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Curriculum for Career Counsellors



AccessCareer
Enhancing Inclusive Access to Career Counselling

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Executive Summary

Access Career is an Erasmus+ project dedicated to improving career counselling for socially disadvantaged individuals, including migrants, long-term unemployed persons, women returning to work, and people with disabilities. The project enhances career counsellors' skills, promotes career self-management, and connects guidance services with labour market needs.

Through tailored training, digital resources, and networking opportunities, Access Career empowers individuals to navigate their careers while fostering inclusivity in employment. The project also develops innovative tools, awareness campaigns, and policy recommendations to ensure long-term impact and accessibility for all.

This curriculum is designed to equip career counselors with up-to-date knowledge and practical skills to effectively respond to the dynamic demands of the labor market and the unique challenges faced by socially disadvantaged individuals. It includes modules focused on raising awareness and addressing biases including those embedded in AI-driven applicant screening systems and on delivering personalized guidance that takes into account each individual's background, capabilities and aspirations. These elements support the development of a holistic and inclusive approach to career counseling.

The curriculum is structured across nine modules, each addressing a distinct and interconnected dimension of inclusive, ethical, and competence-based career guidance practice. Along with the curriculum materials, provided in a separate document, a comprehensive toolkit has been developed to support counselors in the direct application of the concepts and frameworks covered throughout the training.

Module 0. Practical Tools for Career Counsellors

Module Title

Extra Material: Practical Tools for Career Counselors

Sub-units Titles

Templates and Checklists for Counseling Sessions

User-Friendly Tools for Disadvantaged Groups

Digital Resources and Practical Guides

Self-Care and Burnout Prevention for Counselors

Estimated Duration

Total Duration: 3–4 hours

2 hours guided workshop (presentation of tools + practice in groups)

1–2 hours self-paced exploration (digital tools, templates, reflection exercises)

Learning Objectives

By the end of this module, participants will be able to:

- Use ready-to-apply templates (user profile sheet, session checklist, itineraries).
- Provide users with accessible materials adapted to different socio-economic and cultural backgrounds.
- Integrate digital tools (CV templates, online courses, skills self-assessment tools) into guidance sessions.
- Apply quick self-care techniques to manage stress and avoid burnout.
- Evaluate and adapt these tools to their own professional context.

Content Overview

This module provides an additional toolkit to complement the core curriculum. It equips career counselors with practical, adaptable resources that support inclusivity, digitalisation, and counselor well-being. Materials include templates, checklists, guides for disadvantaged groups, online resources, and self-care strategies.

Content Development

- Templates: User Profile Sheet, Itinerary Plan, Session Checklist.
- Accessible materials: glossary of career guidance terms, simplified guides on soft skills, employment resources in easy-to-read formats.
- Digital resources: MOOCs, CV templates (Canva, Europass), LinkedIn tutorials, employability platforms.
- Self-care resources: quick mindfulness techniques, stress management worksheets, counselor self-reflection journal.

Training Methods

- Demonstration of templates and digital tools.
- Group discussions on adaptation for different target groups.
- Scenario-based practice (using checklists with fictitious users).
- Guided reflection on counselor well-being.

Activities and Materials

User Profile Sheet – Gathering User Information

Counselors use this template to systematically and systematically collect user data: personal circumstances, professional interests, current skills, perceived barriers, and specific needs. The activity involves completing the form together with the user, fostering open communication and an accurate initial assessment that will allow for the design of more personalized and effective pathways.

Individual Insertion Plan – Designing the Individual Pathway

In this activity, each counselor works with the user to create an Individual Insertion Plan that includes clear professional goals, concrete steps, responsible parties, necessary resources, and an implementation timeline. The document serves as a collaborative agreement that guides the entire guidance and follow-up process, promoting mutual commitment and the user's autonomy in their job integration journey.

Counseling Session Checklist – Structuring Guidance Sessions

Counselors use this checklist to organize each session in a consistent and comprehensive manner. This activity allows for the review of key elements such as the initial diagnosis, goal setting,

resource identification, emotional support, and follow-up planning. Thanks to this guide, sessions become more effective, fluid, and results-oriented.

Local Resources Guide – Identifying Local Resources

This activity focuses on compiling and categorizing local and regional services available to users: employment, training, social support, volunteering, youth services, etc. Counselors create a practical directory that they can consult during the support sessions, facilitating faster, more informed referrals tailored to each user's profile.

Local Resources Guide – Example Applied to the Context of Partner Countries

This complementary activity allows participants to explore real-world examples adapted to the context of the partners' realities. This resource serves as a reference for learning about local organizations and resources.

Employment Search Kit – Tools for Job Searching

Careers practice using Europass tools (CV, cover letter, online profile) and learn how to teach them to their clients. The activity includes exercises in CV adaptation, cover letter writing, reviewing digital profiles, and exploring European job portals. The goal is to equip caretakers to support efficient and standardized job searches at the European level.

Mini-Guide on Key Competencies – Developing Key Competencies

This guided reading and reflection activity uses this mini-guide to strengthen both their own and their clients' transferable skills: communication, resilience, problem-solving, time management, and teamwork.

It includes quick exercises to apply these competencies to professional support and client empowerment.

Multilingual Guidance Glossary – Facilitating Communication in Multilingual Environments

Guidance counselors work with a glossary of essential terms in five languages (English, Spanish, Italian, Greek, and French) to improve clarity, accessibility, and accuracy in guidance processes. The activity includes comprehension exercises, practical application in simulations, and analysis of how to avoid misunderstandings in multicultural and multilingual contexts.

Simplified Role-Play Exercises – Accessible Simulations for Vulnerable Groups

Using simplified scenarios and clear language, counselors conduct role-plays of job interviews, phone calls, and personal introductions. This activity allows them to develop practical guidance skills and offers ready-to-use tools for clients with low literacy, language difficulties, or special needs.

Online Tools Library – Exploring Free Digital Resources

A guided discovery activity of a digital library that includes MOOCs, self-assessment tools, templates, learning platforms, and design resources useful for career counselors and their clients.

The goal is for professionals to incorporate up-to-date digital tools into their sessions and improve clients' ability to manage their own learning and job search.

Professional Self-Care Guide – Career Counselor Self-Care

In this activity, career counselors explore brief self-care techniques—conscious breathing, mindfulness, journaling, active breaks—to prevent emotional burnout and maintain a healthy balance in their daily practice. The guide facilitates the integration of simple and realistic routines that help sustain the quality of professional intervention.

Guidance Casebook – Training Through Practical Cases

Counselors analyze fictional client profiles with different needs, barriers, and employment situations. The activity involves diagnosing each case, designing pathways, selecting resources, and reflecting on possible interventions. This workbook enhances decision-making, critical thinking, and the ability to adapt to diverse profiles.

Bias Awareness Checklist – Identifying and Reducing Biases

This self-assessment activity allows counselors to use a checklist to identify potential personal, cultural, or systemic biases that may influence their decision-making. Through reflection and discussion exercises, it promotes a more ethical, equitable, and inclusive practice, ensuring that support is based on objective criteria and respects the diversity of the client.

Assessment Methods

Completion of a sample User Profile and Itinerary for a fictitious user.

Group reflection on barriers and adaptations needed for disadvantaged groups.

Short quiz on available digital resources.

Self-reflection journal entry on counselor's self-care practices.

Resources and References

- Pre-reading: Project Deliverable 2.1 Needs Assessment Report.
- In-session: Templates and checklists provided in the toolkit.
- Post-session:
 - Europass CV platform [<https://europa.eu/europass>]
 - EU Academy (online free courses)
 - WHO – Stress Management for Health Professionals (short guide)
 - Canva templates for visual CVs and presentations.

Module 1. Bias Awareness & Inclusive Career Counselling

Module Title

Bias Awareness & Inclusive Career Counselling

Sub-units Titles

- 1.1 Introduction to Bias in Career Counselling and HR
- 1.2 Understanding bias
- 1.3 Impact of Bias
- 1.4 Strategies and tools to reduce bias
- 1.5 Role of Career counsellor

Estimated Duration

Workshop 2,5 hours

Self-paced exercises 1,5 Hours

Learning Objectives

By the end of this module, participants will be able to:

- Define bias, stereotype, prejudice and discrimination; distinguish implicit from explicit bias.
- Recognise cognitive (heuristics), cultural and organisational origins of bias, including microaggressions and intersectionality.
- Understand how bias influences guidance, selection, evaluation and access to opportunities.
- Identify bias in practical scenarios and in documents/interviews.
- Apply inclusive techniques: decision checklists, rubrics, structured questions, inclusive language, “bias interruption”
- Design and use monitoring tools (e.g. decision audits) and personal action plan

Content Overview

This module provides a structured path to understanding Bias in career counseling. Participants progress from foundational concepts of bias to practical application in real-life counseling situations, with a focus on vulnerable and diverse client groups.

1.1 Introduction to bias in career guidance & HR

Participants learn the meaning of bias, its relevance to career counseling, and the connection between personal and professional conduct.

Content Roadmap:

- Discover the impacts and effects on quality of life and performance
- Understand the additional risks when working with disadvantaged groups

1.2 Understanding bias

Participants learn to recognize how biases originate and operate at multiple levels. They explore the psychological, cultural, and social roots that shape human judgment and discover how these influences manifest in both individual behavior and organizational systems.

Content Roadmap:

- Define Psychological, Cultural, and Social Roots of Bias
- Explore the categories of bias (Recurring cognitive biases and Category-based biases)
- Evaluate the dimensions of Bias: Individual, Organizational, Systemic

1.3 Impact of bias

Participants examine how bias affects both professionals and clients, influencing decisions, trust, and service outcomes. Through examples and reflective discussion, they identify how unacknowledged bias can shape counselling relationships, workplace culture, and organizational fairness.

Content Roadmap:

- Recognize the personal, relational, and institutional consequences of bias.
- Explore how bias influences credibility, engagement, and career outcomes.
- Connect bias awareness with practitioner wellbeing and ethical responsibility.

1.4 Strategies and tools to reduce bias

Participants examine key professional actions and learn how to integrate them into practice.

Content Roadmap:

- Implement Structured decisions (rubrics, checklists, blind review)

- Analyze Inclusive communication ; bias interruption techniques
- Adopt reflective journaling & ethical maintenance routines

1.5 The role of Career Counsellor

Participants consolidate learning and develop a personal plan for bias recognitions and management in daily counseling work.

Content Roadmap:

- Risk indicators in oneself and in procedures;
- Identify actions of prevention and communication;
- Apply exercises (quiz, cases, role play) and other self-assessment tools
- Examine the outcome analysis, define a personal action plan

Content Development

1.1 Introduction to bias in career guidance & HR (30 min)

Explain (15 min):

Bias is not an occasional issue but a widespread and measurable phenomenon that affects both *micro-decisions* (e.g., how questions are phrased, examples chosen) and *macro-processes* (e.g., recruitment, referrals, allocation of opportunities). The cumulative impact of small biases leads to significant disparities among social groups.

Example: Studies show candidates with “foreign-sounding” names are less likely to be invited to interviews even when their CVs are identical. Over time, such patterns reinforce structural inequalities and restrict social mobility.

Service quality and trust

Bias undermines credibility and engagement in both HR and career guidance. When clients perceive unfairness, they withdraw; when they experience inclusion, trust and results improve:

- Greater sense of fairness and legitimacy
- Reduced conflicts and complaints
- Improved institutional reputation
- Higher engagement and better outcomes
- Inclusive practice is therefore both an ethical responsibility and a quality driver in professional services.

Connection with practitioner wellbeing

Unacknowledged biases create ethical tensions and emotional fatigue. Over time, they contribute to stress and burnout. Embedding structured reflection and peer supervision supports professional resilience and ethical sustainability

Why it matters

Addressing bias is fundamental to ensuring fairness, building inclusive systems, and positioning career counsellors and HR professionals as advocates for equity and opportunity

Activity – “What’s your idea of Bias?” (10 min)

As an icebreaker, participants explore their first understanding of *bias* before formal concepts are introduced.

In small groups, participants discuss the prompt:

“If you had to explain *bias* to a friend in one sentence, what would you say?”

Each group writes one short definition or example on a post-it or flipchart. The trainer then collects and reads a few aloud, highlighting similarities and differences.

Conclude by sharing a simple working definition: “A bias is a mental shortcut that helps us make quick judgments — but can also lead to unfair or inaccurate conclusions.”

Trainer Guidelines:

- Display the question visibly (slide or board).
- Allow 3–4 minutes for small-group discussion and 3–4 minutes for collective sharing.
- Encourage spontaneous answers — no wrong or right definitions.
- End with the trainer’s clear definition and transition to the next section on *why bias matters*

Discussion (5 min):

Prompt participants to reflect:

- How quickly do we form judgments without realizing it?
- Can you recall a moment when an assumption turned out to be wrong?
- Why might understanding bias be especially important in career guidance and HR?

Conclude with one reflective question: “What surprised you about how easily bias can appear in everyday decisions?”

Trainer Note:

Maintain a relaxed, open atmosphere. The purpose is awareness, not self-criticism. Reinforce that everyone has biases — managing them consciously is what defines professional responsibility.

1.2 Understanding Bias (55 min)

Explain (30 min):

Psychological roots:

- *Heuristics*: shortcuts that speed up thinking but cause systematic errors (e.g., anchoring bias).
- *Information filtering*: availability bias makes easily recalled examples seem more common.
- *Confirmation bias*: tendency to seek information that validates pre-existing beliefs.
- *Emotion*: fear or enthusiasm distort objective judgments.

Cultural roots:

- *Social norms and shared values* shape ideas of what is “normal” or “desirable.”
- *Collective stereotypes* influence perceptions unconsciously.
- *Language and media* reinforce patterns.
- *Role models*: lack of diversity perpetuates limited expectations.

Social roots:

- Ingroup/outgroup dynamics create affinity bias.
- *Status hierarchies* privilege dominant groups.
- *Media narratives* spread stereotypes.
- *Intergenerational transmission* embeds them into “common sense.”

Definitions:

- Bias: systematic distortion in judgment or decision-making.
- Stereotype: overgeneralized belief about a group.
- Prejudice: pre-formed evaluation.
- Discrimination: behaviour that disadvantages a group.

Activity – “Bias Mapping” (15 min):

Groups map examples of biases they have seen in their context:

- Recurring cognitive (halo, status quo, confirmation, anchoring)

- Category-based (gender, ethnicity, intersectional)

They classify each example as *individual, organizational, or systemic*.

Trainer Guidelines:

- Provide a table template for mapping examples.
- Encourage participants to think across levels (self, process, institution).
- Display collective results on a flipchart to visualize patterns

Discussion (10 min):

Lead debrief around key insights:

- Which biases are most frequent in your practice?
- How do individual biases connect to systemic inequality?
- What surprised you most?

Trainer Note:

Reinforce that biases are natural cognitive mechanisms—but professionals have the responsibility to manage their impact consciously

1.3 Impact of Bias (40 min)

Explain (20 min):

Bias affects not only decision-making but also the overall **trust, engagement, and emotional climate** within organizations and guidance services.

Unconscious biases can:

- Influence how counsellors interpret client information.
- Shape which opportunities or resources are presented.
- Impact the fairness and transparency of HR and recruitment processes.
- Undermine professional credibility and organizational reputation.

Consequences for clients:

When clients perceive unfairness or exclusion, their motivation and confidence decrease, leading to lower engagement and poorer outcomes.

Consequences for professionals:

Repeated exposure to ethical dilemmas, perceived unfairness, or internal conflict can erode a practitioner's sense of purpose and contribute to **stress, moral fatigue, and reduced professional balance**.

Consequences for systems:

Patterns of bias create structural inequality—reinforcing underrepresentation and limiting social mobility. Over time, institutions risk losing diversity, innovation, and legitimacy.

Conclude by highlighting that **recognizing impact** is a prerequisite for change: awareness must precede tools.

Activity – “The Ripple Effect” (10 min):

Participants work in small groups to map the “ripple effects” of a single biased action (e.g., assuming a client with a disability cannot handle a certain job).

Each group identifies:

- Immediate effect on the client.
- Short-term effect on the practitioner or team.
- Long-term effect on the service or organization.
- Groups share one key insights

Discussion (10 min):

Prompt reflection using guiding questions:

- How does bias affect the trust relationship between counsellor and client?
- What emotional impact can bias have on professionals themselves?
- How can awareness of bias contribute to practitioner resilience and ethical decision-making?

Encourage participants to connect the concept of bias to **real professional contexts** (career guidance, HR, recruitment, inclusion policies).

Trainer Guidelines:

- Display a visual metaphor (e.g., concentric circles or a ripple in water) to illustrate how one biased act spreads through systems.
- Use examples relevant to participants' fields (career guidance, HR, social inclusion).
- Encourage open sharing but remind participants to anonymize examples when referring to real cases.

Trainer Note:

Emphasize that bias is both a **human tendency** and a **professional responsibility**. Recognizing its emotional and systemic impact builds motivation for behavioural change.

Link this session to the next one ("Strategies and Tools to Reduce Bias") by noting that *awareness creates the foundation for practical action*.

1.4 Strategies and Tools to Reduce Bias (60 min)

Explain (30 min):

Present main strategies:

- Structured decisions: use of rubrics, checklists, and blind review to reduce subjectivity.
- Inclusive communication: reframe language ("What adjustments would make your skills shine?").
- Bias interruption techniques: OTFD (Observe, Think, Feel, Desire), pausing before judging, post-interview journaling.
- Supervision & peer support: reflective discussions enhance accountability.
- Reflective routines: daily journaling prompts ("What assumption did I make today?")

Activity – Mini-Case (15 min):

A recruiter receives a shortlist where all candidates are male. What actions could reveal or address hidden bias?

Groups brainstorm preventive steps and ethical responses.

Debrief (15 min):

Trainer summarizes key lessons:

- Structured systems reduce emotional and cognitive bias.
- Inclusive language shifts power dynamics.
- Peer reflection fosters lasting behavioural change.

Trainer Note:

Highlight that sustainable inclusion depends on *process design*, not only personal awareness.

1.5 The Role of Career Counsellor (55 min)

Explain (30 min):

Discuss practical applications:

- Risk indicators: deficit-based language, monotonous shortlists, recurring exclusion of profiles
- Prevention & recovery: seek second opinions, establish fixed criteria, plan time for reflection
- Learning culture: normalize discussion of bias-related mistakes
- Monitoring: use data (applications → interviews → hires) to detect inequities

Activity – Case Studies (15 min):

Groups analyze real-life inspired cases:

- *Case A:* Over 50 excluded from shortlists
- *Case B:* Immigrant woman's qualifications doubted
- *Case C:* Candidate with disability faces inaccessible process
- *Case D:* Young NEET migrant undervalued

Each group identifies biases, proposes inclusive responses, and presents solutions.

Self-Assessment (10 min):

Participants complete a short Bias Literacy Self-Assessment (BLSA) scoring how often they apply inclusive practices. Discuss results in pairs and set goals for improvement.

Trainer Note:

Encourage transparency not evaluation. Reinforce collective responsibility within teams. Revisit the central question:

“How will I ensure that bias awareness becomes part of my daily professional decisions?”

Trainer Note:

End with a list of further resources: BLSA, professional codes, and checklists for inclusive practice. Reinforce that reducing bias is a continuous, team-based process.

Training Methods

- Interactive workshop
- Group discussions
- Guided micro-role play

- Self-paced exercises (IAT, journaling, BLSA)
- Case studies
- Structured debrief and feedback
- Reflective journaling

Activities and Materials

- Activity 1: Icebreaker – “What’s your idea of bias?”
- Activity 2: “Bias Mapping”
- Activity 3: “The Ripple Effect”
- Activity 4: Mini case: “All male shortlist”
- Activity 5: Case Studies: “Recognizing Bias in Practice”
- Activity 6: “Self-Assessment”

Materials:

Slides, case study, test, post its for commitments, and short video or infographic on bias awareness.

Assessment Methods

- Case study analysis – soundness and justification of judgement in daily life
- Personal action plan – realism and depth of reflection
- Peer feedback – relevance and constructiveness of input/post self-assessment
- Observation – participation in discussion and role-play
- Trainer Q&A / Debrief

Resources and References

Pre-Seminar & During Seminar Resources

- Harvard Implicit Association Test (IAT)** – guidance and available variants <https://oxford-review.com/the-oxford-implicit-association-test-iat-definition-and-explanation>
Online tool developed at Harvard University to measure unconscious associations and implicit bias. Various test versions are available (e.g. related to race, gender, age, disability), offering practitioners a reflective starting point for recognising their own implicit attitudes.
- UNESCO / OECD / CEDEFOP** – guidelines on inclusive career guidance and social justice https://www.cedefop.europa.eu/files/OECD_overview_EN.pdf
International policy frameworks and practical recommendations for ensuring equity and fairness in career guidance systems. These guidelines emphasise access for disadvantaged groups, ethical responsibilities of counsellors, and structural reforms for more inclusive labour markets.
- Overcoming Negative Biases in Career Counselling** — NBCC nbcc.org/overcoming-negative-biases-in-career-counseling
A practical contribution for career counsellors describing common types of bias (age, gender, education, etc.) and emphasizing the importance of awareness and cultural sensitivity
- Surfacing Bias for Better Career Coaching** — David Hosmer www.ncda.org
An article that explores how unconscious bias manifests in career coaching practice and suggests strategies to “surface” and address one’s own biases.
- Developing & Delivering Effective Anti-Bias Training: Challenges & Recommendations** — Developing-delivering-effective-anti-bias-training
An evidence-based guide on how to design anti-bias training that goes beyond simple awareness-raising, with recommendations for sustainability and effectiveness
- Implicit Bias Toolkit** — NASFA [Implicit_Bias_Toolkit](#)
A toolkit with practical tools to recognize and counter implicit bias (templates, guidelines, exercises) — designed for educational and training environments

- **Understanding Different Types of Bias** — NHS (UK) understanding-different-types-of-bias
An introductory page on types of bias (affinity bias, confirmation, halo effect, etc.), with reflections on how they influence decision-making. Although not specific to career guidance, it is useful for building foundational knowledge.
- **Implicit Bias Resource Guide** Implicit_bias/Disability
A guide designed for the context of workforce and vocational education, outlining operational methods to reduce bias in educational and hiring processes

During Seminar Materials

- **Implicit Bias – Video Resources** - www.youtube.com/watch
- **Bias in recruitment** www.youtube.com/watch / <https://www.youtube.com/watch>
www.youtube.com
- **What is intersectionality?**- <https://www.youtube.com/watch/>
<https://www.youtube.com/watch>
- **Resources on inclusive language, intersectionality, and microaggressions (internal handout)**
Tailored training materials providing practical examples of inclusive and non-inclusive language, strategies for addressing microaggressions in the workplace, and a framework for applying intersectional thinking in career guidance practice.

Module 2. Personalized Guidance

Module title

Personalized Guidance

Sub-units Titles

- 2.1. Introduction to Personalized Guidance
- 2.2. Self-Awareness & Personal Assessment
- 2.3. Goal Setting & Priority Management
- 2.4. Communication & Interpersonal Skills
- 2.5. Decision-Making and Problem Solving
- 2.6. Resilience & Personal Empowerment
- 2.7. Practical Exercises & Applications
- 2.8. Conclusion & Key Takeaways

Estimated Duration

Workshop: 2 hours

Self-paced exercise: 1-3 hours

Learning Objectives

By the end of this module, participants will be able to:

- Understand the principles and framework of personalized guidance.
- Recognize effective goal-setting, time management, and decision-making techniques.
- Learn strategies for self-awareness, resilience, and stress management.
- Understand communication, interpersonal, and conflict resolution approaches.
- Apply self-assessment tools and SWOT analysis for personal development.
- Set SMART goals and prioritize tasks effectively.
- Develop practical problem-solving, decision-making, and time management strategies.
- Demonstrate openness to self-reflection and continuous learning.
- Show commitment to personal and professional growth.
- Embrace resilience and a proactive mindset toward challenges.

Content Overview

This module provides a structured approach to personalized guidance, from defining foundational concepts to applying practical tools for career and personal development. Participants move from theory to practice through assessments, planning, and skill-building exercises.

2.1 Introduction to Personalized Guidance

In this section, participants are introduced to the concepts of personalized guidance, its differences from coaching and mentoring, and its benefits for personal and professional development.

Content Roadmap:

- Definition and Conceptual Framework
- Distinguishing Personalized Guidance from Coaching and Mentoring

- Benefits: self-awareness, career adaptability, decision-making, action planning

2.2 Self-Awareness & Personal Assessment

In this section, participants explore self-awareness, complete assessments to identify personal strengths and values, and learn to apply SWOT analysis for personal and professional development

Content Roadmap:

- Theoretical foundation of self-knowledge
- Personality, skills, and values assessments
- Applying SWOT analysis

2.3 Goal Setting & Priority Management

In this section, participants learn to set SMART goals, prioritize tasks effectively using the Eisenhower Matrix, and develop actionable steps for personal and professional development.

Content Roadmap:

- SMART goals framework
- Priority management: Eisenhower Matrix
- Action planning: steps, resources, timelines, monitoring

2.4 Communication & Interpersonal Skills

In this section, participants are introduced to effective communication strategies, including active listening, assertiveness, and conflict resolution using the Thomas-Kilmann Model.

Content Roadmap:

- Active listening
- Assertiveness
- Conflict management (Thomas-Kilmann Model)

2.5 Decision-Making & Problem Solving

In this section, participants learn structured decision-making frameworks, problem analysis techniques, and creative/critical thinking methods to solve professional and personal challenges.

Content Roadmap:

- Decision-making frameworks: CIP, CASVE cycle
- Problem analysis: Root Cause, 5 Whys
- Creative and critical thinking techniques

2.6 Resilience & Personal Empowerment

In this section, participants explore resilience principles, stress management strategies, and the RENEW model to enhance personal empowerment.

Content Roadmap:

- Resilience framework: awareness, assets, leadership, engagement
- Stress management and mindfulness techniques
- RENEW model for empowerment

2.7 Practical Exercises & Applications

In this section, participants apply personalized guidance concepts through case studies, role-plays, and action plan development.

Content Roadmap:

- Case studies: refugee professional, long-term unemployed worker, returning worker
- Role-plays and action plan development

2.8 Conclusion and Key Takeaways

In this section, participants consolidate learning, reflect on key insights, and identify personal steps to continue applying personalized guidance principles.

Content Roadmap:

- Review key concepts and skills
- Personal reflection and action plan finalization

Content Development

2.1 Introduction to Personalized Guidance (30 min)

Explain (10 min):

Trainer defines personalized guidance in simple terms.

Show visual table comparing coaching, mentoring, and personalized guidance.

Emphasize holistic development and early application in professional roles.

Activity – Knowledge Mapping (10 min):

Participants brainstorm what guidance approaches they have experienced.

Identify gaps and expectations for personalized guidance.

Discussion (10 min):

In plenary, groups share. Trainer highlights key differences and benefits.

Trainer Guidelines:

Handout: Comparison table (Coaching vs. Mentoring vs. Personalized Guidance)

Visual: Personal vs. professional development outcomes

Encourage questions and reflection

2.2 Self-Awareness & Personal Assessment (45 min)

Explain (10 min):

Introduce theoretical link between self-awareness and career decision-making.

Overview of assessment tools: MBTI, Big Five, StrengthsQuest, skills inventory.

Activity – Self-Assessment (10 min):

Participants complete a brief personality and skills assessment.

Identify strengths and areas for growth.

Discussion (10 min):

Share findings in small groups.

Trainer emphasizes how self-awareness informs goal-setting and decision-making.

Trainer Guidelines:

Handouts: Assessment templates, SWOT framework

Visual: Example of SWOT analysis for career planning

Encourage participants to reflect on personal results

2.3 Goal Setting & Priority Management (30 min)

Explain (10 min):

Trainer introduces SMART goals and provides examples for different populations.

Explains priority management techniques and Eisenhower Matrix.

Shows job ads to illustrate how employers value these.

Activity – Goal Setting (10 min):

Participants draft one SMART goal and map it using the Eisenhower Matrix.

Discussion (10 min):

Participants examples and discuss strategies to overcome barriers.

Trainer Guidelines:

Handouts: SMART goals worksheet, Eisenhower Matrix template

Visuals: Goal examples for disadvantaged populations

Highlight importance of breaking goals into manageable steps

2.4 Communication & Interpersonal Skills (30 min)

Explain (15 min):

Trainer introduces key communication skills and their importance.

Explain assertiveness strategies and conflict resolution techniques.

Activity – Role Play (10 min):

Participants practice active listening and assertive communication in pairs. Switch role after 5 min.

Discussion (10 min):

Volunteers share their findings. Group reflection on challenges and effective approaches.

Trainer Note:

Provides Handouts: Assertiveness tips, Thomas-Kilmann Model summary

Encourages practical examples from participants' experience

2.5 Decision-Making & Problem Solving (45 min)

Explain (10 min):

Trainer explains CASVE cycle and CIP approach.

Introduce 5 Whys and brainstorming/mind mapping techniques.

Activity – Problem Analysis (10 min):

Small groups analyze a hypothetical career guidance scenario.

Apply 5 Whys and brainstorming techniques.

Discussion (10 min):

Participants present solutions. Trainer emphasizes structured and creative problem-solving methods.

Trainer Note:

Provides Handouts: CASVE cycle, 5 Whys worksheet

Presents Visuals: Flowcharts of problem-solving framework

2.6 Resilience & Personal Empowerment (30 min)

Explain (10 min):

Trainer introduces resilience principles and mindfulness practices.

Explains RENEW model and empowerment strategies.

Activity – Reflection (10 min):

Participants identify personal strengths and create a mini empowerment plan

Discussion (10 min):

Participants share strategies to maintain resilience in professional roles

Trainer Note:

Provides Handouts: RENEW model, mindfulness tips

Encourages ongoing reflection and small incremental goals

2.7 Practical Exercises & Applications (30 min)

Explain (10 min):

Trainer introduces scenarios and objectives.

Activity – Case Study Analysis (20 min):

Participants in small groups analyze one scenario. Then, develop recommendations and action plans

Discussion (10 min):

Participants share insights and compare strategies across groups.

Trainer Note:

Handouts: Case studies and worksheets

Visuals: Key steps for action plan development

Encourage application to participants' own contexts

2.8 Conclusion & Key Takeaways

Explain & Reflect (7 min):

Reinforce the holistic nature of personalized guidance.

Emphasize self-awareness, planning, and resilience.

Activity – Action Plan Review (3 min):

Participants finalize personal development steps.

Discussion (10 min):

Participants share insights and compare strategies across groups.

Trainer Note:

Reflection worksheet summarizing key strategies

Encourage sharing one takeaway with a partner for accountability

Training Methods

- Interactive workshop: Hands-on learning with active participation.
- Group discussions: Share ideas and apply concepts collaboratively.
- Role plays: Practice skills in realistic scenarios.
- Self-paced exercises: Individual learning and reflection activities.
- Case studies: Analyze real-life situations to apply knowledge.
- Presentations: Trainer-led explanations of concepts and frameworks.

Activities and Materials

- **Activity 1:** Icebreaker & knowledge mapping – “Hoes does personalized guidance differ from coaching and mentoring?”
- **Activity 2:** Self-Assessment – Skills assessment for identifying strengths and areas for growth.
- **Activity 3:** Goal Setting – Draft one SMART goal and map it using the Eisenhower Matrix.
- **Activity 4:** Case study & role-play – Practicing active listening and assertive communication in pairs.
- **Activity 5:** Problem Analysis - Career guidance scenario and brainstorming techniques
- **Activity 6:** Reflection – “ Identify your personal strengths and create a mini empowerment plan”.
- **Activity 7:** Case Study Analysis – Real life scenatio and recommendations for actions play

Materials:

Slides, worksheets (case studies, knowledge mapping, reflection/action plan), charts, tables, graphs, access to online worksheets, flipcharts & markers, post-its for commitment wall, assessment tools.

Assessment Methods

- **Re/post self-assessment:** Participants complete a self-assessment at the start and end of the module to measure learning progress and self-awareness improvements.
- **Short quizzes:** Quick quizzes test knowledge of key concepts
- **Participation in group discussions:** Evaluates engagement, contribution of ideas, and ability to apply concepts in collaborative settings.
- **Completion of personal action plan:** Participants create an actionable plan to apply learned strategies in their personal or professional context

- **Reflection reports:** Written reflections allow participants to articulate insights, challenges, and personal growth resulting from the module.
- **Observation of role-play exercises:** Trainers assess participants' communication, problem-solving, and interpersonal skills during structured role-play activities.

Resources and References

Pre-Seminar Resources & References

- **Eurostat: Labour Market Overview**
Source: Eurostat Labour Market
- **CEDEFOP Skills Forecast key highlights**
Source: CEDEFOP Skills Forecast
- **National Library for Medicine**
Source: National Library for Medicine
- **International Labor Organization**
Source: ILO

During Seminar Resources & References

- **Flipcharts & markers**
For group activities and idea mapping.
- **Worksheets: Knowledge mapping, skills mapping, goal setting, reflection/action plan**
Prepare worksheets in advance for seminar exercises.
- **Simplified charts/graphs from Eurostat, OECD, ILO**
Use accessible charts and infographics illustrating key labor market trends, social inequalities, and skills demands to facilitate comprehension.
- **Slides on differences of personalized guidance with coaching and mentoring,**
Presentations highlighting key concepts and accessible visuals.

- **Post-its for Commitment Wall**

For participants to record and display their action commitments.

Post-Seminar Resources & References

- **Digital copies of slides and handouts**

Share via email or cloud platforms (e.g., Google Drive, OneDrive).

- **Links to databases: Eurostat, ILOSTAT, OECD, CEDEFOP, ESCO**

- Eurostat
- ILOSTAT
- OECD Employment Outlook 2025
- CEDEFOP Skills Intelligence Tools
- ESCO

Module 3. Labor Market Trends

Module Title

Labor Market Trends

Sub-Units Titles

3.1 Introduction to Labor Market Information (LMI)

3.2 Global and Regional Labor Market Trends

3.3 Skills for the Future of Work

3.4 Using LMI in Career Counseling Practice

3.5 Reflection and Application

Learning Objectives

By the end of this module, participants will be able to:

- Define LMI and explain its importance in career counseling
- Identify global and regional labor market trends
- Recognize current and emerging skills in demand.
- Apply LMI insights to different client scenarios.
- Reflect on integrating LMI into their professional practice.

Content Overview

This module provides a clear and structured path for understanding and applying Labor Market Information (LMI) in career counseling. Participants move from defining key concepts to analyzing trends, identifying future skills, and applying LMI insights in practical counseling contexts.

3.1 Introduction to Labor Market Information (LMI)

In this section, participants are introduced to the concept and purpose of Labor Market Information. They explore where LMI comes from, why it is essential for effective career counseling, and how to identify reliable and accessible data sources for diverse client needs.

Content Roadmap:

- Define LMI and explain its relevance in career guidance.
- Identify reliable international and national LMI sources (e.g., Eurostat, OECD, CEDEFOP, ILO).
- Understand how to assess data quality, accessibility, and suitability for disadvantaged groups.

3.2 Global and Regional Labor Market Trends

This section examines how global and regional forces shape employment opportunities and challenges. Participants analyze current trends—such as technological change, green transition, demographic shifts, and new work models—and discuss their implications for vulnerable groups in local contexts.

Content Roadmap:

- Explore major global and regional labor market trends.
- Analyze their local impact and relevance for disadvantaged populations.
- Reflect on how these trends influence career guidance and employment pathways.

3.3 Skills for the Future of Work

Here, participants identify the evolving skill requirements for future employability. They explore accessible and inclusive skill areas, including soft, digital, and green skills, and learn to use European tools to forecast future skill needs.

Content Roadmap:

- Identify emerging and transferable skills in demand across sectors.
- Discuss pathways for developing these skills, especially for disadvantaged clients.
- Use CEDEFOP Skills Forecast and ESCO tools to link skills with labor market trends.

3.4 Using LMI in Practice

Participants practice applying LMI insights in realistic counseling situations. Through case studies and role plays, they learn how to simplify complex information, communicate it clearly, and tailor guidance to diverse client profiles.

Content Roadmap:

- Apply LMI data to real counseling cases.
- Practice simplifying, visualizing, and explaining LMI insights effectively.

3.5 Reflection and Application

The module concludes with individual reflection and planning. Participants consolidate learning, develop personal action plans, and identify concrete steps to integrate LMI into their professional practice.

Content Roadmap:

- Reflect on learning outcomes and professional implications.
- Create and share personal action plans for using LMI with clients.

Content Development

3.1 Introduction to LMI (30 min)

Explain (10 min):

Trainer defines LMI in simple terms (“information about jobs, skills, and labor market trends”).

Show a short visual slide with examples of sources: national statistics offices, public employment services, Eurostat, CEDEFOP, OECD, ILO.

Emphasize that for disadvantaged clients, access to reliable and clear labor information can prevent misinformation and improve trust.

Ask: “Which sources do your clients actually know and use?”

Activity – Mapping Sources (10 min):

In small groups, participants brainstorm LMI sources in their country. They identify which ones are accessible for disadvantaged groups (e.g., local job centers, multilingual portals, plain-language websites).

Discussion (10 min):

In plenary, groups share. Trainer introduces criteria of reliability: recency, transparency, reputation, and accessibility for low-literacy clients.

Trainer Guidelines:

Prepare a 1-page handout: Reliable vs. Less Reliable LMI Sources.

Show side-by-side screenshots: an official Eurostat dashboard vs. a private job blog.

Highlight how accessibility (language, complexity, digital literacy) matters as much as reliability.

3.2 Global and Regional Trends (60 min)

Explain (15 min):

Trainer presents 4 global trends with a disadvantaged-group lens:

Technological disruption: Automation & AI risk displacing low-skilled jobs.

Green economy: New opportunities in recycling, renewable energy, sustainable construction.

Demographic shifts: Aging population creates care jobs often accessible to low-skilled workers.

New employment models: Gig/remote work = flexibility but also precariousness.

Use infographics and ask reflection questions: “Who benefits and who risks exclusion?”

Mini-Case Example (10 min):

Present a story: “A migrant warehouse worker loses a job due to automation — what alternatives emerge?”

Activity – Group Mapping (20 min):

Groups complete a table:

Trend → Local Impact on disadvantaged groups → Counseling Implications.

Example: Green economy → demand for recycling workers → advise low-skilled clients on short green courses.

Debrief & Discussion (15 min):

Groups share 1–2 findings each. Trainer links with Eurostat/ILO data on vulnerable groups in labor markets.

Trainer Note:

- Use visuals and avoid jargon.
- Prompt debate: “Does the gig economy empower or exploit disadvantaged workers?”
- Keep it grounded in local realities.

3.3 Skills for the Future (45 min)

Explain (10 min):

Trainer presents categories of future skills with emphasis on those achievable by disadvantaged groups:

- Soft skills: reliability, teamwork, flexibility.
- Digital basics: using email, job platforms, online learning.
- Green skills: practical, low-entry skills (waste management, energy efficiency).
- Lifelong learning: free/low-cost learning pathways (online, NGOs, adult education).

Show job ads to illustrate how employers value these.

Activity – Skills Mapping (15 min):

Groups identify “Top 5 skills disadvantaged clients in their country will need by 2030.”

Group Share (10 min):

Trainer clusters responses on flipchart (digital, interpersonal, green).

Mini-Demo (10 min):

Trainer demonstrates CEDEFOP Skills Forecast or ESCO and explains how it can help identify realistic upskilling paths.

Trainer Note:

Use real job ads accessible to low-qualification candidates.

Encourage reflection on counselors’ own skill gaps and how they can model lifelong learning for clients.

3.4 Using LMI in Practice (60 min)

Explain (15 min):

Present two disadvantaged-focused case studies:

- Case 1: Young person from a disadvantaged background looking for first job.
- Case 2: Woman, 45, long-term unemployed, seeking reskilling.

Trainer shows how LMI reports (Eurostat/OECD/national data) can guide advice.

Mini-teaching: “How to simplify a chart for clients in 3 steps: interpret → translate → communicate.”

Activity – Role Play (20 min):

Pairs act out counseling sessions. The “counselor” uses provided LMI visuals to advise the “client.” Switch roles after 10 minutes.

Worksheet Task (15 min):

Participants interpret a short labor market report extract and rewrite 3 insights into plain client-friendly language.

Group Share (10 min):

Volunteers share their simplified messages. Trainer highlights best practices for communicating LMI with low-literacy audiences.

Trainer Note:

Provide simple charts, infographics, and icons.

Stress plain language and analogies (e.g., “1 in 3 jobs” instead of “33% unemployment”).

3.5 Reflection and Application (45 min)

Explain (10 min):

Trainer revisits: “How can LMI become a tool for empowering disadvantaged clients?”

Activity – Personal Action Plan (15 min):

Each participant drafts:

- 2 new ways to use LMI with disadvantaged clients.
- 1 accessible source they will start following.
- 1 personal step to simplify or adapt LMI for clients.

Peer Feedback (10 min):

Participants exchange action plans and provide supportive feedback.

Commitment Round (10 min):

Each participant shares one concrete step they will apply in their practice. Trainer records them on a “Commitment Wall.”

Trainer Note:

Encourage practical, realistic steps (e.g., “Use simple charts with migrant clients”).

Share a resource list: accessible LMI sources, NGOs, free training platforms.

Training Methods

- Mini-lecture / Trainer Input
- Group Brainstorming & Mapping
- Case Studies & Storytelling
- Role Play (Counselor–Client Simulation)
- Hands-on Data Work (Worksheets / Tools Demo)
- Group Discussion & Debrief
- Action Planning & Peer Feedback

Activities and Materials

- **Activity 1:** Icebreaker & group mapping – “Which LMI sources are accessible for disadvantaged clients?”

- **Activity 2:** Group analysis – Map global/regional labor market trends → local impact → counseling implications for vulnerable groups; mini-case discussion (e.g., migrant warehouse worker affected by automation).
- **Activity 3:** Skills mapping – Identify Top 5 future skills needed by disadvantaged clients; mini-demo of CEDEFOP/ESCO tools.
- **Activity 4:** Case study & role-play – Counselor advising disadvantaged clients (recent graduate, mid-career professional) using simplified LMI data; worksheet to translate data into client-friendly insights.
- **Activity 5:** Reflection & action plan – “2–3 ways I will use LMI + 1 accessible source + 1 personal skill step”; peer feedback and commitment round.

Materials:

Slides, worksheets (case studies, skills mapping, reflection/action plan), simplified LMI datasets (charts, tables, graphs), access to online LMI databases, flipcharts & markers, post-its for commitment wall, realistic job ads.

Assessment Methods

- Observation – participation in group mapping, discussions, and role-plays with disadvantaged clients.
- Worksheet exercises – skills mapping and LMI interpretation for client-friendly insights.
- Case study analysis – recommendations for recent graduate and mid-career disadvantaged clients.
- Personal action plan – clarity, realism, and applicability of LMI integration.
- Peer feedback – quality and relevance of feedback shared with colleagues.
- Trainer Q&A / Debrief – understanding of trends, skills, and LMI application for vulnerable groups.

Resources and References

Pre-Seminar Resources & References

- **Eurostat: Labour Market Overview**
Source: [Eurostat Labour Market](#)
- **OECD Employment Outlook 2024 (summary)**
Source: [OECD Employment Outlook 2025](#)
- **CEDEFOP Skills Forecast key highlights**
Source: [CEDEFOP Skills Forecast](#)
- **Local employment services and NGOs supporting disadvantaged groups**
Source: Refer to your local employment agencies and NGO networks for relevant services.
- **Short questionnaire for participants: “Which LMI sources do you currently use?”**
Source: Can be created via Google Forms or another survey tool.

During Seminar Resources & References

- **Flipcharts & markers**
For group activities and idea mapping.
- **Worksheets: LMI mapping, skills mapping, reflection/action plan**
Prepare worksheets in advance for seminar exercises.
- **Simplified charts/graphs from Eurostat, OECD, ILO**
Sources:
 - [Eurostat Database](#)
 - [OECD Employment Outlook 2025](#)
 - [ILOSTAT](#)
- **Slides on labor market trends, future skills, and client-friendly examples**
Presentations highlighting key concepts and accessible visuals.
- **CEDEFOP Skills Forecast / ESCO online demo**
Source: [CEDEFOP Skills Intelligence Tools](#)

- **Realistic job ads highlighting future skills**
Use local job platforms or online job boards.
- **Post-its for Commitment Wall**
For participants to record and display their action commitments.

Post-Seminar Resources & References

- **Digital copies of slides and handouts**
Share via email or cloud platforms (e.g., Google Drive, OneDrive).
- **Links to LMI databases: Eurostat, ILOSTAT, OECD, CEDEFOP, ESCO**
 - [Eurostat](#)
 - [ILOSTAT](#)
 - [OECD Employment Outlook 2025](#)
 - [CEDEFOP Skills Intelligence Tools](#)
 - [ESCO](#)
- **Suggested reading:**
 - European Commission (2023), Green Employment Transition in Europe
Latest reports from national employment services (check local websites).
- **Online discussion forum or peer network**
Use platforms like Slack, Microsoft Teams, or LinkedIn for ongoing support.
- **Self-learning pathways: MOOCs, NGO training resources, local adult education programs**
Explore platforms like [Coursera](#), [edX](#), [FutureLearn](#) for relevant courses.

Module 4. Career Self-Management

Module Title

Career Self-Management

Sub-Units Titles

4.1 Personal career values

4.2 SMART Goal Setting

4.3 Labor Market Navigation

4.4 Digital Self-Promotion

4.5 Activity: Case study: Aligning values with actions

4.6 Activity: Success story: Confidence Through Clear Goals

4.7 Accessibility considerations

Estimated Duration

Total Duration: 4 hours total

- 2-hour interactive workshop
- 2-hour follow-up/self-study

- Workshop can be delivered blended: in-person or virtual

Learning Objectives

By the end of this module, participants will be able to:

- Identify and prioritize personal career values to guide decisions.
- Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) aligned with those values.
- Navigate labor market information using tools to research occupations.
- Enhance their professional digital presence* (e.g. LinkedIn profile, resume) with clear, targeted language.

Content Overview

Career Self-Management is the ongoing process by which individuals plan, develop, and direct their career paths. It involves understanding personal strengths, interests, and values, setting realistic goals, navigating labor markets, and presenting oneself effectively to employers. Effective career self-management fosters independence, adaptability, and resilience in a constantly changing labor market.

4.1 Personal Career Values (30 min)

Career values are the principles or priorities that guide decisions about work (e.g., helping others, creativity, stability). Understanding these values helps individuals choose satisfying and meaningful work and avoid roles that conflict with what matters most to them. Values also provide a foundation for goal-setting and career planning.

Learning Steps (basic → complex):

- Define personal career values and their role in career satisfaction.
- Explore values through pictorial Value Sorting cards; identify 3–5 top priorities.
- Discuss selected values in small groups, emphasizing listening and respect for diverse answers.
- Draft a personal Values Statement summarizing top priorities in first-person voice.
- Reflect on how these values can guide short- and long-term career decisions.

Skills Learned: Self-awareness, reflection, prioritization, communication.

4.2 SMART Goal Setting (40 min)

SMART goals - Specific, Measurable, Achievable, Relevant, Time-bound - help translate intentions into clear, actionable steps. Setting SMART goals strengthens self-efficacy, accountability, and progress tracking, supporting participants in aligning their actions with career values.

Learning Steps (basic → complex):

- Learn the SMART framework with simple, relatable examples.
- Compare weak vs. strong goals using SMART criteria.
- Draft one short-term and one long-term career goal based on personal values.
- Exchange goals with a partner for feedback and refinement.
- Share goals in the group and discuss what makes them SMART and realistic.

Skills Learned: Goal-setting, planning, self-regulation, peer feedback.

4.3 Labor Market Navigation (35 min)

Understanding the labor market empowers participants to make informed career decisions. Labor market information includes job duties, required skills, education, salaries, and demand trends. Competence in navigating this information promotes employability and strategic career planning.

Learning Steps (basic → complex):

- Introduce labor market tools and reliable data sources (national statistics, LinkedIn, industry sites).
- Demonstrate searching for occupations and interpreting key information (duties, skills, salary, outlook).
- Conduct individual exercises to research a target occupation and note relevant details.
- Reflect on how this information affects goal-setting and career choices.

Skills Learned: Research, critical thinking, decision-making, data interpretation.

4.4 Digital Self-Promotion (30 min)

Digital self-promotion is the process of presenting one's skills and experience online through resumes, LinkedIn, portfolios, and other platforms. Clear, authentic online profiles increase employability, help match participants with suitable opportunities, and strengthen professional identity.

Learning Steps (basic → complex):

- Introduce key components: LinkedIn profile, resume, and portfolio.
- Examine example profiles/resumes to identify improvements.
- Apply improvements in hands-on exercises: rewrite one bullet or profile section using clear, measurable results.
- Share edits in small groups and receive constructive feedback.

- Reflect on the role of digital self-promotion in achieving career goals.

Skills Learned: Communication, self-presentation, attention to detail, professional branding.

4.5 Activity: Case Study: Aligning values with actions

Career choices are most sustainable when they align with personal values. Using tools like pictorial value cards makes abstract ideas (e.g., community, stability) more concrete, especially for learners with limited literacy.

Why it matters: When clients articulate their values and connect them to small, achievable goals, they build self-awareness, motivation, and ownership of their career path.

4.6 Activity: Success story: Confidence Through Clear Goals

The SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) helps transform vague ambitions into actionable steps. Peer accountability and daily routines strengthen follow-through.

Why it matters: Omar's example shows how structured goal-setting leads to confidence, concrete achievements (certification), and real opportunities (job interviews). Sharing success stories helps participants see that small, consistent steps can create momentum.

4.7 Accessibility considerations

Inclusive learning environments recognize that participants have different literacy levels, language skills, and learning styles. Universal design principles (clear visuals, simple language, multi-modal explanations) ensure everyone can engage. When accessibility is built into workshops, participants feel respected and capable, which increases participation, equity, and learning outcomes.

Progression module:

- Awareness – Identify personal career values as a foundation for decision-making.
- Clarity – Translate values into SMART career goals.
- Exploration – Navigate labor market information to align goals with opportunities.
- Presentation – Build a professional identity through digital self-promotion.
- Application – Apply learning in case studies, success stories, and reflective practice.

Content Development

5.1 Personal career values (30 min):

Explain (5 min):

Define *values* as personal priorities (e.g. creativity, security, helping others). Briefly discuss why knowing values helps in choosing satisfying jobs.

Activity – Value Sorting (15 min):

Participants work in pairs or small groups to sort pictorial value cards. Each person selects 3–5 cards that resonate most. Encourage use of images or icons for low-literacy participants.

Discussion (10 min):

In the full group, each participant names their top values and explains why. Trainer writes key-words on flipchart. Emphasize listening and acceptance of all answers. (*Accessibility: Offer extra time for reading cards; ensure translations if needed.*)

Values Statement (10 min):

Trainer guides each participant to write a 1–2 sentence *Values Statement* (e.g., “My top career values are”). Share a couple of examples.

Trainer Note:

Model a simple statement. Encourage clarity and first-person voice.

5.2 SMART Goal Setting (40 min):

Explain (5 min):

Introduce the SMART acronym. For each letter, give a plain example (e.g., Specific: “Apply to 3 jobs each week”).

Worksheet Walkthrough (5 min):

Distribute the *SMART Goals Worksheet*. Review one example of a weak goal (“get a better job”) vs. a strong SMART goal.

Individual Task (10 min):

Participants draft one short-term and one long-term SMART goal related to their career values (e.g., short-term: complete a skill course; long-term: attain a promotion).

Pair Practice (10 min):

In pairs, participants exchange and critique each other's goals, checking each SMART criterion. Encourage positive feedback.

Group Share (10 min):

Invite 2–3 pairs to share a goal and what made it SMART. Praise clear, achievable goals.

Trainer Note:

Ensure examples are realistic for participants' backgrounds. Emphasize writing goals in the participant's own words.

5.3 Labor Market Navigation (35 min):

Introduce Tools (5 min):

Briefly mention reliable data sources: e.g. *national statistics, websites, LinkedIn and industry sites*. Show the homepages and explain they offer job descriptions for hundreds of occupations (e.g. national statistics <https://statbel.fgov.be>, EU statistics <https://ec.europa.eu/eurostat>, job portals like LinkedIn <https://www.linkedin.com/jobs>, and public employment services such as VDAB <https://www.vdab.be>, or Actiris <https://www.actiris.brussels>). Show the homepages and explain they offer job descriptions for hundreds of occupations.

Live Demonstration (10 min):

Demonstrate how to search by occupation or skill. Show key information pages (e.g. *ESCO European Skills database* <https://esco.ec.europa.eu>, VDAB, or LinkedIn). Highlight filtering by region or industry if available. (*Trainer Tip: Pause and ask trainees what occupations they'd search for.*)

Individual Exercise (15 min):

Ask each participant to choose a target occupation (perhaps one they named earlier) and use the resource guide or website to find (*VDAB, Actiris, or ESCO*): average salary, required education/skills, and projected demand. Provide a worksheet to note findings.

Debrief (5 min):

Discuss how this data might affect their career choices or goal-setting. Emphasize interpreting facts, not statistics.

5.4 Digital Self-Promotion (30 min):

Overview (5 min):

Explain that today's job market often requires an online presence and clear resumes. Stress authenticity and simplicity.

Components (5 min):

List: **LinkedIn profile** (headline, summary, photo), **resume** (clear formatting, key skills), and **work portfolio** (samples if possible).

Hands-On – Profile/Resume Edit (15 min):

Provide a short anonymous profile or resume excerpt. In small groups, have participants suggest improvements (add results, match keywords to job ads, simplify language). Use the *Resume/LinkedIn checklist* as guidance. Alternatively, participants work on their own: pick one bullet in their resume or profile and rewrite it with a quantifiable result (e.g., "Served 20+ customers daily" instead of "Good with customers").

Share (5 min):

Groups share one improvement.

(Trainer Note: Encourage plain words. Remind: one leader at a time, positive encouragement.)

Wrap-Up and Evaluation (10 min):

Review key points: values, SMART goals, using labor data, digital presence. Ask participants to name one new thing they learned. Distribute a quick feedback form or ask a few reflection questions: “How confident do you feel about setting a SMART career goal?” “How will you use this after class?”

5.5 Activity: Case Study: Aligning values with actions

Scenario: Maria is learning English and has limited reading ability. She isn’t sure what kind of job she wants. Her counselor uses pictorial value cards (showing community service, creativity, stability, etc.). Maria picks “community” and “stability” as top values.

Discussion & Tasks:

- **Activity:** Guide a brief card-sorting session with Maria (and group). Ask her: “Which pictures feel right?” Ensure the discussion is verbal and interactive.
- **Values statement:** Help Maria craft a statement, e.g. “I want a job where I help others regularly and feel secure financially.” Write this on a poster or flipchart.
- **SMART Goal:** Together, set a small, doable goal. Example: “This week, call one community center to inquire about volunteer roles.” Ensure it’s specific and time-bound.
- **Debrief:** Ask how Maria will feel achieving this goal and how it connects to her values.

5.6 Activity: Success story: Confidence Through Clear Goals

Omar, a workshop participant, used the SMART worksheet to set a goal: **“Complete the basic IT certification course within 6 weeks.”** With peer support, he dedicated one hour daily to study. Four weeks later, Omar passed the first module. Because his goals were clear and monitored, he gained confidence. By the end of the training month, Omar earned the certificate and had two job interviews lined up. He credits writing his goal down and checking progress each day.

Real-world application prompt:

- *Think-Pair-Share:* “Recall a recent job-related decision. What personal values influenced it? How might knowing your values change future decisions?”
- *Reflective question:* “Write down one career goal you have for the next month. Is it SMART? If not, how can you adjust it?”

5.7 Accessibility considerations

- Use **large fonts and high-contrast colors** on all handouts and slides.
- Provide **visual aids** (icons, pictures) for key concepts (e.g., values cards, emotion images).
- Allow **verbal explanation** of written materials; check understanding by asking participants to paraphrase.
- For **low-literacy or non-native speakers**, offer materials in simple language and with translations if possible.
- Ensure **audio-visual content** (web demo, videos) has captions or is narrated clearly.
- Schedule **short breaks** as needed; provide water.

Training Methods

- Facilitated group discussions

- Case studies & Success stories
- Short lectures with visual aids
- Digital tool exploration
- Interactive workshop
- Self-paced exercises
- Reflective journaling
- Presentations
- Guided mindfulness practice.

Activities and Materials

- **Activity 1: Personal career values** - Identify key personal values using pictorial cards and create a short values statement.
- **Activity 2: SMART Goal setting** – Learn and apply the SMART framework to set short- and long-term career goals.
- **Activity 3: Labor market navigation** - Explore job information sources and research one occupation's skills, salary, and outlook.
- **Activity 4: Digital Self-Promotion** - Improve online profiles or résumés using clear, result-focused language.
- **Activity 5: Case Study – Aligning values with actions** - Practice aligning personal values with small, achievable actions.
- **Activity 6: Success Story** – Confidence through clear goals - Reflect on how clear goals build confidence; write one personal career goal

Materials:

- Pictorial Value Cards (cards or posters with common values images)
- SMART Goals Worksheet (with examples of good/bad goals)

- Guide on access to job portals / printed labor market data
- Example resumes, profiles, portfolios
- Digital Profile Templates (blank LinkedIn/resume formats)
- Flipchart or whiteboard, markers; projector/laptop (for demos)
- Notepaper and pens for participants

Assessment Methods

- Observe participant engagement and completion of activities (e.g. goals written on worksheets).
- Review SMART goals for completeness and realism as participants share them.
- Collect a one-minute paper at the end: *“What is one SMART goal you will pursue?”* or a confidence rating.
- Plan a **follow-up** (e.g., check-in call or email after 2 weeks) to see if participants implemented a step toward their goals.

Resources and References

- Statbel: <https://statbel.fgov.be>
- EU statistics : <https://ec.europa.eu/eurostat>
- ESCO European Skills database: <https://esco.ec.europa.eu>
- LinkedIn: <https://www.linkedin.com/jobs>
- VDAB: <https://www.vdab.be>
- Actiris: <https://www.actiris.brussel>

Module 5. Digital Tools for Counselling and Career Guidance

Module Title

Digital Tools for Counselling and Career Guidance

Sub-Units Titles

- 5.1 Introduction to digital tools in counselling and career guidance
- 5.2 Use of Digital Tools for CV and Personal Branding
- 5.3 Digital Job Search and Applications
- 5.4 The Digital Career Counsellor
- 5.5 Practical Activities and Conclusions

Estimated Duration

- Workshop 2 Hours
- Self-paced exercises 2 Hours

Learning Objectives

By the end of this module, participants will be able to:

- Understand the main categories of digital tools in counselling (communication, CV, job search, organisation).

- Recognise opportunities and risks (digital divide, ethics, GDPR)
- Identify reliable and context-appropriate tools for career guidance
- Set up and manage professional videoconferencing sessions
- Support clients in creating digital CVs and LinkedIn profiles
- Use job portals and AI tools effectively in job search
- Organize and monitor application flows using spreadsheets and local databases
- Apply good practices in digital ethics and privacy

Content Overview

This module provides a structured path to understanding and effectively using digital tools in career counselling and guidance. Participants progress from exploring the opportunities and challenges of digitalisation to mastering practical tools for communication, job search, and online professionalism. The module emphasizes accessibility, ethics, and the evolving role of the digital counsellor in supporting diverse and vulnerable client groups.

5.1 Digital tools in counselling and in Career Guidance

Participants explore how technology is transforming career counselling practices, improving access, flexibility, and efficiency. They also reflect on digital barriers and how to address them to ensure inclusive and equitable services.

Content Roadmap

- Understand how digitalisation enhances access, flexibility, and efficiency in guidance services
- Identify and address barriers such as the digital divide, resistance, and usability issues
- Explore strategies for ensuring digital inclusion for all client groups

5.2 Use of Digital Tools for CV and Personal Branding

Participants learn how to support clients in developing a strong digital identity and professional presence. Through hands-on exploration of tools and platforms, they gain practical skills to enhance employability and credibility in online environments.

Content Roadmap:

- Use digital tools for designing professional CVs (e.g., Canva, CV builders)
- Create and optimize a LinkedIn profile and manage digital presence
- Apply best practices for email, WhatsApp, and videoconferencing in professional contexts (Zoom, Meet, Teams)
- Understand principles of online credibility, privacy, and reputation management

5.3 Digital Job Search and Applications

Participants discover how to navigate the digital labour market effectively, using online platforms, AI-based tools, and local databases to expand opportunities for clients. They also critically examine the benefits and risks of digital recruitment.

Content Roadmap

- Explore national and European job portals and understand their functionality
- Evaluate AI-powered job-matching platforms (e.g., ChatGPT, Jooble): benefits and limitations
- Recognize risks of algorithmic bias and data misuse
- Access local company databases to uncover hidden opportunities
- Strengthen networking and direct contact techniques in digital contexts

5.4 The Digital Career Counsellor

Participants reflect on the evolution of their professional role in a digital era, from traditional counsellor to digital facilitator. They explore ethical challenges, data protection principles, and ways to empower clients to develop digital literacy.

Content Roadmap

- Understand the shift from traditional counsellor to digital facilitator
- Apply principles of ethics, GDPR compliance, and fraud awareness in online environments
- Promote digital literacy and empowerment among diverse client groups
- Manage one's professional reputation and online boundaries effectively

5.5 Practical Activities

Participants consolidate their learning through hands-on exercises and case discussions, applying the digital tools and strategies explored throughout the module.

Content Roadmap

- Practical exercises: set up a Zoom session and create a sample CV using Canva or CV maker
- Analyse case studies: digital divide, fraud in job portals, and weak LinkedIn presence
- Reflect on how digital tools can enhance accessibility, trust, and inclusion in guidance services

Content Development

5.1 Digital Tools in Counselling and Career Guidance (40 min)

Explain (20 min):

Digitalisation is transforming the way career guidance is provided, changing how counsellors communicate with clients, share resources, and deliver support throughout the career development process. Technology enables greater access, flexibility, and efficiency, allowing counsellors to reach broader audiences and adapt to diverse client needs.

Opportunities:

- Flexible service delivery through online meetings and resources.
- Improved access for clients in remote or rural areas.
- Data-driven insights for labour market trends and skills matching

Challenges and barriers:

- The digital divide—inequalities in access to technology or digital literacy.
- Resistance to change among practitioners or clients unfamiliar with new tools.
- Usability and overload issues, when tools are too complex or fragmented.

Inclusive digitalisation means designing tools and methods that are accessible to all, regardless of age, education, or ability level.

Activity – “Digital Advantages & Barriers” (15 min):

In small groups, participants list two ways digital tools have improved their work and two challenges they or their clients have faced.

Each group then shares one “success” and one “difficulty.”

Trainer Guidelines:

- Write contributions on a board under two columns: *Opportunities* and *Barriers*. Encourage examples from both counselling and HR contexts.
- Use findings to introduce the concept of digital inclusion.

Discussion (5 min):

Prompt reflection with:

- Who benefits most from digitalisation in guidance — and who risks being left behind?
- How can counsellors actively promote digital inclusion?
- What professional attitudes support an inclusive digital mindset?

Trainer Note:

Highlight that technology is not neutral — it reflects and can reinforce inequalities. The counsellor's role is to mediate between innovation and accessibility. Encourage participants to view digital tools as enablers of fairness, not just efficiency.

5.2 Use of Digital Tools for CV and Personal Branding (50 min)

Explain (15 min):

- Digital tools help clients showcase their identity and skills in modern, competitive job markets.
- Key platforms and practices:
CV design tools: Canva, Europass, and online CV builders.
LinkedIn: building a professional profile, using keywords, engaging in groups to work on networking
- Professional communication: writing formal emails, managing WhatsApp professionally
- Videoconferencing tools: Zoom, Meet, Teams — etiquette, privacy, and time management
- Online reputation: ensuring credibility through a consistent digital footprint

Activity – “Digital Identity Lab” (25 min):

Participants work individually or in pairs to review a sample online profile (LinkedIn, CV, or email). They identify strengths, weaknesses, and possible improvements to ensure professional impact

Trainer Guidelines:

- Provide anonymised examples or allow volunteers to share real profiles.
- Discuss elements such as tone, language, photo, clarity, and consistency.
- Encourage constructive feedback using guiding questions: “Does this reflect credibility? Does it align with career goals?”

Discussion (10 min):

- How does digital presence influence employability and trust?
- What common mistakes do clients make in presenting themselves online?
- How can counsellors guide clients in maintaining a professional yet authentic online image?

Trainer Note:

Emphasize the importance of boundaries between personal and professional identity. Suggest including LinkedIn as part of career counselling sessions.

5.3 Digital Job Search and Applications (50 min)

Explain (15 min):

Digitalisation has expanded how people find and apply for jobs, creating new pathways for access to labour markets. Online job portals, professional networks, and AI-powered matching tools allow candidates to explore a broader range of opportunities, tailor applications more effectively, and connect directly with employers. At the same time, the speed and scale of these systems require new digital literacy skills to navigate information critically and avoid automated bias.

Participants can explore:

- Job portals at national and European levels (EURES, Indeed, LinkedIn Jobs).

- AI-powered tools like ChatGPT or Jooble for CV tailoring or job recommendations.
- Algorithmic matching: how automated systems rank candidates — and the risks of bias.
- Hidden opportunities: contacting companies directly or using local databases.
- Networking: building digital connections to uncover opportunities

Activity – “Smart Search Simulation” (25 min):

Working in small groups, participants simulate a digital job search for a hypothetical client profile. They must find three job opportunities and note:

- How they found them (portal, LinkedIn, AI tool, networking)
- What barriers they encountered
- Which method seemed most effective

Trainer Guidelines:

- Provide sample client profiles with age, experience, and goals.
- Encourage use of different platforms to compare results.
- End by reflecting on how digital strategies can be adapted to different clients

Discussion (10 min):

- What advantages and risks come with algorithmic matching?
- How can counsellors guide clients in using AI tools responsibly?
- How can we combine technology with human judgement for fairer results?

Trainer Note:

Emphasize that AI should support, not replace, professional guidance. Encourage critical awareness of digital ethics and data transparency.

5.4 The Digital Career Counsellor (50 min)

Explain (20 min):

The digital era is transforming the counsellor's identity — from expert to facilitator. Core elements:

- Digital facilitation: supporting clients to navigate online environments.
- Ethics and data protection: applying GDPR and ensuring confidentiality.
- Fraud awareness: recognizing scams, fake offers, and phishing.
- Digital literacy: empowering clients to build confidence in using technology.
- Reputation management: maintaining professionalism and healthy boundaries online

Activity – “Digital Dilemmas” (20 min):

Groups analyse short ethical scenarios (e.g., counsellor receiving client requests on WhatsApp, handling data on shared drives, or detecting fraud). For each case, they decide what a “responsible digital counsellor” should do.

Trainer Guidelines:

- Provide 3–4 short case cards with realistic situations.
- Ask each group to share one decision and justification.
- Highlight GDPR principles and discuss cultural differences in digital ethics

Discussion (10 min):

- How can counsellors set a good example for clients when using digital tools and communication?
- How can counsellors and clients keep their online communication professional and respectful?
- How can we stay credible and safe while being accessible?

Trainer Note:

Reinforce the role of the counsellor as a digital role model. Remind participants that digital empathy and data care are as vital as technical skills.

5.5 Practical Activities (50 min)

Explain (10 min):

Participants consolidate what they have learned by applying digital tools directly in a realistic situation.

Activity – “Digital Practice Lab” (30 min):

Participants complete two tasks:

- Set up and host a mock Zoom session for a counselling meeting, testing features like screen sharing and breakout rooms.
- Create or review a CV using Canva or another CV builder, applying design and clarity principles

Trainer Guidelines:

- Provide a short checklist for evaluation (clarity, accessibility, professionalism).
- Offer peer feedback on communication style and digital presentation

Discussion (10 min):

- What challenges emerged while using these tools?
- How can we integrate them sustainably in daily counselling work?
- How does technology change the relationship between counsellor and client?

Trainer Note:

Encourage reflection on digital confidence and continuous learning. Provide a resource list (tutorials, GDPR links, AI ethics guides). Close the module by highlighting that digital tools are effective only when used with empathy, inclusion, and ethical awareness.

Training Methods

- Interactive workshop
- Group discussions
- Guided micro-role play
- Case studies
- Structured debrief and feedback

Activities and Materials

- **Activity 1: Group Exercise – “Digital Advantages & Barriers”**
- **Activity 2: Practical Workshop – “Digital Identity Lab”**
- **Activity 3: Simulation – “Smart Search” (Digital Job Search Practice)**
- **Activity 4: Case Discussion – “Digital Dilemmas”**
- **Activity 5: “Digital Practice Session” (Zoom + Canva)**

Materials:

- Short case studies on online communication and fraud prevention
- Client profile sheets for job search simulation
- Shared digital board (e.g., Miro, Padlet)
- Slides
- Sample CV templates (Canva, Europass)
- Online resources (job portals, Canva, LinkedIn)
- Trainer handouts: digital inclusion checklist, GDPR summary, communication etiquette guide

Assessment Methods

- Case study analysis – soundness and justification of judgement in daily life

- Peer feedback – relevance and constructiveness of input/post self-assessment
- Observation – participation in discussion and role-play
- Trainer Q&A / Debrief
- Practical exercises

Resources and References

Pre-Seminar & During Seminar Resources

- *Digital technologies in career guidance for youth* (OECD) How digital tools can improve efficiency, access, and labour market signaling in guidance systems [OECD](#)
- What are the AI Tools for Career Development Discussion of how AI is being used in career development, with benefits & risks [AI-tools-for-career-development-programs](#)
- CareerOneStop www.careeronestop.org
Career information, job resources, guidance tools
- Free Digital Career Tools [Digital-career-tools](#)
A suite of tools: resume feedback, job simulations
- Careers software and digital tools [Digital-tools-to-support-practice](#)
A curated list of software and digital tools used in career development and guidance
- Learning for Careers – ETF <https://pmc.ncbi.nlm.nih.gov/articles>
Report on the role of guidance services in supporting transitions to work and on the use of digital tools in European systems. *European Training Foundation (ETF)*
- The DO-IT Center [DO-IT Center](#)
U.S. organisation focused on disability, technology, and inclusion in education and employment—useful for case studies on digital accessibility
- Artificial Intelligence in Career Counseling: A Test Case with ResumAI [arXiv – Paper](#)
Research on a prototype AI application that generates CV feedback and supports digital counselling, with reflections on ethics and limitations
- Design of a Web-Based Career Counselling Information System link.springer.com/article
Academic study proposing a model for an integrated digital information system combined with labour market indicators, designed to support counsellors

- “Digital Technologies and Career Guidance: Towards Equity, Efficiency and Effectiveness” (EPALE / Euroguidance) link.springer.com/article
Article reflecting on how digitalisation and AI are reshaping career guidance, with a focus on equity and effectiveness. *EPALE / Euroguidance*

During Seminar

- **Canva** (for CV design)
- **LinkedIn** (for professional identity & personal branding)
- **Zoom, Meet, or Teams** (for virtual sessions)

Post Seminar

- Digitalising career guidance services — ILO (Policy guidance note) [digitalization in career guidance](#)
- Webinar / video: The role of digital technologies for career guidance <https://www.youtube.com>
- Slides: The role of digital technologies for career guidance – OECD [the-role-of-digital-technologies-for-career-guidance](#)

Module 6. Ethics & Professional Conduct

Module Title

Ethics & Professional Conduct

Sub-Units Titles

- 6.1 Introduction to Ethics in Career Counseling
- 6.2 Core Professional Values and Standards
- 6.3 Confidentiality, Boundaries and Client Rights
- 6.4 Ethical Decision-Making in Practice
- 6.5 Reflection and Application

Estimated Duration

Workshop: 4 hours

Self-paced exercise: 1 – 3 hours

Learning Objectives

By the end of this module, participants will be able to:

- Define ethics and professional conduct in the context of career counseling.
- Identify core professional values, codes, and standards.
- Apply principles of confidentiality, boundaries, and client rights in practice.
- Analyze and resolve ethical dilemmas in real-life scenarios.
- Reflect on their own professional conduct and integrate ethical practice into daily work.
- Recognize ethical sensitivities when working with disadvantaged, marginalized, or culturally diverse clients.

Content Overview

This module provides a structured path to understanding and applying ethical principles and professional conduct in career counseling. Participants progress from foundational concepts of ethics to practical application in real-life counseling situations, with a focus on vulnerable and diverse client groups.

6.1 Introduction to Ethics in Career Counseling

Participants learn the meaning of ethics, its relevance to career counseling, and the connection between personal and professional values.

Content Roadmap:

- Define ethics and professional conduct in counseling.
- Understand why ethical awareness is essential for client trust.
- Explore examples of ethical codes and guidelines.
- Reflect on personal vs. professional values.

6.2 Core Professional Values and Standards

Participants examine key professional principles and learn how to integrate them into practice.

Content Roadmap:

- Identify core principles: Integrity, Respect, Competence, Impartiality.
- Analyze examples of ethical practice, including work with disadvantaged or culturally diverse clients.
- Distinguish between personal judgment and professional ethics.

6.3 Confidentiality, Boundaries, and Client Rights

Participants learn to maintain professional boundaries, ensure confidentiality, and respect client rights, including informed consent.

Content Roadmap:

- Explore professional boundaries (emotional, digital, time-related).
- Apply confidentiality, data protection, and informed consent principles.
- Examine ethical challenges in online counseling and social media.

6.4 Ethical Decision-Making in Practice

Participants develop skills to analyze and resolve ethical dilemmas using a structured framework.

Content Roadmap:

- Apply the Ethical Decision-Making Framework: identify dilemma → consider principles → explore options → make and justify decision.
- Examine common dilemmas: confidentiality breaches, conflict of interest, client manipulation.
- Reflect on how structured analysis supports fair and unbiased decisions.

6.5 Reflection and Application

Participants consolidate learning and develop a personal plan for ethical practice in daily counseling work.

Content Roadmap:

- Reflect on how ethics influences day-to-day decisions.
- Create a personal action plan: steps to strengthen ethical practice, strategies for future dilemmas, and commitments to self-reflection.

Content Development

6.1 Understanding Ethics in Career Counseling (30 min)

Explain (10 min):

- Define “ethics” and “professional conduct.”
- Discuss why ethical awareness is essential in maintaining client trust.
- Present examples of ethical codes (e.g., ICCDPP, IAEVG, national guidance associations).
- Ask participants: “What does being ethical mean in your daily work?”

Activity – Values Mapping (10 min):

Small groups list the top 3 values they consider essential in their work (e.g., fairness, respect, empathy).

Discussion (10 min):

Groups share; trainer summarizes and introduces the link between personal and professional values.

Trainer Guidelines:

- Prepare a handout summarizing main ethical principles.
- Use short quotes or scenarios to stimulate reflection (e.g., “What would you do if...?”).

6.2. Core Principles of Professional Conduct (60 min)

Explain (15 min):

Present the main principles:

- Integrity – acting honestly and transparently.
 - Respect – acknowledging client dignity and autonomy.
 - Competence – maintaining professional quality through continuous learning.
 - Impartiality – ensuring fairness and avoiding bias.
- Provide examples from the field (e.g., working with disadvantaged or migrant clients).

Mini-Case (10 min):

A counselor faces pressure from an employer to prioritize certain clients — is this ethical?

Activity – Code in Practice (20 min):

Groups review a short version of an ethical code and match each principle to practical examples.

Debrief (15 min):

Discuss how professional standards build trust with vulnerable groups.

Trainer Note:

Highlight the difference between personal judgment and professional ethics. Invite discussion on cultural or contextual differences in ethical norms.

6.3. Ethical Dilemmas in Practice (45 min)

Explain (10 min):

Introduce a simple Ethical Decision-Making Framework:

- Identify the dilemma.

- Consider ethical principles.
- Explore alternatives.
- Make and justify the decision.

Activity – Case Simulation (20 min):

Groups analyze short scenarios (e.g., breach of confidentiality, client manipulation, conflict of interest).

Group Share (10 min):

Participants discuss their decisions and reasoning.

Trainer Note (5 min):

Summarize how structured reflection supports fair decisions and minimizes bias.

6.4 Boundaries, Confidentiality, and Informed Consent (60 min)

Explain (15 min):

Discuss:

- Maintaining professional boundaries (emotional, digital, time-related).
- Ensuring confidentiality and data protection.
- Obtaining informed consent, especially with vulnerable or low-literacy clients.
- Real-world examples: managing online communication and social media ethics.

Activity – Role Play (20 min):

Pairs act out a counselor–client situation where confidentiality or boundaries are at stake.

Worksheet (15 min):

Participants outline how they would explain confidentiality and consent in simple, accessible language.

Debrief (10 min):

Trainer highlights effective communication practices and common pitfalls.

Trainer Note:

Encourage the use of clear, jargon-free explanations for clients. Discuss local data protection laws and ethical responsibilities.

6.5 Reflection and Application (45 min)

Explain (10 min):

Trainer revisits: “How do ethics influence your daily decisions?”

Activity – Personal Action Plan (15 min):

Each participant writes:

- 2 steps to strengthen ethical practice.
- 1 strategy for handling future dilemmas.
- 1 commitment to ongoing self-reflection.

Peer Feedback (10 min):

Participants exchange plans and offer feedback.

Commitment Round (10 min):

Each participant shares one concrete ethical commitment for their practice.

Trainer Note:

Encourage practical, realistic commitments (e.g., “I will always obtain written consent before sharing data”). Provide a list of ethical resources and codes for further learning.

Training Methods

- Mini-lecture / Trainer Input
- Group Discussion & Brainstorming
- Case Studies & Simulations
- Role Play (Ethical Decision-Making Scenarios)
- Values Mapping & Reflection
- Action Planning & Peer Feedback

Activities and Materials

- **Activity 1:** Icebreaker – “What does ethics mean to you?”
- **Activity 2:** Values mapping – personal vs. professional values.
- **Activity 3:** Case analysis – ethical dilemmas in practice.
- **Activity 4:** Role play – maintaining confidentiality and professional boundaries.
- **Activity 5:** Reflection & action plan – “How will I apply ethical standards in my daily work?”

Materials:

Slides, case study worksheets, reflection forms, ethical code handouts, flipcharts, post-its for commitments, and short video or infographic on professional integrity.

Assessment Methods

- Observation – participation in discussions and role-plays.
- Worksheet exercises – ethical decision-making and confidentiality explanations.
- Case study analysis – soundness and justification of ethical choices.
- Personal action plan – realism and depth of reflection.

- Peer feedback – relevance and constructiveness of input.
- Trainer Q&A / Debrief – understanding of ethical principles and practical application.

Resources and References

Pre-Seminar & During Seminar Resources

- [ICCDPP: Guidelines for Career Development Professionals](#)
Explore the ethical guidelines provided by the International Centre for Career Development and Public Policy.
- [PCE Europe Ethical Framework](#)
Explore the PCE Framework, the ethical framework that guides the members of PCE Europe, a network that promotes the person-centered and experiential approach to psychotherapy and counseling across Europe.
- [NCDA — Code of Ethics \(PDF\)](#)
Review the NCDA — Code of Ethics (PDF), an officially published document outlining the ethical standards followed by career development professionals, including principles of justice, diversity, and client protection.
- [International Labor Organization: ILO's Decent Work Agenda](#)
Review the ILO's Decent Work Agenda, the framework that promotes rights, fair income, security, and opportunities for all workers worldwide.
- [IAEVG: Code of Ethics](#)
Review the ethical standards set by the International Association for Educational and Vocational Guidance.
- [UNESCO – Recommendation on the Ethics of Artificial Intelligence](#)
Explore UNESCO's recommendations on the ethics of Artificial Intelligence
- **National or EU frameworks for counseling ethics**
Familiarize yourself with national or EU frameworks that guide ethical practices in counseling.

- **Short self-assessment questionnaire: “How do I handle ethical dilemmas?”**
Engage in self-reflection to assess your approach to ethical dilemmas.

During Seminar Materials

- **Slides and handouts on ethical principles**
Access presentation slides and handouts that outline key ethical principles in career counseling.
- **Case study worksheets**
Work through case studies to apply ethical decision-making in real-world scenarios.
- **Flipcharts & markers**
Utilize flipcharts and markers for group discussions and brainstorming sessions.
- **Short videos or infographics illustrating ethical issues**
Watch videos or view infographics that highlight common ethical issues in career counseling.

Post-Seminar Resources

- **Digital copies of materials and codes of conduct**
Download electronic versions of seminar materials and relevant codes of conduct.
- **List of relevant ethical frameworks and organizations**
Refer to a curated list of ethical frameworks and organizations for further guidance.
- **[European Lifelong Guidance Policy Network \(ELGPN\) – Ethical Practice Guidelines](#)**
Review the ELGPN guidelines for ethical practices in lifelong guidance.
- **Online peer reflection forum or ethics discussion group**
Use platforms like Slack, Microsoft Teams, or LinkedIn for ongoing support.
- **Self-learning pathways: MOOCs, NGO training resources, local adult education programs**
Explore platforms like [Coursera](#), [edX](#), [FutureLearn](#) for relevant courses.

Module 7. Stress Management & Burnout Prevention

Module Title

Stress Management & Burnout Prevention

Sub-Units Titles

7.1 Introduction to Stress and Burnout in Career Guidance & HR Context

7.2 Understanding Stress in Professional Roles

7.3 Stress Management for Professionals

7.4 Understanding and Preventing Burnout in Helping Professions

7.5 Maslach Model for Measuring Burnout Level

7.6 Conclusion & Key Takeaways

Estimated Duration

Workshop: 3 hours

Self-paced exercise: 1-3 hours

Learning Objectives

By the end of this module, participants will be able to:

- Differentiate between stress and burnout, including definitions, stages, and risk factors
- Recognize early warning signs of burnout and compassion fatigue in helping professions.
- Understand the principles of the Maslach Burnout Inventory (MBI) as a tool for assessment.
- Apply stress management techniques such as the Eisenhower Matrix, mindfulness, and micro-breaks.
- Practice setting professional boundaries and prioritizing workload effectively.
- Develop a personal action plan for resilience and burnout prevention.
- Commit to seeking peer support and supervision as protective factors.
- Foster a mindset of resilience and continuous self-awareness to sustain professional effectiveness.

Content Overview

This module provides a structured approach to understanding, preventing, and managing stress and burnout in helping professions and HR roles. Participants move from defining key concepts to exploring causes, effects, and practical strategies, and finish by creating personal action plans to maintain professional well-being.

7.1. Why Stress and Burnout Matter in Career Guidance & HR Context

In this section, participants are introduced to the concepts of stress and burnout, their prevalence among HR and helping professionals, and their impact on both personal well-being and professional effectiveness. Participants explore the unique challenges faced when working with disadvantaged groups and learn to identify early signs of burnout and stress.

Content Roadmap:

- Prevalence of stress and burnout among HR and helping professionals
- Impact of burnout on personal well-being, job performance, and service quality
- The unique challenges when working with disadvantaged groups (compassion fatigue, systemic barriers)

7.2. Understanding Stress in Professional Roles

In this section, participants are introduced to the concept of stress, including chronic stress, and explore the specific sources of stress in helping professions and HR roles. They also examine the short-term and long-term impacts of stress on personal well-being, job performance, and service delivery.

Content Roadmap:

- Definition of stress and chronic stress
- Sources of stress specific to helping professions (high caseloads, bureaucracy, emotional demands)
- Short-term vs. long-term effects of stress

7.3. Stress Management for Professionals

In this section, participants are introduced to practical tools and strategies to manage stress effectively in helping professions and HR contexts. They explore methods for prioritization, incorporating mindfulness into daily routines, leveraging peer support, and building sustainable self-care practices.

Content Roadmap:

- The Eisenhower Matrix for prioritization and time management
- Mindfulness techniques and micro-breaks during the workday
- The role of peer support and supervision
- Building sustainable self-care routines
- Activity: Completing a personal Time Management Matrix

7.4. Understanding and Preventing Burnout

In this section, participants explore the definition, progression, and risk factors of burnout, with a focus on helping professionals and HR roles. They learn to distinguish burnout from stress, identify warning signs in themselves and colleagues, and apply strategies for prevention and recovery.

Content Roadmap:

- Definition and progression of burnout (stages, symptoms, risk factors)
- Differences between stress and burnout
- Warning signs in oneself and colleagues
- Prevention and recovery strategies: boundary setting, workload management, resilience building
- Activity 1: Burnout vs. Stress quiz
- Activity 2: Case studies (career counselor & HR professional)

7.5. Maslach Model for Measuring Burnout Level

In this section, participants are introduced to the Maslach Burnout Inventory (MBI) and its three core dimensions. They learn how to assess their own burnout levels, reflect on personal risk factors, and develop strategies to prevent burnout in their professional roles.

Content Roadmap:

- Introduction to the Maslach Burnout Inventory (MBI)
- Dimensions of burnout (emotional exhaustion, depersonalization, reduced personal accomplishment)
- Self-assessment and reflection
- Activity: Develop a personal action plan for burnout prevention

7.6. Conclusion & Key Takeaways

The module concludes with individual reflection and planning. Participants consolidate their learning, reinforce key insights about stress and burnout, and identify concrete steps to apply prevention and self-care strategies in their professional roles.

Content Roadmap:

- Burnout is preventable with early recognition and intervention
- Self-care and supervision are professional responsibilities
- Caring for oneself enhances the ability to care for others

Content Development

7.1. Why Stress and Burnout Matter in Career Guidance & HR Context (30 min)

Explain (10min):

- Trainer defines stress and burnout in simple words
- Show prevalence statistics among HR and helping professionals
- Emphasize early recognition, especially when working with disadvantaged clients.

- Questions to participants asked: " Have you experienced stress or burnout in your professional role? What signs did you notice?

Activity – Mapping Stressors (10min)

Small groups brainstorming stressors in their professional roles. Identify stressors most impactful for professionals working with disadvantaged groups.

Discussion (10 min)

Group share findings. Trainer highlights impact on personal well-being, job performance and service quality. Discuss unique challenges: compassion, systemic barrier, emotional labor.

Trainer Guidelines:

- Handout: Common Stressors and Burnout Risk Factors.
- Side-by-side visuals: high-demand workload vs. manageable workload.
- Emphasize early recognition and proactive self-care

7.2. Understanding Stress in Professional Roles (30 min)

Explain (10 min) :

- Trainer define stress and chronic stress.
- Discuss sources of stress in helping professions: high caseloads, bureaucracy, emotional demands.
- Explains short-term (e.g., irritability, fatigue) vs long-term effects (e.g., chronic health issues, burnout)

Activity – Stress Reflection (10 min)

Participants complete a Stress Inventory: identify which stressors affect them most. Reflect on situations where stress impacted performance or client interactions.

Discussion (10 min)

Share reflections in pairs or small groups. Trainer introduces strategies for recognizing stress early.

Trainer Guidelines:

Provide handout: "Stress vs. Chronic Stress and Impacts on Professionals" Prepare visuals showing short- vs. long-term effects.

7.3. Stress Management for Professionals (45 min)

Explain (15 min):

- Trainer introduces and demonstrates Eisenhower Matrix for prioritization.
- Discuss mindfulness techniques and micro-breaks.
- Explains peer support and supervision.
- Emphasizes sustainable self-care routines.

Activity – Time Management Matrix (15 min):

Participants complete a personal Eisenhower Matrix, prioritizing tasks by urgency and importance.

Discussion (15 min):

Participants share strategies in small groups.

Trainer highlights how peer support, supervision, and self-care enhance resilience.

Trainer Guidelines:

Handout: Eisenhower Matrix template + mindfulness micro-break guide.

Side-by-side example: unplanned vs. structured workday.

Encourage participants to set one small self-care goal for the week.

7.4. Understanding what Burnout is and how it differs from stress (45 min)

Explain (15 min):

- Trainer defines burnout, its stages, symptoms, and risk factors.
- Differentiate stress from burnout.
- Introduces prevention strategies: boundary setting, workload management, resilience building.

Activity 1 – Burnout vs. Stress Quiz (10 min):

Individual quiz to identify early signs of burnout and differentiate from stress.

Activity 2 – Case Studies (10 min):

Small groups analyze case studies of a career counselor and HR professional experiencing burnout. Identify warning signs and propose prevention strategies.

Discussion (10 min):

Groups present key findings. Trainer summarizes prevention and recovery approaches.

Trainer Guidelines:

- Provides Handouts: Burnout Quiz + Case Studies.
- Presents Visuals: Burnout progression stages and risk factors.
- Emphasize reflection on personal and organizational strategies

7.5. Maslach Model for Measuring Burnout Level (30 min)

Explain (10 min):

- Trainer Introduces and explains the Maslach Burnout Inventory (MBI).
- Explains the three dimensions: emotional exhaustion, depersonalization, reduced personal accomplishment.

Activity – Self-Assessment & Action Planning (15 min):

Participants complete a self-assessment using the MBI framework. Begin developing a personal action plan for burnout prevention.

Discussion (5 min):

Participants share insights and strategies in pairs. Trainer emphasizes ongoing self-reflection and regular check-ins.

Trainer Guidelines:

- Handout: Maslach Burnout Inventory + Action Plan template
- Visuals: MBI dimensions and practical examples

7.6. Conclusion & Key Takeaways (15 min)

Explain & Reflect (10 min):

- Reinforce that burnout is preventable with early recognition and intervention.
- Emphasize that self-care and supervision are professional responsibilities.
- Highlight that caring for oneself enhances ability to care for others.

Activity – Personal Action Plan Review (5 min):

Participants finalize action plans and identify one concrete step to implement in the next week.

Trainer Guidelines:

- Provide reflection worksheet summarizing key strategies.
- Encourage sharing one takeaway with a partner for accountability.

Training Methods

- Interactive workshop: Hands-on learning with active participation.
- Group discussions: Share ideas and apply concepts collaboratively.
- Role plays: Practice skills in realistic scenarios.
- Self-paced exercises: Individual learning and reflection activities.
- Case studies: Analyze real-life situations to apply knowledge.
- Reflective journaling: Personal reflection on learning and growth.
- Presentations: Trainer-led explanations of concepts and frameworks.
- Guided mindfulness practice: Short exercises for stress management and focus.

Activities and Materials

- **Activity 1:** Icebreaker & mapping stressors – “Think about a day in your role and daily tasks when working with disadvantaged individuals. What situation, task or challenges cost you the most stress or make your work more difficult?”
- **Activity 2:** Stress Reflection assessment for identifying which stressors affect them most
- **Activity 3:** Time Management Matrix – In a Handout, complete a personal Eisenhower Matrix prioritizing tasks by urgency and importance.
- **Activity 4:** Burnout vs. Stress Quiz – quick quiz for identifying early signs of burnout and different forms of stress.
- **Activity 5:** Case Studies – analyzing cases studies of career counselors and HR professionals experiencing burnout. Then. Proposing prevention strategies.
- **Activity 6:** Action Planning – developing a personal action plan for burnout prevention

Materials:

Slides, worksheets (case studies, stressor mapping, reflection/action plan), charts, tables, graphs, access to online worksheets, flipcharts & markers, post-its for commitment wall, assessment tools

Assessment Methods

- Re/post self-assessment: Participants complete a self-assessment at the start and end of the module to measure learning progress and self-awareness improvements.
- Short quizzes: Quick quizzes test knowledge of key concepts
- Participation in group discussions: Evaluates engagement, contribution of ideas, and ability to apply concepts in collaborative settings.
- Completion of personal action plan: Participants create an actionable plan to apply learned strategies in their personal or professional context
- Reflection reports: Written reflections allow participants to articulate insights, challenges, and personal growth resulting from the module.
- Observation of role-play exercises: Trainers assess participants' communication, problem-solving, and interpersonal skills during structured role-play activities.

Resources and References

Pre-Seminar Resources & References

- **Eurostat: Labour Market Overview**
Source: [Eurostat Labour Market](#)
- **National Library for Medicine**
Source: [National Library for Medicine](#)

- **International Labor Organization**
Source: [ILO](#)
- **LinkedIn**
Source: [LinkedIn](#)
- **WHO**
Source: [World Health Organization](#)

During Seminar Resources & References

- **Flipcharts & markers**
For group activities and idea mapping.
- **Worksheets:** Knowledge mapping, skills mapping, goal setting, reflection/action plan
Prepare worksheets in advance for seminar exercises.
- **Simplified charts/graphs from Eurostat, OECD, ILO**
- **Slides on differences of burnout and stress to ensure understanding,**
Presentations highlighting key concepts and accessible visuals.
- **Post-its for Commitment Wall**
For participants to record and display their action commitments.

Post-Seminar Resources & References

Digital copies of slides and handouts

Share via email or cloud platforms (e.g., Google Drive, OneDrive).

Recommended for reading:

- Accountabilitynow.net. (2024, November 13). How professional boundaries boost well-being & client success? Accountability Now. <https://accountabilitynow.net/professional-boundaries-boost-your-well-being-and-client-success/>

- AIM. (2024, December 2). Preventing burnout: Strategies for sustainable success. Australian Institute of Management. <https://www.aim.com.au/blog/preventing-burnout-strategies-for-sustainable-success>
- Asana. (2025, January 28). The Eisenhower Matrix: How to prioritize your to-do list. Asana Resources. <https://asana.com/fr/resources/eisenhower-matrix>
- Behavior Analyst CE. (2024, November 18). Strategies for maintaining professional boundaries with clients. Behavior Analyst Continuing Education. <https://behavioranalytce.com/strategies-for-maintaining-professional-boundaries-with-clients/>
- Bellamy, K. (2023, December 6). Nurturing resilience: A comprehensive guide to preventing burnout in helping professionals. Katie Bellamy. <https://www.katie-bellamy.com/blog/nurturing-resilience-a-comprehensive-guide-to-preventing-burnout-in-helping-professionals>
- California Mental Health Services Authority. (2023, August). Supervision-of-peer-workers-competencies [PDF]. <https://www.calmhsa.org/wp-content/uploads/2023/08/Supervision-of-Peer-Workers-Competencies.pdf>
- Calm Health. (2025, July 4). Managing HR burnout effectively. Calm Health Resources. <https://health.calm.com/resources/topic/workplace-mental-health/>
- Clinic Les Alpes. (2025, May 5). The 6 stages of burnout according to Maslach. Clinic Les Alpes Blog. <https://clinalesalpes.com/blog/what-are-the-6-stages-of-burnout/>
- Crown Counseling. (2024, November 28). 15+ social work burnout statistics. Crown Counseling Statistics. <https://crowncounseling.com/statistics/social-worker-burnout-statistics/>
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- Eisenhower.me. (2017, February 6). The Eisenhower Matrix: Introduction & 3-minute video tutorial. <https://www.eisenhower.me/eisenhower-matrix/>
- LinkedIn. (2025, February 13). Who takes care of HR? The silent burnout crisis in human resources. LinkedIn. <https://www.linkedin.com/pulse/who-takes-care-hr-silent-burnout-crisis-human-hassan-tayyeb-tirmizi-zoe9f/>
- Management Concepts. (2025, April 14). Strategies for identifying and preventing burnout in the workplace. Management Concepts Resources. <https://www.managementconcepts.com/resource/strategies-for-identifying-and-preventing-burnout-in-the-workplace/>
- Mental Clinic. (2025, May 25). 6 stages of emotional burnout according to Maslach (MBI Gold Standard). Mental Clinic Georgia. <https://www.mentalclinic.ge/en/projects/professional-emotional-burnout-guide/>

- Positive Psychology. (2025, March 17). Workplace stress management: 11 best strategies & worksheets. Positive Psychology. <https://positivepsychology.com/workplace-stress-management/>
- Times Higher Education. (2024, May 7). Why counsellors are prone to burnout – and how to combat it. Times Higher Education Counsellor. <https://www.timeshighereducation.com/counsellor/mental-health-and-resilience/why-counsellors-are-prone-burnout-and-how-combat-it>

Module 8. Life & Competence Skills & Agency

Module Title

Life & Competence Skills & Agency

Sub-Units Titles

8.1 Emotional Self-Awareness

8.2 Communication & Active Listening

8.3 Resilience & Stress Management

8.4 Developing Personal Agency

8.5 Activity: Case Study: Building agency through experience

8.6 Activity: Success Story: Growing Confidence

8.7 Accessibility Considerations

Estimated Duration

Total Duration: 5 hours total

- 3-hour interactive workshop
- 2-hour assignments/homework

- Workshop can be delivered blended: in-person or virtual

Learning Objectives

By the end of this module, participants will be able to:

- Apply emotional self-awareness and simple regulation techniques.
- Use communication and active listening skills to interact respectfully.
- Practice resilience strategies (e.g. breathing, reframing) to manage stress.
- Develop a personal agency roadmap with one small actionable goal and plan to achieve it.

Content Overview

Life and competence skills are essential abilities that help individuals navigate personal, social, and professional challenges. The European Commission's LifeComp framework (2020) highlights personal, social, and learning-to-learn competences as central for lifelong learning. Within this, agency plays a critical role: it is the capacity to act purposefully and influence one's life outcomes. Agency combines self-awareness (knowing one's feelings and values), self-regulation (managing stress and emotions), and self-efficacy (believing in one's ability to succeed). Developing these competences equips learners to adapt, collaborate, and thrive in changing contexts.

This module connects emotional intelligence, communication, resilience, and agency-building, helping participants gradually move from self-awareness to empowered action.

8.1 Emotional Self-Awareness (45 min):

Emotions are natural responses that shape our thoughts and behaviors. Emotional begins with recognizing and naming emotions. This awareness reduces emotional intensity and lays the foundation for managing reactions, showing empathy, and making thoughtful decisions.

Learning Steps (basic → complex):

- Understand what emotions are.
- Learn the five domains of emotional intelligence (focus: self-awareness).
- Identify basic emotions (happy, sad, angry, scared, surprise).
- Rate the intensity of emotions in personal experiences.
- Recognize emotional triggers and coping strategies.

Skills Learned: Learners recognize and label emotions, reflect on triggers, rate emotional intensity, and share coping strategies.

8.2 Communication & Active Listening (45 min):

Effective communication relies on clarity and respect. Active listening, strengthens relationships by making others feel understood. It involves paraphrasing, asking open-ended questions, and noticing non-verbal cues. Practicing these skills helps participants develop empathy and prevent misunderstandings.

Learning Steps (basic → complex):

- Define effective communication and active listening.
- Practice paraphrasing and open-ended questioning.
- Recognize the role of non-verbal communication.
- Apply techniques in role-plays.
- Reflect on how listening builds trust.

Skills Learned: Learners practice clear expression, paraphrasing, asking open questions, and using non-verbal cues to build understanding.

8.3 Resilience & Stress Management (40 min):

Resilience is the ability to adapt and bounce back after setbacks. Stress-management strategies, such as mindful breathing or reframing negative thoughts, help calm the nervous system and shift perspective. Building resilience improves wellbeing and supports sustained performance.

Learning Steps (basic → complex):

- Define resilience as a learnable skill.
- Practice calming techniques (breathing).
- Map stress triggers and coping strategies.
- Exchange strategies with peers.
- Practice reframing negative thoughts.

Skills Learned: Learners build adaptive coping skills through breathing, mapping stress triggers, peer exchange, and positive reframing.

8.4 Developing Personal Agency (35 min):

Agency means believing one's actions can shape outcomes. Bandura (2001) defined it as the human capacity to "make things happen by one's actions." Self-efficacy is central: confidence in one's ability to achieve goals. Agency strengthens through mastery experiences, observing role models, encouragement, and regulating emotions. Cultivating agency empowers participants to take responsibility and pursue meaningful goals.

Learning Steps (basic → complex):

- Define agency and self-efficacy.
- Learn Bandura's four sources of agency.
- Apply these in a Personal Agency Roadmap (small goal + steps + support).
- Share and refine action plans.

- Reflect on agency in personal and career contexts.

Skills Learned: Learners strengthen self-efficacy by setting small achievable goals, planning intentional actions, and seeking support.

8.5 Activity: Case Study: Building agency through experience

This section will use a real-life or fictional scenario to illustrate how emotional intelligence and personal agency skills are applied in practice. Participants observe how self-awareness, communication, and resilience help navigate challenges.

Why it matters: Case studies translate theory into context, helping learners see the relevance of skills in everyday life and reflect on how they would act in similar situations.

8.6 Activity: Success Story: Growing confidence

This section highlights a success story demonstrating how applying emotional intelligence, communication, resilience, and agency leads to positive outcomes. It provides inspiration and concrete examples of skill application.

Why it matters: Success stories motivate learners by showing the practical benefits of the skills learned, reinforcing confidence and encouraging them to implement these competences in their own lives.

8.7 Accessibility considerations

It is important that all participants can engage with the content effectively, regardless of learning style, pace, or sensory needs. By using multi-modal inputs, clear language, and respecting individual pacing, trainers make learning inclusive. These considerations support comprehension, reduce frustration, and help all learners fully benefit from the skills being taught. Ensuring accessibility reinforces equity in learning, improves engagement, and allows participants to practice emotional intelligence, resilience, and agency in ways that work for them.

Progression module:

- Awareness – Recognize emotions.
- Expression – Communicate with empathy.
- Regulation – Build resilience and manage stress.
- Empowerment – Strengthen personal agency through intentional action.
- Application – Practice agency in real-life stories and cases.

Content Development

8.1 Emotional Self-awareness (45min):

Explain (5 min):

Define emotion (briefly). Describe emotional intelligence's role. Being aware of our feelings helps us manage them (see [Greater Good Science Center](#) or [MindTools Emotional Intelligence Toolkit](#))

Introduce EI domains (5 min):

Show Goleman's five domains (self-awareness, self-regulation, motivation, empathy, social skills). Focus on self-awareness today.

Activity – Emotion chart (10 min):

Display an *Emotion Chart Poster*. As a group, review basic emotions (happy, sad, angry, scared, surprise). Trainer models: identify an emotion from a scenario.

Worksheet exercise (15 min):

Distribute an *Emotion Rating Worksheet* (Likert scale for feelings). Ask participants to recall a recent frustrating event and rate how intense they felt each emotion.

Group discussion (10 min):

In small groups, share one trigger and how they reacted. Reconvene and note common triggers on flipchart. Talk about coping: *“How did you calm yourself?”*

Trainer Note:

Validate all feelings; emphasize it’s natural to feel anger or fear.

8.2 Communication & active listening (45min):

Explain (5 min):

Define effective communication (clear, respectful) and introduce active listening as key to understanding ([MindTools Active Listening](#)).

Core techniques (5 min):

Introduce paraphrasing (*“So what I hear you saying is...”*), open-ended questions (*“What happened next?”*), and non-verbal cues (eye contact, nodding).

Role-play practice (20 min):

In pairs, Participant A shares a challenge while Participant B practices active listening. Prompt roles: A describes a work/family issue for 2 min; B responds only with paraphrase and questions. After 2 min, switch roles.

Debrief (10 min):

Ask volunteers to share the experience. Highlight how paraphrasing helped clarify and made speakers feel heard. (Accessibility: For hearing-impaired, focus more on visual cues and written handouts.).

Trainer Note:

Ensure examples are realistic for participants' backgrounds. Emphasize writing goals in the participant's own words.

8.3 Resilience & Stress management (40 min):

Explain (5 min):

Define resilience as bouncing back from difficulties. Use *Mayo Clinic's* words: "Resilience means being able to adapt to life's misfortunes and setbacks". Stress that everyone can build resilience skills (see also [WHO Stress Management Techniques](#))

Breathing exercise (5 min):

Guide a brief breathing practice: inhale 3 sec, hold 2 sec, exhale 4 sec. Explain that these patterns calm the nervous system.

Activity – Stress mapping (15 min):

Give out the *Stress-Trigger Mapping Worksheet*. Ask participants to write one stressor (e.g., upcoming task) and list the thoughts, feelings, and current coping methods.

Pair discussion (10 min):

In pairs, share one stressor and one new coping strategy from the other person.

Positive reframing (5 min):

Trainer models reframing a thought (“I can’t do this” → “I’ll try one step at a time”). Invite participants to reframe their stressors.

8.4 Developing personal agency (35 min):

Explain (10 min):

Define agency as believing you can influence outcomes through your actions. Reference Bandura: “To be an agent is to intentionally make things happen by one’s actions...people play a part in their self-development, adaptation, and self-renewal”. Share that self-efficacy (confidence in self) is part of agency (see a simpler overview in [Verywell Mind](#)).

Bandura’s Agency Building (5 min):

Briefly list Bandura’s four sources: mastery experiences (start small), vicarious experiences (modeling peers), social persuasion (encouragement), and managing emotions.

Action planning (15 min):

Provide the *Personal Agency Roadmap Template*. Each participant identifies one small career goal they can achieve soon (e.g. talk to a mentor, update resume section). They then list needed steps, people who can help, and a date. Encourage using a positive mindset (“I will...”).

Sharing and Feedback (5 min):

Invite one or two participants to share their goal and plan. Class offers supportive suggestions.

Wrap-Up and reflection (10 min):

Summarize the module: recognizing emotions, communicating well, managing stress, and taking charge of your goals. Ask: *“What is one skill or insight you will use this week?”* Collect quick written responses or discuss briefly.

8.5 Activity: Case Study: Building agency through experience:

Elena, 40, has been unemployed for over a year after her company closed. She feels demotivated and believes her skills are outdated. During a counseling session, her career counselor asks her to recall situations in her past where she solved problems or learned something new. Elena mentions that during the pandemic, she organized online classes for her children and helped neighbors fill out digital forms.

Discussion & Tasks:

- **Activity:** Ask participants to identify examples of *agency* in Elena’s story - moments where she took initiative, adapted, or solved challenges.
- **Reframing exercise:** In pairs, reformulate Elena’s actions into strengths (e.g., “problem-solver,” “adaptable,” “digitally capable”).
- **Action plan:** Create one short-term goal to build on these strengths, e.g. “Attend a free online digital skills course this month.”
- **Debrief:** Discuss how recognizing past experiences can increase confidence and self-efficacy in clients.

8.6 Activity: Success story: Growing confidence:

Ahmed, a recent immigrant, joined a local employment program but felt insecure about speaking the local language. His counselor encouraged him to set a small communication goal: “Start one short conversation with a colleague every day.” Over time, Ahmed began to feel more comfortable and volunteered to present his team’s project summary at the end of the training. His confidence and initiative impressed both trainers and peers, and he was later offered a part-time job at the same center.

Discussion & Tasks:

- **Activity:** Read Ahmed’s story together. Ask participants to identify the emotional and behavioural signs of growing confidence (e.g., initiative, engagement, persistence).
- **Confidence ladder:** Have participants draw a “confidence ladder” showing Ahmed’s small steps (daily conversations → presentation → job opportunity). Then, ask them to reflect on how each step built his self-efficacy.
- **Goal replication:** In pairs, ask participants to think of a client who could benefit from a similar gradual-goal approach. Together, outline one *micro-goal* that could boost that client’s confidence (e.g., “speak up once in a team meeting,” “ask for feedback after completing a task”).
- **Debrief:** Discuss what role the counselor played in maintaining motivation and how emotional intelligence (empathy, encouragement, positive feedback) supported Ahmed’s growth.

8.7 Accessibility considerations

Multi-modal input:

Use charts, pictures, and spoken explanations. For example, say emotion names aloud while pointing to images.

Clear language:

Explain terms simply. Break complex ideas into small parts. Repeat key points.

Respect pacing:

Allow extra wait time for responses. Check understanding by asking one-on-one if needed.

Sensory needs:

Ensure adequate lighting for visual aids. Provide written captions for any audio. Offer stress-relief fidget tools if available.

Training Methods

- Facilitated group discussions
- Case studies & Success stories
- Short lectures with visual aids
- Digital tool exploration
- Interactive workshop
- Self-paced exercises
- Reflective journaling
- Presentations
- Guided mindfulness practice.

Activities and Materials

- **Activity 1: Emotional Self-awareness** – Identify emotions, triggers, and coping strategies through group discussion and reflection.
- **Activity 2: Communication & active listening** – Practice clear, respectful communication using paraphrasing, questions, and non-verbal cues.

- **Activity 3: Resilience & stress management** – Learn stress-reduction techniques, map personal stressors, and reframe negative thoughts.
- **Activity 4: Developing personal agency** – Explore self-efficacy and create a small action plan to strengthen personal initiative.
- **Activity 5: Case Study – building agency through experience** – Analyze Elena’s story to identify strengths, reframe actions, and set short-term goals.
- **Activity 6: Success Story – Growing Confidence** – Reflect on Ahmed’s gradual progress, create a confidence ladder, and design similar micro-goals for participants.

Materials:

- Emotion chart poster (basic emotions with faces)
- Active listening cue cards (reminders: paraphrase, open questions, body language)
- Stress-trigger mapping worksheet (table to record stressor, thoughts, feelings, coping)
- Personal agency roadmap template (goal planner)
- Handouts on coping strategies (e.g., breathing instructions)
- Comfortable seating arranged in a circle for discussions
- Notepaper, pens, flipchart/markers

Assessment Methods

- Observe participants during role-plays and discussions to assess confidence in communication.
- Check completed worksheets (emotion ratings, stress maps, agency roadmaps) for thoughtfulness.
- Ask participants to rate their stress level before and after breathing exercise (subjective).
- Use a brief quiz or group Q&A at the end: e.g. “Name one way to reframe a negative thought.”

- Encourage self-evaluation: have participants note a coping plan they will practice over the next week.

Resources and References

- Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY: W. H. Freeman.
<https://www.simplypsychology.org/self-efficacy.html>
- Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ. Bantam Books.
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- Mayo Clinic. (2021). Resilience: Build skills to endure hardship. Mayo Foundation for Medical Education and Research. <https://www.mayoclinic.org/tests-procedures/resilience-training/in-depth/resilience/art-20046311>
- MindTools Emotional Intelligence Toolkit - <https://www.mindtools.com/c0qvgr9/emotional-intelligence>
- MindTools Active Listening <https://www.mindtools.com/search-results?search=active%20listening&start=1>
- Verywell Mind - <https://www.verywellmind.com/what-is-self-efficacy-2795954>
- WHO Stress Management Techniques - <https://www.who.int/publications/i/item/9789240003927>



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