 1st To reflect about your competence level: simple educational exercises on how you apply this competence daily and what does it mean. It’s the part where you stablish for yourself the starting point of the training.
- ➔ 2nd To improve and train your competence level: here we level up the difficulty of the educational exercise taking into consideration your base level, suggesting practical exercises that you can apply to other moments of your life and that will help you to define your career path.
- ➔ 3rd It’s time to evaluate and reflect on your learnings and be able to incorporate them in your set of well-developed competencies. This are exercises that will support the development of your learning journey and it’s the time to relate and co relate and for you to learn how you learn!
Remember, this is going to be YOUR journey, so you will take whatever you need and wish from it. There are no wrong answers!
Let’s start!

III. Where am I, and Where do I want to go? - the marvelous world of improving myself!

a) What is self-knowledge, and why is it important to know about it?

Self-knowledge refers to your understanding of yourself. Who are you? What do you like? What are your limits? And what you don't like? It's your understanding of your own thoughts, emotions, and behaviors and consequentially of your own beliefs, value, strengths, and limitations (Gravill et al. 2002). How can you know what you want to follow in the future, if you don't know who you are right now? You don't have to know right now everything that you want, it's ok and perfectly normative and part of this process however, to make an informed decision you must be aware of what makes sense for you now and that will only happen if you are ready to start your self-discovery process. Your notion of self-efficacy, meaning how you perceive yourself as being able to perform a specific task or attain a particular goal has also a big part on how your future choice since it's the way has you get motivated to pursuit achievements and persist in the face of obstacles. Thus, self-knowledge and self-efficacy are important aspects of personal development and success.

a.1) Practical exercise to reflect on my competence level

"I Want VS I Should"

Think about 3 wishes for your future. Write them always starting with I WANT.... I

WANT _____

I WANT _____

I WANT _____

Now READ the sentences you wrote. Close your eyes and breath in and breath out three time.

Think about 3 wishes for your future. Write them always starting with I SHOULD....

I SHOULD _____

I SHOULD _____

I SHOULD _____

a.2) Practical exercises train my competence level.

We are made of many things that together make us a full individual. All these parts will play their role on the definition of your professional, academic, and personal life, as well on defining your choices. Above we place a representation of you.

Complete the speak balloons taking into consideration that each part of the body represents a part of yourself:

head

Your head commands all the rest. So, in your head place your goals and aspirations. What are your career goals? What is or was your favorite discipline at school? And your personal goals? What is your dream job?

heart

Your heart are your passions. What do you like to do? What could you spend a full day doing without getting tired?

right hand

The right hand is what you consider you are good at. What are the practical things you consider that you are good at doing (e.g., organizing stuff, cleaning, gardening, take care of your pets)?

left hand

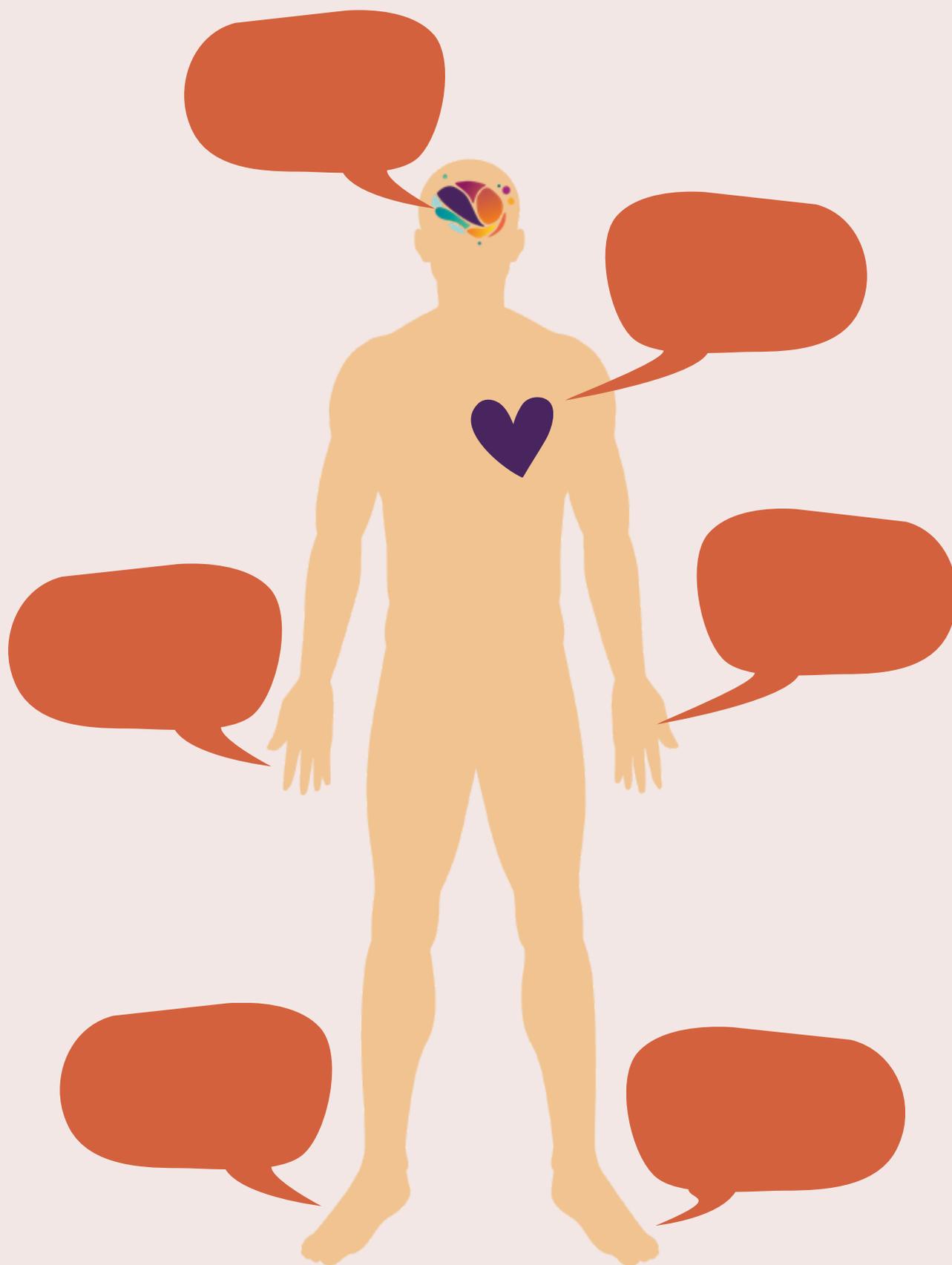
The left hand is what you need to improve on yourself. What are the things that you would like to change on you? And skills you would like to upgrade? In what way will they assist you to achieve your professional goals?

left foot

The left foot is your possible obstacles to attain your goals. What can be the constrictions that will stop you from achieve your goals? What are your limitations?

right foot

The right foot is your support and good fortune. What are the characteristics in yourself that will help you to attain your goals? How do visualize your future in 10 years?



Was it difficult for you to think about the different features? Why?

What was the most difficult part?

Why do you think that part was difficult?

Have you ever thought about these things?

What surprised you?

How can you relate these aspects about you to your career decisions for the future?

a.3) Self-assessment.

YOU CAN BE YOUR HERO This is the first time of many that we invite you to go a bit out of this manual. Choose a person that you admire professionally and personally (dead or alive). Someone that really inspires you for many reasons. Go search some details about their name, birth date, nationality, main highlights of his/her journey, reasons of your choice, career accomplishments, main competences that you identify this person has, personality characteristics and other data that you consider relevant and take note of them in the table below:

Name of the person	
Birth date	
Nationality	
Main highlights of his/her journey that inspire you (at least take note of 5)	1) 2) 3) 4) 5)
Reasons of your choice (at least take note of 5)	1) 2) 3) 4) 5)
Career accomplishments	

Main competencies (at least take note of 5)	1) 2) 3) 4) 5)
Personality characteristics	
Other data that you consider relevant	

Now analyze your own answers to these questions. What are the similarities between you and this person. List at least five:

1. _____
2. _____
3. _____
4. _____
5. _____

Do you think this person considers him or herself a hero. Why?

What defines a hero for you?

Do you think you can be your own hero? Why?



The brain explains

The journey of self-knowledge is a never-ending endeavor, as it's expected that as you grow, you are going to discover more and more aspects about yourself, as well as some aspects will change to adapt to new contexts and demands of life.

Nowadays, in the era of digital and information, the pace that things change, and grow is exponential so is the rate where people must adapt to fit in the society. In this way it's crucial that you are aware of your strengths and weaknesses, that you are aware of what makes you a unique individual. This is what's going to make you stand out in an academical and professional environment. Of course, you are going to make a choice with the information that you have about yourself right now, what makes sense to you right now, but this process of self-exploration should continue and as you discover new things, some of the choices of the past can seem not to be for you anymore, and that's completely ok. It takes much courage to change careers and degrees when you are already set on it; however, remember that you are the one that will have to live with your choices for the rest of your life, so you own yourself the right to make the ones that will bring you the most fruitful and successful future on your terms. Here are some tools that you can apply in your future and create your own coping mechanism when you need to enter another self-exploratory journey.

Try to repeat these exercises in 6 months and see how your answers change and keep in mind that that does not mean you are not going anywhere, it means that you are growing, with all that that means and entails.

b) What are Expectations and values, and why is it important to know about them?

Here we start a bit differently: Let's brainstorm!

Write in your own words what are for your expectations?

Write in your own words what is, for you the relationship between values and career or academic choices?

Considering your last answer, what are your expectations for your academic and professional journey? List 6 of them

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

Expectations are the projection of the future of a desirable event, which may or may not be realistic. Demotivation or discouragement are often associated with the non-fulfillment of expectations for various circumstances. They are very important for your sense of self efficacy, and they often need adjustment to fit reality, so that the goals and desires that you have for yourself seem tangible enough.

Values are desirable principles or qualities (Merriam-Webster Unabridged Online Dictionary, 2009). Values are actually very difficult to explain however they play a very important role when we make our career choice, once they are our guiding compass. In your professional

and personal life, they are the elements that will align your choices and your relationships.

b.1) Practical exercise to reflect on my competence level

“Let´s explore values”

Please complete the following exercise in the order indicated in the tables.

1. From the indicated values, sign with a (+) the values that you consider more important and with a (-) the ones that are less important for you	+ OR -
Learning Autonomy	
Authority	
Material well being	
Competitiveness	
Physical comfort	
Creativity	
Challenge	
Discipline Availability for yourself	
Diversity	
Stability	
Intellectual Stimuli	
Flexibility	
Initiative	
Ethical integrity	
Freedom of action/expression	
Leadership	
Public acknowledgment	
Interpersonal relationships	
Responsibility	
Solidarity	
OTHER?	



2. From the upper signed with a + values, choose six that correspond to the dimensions that you wish to have the opportunity to find in your future professional activity (it's very important that you choose all the six of them)

3. Order the six values in the other table according to the priority you give them regarding professional and personal realization.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Are your expectations reachable?

WHAT IS YOUR CAREER GOAL (at this moment and with the information that you have)?

<p>SPECIFIC: What do you want to achieve? Be concrete and detailed.</p>	<p>MESURABLE: How can you recognize that you reached success? How are you measuring it?</p>	<p>ATTAINABLE: What concrete actions can you do to reach it?</p>	<p>RELEVANT/ REALISTIC: Is this something doable? Is it in my interests list?</p>	<p>TIME LIMITED: When do you commit yourself to achieve it?</p>

b.2) Practical exercises train my competence level.

“When tomorrow comes” adapted from Compass (Brender et. al, 2012)

Practical Advice: When facilitating this activity please consider a deep level and time wise debriefing.

Now we are going to tell you a story. This story is about two friends, Nanon Williams and Dwight Adanandus. Please read the first part of the exercise and answer the questions before moving to the second part.

“It was in the day after Dwight died that I faced life in a totally different way than it is, or that I wished it was.

Everything happened at the beginning of Winter, and I found myself thinking about the friend that always gave me a smile, even when the days seemed not to change. I felt pain. I picked up the journal under the door and read his story, knowing I would never see him again. I felt pain again, but this time was like someone was repeatedly jabbing needles in my heart. It’s the strangest memories that remain. I remember when he appeared in the backyard and screamed “What’s up, boy?”.

I looked at him and answered, “Whom are you calling boy?”.

We looked at each other and started to laugh because I was the youngest in the block. Today, I feel deeply sad because I will never want to go to the backyard again, knowing Dwight will not be there. “How will I hold on and set free of this anger?”.

They say that time heals all wounds, Day by day, I learned how to pass the time differently without Dwight. I want to believe that the memories will help me to become a better person, like Dwight was. I have weak moments, but it is in those days that I look at myself thinking, what Dwight would do. “Remember...” he would say, “The system only catches you if you allow it. Reestablish the pin those days, to live life the best way you know, and take pleasure from it”. And in the end, he would even say, “Boy, I do not know why you are here, but I know that you don’t belong here”.



1 If you had to describe Dwight, what would you say? Please identify his personality characteristics, values, expectations related to him, and possible professional activity.

2 What type of relationship had Nanon and Dwight?

3 What values can you identify that the 2 characters share? (Mark as many as you wish)

Honesty		Tolerance		Gratitude		Loyalty		Trust	
Freedom		Comprehension		Abnegation		Harmony		Courage	
Compassion		Patience		Respect		Ambition		Bravery	
Equality		Prudence		Responsibility		Altruism		Modesty	
Perseverance		Resilience		Punctuality		Honor		Empathy	
Solidarity		Industriousness		Learning		Sincerity		Courtesy	
Power of will		Magnanimity		Fidelity		Strength		Collaboration	
Self-control		Objectiveness		Generosity		Discernment		Other	

4 What values do you share with the characters? (Mark as many as you wish)

Honesty		Tolerance		Gratitude		Loyalty		Trust	
Freedom		Comprehension		Abnegation		Harmony		Courage	
Compassion		Patience		Respect		Ambition		Bravery	
Equality		Prudence		Responsibility		Altruism		Modesty	
Perseverance		Resilience		Punctuality		Honor		Empathy	

Solidarity		Industriousness		Learning		Sincerity		Courtesy	
Power of will		Magnanimity		Fidelity		Strength		Collaboration	
Self-control		Objectiveness		Generosity		Discernment		Other	

NOW.... Pay close attention to the second part of the story:

“In fact, no one belongs to the death row. There are reapers, burglar, and sadistic people who do not care about anyone. But also, we find carry and comprehensive people that have done the exact same things as the others, but that found a way to change, and this is what you must remember.” – he told me weeks before his execution. “Remember this if anything else: If you judge others as the system judged you, you will not be better than those who condemned you to die.” And now, these words play over and over in my ears, and, at the time, it made sense, but making sense and understanding are two completely different things. I think I am the boy he used to call me after all, but the truth hurts when we finally realize it. I know that prison is a psychological torture weapon that increases frustration until depression surfaces, but sometimes, the spirit and power of will, to keep going stays. Dwight had that spirit and that strength, no matter why he was in here, and that spirit changed the lives of all those that rotten as zombies in the system cemetery. “I know it’s not easy boy” he said “But no one ever said that life was easy.

Enjoy as you can each day and while you see the light at the end of the tunnel, don’t give up hope.” These were the last words that he said to me, in tears, while saying goodbye. I would not dare to explain what those words mean to me because they told me to find my own strength, which allowed me to keep going in the years that passed, and that will allow me to keep going in the years to come.

I never abandoned principles and the things that I value the most in life – as my family – so I believe that that love and the entrance to the gates of heaven will be what tomorrow really is when it comes”.

Complementary Information

October 1, 1997

Nanon Williams was sentenced to death by the state of Texas at the age of 17, accused of voluntary manslaughter. He denies the accusation and spent the following 13 years on death row before a Supreme Court decision changed his sentence to life imprisonment in 2005 (Roper v. Simmons).

A convicted robber was executed on Wednesday night for shooting a San Antonio businessman who had stopped him from robbing a bank nine years earlier. Dwight Adanandus, 41, was sentenced to death for killing Vernon Hanan by shooting him in the right arm, with the bullet passing through his chest, in the bank lobby in the north of San Antonio.

5 How do you feel after knowing the complete story of Nanon and Dwight? (you can sign one or more options)



Explain your choice:

6 What is the most impactful moment for you in the story?

7 What were your expectations about Dwight in the first part of the story? They changed? Why?

8 How about Nanon, do you think his expectations towards Dwight were realistic? Why?

9 Why was Dwight a role model to Nanon, in your opinion?

10 What values can you identify that the 2 characters share? (Mark as many as you wish)

Honesty		Tolerance		Gratitude		Loyalty		Trust	
Freedom		Comprehension		Abnegation		Harmony		Courage	
Compassion		Patience		Respect		Ambition		Bravery	
Equality		Prudence		Responsibility		Altruism		Modesty	
Perseverance		Resilience		Punctuality		Honor		Empathy	
Solidarity		Industriousness		Learning		Sincerity		Courtesy	
Power of will		Magnanimity		Fidelity		Strength		Collaboration	
Self-control		Objectiveness		Generosity		Discernment		Other	

11 What values do you share with the characters? (Mark as many as you wish)

Honesty		Tolerance		Gratitude		Loyalty		Trust	
Freedom		Comprehension		Abnegation		Harmony		Courage	
Compassion		Patience		Respect		Ambition		Bravery	
Equality		Prudence		Responsibility		Altruism		Modesty	
Perseverance		Resilience		Punctuality		Honor		Empathy	
Solidarity		Industriousness		Learning		Sincerity		Courtesy	
Power of will		Magnanimity		Fidelity		Strength		Collaboration	
Self-control		Objectiveness		Generosity		Discernment		Other	

12 What changed between this table and the same one that you did in the middle of the story? Why do you think that happen?

13 What do you think is intended with this exercise? Can you relate it with your career and academic path?

b.3) Self-assessment.

MY EXPECTATIONS AND VALUES BOARD Complete the following table with what you learned about expectations and values on the upper activities. In the first column reflect about your career and personal expectations and in the end read them again and see that for each point they align or not.

EXPECTATIONS		VALUES	
MY CAREER EXPECTATIONS	MY PERSONAL EXPECTATIONS	MY CORE VALUES	MY DREAM JOB CORE VALUES
ARE THEY ALIGN? (Do 5 or more of them meet- YES; Do 5 or more of them do not meet- NO)		ARE THEY ALIGN? (Do 5 or more of them meet- YES; Do 5 or more of them do not meet- NO)	

Based on your answers about your expectations, do you consider that you have realistic expectations that meet professionally and personally? Why?

How can you align them better?

Do you think that them being align is important? Why?



The brain explains

“It’s all about expectations and values!” Do you know that most people that are unsatisfied with their academic degree or career are like this because their expectations and values are not align with the ones of their choices. Before choosing your path make careful research about the career path you are choosing, talk with people in this path and get to know the values of the organization / entity you are going to work for or the ones of the degree you are investing in. What is expected from a worker on your field of choice? It’s expected for example that you work long hours, however personally you also expect to have a big family? Are this compatible? How? The same happens with values. If you learn that you value public recognition for example, but you end up concluding that your career path leads to a very difficult and slow career upgrade and promotion through the years, or that you are not so much in contact with the public. What is going to happen?



For some reason, people think that the work we do, or the academic choices are supposed to bring you just money (of course money is important) but at what cost? You don't need to sacrifice yourself every day for a paycheck you can receive that in the same way and take benefits and wellbeing from your occupation.

The important part here is that you keep yourself informed about your own expectations and your own system of values and that you can analyse if

- 1) your values align with what are the values of your occupation,
- 2) that you are able to adjust your expectations to the reality and for that you need to know the reality.

These competencies are going also to be very useful for you in future interviews for your dream career path, the more you are aware of yourself and of your values as well as if they align with what you are applying for the bigger are the chances that you can convince anyone that you are the one for that place.

c) What is self-knowledge, and why is it important to know about it?

Let's start with what brings you here. The support on your decision-making process. Let's first understand decision making by understand the definition of it. We face the decision-making process as the competence to choose between different responses to reach certain long or short-term goal (Samanez-Larkin & Ridderinkhof, 2013). On the other hand, problem-solving skills are used to describe how a person uses their abilities to find a way out of a problematic situation (Khoiriyah and Husamah, 2018). So, decision making is present in our everyday life, since the moment we decide to go to wake up in the morning and decide to go wash our teeth's to when we are at the shopping and decide that we want to buy a piece of clothing or a book. So, what makes this process so hard sometimes? Most of the times is the fear of dealing with the consequences short term or long term of our decisions. So, the decision of your academic path or what will be your life's profession seems frightening because you face it as being definitive and you face failing on this decision to have a major impact on your life. Does it have to? Imagine that you are between 16 to 20 years old; the average person in Europe lives until 64/65 years old, considering that, you still have 40 to 50 good years to live.

In that time, will the career choice and the ups and downs of this journey that you started at 16 have a major impact on the success and realization that you will accomplish in your lifespan?

What here we want to improve, that is going to be very useful for you in the future are your problem-solving skills, meaning how oriented are you for solutions instead of being focused on the obstacles.

c1) Practical exercises to reflect on my competence level.

To reflect on the competence level (questions, cases, etc)

Think about three big decisions you took in your life:

1. _____
2. _____
3. _____

Reflect on how the decisions were made. How was the process? Did you change your mind during the different steps? What did you prioritize to make the decisions?

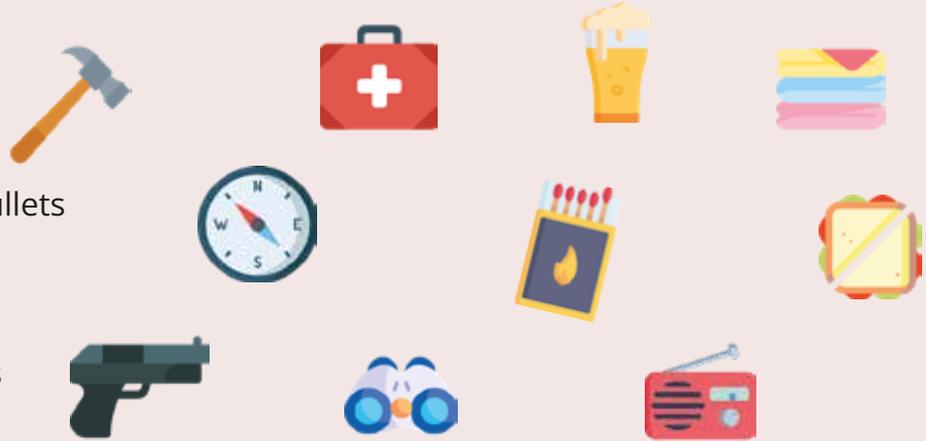
Write the thought process for each decision. Do you live by your decision, or do you regret it? Why? Of it was today, what would you do differently?

c2) Practical exercises to train my competence level.

Imagine that you are in a helicopter with four more people, and then it has some mechanical problems and starts to fall. Luckily, there is a parachute for each person aboard, and the

pilot tells you that everyone can take one light item with them. He warned everyone to be smart about it since if they manage to land, they will do it in unknown territory. The items available are these: ••••••••••

- Box of matches
- First aid kit
- An axe
- A compass
- A gun with twenty bullets
- 5 blankets
- 6 pack of beer
- A portable radio
- 5 cheese sandwiches
- 5 bottles of water
- Binoculars



What do you think would be the best choice for the group? Explain your train of thought to justify the answer. Decipher this quote from Michelle Obama*: [neppah thgim tahw fo ytilibissop eht dna raef no desab snoised ekam t'nac uoY](#) Was it easy or hard? How did you arrive to the final sentence?

c.3) Self-assessment.

How good are you at solving problems?

For each statement, choose what best describes you. Please answer questions as you are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'. When you are finished, you can submit your answer here and check the score: <https://www.mindtools.com/aoubxrt/how-good-is-your-problem-solving>.

16 Statements to Answer	Not at all	Rarely	Sometimes	Often	Very often
1. Once I choose a solution, I develop an implementation plan with the sequence of events necessary for completion					
2. After implementing a solution, I immediately look for ways to improve the idea and avoid future problems.					

	Not at all	Rarely	Sometimes	Often	Very often
3. To avoid asking the wrong question, I take care to define each problem carefully before trying to solve it.					
4. I strive to look at problems from different perspectives and generate multiple solutions.					
5. I try to address the political issues and other consequences of the change I'm proposing so that others will understand and support my solution.					
6. I evaluate potential solutions carefully and thoroughly against a predefined standard.					
7. I systematically search for issues that may become problems in the future.					
8. When I decide on a solution, I make it happen – no matter what opposition I may face.					
9. I find that small problems often become much bigger in scope, and thus very difficult to solve.					
10. I ask myself lots of different questions about the nature of the problem.					
11. After my solution is implemented, I relax and focus again on my regular duties.					

	Not at all	Rarely	Sometimes	Often	Very often
12. I focus on keeping current operations running smoothly and hope that problems don't appear.					
13. I evaluate potential solutions as I think of them.					
14. When I need to find a solution to a problem, I usually have all the information I need to solve it.					
15. When evaluating solutions, I take time to think about how I should choose between options.					
16. Deciding is the end of my problem-solving process.					

This quiz is based on Dr Min Basadur's Simplicity Thinking problem-solving model. This assessment has not been validated and is intended for illustrative purposes only. **Note:** We also do not intend in this manual to quote and that you quote yourself to just a number. These questions are intended for reflection about yourself. And give you a picture of your advances throughout the journey on this manual.



The brain explains

This part of the manual is one of the main reasons you are here. We know that, so we will introduce this to you immediately. Making decisions is difficult, it is for everyone! Don't worry you are not alone. Why? Because decisions usually mean change, and change is scary. It is scary because the consequences of it are unpredictable, and here anxiety starts to surface. Contrary to popular belief, this anxiety can be good (if in moderate amounts) because it prepares you to act, however, it's the over-the-top anxiety that it's scary because it seems like you are in a maze where you can't see the end. Well, think for yourself also did in this subchapter of the manual: I did this before and I survived, and I learned, and I even came out better than I was. So, what's stopping me to do it again?

All change can lead to positive and negative outcomes, as you train your brain to find solutions instead of focusing on the obstacles you will also train it to the typical words that “you did the best that you could, with the information you had” and most of all start really reflecting on the long-term impact of this decision.

Most of them, are reversible and will not change the course of your success that much so you are at the age of taking your chances, of defying the odds and of enjoying the world of opportunities that you have right now, because they will not be so big and broad as they are in this moment.

Cherish the most important of them all, failing! You are going to fail a lot more and with that you are going to learn a lot more and in the next time you fail, will not be so bad because you already know how to deal with it!

d) What is Empathy, and why is it important and related to my future?

Often when we ask a person their best quality, they answer “I’m very empathetic”. But what does it really mean. It’s your ability of put yourself on “someone else’s shoes”, being able to understand and feel other people’s emotions or thoughts while being able to separate it from your own (Bertrand et Al., 2018 ; Mustscher et Al., 2013).

Why is it important? Because nowadays and considering that the jobs of the future will be very focused on the characteristics that make you different. Imagine, if a person who took the same degree than you is applying to the same job and you have exactly the same qualifications what’s going to make you stand out?

Your personal and social competences. And empathy plays a big part in every professional path you will choose. Being it with your colleagues, doing a group work at university or high school or even selling a product the competence to understand other people’s emotions, feelings and reactions will also help you to understand yourself and your place in this new step of your life and will facilitate your transition and your relationships with others.

d.1) Practical exercises to reflect on my competence level.

Ana is a 18 year old that is struggling to find what she wants to do when finishing the 12th grade. She is now debating with what national exams to take and to what degree she should apply to. Her friends are all going to an engineering degree, because they say it’s a job guaranteed option, however and even though that Ana is in a Sciences career, with very good grades, she loves literature and art, and she imagines herself pursuing a job in letters. Her parents push her to go for a medical or engineering degree and even their teachers tell her that in today’s economy is a waste of time to follow a letters career path. In the middle of the 12th grade, Ana’s grades start to low and she starts to feel that she will not be able to make a choice, since no one ever asked her “And you, what do you wish?” and took the time to listen to her doubts.

Taking into consideration Ana's story, identify 6 elements and order them of each one of the categories:

1. Emotions (find six emotions on Ana story and order them in grade of importance)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

Explain your choice of order.

2. Concerns (find six concerns that are expressed in Ana's story and order them according to what is more relevant to her)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

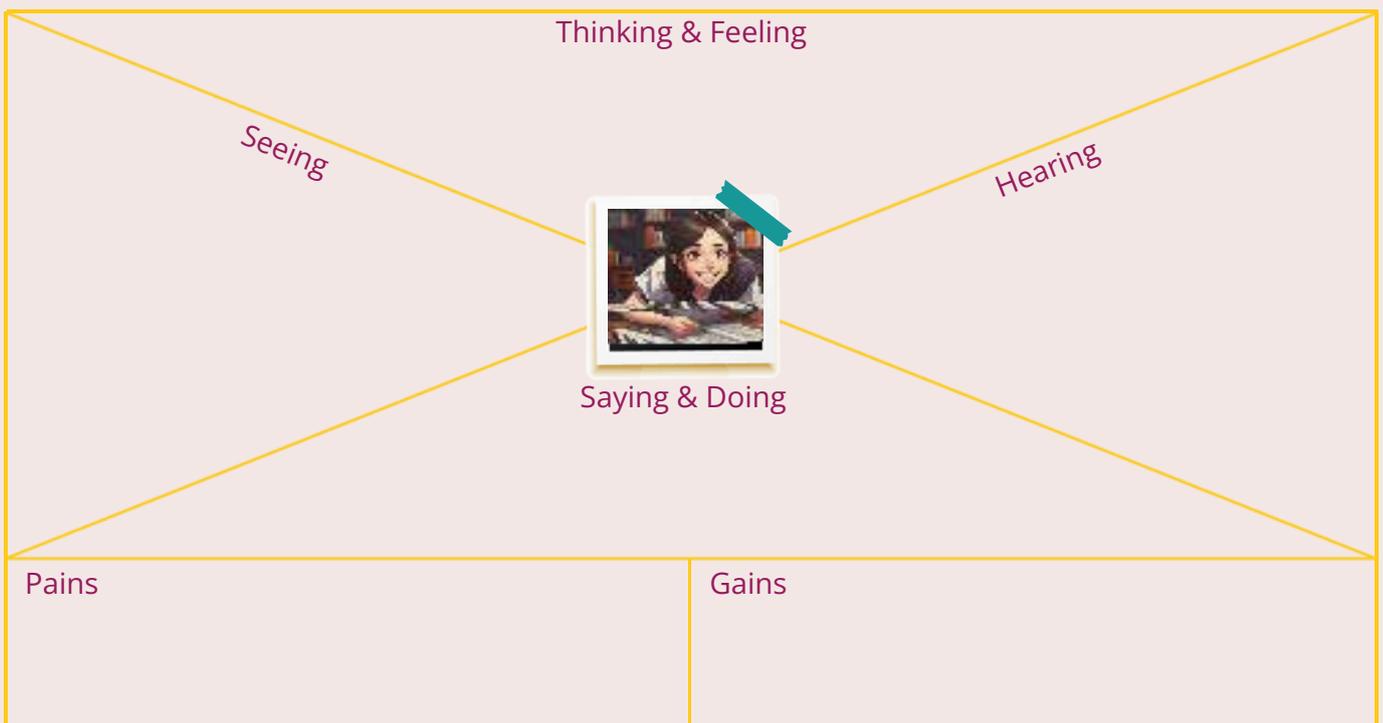
Explain your choice of order

3. Solutions. Present in order of relevance for you, six solutions that you would present to Ana if she was telling this story to your herself.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

Explain your choice of order

4. The 8 elements of empathic listen are keeping opinions to yourself; focus on others; eye contact; see their perspective; pause; identify; paraphrase; non-verbal. Taking this into consideration write your own approach to Ana when earing her story. Taking the following model into consideration. Complete Ana’s empathy map with what a complete empathic behavior would look like.



d2) Practical exercises to train my competence level.

1. In this exercise we are going to present to you a list of professions. Please pay close attention to each one of them.

Mechanic	Potter
Construction worker	Psychologist
Engineer	Machinist
IT technician	Manager
Baker	Electrician
Carpenter	Hairdresser
Dentist	Professor
Accountant	Interior designer
Tenant	Dancer
Musician	Athlete
Pilot (planes)	Doctor
Astronaut	Historian
Social worker	Pharmacist

Note: if you don't know exactly what each profession you can search it online or ask the youth worker or educational professional that is training you in this module.

ATTENTION!

"You embark this morning aboard our boat crossing the Atlantic. However, the captain and crew have an unfortunate news to give to you. We can only save seven of you. We can't choose so we need the help of the person reading this to choose. The criteria defined by the captain is that we will only save the most essential professions, since the people on the boat are the last representatives of each one of them."

Help the captain and crew to choose whom to save (7 of them), with the certainty that the rest of the passengers will die and their profession dies with them.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

Please justify your choice.

Did you follow any criteria to make this choice? What?

Why did you leave out the other ones? Are they less important? Why?

Do you consider that there are unessential professions? Why?

Do you think that without the support of one another this people could survive for a long time and rebuild a society? Why?

2. When was the last time you really listen to someone or express kindness to them. This challenge will take you now out of the book. Choose 3 people that you daily interact with and tell them/do something nice and that you can empathically tell they need. Write here what you told them and your perception of their reaction to it.

Person 1	
I told/did for them:	Their reaction was:

Person 2	
I told/did for them:	Their reaction was:

Person 3	
I told/did for them:	Their reaction was:

3. Imagine that you encounter someone that lived 500 years ago. This person has no knowledge of the modern world and really needs your help. Remember that they don't understand the comforts of modern life, or even internet or online life so you can't use anything of that to help them. **Challenge 1:**



Explain this object to that person.

Explain this object to that person.



How was it for you to have to write and explain something to a person with a very different perspective?

How do you think the person on the other side felt at every stage of the project?

Can you relate empathy with some of the jobs announced on the exercise 2 of this module?
Which one of them? How so?

d3) Self-assessment

Reflect now on all the process that you took meanwhile you were exploring this competence.
Please complete the sentences, if needed go read the exercises and your answers again.

I used to think _____
Now, I think _____
I used to think _____
Now, I think _____
I udes to think _____
Now, I think _____

If given the chance, do you change anything in the Ana's empathy map? What?

Which aspects of your empathic behaviour do you think need training?

What tools can you use to train them?

Do you think is important to train it constantly or that you will reach a state that you are satisfied with your empathic level?

In case you answer no. Why not? In case you answer yes. Why?

"Empathy is important for any future career you will end up following". Comment on this statement.



The brain explains

Humans are naturally social creatures, and to be fulfilled, we need to create meaningful relationships with others. This can play in both ways, it not only benefit the ones that you empathize with but also for yourself.

By putting yourself in the “other’s shoes”, you have access to a broader range of experiences and knowledge that otherwise it will be impossible to reach, making you more acceptable and apt to conflict resolution in your personal and professional realities. No matter the career path you follow, you will inevitably deal with humans, and therefore, training your empathy will help you understand their behaviors and needs and facilitate how you express your emotions and needs. In the reality we live in, networking is everything, so how can you establish a big and powerful resourceful network, through empathy! Some additional tips we can give you to train it are:

- Work on listening to people without interrupting.
- Pay attention to body language and other types of nonverbal communication.
- Try to understand people, even when you don't agree with them.
- Ask people questions to learn more about them and their lives.
- Imagine yourself in another person's shoes.
- Strengthen your connection with others to learn more about how they feel.
- Seek to identify preconceived ideas you may have and how they affect your empathy for others.
- Look for ways in which you are similar to others versus focusing on differences.
- Be willing to be vulnerable, opening up about how you feel.
- Engage in new experiences, giving you better insight into how others in that situation may feel.
- Get involved in organizations that push for social change.

e) Learn how to communicate, and you can understand how you relate with others.

Communication competencies refer to a set of abilities that enable individuals to pass information, ideas, and emotions to others effectively. Effective communication is essential for building and maintaining relationships, achieving personal and professional goals, and resolving conflicts. There are different communication styles, none better than the other, and all are needed. However, the communication adopted by the person sending the message will provoke a different reaction in the person receiving the message. In the table below, we present to you the different communication styles. Pay close attention to them because they will be essential knowledge for you to do the exercises on this subchapter.

<p>Passive Communication</p>	<ul style="list-style-type: none"> • Not expressing feelings or needs; ignoring your own personal rights and allowing others to do so. • Deferring to others for decision-making to avoid tension or conflict. • Often leads to misunderstanding, built-up anger, or resentment. • Can be a safer communication option when a conflict may escalate to violence. <p>Examples include statements like "I'm okay with whatever you want to do"; body language includes failing to make eye contact or looking down.</p>
<p>Aggressive communication</p>	<ul style="list-style-type: none"> • Expressing feelings, needs, and ideas at the expense of others; ignoring others' rights to support your own. • Defensive or hostile when confronted by others. • Often alienates and hurts others. • Can help meet your needs quickly. • Examples include statements like "This is what we're doing," or "Get over it"; body language includes crossing arms, eye-rolling, or finger-pointing.
<p>Passive Aggressive communication</p>	<ul style="list-style-type: none"> • Appearing passive on the surface, but subtly acting out anger. • Exerting control over others by using sarcasm and indirect communication or avoiding the conversation. • Limited consideration for the rights, needs, or feelings of others. <p>Examples include passive statements and body language followed by giving the "silent treatment", spreading rumors, and sabotaging another person's efforts.</p>
<p>Assertive communication</p>	<ul style="list-style-type: none"> • Direct, honest communication of thoughts and feelings • Respecting the feelings, ideas, and needs of others while also asserting your own • May not be effective when interacting with individuals that threaten your personal safety • People often misinterpret assertive behavior as Americans and women are often mislabeled as a result

Assertive communication
(cont.)

- Examples include “I” statements like “I feel...when you... and I need for you to do...”; body language includes eye contact, straight posture, and relaxed gestures.

e.1) Practical exercises to reflect on my competence level.

Think of a small conflict you had with someone, recently. What was it about? How did it unfold? How did it impact you? Did it influence the relationships and communication you had with that person?

Reflect on this famous quote by Elizabeth Bourgeret: “Communication is the lifeline of any relationship. Without it, the relationship will starve itself to death.” In what way is communication important for our interpersonal relationships?

Knowing that you have different communication styles (assertive, aggressive, passive, passive-aggressive), what communicational style do you tend to adopt more? What would you improve in the way you communicate with others?

e.2) Practical exercises to train my competence level.

Study case: A school project is assigned to a group of students, requiring them to collaborate in small teams to research and present a comprehensive report on a historical event. Emily, Max, Sophia and Tom are members of the same team, while Ms. Johnson acts as their project mentor and guide. Emily takes charge as the team leader and suggests a detailed timeline for the project, assigning roles to each member. She insists on setting high standards for the project's quality and reinforces the importance of committing to the timeline. She communicates assertively but may come across as overly controlling. As the project continues, Max finds it challenging to keep up with the strict timeline proposed by Emily. He feels overwhelmed and believes that a more flexible approach is required. Instead of directly expressing his concerns, he remains quiet and does not voice his thoughts or ask for help when needed. During a team meeting, Sophia disagrees with some of Emily's suggestions and feels the project should have more creative elements. She expresses her opinions by being very direct and concise, which sometimes comes across as aggressive to the rest of the team. Tom is very uncomfortable with Sophia and Emily approach but instead of communicating it, he often makes snarky comments and intentionally delays completing the assignments. Ms. Johnson notices the growing tension within the team and decides to step in as a mediator. She assertively facilitates an open discussion, encouraging each team member to express their concerns and suggestions.

Now that you read the study case, to which character do you identify yourself? Why?

Every character represents a communication style. Can you identify them?

If you were Ms Johnson, what steps would you take to make Max and Tom more comfortable expressing their discomfort?

In what way is assertiveness an important competence to have when dealing with other people?

e.3) Self-assessment

Let's evaluate your level of assertiveness in different situations. Please read each statement carefully and select the response that best reflects your typical behavior or feelings. Be as honest as possible! There are no right or wrong answers. For each statement, choose the response that best represents you:

When I disagree with someone, I:

- a) Speak up confidently and express my opinion.
- b) I sometimes express my disagreement but often avoid conflict.
- c) Rarely voice my disagreement to avoid confrontation.

When making plans with friends or colleagues, I:

- a) I voice my preferences clearly and actively participate in decision-making.
- b) Tend to follow others' plans without asserting my preferences.
- c) Usually let others decide and rarely voice my preferences.

When handling criticism or negative feedback, I:

- a) Listen to the feedback and calmly express my viewpoint if necessary.
- b) Often feel defensive but try not to show it outwardly.
- c) Feel hurt and avoid responding directly to the feedback.

In group settings, I:

- a) Comfortably share my ideas and actively participate in discussions.
- b) Occasionally share my ideas but prefer to listen to others.
- c) Stay silent and let others lead the conversation.

When someone asks for a favour that I cannot do, I:

- a) Politely decline and provide a clear reason.
- b) Feel guilty but sometimes agree to do it anyway.
- c) Often feel pressured to say yes, even if it inconveniences me.

In situations where I feel taken advantage of, I:

- a) Address the issue assertively and set boundaries.
- b) Tend to avoid confrontation, but I might vent my feelings to someone else.
- c) Keep my feelings to myself and endure the situation.

When talking to teachers about my grades and other school matters with superiors, I:

- a) Confidently present my accomplishments and negotiate for what I deserve.
- b) Feel nervous but try to discuss, though I might give up easily.
- c) Avoid negotiating and accept whatever, even if it feels unfair.

When expressing affection or appreciation to others, I:

- a) Have no problem openly showing my emotions and gratitude.
- b) Feel uncomfortable but manage to express appreciation in a reserved manner.
- c) Rarely express my emotions and keep my feelings to myself.

Scoring:

- If you often answered a): You are highly assertive and effectively express your needs and opinions.
- If you often answered b): You demonstrate moderate assertiveness but may benefit from assertiveness training to improve in certain situations.
- If you often answered c): You tend to be less assertive and might find it challenging to express yourself and stand up for your rights. Consider working on assertiveness skills to enhance your communication.

Note: This self-assessment is intended for informational purposes only and does not constitute professional advice. If you have concerns about assertiveness or communication issues, consider seeking guidance from a qualified mental health professional.



The brain explains

Communication plays a big role on the establishment and maintenance of relationships therefore, for the obvious terms is very important for you to be aware of it. The way that you communicate in different contexts and the style you use is different and it should



be.

It's crucial that you know that talking with your teacher is very different than talking with your parents or peers and that you adjust and adapt your style to each situation and context.

Knowing how and what to communicate verbally and non-verbally is a way to success and being a good communicator is a highlighted element for every professional, of course in some fields more important than others, but nevertheless important in every field. It's your key element to express yourself, your needs, frustrations, desires and establish your limits with others and by consequence take you to easier attain your goals.

So, next time that you need to express yourself reflect well on if the style of communication that you are using is adapted and adjusted with your goals. Remember the most you train something the better you are going to get at it!

f) Creativity and critical thinking – plan and aim for the jobs of the future.

Sakamoto (2000) says that creativity is the expression of human potential for achievement, which manifests itself through human activities and generates products during its process. It's a result of the interaction between the individual's thoughts and the context (Csikszentmihalyi, 1966).

Creativity is pointed nowadays as an essential skill for the jobs of the future, being mandatory to train this competence and reward the use of it. It's no longer enough to have a few creative people in an organization but you must have an organization of creative people. Among other competencies, creativity is widely acknowledged as vital for progress in knowledge societies, innovation and economy. At the individual level, creativity is thought to embrace curiosity and intellectual restlessness, a tolerance for uncertainty, risk, and ambiguity, and the capacity to be adaptable and flexible.

At the collective level, creativity helps to promote social engagement, community identity and cohesion, stimulates economic growth and supports the good functioning of democratic societies.

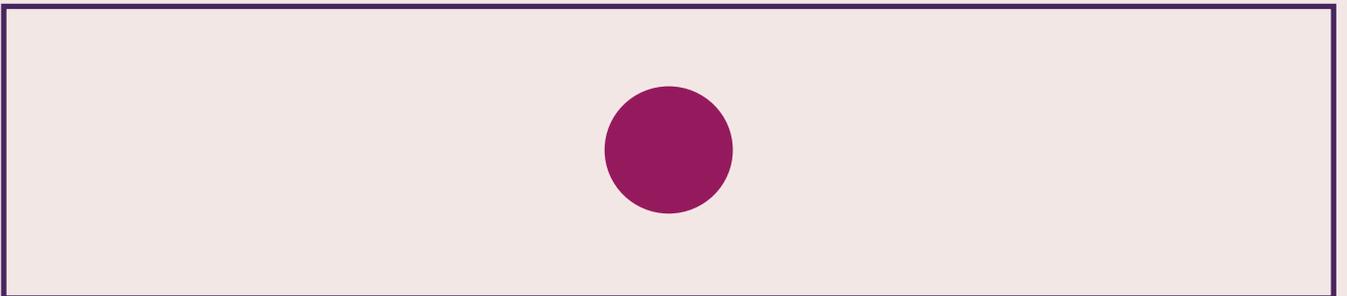
As for critical thinking, for a long time that it's introduced in some educational systems since it has a critical role on preparing people for the labor market and the society realities. In basic terms is the ability we must look at facts and correlate them with other facts we already know and with base on that to form our own opinion and defend it. Both are positively connected and enhance the individual's ability to find unique solutions to problems, express oneself and adapt positively to different situations.

f1) Practical exercises to reflect on my competence level.

1. Write a six-word story. e.g. FRIENDS TURNED FUGITIVES, FLEW TO ITALY.

2. "I want to do something splendid...something heroic or wonderful that won't be forgotten after I'm dead. I don't know what, but I'm on the watch for it and mean to astonish you all someday." — Louisa May Alcott, Little Women (1868) Write a possible question to this answer?

3. Complete the drawing.



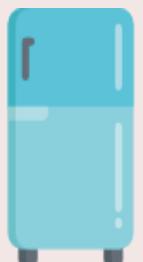
f2) Practical exercises to train my competence level.

It's wacky ideas time.

Next we present 2 things that you can find in your daily life. Please find and write 5 similarities between them:

Cat and fridge





Pen and Lipstick



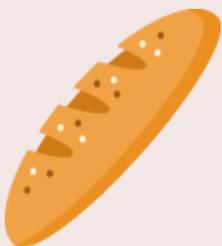


Pillow and Book





Bread and Ring

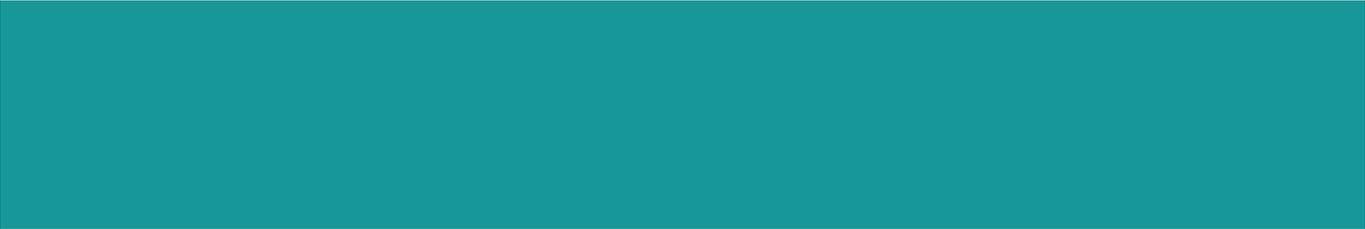




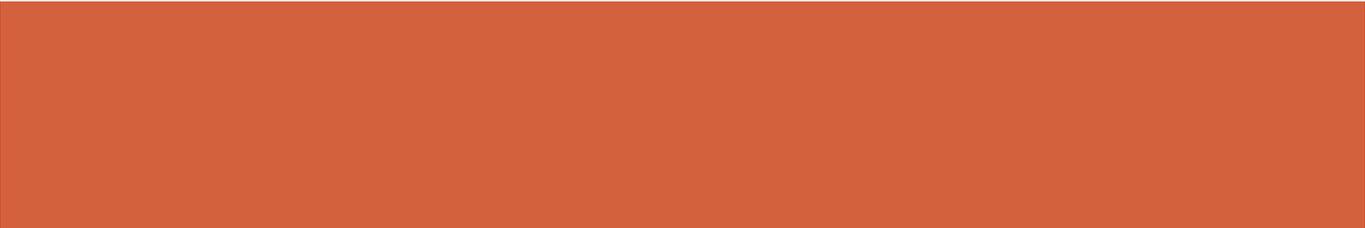
2. NEW CHALLENGE! It's time for reverse brainstorming. We are going to present to you 3 everyday problems. Make them worst!

a. You went to the library to study, but people are making an impossible amount of noise. You can't concentrate. What do you do?

b. You went shopping and coming back home the bag broke and all your items fell on the floor. What do you do?



c. You have an exam today at 9 am. It's 8:55 and you don't know where your key is. What do you do?



f3) Self-assessment

SCAMPER is a great strategy to use when assessing an idea or new product. Think about what you learned about creativity and critical thinking. Use this method to assess it. SCAMPER is an acronym that stands for the following:

Substitute: What ideas do I need to substitute for something else?

Combine: What elements of these ideas can I combine for efficiency?

Adapt: How can you adapt these ideas to different situations?

Modify: What can I modify to improve functionality?

Put to another use: What's another use for these ideas?

Eliminate: What is unnecessary?

Reverse: What can you adjust in myself and my ideas?

Suggestion: consult the Creative Youth City manual on resources and the platform Creativity Youth City www.creativeyouthcity.eu to improve your knowledge about creativity.



The brain explains

“Thinking out of the box”.

For sure, you heard that before and usually related with people who did something new or are ahead of their time. Creativity is often related more with the arts and humanity fields however that is a misconception. You can find creativity everywhere in the professional and personal levels. It's related to the different ways you find to solve problems and how you act towards difficulties. It's usual to hear as well that creativity is not for everyone, well that is also a misconception.

Some people train it more than others, so they have more proficiency using it however we all experience since a young age some degree of creativity in our lives. We don't have all to become creative genius but understanding how to navigate life in our own way and make it enjoyable for us will help to attain wellbeing.

To make a decision towards one's career is a difficult process of problem solving and identity construction that will be facilitated by using creative tools. With critical thinking comes your position towards yourself, the others, and your community. You don't need to accept what is given to you by others in terms of knowledge and expectations without questioning it, without making your own mind towards it.

The defying minds of a community are often the ones that lead to development and innovation in the most divergent fields. Critical thinking and creativity will solidify your position in society and within yourself, so take them by the end.

They will help you build a better future for yourself and others around you.

g) Entrepreneurship – Are you an entrepreneur, or must you create the next big thing?

EntreComp defines entrepreneurship as the capacity to act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social. So, entrepreneurship is related with how able you are to project your own future, not only for yourself but for yourself as a member of a community and how can your aspirations and desires for yourself are related with the ones of the others around you be fulfilled to create added value to everyone. In basic terms, is how you can put your ideas into practice, being mindful with what are the needs of the society and others around you.

g1) Practical exercises to reflect on my competence level

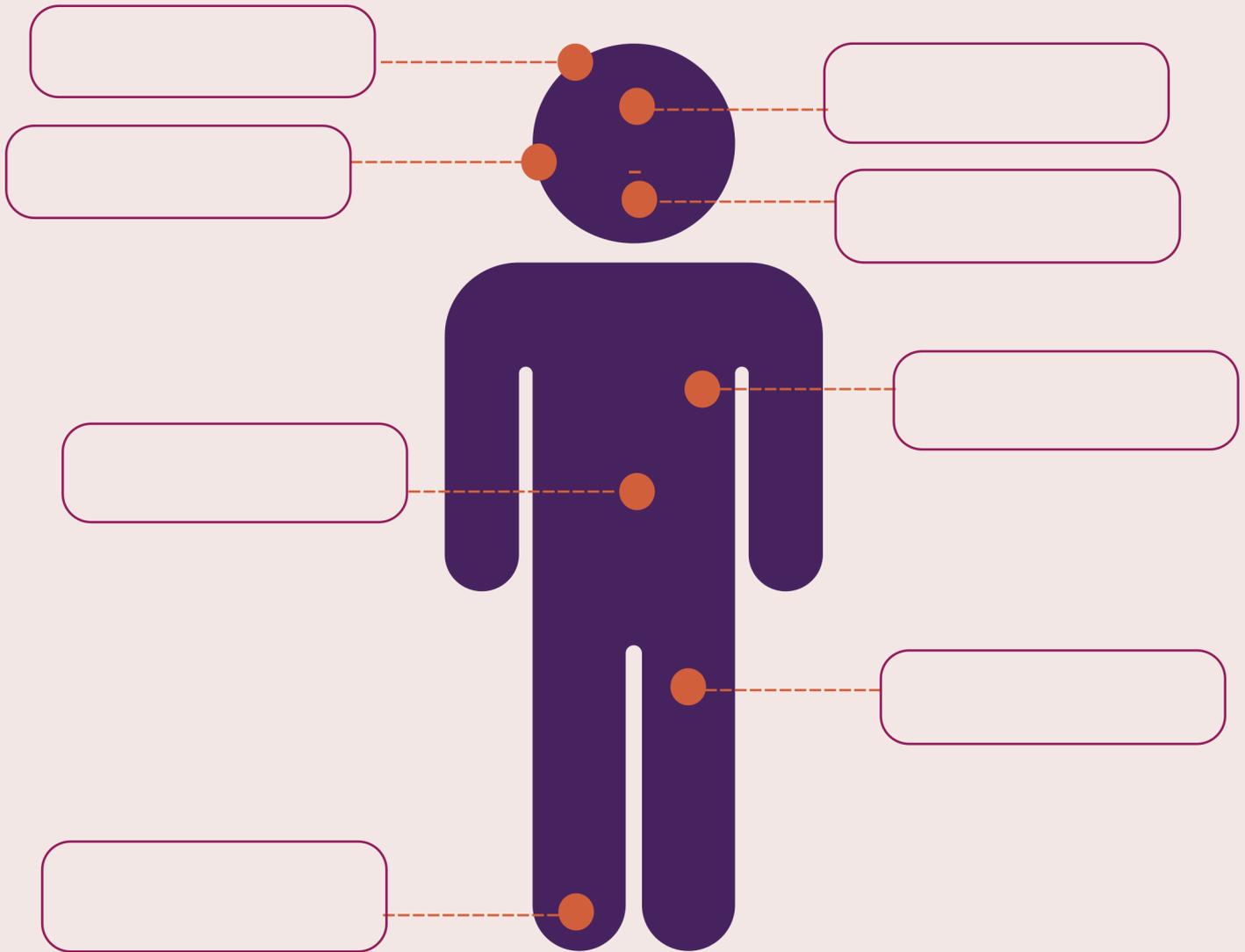
Think about a world-famous entrepreneur. Search online about this person's entrepreneurship journey and business/social business strategy. Write the main highlights you can find.

Now let's do a SWOT analysis on this person journey and business/social business strategy. Complete each part with as much information as possible.

<p>Strengths: What were this person's personal strengths? And what were the strategy applied strengths? What made they succeed?</p> <p>S</p>	<p>Opportunities: What opportunities can you highlight that took this person's idea to a place of recognition? What do they needed to succeed?</p> <p>W</p>
<p>Weaknesses: What were this person's personal weaknesses? And what were the strategy applied weaknesses? What could fail?</p> <p>T</p>	<p>Threats: What threats to the business can you identify? Why could it fail?</p> <p>O</p>

What do you highlight on this person's journey that you can also identify in yourself?

Complete the image with words/phrases/or anything they can associate with the “anatomy of entrepreneurship”.



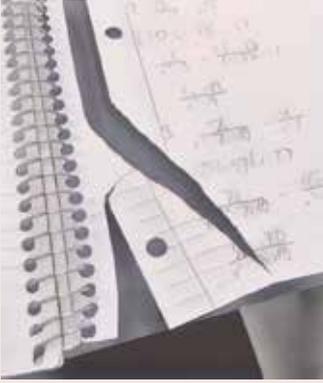
g2) Practical exercises to train my competence level.

1. Identify the problem and a possible solution in the following images



Problem:

Possible Solution:



Problem:

Possible Solution:



Problem:

Possible Solution:



Problem:

Possible Solution:

Ready, Set, Design!

Below are presented a set of everyday items. Using these items build an object idea that is useful for someone. Explain creatively what it is and what it can be used for. Don't forget inspiration and imagination are the key.



Your innovative idea and what can be used for:

Now is the time where you are going to create your own business. Think about an everyday or social problem that you would like to see solved. You can use some inspiration from the past exercises. Now it's the time, write here at least 2 possible solutions for it:



Empty rectangular box for writing the first solution.



Empty rectangular box for writing the second solution.

Choose the solution that you are more satisfied with. Now imagine that you found the person that can guarantee that that idea is financed and putted into practice email contact. You will have to email them however you just have 50 words space to do it and convince them to adopt this idea.

Five horizontal lines for writing a 50-word email pitch.

g3) Self-assessment

Taking into consideration what you already know about goals set 5 short term goals and 5 long term goals.

5 short term goals	5 long term goals
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Think about the level of risk involved in pursuing these goals. Which ones seem scarier for you? Write them in order of how much they scare you.

Do you think that any of that fear is related with failure? Why?

Have they encountered failure before? What did they learn from that?

Entrepreneurship in everyday life We have now a challenge for you that will take you out of the book and paying attention to your surroundings. List every entrepreneurship you encounter on their everyday life. Take note of the name, product, which innovation are they bringing to the community and impact for the society development. Like small shops, online stores, etc.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



The brain explains

“Are you an entrepreneur?”

Take the definition we provide in the beginning of the chapter, well maybe you will not fit every criterion of an entrepreneur, however do you fit the criteria of having ideas? We assume that yes. So maybe what’s missing is how to put those ideas into practice and if they are as useful to your community as they are for you.

Entrepreneurship competence is a bit the sum up of all the competences we approached together until this moment and even more, however the basis is already there.

Put in your mind that to have entrepreneurial competencies is not to create the next big thing or to earn millions in a company, is also every time that for example someone decides to be a part of your schools association and you find solutions to improve the school life of your peers or to change the way that the organisation you volunteer for collects the trash and make it more sustainable.

This small examples are a big part of what trains you to be a better professional for the future, how you look at a already working mode of action and try to make it better and more efficient.

Of course this is a trial and error process, as everything but as it was available to others it's also available to you and even that you decide not to go by the path of creating your own job, you can use this tools as a way to improve yourself, your wellbeing and the conditions and development of your community.

h) Adaptability and resilience – because all the process ma ers.

During the process of vocational guidance, one of the main competencies to be aware of is adaptability, as it is also part of the main definition of “what is vocational guidance?”. It is crucial to promote attitudes and career strategies that allow an adaptative response to challenges (Savickas ,2013). Adaptability is a person’s ability to adjust to changes in their environment. Thus, Savickas (2013) defines this competence as the individual resources to cope with unknown, complex, and ill-defined challenges inherent in current and future career development tasks, occupational transitions, and personal traumas, throughout the life cycle (Savickas, 2013, p.15-16).

h1) Practical exercises to reflect on my competence level.

1. Below you have a list of statements. Read them carefully and paraphrase (re-write them using your own words) them, keeping their meaning. You should make sure that you keep the content and emotions reflected in the statements while completely changing all the words for your own.

Statement	Paraphrasing with your own words
“I am no bird, and no net ensnares me: I am a free human being with an independent will, which I now exert to leave you.” — Charlotte Brontë, Jane Eyre	
“There are years that ask questions and years that answer.” — Zora Neale Hurston, Their Eyes Were Watching God	
“It does not do to dwell on dreams and forget to live.” — J.K. Rowling, Harry Potter and the Sorcerer’s Stone	

<p>“There are some things you learn best in calm, and some in storm.” — Willa Cather, <i>The Song of the Lark</i></p>	
<p>“Brave doesn’t mean you’re not scared. It means you go on even though you’re scared.” — Angie Thomas, <i>The Hate U Give</i></p>	

h2) Practical exercises to train my competence level.

1. Read the 2 incomplete stories. Take note of the questions you would make to clarify the story, considering the content given, the emotions expressed, and the details you can access.

Story 1 - Title: "The Enchanted Path of Discovery"

Once upon a time in the quaint village of Serenwood, between the green forests and rolling hills, lived a young girl named Lily. She was a dreamer with a heart full of curiosity and an insatiable desire to explore the world. However, she was also unsure about her future, uncertain of the path she should take as she grew older.

One bright morning, Lily was sitting by the river, thinking about her future, when she noticed a colorful butterfly fluttering nearby. Intrigued, she followed the butterfly as it led her through the woods, deep into the heart of Serenwood.

Amidst the ancient trees, Lily stumbled upon an old, signpost. Each arrow on the signpost pointed towards a different path, symbolizing various careers and vocations - arts, science, agriculture, technology, and more. A magical aura surrounded the signpost, whispering promises of guidance to those who were uncertain.

A wise, old figure emerged from the shadows. It was the Guardian of Serenwood, an enigmatic being rumored to possess ancient knowledge. The Guardian revealed to Lily that she had been chosen for a special quest - to discover her true vocation and purpose in life.

Guided by the Guardian, Lily embarked on an incredible journey through the enchanted forest, where every path she took seemed to hold secrets and insights about different professions. Along the way, she met fascinating characters who shared their own experiences and stories about how they found their callings.

As she explored the forest and listened to each character, Lily began to realize that finding one's true vocation was not merely about picking a job but discovering one's passion and aligning it with a sense of purpose. Each encounter sparked a spark of

inspiration within her, leaving her more enlightened but not entirely certain of her true path. One evening, as the sun set over the horizon, Lily reached the heart of the forest where the mythical "Fountain of Reflection" stood. Legend had it that anyone who looked into its waters would receive a glimpse of their deepest desires and potential.

YOUR QUESTIONS (Do at least 3)

Story 2

Once upon a time in the coastal town of Seaside Cove, there lived a young fisherman named Ethan. He was passionate about the sea and had always dreamt of being the best fisherman in the village.

One stormy night, a fierce tempest struck Seaside Cove, wreaking havoc on the village and the fishing boats anchored at the shore. Ethan's boat, named "Sea Serenade," was among those caught in the wrath of the tempest. The once majestic vessel was battered and left in ruins, shattering Ethan's dreams of becoming a successful fisherman. Devastated and disheartened, Ethan felt like giving up on his dreams. But his grandfather, seeing the pain in his eyes, spoke with a wisdom born from years of resilience. "My boy," he said, "life's storms may knock us down, but it's in rising after the fall that we find our true strength."

Ethan took those words to heart, and with determination in his soul, he began rebuilding the "Sea Serenade." It was no easy task, and doubts lingered in his mind, but every day, he worked tirelessly to mend the broken boat. The villagers, witnessing his unwavering spirit, offered their support, providing him with the needed materials and encouragement.

Months passed, and the "Sea Serenade" slowly took shape once again. It bore the scars of the tempest, but its scars told a story of resilience and hope. As the boat was finally ready to set sail, Ethan couldn't help but feel a mix of excitement and nervousness. With the support of the village and his grandfather's guiding words in his heart, Ethan ventured back into the open sea. The waves greeted him with both gentle caresses and

fierce challenges, testing his mettle. Yet, he faced each obstacle with unwavering determination.

As days turned into weeks and weeks into months, Ethan's skills as a fisherman grew. He adapted to the changing tides and learned to read the signs of the sea. He encountered rough waters and calm seas, but he never gave up. The setbacks he faced only fueled his determination to succeed.

One day, while out at sea, a sudden storm emerged, reminiscent of the one that had destroyed the "Sea Serenade" before. The waves crashed around him, and the winds roared, threatening to consume his boat again. But this time, Ethan was prepared. He remembered his grandfather's words about resilience and rising after every fall.

YOUR QUESTIONS (Do at least 3)

Taking your questions into consideration. Complete the stories.

Story 1:

Story 2:



Do you relate to any of the stories? What and why?

How difficult was it to make the questions? Are you proud of the questions you asked?

Did the questions you made help you to complete the second part of the activity? How, and if not, why do you think so?

How difficult was it for you to adapt and complete a story without all the details?

What is for you the relation between the exercises and real life?

2. Now it's time again to get out of the manual. Gather Random Scenarios: Create a list of different scenarios, challenges, or unexpected situations. These could be anything from social scenarios to professional challenges or even imaginative scenarios. For example:

- a. You receive a last-minute invitation to give a short presentation on a topic you know little about.
- b. You find out that your usual commuting route is closed, and you must find an alternative way to reach your destination.
- c. You and a group of friends must plan a surprise event for someone, but everyone has different ideas.

Choose Random Scenarios: Randomly pick one scenario from the list without knowing which one you'll get.

Immerse Yourself in the Scenario: Take a few moments to imagine yourself in that specific scenario.

Write here the setting, people involved and the emotions you might experience.

Brainstorm Solutions: Once immersed in the scenario, challenge yourself to brainstorm as many possible solutions as possible. Don't worry about the quality of the ideas at this stage; focus on generating as many options as possible.

Possible Solutions

Evaluate and Choose: After brainstorming, evaluate each solution based on its feasibility, effectiveness, and potential outcomes. Choose the best approach that you think would be most suitable for the given scenario.

PROS AND CONS OF EACH SOLUTION	
Pros	Cons
Approach Chosen	

Implement the Solution: Now, act and implement the chosen solution in your mind. Play out the scenario, imagining how you would adapt and respond to the challenges presented.

Write here how you would adapt and respond to the challenges presented.

Reflect and Learn: After going through the exercise, take a moment to reflect on your process and the adaptability of your responses.

How well did I adapt to the unexpected scenario?

Did I consider multiple solutions before choosing the best one?

What emotions did I experience during the exercise, and how did I manage them?

What did I learn from this exercise, and how can I apply it to real-life situations?

Repeat with Different Scenarios: To enhance your adaptability, exercise regularly with different scenarios. This will help you become more comfortable and confident in handling unexpected situations and making quick adjustments in various aspects of your life.

h3) Self-assessment

Question	5 - Strongly agree	4 - Agreed	3 - Do not agree or disagree	2 - Disagree	1 - Strongly disagree
I think about new and different ways to accomplish my goals.					
I challenge myself to question what I presume to know.					
I can shift gears with minimal complaints.					
My core values are clear to me and to the others around me.					
I can readily imagine new uses for old ideas.					
My habit is to reach for help and acknowledge the assistance.					
I like to experiment with new ideas.					
I never fall in love with my wins and proactively seek out the next challenge.					
My failures present opportunities for innovation.					

Based on the adaptability quotient quiz created by Executive Agenda. **This assessment has not been validated and is intended for illustrative purposes only.** **Note:** We also do not intend in this manual to quote and that you quote yourself to just a number. These questions are intended for reflection about yourself. And give you a picture of your advances throughout the journey on this manual.



The brain explains

It's in the process that is the learning, do not expect to arrive here with an answer on "what Am I going to do with my future?"

It's your future, not anyone else however we hope that you arrived here with a notion of what is essential for you to train to find by yourself the answer to this question. Adaptability is a demanding in today's world, that changes fast and where you are not going to have a lot of time to think about your decision and you need to think fast, to act fast. Not always the career you will choose in the university will be the one you will follow in your life. However, think about your educational path as a provider of tools for whatever profession you will end up in.

You must be able to take those tools and adapt them to any circumstance that your career demands and that make sense for you. That is called resilience. You for sure heard this term before, however, it is the ability you must face an obstacle and using all your assets being able to surpass it in the best way possible.

So whatever decision this manual may or may not help you taking, at least to increase your adaptability and resilience competences is a goal that we ambition and that will for sure take you to great places in the future.

IV. Extra spots to tackle and improve your training.

Now that we tackled all the fundamentals is time to improve your knowledge in general concepts that are going to be very useful for you to attain your learning and career objectives.

In this part you are going to find, following the same structure as before, exercises related with :

1. Myths and trues about the labour market and superior education – it's the place where we desmistify some preconceived idea you might have that can influence your decision as well as help you to filter the hundreds of information before deciding, so that it can be based on reality and, adapted to your needs.

2. Personal Branding – what is it and what is it for? In an era where our professional personal lives are at more display than ever, we want to give you the fundamentals of what is essential for you to present yourself and how can you use the digital at your favor.

3. Map yourself: remember the self-exploration never ends so focusing on your goals and how to attain them is crucial for gaining confidence in your decisions. Here you will find a easy and structured way on how to map all the essential aspects of yourself that can contribute to the definition of your future.

4. Network: we have been referring to this a lot along the book, but now it's time to start map your network for real for you to analyze which resources in your community can help you in your decision and the establishment of your future.

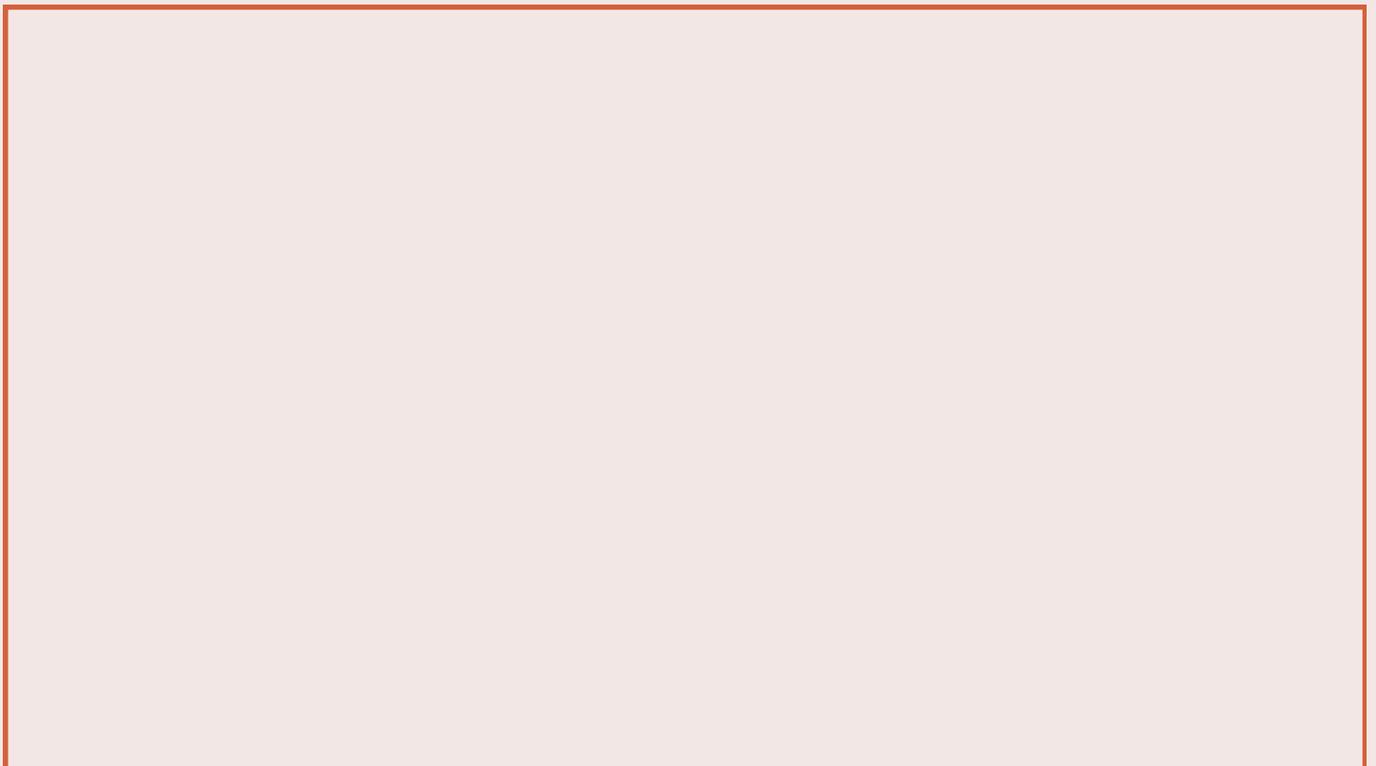
5. CV and motivational letter: do you know what is needed to apply for a job? Do you know how to do it? Here is the place to learn.

6. Important websites and informative materials – extra information online and in book format that may help you continue this journey.

a) Myths and Trues about the labor market and superior education.

“How do you idealize the professional of the future”

Draw on the following board your interests and aspirations for the future and what do you think is the path to achieve it.



3M'S dynamic: Myths and Mythologies of the Labor market and superior education

Read the following sentences and mark them as a myth or a true about superior education or the labor market.

1 "A college degree guarantees a high-paying job."

Myth

Reality

Justify your answer.

2 "There are no jobs available for young people."

Myth

Reality

Justify your answer.

3 "Internships can lead to full-time positions."

Myth

Reality

Justify your answer.

4 "College is only about academics; extracurricular activities are not essential."

Myth

Reality

Justify your answer.

5

"A college degree is not the only path to success."

Myth

Reality

Justify your answer.

6

"Working longer hours means the worker is more productive and efficient."

Myth

Reality

Justify your answer.

7

"Higher education is for everyone, every age."

Myth

Reality

Justify your answer.

8

"Negotiating a salary is part of the hiring process, and working does not have to be a painful activity."

Myth

Reality

Justify your answer.

9

"Landing a job is all about qualifications; networking doesn't matter."

Myth

Reality

Justify your answer.

10 "Attending a prestigious university guarantees a successful career."

Myth

Reality

Justify your answer.

11 "A specific major lead to only one type of career."

Myth

Reality

Justify your answer.

12 "It's best to study what is currently in high demand for job prospects."

Myth

Reality

Justify your answer.

Answers

1. Myth.

While a college degree can be beneficial, it doesn't guarantee automatic success or a high-paying job. Job market demands and the need for practical skills often play a significant role in career success.

2. Myth

Jobs are available but may only sometimes align with young job seekers' specific

qualifications or expectations. The job search process can be competitive and require persistence and adaptability.

3.Reality

Internships can indeed be steppingstones to full-time roles. Many companies use internships to evaluate potential future employees.

4.Myth

Extracurricular activities, such as clubs, sports, and volunteering, can enrich a student's experience, develop leadership skills, and make them more attractive to employers.

5.Reality

While a college degree can be beneficial for many career paths, it is not the only path to success. Trade schools, vocational training, and entrepreneurship can also lead to successful careers.

6.Myth

Working longer hours doesn't necessarily equate to increased productivity. Efficient time management and work-life balance are crucial for sustained success and well-being.

7.Reality

Higher education is accessible to learners of all ages. Many adults return to school to change careers, upgrade skills, or pursue lifelong learning goals.

8.Reality

Negotiating salary and benefits is a normal part of the hiring process. Proper negotiation can lead to better compensation and show an applicant's confidence and value. Also, most people complain about their jobs because they didn't find a job that complements their passions; it's possible to take realization and pleasure from work besides monetary compensation.

9.Myth

While qualifications are essential, networking plays a significant role in job opportunities. Building professional relationships can lead to job referrals and hidden job opportunities.

10.Myth

While prestigious universities can offer valuable resources and networks, success in one's career depends on various factors, including individual skills, experience, and determination.

11.Myth

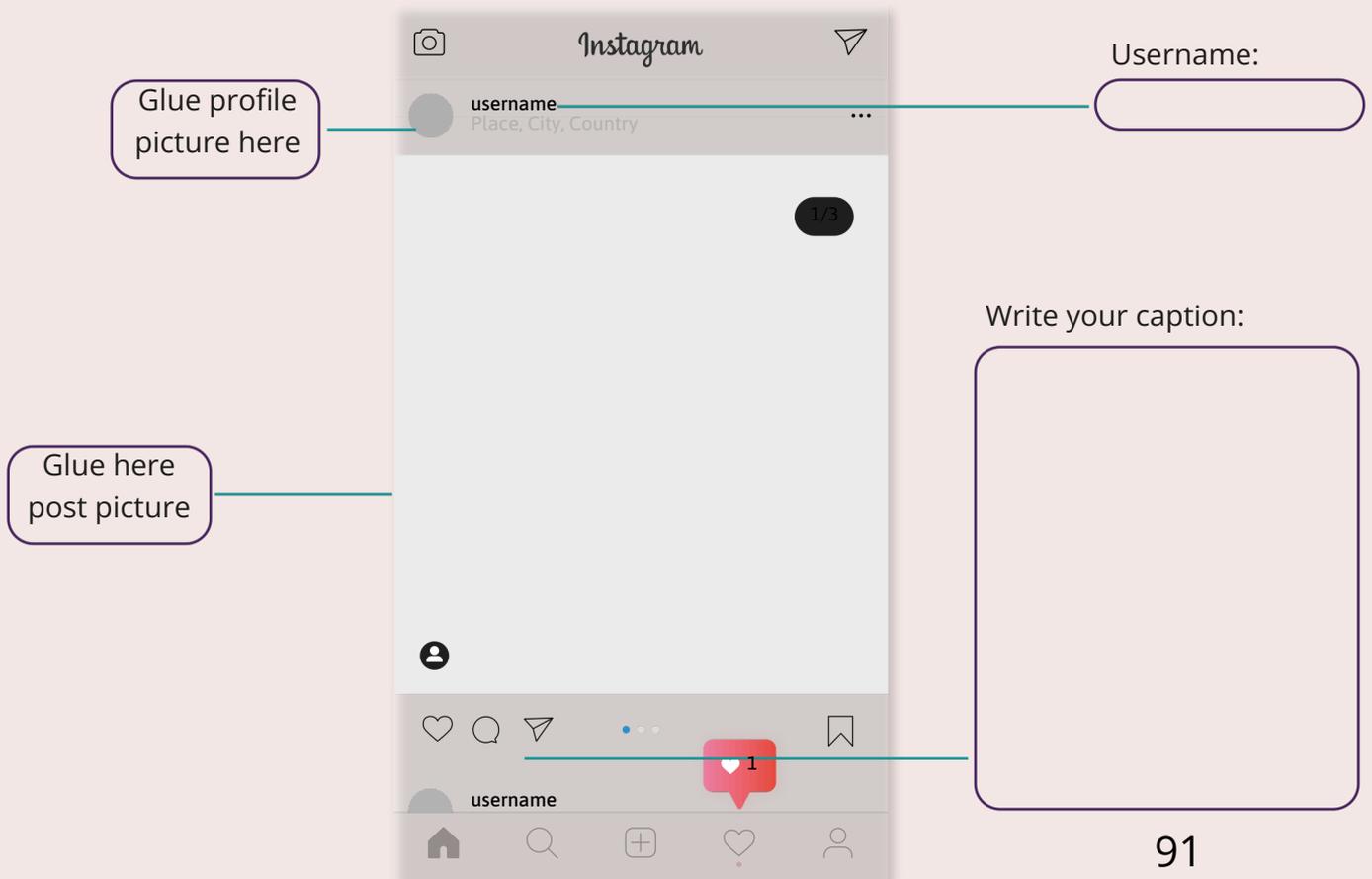
Many majors can lead to diverse career paths. Graduates often work in fields unrelated to their major, as employers value transferable skills and experiences.

12.Myth

Job market demands can change rapidly. Choosing a field solely based on current demand may lead to dissatisfaction if it doesn't align with one's interests and strengths.

b) Personal Branding

What is personal branding? Is the management of your personal brand. It consists of finding that characteristic that makes you unique, building a reputation for what you want to be known for, increasing credibility, and differentiating yourself from the competition to upgrade your career, increase the network and influence to have a major impact. We all have a personal brand, which manifests itself for things as simple as social media posts. The important part is to understand for what you want to be known for. To test this knowledge, prepare a post here to promote what you have that will make your dream employer hire you if they see this post.



We all can be influencers. However, it's important that you understand the difference between popularity and influence.

- **Popularity:** how much people like us
- **Influence:** when people **start** to listen to what we do have to say

Personal Branding is not about self-promotion; it does not go out there on the street and scream how good I am and wait for my dream job fall on my lap but is how I influence others to promote my value, and what I have to offer. It's not about the individual but about how they establish their personality towards others.

3 SIMPLE TIPS:

DEFINE GOALS – Think about these questions:

- What is my value, and for what do I want to be remembered?
- Why do I want to be remembered?
- Who is my persona? (We all have different ways of acting according to the context, who is going to be your working / academic persona)
- My identity meets what others think about me?

CREATE A GOOD STORYTELLING

- Be genuine.
- The effect of the first impressions bias- in human-human interaction, first impressions of other humans are important (Bar, Neta, & Linz, 2006). We tend to follow the first impression we have of someone, and that idea tends to remain in our perception of that person. It's human and adaptive that we judge others' personality traits and complex social characteristics such as dominance, hierarchy, warmth, and threat (Bar et al., 2006), but also judging a person's skills, sexual orientation, political views, and attitudes toward others (Cafaro, Vilhjálmsón, & Bickmore, 2016). to anticipate the future behavior of that person.
- The effect of self-fulfilling prophecies - In general, the concept of self-fulfilling prophecy refers to situations in which one person's expectations about a second person lead the second person to act in ways that confirm the first person's original expectation.
E.g., Your English teacher has really high expectations for your class, the tendency is that the class will be good to meet the teacher's expectations, and vice versa (Jussin, 1986).

- Use my personal story not as a form of self-promotion, but as a way of relating with others.

MARK MY PRESENCE

- Social Media A good CV and Motivation letter (point 5.4.5 of this manual)
- Creative ways to get myself known in the professional world – have a deep self-knowledge and knowing how to use it to thrive and promote your abilities will help you to find realization and satisfaction with your work.

c) Map yourself.

You already understood that a big part of this process is the self-discovery journey. To improve this process for you, we have 2 more challenges that mix a bit with all the competencies we have been training so far in this manual.

Write your name here

What are you doing now in your life?

What tasks do you like to do the most (ex., Organizing stuff, cleaning, playing football)?

And the ones that you like the least?

Write all the professions that you remember/know.

Suggestions: Share this list with a colleague that is going through the process of DIGIVOGUI as well and complete with each other's answers

What are your professions/ fields of interest? Write all 6 options.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

If you put yourself in any of these professions/fields, which tasks do you think you would not like to do?

What can limit the pursuit of your profession/ field of interest?

Draw a map starting with 1) your professional aim (green), 2) Interests (purple), 3) competencies (red), 4) resources (blue), 5) benefits (fluorescent green), and 6) smart goals (yellow).

d) Network

Think again about your interest career fields. In the following map take note of the names and contacts of institutions/ entities and renown professionals on the field in your community that are able and may help you to achieve them. Search and take note of at least 10.

Name	Contact	Career field	I'm interested because	How can they help

e) CV and Motivational letter

In one word what is for you a Curriculum Vitae? _____

Next we offer you concrete tips on how to create a good CV.

YOUR CV ESSENTIAL TIPS:

Refrain from complicating; focus on the essential!

Qualifications, training, certificates, professional experience, and technical competencies. Be direct (use verbs like coordinate, organized, keep, etc.), and be genuine. Trust yourself!

Size matters! – Turn your CV understandable!

It's better that it occupies 2 pages than to change the margins of the document, reduce the space between lines, or the font size. However, two important things are: someone with less than 10 years shouldn't have more than 1 page of resumé, and if they surpass the 2 pages, it's possible that the recruiter loses interest!

The most relevant first! - Highlight the competencies!

If you have more years of training than working, place the training first! Highlight what you learned.

Be rigorous in the formation! – Put in Bold the most important.

Facilitates the Reading of the CV by using a clear font, in an adequate size (11) and structuring the most relevant information in dots (technical competencies).

Highlight your conquests! – Did you receive any prize?

Mention the concrete tasks, what you have learned or reached with each position, and the competencies you acquired that can be relevant to the position you are applying. Besides that, where are you responsible for increasing the productivity of your sector? Did you win any prizes? Mention all of that! Now, in the same format, we present some tips and tricks about the need and structure of a motivation letter.

MOTIVATION LETTER ESSENTIAL TIPS:

- Carefully read the job vacancy, see the essential requirements, and explain why you are the ideal candidate for the job! Be true to yourself!
- Search for the entity to show that you know them. For example, show that you value interpersonal relationships and team spirit if it is a familiar company.
- Show why you want to be there! Specify the reasons (e.g., it's a prestige company), and show knowledge and passion for the field. Pay attention to not seem that you are bragging too much!
- Use around 250 to 500 words, the same font type, size 12, spacing 1.5, margins 2.5. Highlight in bold the most important.
- Do not lie! You do not want to be caught in a lie. If you have few experiences focus on the competencies, you developed. Here are some examples of job vacancies up to date. Read them and choose one.

Job Vacancy 1: Hotel Representative

Place of Work/Location/City: Hillside Resort & Spa, Miami Beach, Florida

Salary: Competitive salary + benefits

Working Schedule: Full-time, flexible hours including evenings and weekends

About the Role: As a Hotel Representative at Hillside Resort & Spa, you will be the face of our establishment, ensuring exceptional guest experiences. You will be responsible for providing outstanding customer service, handling reservations, and assisting guests with inquiries and requests.

Tasks of the Role:

- Greet and check-in guests with a warm and welcoming demeanor.
- Assist guests with check-out procedures, billing, and inquiries.
- Manage room reservations and provide recommendations for accommodations.
- Handle guest requests for special amenities or services.
- Maintain a professional and tidy appearance in the lobby area.
- Assist with concierge services, including restaurant reservations and local attractions.
- Address and resolve guest complaints or concerns promptly and courteously.

Requirements:

- Excellent customer service and interpersonal skills.
- Previous experience in the hospitality industry is a plus.
- Strong communication and problem-solving abilities.
- Proficiency in hotel reservation systems (e.g., Opera).
- Ability to work in a fast-paced environment. High school diploma or equivalent.

How to Apply: Interested candidates should submit their resume and a cover letter detailing their relevant experience to careers@hillside-resort.com. Please include "Hotel Representative Application" in the subject line. Deadline for applications is [insert application deadline].

Job Vacancy 2: Company Secretary

Place of Work/Location/City: XYZ Corporation, New York City, New York

Salary: 2000€ + benefits

Working Schedule: Full-time, Monday to Friday, 9:00 AM - 5:00 PM

About the Role: XYZ Corporation is seeking a highly organized and detail-oriented Company Secretary to manage administrative tasks and ensure compliance with legal and regulatory requirements. The Company Secretary will play a vital role in maintaining corporate governance standards.

Tasks of the Role:

- Organize and maintain corporate records, contracts, and legal documents.
- Prepare and distribute agendas and minutes for board meetings.
- Ensure compliance with statutory and regulatory requirements.
- Assist in the preparation of annual reports and financial statements.
- Liaise with external legal counsel and regulatory authorities.
- Manage corporate filings and submissions.
- Provide administrative support to the executive team.

Requirements:

- Bachelor's degree in business administration or related field.
- Prior experience in corporate governance or as a company secretary is preferred.
- Strong organizational and time management skills.
- Knowledge of corporate laws and regulations.

- Excellent written and verbal communication skills.
- Attention to detail and a high level of discretion.

How to Apply: Interested candidates should send their resume and a cover letter outlining their qualifications to careers@xyz-corp.com with the subject line "Company Secretary Application." Application deadline is [insert application deadline].

Job Vacancy 3: Cook

Place of Work/Location/City: TasteBuds Restaurant, Austin, Texas

Salary: Competitive hourly wage, plus tips

Working Schedule: Full-time or part-time positions available, flexible shifts

About the Role: TasteBuds Restaurant is seeking passionate and talented Cooks to join our culinary team. Cooks will be responsible for preparing delicious dishes, maintaining a clean kitchen environment, and contributing to our restaurant's success.

Tasks of the Role:

- Prepare and cook menu items following established recipes and quality standards.
 - Ensure food safety and hygiene practices are consistently upheld.
 - Collaborate with kitchen staff to meet customer demands.
 - Assist with food inventory management and ordering supplies.
 - Maintain a clean and organized work station.
- Uphold high standards of food presentation and taste.

Requirements:

- Previous experience as a cook in a restaurant or similar environment.
- Knowledge of various cooking techniques and culinary terms.
- Food handler's certification (or willingness to obtain one).
- Ability to work in a fast-paced, team-oriented kitchen.
- Creativity and a passion for creating delicious dishes.

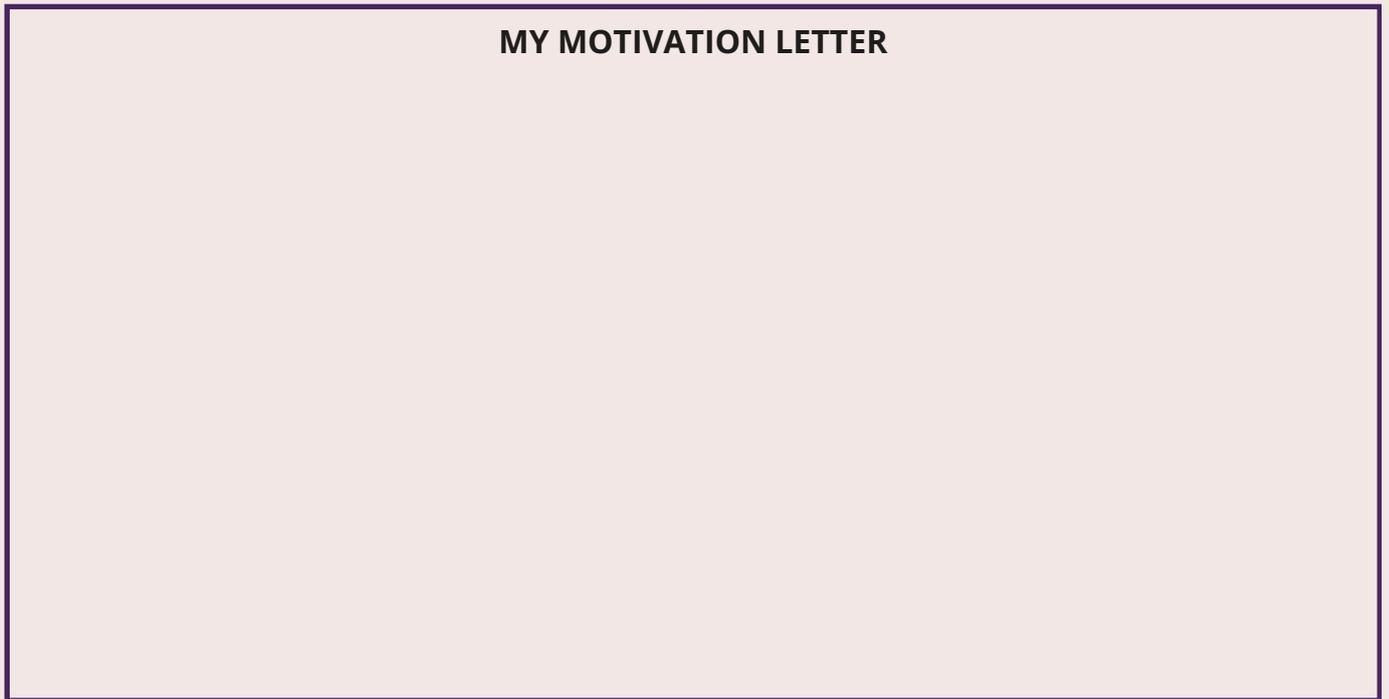
How to Apply: Interested candidates are invited to submit their resume and a brief statement explaining their interest in the role to careers@tastebuds-austin.com. Please include "Cook Application" in the subject line. We are accepting applications until [insert application deadline].

Now it's time to put it into practice. Create in this template your own CV.

MY CURRICULUM VITAE

Create on the template your own motivational letter.

MY MOTIVATION LETTER



Was it easy to structure your CV? And the Motivation letter? Why?

Where did you feel more difficulties? Why?

What do you think you need to improve?

In what way are competencies connected with the labor market or the pursuit of an academic degree?

What are the parts of your curriculum and motivational letter where you think your best qualities are highlighted?

Conclusion

As this practical manual draws to a close, it invites reflection not only on concepts and methodologies, but on responsibility and possibility.

DIGIVOGUI stands as a comprehensive framework that redefines vocational guidance as a holistic, human-centered process, one that connects personal development, social inclusion, and active citizenship.

At its core, DIGIVOGUI affirms that vocational development is deeply intertwined with identity, values, and lived experience.

Supporting young people in their transitions means recognizing their complexity, listening to their voices, and enabling them to navigate uncertainty with confidence and agency. Guidance, therefore, becomes an empowering dialogue rather than a prescriptive route.

The practical activities of this toolkit are the axis for you to develop and evolve in your own practice and get to know yourself as a person and professional. Innovation and adaptability emerge as guiding principles throughout this manual. Mistakes are reframed as opportunities for growth, reinforcing resilience and a mindset open to lifelong learning, so you are able to work on yourself and self assess as a daily part of your routine.

DIGIVOGUI is grounded in a firm commitment to inclusion, equity, and dignity. It challenges practitioners to recognize systemic barriers, value diversity, and actively work toward fair access to opportunities.

Every young person holds potential, and effective vocational guidance ensures that this potential is neither overlooked nor limited by circumstance.

DIGIVOGUI is designed to evolve through practice, reflection, and continuous dialogue. Its strength lies in those who apply it with empathy, creativity, and conviction shaping pathways where young people can envision futures that are not only viable, but meaningful.

Together, we move forward with a shared purpose: to support young people in becoming active authors of their lives, contributors to their communities, and agents of positive change in an ever-transforming world.

With appreciation and determination,
The DIGIVOGUI Consortium
(Psientifica, CPD, Bravo, Schedia stin poli)

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06



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“The good life is a process, not a state of being. It is a direction, not a destination”.

Carl Rogers