VET 4 NAI

T R A I N I N G
H A N D B O O K

Facilitating integration of newly arrived immigrants into labour market through adapted vocational/labour market guidance

Co-funded by the European Union

Introduction

Welcome to the comprehensive summary of the Training Handbook developed collaboratively by TrimTab and FISPE, along with our partners, DIMITRA and EFFEBI. This handbook represents the culmination of our joint efforts to promote personal and career development through structured training initiatives. Throughout this summary, we'll explore the details of the guidelines, methodologies, and materials carefully crafted to facilitate effective training implementation and evaluation.

From September 2023 to April 2024, this initiative reflects our commitment to fostering growth and empowerment within individuals and organizations. At its core lies Result 3 (R3), outlining key milestones crucial for the successful execution of our training efforts.

Central to our approach is the modular distance course format, designed to offer participants a flexible yet immersive learning experience. Crafted across five distinct modules, each module represents a collaborative effort between our partnering organizations, ensuring a diverse range of perspectives and expertise.

Why a training handbook?

Firstly, it provides structured guidance throughout the training program, ensuring consistency and coherence in the learning experience. By outlining objectives, methodologies, and materials, it guides both trainers and participants.

Secondly, it serves as a valuable reference material, allowing participants to revisit key concepts, techniques, and resources covered during the training sessions. This promotes ongoing learning and provides support beyond the training period.

Thirdly, the handbook enhances accessibility by consolidating training content into an easily accessible format. Participants can review materials at their own pace, catering to diverse learning styles and schedules.

Training Modules Overview

Module 1: Introduction and Overview (TrimTab):
This module sets the stage for our training journey, providing a comprehensive overview of the course objectives, learning outcomes, and the structure of subsequent modules. TrimTab's expertise in strategic planning and program management establishes a strong foundation for effective learning delivery.

Module 2: Methods and Tools for Guidance (DIMITRA):
Drawing upon DIMITRA's extensive experience in guidance counseling and mentorship, this module explores a variety of methods and tools essential for effective career guidance and development. Participants will gain insights into best practices for supporting individuals in their career exploration and decision-making processes.

Module 3: Methods for Planning and Case Management (FISPE):
In this module, FISPE takes the lead in explaining methods for effective planning and case management within the context of career development. Participants will learn how to strategize and implement tailored plans to address the unique needs and aspirations of individuals.

Module 4: Motivational Approaches (EFFEBI):
EFFEBI brings their expertise in motivational psychology to the forefront in this module, exploring various approaches to inspire and empower individuals towards achieving their career goals. Through practical strategies and techniques, participants will learn how to cultivate a motivational mindset conducive to success.

Module 5: Creation of Supportive Networks (TrimTab):

Building upon the foundation laid in Module 1, TrimTab delves deeper into the creation and nurturing of supportive networks essential for career advancement. Participants will explore the significance of professional connections and learn how to leverage them effectively to broaden their career horizons.

Module 6: Resources and References/Additional Information (All Partners):

This final module serves as a repository of resources, references, and additional information curated collaboratively by all partners. Participants will have access to a wealth of supplementary materials to further enrich their learning experience and support their ongoing professional development.

MODULE 2
Methods and Tools for Guidance

Overview of the module

Throughout this module, the counselors will learn the RIASEC model linking personality traits to careers. They'll explore tools vital for immigrant career growth, including the VET4NAI Toolkit. Interactive activities enhance their understanding and guide newcomers effectively.

This module will consist of the following units:
- Unit1: Introduction to Guidance Tools and Methods
- Unit2: The RIASEC Model: Connecting Personality and Careers
- Unit3: Specific tools and methods proposed

This module also includes 2 interactive activities that the counsellor can implement with NAIs:
- Storytelling
- RIASEC and VET4NAI Quizzes

Duration of the module
4 hours

Learning outcomes
The aims and the learning outcomes of the module are:

- Understand the fundamental concepts and importance of guidance tools in career counseling.
- Understand the fundamental principles of the RIASEC model and its six personality types.
- Understand a variety of career guidance tools, their purposes, and how they can assist clients in making informed decisions about their careers.
- Familiarize with the basic functionalities of tools such as action career plans, skills assessment platforms, and competency inventories. Gain a basic understanding of how these tools are applied in counseling sessions.

MODULE 2
Methods and Tools for Guidance

Materials needed for implementation

- Storytelling: mobile phones or computers, VET4NAI toolkit (original or digital version)
- RIASEC and VET4NAI Quizzes: mobile phones or computers, RAISEC Quiz, VET4NAI Career Guidance Quiz

Theory

UNIT 1

Career counseling is a holistic approach that addresses individuals' personal, professional, and social aspects. It involves offering information, counseling, and guidance services to support people at any life stage in making decisions about their education, work, and community involvement. Over time, the field of career counseling has employed diverse assessment methods, evolving from early use of psychological tests to present-day utilization of questionnaires and inventories assessing interests, preferences, aptitudes, attitudes, and values.

Career counselors assess various aspects of individuals using tests, questionnaires, and inventories. They should have a thorough knowledge of the methods, techniques and instruments for evaluating certain characteristics and individual features of clients, such as: aptitudes, personality, interests and values in the professional sphere, knowledge acquired in school, and work experience. According to the purpose of counselling activities, the methods are generally classified as follows (Jigău, 2007):

- **Methods to gather information on the client**: psychological test, questionnaire, observation, interview, anamnesis, autobiography, self-characterization, school record, focus group, opinion poll, knowledge assessment test, analysis of biographical data, analysis of the activity products, SWOT analysis, portfolio, etc. Through these methods the counsellor uses structured assessments and set of questions in order to evaluate the personality traits, skills and interests of the individuals and obtain a comprehensive understanding of their educational background and achievements, life experiences, aptitudes, strengths, and

weaknesses, relevant history and psychosocial factors.

- **Communication methods**: conversation, role-play, simulation, exercise, narration of personal stories, pedagogical game, Philips 6/6. Communication methods facilitate effective and engaging communication between the counselor and individual to explore and clarify career aspirations, practice and develop communication skills, role-play real-world scenarios for better understanding and enhance self-expression.

- **Client information methods**: materials used to spread information among and for the clients (leaflets, guides, other media products), occupational profiles, conferences, personal reading, presentation movies, commenting on the radio or TV shows. These methods provide comprehensive information and resources to the individuals about various career options, industries and available opportunities , help them make informed decisions about their career paths, engage them through different mediums for better understanding.

- **Methods of investigating the labour market**: exercises to develop job hunting skills, simulating work situations, orientation tours, work shadowing, ICT in job tracking, educational fairs, job fairs, mini-internship in enterprises, polls to identify needs, case studies. Individuals will develop effective job-hunting skills and strategies, gain practical insights into the working environment, experience simulated work situations for skill enhancement and gain exposure to real workplace settings.

- **Methods of personal marketing and information management**: writing a CV and a letter of intent, sitting in a job interview, analysing / drawing up a media ad; databases / portals on education and training, professions, jobs[1]. Individuals develop important skills and competences regarding the drafting of CVs and cover letters, the self-promotion on social media and the job interview preparation.
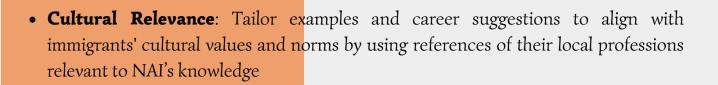
- **Methods of career planning and development:** action plan (step by step career plan), personal project[1], weighing alternatives, values clarification, competence survey. Through these methods counsellor guide the individuals in creating actionable career plans and personal projects, Developing strategies for professional growth and advancement and establishing clear career trajectories and goals.

UNIT 2

Holland's RIASEC theory, which categorizes individuals into six personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), has been widely applied to vocational contexts. This theory suggests that people's personalities align with these categories, and it can also be used to describe educational majors or professions. The RIASEC model serves as a valuable tool in assessing personal and organizational characteristics. It has gained global attention among professionals and researchers, especially in fields like education, occupation, and career counseling. Career counselors commonly employ RIASEC to assist clients in exploring their interests, finding suitable career paths, and setting goals. By understanding their RIASEC type, individuals can make well-informed career decisions, align their choices with their strengths and values, and pursue opportunities that match their personality traits.

The RIASEC model can help newly arrived immigrants identify their interest as well as find suitable career paths as long as it is adapted to their specific language, culture, and needs. Therefore, the counsellor could facilitate the use of the RIASEC test by implementing the following suggestions:

- **Simplification of the concept**: Explain the RIASEC model simply, emphasizing that it connects personality traits to different career paths

- **Language Adaptation**: Provide translated versions of RIASEC assessments and career-related materials in immigrants' native languages or if it is not possible, help the NAI taking the test explaining each question in a simple language

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- **Cultural Relevance**: Tailor examples and career suggestions to align with immigrants' cultural values and norms by using references of their local professions relevant to NAI's knowledge

- **Visual Aids and Multimedia**: Use visuals, infographics, or videos[1] to illustrate the RIASEC model and the personality types, aiding comprehension. Use the activity proposed in this module "RIASEC and VET4NAI Quizzes" for more interactive application of the theory.

- **Group Discussions**: Encourage group discussions where immigrants can share perspectives on careers and personality traits.

- **Patience in Guidance**: Be patient in guiding immigrants through the model, giving them time to understand and reflect on their career preferences.

- **Continuous support**: Following the initial session, provide immigrants with the results of their test in their language or, if it is not possible, explain them in a simple way. Create and provide a personalized action career plan based on the results. Schedule follow-up sessions to address any further questions or concerns they may have after initial discussions.
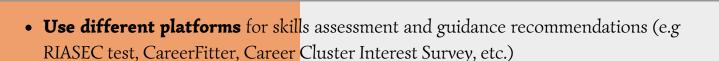
UNIT 3

List of tools and methods to use during the career guidance session:

- **Create an action career plan**
How: How to Build an Effective Career Plan (Top 5 Tips) https://www.youtube.com/watch?v=jVssNpBk37k

Template: https://www.pertempspd.co.uk/media/5nxdxbkc/3a-ct-personal-career-planning-template-v1.pdf

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- **Use different platforms** for skills assessment and guidance recommendations (e.g RIASEC test, CareerFitter, Career Cluster Interest Survey, etc.)

- **Evaluate and follow-up of clients**: constant reporting and appointments and use the proposed tools to book appointments and take notes on clients' progress (e.g. Voxer, 10to8, coach.me, etc.).

- **Organize a networking event for your previous and current clients** that will be a fantastic way to foster connections and share valuable experiences. Here are some steps to help you plan and execute a successful networking event: https://www.indeed.com/career-advice/career-development/planning-a-networking-event

Best Practices

- **Personalized Career Guidance**: The counsellors will utilize the RIASEC model and the VET4NAI toolkit to offer personalized career guidance by aligning individuals' personality traits with suitable career paths. The module will also encourage counselors to understand the unique cultural backgrounds and experiences of newly arrived immigrants (NAIs) and to tailor their guidance effectively.

- **Promoting Collaborative Learning**: This module will encourage counselors to facilitate group discussions and peer-to-peer learning sessions, allowing NAIs to share insights, experiences, and advice within a supportive community and they will promote networking opportunities within the counseling sessions, connecting NAIs with professionals and mentors in their respective fields of interest.

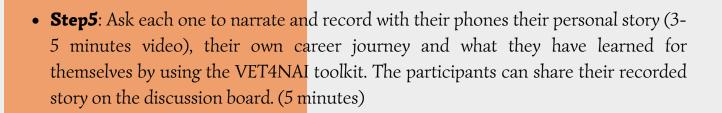## Exercises and activities for practical application

ACTIVITY 1

Storytelling: create an online discussion board where participants can share short recorded audio stories about their own career journeys, use the VET4NAI toolkit in order to help the NAIs to create and present their own story. This is a mingling and interactive online activity that will enable participants to get familiar with the storytelling techniques, to recognize their professional interests by using the VET4NAI toolkit, and to get inspired by the stories of the other participants. The participants are connected to each other and communicate remotely through the online platform that the counselor chooses.

Part 1: use of VET4NAI toolkit
- **Step1**: Introduce the VET4NAI toolkit to each participant individually, offer clear instructions and use the toolkit with each participant. The use of the toolkit can be online, where the counselor can sharescreen and use the toolkit via a call with the NAI or in a face to face session (50 minutes)

- **Step2**: Discuss the results of the toolkit usage. Discuss the interests, the strengths and weaknesses of the individual as well as the career path that seems to be more suitable to them. (20 minutes)

Part 2: storytelling board
- **Step3**: Select a suitable online platform for creating a discussion board. Options include Facebook/ Messenger Groups and Viber/ Whats App Groups or specific discussion board software tailored to your needs. (5 minutes)

- **Step4**: Welcome participants and introduce the activity. Explain the purpose: To share career stories using audio recordings and gain inspiration from others. Emphasize the use of Vet4NAI toolkit to identify and enhance their professional interests. (10 minutes)

- **Step5**: Ask each one to narrate and record with their phones their personal story (3-5 minutes video), their own career journey and what they have learned for themselves by using the VET4NAI toolkit. The participants can share their recorded story on the discussion board. (5 minutes)
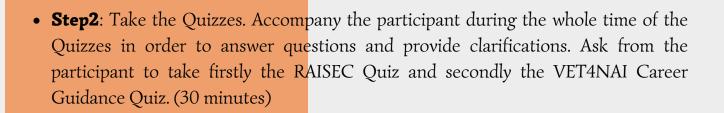
- **Step6**: Encourage participants to listen to each other's stories and provide feedback and insights. Schedule a video call, where you will initiate a discussion and encourage interaction, questions, feedback and thoughts feedback between the participants. (20 minutes)

- **Step7**: Maintain the discussion board active, so participants can continue to interact, share experiences, and network with each other.

Note: Alternatively the activity can also be implemented as a face to face group activity. In this scenario, the participants, gathered in a classroom, after using the VET4NAI toolkit each one individually with the counsellor, narrate their personal story, their own career journey and what they have learned for themselves by using the VET4NAI toolkit to the group. The rest of the group provides feedback and the counselor initiates a discussion with thoughts and relevant experiences.

ACTIVITY 2

RIASEC and VET4NAI Quizzes: This is an activity to implement with each client individually. The clients will have the opportunity to take the Online RAISEC Quiz to figure out their RIASEC Personality Type. They will also take the VET4NAI Career Guidance Quiz to discover which work sector better fits with their interests and skills. This activity will enable the participants to compare the results from both Quizzes and understand more about their professional development.

- **Step1**: Introduce the activity and its purpose, explain briefly the RAISEC theory and provide instructions on how to take both Quizzes. (10 minutes)

- **Step2**: Take the Quizzes. Accompany the participant during the whole time of the Quizzes in order to answer questions and provide clarifications. Ask from the participant to take firstly the RAISEC Quiz and secondly the VET4NAI Career Guidance Quiz. (30 minutes)

- **Step3**: Analyze the results. Once the client completes the RIASEC quiz, review their personality type results. Similarly, analyze the results of the VET4NAI Career Guidance Quiz to identify the suggested work sectors. Look for commonalities or patterns between the RIASEC personality type and the suggested work sectors from the VET4NAI quiz. (20 minutes)

- **Step4**: Compare and Discuss Results. Compare the client's RIASEC personality type with the work sectors suggested by the VET4NAI quiz. Engage in a discussion with the client about the similarities and differences between the results. Explore why certain work sectors align with their personality traits. Discuss specific career options within the identified work sectors. Explore potential roles, responsibilities, and growth opportunities. (30 minutes)

- **Step5**: Set Goals and Action Plan. Collaboratively set short-term and long-term goals based on the discussion. These goals can include further research, skill development, or networking strategies. Create a detailed action plan outlining the steps the client needs to take to explore the identified career options further. This plan could include informational interviews, online courses, or job shadowing opportunities. (20 minutes)
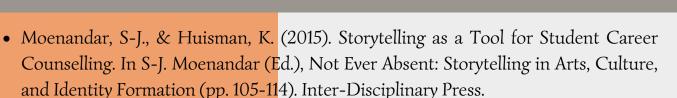
Type of activity

- Storytelling: Group online activity (approx. 1 h 50 min duration)
- RIASEC and VET4NAI Quizzes: Individual face to face activity (approx. 1 h 50 min duration)

Further resources

- Voxer is a free voice communication app. Clients can share updates, track client progress, and ask you questions instantly with this free app
- 10 to 8 is an easy-to-use free platform for virtual coaches who want to streamline their calendar management and appointment scheduling.
- Coach.me is a free habit tracking app that can help you keep your clients accountable.
- Todoist is a free digital to-do list that works across platforms – desktop, mobile, and tablet. You can separate your projects into tasks and sub-tasks.
- Kickresume is a free resume builder app for career coaches to help their clients improve their resumes for job success.
- THE RIASEC TEST: https://enrolluhmc.com/riasec/
- Holland Codes: https://www.youtube.com/watch?v=fNGa-_u7nQU
- Career plan template: https://www.pertempspd.co.uk/media/5nxdxbkc/3a-ct-personal-career-planning-template-v1.pdf
- The 5 Steps of Storytelling – How to Tell a Great Story in a Presentation: https://www.fearlesspresentations.com/the-5-steps-of-storytelling-how-to-tell-a-great-story/

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- Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Psychological Assessment Resources.

- De Fruyt, F. & Mervielde, I. (1999). RIASEC Types And Big Five Traits As Predictors Of Employment Status And Nature Of Employment, Personnel psychology Volume 52, Issue 3

- Moenandar, S-J., & Huisman, K. (2015). Storytelling as a Tool for Student Career Counselling. In S-J. Moenandar (Ed.), Not Ever Absent: Storytelling in Arts, Culture, and Identity Formation (pp. 105-114). Inter-Disciplinary Press.
- Jigău, M. (2007). Methodological Aspects. In: Career Counselling: Compendium Of Methods And Techniques (pp. 9-26). AFIR.
- How to Build an Effective Career Plan (Top 5 Tips) https://www.youtube.com/watch?v=jVssNpBk37k
- 15 free career assessment tools to help clients find their fit: https://careerwise.ceric.ca/2021/06/17/eight-free-career-assessment-tools-to-help-clients-find-their-fit/
- Top 15 Digital Tools Every Career Counselor Must Have: https://www.edumilestones.com/blog/details/top-15-digital-tools-every-counselor-must-have
- Planning a networking event: https://www.indeed.com/career-advice/career-development/planning-a-networking-event

Notes

1. Collect personal, medical, and psychological history relevant to career decisions
2. Using games or interactive activities to educate or engage clients
3. A specific brainstorming method for understanding communication patterns and getting opinions on a particular issue from a large number of people (https://www.opexity.com/blog/phillips-66-method/)
4. Guided tours or visits to workplaces to familiarize clients with specific industries or organizational cultures
5. Using Information and Communication Technologies (ICT) to track job openings, application progress, or industry trends
6. Online platforms providing information on educational programs, professions, or available job opportunities
7. Undertaking a project relevant to the client's career interests, offering practical experience and skill enhancement.
8. https://www.youtube.com/watch?v=fNGa-_u7nQU

MODULE 3
Methods for planning and case management

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Overview of the module

The Module for Planning and case management presents essential steps to be taken by counsellors for proper management of every newly-arrived client's situation, focusing on their specific profile and potential difficulties, and cultivating an adequate professional posture to adopt.

The module provides tools and templates and guides the use of the toolkit to complete previously mentioned steps and offer tailored support to NAIs building their professional paths.

It consists in the following units:

- Unit 1: Assessing NAIs situation
- Unit 2: Professional stance for case management
- Unit 3: Planning and management tools

And 3 interactive activities for counsellors to apply and practise the methods explained with the use of the toolkit:

- True or false tags
- Case study: portraits
- Guidance session role-play using case-study results

Duration of the module
3 hours

Learning outcomes
The aims and the learning outcomes of the module are:

- Understand criteria to take into account to identify clients' situations
- Understand different language levels according to CECR
- Identify needs and expectations of NAIs
- Be aware of specific difficulties NAIs might encounter
- Know how to react to clients expectations and desires

- Get familiar with the use of planning and case management tools

Materials needed for implementation
Paper, computer if possible, pencil

Theory

UNIT 1
Assessing NAIs situation

Counsellors should start the guidance process with a basic assessment of their client's situation, meaning first identifying their legal status (refugee, asylum seeker, in the process of being recognized as refugee or asylum seeker, short-term visa, long-term etc.); profile (schooled or not, coming from a country where the host country language is spoken, if they studied in their home country, knowledge in computer science) and language level (according to CEFR standards).

Language is indeed considered to be one of the first barriers to professional integration, and a language level diagnostic can accelerate the process. Secondly, counsellors should assess the person's social situation (do they have children, any physical disability or difficulty...). Regarding their studies in detail and their professional experience, other modules from this handbook present specific methods to assess this information. There also is the possibility to directly use the VETforNAI toolkit for competence inventory, thanks to keywords and images depicting different work sectors and guided questions.

It is also essential to guarantee confidentiality on any information clients provide about themselves, thus creating a trust relationship for the guidance process.

UNIT 2
Professional stance for case management

Counsellors should take advantage of the Guidance module of the VETforNAI toolkit when asking questions to assess NAIs' needs and expectations, as they are basic inquiries to understand clients existing competences, previous experience and professional desires. However when implementing the toolkit and collecting information from one's client, counsellors should keep in mind they can not decide for them. If an answer is not satisfying to the counsellor, because they have expectations and aspirations for their client (especially if they have any diploma or previous experience or competence which could facilitate their access to a qualified job), the counsellor's reaction must respect their desires. Accordingly, counsellors should encourage autonomy and highlight NAIs' responsibility to be in charge of the professional guidance process and not only wait for the counsellor to come up with solutions.

However, the counsellor works together with their client to find short and long-term solutions, particularly when NAIs have high or hard-to-reach expectations. The counsellor must indeed be able to react to potential status downgrade for the person, financial issues it can cause, risk of discrimination, etc. without demoralising their client.

When working with NAIs, counsellors are to adopt an intercultural approach, acknowledging and understanding cultural differences and thus the difficulties they might cause. This will help them understand and better adapt their practice in the guidance process. For example, the intercultural aspect is very important when showcasing or suggesting a work sector or specific jobs, because clients will be confronted with socio-cultural norms. Explaining work culture can be difficult for foreigners who have no professional experience or a low host country language level. The Information module of the VETforNAI toolkit gives counsellors the opportunity to illustrate these often implicit norms with simple keywords and images.

Lastly, counsellors have the responsibility to present clients with all possibilities in sectors they can fit in, since NAIs sometimes are not aware of interesting jobs for them apart from the ones they heard of or those that were suggested by their relatives.

The Information module from the VETforNAI toolkit allows counsellors to present and explain a great number of jobs in 6 different sectors, and can draw from the keywords and images on the cards to highlight other work sectors or jobs which are not specifically mentioned there. Therefore clients can have a broader idea of the possibilities to have for their professional project. The Guidance module of the toolkit can also be useful in this sense to summarise interesting findings of each client, using the template provided.

UNIT 3
Planning and management tools

To be able to plan adequately and manage each clients' situation and process, preventing loss of previous work is essential. Providing a reference document where clients can write down any useful administrative information from guidance sessions (it can be ids and passwords for government or social aid websites for instance; or addresses they were given). Post-it notes tend to be lost, while this type of document or even a specific notebook for notes, information and reminders make the process run smoother. It is also interesting in case clients change counsellor or structure (which tends to happen often), as they would be able to bring all the work done in previous guidance sessions.

However, it is crucial to specify that clients should not show their document or notebook to anyone if it contains private information such as passwords for instance, nor use any original copies of official documents, and even of documents in general.

In addition, counsellors should take advantage of all means of communication so that information and documents don't get lost (Whatsapp, emails, post...).

Providing handouts to help with language (e.g. to learn vocabulary related to a sector, to propose a script to introduce oneself for a future job or to answer a recruiter's call, to propose phrases to memorise for a job interview, etc. - See example in annex 1), and potentially print out cards from the VETforNAI toolkit's Information module with interesting keywords for the person to learn.

Planning for professional guidance also means building a professional project overtime with clients. This is further developed in "Action plan" from Methods and tools for guidance module, however here are 2 essential aspects to know of:

- It is important to set specific dates for the client to have reference points (no dates induce frustration as the process appears as if it will never end), however not setting dates in too long if possible as it is discouraging for someone who is in a situation of urgency.
- Breaking down the plan in projects, specifically short and long-term ones is essential for planning ahead, for example regarding training a client needs to follow while overcoming an urgent financial situation. Dividing the whole process, which can take quite long, into smaller projects allows for the person to project themselves better in situations and therefore get actively involved in the said process.

Best practices

- Always starting the guidance process with the assessment of NAIs situations, during at least the first session

- Set-up a follow up process: assessing positive and negative aspects of progress made after and in between the sessions. Providing a notebook to NAIs for them to write down all this information and bring to every session to keep track of progress and feedback

- Using friends and surroundings if the counsellor doesn't have access to a translator, or using online translators

- Informing the client about general Labour law and specificities regarding their situation, informing them also about unions and collective agreements

- Confidentiality (see Unit 1)

- Interculturality (see Unit 1)

MODULE 3
Methods for planning and case management

VET4NAI

Exercises and activities for practical application

ACTIVITY 1
Case study: portraits (35-40 min)

Step 1: Each participant gets a tag with a depiction of a behaviour or attitude during a guidance session, some are adapted to the situation and others aren't.
See annex 2.1 for examples (this assumes participants were previously presented with the toolkit as tags include it)

Step 2: Participants choose tags which appear adapted for professional guidance of NAI

Step3: Participants justify their choices and discuss them as a group.

ACTIVITY 2
True or false tags (15-20 min)

Step1: Participants are presented with different portraits of immigrants and NAIs looking to build their professional career.
See annex 2.2 for portraits

Step2: They each try to determine the guidance process which would be most beneficial to the person portrayed, potentially which sector(s) they would guide them and write it down.

Step3: All participants share their results with the group and exchange opinions and advice.

ACTIVITY 3
Guidance session role-play using case-study results (20-30 min)

Step1: The facilitator reminds counsellors of topics addressed in the module (tools, methods, toolkit use, identification of difficulties, follow-up…)

Step2: Starting from previous results of the case-studies, duos of participants engage in a role-play session: one is a counsellor and the other is a newly arrived immigrant. They are meeting for the first time.
They are provided with a set of questions to challenge the counsellors into reflecting on/practising what was explained in the module.
See annex 2.3 for an example set of questions

Step3: Participants give feedback on difficulties with practising/applying what they learned in the module and what might have been missing.

End of session/activities:
- Overview of knowledge acquired
- Evaluating the training (how easy/difficult, clarity)
- General feedback from participants

Type of activity

Group activities, case study, role-play.

Further resources

- 3 templates in annex, 2 examples for activities

- **Council of Europe Toolkit for adult refugees**

https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools

This toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees and asylum seekers. But it can be utilised by all professional working with migrant in order to facilitate the communication (language barriers, understanding the migrants needs and this profile of this public in general, in particular the vulnerability and intercultural aspect)

- **Linguistic level diagnosis**

https://www.reseau-alpha.org/mallette-du-formateur/outils/4b7b2-outil-de-pre-diagnostic-linguistique-a-destination-des-non-experts-du-fle

(the English version is provided in Annex 3)

This document can help the counsellors to provide the first basic linguistic assessment in order to identify approximately the linguistic level of the NAIs and to accelerate the procedure of applying for the linguistic courses

- **Self assessment grid for language level**

https://www.coe.int/en/web/common-european-framework-reference-languages/table-2-cefr-3.3-common-reference-levels-self-assessment-grid

- **Self assessment grid for language level detailed**

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc1cc

References

- **Annex 1**

https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lentretien-dembauche
https://www.fun-mooc.fr/fr/cours/travailler-en-france-a2-b1/
https://parlemploi.velay.greta.fr/capsules/188/video
https://franchementfle.fr/2022/01/28/alpha-a1-1-decrire-un-metier-lire-une-annonce-preparer-un-entretien-dembauche/

- **Annex 2** (translated from French)

https://www.france-terre-asile.org/actualites/evenements/portraits-de-refugies;
https://jrs.net/fr/temoignage/alphabetisation-pour-femmes-au-tchad/;
https://www.impact.sn/Temoignage-d-un-migrant-Je-suis-arrive-en-Espagne-analphabete-aujourd-hui-j-ai-un-master_a9861.html,.
https://accueil-integration-refugies.fr/portraits-temoignages-de-personnes-refugiees;

- **Common European framework of references for language** (CEFR)

https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

- **Validation of foreign school diploma**

https://www.france-education-international.fr/en/expertises/enic-naric

- **Statistic for the job mostly proposed to migrants in France**

https://dares.travail-emploi.gouv.fr/sites/default/files/64017dcc9891b3111610af49187ef5e0/Dares-Analyses_Les%20m%C3%A9tiers%20des%20immigr%C3%A9s.pdf

- **Linguistic profile of migrants in France**

https://parlera.fr/wp/wp-content/uploads/2023/04/FR-Parlera_23_Profilslinguistiques.pdf

Overview of the module

Module 4 contains the following units:
- Unit 1 - theoretical part: Motivational factors in the workplace
- Unit 2 - Best practices: Motivational approaches in practice
- Unit 3: Case studies, exercises and templates

Duration of the module
2 hours

Learning outcomes
The aims and the learning outcomes of the module are:

- Learn the main motivational approaches and their specific characteristics
- Understand the different implications motivational approaches have in the workplace
- Know how NAIs react to different motivational approaches in the workplace and analyse which is the best individual approach for them
- Be able to apply the motivational theories to the specific conditions of migrants and refugees
- Learn how to use the basic tools and instruments to apply motivational approaches to migrants and refugees in the workplace

Materials needed for implementation

Laptop, projector, paper, pen/pencil and the templates provided for the activities

Theory

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UNIT 1

MOTIVATIONAL FACTORS IN THE WORKPLACE

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Intrinsic motivation: it arises from internal factors. When you are intrinsically motivated, you engage in an activity or job task because you enjoy it and you get personal satisfaction from doing it. It has to do with creating a supportive environment and encouraging personal development and growth. You are performing an activity for its own sake rather than from the desire for some external reward. The behavior itself is its own reward.

VS

Extrinsic motivation: it arises from external factors. When you are extrinsically motivated, you do something in order to gain an external reward, such as money or a certain promotion at the workplace, or to avoid a punishment. You will engage in behavior not because you enjoy it or because you find it satisfying, but because you expect to get something in return or avoid something unpleasant.

Theory X refers to an authoritarian style of management: managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work.

Work in organizations that are managed like this can be repetitive, and people are often motivated with a "carrot and stick" approach. Performance appraisals and remuneration are usually based on tangible results, such as sales figures or product output, and are used to control and "keep tabs" on staff.

VS

In **Theory Y** managers have an optimistic opinion of their people, and they use a decentralized, participative management style. This encourages a more collaborative, trust-based relationship between managers and their team members. People have greater responsibility, and managers encourage them to develop their skills and suggest improvements. Appraisals are regular but, unlike in Theory X organizations, they are used to encourage open communication rather than to control staff.

Theory Y organizations also give employees frequent opportunities for promotion

Best practices

How to foster intrinsic motivation in the workplace:

- **Recognition programs**: Recognizing employees when they have achieved something outstanding, e.g., an employee of the month, gratitude meetings, etc.
- **Leadership**: Managers and leaders should be trained to recognize and compliment employees appropriately if they are doing a good job.
- **Learning and development**: The organization should encourage employees to continue learning new skills that are not required for the job but satisfy the employee mentally.
- **Volunteering**: The organization should also recognize how volunteering can fulfil and motivate employees personally and emotionally.

How to foster extrinsic motivation in the workplace:

- **Job structure/job design**: There are five factors that impact employee motivation. These factors are task significance, skill variety, task identity, autonomy, and feedback. The higher the score on each factor, the higher motivation an employee will experience.
- **Job redesign**: Job rotation (employees shifting between different tasks) and job enrichment (increasing responsibilities) can also motivate the workforce.
- **Alternative work arrangements**: Flexible working hours, job sharing, working from home, etc., may also play a role in employee motivation as individuals can construct their schedule around what works best for them. Flexible work arrangements may also promote a healthy work-life balance.
- **Payment-related rewards**: A fair pay structure, bonuses, or stock ownership are extrinsic rewards that could motivate employees to increase their performance.

- **Benefits**: For example, private health insurance, flexible holidays, pension plans, and flexible benefits structures may also increase employee motivation, especially when employees can choose which benefits they value the most.

When to use theory X and theory Y

The Theory X can be used for new starters who will likely need a lot of guidance, or in a situation that requires to take control, such as a crisis. But Theory X may not be ideal when managing a team of experts, who are used to working under their own initiative, and need little direction. If a too authoritarian management style is applied in this case, it would likely have a demotivating effect and may even damage the relationship inside the organisation.

Circumstance can also affect the management style. Theory X, for instance, is generally more prevalent in larger organizations, or in teams where work can be repetitive and target-driven. In these cases, people are unlikely to find reward or fulfillment in their work, so a "carrot and stick" approach will tend to be more successful in motivating them than a Theory Y approach. In contrast, Theory Y tends to be favored by organizations that have a flatter structure, and where people at the lower levels are involved in decision making and have some responsibility.

Exercises and activities for practical application

A **SWOT matrix** is a framework for analyzing NAIs' personal and professional strengths and weaknesses as well as the opportunities and threats they face. This helps both NAIs and counsellors find a workplace and/or a job that focuses on their strengths, minimizes their weaknesses, takes the greatest possible advantage of the available opportunities

Short-term and long-term goal setting are essential processes that help both counsellors and NAIs set tailored individual goals related to their personal or professional development.

Type of activity

The activities can be implemented as individual or in group activities. Case studies, additional reflections.

Further resources

- **35 Examples of Motivation in the Workplace:**
https://www.indeed.com/career-advice/career-development/examples-of-motivation-in-the-workplace
- **12 Effective Motivation Techniques for the Workplace:**
https://www.indeed.com/career-advice/career-development/motivation-techniques-for-the-workplace
- **Other motivation theories to use in the workplace:**
https://www.seenit.io/blog/top-5-motivation-theories-to-use-in-the-workplace/

References

- https://doi.org/10.1177/0098628312437704
- https://www.tsw.co.uk/blog/leadership-and-management/mcgregors-theory-x-vs-theory-y/
- https://www.worldcat.org/it/title/The-human-side-of-enterprise/oclc/173969
- https://www.mindtools.com/amtbj63/swot-analysis
- https://www.mindtools.com/a4wo118/smart-goals

VET4NAI

Overview of the module

The "Creation of Supportive Networks" module is designed as a comprehensive training program for career guidance staff, aiming to enhance their proficiency in guiding Newly Arrived Immigrants (NAI's), through the development of supportive networks. The module spans a duration of 1 hour, offering flexibility for adjustments based on the specific training needs of the participants.

Purpose: The overarching purpose of this module is to empower guidance staff with the knowledge and skills needed to facilitate career development effectively. By providing guidance professionals with practical tools and strategies, the module seeks to enable them to assist clients in building supportive relationships, fostering skill development, and navigating employment opportunities.
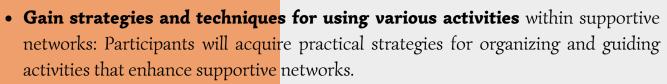
Duration of the module
1 hour

Learning outcomes

The aims and the learning outcomes of the module are:

- **Recognize the importance of supportive networks**: Participants will understand the significance of having supportive networks in achieving personal and professional goals.
- **Understand different types of supportive networks** and network activities: Participants will be familiarized with various types of networks, including professional, academic, local, migration, social, and cultural networks, along with associated activities.
- **Identify key steps in creating or informing about supportive networks**: Participants will learn the step-by-step process of establishing supportive networks, from defining purpose and goals to targeted outreach and clear guidelines.

- **Gain strategies and techniques for using various activities** within supportive networks: Participants will acquire practical strategies for organizing and guiding activities that enhance supportive networks.
- **Learn to build a supportive community** and nurture relationships: Participants will understand how to foster a sense of community among individuals, offering both emotional and practical support.

Materials needed for implementation

- Presentation slides
- Toolkit cards
- Templates (Network Building Plan)
- Hand-outs (Networking Tips, Supportive Network Guidelines, Resource Directory)
- Reference Materials

Theory

The theoretical foundation of the "Creation of Supportive Networks" module is rooted in Social Integration Theory, which provides a framework for understanding the critical role that supportive networks play, especially for Newly Arrived Immigrants (NAI's). The theory posits that social integration is a key component of individuals adapting socially and culturally in a new environment.

Social Integration Theory: Social Integration Theory emphasizes that individuals moving to a new country need to adapt socially and culturally to thrive and be productive. It recognizes supportive networks as a crucial component of this adaptation process, contributing significantly to the successful settlement and adjustment of immigrants in a new environment.

Key Tenets of Social Integration Theory:

- **Access to Social Capital:** Social capital includes the resources, relationships, and networks that individuals have access to in their social environment.

- **Support in the Integration Process:** Supportive networks offer guidance on cultural norms, language, and navigating the new society. They contribute to the social integration of individuals by helping them access resources, build social capital, and develop a sense of belonging in their communities.

- **Practical and Emotional Support**: These networks provide both practical and emotional support, addressing challenges and barriers that individuals may encounter in their social environments.

- **Networking Skills Development:** Being part of networks allows individuals to practice and refine their networking and communication skills. This contributes not only to their professional development but also to their overall ability to navigate social environments successfully.

Application to Newly Arrived Immigrants: For Newly Arrived Immigrants (NAI's), supportive networks are particularly crucial. These networks offer guidance on cultural adaptation, language acquisition, and provide a sense of belonging. In times of job loss or economic downturns, these networks can offer support, resources, and information about assistance, contributing to the overall well-being of NAI's.

Implications for Guidance Staff: Understanding Social Integration Theory equips guidance staff with insights into the multifaceted benefits of supportive networks. It underscores the importance of not only providing practical guidance but also facilitating the formation of networks that offer emotional and social support. By incorporating this theory into their approach, guidance staff can better appreciate the holistic needs of their clients, especially NAI's, and tailor their support accordingly.

Best practices

- **Clearly Define Purpose and Goals:** Clearly articulate the purpose and goals of the supportive network. This clarity provides participants with a roadmap, guiding them in their efforts to build and maintain networks with specific objectives.

- **Conduct Targeted Outreach for Inclusivity:** Identify and reach out to individuals who may benefit from the supportive network. Consider factors such as background, shared interests, and specific needs to ensure inclusivity and diversity within the network.

- **Establish Clear Guidelines:** Develop guidelines that outline the expectations, values, and principles of the network. Emphasize the importance of respect, confidentiality, and supportive interactions. Clearly communicate these guidelines to all members.

- **Facilitate Introductions and Relationship Building:** Provide opportunities for members to connect and build relationships. Organize icebreaker activities, networking events, or small group discussions that encourage individuals to get to know one another.

- **Offer Training and Skill Development:** Provide members with training opportunities that enhance their ability to provide effective support. Offer workshops, discussions, and activities to help members develop the necessary skills to contribute meaningfully to the network.

Exercises and activities for further application

ACTIVITY 1
SUPPORTIVE NETWORK TREASURE HUNT

Objective: Participants will explore different types of supportive networks and understand their importance through a collaborative treasure hunt.

Materials Needed:
- Clues and instructions for each station
- Map of the venue with marked stations
- List of network types and related activities (printed or digital)
- Small prizes for completion

Instructions:

Introduction (5 minutes):
- Explain the concept of a supportive network and the various types (professional, academic, local, migration, social, cultural).
- Introduce the treasure hunt as an activity to discover and understand these networks.

Setup and Group Formation (5 minutes):
- Divide participants into small teams.
- Provide each team with a map and the first clue to start the hunt.

Treasure Hunt (30 minutes):
- Teams navigate to different stations where they encounter tasks or questions related to supportive networks (e.g., identifying key individuals in a network, role-playing a networking scenario, solving a puzzle related to network-building steps).
- Each station provides a new clue to the next location.

Completion and Debrief (10 minutes):
- Once teams complete the hunt, gather everyone to discuss their experiences.
- Facilitate a discussion on what they learned about different types of networks and how these can be applied in their roles.

Reflection and Wrap-Up (10 minutes):
- Encourage participants to share insights and takeaways.
- Distribute small prizes to the teams as a token of participation.

ACTIVITY 2
NETWORKING SKILL-BUILDING WORKSHOPS

Objective: Participants will learn and practice specific networking skills through interactive workshops.

Materials Needed:
- Flip charts
- Markers
- Handouts on networking skills
- Role-play scenarios

Instructions:

Introduction (5 minutes):
- Brief participants on the importance of networking skills for career development and support systems.

Workshop Stations Setup (5 minutes):
- Set up different stations, each focusing on a specific networking skill (e.g., active listening, effective communication, building rapport, following up).
- Divide participants into small groups and assign each group to a station.

Skill-Building Activities (25 minutes):
- At each station, groups spend 5 minutes practicing the specific skill through role-playing, discussions, or mini-exercises.
- Rotate groups through all stations so they experience and practice each skill.

Group Sharing and Discussion (15 minutes):
- After all rotations, gather participants to share their experiences and insights from each station.
- Discuss how these skills can be applied in real-life networking situations.

Wrap-Up and Reflection (10 minutes):
- Summarize key networking skills learned.
- Encourage participants to reflect on their strengths and areas for improvement in networking.

ACTIVITY 3
COLLABORATIVE NETWORK BUILDING SIMULATION

Objective: Participants will collaboratively build a mock supportive network, simulating real-life scenarios and challenges.

Materials Needed:
- Scenario descriptions
- Network Building Plan templates
- Resource directory handouts
- Markers and flip charts

MODULE 5
Creation of Supportive Networks

Instructions:

Introduction (5 minutes):
- Explain the activity's goal: to collaboratively build a supportive network based on given scenarios.

Scenario Distribution (5 minutes):
- Divide participants into small groups and distribute a scenario to each group (e.g., integrating new immigrants into a community, helping unemployed individuals find jobs).
- Provide Network Building Plan templates and resource directory handouts.

Network Building Simulation (25 minutes):
- Groups work together to develop a comprehensive plan for building and maintaining a supportive network tailored to their scenario.
- Plans should include defining goals, identifying key contacts, outlining activities, and establishing guidelines.

Group Presentations (15 minutes):
- Each group presents their plan to the larger group.
- Facilitate a discussion on the feasibility and creativity of each plan, encouraging constructive feedback and additional ideas.

Reflection and Wrap-Up (10 minutes):
- Summarize key elements of successful network building.
- Encourage participants to think about how they can apply these strategies in their work

Further resources

Suggested Books:
- "Never Eat Alone" by Keith Ferrazzi:

Description: A guide on building and leveraging relationships for personal and professional growth.

- "The Networking Survival Guide" by Diane Darling:

Description: Practical tips and techniques for effective networking.
Application: Provides actionable strategies for successful networking experiences.

Online Resources:
- LinkedIn Learning:

Description: A platform offering courses on networking skills, communication, and personal development.

- TED Talks:

Description: Encourages participants to watch TED Talks on networking by experts like Keith Ferrazzi and Adam Grant.

Blogs and Articles:
- Harvard Business Review - What to Say When Networking In Person and Online

Description: A resource offering tips on effective networking in both in-person and online settings.
Application: Participants can gain practical insights for successful networking interactions.

- Inc.com - How to Be the Best Networker for Your Business

Description: An article providing guidance on becoming an effective networker for business success.
Application: Participants can learn strategies for leveraging networking for professional growth.

References

- **Social Integration and Support:**

Source: <u>Social Integration and Support - R.JAYTURNER, J.BLAKE TURNER</u>
Summary: This academic source delves into the concepts of social integration and support, providing theoretical underpinnings for the module. It explores the role of supportive networks in the social integration of Newly Arrived Immigrants (NAI's) and emphasizes the importance of social capital in the integration process.

- **Work, careers ans social integration:**

Source: <u>WORK, CAREERS, AND SOCIAL INTEGRATION - HAROLD L. WILENSKY</u>
Summary: This UNESCO document contributes to the theoretical framework by focusing on work, careers, and social integration. It offers insights into the relationship between work and social integration, aligning with the module's emphasis on the significance of supportive networks in career development and integration.

- **Social Capital and Career Development:**

Source: Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. American Journal of Sociology, 94(Supplement), S95–S120.
Summary: Coleman's work explores the concept of social capital and its impact on the creation of human capital. This source contributes to the module's emphasis on the role of supportive networks in providing resources and opportunities for career development.

- **Networking and Social Integration:**

Source: Granovetter, M. S. (1973). The Strength of Weak Ties. American Journal of Sociology, 78(6), 1360–1380.
Summary: Granovetter's seminal work introduces the idea of "weak ties" in social networks and their strength in providing diverse information. This source informs the module's discussion on the types of supportive networks and the benefits of diverse connections

- **Career Development in Social Networks:**

Source: Burt, R. S. (1992). Structural Holes: The Social Structure of Competition. Harvard University Press.

Summary: Burt's research on structural holes in social networks sheds light on the advantage of occupying positions between groups. This source supports the module's exploration of networking activities and the creation of supportive networks to bridge structural holes for career development.

- **Networking and Job Search:**

Source: Parnell, J. A., & Crandall, W. R. (2003). Proactive behavior in network organizations: The influence of individual, organizational, and contextual factors. Journal of Organizational Behavior, 24(7), 797–812.

Summary: This source delves into proactive behavior within network organizations, providing insights into individual factors influencing networking activities. It aligns with the module's focus on how to create and inform about supportive networks for career development.

- **Building Supportive Communities:**

Source: McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14(1), 6–23.

Summary: McMillan and Chavis contribute to the understanding of a sense of community, which is relevant to the module's exploration of building supportive communities within networks. The source provides a theoretical foundation for fostering a supportive atmosphere.

CONCLUSIONS

VET4NAI

The training program outlined in this document represents a significant step forward in the field of personal and career development, particularly in the context of supporting newly arrived immigrants (NAIs) and disadvantaged groups. By adopting a modular distance learning approach, supplemented by in-class sessions, we aim to deliver comprehensive training that addresses the diverse needs and capabilities of our primary target group - staff involved in personal and career development.

Through the development of training materials covering key areas such as guidance methods, network creation, planning, and motivational approaches, we anticipate several positive outcomes for our primary target group.

Additionally, our secondary target group of NAIs and disadvantaged individuals stands to benefit indirectly from the improved services and opportunities facilitated by this training program. While they may not be directly involved in project activities, their needs and interests will be integrated into the development process, ensuring that the training remains relevant and impactful for all stakeholders.

Moving forward, the implementation phase of the training program, scheduled for January to February 2024, will be critical in realizing our goals. With a combination of online and face-to-face sessions planned across multiple countries, we aim to create a dynamic learning environment that fosters collaboration, engagement, and skill development among participants.

Furthermore, the evaluation phase in March 2024 will allow us to gather feedback from participants and trainers, enabling us to identify areas for improvement and refine the training content and activities accordingly. By adopting a continuous improvement approach, we can ensure that our training program remains responsive to the evolving needs of our target groups and continues to deliver meaningful outcomes in the long term.

VET4NAI

In conclusion, this training program represents a collaborative effort to empower individuals and communities through education and skill development. By equipping personal and career development staff with the tools and knowledge they need to support NAIs and disadvantaged groups, we aim to create a more inclusive and equitable society where everyone has the opportunity to thrive and succeed.

Partnership

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