

# Scenario for the BRIDGE+ training OLE



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BRIDGE+ project, deliverable 23, WP9, corresponding to Curriculum for career guidance service trainings on the role and use of skills management concepts and technology.

## Introduction

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In this course, worklife guidance professionals will enrich their knowledge and develop competences on the following issues:

- + The role of worklife guidance professionals in coping with the impact of new technologies on their work delivering work/life guidance within companies
- + How to select and use new technology on processes, methods, and tools in their work
- + approach companies and build up cooperation on work/life guidance
- + Processes and methods linked to work/life guidance

Worklife careers are personal matters and career guidance deals with personal issues linked to work and life. Trust, confidentiality, and ethics are therefore fundamental factors in the guidance delivered, especially in online environments. This will be an important issue throughout the BRIDGE+ OLE.

## Course scenario

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In this learning experience the different aspects of career guides and counselling will be connected to the work and life of four fictive persons: a student, a worker (35y) looking for career development, an older person (50+) looking ahead to another 17 years of work, and a specific target group e.g. immigrant, reintegrating women, or a disabled person. They will be followed in their career management and development and the participants will reflect on the possible support of the career guides and counsellors.

It will be far from the linear thinking in steps, phases. It will be a holistic thinking and developing of competences of career guides in preparation for the industry, society and education 4.0 and 5.0.

The participants will be creating a life story of four persons with what support career guidance and counselling can offer to them:

- + (module 1) what they can expect in their (future) work/life in the near future, 5-10 years ahead and what worklife career planning, development and management could be beneficiary to them.

- + (module 2) what Career guidance and counselling 4.0 can offer to them
- + (module 3) what tools are available for career guidance (self-evaluation, online tests, online counselling, peer group)
- + (module 4) what mixture of self-, personal coaching, work/life\*/-

## Preparations

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### Activities / to be done before the start of the training

Preparations before start of the online learning experience:

1. Attendees:
  - a. Formal invitation letter
  - b. List of participants
  - c. Provide participants with pre-training instructions
  - d. Mail with access code to ELO to each participant
  
2. Training environment:
  - a. Code of Conduct in using environment
    - a. Presence
    - b. Elimination of sound distractions (+mute)
  - b. Electronic Learning Environment in place and ready to be used
  - c. Place for note taking / online flipchart
  - d. Secured chatroom
  - e. User manual
  - f. TES
  
3. Software:
  - a. Training database with all required material
  - b. TEST
  
4. Training material
  - a. Online available, in order of modules
  - b. Secured storage place
  
5. Checklist / Evaluation

- a. Planning of the activities?
  - b. Training is clear, concise, comprehensive?
  - c. Manageable amount of content
  - d. Variety of learning activities?
  - e. Flexibility
  - f. Did it solve a problem / helped to continue further development / teaches something new?
  - g. Does it innovate and stimulate discussions / participation?
    - a. Posting lectures
    - b. Assigning reading material
    - c. Monitor progress
    - d. Planning
    - e. In-depth discussions
  - h. Regular communication
    - a. Introduction lecturers and participants
    - b. Humanity and warmth
    - c. Best method and time to get in contact
    - d. Blog?`Facebook-group per training?
  - i. Motivate
    - a. In online discussions / interactivity
    - b. Optional assignments
    - c.
  - j. Feedback / help
  - k. Avoid last-minute changes (or check all consequences)
  - l. Resources to succeed in the online environment + testing
  - m. Test technology (use in different browsers and on different computers)
  - n. Back-up possibilities in case something doesn't work.
6. Possible extensions of training:
- a. Lean version: no leader/trainer, self-organising groups of 6-12 persons
  - b. Commercialise

### Persons involved

Leader of the trainer	Kees Schuur, EC-VPL
Core trainer group:	

<ul style="list-style-type: none"> <li>- Development training content</li> <li>- Organisation at national level</li> </ul>	
Trainers involved in parts of the training	Module 1: - Module 2: - Module 3: - Module 4: -
Technicians:	Electronic Learning Environment: - Design group -

## Learning goals

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To elaborate for all professionals working in the field of worklife career guidance, knowledge and competences about the future of the job-market, the use of new technologies in career guidance, in society and at work and the impact of new technologies on work and life and on the guidance and coaching in the future.

In this course worklife guidance professionals will address the following issues:

1. ICT as the cause and driving force in change in work and consequently in the approach of career development and management
  - ICT as tool/instrument for the CG to use in their guidance work and the role of worklife guidance professionals in coping with the impact of new technologies on their work delivering work/life guidance within companies
2. ICT replacing work from human to machine, computer, Artificial Intelligence (AI)
3. ICT is sector in industry: hardware, software, programming, networking, information management, robotics, mechatronics,
4. Artificial Intelligence (AI) is taking over the role and work of the present career guide

5. The selection and use of new technology in processes, methods, and tools in career guidance
6. approach companies and build up cooperation on work-life guidance
7. Processes and methods linked to work-life guidance
8. Trust, confidentiality, transparency, ethics as essential basis for work in a career guidance, especially in online environments.

Four weeks, each week the same cycle

Day	ACTIVITY	Content / theme / actions	<i>(Approx. time in minutes)</i>
Fri	1.MOTIVATING	(4d before online session)  Send "Teaser" to participant Teaser (2-4 pages) contains: - Learning goals, - short description of content, - themes, - basics, - fundamentals for module	<i>(reading time: 30-60 min)</i>
Sat			
Sun			
Mon	2. GET CONNECTED WITH THE THEME AND CONNECT TO OWN CONTEXT	Send in before Monday 12.00 hours: suggestions/questions: - What is relevant (for participant) - What should have priority? - Specific needs / challenges (organisation, region, branch, country)	(20 min)
Tue	3. ONLINE COURSE – MODULE x  10.00 – 11.30 Option + 30 min	<b>ONLINE SESSION</b> <b>Each week a new theme / module:</b> <i>Week 1</i> Introduction & the context of increasing changes and complexity on the job-market <i>Week 2</i> Guidance process & instruments <i>Week 3</i> Tools online guidance <i>Week 4</i> Worklife guidance: Personal coach & Career guidance outside education	<i>(90 min)</i>
Tue	4. ADDITIONAL INFORMATION	- Articles - Books - Video - Other relevant courses	<i>(30-45 min)</i>

Tue - Thu	<b>5. ASSIGNMENT (SELF-WORK)</b>  THURSDAY MORNING	Assignment to read/watch, learn, research, exchange/discuss in pairs. For instance: <ul style="list-style-type: none"> <li>- 2 articles to read, 1 video to watch (max 10 min)</li> <li>- Find 2 articles/books and 2 videos and present short summary of each</li> <li>- Submit 3 questions/points for discussion for online discussion</li> </ul>	<i>(90 min)</i>
Fri	<b>6. REFLECTION / DISCUSSION 10.00-10.45</b>	<b>ONLINE DISCUSSION based on 1) points raised during the module, 2) questions / discussion points from the participants, 3) additional/new issues</b>	<i>(60 min)</i>
Fri	<b>7. EVALUATION</b>	Questionnaire at the end of the module (Questionnaire via google docs)	<i>(15 min)</i>

## Week 1: Module 1

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# Module 1: Introduction & the context of increasing changes and complexity on the job-market

	1.1	1.2	1.3	1.4
<i>Sub-module</i>				
<i>Title/ theme</i>	Introduction to the course	Causes of change	Work-life: today and tomorrow	Competent for the future
<i>Content</i>	<ul style="list-style-type: none"> <li>- Welcome</li> <li>- Short intro BRIDGE+ (Pre-taped video 1.30 min)</li> <li>- Description of course</li> <li>- Way of working</li> <li>- Pedagogical approach</li> <li>- Overview of background &amp; demands of participants</li> </ul>	<ul style="list-style-type: none"> <li>- Context / changing society / ICT / Exponential increasing pace of change</li> <li>- Core of the future society is not known yet. (multi, virtual, energy, ...)</li> <li>- Competence in chaos/ disaster/ change management</li> </ul>	<ul style="list-style-type: none"> <li>- Industry 4.0 &amp; 5.0</li> <li>- Society 5.0 (Super Smart Society)</li> <li>- Robotics and AI</li> <li>- Education 5.0?</li> <li>- Market-development</li> </ul>	<ul style="list-style-type: none"> <li>- Future:</li> <li>- Job-market</li> <li>- competence demands</li> <li>- transversal competences</li> <li>- mental model change</li> </ul>

		<ul style="list-style-type: none"> <li>- 5th revolution + 4th not yet established/started</li> <li>- Risks of an ageing society</li> </ul>		
<i>Methods</i>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Video</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Discussion</li> <li>- Slides "changes"</li> </ul>	<ul style="list-style-type: none"> <li>- 3 videos (each 3-5 minutes)</li> <li>- Questioning</li> <li>- followed by personal and groups reflection of future jobs/skills</li> </ul>	<ul style="list-style-type: none"> <li>- Competence profile of career guide</li> <li>- From qualification to competence management</li> <li>- In pairs: 10 most important transversal competences</li> </ul>
<i>Tools:</i>	<ul style="list-style-type: none"> <li>- Up-to-date list of participants: First name, surname, organisation, e-mail address, telephone number</li> </ul>	<ul style="list-style-type: none"> <li>- PPT: accelerating change"</li> <li>- Video or photo story</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=SYrv6kOsU1o">www.youtube.com/watch?v=SYrv6kOsU1o</a></li> <li>- BRIDGE+ workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Video: Future skills?</li> <li>- Own examples</li> <li>- Discussion</li> </ul>
<i>Duration:</i>	10 min.	15 min.	30 min.	35 min.
<i>Homework</i>	<p>Video: AI &amp; The Future of Work - <a href="https://www.youtube.com/watch?v=dRw4d2Si8LA">https://www.youtube.com/watch?v=dRw4d2Si8LA</a></p> <ol style="list-style-type: none"> <li>1. Write down (bullet-points, max 1 A4) based on the information and discussions during the online session and on the <ul style="list-style-type: none"> <li>- what the changes in the society / job market will mean for you personally.</li> </ul> </li> <li>2. Exchange this with 2 other persons of the group and give the 2 others feedback.</li> <li>3. Send minimal 2 interesting (links to) papers, books, videos referring to the theme of module 1</li> </ol>			

## Sub-modules in detail

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The blended learning experience consists of four modules and each module is divided in sub-modules based on themes of learning outcomes:



<b>Module</b>	<b>1</b>	<b>Introduction &amp; the context of increasing changes and complexity on the job-market</b>	
<b>Sub-module</b>	<b>1.1 Introduction to the course</b>	<b>10 min.</b>	
<i>Learning goals</i>	Comfortable feeling Group Insight in training		
<i>Content</i>	Welcome Short intro BRIDGE+ (Pre-taped video approx. 2.00 min) Description of course Way of working Pedagogical approach Overview of background & demands of participants		
<i>Methods</i>	Presentation Video		
<i>Tools</i>	(prepared in advance): Up-to-date list of participants: First name, surname, organisation, e-mail address, telephone number, picture Video intro BRIDGE+ Course schedule		
<i>Detailed description</i>	00.00 Welcome word 00.03 Bridge Video 00.05 presentation overview of the four modules, the weekly process and the pedagogical approach 00.10 → sub-module 1.2		

<b>Module</b>	<b>1</b>	<b>Introduction &amp; the context of increasing changes on the job-market</b>	
<b>Sub-module</b>	<b>1.2 Causes of change</b>	<b>20 min.</b>	
<i>Learning goals</i>	Knowledge about increasing pace of change, complexity, chaos and its impact on work and life. Able to think more proactive vision of the near future		
<i>Content</i>	Context / changing society / ICT / Exponential increasing pace of change Core of the future society is not known yet. (multi, virtual, energy, ...)		

	Competence in chaos/ disaster/ change management 5th revolution + 4th not yet established/started Risks of an ageing society
<i>Methods</i>	2 Presentations (each 5 min) Video Discussion
<i>Tools</i>	PPT “Changes” Video or photo story Discussion
<i>Detailed description</i>	00.10 Presentation “changes 00.15 Video ... 00.20 Reflection in whole group PoI (on virtual notice board) 00.30 → sub-module 1.3

<b><i>Module</i></b>	<b>1</b>	<b>Introduction &amp; the context of increasing changes on the job-market</b>
<b><i>Sub-module</i></b>	<b>1.3 Work-life: today and tomorrow</b>	<b>30 min.</b>
<i>Learning goals</i>	Get insight in the development of work, society and education of today	
<i>Content</i>	Industry 4.0 & 5.0 Society 5.0 (Super Smart Society) Education 5.0? Market-development	
<i>Methods</i>	3 videos (each 3-5 minutes) Questioning followed by personal and groups reflection of future jobs/skills	
<i>Tools</i>	<a href="http://www.youtube.com/watch?v=SYrv6kOsU1o">www.youtube.com/watch?v=SYrv6kOsU1o</a> (1.15 min) BRIDGE+ workbook	
<i>Detailed description</i>	00.30 Video Industry 00.38 Video Society/Education (1.15) 00.40 Discussion in pairs 00.55 Summing up results (later by each pair: bullet-points on mail to course leader – will be used as discussion points on Friday)	

## From "Unlock the value of Industry 4.0

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Industry 4.0 will help make smart machines smarter, factories more efficient, processes less wasteful, production lines more flexible and productivity higher. Built on the foundation of smart, secure, wireless connectivity there are opportunities to extend machine life through predictive maintenance, support rapid material handling, monitor every detail of the shop floor, and leverage collaborative robots simultaneously with mobile communication. ([www.ericsson.com](http://www.ericsson.com))

..... And where are the people???

<i>Module</i>	<b>1</b>	<b>Introduction &amp; the context of increasing changes on the job-market</b>	
<i>Sub-module</i>	<b>1.4 Competent for the future</b>		<b>30 min.</b>
<i>Learning goals</i>	Transversal competences Competences asked for by managers Creating a general profile for workers in the future		
<i>Content</i>	Future: Job-market competence demands transversal competences mental model change		
<i>Methods</i>	Competence profile of career guide From qualification to competence management In pairs: 10 most important transversal competences required by companies		
<i>Tools</i>	Competence profile career guide Euroguidance/PROVE-project Video: Future of Skills - <a href="https://www.youtube.com/watch?v=M908RNjj0n8">https://www.youtube.com/watch?v=M908RNjj0n8</a> (2.11 min)		

	<p>Video: Future of Jobs - <a href="https://www.youtube.com/watch?v=-MiHr16Xrsg">https://www.youtube.com/watch?v=-MiHr16Xrsg</a> (4.55 min)</p> <p>Participant's Own examples</p> <p>Discussion</p> <p>Creating a list of competences of the future</p>
<i>Detailed description</i>	<p>01.00 competence profile CG (send on Monday)</p> <p>01.10 video future skills</p> <p>01.15 video jobs</p> <p>01.20 implications for CG</p> <p>01.30 END module 1</p> <p>Evaluation for online</p>
<i>Homework</i>	<p>What are the Skills for the Future Workforce (TEDxPeddieSchool)by Robin Landsman: <a href="https://www.youtube.com/watch?v=mcFiCdG-rwc">https://www.youtube.com/watch?v=mcFiCdG-rwc</a> (17.48 min)</p>

## Overview of Module 2 (total 90 minutes)

Learning goals:

### Module 2: Guidance process & instruments

Sub-module	2.1	2.2	2.3	2.4
Title/ theme	<b>Guidance in the future: a process or a dynamic, functional disorder?</b>	<b>The linear Guidance process</b>	<b>The virtual career guide</b>	<b>Specific demands of the online guidance process</b>
Content	The process of guidance changes? The competence market	The linear guidance / counselling process: 1. Establishing relationship / Attending / Exploration 2. Assessment and Diagnosis (Reporting, listening, problem definition 3. Understanding / Setting goals 4. Intervention & Problem solving & action plan & Decision making 5. Evaluation, Termination, Follow-up or referral	- Virtual career fair <a href="http://www.vfairs.com">www.vfairs.com</a> - Create an online CV - Virtual career guidance - Career decision model	(including online conference tools and their options to support the individual guidance process
Methods	Process description career guidance Competence market model	Presentation Video (3 min): self-assessment  Video (3 min) Digital credentials	- The virtual career guide - Presentation of branch or professions - E-guidance service	- Making a plan (in pairs) - Exchange - How to evaluate online
Tools:	PPT-slideshow (4 min.) Euroguidance?	PPT: <a href="https://www.slideshare.net/jlverola/phases-of-counseling">https://www.slideshare.net/jlverola/phases-of-counseling</a>	- <a href="http://www.bibwiki.at">www.bibwiki.at</a> (until 2019) - SE: Professions and study: <a href="https://arbetsformedlingen.se/for-">https://arbetsformedlingen.se/for-</a>	- Online evaluation form - Template plan

<i>Duration:</i>	An introduction to Open Badges <a href="https://www.youtube.com/watch?v=oACpeW6NA-o">https://www.youtube.com/watch?v=oACpeW6NA-o</a>	<a href="#">arbetssockande/yrken-och-studier</a>	
	20 min.	20 min	30 min
<i>Homework</i>	<ol style="list-style-type: none"> <li>Write down (bullet-points, max 1 A4) based on the information and discussions during the online session and on the <ul style="list-style-type: none"> <li>How you see the guidance process in the future.</li> </ul> </li> <li>Exchange this with 2 other persons of the group and give the 2 others feedback.</li> <li>Send minimal 2 interesting (links to) papers, books, videos referring to the theme of module 1</li> <li>Items for literature list and video list</li> </ol>		
	<p>Video series 'Career Counselling' by Amber Hughes:</p> <p>Episode 1: Careers in a changing world - <a href="https://www.youtube.com/watch?v=wy7eSW1G6sk">https://www.youtube.com/watch?v=wy7eSW1G6sk</a></p> <p>Episode 2: Career counselling in post mode - <a href="https://www.youtube.com/watch?v=nnQL_xmUw6s">https://www.youtube.com/watch?v=nnQL_xmUw6s</a></p> <p>Episode 3: Social Cognitive Career Theory (SCCT) - <a href="https://www.youtube.com/watch?v=Qzca2rvINmw">https://www.youtube.com/watch?v=Qzca2rvINmw</a></p> <p>Episode 4: Career Construction - <a href="https://www.youtube.com/watch?v=jhMiIMYMUt0">https://www.youtube.com/watch?v=jhMiIMYMUt0</a></p> <p>Episode 5:</p> <p>Episode 6: Career Counselling for Divers Populations - <a href="https://www.youtube.com/watch?v=F2OIAzXNFx0">https://www.youtube.com/watch?v=F2OIAzXNFx0</a></p> <p>Episode 7: career issues for diverse populations - <a href="https://www.youtube.com/watch?v=F2OIAzXNFx0">https://www.youtube.com/watch?v=F2OIAzXNFx0</a></p> <p>Episode 8: Career assessment in career counselling - <a href="https://www.youtube.com/watch?v=ZCLrV77gRfg">https://www.youtube.com/watch?v=ZCLrV77gRfg</a></p>		
<i>More reading / watching</i>			

<i>Module</i>	<b>2</b>	<b>Guidance process &amp; instruments</b>	
<i>Sub-module</i>	<b>2.1 Guidance in the future: a linear process or a dynamic, functional disorder?</b>		<b>20 min.</b>
<i>Learning goals</i>	Knowledge about changing model of career guidance		
<i>Content</i>	The process of guidance changes Alternative ways to look at the guidance process		
<i>Methods</i>	- Process description career guidance - Competence market model		
<i>Tools</i>	PPT-slideshow (4 min.) Euroguidance		

<i>Detailed description</i>	00.00PPT linear guidance 00.05 video disorder 00.10 examples candidates
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<b>Module</b>	<b>2</b>	<b>Guidance process &amp; instruments</b>	
<b>Sub-module</b>	<b>2.2 The Guidance process</b>		<b>30 min.</b>
<i>Learning goals</i>	Refresh the phases in a guidance/counselling process Knowledge of ICT- instruments for career guidance		
<i>Content</i>	The linear guidance process: <ol style="list-style-type: none"> <li>1. Establishing relationship / Attending / Exploration</li> <li>2. Assessment and Diagnosis (Reporting, listening, problem definition)</li> <li>3. Understanding / Setting goals</li> <li>4. Intervention &amp; Problem solving &amp; action plan &amp; Decision making</li> <li>5. Evaluation, Termination, Follow-up or referral</li> </ol>		
<i>Methods</i>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Video (3 min): self-assessment</li> <li>- Video (3 min) Digital credentials</li> </ul>		
<i>Tools</i>	PPT: <a href="https://www.slideshare.net/jlverola/phases-of-counseling">https://www.slideshare.net/jlverola/phases-of-counseling</a>		
<i>Detailed description</i>	00.20online PPT phases of counselling 00.30video self-assessment 00.33 discussion about use of outcomes 00.40 video digital credentials 00.43 discussion about use of online awards / certificates 00.50 End 2.2 → to sub-module 2.3		

<b>Module</b>	<b>2</b>	<b>Guidance process &amp; instruments</b>	
<b>Sub-module</b>	<b>2.3 The virtual career guide</b>		<b>20 min.</b>
<i>Learning goals</i>	1. Understand how technology supports and replace career guidance		

<i>Content</i>	<ul style="list-style-type: none"> <li>- Virtual career fair <a href="http://www.vfairs.com">www.vfairs.com</a></li> <li>- Create an online CVVirtual career guidance</li> <li>- Career decision model</li> </ul> <p>Presentation of branch or professionsE-guidance service</p>
<i>Methods</i>	Short insight in instrument / book / model followed by short and fast-reaction exercises Developing an overview of aspects and instruments for virtual career guidance and of the new role of the career guide
<i>Tools</i>	<a href="http://www.bibwiki.at">www.bibwiki.at</a> (until 2019)
<i>Detailed description</i>	00.50four instruments: each a short pitch (1 min). Participants write in pairs short summary of good/bad/potential/impact on their work 01.05 Handbook Cedefop 01.1 0 End 2.3 → to sub-module 2.4

<b>Module</b>	<b>2</b>	<b>Guidance process &amp; instruments</b>	
<b>Sub-module</b>	<b>2.4 Specific demands of the online guidance process</b>	<b>20 min.</b>	
<i>Learning goals</i>	<ul style="list-style-type: none"> <li>- How to replace physical observations (entering the room, handshake, sitting down, clothing, etc.) by questioning, listening,</li> <li>- What are the limitations of online guidance?</li> <li>- Risks</li> <li>- Advantages</li> </ul>		
<i>Content</i>	(including online conference tools and their options to support the guidance process???)		
<i>Methods</i>	<ul style="list-style-type: none"> <li>- Making a plan (in pairs)</li> <li>- Exchange</li> <li>- How to evaluate online</li> </ul>		
<i>Tools</i>	<ul style="list-style-type: none"> <li>- Online evaluation form</li> <li>- Template plan</li> </ul>		
<i>Detailed description</i>	<p>01.10 Group work : develop playground for inventory of specific demands and the way the participants would react.</p> <p>01.25 Develop on basis of the results a work template01.30 END module 2</p> <p>Evaluation form online</p>		

## Module 3: Tools online guidance



<i>Sub-module</i>	3.1	3.2	3.3	3.4
<i>Title/ theme</i>	<b>Self-evaluation Account set-up</b>	<b>which ICT tools could and would be used</b>	<b>Online tests and their use/impact: Career compatibility tests Career personality report/ Career choice</b>	<b>Online counselling session with an expert</b>
<i>Content</i>	Type self-evaluation Online test-batteries Impact self-evaluation How to cope with outcome of all kind of self-evaluation and use it in career guidance.	national and regional background and competence balancing sources: - Pofilpass Germany - Swedish tool maybe for migrants “EU skills profile tool for third country nationals”) - Online examples How to value these?  <a href="#">Handbook of ICT practices for guidance and career development (Cedefop, 2018)</a>	Computers steers career? What is missing? What is the reality	How can candidates prepare themselves? How can a counsellor give a neutral advise?
<i>Methods</i>	Presentation discussion	Common test: discuss the outcomes		
<i>Tools:</i>	<a href="https://www.monster.com/career-advice/article/best-free-career-assessment-tools">https://www.monster.com/career-advice/article/best-free-career-assessment-tools</a>		<a href="https://www.123test.com/all-tests/">https://www.123test.com/all-tests/</a> <a href="http://www.psychometric.com/Tests/Psychometric-Tests">http://www.psychometric.com/Tests/Psychometric-Tests</a> <a href="https://www.gradtests.com.au/">https://www.gradtests.com.au/</a>	<a href="https://www.linkedin.com/learning/managing-your-design-career/defining-your-career-objectives">https://www.linkedin.com/learning/managing-your-design-career/defining-your-career-objectives</a>
<i>Literature</i>	Psychometric tests: Psychometric tests: 10 ultimate truths <a href="https://assessment.aon.com/en-us/online-assessment/psychometric-tests">https://assessment.aon.com/en-us/online-assessment/psychometric-tests</a> Open source attitude tests <a href="https://openpsychometrics.org/">https://openpsychometrics.org/</a>  article Scouting Competences Dutch Army			

<i>Homework</i>	<ol style="list-style-type: none"> <li>1. Write a list the tools that are used in your region / country (incl. links to the test and if possible, description/review of the test)</li> <li>2. What is frequent used in your country/region and for what?</li> <li>3. List tools that is not used (yet) and would be useful to try out</li> <li>4. Items for literature list and video list</li> </ol>
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<b>Module</b>	<b>3</b>	<b>Tools online guidance</b>	
<b>Sub-module</b>	<b>3.1 Self-evaluation - Account set-up</b>		<b>20 min.</b>
<i>Learning goals</i>	- Knowledge about the use and influence of self-evaluation		
<i>Content</i>	Type self-evaluation Online test-batteries Impact self-evaluation		
<i>Methods</i>	Presentation discussion		
<i>Tools</i>	<a href="https://www.monster.com/career-advice/article/best-free-career-assessment-tools">https://www.monster.com/career-advice/article/best-free-career-assessment-tools</a>		
<i>Detailed description</i>	00.00self-evaluation test 00.10 Interpretation outcomes - Discussion 00.20 → sub-module 3.1		

<b>Module</b>	<b>3</b>	<b>Tools online guidance</b>	
<b>Sub-module</b>	<b>3.2 which ICT tools could and would be used</b>		<b>30 min.</b>
<i>Learning goals</i>	national and regional background and competence balancing sources: - Pofilpass Germany - Swedish tool maybe for migrants “EU skills profile tool for third country nationals”) - Online examples How to value these?		
<i>Content</i>	- - examples of tools and for which they can be used		
<i>Methods</i>	Common test: discuss the outcomes		

<i>Tools</i>	Free tests on Internet
<i>Detailed description</i>	00.20 ProfilPass 00.30 Swedish tool 00.50 → sub-module 3.2

<b>Module</b>	<b>3</b>	<b>Tools online guidance</b>	
<i>Sub-module</i>	<b>3.3 Career compatibility tests - Career personality report</b>	<b>20 min.</b>	
<i>Learning goals</i>			
<i>Content</i>	Computers steers career? What is missing? What is the reality		
<i>Methods</i>			
<i>Tools</i>	<a href="https://www.123test.com/all-tests/">https://www.123test.com/all-tests/</a> <a href="http://www.psychometric.com/Tests/Psychometric-Tests">http://www.psychometric.com/Tests/Psychometric-Tests</a> <a href="https://www.gradtests.com.au/">https://www.gradtests.com.au/</a>		
<i>Detailed description</i>	00.50		

<b>Module</b>	<b>3</b>	<b>Tools online guidance</b>	
<i>Sub-module</i>	<b>3.4 Online counselling session with an expert</b>	<b>20 min.</b>	
<i>Learning goals</i>	Learning to train themselves		
<i>Content</i>	How can candidates prepare themselves? How can a counsellor give a neutral advise?		
<i>Methods</i>			
<i>Tools</i>	<a href="https://www.linkedin.com/learning/managing-your-design-career/defining-your-career-objectives">https://www.linkedin.com/learning/managing-your-design-career/defining-your-career-objectives</a>		
<i>Detailed description</i>	01.10 Role play 01.30 END module 3		

## Module 4 : Lifelong guidance: Personal coach & Career guidance outside education

Sub-module	4.1	4.2	4.3	4.4
<i>Title/ theme</i>	<b>Personal competence management</b>	<b>Guidance in LifeLong Learning</b>	<b>Career guidance in an elderly home?</b>	<b>Company based career guidance</b>
<i>Methods</i>	CH-Q sustainable personal competence management The individual-centred and managed process Individual becomes own career guide	Work-life career management from birth till death	Career guidance for Adult learners	Case Sweden
<i>Tools:</i>	CH-Q as basis	Case: guidance in all phases of life	Group discussion about specific ways for guidance of elderly <a href="#">Set of aspects</a>	Tandem training Individualised Advisor role
<i>Duration:</i>	20 min.	15 min	15 min	40 min
<i>Homework</i>	As reader: Case Article self-management of competences			

<b>Module</b>	<b>4</b>	<b>Worklife guidance: Personal coach &amp; Career guidance outside education</b>
<b>Sub-module</b>	<b>4.1 Personal competence management</b>	
<b>Duration:</b>	<b>20 min.</b>	
<i>Learning goals</i>	Practice how the candidate can take over the role of the career guide	
<i>Content</i>	CH-Q sustainable personal competence management The individual-centred and managed process Individual becomes own career guide	
<i>Methods</i>	CH-Q as basis	
<i>Tools</i>	PPT--presentation(3 min.) clarifying the CH-Q bottom up approach Photostory Exercises (in pairs)	

<i>Detailed description</i>	00.00CH-Q exercises 00.15 Interpretation outcomes - Discussion 00.20 → sub-module 3.2
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<b>Module</b>	<b>4</b>	<b>Worklife guidance: Personal coach &amp; Career guidance outside education</b>	
<i>Sub-module</i>	<b>4.2 Guidance in LifeLong Learning</b>		<b>20 min.</b>
<i>Learning goals</i>	5. rr		
<i>Content</i>			
<i>Methods</i>	How to adapt for different age-groups		
<i>Tools</i>	lifelong guidance (LLG) policy and practice in the EU <a href="https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8284&amp;furtherPubs=yes">https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8284&amp;furtherPubs=yes</a>		
<i>Detailed description</i>	00.20 Introduction by Euroguidance 00.20 Interpretation outcomes - Discussion 00.40 → sub-module 4.3		

<b>Module</b>	<b>4</b>	<b>Worklife guidance: Personal coach &amp; Career guidance outside education</b>	
<i>Sub-module</i>	<b>4.3 Career guidance in an elderly home?</b>		<b>20 min.</b>
<i>Learning goals</i>	Knowledge about needs of elderly		
<i>Content</i>	Analyse of career guidance for Elderly What can each participant do)		
<i>Methods</i>	Tandem training Individualised		
<i>Tools</i>	Article		
<i>Detailed description</i>	00.40 00.15 Interpretation outcomes - Discussion 01.00 → sub-module 3.2		

<b>Module</b>	<b>4 Worklife guidance: Personal coach &amp; Career guidance outside education</b>	
<b>Sub-module</b>	<b>4.4 Company based career guidance</b>	<b>30 min.</b>
<b>Learning goals</b>	6. Understand how integrated career guidance can take place	
<b>Content</b>	Presentation Case Dutch Army (7 min) Discussion	
<b>Methods</b>	Case analyse, Options: Case A “career counselling for immigrants in Ostersund/SE” Case B “Career Guidance and VPL in the Dutch army” : Multi-disciplinary, multi-functional and multi-actor career guidance	
<b>Tools</b>	article Sweden:  Article "Ver-kennen van Competenties" in der Niederländische Armee” + discussion - <a href="https://www.valiskills.eu/blog/detail/eintrag/ver-kennen-van-competenties-in-der-niederlaendische-armee-mit-ch-q/">https://www.valiskills.eu/blog/detail/eintrag/ver-kennen-van-competenties-in-der-niederlaendische-armee-mit-ch-q/</a>	
	Case ntegral career guidance and VPL kin the Dutch army	
<b>Detailed description</b>	r→r module 4 Evaluation	

Modules in the future....?

<b>Module &lt;x&gt;: &lt;title&gt;</b>				
<b>Sub-module</b>	<b>x.1</b>	<b>x.2</b>	<b>x.3</b>	<b>x.4</b>
<b>Title/ theme</b>				
<b>Content</b>				
<b>Methods</b>				
<b>Tools:</b>				
<b>Duration:</b>				