

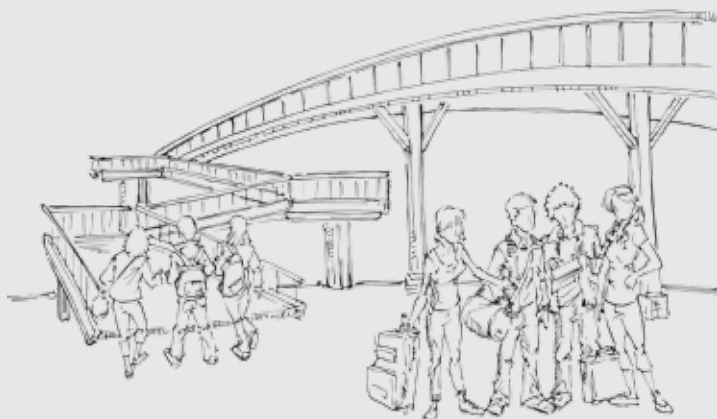
Guide for Providing
Comprehensive
Career Guidance Services
to **Disadvantaged Youth**

A MILLION YOUTH



A MILLION OPPORTUNITIES

INTRODUCTION



ABOUT THE NEO INITIATIVE

NEO is an initiative led by the Multilateral Investment Fund (MIF), a member of the Inter-American Development Bank (IDB) Group, with support from the Labor Markets Division (LMK) of the IDB, the International Youth Foundation (IYF), and corporate partners, such as: Arcos Dorados, Caterpillar Foundation, CEMEX, Microsoft, SESI, and Walmart. The objective of the initiative is to improve the workforce quality and the employability of disadvantaged youth in Latin America and the Caribbean. This is a pioneering initiative in which companies, governments, and civil society contribute resources, knowledge, and skills to implement effective and sustainable employment solutions. Launched at the Summit of the Americas in 2012, this 10-year initiative seeks to improve the employability of 1 million disadvantaged youth.

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THE AUTHORS

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The opinions expressed in this publication are the authors' own and do not necessarily reflect the viewpoints of IDB, its Board of Executive Directors or the countries it represents. Nor do they necessarily reflect the point of view of the MIF, IYF, or NEO's corporate partners.

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PREFACE

This guide is designed to share the lessons learned during ten years implementing **entra21**¹ and other youth employability programs and to provide guidelines, conceptual tools and methodologies that can be adapted to each context. The intention is that they will be of use both to organizations that are just beginning to design their services, as well as those that already have some experience and want to fine-tune their operations.

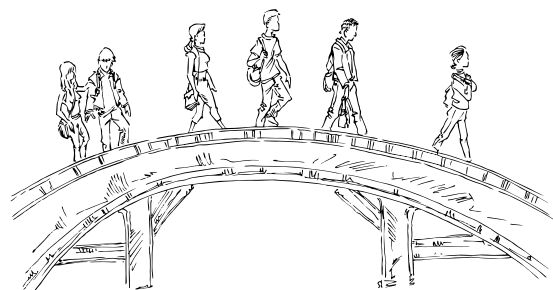
From this perspective, the career guidance approach proposed in this guide aims to go beyond a simple introduction to careers, the selection of occupations available or how to administer vocational testing. It is conceived as **a comprehensive advisory process to give youth the support and input they need to build and, wherever possible, initiate their career and life plans**. Career guidance should not be restricted to the formal education system or to choosing an occupation as has traditionally occurred. Rather, it should address other development areas for youth, thereby strengthening the workforce in communities by decreasing the number of young people who are neither studying nor working.

This guide is part of the NEO initiative's efforts to strengthen service providers' capacity. As mentioned, this guide draws on several studies conducted by the **entra21** program, as well as documentation, reports and manuals developed by the program's executing agencies, and specialized literature on youth, training and guidance. For more information on the sources used, please see the bibliography.

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¹ The **entra21** program was created by the International Youth Foundation in 2001, in partnership with the Inter-American Development Bank's Multilateral Investment Fund (MIF), with the goal of improving the employability of disadvantaged youth in Latin America and the Caribbean. www.iyfn.org.

POINT OF DEPARTURE



What is the Guide for Providing Comprehensive Career Guidance Services to Disadvantaged Youth?

It is a publication developed by the International Youth Foundation (IYF), within the framework of the NEO initiative, that introduces a series of conceptual and practical tools related to planning and implementing comprehensive career guidance services preferably directed towards economically and socially disadvantaged youth. The guide is based on the theoretical content and youth employability programs developed by the International Youth Foundation, in partnership with the MIF and other regional partners in Latin America and the Caribbean.

Find Out



The objective of the NEO initiative, which is led by the Multilateral Investment Fund (MIF), a member of the Inter-American Development Bank (IDB) Group; the IDB's Labor Market Division (LMK); and the International Youth Foundation (IYF) is to improve the workforce quality and the employability of disadvantaged youth in Latin America and the Caribbean.

For more information: www.youthneo.org, www.iyfnet.org/neo and www.fomin.org

GLOSSARY

Disadvantaged Youth

The term *disadvantaged youth* refers to young people living in poverty and affected by personal and/or social situations that limit their access to quality work opportunities. These young people may have additional risk factors, such as some kind of disability, living in rural areas, having dropped out of the formal education system, living in violent environments, belonging or having belonged to illegal groups, or being victims of forced displacement, among others.

What is its objective?

All the theoretical and methodological resources introduced in this guide are intended to strengthen organizations and professionals interested in designing and implementing career guidance services and in mentoring and guiding youth in building their personal, educational and career plans.



Who is it for?

Professionals and public or private institutions that want to learn how to design and implement career guidance services, institutions that offer vocational or technical training, formal or non-formal educational institutes, NGOs that work with youth, and public employment services, among others. This guide has been developed for professionals from institutions with experience in career guidance who want to enhance their services, as well as those with no prior experience in this area who want to begin providing career guidance services for the first time.

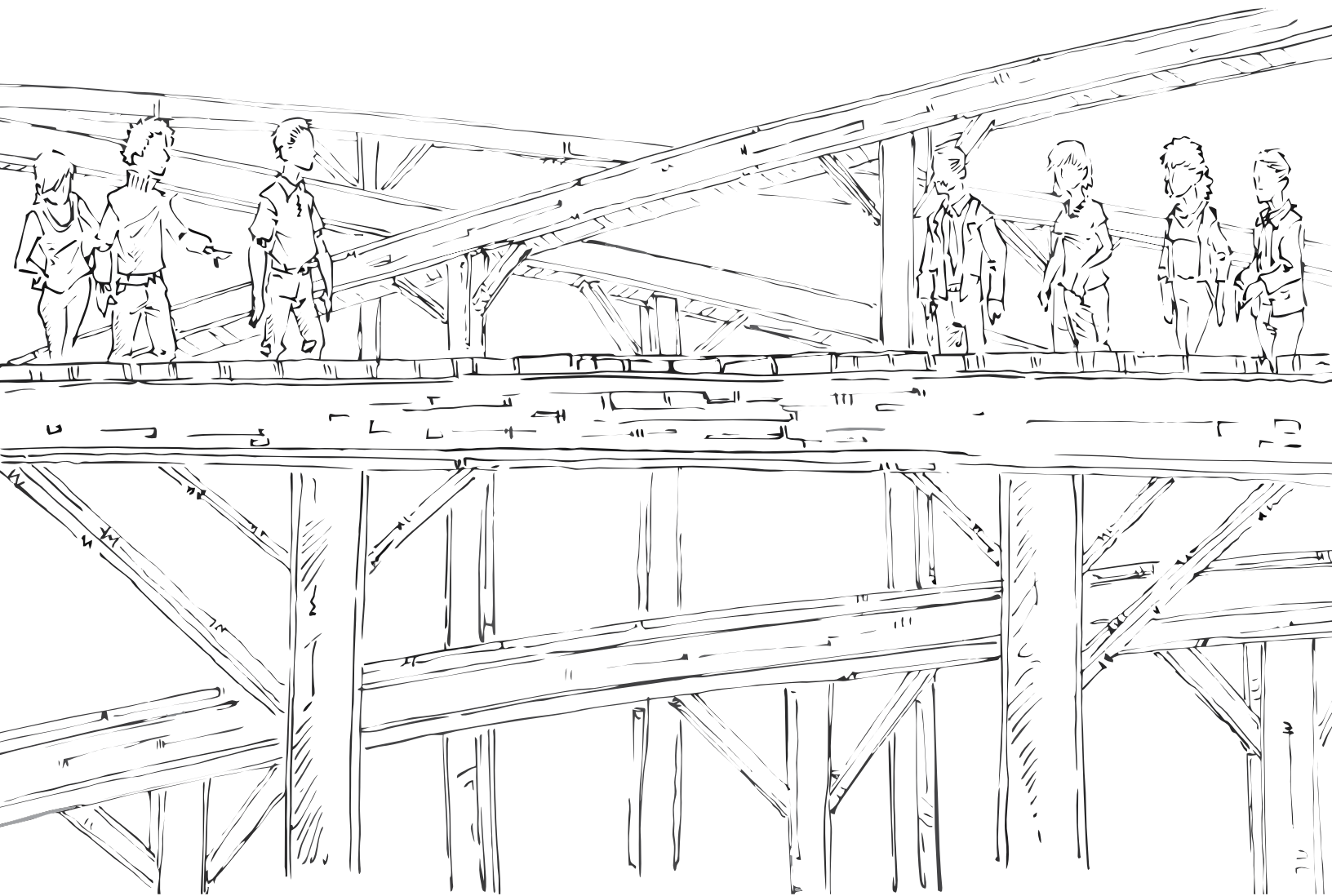
How is the guide organized?

The content of this guide is organized into three chapters. The first chapter introduces the theoretical and conceptual foundations of career guidance, its scope, areas of intervention, and principles. The second chapter emphasizes the basic aspects of how to design and implement a career guidance service, and the third proposes a methodology for guiding and assisting youth in choosing a career.

Lastly, the appendices offer a series of resources and tools that can serve as support for meeting the objectives of each chapter.

CHAPTER 1

Career Guidance





What do we mean by career guidance?

We understand career guidance to be support provided to young people so that they are better prepared to make decisions regarding their education, technical training or career, based on understanding their own interests, aptitudes and abilities, as well as the resources and opportunities around them.

Career guidance is:

A process which involves much more than taking a test or learning about the selection of careers or occupations available. Rather, it is a well defined process through which a youth receives information and support so that she/he can make realistic choices about her/his future in terms of career, further education and personal goals.

Active since it assumes that young people should be active participants in the process of defining their goals and taking steps to meet those goals.

Motivating in that in understanding better who they are and what they can accomplish, youth become more hopeful about the future.

Find Out



We understand career guidance as an ongoing support process that helps people discover options and make decisions that promote their development throughout their lives. Career guidance can involve different areas of intervention, including:

Educational: this area concentrates on giving youth tools to make appropriate decisions regarding their studies and to support them during academic challenges that may create barriers to completing their studies.

Vocational: this area directs its efforts towards professional/career guidance, based on knowledge of one's abilities, interests and skills, as well as the context and job market.

Psychosocial: this area focuses on helping youth get to know themselves, discover their potential, and make decisions that positively contribute to their life plan.

These areas can be interrelated and adapted to the needs of youth. This interaction is especially important when the guidance targets disadvantaged youth who require a comprehensive approach that combines different resources, such as the use of psychometric instruments, sharing information on educational or job opportunities, psycho-pedagogical assessments, and the detection of psychosocial risks, etc.

Vocation is defined as the inclination or interest that a person feels towards a given way of life or job. Vocation is highly related to each person's dreams, preferences and aptitudes. It is important to point out that vocation is a continual process that answers the questions: Who am I? Where am I going?

Why provide career guidance?

The ultimate goal of career guidance is to contribute to the holistic development of young people, supporting their transition to the world of work and decision making as they strive for continuous improvement throughout their lives. For this reason, career guidance should not be restricted to the formal education system or to choosing an occupation, as has traditionally occurred. It can also help youth better define their dreams and interests and the importance of staying in school and participating in their communities.

In general terms, career guidance aims to support youth so that they:

- fully develop their competencies and abilities;
- know and understand themselves in terms of their interests, strengths, and opportunities for improvement;
- are capable of realistically analyzing their social and work environments and the barriers and opportunities that exist;
- are capable of guiding and managing themselves;
- attain the maturity needed to make their own personal, educational and career decisions;
- are capable of adapting and making any necessary adjustments; and
- perform well in school.

Why is it important to offer career guidance services?

The purpose of career guidance is to provide youth with the tools necessary for improved reflection, knowledge and autonomy in decision making.

The most frequent problems that create a need for these type of services are²:

- fears and conflicts related to finishing secondary school and choosing a career;
- not knowing what to do with their lives if they drop out of the formal educational system;
- scarce and poorly publicized information regarding educational and job opportunities;
- lack of awareness about occupations that exist, their most important characteristics, the education, training and skills required, career paths, and salaries offered; and
- insufficient job search skills.

² Quiñones. Organization of American States (OAS).

Why should career guidance be offered to disadvantaged youth?

Defining career aspirations and realistically matching personal interests and abilities with job opportunities are big challenges for all young people, even more so for those living at an economic and social disadvantage. Many young people have no job or education and are often busy ensuring their own and their families' subsistence. They tend to know little about their own personal interests and abilities and lack clarity about what they want to be and do in the future. In many cases, they tend towards unrealistic expectations and objectives and a lack of knowledge about the work-related needs and opportunities around them.

The career guidance approach proposed in this guide aims to respond to these needs and help youth define the path their lives will take, in particular during their transition from school to work, or from job insecurity to continued education or towards what the International Labour Organization (ILO) calls *decent work*.

While this guide focuses on providing career guidance services to disadvantaged youth, we believe that many of the concepts, recommendations and resources it provides can be used in other contexts to:

- reduce the frustration resulting from making hasty or ill-informed decisions, and
- support young people so that they make choices with which they are satisfied, perform well, and improve their quality of life.

GLOSSARY

Decent Work

According to the International Labour Organization (ILO), decent work “involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for the worker and his family, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.”

The ILO adds, “Decent work is central to people's well-being and it sums up the aspirations of people in their working lives. In addition to providing income, work can pave the way for broader social and economic advancement, strengthening individuals, their families and communities.”

Find Out



When making a career decision, it is very important to be clear on some terms such as:

Attitude: the way an individual actively adapts to his/her environment and the result of a cognitive, emotional and behavioral process.

Aptitude: the capacity to carry out or perform a given task, function, job, etc.

Capacity or knowledge: the set of cognitive abilities that makes it possible to prepare, process and connect knowledge to act and interact in given situations.

Competency: the capacity to successfully carry out a fully identified activity. Competency involves a set of capacities, abilities, skills and attitudes related to a concrete task and the given performance of that task.

Job competency: the capacity to respond successfully to a job requirement, activity or task, based on defined performance criteria. Job competencies include an individual's knowledge (knowing), attitudes (knowing how to be) and abilities (knowing how to do).

Skill: the set of practical abilities related to the concrete tasks that involve the senses.

Ability: the potential that a human being has to acquire, manage and implement new knowledge and skills, acquired with a person's knowledge and practice/experience.

Interests: inclinations or preferences for activities, persons or things. These interests depend on social, cultural and even age-related factors.

Occupation: indicates the different professional and social roles played by a person throughout his/her lifetime. These roles range from student to self-employed, from active professional to retiree.

Employment: defined as work performed in exchange for payment (salaries, wages, commissions, tips, piecework payments, or in-kind payments) regardless of the employment relationship (whether the employee is dependent/salaried or independent/self-employed).

Work: the set of human activities, compensated or not, that produces goods or services in an economy, or that satisfies the needs of a community or provides the necessary means of sustenance for individuals.

What is the scope of career guidance?

As previously mentioned, the career guidance approach proposed in this guide aims to go beyond a simple introduction to available occupations and how to administer vocational testing.

From this perspective, and taking into account the target population's need for these services, career guidance can have the following scope:

Informational: This consists of providing or facilitating access to information on the education and employment opportunities around them. This includes the training, job, and entrepreneurial opportunities available, and all the information that can help young people make realistic decisions about the different options for their future.

The objectives of the information process are to:

- share information so they can make more informed decisions;
- separate preconceived notions, fantasies and prejudices from the “real” information;
- promote an active job search;
- encourage the incorporation of new information that helps generate new knowledge; and
- work through concerns arising during the information process³.

Assessment: This focuses on identifying aspects related to the young person's interests, aptitudes and personality—how to operate and structure the process, how to integrate knowledge and attitudes, and how to develop their potential. To perform a good assessment, the data gathered should never come from just one channel or set of standardized tests, but rather from several types of personalized analyses and a variety of tools.⁴

Counseling (individual or group): This involves advising and assisting participants in preparing a career or educational plan based on awareness and exploration of their interests, aptitudes, skills and limitations, as well as awareness of the social context and opportunities within the job market. Counseling should involve family members so that they can provide support for the career choice that the young person makes.

Training: This is focused on training and teaching technical or academic skills, as well as the basic and social skills necessary for the youth's holistic development.

Advising and Support: This consists of accompanying the young person throughout the entire process of entering school or the job market as either an employee, an entrepreneur or a self-employed person.

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³ Taken from: “Conceptos y herramientas para aportar a la orientación vocacional ocupacional de los jóvenes”. (Concepts and Tools for Youth Career Guidance) Aldo Mosca De Mori and Carina Santiago. Uruguay.

⁴ Almedina; M. La Orientación y la Tutoría Universitaria como elementos para la calidad y la innovación en la Educación Superior. Modelo de Acción Tutorial (University Guidance and Teaching as Elements for Quality and Innovation in Higher Education. Teaching Action Model). Doctoral thesis. Córdoba. 2012.

What career guidance services can be offered?

Based on the theoretical content and youth employability programs developed by the International Youth Foundation and its partners in Latin America and the Caribbean, a comprehensive career guidance service should:

- promote self-awareness and the development of social-emotional skills;
- perform interest and capacity assessments;
- evaluate knowledge of the job market;
- organize and support the development of the education and/or career plan;
- define medium- and long-term personal goals and objectives;
- offer information regarding educational and job opportunities;
- recognize the potential and limitations of each participant and his/her environment;
- take job market demands into consideration;
- link personal interests and resources with market demands;
- support the process of returning to school;
- help young people make informed and responsible decisions;
- guide young people in reviewing their life plans and making any necessary adjustments;
- prepare youth to get and keep a job; and
- advise young people in designing strategies and plans for self-management and entrepreneurship.

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Informational	Formal or informal education, online or in-person, in public or private institutions, educational centers, youth organizations, community centers, etc. Technical or higher educational courses, professional profiles, entry requirements, etc. Study opportunities and access to financing Opportunities to start a business Short courses offered as part of programs directed towards disadvantaged youth Occupational areas, possible career plans, salaries, rights, responsibilities, laws, opportunities for advancement, etc. Job training The working world and market trends	Printed materials and resources for group or individual sessions Websites about career guidance Job fairs Job search engines Employment observatories Interviews of people in the young person's environment regarding his studies and/or work Printed or electronic newsletters Videos, conferences about different professions, specifically job descriptions, salary, educational requirements, satisfaction levels, difficulties, etc. Ads in the media Promotional materials: flyers, newsletters, classified ads, catalogs

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Assessment	Evaluation of knowledge, interests and abilities Assessment of entrepreneurial competencies Use of interests, ability, personality testing, etc. that can be administered online or in person Use of reading and writing, math, information and communication technology (ICT) testing, etc. Interviews to explore motivations Interviews to verify whether the young person's profile fits the training offered Interviews to conduct psychosocial or socioeconomic analysis, etc.	Interest explorer⁵ Personality discovery test Cognitive explorer⁶ Vocational testing⁷ Tests of interests and abilities⁸ Tests of knowledge, personality, motivation, etc.⁹ Tests to assess basic reading and writing, math and ICT knowledge Interview formats/guides Formats for describing occupational profile
Counseling (individual or group)	Support to develop a realistic career plan and analyze, test, and interview results, with an emphasis on life skills (self-awareness, communication, etc.) Advice to define an educational, career or entrepreneurial life plan Guidance for business ventures or self-employment Psychosocial guidance in response to personal situations or conflicts	Support material for workshops or personalized interviews Resources for workshops: printed materials, TV, DVD player, etc.

⁵ One of the most well known was developed by Holland. See appendices.

⁶ See Fleishman's taxonomy.

⁷ To find a vocational profile exercise, visit:

<http://psu.universia.cl/que-estudiar/orientacion-vocacional/ejercicios-perfil-vocacional/>

⁸ The following link provides an example of a test of interests and abilities: www.eligecarrera.cl/registro.aspx

⁹ Many of these resources can be found at: <http://orientacion-vocacional.idoneos.com>

SCOPE OF CAREER GUIDANCE	TYPE OF ACTIVITY	RESOURCES
Training	Training to improve academic performance and prevent school dropout Training in basic computer competencies (using Internet and e-mail, creating Word documents, etc.) Workshops/sessions to teach job search, résumé writing, interview techniques, and tips for preparing a business plan Training on life and other skills for the workplace on topics such as: • Self-awareness • Assertive communication • Decision making • Ability to work in a team • Problem-solving ability • Ability to negotiate and generate consensus • Capacity to discover, test and experiment • Organizational skills and time management • Ability to plan and manage • Capacity to analyze context • Developing competencies for self-employment	Teaching material for training topics Websites Teaching resources: videos, notebooks, work files, etc. Resources for workshops: printed materials, TV, DVD player, etc. Workplace observations, such as tours of potential places of employment, which help youth identify their areas of interest, positions and career paths
Advising and Support	Advice on educational and job opportunities Advice on learning about job market trends, high-demand occupations with the highest potential of finding employment and developing a career, salary ranges Assistance in preparing and updating a résumé Advice on performing well in job interviews and interpreting and responding to classified ads Support developing a business plan Support with networking Support visiting websites with job or educational opportunities Support connecting supply and demand: participating in job fairs, entrepreneurial events, etc. Training and advice to create online portfolios Support to connect with public or private entities that promote self-employment and entrepreneurship Providing information and connecting youth with social services that help with getting and maintaining a job Advice on considering volunteering options as opportunities to obtain initial work experience with work-like responsibilities and to begin to form relationships and network	Résumé formats Guide formats for developing a business plan Databases of organizations or entities that offer training or support for young people Online resources on youth employability List of resource centers and services offered List of work placement offices List of companies or associations that might have vacancies or offer internships Websites of job search engines, observatories or professional associations that provide information on occupations

Who can offer these services? Where can they be offered?

Career guidance services can be offered:

- at formal educational institutions as part of their curricula;
- at technical or vocational training centers (public or private);
- at public and private employment services;
- at NGOs that work with young people;
- as part of an employment training program (formal or informal); and
- at public or private community information and guidance services.

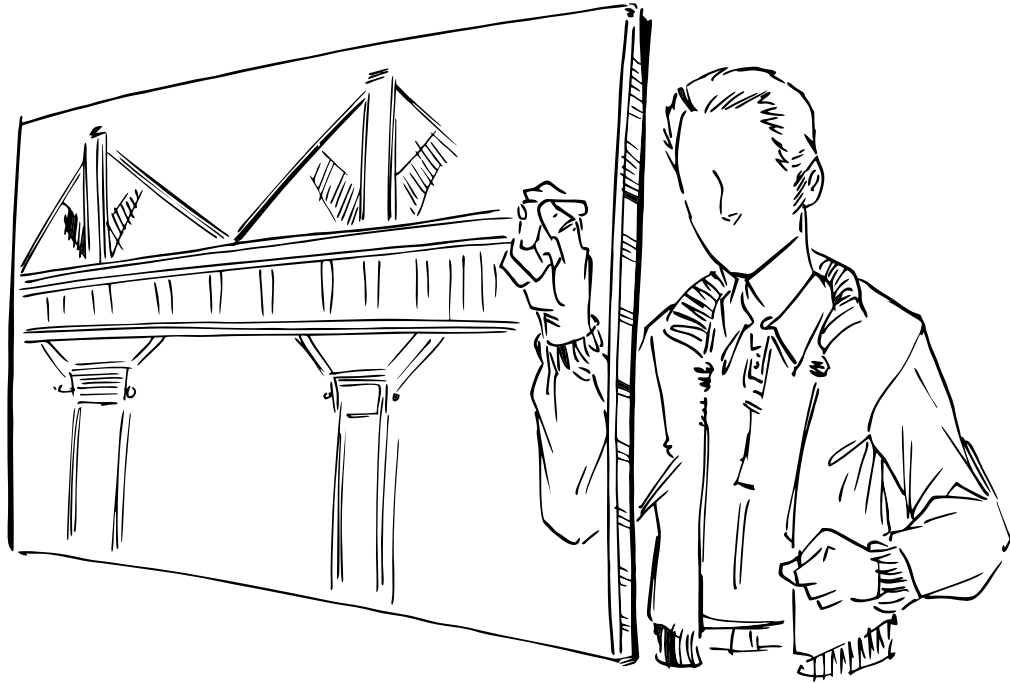
Find Out



Currently, and according to Campoy (2009), there is interest in laying the scientific and philosophical foundations for the diverse theories on career guidance. From the variety of approaches comes a series of general principles for the entire process, including the following:

- Career guidance is systematically concerned with a person's development, striving to help them reach their full potential.
- Career guidance procedures hinge on individual behavioral processes; they teach the person to know him or herself, to develop an intentional direction rather than place themselves at a foreseen ending; and they focus on the possibilities, trying to resolve defects, shortcomings and weaknesses.
- Career guidance is contextualized within an ongoing process of finding and confronting oneself, one's responsibilities and personal decisions towards progressive action and the future.
- Career guidance is, fundamentally, encouraging and motivational, focused on the objective and resulting in responsible decision making, teaching participants to use and process information and clarify their own experiences.
- It is cooperative, never isolating or mandatory; the teaching and advising tasks complement one another.
- Career guidance is a process to help during critical stages and key moments of development, but is also ongoing and progressive, striving to provide recurring and periodic advice.
- Career guidance recognizes people's dignity and worth and their right to choose.¹⁰

¹⁰ Almedina; M. La Orientación y la Tutoría Universitaria como elementos para la calidad y la innovación en la Educación Superior. Modelo de Acción Tutorial. (University guidance and teaching as elements for quality and innovation in higher education. Teaching action model). Doctoral thesis." Córdoba. 2012.

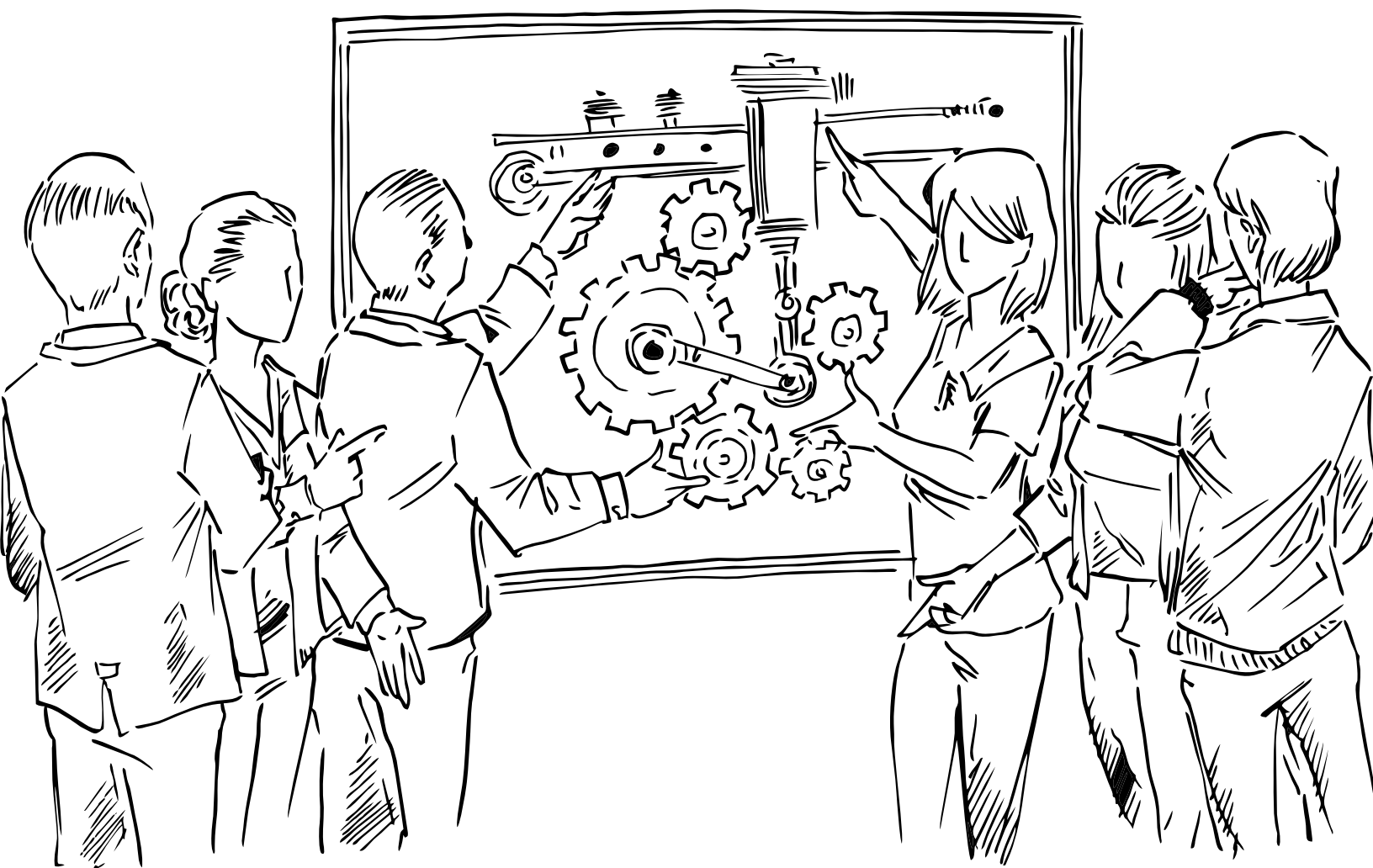


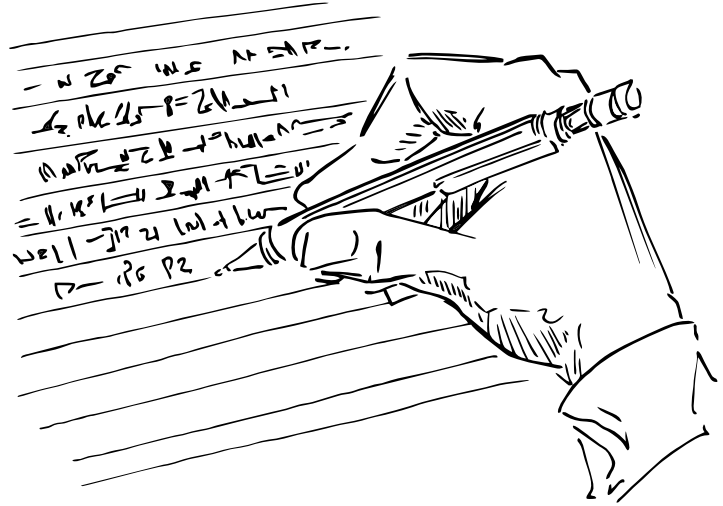
Some of the most common mistakes in career guidance include:

- not taking young people's preferences, interests and motivations into account;
- not evaluating knowledge of the job market;
- not considering the social and family environment in which they live or economic and cultural variables;
- influencing, leading or directing young people's decisions;
- imposing the counselors' or coaches' opinions with the excuse that they know what young people need or what is best for them;
- pigeonholing and limiting young people's options based on hasty assessments, which should be administered and analyzed by expert professionals and must be supported by other resources like interviews or individual counseling;
- limiting career guidance to preparing youth to choose a career, without considering other options such as technical or vocational training, entrepreneurship, etc.;
- providing youth information without motivating them to make discoveries themselves; and
- not taking into consideration the demands of the job market.

CHAPTER 2

Organizing a Career Guidance Service





Guidelines for Designing and Providing Career Guidance Services

Professionals or organizations interested in offering comprehensive career guidance services to disadvantaged youth must have the structure, principles, processes, methodologies and resources to properly provide the services. Some important guidelines to consider in the design, organization and management of the services include:

- knowing the cultural, social and economic reality of these young people, adapting the guidance activities to their needs and problems;
- encouraging self-discovery and self-management so that the young people make their own choices based on knowledge of themselves and their environment, and empowering them to make autonomous, responsible decisions;
- identifying the young people's expectations and potential to help them connect with real opportunities in their environment;
- building cooperative networks that involve their families, educational institutions, social organizations and employers, among others;
- designing appropriate and creative services that fit the youth's needs and interests, with learning environments, flexible hours, dynamic intervention strategies, etc.;
- keeping in mind that the basic requirements for offering quality services include well-defined processes, qualified personnel, and the necessary tools and methodologies for each stage of the process;
- having welcoming spaces and the physical and online resources necessary to support the youth; and
- to the extent possible, linking career guidance services with other youth programs or support services, such as job placement offices, formal or informal educational establishments, etc.

How to Organize a Career Guidance Service

The table below provides a basic proposal for designing a career guidance service. It is important to clarify that the design depends on the particular conditions of each organization and environment. With that in mind, what is presented below does not purport to be a rigid model that is applicable in all contexts.

STEPS	ACTIVITIES
STEP 1 Design the overall scope of the career guidance service	Define the target population
	Identify the needs, resources and limitations of the environment in which the young people live
	Organize the team to plan and provide the services
	Define the scope of the guidance services that will be offered
	Select the intervention strategies
STEP 2 Define the objectives, activities, resources and the monitoring and evaluation system	Define the goals and specific operating objectives
	Create the operating plan: activities, timing and people in charge
	Define the methodologies and resources needed to have the required information for a career guidance service
	Monitor planned tasks
	Design the information and evaluation system for the service
STEP 3 Implement and evaluate the career guidance service	Advertise the career guidance services and attract youth
	Implement the career guidance service
	Measure participant satisfaction
STEP 4 Adjust and enhance the career guidance service	Define service improvement plans based on outcomes and participants' opinions
	Adjust procedures and services



The case of a career guidance service implemented by the Centre for Adolescent Renewal and Development in Saint Lucia is a good example.¹¹ Implementing a service not previously provided involved:

Creation/adaptation of spaces: the organization adapted spaces to offer the services so that the youth would feel comfortable, safe and welcome to participate and explore their abilities and potential. In this case, one location was selected to house all the activities and services. The selected location was easily accessible by public transportation and offered space for offices, meeting rooms for psychosocial support and individualized professional guidance. The location also included space for training courses and group workshops, a computer lab for participants and access to telephones for job searches, as well as a one-stop shop for young people looking for career guidance.

Team structure: the program's executing team consisted of six members from different disciplines, such as psychology, sociology, education and program administration: one manager, one administrative assistant, one professional in charge of follow-up and assessments, one career adviser and two full-time counselors. Each team member was a key element in meeting the project's objectives.

For more information about this project:

<http://library.iyfn.net/sites/default/files/library/CareerGuidanceCaseStudy.PDF>

¹¹ This program was carried out in 2012 and 2013 by the Centre for Adolescent Renewal and Development, under the Caribbean Youth Empowerment Program, managed by IYF with financing from the United States Agency for International Development.

Other Voices

As part of the *entra21* program, Fundación Chile complemented the training offered with career guidance. To do this, it developed and used the “TeOrienta” (GuidingYou) website to help young people define their education and career plans. This involved gathering and including information on more than 400 occupations and their requirements (identified in the Chilean job market), educational courses available, training, workers' rights and responsibilities, and conditions for starting one's own business. It also required designing tools and identifying support resources to pave the way for activities such as preparing a résumé, looking for and applying to jobs, and mastering a job interview. In addition, the program adapted and offered an online test of abilities and interests, which was used to improve participants' knowledge of themselves, the job market, and available training and educational opportunities.

The website was complemented with a physical location, known as *Centro de Información y Orientación para el Trabajo* (Job Information and Guidance Center), which provided counseling, computers for self-directed queries, and other resources and services. It operated at just one location in the center of Santiago, which facilitated access from different parts of the city.

For more information: <http://library.iyfn.net.org/library/learning-series-7-role-technology-preparing-disadvantaged-youth-world-work>

What resources are necessary for providing career guidance services to disadvantaged youth?

It is important that organizations interested in offering career guidance services have the infrastructure and capacity to provide quality services and meet young people's expectations.

The following are some of the resources needed to provide these services.

Infrastructure and Physical Resources:

- Adequately ventilated and well-lit waiting room with basic restroom facilities
- A minimum of two computers with internet connection, one for the guidance professional and another for youth to take tests, search for information on suggested websites, write résumés, or submit school or job applications
- Interview room to be used exclusively for individual counseling services
- Spaces for workshops or group counseling
- Office equipment: paper supplies, telephone line, printer for young people to print test results, résumés, etc.
- Career guidance manuals and printed or online tests
- Television or video projector

Human Resources:

The organization must ensure that the professionals offering this type of service are trained in career guidance and have experience working with disadvantaged youth.

According to Cinterfor, career guidance specialists in social service organizations often learn competencies on the job and have little foundation in vocational or educational psychology. The literature reviewed indicates that, in general, career guidance experts acquire their knowledge and competencies from several academic disciplines: psychology, education, sociology and labor economics. However, psychology has historically been the dominant discipline and continues to be the main way of entering the profession in many countries.

Some of the career guidance specialists' main functions include:

- interviewing young people;
- administering tests and assessment tools;
- analyzing and sharing results with young people;
- analyzing and sharing participant test results with those in charge of training in order to provide feedback on curriculum design;
- supporting young people in exploring the worlds of education and work;
- advising on the design of educational or career plans; and
- supporting the development of employability and entrepreneurial competencies.

The following section proposes two required profiles for providing career guidance services.¹²

- **Manager:** the person that will carry out the design, planning, coordinating and follow-up activities for the services. This must be a person with training in social areas, such as education and public administration, who has the skills for managing social projects; he or she must have experience working with disadvantaged people; the capacity to prepare career guidance plans and a broad knowledge of the educational and business sectors.

Irrespective of the job title each organization chooses for this role, the person responsible for this function should ideally have the skills and abilities to:

- plan the operations of the career guidance service;
- equip the service with the mechanisms and systems required to attain and manage information;
- administer and manage resources;
- establish contacts and strategic partnerships;
- monitor planned tasks; and
- evaluate the general functioning of the career guidance service.

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¹² Ministerio de Trabajo y Seguridad Social de la Nación Programa Área (National Ministry of Labor and Social Security. Area Program) Instituto Argentino de Normalización y Certificación (Argentine Institute of Standardization and Certification or IRAM) and Universidad Nacional de Cuyo (National University of Cuyo), 2006.

- **Career guidance/advisers:** It is fundamental that the professionals in these positions have experience working directly with disadvantaged youth and training in social areas, such as education, psychology, social work, among others. They must also have training and at least three years' work experience in topics related to career assessments and guidance for young, disadvantaged populations.

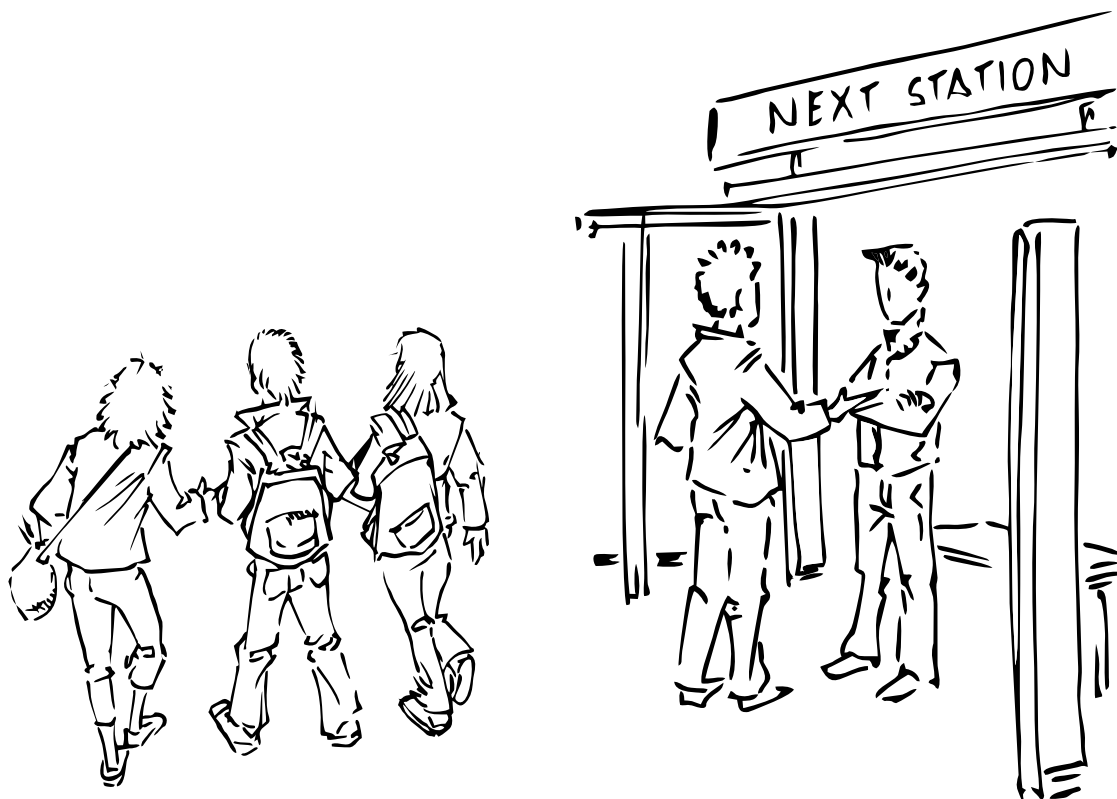
The people tasked with carrying out the career guidance activities must have the capacities and competencies to:

- apply interview techniques and administer and analyze tests in order to identify needs, interests and skills;
- provide guidance so that the young people get to know themselves, discover their calling and potential, understand where they are situated in the environment in which they live, and have access to relevant information so that they make career or formal or informal educational decisions needed to achieve their career goals;
- provide information that enables the young person to explore educational opportunities and plans, graduate profiles, market demand for each occupation, each option's degree of saturation, compensation;
- mentor participants as they construct their life and career plans and outline their decision-making process;
- coordinate and cooperate with other colleagues such as teaching and academic planning staff and social workers, in order to ensure that participants are accompanied and everyone works as a team, where each part contributes to the career guidance process;
- advise on the decision-making process for educational opportunities; and
- monitor, evaluate and adjust the activities performed.

Note:

The professional profile will depend on the scope of the career guidance service offered. In the information stage, for example, a specialized professional is not needed. This service can be offered by any member of the team (director, manager, teacher, psychologist) or through a website or printed newsletter. Counseling demands more personalized intervention with each young person, which requires a specialized, experienced professional.¹³

¹³ Consejo de Desarrollo Ocupacional y Recursos Humanos (Occupational Development and Human Resource Council). Puerto Rico.



Other

Voices

The following is an example of a career guidance counselor profile proposed by the public employment service Servicio Nacional de Aprendizaje–Colombia (Colombian National Learning Service or SENA).

Position: Career Guidance Counselor

- **Duties:**

- Counseling students on social and personal matters such as drug addiction, depression, sexuality, self-esteem and family problems
- Counseling students on educational topics such as adjusting to school, truancy, study habits, and career planning
- Administering and interpreting standardized intelligence, aptitude and interest tests
- Coordinating the supply of counseling and information services for students, parents and teachers, such as career guidance, professional development sessions, and interactions with other educational institutions

- **Qualifications:**

Psychologist, educator, social worker or coaching expert with experience in career guidance and/or knowledge of vocational psychometric tests. Minimum of 12 months' experience in career guidance and/or personal development.

- **Competencies:**

Supplementary studies such as graduate certificates, specializations, or master's in human talent development are preferred. Skills: teaching, communication, social interaction and customer service. Experience as a career guidance counselor in secondary education.

Other Voices

The SES Foundation in Argentina has a training program for coaches and career guidance advisers. The 60-hour training aims to put the "youth world" and its characteristics into context for professionals. It includes topics such as disadvantaged youth, the duties of a coach, approaches and tools to assist young people. One resource that supports the advisers' work is the module "Education and Career Guidance for Youth", which orients them on how to conduct workshops on career guidance and provides an initiation to the working world.

The youth participate in workshops, coaching sessions and individual interviews, where they receive assistance with designing and implementing their "education and career plan". At the end of the workshops, the coaches must complete and hand out the "profile development grid". This tool records each young person's profile, his/her education and career plan, and all of the information that helps with follow-up and assistance at other times during the program.

http://fundses.org.ar/archi/tematicas/inclusion_labora_juvenil/materiales_ses/Manuales_de_inclusion_laboral_Coleccion_los_apuntes_oficina_empleo/4-El%20proceso%20de%20orientacion%20ocupacional.pdf

http://fundses.org.ar/archi/tematicas/inclusion_labora_juvenil/materiales_ses/manuales_Inclusion_Laboral_Coleccion_Apuntes_Instit_%20formacion_profesional/IFP%203_%20Herramientas%20para%20la%20orientación%20profesional%20de%20jóven.pdf

Technical and Technological Resources:

Technology is changing how we communicate, share information and learn—changes that are mostly driven by today's youth. Information and communication technologies (ICT)¹⁴ are currently important to young people and are a prominent component of youth culture. ICTs are basic tools that must be incorporated into training processes, career guidance and job placement services.¹⁵ Technology also makes it possible to scale up activities to provide more young people with opportunities.

Thus, a career guidance service must consider the necessary technical and technological requirements to provide the services. It must also evaluate the advantages and implications of implementing some of the different options, which range from the development and use of all types of computer software to the design of digital courses, use of social networks and design of websites with information and resources.

¹⁴ Information and communication technologies are defined (in Colombian law) "as the set of tools, resources, equipment, software, applications, networks and media that allow the compilation, processing, storage, and transmission of information in the form of voice data, text, videos or images."

¹⁵ http://library.iyfn.net/sites/default/files/library/Entra_Serie_de_Aprendizaje_7.pdf

In short, ICTs are resources that contribute to the career guidance process, both for youth to take online vocational tests, learn about careers they are interested in or seek information on job openings or educational courses; and for career guidance counselors assisting them to access information and tools that support their efforts. See **Appendix 11** for some website addresses and digital resources that may be useful.

Other Resources:

It is important to consider that providing these services may require:

- funds to transport the professionals or youth;
- funds for snacks or food for the youth during workshops or career guidance sessions;
- promotional materials (newsletters, flyers, etc.);
- purchasing teaching supplies or technical resources, such as tests, guides, notebooks, etc.; and
- paying for use of psychometric tests.



A comparative example from Europe: Model for a career guidance counselor training program¹⁶

In Denmark, professional and educational guidance is not considered a profession, but rather a series of tasks and responsibilities that related professions generally perform. As a result, the educational backgrounds of Danish guidance counselors vary significantly, although most tend to be teachers and social workers or other such professionals with experience in social, educational and/or job market fields.

The basic courses for guidance counselors differ considerably based on content, duration and the type of institution offering the services. Most basic courses cover the following five topics to some extent:

- Career guidance theory and methodology
- Career guidance activities related to the duties of a guidance counselor
- Legal framework and organization of the Danish guidance system
- Educational, vocational and labor market conditions
- Other topics, including communication, ICT and theoretical aspects of career planning

¹⁶ ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002), available at: www.ilo.org/public/english/employment/skills/recomm/main.htm.



Support centers for training career guidance specialists

Because career guidance professionals in several countries have begun their line of work through other professional paths, they might not have the competencies needed to advise young people. One way of continuing to develop these professionals has been to establish support centers for professional guidance, technicians and experts that offer their services to personnel from educational institutions, public employment service offices and community organizations that provide professional guidance services. These centers already exist in several countries, especially in Europe.

These centers' activities may include:

- systematizing and disseminating professional and job market information (printed or digital) for schools and community organizations;
- ensuring that each piece of information is associated with quality professional and job market information;
- providing training and individual instruction to service providers throughout the entire system;
- acting as a key resource for school teachers, public employment service personnel and specialists at community organizations;
- providing expert advice on resources, websites and tools that are provided to diverse populations in different ways;
- offering advice and training on the use of quality assurance tools;
- managing the career guidance service's communications strategy; and
- coordinating important national career guidance events.

Organizations interested in offering comprehensive career guidance services to disadvantaged youth should be aware that the young people they are dealing with experience different types of disadvantages. They therefore need greater assistance and support so that their education and career plans do not stall along the way. This assistance may require support from other organizations that work with youth and integration of career guidance services with job training programs, educational institutions, job placement services, etc.

CHAPTER 3

How to Provide Career Guidance



“Everyone has his own specific vocation or mission in life, everyone must carry out a concrete assignment that demands fulfillment. Therein, he cannot be replaced, nor can his life be repeated. Thus, everyone's task is as unique as is his specific opportunity to implement it.”

*Taken from the book “Man's Search for Meaning”
by Viktor Frankl*

This chapter introduces a theoretical framework for counselors/advisers who provide career guidance services to youth. The strategies and resources used to provide guidance on young people's career choices must enable them to answer the following questions:

- **Who am I?**
This question helps the young person identify his/her interests, strengths and skills.
- **Where am I?**
This involves recognizing possibilities, difficulties and barriers in his/her environment.
- **Where do I want to go and how do I get there?**
The career plan is designed at this time. For this, it is important to recognize the gap between the starting point and desired destination, and to define how to get there.

From this approach, career guidance is carried out in three stages:

Stage 1:

Strengthening life skills: self-awareness and transition management

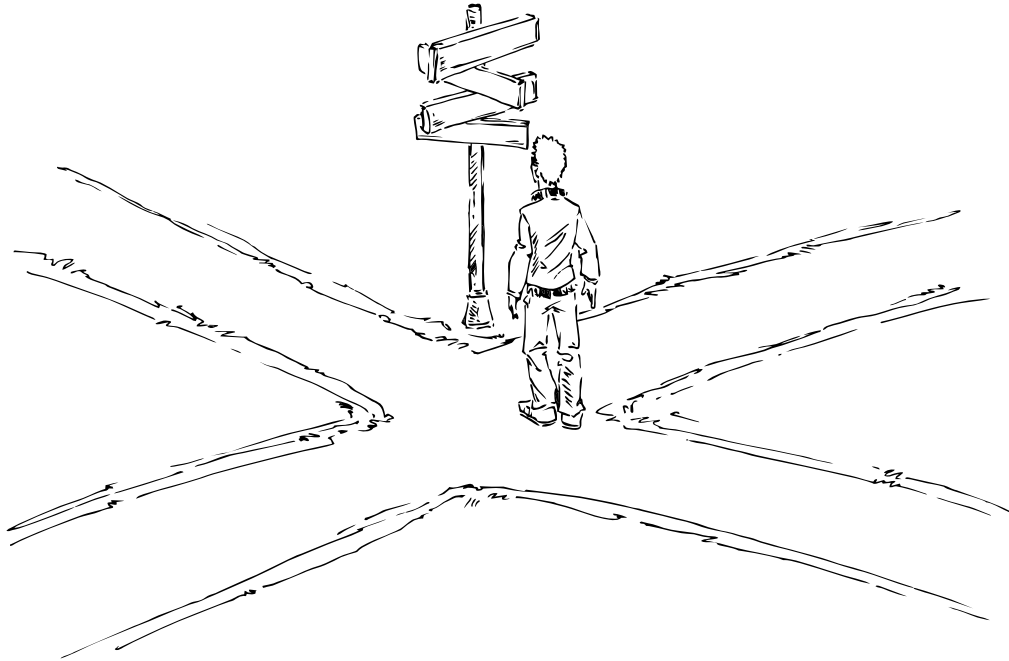
Stage 2:

Developing competencies to understand and act on one's environment: knowledge of the environment and exploration of possible scenarios

Stage 3:

Constructing a career plan: vision for the future, planning, execution and follow-up

The following table summarizes the competencies and achievements that a young person must develop in each of these stages.



Find Out



Career decisions cross two dimensions: the personal dimension, which is related to the participants' interests, thoughts, opinions and feelings; and the social dimension, defined by the economic, political and cultural context.

Recognizing that career problems are affected by these two dimensions broadens the range of intervention for career guidance services and invites us to consider:

- *Subjective aspects* such as the young people's interests, preferences, aptitudes and perceptions of themselves and their future
- *Interpersonal aspects* such as the influence of family and friends in choosing a career, trade or occupation
- *Cultural aspects* related to the valuation and place that society assigns to different professions, trades or job possibilities
- *Social aspects* such as the configuration of business and educational systems in each community and at a particular point in time

	Units of Competence	Achievements
Stage 1 Life skills	Self-awareness and transition management	Knows the level of achievement of his/her own general and work-related competencies Identifies interests, passions and talents Recognizes his/her own work history as a source of learning Manages the transition from school to work Manages the transition from informal to formal employment
Stage 2 Competencies for understanding and acting on the environment	Knowledge of the environment and exploration of possible scenarios	Recognizes the potential and the limitations of his/her family situation Identifies strategic sectors of economic development and job opportunities in his/her city, region and country Recognizes opportunities and threats in the environment, e.g. drug addiction, teen pregnancy, and domestic violence Defines the occupational area in which he/she wants to obtain, maintain and learn from a job Identifies one or more training areas related to the occupational area of interest in order to define an educational process throughout his/her lifetime Identifies the profile needed to become self-employed
Stage 3 Constructing a career plan	Vision of the future, planning, execution and follow-up	Defines personal scenarios Identifies and evaluates available resources Connects areas of interest with possibilities in his/her environment Identifies development opportunities Defines objectives and goals in work and educational settings Organizes an action and follow-up plan to achieve goals Makes decisions and executes an action plan Reviews and revises objectives

STAGE 1: LIFE SKILLS

Self-awareness and Transition Management

Strategies and resources used to support youth in their process of self-awareness must:

- give them the leading role in the process and actively involve them in their own learning;
- promote their autonomy and independence;
- encourage self-guidance and self-discovery;
- pave the way for identifying motivations and interests, passions and talents;
- encourage inquiry about their own general and work-related competencies (abilities and skills);
- differentiate between “what I would like to do” and “what I really can do or learn to do”;
- favor informed and autonomous decision making;
- facilitate educational and career planning; and
- help with transitions either from school to work or from informal to formal employment.

Everything that is “taught” directly to youth prevents them from discovering it themselves and, therefore, from truly comprehending it. Acting by themselves is the only path that guarantees that youth experience significant and transformational learning.

Before defining the actions to implement throughout the process of accompanying and supporting young people, it is important to consider:

- their specific characteristics: level of education, socio-economic circumstances (degree of disadvantage), learning styles, etc.;
- the human and material resources available to offer career guidance services; and
- the scope of the career guidance services being offered: informational, assessment, training, support, etc.

GLOSSARY

Self-guidance

The term self-guidance refers to a participant's capacity to evaluate him or herself and the subsequent capacity to make his/her own responsible, mature decisions. In this sense, career guidance consists of assistance or advising that enables the young person to acquire the capacities necessary to guide him or herself throughout his/her lifetime. It is clear that during the career guidance process, intervention by different educational agents becomes necessary. However, when decisions are made, it is the young person who must decide. No one else can do that for him/her. Self-guidance aims for this decision-making to be done as successfully as possible.

Source: IVEP. http://livep.net/Documentos-Descargas/Fol/FOL_Tema_2.pdf

The importance of independence, autonomy and self-guidance resides in the fact that the decision about the future, although it can be assisted or guided, is a personal process. In this respect, it is the young people themselves who create significant learning experiences by giving validity and meaning to career guidance services' content and actions, and by recognizing that the topics addressed are useful and necessary for their emotional and intellectual development.

Promoting self-guidance involves understanding that:

- all planned activities must respond to the young people's real needs;
- the young person should make the first move;
- the young person should ask questions; and
- the young person should look for solutions instead of waiting for the counselor/adviser to deliver them.

Find Out



The tools that support the career guidance process must be: *standardized* and *non-standardized*.

Standardized tools are tests that have been validated with rigorous methodologies and are frequently used by psychologists or educational psychologists in their work as counselors or advisers.

Non-standardized tools are all instruments designed or adapted by professionals that work as youth counselors or advisers. They may include questionnaires, surveys and other instruments designed to gather information from the youth.

Note:

The use of standardized tests or tools requires prior training or the presence of professionals that are experts in the area. The appendices include some standardized and non-standardized tools that can help support the career guidance process in youth.

The following table provides some examples of activities and tools that can help support young people in the self-awareness stage.

Objectives	Activities	Tools
Supporting youth so that they: - Become familiar with their general and work-related competencies - Identify their interests and abilities	Perform assessments of general competencies Administer tests or questionnaires regarding motivations and interests Prepare inventories of interests and preferences Write a vocational autobiography Take guided tours of sites of interest Interviews of key resource people Testimonies from students or professionals from different areas Organize a panel with people in the careers or vocations of interest to the young people Use of ICT: internet portals, websites, online resources about career guidance Analysis of real or simulated cases about the topic of choosing a career	Holland Codes Test (See Appendix 1) Keys to finding the right job (See Appendix 10) Test on vocational interests: www.uanl.mx/utilerias/test/ www.orientacionvocacional.com/index.php/blogs/itemlist/tag/Test%20Vocacional Vocational profile exercise: http://psu.universia.cl/que-estudiar/orientacion-vocacional/ejercicios-perfil-vocacional/ Tests on interests and abilities: allows self-perception of the personal variables present in the vocational profile: interests, abilities, personality and values. www.eligecarrera.cl/registro.aspx Your choice in 7 steps: www.eligecarrera.cl/sitio/aspx/PasoAPaso/inicio.aspx This link contains videos, testimonies, vocational tests and a series of resources to support the career selection process: http://www2.educarchile.cl/Portal.Base/Web/verContenido.aspx?ID=133050 Online Vocational Test to clarify doubts about career selection: www.orientachile.cl/index.php/test Llorens Test for employment searches: http://repositori.uji.es/xmlui/bitstream/handle/10234/79671/Forum_2002_26.pdf?sequence=1 Test of socio-personal factors for youth job placement: http://dspace.unav.es/dspace/bitstream/10171/9823/2/ESE_18_6.pdf Test on social skills: www.ucb.edu.bo/publicaciones/ajayu/v6n2/v6n2a5.pdf

Find Out



The Holland Codes test is a standardized tool commonly used with youth in secondary schools and universities, as well as with adults wanting to change professions. According to the author, each person projects their viewpoints about him or herself and the work environment he/she prefers on occupations. Most people can be classified into six personality types which correspond with the six types of work environments: realistic, investigative, artistic, social, enterprising and conventional. The preference inventory is divided into two parts, one with 36 scenarios that show preferences in everyday life and the other with 36 work scenarios. This enables users with little or no work experience to respond to everyday life situations and extrapolate the results to their work interests. In all, the test gives the user 72 scenarios.¹⁷

How to evaluate the actions and services offered during this stage:

The following questions can serve as a guide so that the counselor/adviser knows whether the actions carried out at this stage met the proposed objectives.

	YES	NO	PARTIALLY
In designing the activities and selecting the career guidance tools, was an adequate picture of each participant obtained, and did it consider his/her socio-economic situation?			
Did the career guidance activities facilitate the identification of the young people's motivations, interests and abilities?			
Were the career guidance activities monitored?			
Did the career guidance activities have the necessary materials and human resources?			
Were the career guidance activities carried out as planned?			
Did the career guidance activities enable the youth to identify the resources available to them?			
Did the career guidance activities enable the youth to identify the necessary activities to meet an objective related to their occupational interest?			

More than qualifying or quantifying the effectiveness of the activities, this evaluation aims to contribute to the continuous improvement of the career guidance services offered.

¹⁷ See Appendix 1.

STAGE 2: UNDERSTANDING AND ACTING ON THE ENVIRONMENT

“To know the world is to learn to coexist with others. Therefore, as a result of this coexistence, we become part of and turn into a ‘way of life’.”¹⁸

Knowledge of the Environment and Exploration of Possible Scenarios

Strategies and resources used to support young people in this stage must:

- encourage awareness and understanding of their familial, social and economic environments, as well as their potential and limitations;
- facilitate access to information on educational, job and entrepreneurial offerings in the environment;
- contribute to building a realistic appreciation of the possibilities and challenges that the environment offers;
- support them in connecting their potential and expectations with the possibilities available to them;
- favor informed and autonomous decision making;
- support the development of competencies to manage the information obtained; and
- promote the social value that the choice of profession or occupation represents in terms of responsibility to oneself and the community.

Since vocational or career decisions include both personal aspects—such as the participants' interests, abilities, thoughts and opinions—and social aspects related to the social, economic and cultural context in which they live, exploration of the environment must focus on supporting the young people so that they:

- identify educational opportunities (formal or informal learning of technical or vocational skills);
- recognize entrepreneurship possibilities; and
- identify professional profiles, trends and opportunities in the job market.



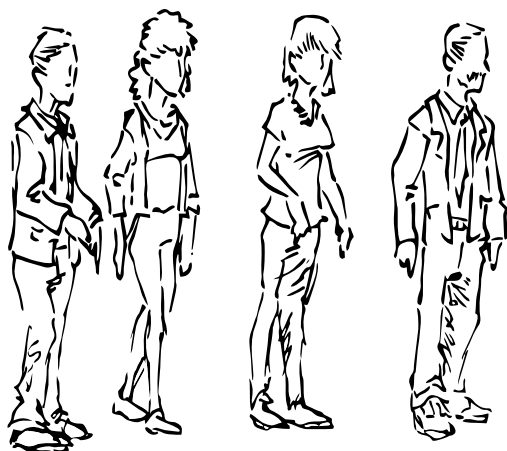
¹⁸ Maturana; Humberto. “Emociones y lenguaje en educación y política” (Emotions and language in education and politics). Ediciones Dolmen Ensayo. 2001.

Some activities and tools to support young people in this stage include:

Objectives	Activities	Suggested Tools
Supporting youth so that they:		
Define their occupational area of interest and identify educational opportunities	Facilitate access to information regarding the courses available at formal or informal educational institutions, public or private organizations, technical training centers, among others Provide information on public or private organizations that offer support and incentives for young people to study Organize visits to educational institutions to tour the facilities and learn more about admission requirements, options for studying (classroom, distance, online), professional profiles, etc. Advise young people on short courses or job training programs offered as part of programs directed towards disadvantaged youth Support the creation of a social network map Create databases with information on education and labor market for youth	Websites on Available Online and Classroom Educational Courses http://portal.senasofiaplus.edu.co Microsoft YouthSpark Hub A free, online space where young people can explore and access all training courses, services, programs and resources provided by Microsoft and partners related to education, abilities and entrepreneurial spirit: www.youthsparklatam.com Digital Literacy Online training program that teaches and assesses skills and basic computer concepts so that young people can develop new socio-economic opportunities for themselves, their families and their communities: www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/spa/default.aspx Microsoft Office Training Online training in all Office applications, such as Word, Excel, PowerPoint, Access, Outlook and Project: http://office.microsoft.com/es-mx/support/formacion-FX010056500.aspx Websites about Youth Training and Employment www.oitcinterfor.org/jovenes/inicio http://w27.bcn.cat/porta22/es/joves/joves.do List of Professions, Vocations and Occupations Catalogs of Local Educational Institutions Content for Education/Training Opportunities Registration Form (See Appendix 2)



Objectives	Activities	Suggested Tools
Supporting youth so that they:		
Recognize possibilities for entrepreneurship and identify job opportunities	Promote youth participation in education, entrepreneurship or job fairs and events Promote the use of ICT to identify educational, job or entrepreneurial opportunities on the Internet Encourage participants to search for entrepreneurship opportunities in their local community Present real cases of successful entrepreneurial experiences (preferably involving youth in similar circumstances) Organize interviews with key individuals involved in the young people's areas of interest Advise on the creation of business plans, marketing plans, etc. Provide advice on accessing education or small business loans Provide information on the job market: occupations, labor laws, salaries, opportunities for advancement, etc. Make contact with companies that have vacancies or offer internships Put youth in contact with public employment offices and job placement services Organize and conduct visits to possible employers	Job Search Engines Countries like Mexico and Colombia have job search engines and/or employment observatories with information on education, entrepreneurship or jobs. The following are some examples: http://colombianostrabajando.sena.edu.co/spe/comun/InicioSesionServlet?ccf_id=22 www.sepe.es/contenidos/personas/encontrar_empleo/ofertas_empleo.html National Employment Observatories The ORMET Network in Colombia is a space for exchanging, generating and strengthening knowledge about the job market in Colombia and its regions. www.mintrabajo.gov.co/empleo/observatorios-regionales.html Websites with Details of the Experiences of Young Entrepreneurs www.oitcinterfor.org/experiencia/jovenes Employability Competencies http://www2.educarchile.cl/Portal.Base/Web/VerContenido.aspx?GUID=6f161a95-05e5-462a-9ed1-895fa2bbc147&ID=207172 Content for Entrepreneurship Opportunities Registration Form (See Appendix 3) Content for Employment Opportunities Registration Form (See Appendix 4) Social Network Map (See Appendix 5)



Other Voices

The Spanish Public Employment Service's (SEPE) online portal seeks to boost the incorporation of young people into the workplace and provides information on educational and entrepreneurial opportunities. This site offers videos on:

- How to search for a job
- Purpose of the cover letter
- Making a list of contacts
- How to use the Internet
- Responding to a job posting
- Introducing yourself and being persuasive
- Interpreting a job posting
- Preparation
- Recruitment options
- Résumé development
- Five résumé formats
- How to write a cover letter
- Screening tests
- Preparing for an interview
- Preparing for screening tests
- Types of screening tests

The videos can be accessed here:

https://www.sepe.es/contenidos/personas/encontrar_empleo/ayudamos_buscar_empleo.html.

Example 2

The Barcelona city government has created a website that offers information about academic and career guidance, job searching, entrepreneurial spirit, and work values. Through very innovative digital content and a team of career guidance professionals, young people can discover their professional potential, identify what the job market is looking for and learn about the main job search tools and channels.

All resources are free but users must register first. More information:

<http://w27.bcn.cat/porta22/es/joves/joves.do>

At the end of this stage, the young person will be capable of answering the following questions:

- What are my skills and interests?
- What activities are related to my skills and interests?
- What alternatives are available in my environment?
- What should I do to match my skills and interests to the opportunities offered in my environment?

Observing the environment will allow youth to become aware of their place in the world and their responsibilities as active members of the community.

How to evaluate the actions and services offered during this stage:

The following questions can serve as a guide to evaluate this stage:

	YES	NO	PARTIALLY
Did the design of the activities and selection of career guidance tools used in this stage consider the profile of each participant and his/her socio-economic situation?			
Did the career guidance activities performed allow the young people to critically reflect on their interests, skills and opportunities offered by their environment?			
Did the career guidance activities carried out enable the youth to identify the resources available to them?			
Did the career guidance activities contribute to the recognition of training options: study programs, curricula, occupational areas, entry requirements, costs, etc.?			
Did the career guidance activities enable the youth to recognize business opportunities?			
Did the career guidance activities help the youth gain knowledge of the competencies required, costs, steps to take and other aspects related to the development of business opportunities of interest?			
Did the career guidance activities contribute to the recognition and evaluation of job perspectives related to training and their areas of interest?			
Did the career guidance activities facilitate the identification of the required competencies, application process, requirements, compensation and work conditions related to the available employment alternatives?			
Did the career guidance activities carried out enable the youth to identify the activities needed to meet an objective of their interest?			
Were the career guidance activities monitored?			
Did the career guidance activities carried out have the necessary materials and human resources?			
Were the career guidance activities carried out as planned?			

STAGE 3: CONSTRUCTING A CAREER PLAN

Vision for the Future, Planning, Execution and Follow-up

The strategies and resources used in this stage must:

- motivate the young people to become the architects of their own life;
- foster recognition of personal resources and development opportunities in the environment;
- recognize the need for organization in order to complete projects;
- support the definition of real and concrete objectives related to education, entrepreneurship and work and the construction of strategies and actions to achieve these objectives;
- generate safe spaces for youth to freely express their concerns, expectations and dreams for the future;
- encourage self-management; and
- promote young people's independence and autonomy.

GLOSSARY

Career Plan

A career plan is a tool that helps guide personal growth based on recognition of one's own resources and potential and those of the environment. It involves defining the career objectives that one wants to reach, specifying timing, planning actions and determining the resources needed to carry them out.

The career plan:

- lends consistency and meaning to day-to-day actions and invites us to take responsibility for our own destiny;
- enables us to identify the gap between the present and the future we aspire to;
- can become the best input for making informed decisions that support the realization of dreams and desires for the future;
- enables us to evaluate the concrete alternatives available to us and choose between them;
- enables us to identify the resources needed and plan actions to achieve objectives; and
- enables us to reconcile ideals with reality in order to turn our dreams into measurable, attainable objectives.

The career plan must be:

- **Personal** because it accounts for each individual's particular circumstances—his/her preferences, needs, interests and possibilities. It is therefore not transferable to another person.
- **Realistic** goals and actions are defined in accordance with each person's possibilities and abilities and the opportunities available to them.

- **Flexible** because life is subject to many different circumstances that cannot be controlled, so one must be capable of adjusting and redefining goals in order to rethink one's path.

Having a career plan will enable youth to:

- feel responsible for their future and understand that their decisions define the direction of their lives.
- have a point of reference that enables them to identify the starting point as a foundation for their development and the path to follow.
- imagine a better future. This means recognizing that each day builds a foundation for the future. The philosopher Aristotle said that people should be defined not by what they are at any given time but rather by their potential, or in other words, by what they can become.
- respect and value themselves. This means understanding that the potential necessary to become the person one aspires to be exists in each person.
- support their community. Youth must become aware through self-development that they can and should make contributions that benefit others.

Steps to develop a career plan:

Step 1. Know your own story – This involves acknowledging oneself as part of a family and a community, and taking an inventory of one's most significant experiences and the decisions that defined each moment. Answer the question: Where do I come from?

Step 2. Know your strengths and weaknesses – This means recognizing strengths and identifying areas for growth. Answer the question: Where am I?

Step 3. Imagine how you would like the future to be – This involves outlining a personal vision and securing the resources to achieve it. Answer the question: Where do I want to go?

Step 4. Define objectives – Objectives must be realistic and concrete and must consider the risks involved. They must also be adaptable to the circumstances. They more accurately define the destination.

Step 5. Consider a plan B – No matter how detailed a project is, it is very likely that young people experience setbacks or unforeseen problems that force them to redefine their route. If only one goal is set and we do not see any alternatives, frustration will become our travel companion.

Step 6. Set the route and act – Knowing where we are going is not enough. You must know how to get there, take the steps, and make the decisions necessary to reach your desired destination.

Step 7. Rethink objectives – This involves considering new destinations and resuming the path.

The following are some activities and tools to support young people in constructing their career plan:

Objectives	Activities	Tools
Supporting youth so that they: • Design their career plan: the necessary objectives, activities and resources • Implement actions and follow-up	Identify and define real personal scenarios and development opportunities in their environment Identify and evaluate available resources Connect areas of interest with the possibilities available to young people Assist youth in defining real and concrete objectives related to education, entrepreneurship and employment Assist them in defining an action plan (actions and strategies to meet objectives) Verify that youth evaluate their own process Provide advice so that youth make necessary adjustments to their career plans	SWOT Matrix (See Appendix 6) Path Exercise (See Appendix 7) Personal Plan Template (See Appendix 8) Career Plan Template (See Appendix 9)

Find Out



A **SWOT Matrix** is a very useful tool for evaluating a young person's career plan development. This tool enables participants to identify their own strengths and weaknesses, as well as opportunities and threats present in their environment. This information can be very useful for young people to perform an assessment of their circumstances and, based on that, make better decisions.

Specifically, the SWOT Matrix allows them to identify:

- **Strengths:** personal capacities and advantages, such as knowledge, competencies and skills that facilitate the performance of certain activities
- **Opportunities:** environmental factors that are positive and favorable to our interests
- **Weaknesses:** all aspects placing us at a disadvantage or in an unfavorable position, such as unavailable resources or undeveloped competencies
- **Threats:** situations in the environment that can negatively affect the achievement of personal objectives



Other Voices

The **Passport to Success® (PTS)** program is a life skills training course developed by IYF that facilitates the development of life and career plans through the following competencies:

- **Personal competencies**
  - * Setting goals and making them a reality
  - * Developing confidence in oneself and others
  - * Respecting oneself and others
  - * Assertiveness: speaking directly, honestly, and respectfully
- **Problem solving and conflict management**
- **Healthy behaviors**
  - * Healthy lifestyles
- **Effective habits in the workplace**
  - * Evaluating occupations
  - * Outlining a career path
- **Skills for professional growth**
  - * Creative thinking
  - * Personal leadership
  - * Decision making

Note:

Passport to Success® (PTS) was developed and improved over a ten-year period. It is based on the standards and best practices that are fundamental for effective life skills programs. It focuses both on young people in school and those who are underemployed or do not study or work (known as NEETs, which stands for "Not in Education, Employment or Training"). PTS has reached more than 140,000 young people in over 40 countries.

More information: www.iyfnet.org/passport-success

How to evaluate the actions and services offered during this stage:

The following questions can serve as a guide to evaluate this stage:

	YES	NO	PARTIALLY
Did the design of the activities and selection of career guidance tools for this stage consider the profile of each participant and his/her socio-economic situation?			
Did the career guidance activities allow the young people to recognize their personal strengths and weaknesses and the opportunities and threats present in their environment?			
Did the career guidance activities enable the youth to define their objectives related to education, entrepreneurship or employment?			
Did the career guidance activities enable the youth to identify the activities needed to meet the proposed objectives?			
Were the spaces and group settings appropriate for developing the career guidance activities?			
Were the career guidance activities monitored?			
Did the career guidance activities have the necessary materials and human resources?			
Were the career guidance activities carried out as planned?			
Did the career guidance activities enable the youth to identify the activities needed to attain an objective of their interest?			
Were the career guidance activities monitored?			
Did the career guidance activities have the necessary materials and human resources?			

Recommendations for the Counselor/Adviser:

- Facilitate situations that stimulate young people's imaginations.
Provide a pen and paper so they can brainstorm ideas and then organize them to see how they could become reality. Another option is relaxation exercises. Propose situations or imaginary journeys.
- Offer resources that invite innovation.
Information and communication technologies are a good option as they are very motivational for young people. Using a computer and navigational tools can help them broaden their perspective and knowledge of the environment.
- Give youth time to think without pressure.
After asking a question, wait four to ten seconds to give them time to formulate their response. This is called "wait time". They can also be given time to write their response to a question, which can help them organize their thoughts before answering.
- Encourage young people to express their ideas and acknowledge their responses.
Repeat or paraphrase their responses, for example: "I understand that you are saying that..." in order to show that you are really listening to them. If they have difficulty expressing themselves, encourage them with some questions to help them reflect, such as, "And what does this mean to you?"
- Value their way of looking at situations from different perspectives.
- Correct without discouraging.
Giving feedback is an art and requires being specific, so that the person is very clear as to what was and was not effective; be sure to criticize the action, not the person. Ask young people how they would have done it differently, or how they will make sure it does not happen again.
- Make the experience fun and pleasant.
In this case, role playing or simulations can be used to help young people express their ideas, fears and ideals in a fun way.
- Show your appreciation.*

Remember that:

- Career guidance requires a considerable dose of imagination to devise activities or strategies that are relevant and in line with the young person's circumstances
- Making mistakes is also a way of learning
- Expressing oneself, in any manner, is the best way to learn and make oneself known
- Excessive discipline and order can be obstacles to learning
- Learning involves recognizing other ways of seeing the world

* Adapted from Calero; M. Aprendizajes sin límites. Constructivismo. (Learning without Limits. Constructivism). Editorial San Marcos. Lima, Peru. 2009.

<http://formacioncontinuaedomex.files.wordpress.com/2010/08/constructivismo.pdf> and Effective Teaching Methods for Promoting Learning among Disadvantaged Youth, International Youth Foundation, 2014.

APPENDICES

Appendix 1: Holland Codes Test

General Instructions

1. Carefully read the instructions and respond based on your interest or personal and professional preferences.
2. After finishing the exercises, complete the summary box.

SELF-AWARENESS

PART A. Mark with an X all adjectives that describe your personality. Choose as many as you like. Try to define the person you are, not how you would like to be.

1. Acquiescent	16. Helpful	31. Pessimistic
2. Argumentative	17. Inflexible	32. Pleasure seeker
3. Arrogant	18. Insensitive	33. Practical
4. Capable	19. Introverted	34. Rebellious
5. Commonplace	20. Intuitive	35. Reserved
6. Conformist	21. Irritable	36. Scholarly
7. Conscientious	22. Kind	37. Slow-paced
8. Curious	23. Mannerly	38. Sociable
9. Dependent	24. Masculine	39. Stable
10. Efficient	25. Nonconforming	40. Steadfast
11. Patient	26. Not realistic	41. Strong
12. Energetic	27. Not scholarly	42. Skeptical
13. Feminine	28. Not an idealist	43. Thoughtful
14. Friendly	29. Not popular	44. Unassuming
15. Generous	30. Original	45. Unconventional

PART B: Rate yourself on the following qualities based on how you see yourself in comparison to other people your age. Circle the response that best fits you.

SELF-AWARENESS PART B	More than others	The same as others	Less than others
1. Absent-minded	A	A	A
2. Artistic ability	A	B	C
3. Bureaucratic ability	A	B	C
4. Conservative	A	B	C
5. Cooperative	A	B	C
6. Expressive	A	B	C
7. Leadership	A	B	C
8. Enjoy helping others	A	B	C
9. Mathematic ability	A	B	C
10. Mechanical ability	A	B	C
11. Originality	A	B	C
12. Popular with the opposite sex	A	B	C
13. Research ability	A	B	C
14. Scientific ability	C	B	C
15. Self-confidence	A	B	C
16. Understanding of self	A	A	A
17. Understanding of others	A	B	C
18. Tidiness	A	B	C

PART C: Indicate the importance you place on the following types of achievements, aspirations and goals.

SELF-AWARENESS PART C	Very Important	Somewhat Important	Not Very Important
1. Being happy and content	A	B	C
2. Inventing or developing a useful product	A	B	C
3. Helping others who are having difficulties	A	B	C
4. Becoming an authority on a special subject	A	B	C
5. Becoming an outstanding athlete	A	B	C
6. Becoming a community leader	A	B	C
7. Being influential in public affairs	A	B	C
8. Following formal religious code	A	B	C
9. Making a theoretical contribution to science	A	B	C
10. Making a technical contribution to science	A	B	C
11. Writing well (novels, poetry)	A	B	C
12. Being well-read	C	A	A
13. Working a lot	A	B	C
14. Contributing to human wellbeing	A	B	C
15. Producing good artistic work (theater, painting)	A	B	C
16. Becoming an accomplished musician	A	B	C
17. Becoming an expert in finance and commerce	A	B	C
18. Finding a real purpose in life	A	B	C

PART D: For the next questions, choose the one option that best fits you.

1. I like to... a) Read and think over problems b) Record data and do calculations c) Hold a powerful position d) Teach or help others e) Work with my hands, use equipment and tools f) Use my artistic talent	2. My greatest ability can be seen in... a) Business b) Art c) Science d) Leadership e) Human relations f) Mechanics
3. I am very incompetent in... a) Mechanics b) Science c) Human relations d) Business e) Leadership f) Art	4. If I had to do any of these activities, the least appealing to me would be... a) Participating in very formal social activities b) Holding a position of responsibility c) Taking mentally ill patients to recreational activities d) Maintaining accurate and complex records e) Writing a poem f) Doing something that requires patience and accuracy
5. The subjects that I most enjoy are... a) Art b) Administration, accounting c) Chemistry, physics d) Technology, mechanics e) History f) Social sciences, philosophy	

Conversion Table for Holland Codes Test

PART A: Circle the numbers of the qualities that you marked with an X and then calculate the total for each dimension:

DIMENSION	1	2	3	4	5	6
	3	8	4	5	2	1
	11	19	14	6	12	13
	18	29	15	7	23	20
	21	31	16	9	32	25
	24	33	17	10	38	30
	27	36	22	26	39	34
	35	37		28	40	45
	44	43		42	41	
TOTAL						
DIMENSION	1	2	3	4	5	6

PART B: Mark those responses where you selected the letter A and then add the number of responses marked.

DIMENSION	1	2	3	4	5	6
	1	9	5	3	7	2
	10	13	8	4	12	6
	16	14	17	18	15	11
TOTAL						

PART C: Mark those responses where you selected the letter A and then calculate the total:

DIMENSION	1	2	3	4	5	6
	2	4	3	1	6	11
	5	9	14	8	7	15
	12	10	18	13	17	16
TOTAL						

PART D: Transfer your responses to the questions, marking the letters of your preference with an X:

Question Number	1	2	3	4	5	6
1	E	A	D	B	C	F
2	F	C	E	A	D	B
3	C	E	A	F	B	D
4	B	F	E	D	A	C
5	D	C	F	B	E	A
TOTAL						

Summary Diagram for Holland Codes Test

Part A. Based on the test results, my personality is:

Part B. In relation to my personal qualities and in comparison to other people my age, I am:

Part C. For me, the most important achievements, aspirations and goals are:

Part D. I like:

My greatest ability can be seen in:

The subjects that I most enjoy are:

This activity has allowed me to discover that:

Now copy the scores obtained in the four parts and add the total. Then circle the three highest scores. These indicate your Holland code.

DIMENSION	1	2	3	4	5	6
PART A						
PART B						
PART C						
PART D						
TOTAL						
	REALISTIC	INVESTIGATIVE	SOCIAL	CONVENTIONAL	ENTERPRISING	ARTISTIC

Description of the Types Based on John Holland's Theory

1. **THE REALISTIC TYPE:** The inherent traits and personal experiences of the realistic person lead him/her to prefer activities that are related to the explicit, orderly or systematic manipulation of objects, tools, machines, animals and to avoid teaching or therapeutic activities. These behavioral tendencies, in turn, lead the person to acquire manual, mechanical, agricultural, electrical and technical skills, and to lack teaching and social skills. This formation of a realistic set of activities, abilities and interests, produces a person inclined to exhibit the following types of behavior:
  - a. He/she prefers realistic occupations or situations (e.g. handicrafts), where he/she can engage in preferred activities and avoid those that require social occupations or situations.
  - b. He/she uses realistic abilities to solve problems at work and in other situations.
  - c. He/she sees himself as having good mechanical and athletic abilities and lacks the skills for human relations.
  - d. He/she places greater value on concrete things or tangible personal characteristics: money, power, social standing.

Based on these preferences, abilities, values and opinions about himself, the realistic person tends to be: NOT SOCIAL, MATERIALISTIC, WITHDRAWN, CONFORMING, NATURAL, STABLE, SINCERE, NORMAL, THRIFTY, AUTHENTIC, PERSISTENT, NOT CLEVER, MASCULINE, TACTILE, UNCOMPLICATED.

2. **THE SCIENTIFIC OR INVESTIGATIVE TYPE:** The inherent traits and personal experiences of the scientific person lead him/her to prefer activities related to research based on the symbolic, systematic and creative observation of physical, biological and cultural phenomena, in order to understand and control them, and to reject social or routine activities or those involving persuading people. These behavioral tendencies, in turn, lead the person to acquire scientific and mathematical skills and to lack persuasive abilities. The development of an investigative set of activities, abilities and interests produces a person predisposed to exhibit the following types of behavior:
  - a. He/she prefers investigative occupations or situations where he/she can engage in his/her preferred activities and abilities and avoid those that require commercial occupations or situations.
  - b. He/she uses investigative abilities to solve problems at work and in other situations.

- c. He/she sees him or herself as scholarly, intellectually self-confident, with math and science capacities and lacking leadership skills.
- d. He/she places importance on science.

Based on these preferences, abilities, values and ideas of him or herself, the investigative individual tends to be: ANALYTICAL, INTROSPECTIVE, RATIONAL, CAREFUL, INTROVERTED, RESERVED, CRITICAL, METHODICAL, MODEST, CURIOUS, PASSIVE, UNPOPULAR, INDEPENDENT, PESSIMISTIC, INTELLECTUAL, ACCURATE.

3. **THE SOCIAL TYPE:** The inherent traits and particular experiences of the social person lead him/her to prefer activities related to managing other people that he/she can inform, educate, train, cure or guide, and to reject explicit, orderly and systematic activities related to the use of materials, tools or machines. These behavioral tendencies, in turn, lead the person to acquire social skills (such as interpersonal and teaching capacities) and to lack manual and technical capacities.
  - a. He/she prefers social occupations or situations where he/she can engage in his/her preferred activities and abilities and avoid those that require realistic occupations or situations.
  - b. He/she uses social skills to solve problems at work and in other situations.
  - c. He/she sees him or herself as willing to help and understand others; with the capacity to teach and lacking mechanical and scientific abilities.
  - d. He/she values social and ethical activities and problems.

He/she tends to be: INFLUENTIAL, HELPFUL, RESPONSIBLE, COOPERATIVE, IDEALISTIC, SOCIABLE, FEMININE, PERCEPTIVE, FRIENDLY, KIND, UNDERSTANDING, GENEROUS, PERSUASIVE.

4. **THE CONVENTIONAL TYPE:** The inherent traits and particular experiences of the conventional person lead him/her to prefer activities related to the explicit, orderly and systematic handling of data, such as filing, taking notes, reproducing materials, organizing written and numerical data based on a preset plan, operating machinery at companies and processing data for economic organization purposes, and to reject ambiguous, free, exploratory or unsystematic activities. These behavioral tendencies, in turn, lead him/her to acquire a set of capacities particular to employees, intelligence for calculations and business, and to lack artistic abilities.
  - a. He/she prefers conventional occupations or situations where he/she can engage in his/her preferred activities and avoid those that require artistic occupations or situations.
  - b. He/she uses conventional abilities to solve problems at work and in other situations.
  - c. He/she sees him or herself as conforming, orderly and with numerical and clerical capacities.
  - d. He/she values achievements in business and economics.

The conventional person tends to be: CONFORMING, INHIBITED, PRUDISH, METICULOUS, OBEDIENT, CONTROLLED (CALM), DEFENSIVE, ORDERLY, UNIMAGINATIVE, EFFICIENT, PERSISTENT, INFLEXIBLE, PRACTICAL.

5. **THE ENTERPRISING TYPE:** The inherent traits and particular experience of the enterprising person leads him/her to prefer activities related to managing other people, in order to achieve organizational goals or economic benefits, and to reject activities involving symbolic and systematic observation. These behavioral tendencies, in turn, lead the person to acquire leadership, interpersonal and persuasion skills, which also leads to a lack of scientific abilities.

- a. He/she prefers risky occupations or situations where he/she can engage in his/her preferred activities and avoid those that require scientific occupations or situations.
- b. He/she uses enterprising abilities to solve problems at work and in other situations.
- c. He/she sees him or herself as aggressive, popular, self-confident, sociable, with leadership abilities and a way with words, and lacking scientific capacities.
- d. He/she values political and economic achievements.

The enterprising person tends to be: MATERIALISTIC, DOMINANT, OPTIMISTIC, ADVENTUROUS, ENERGETIC, PLEASURE-SEEKING, AMBITIOUS, EXHIBITIONIST, SELF-CONFIDENT, ARGUMENTATIVE, SELF-CENTERED, SOCIABLE, TRUSTWORTHY, IMPULSIVE, TALKATIVE

6. THE ARTISTIC TYPE: The inherent traits and particular experiences of the artistic type leads him/her to prefer ambiguous, free, unorganized activities related to manipulating physical, verbal or human materials, in order to create artistic forms or products, and to reject explicit, systematic and orderly activities. These behavioral tendencies, in turn, lead him/her to acquire artistic skills—language, art, music, theater, literature—and to have a relative lack of the abilities of an employee or those required for business.

- a. He/she prefers artistic occupations or situations where he/she can engage in his/her preferred activities and avoid those that require conventional occupations or situations.
- b. He/she uses artistic abilities to solve problems at work and in other situations.
- c. He/she sees him or herself as expressive, original, intuitive, feminine, nonconforming, introspective, independent, disorganized, and with artistic and musical abilities (acting, literature, conversation).
- d. He/she values aesthetic qualities.

Based on these preferences, values, abilities and ideas of him or herself, the artistic person tends to be: COMPLICATED, IMAGINATIVE, INTUITIVE, DISORGANIZED, IMPRACTICAL, NONCONFORMING, EMOTIONAL, IMPULSIVE, ORIGINAL, FEMININE, INDEPENDENT, IDEALISTIC, INTROSPECTIVE.

Source: Dale J. Prediger, 2002. Journal of Career Assessment, Abilities, Interests, and Values: Their Assessment and Their Integration via the World-of-Work Map. Dale J. Prediger, Kyle Swaney and Wei-Cheng Mau, 1993. *Extending Holland's Hexagon: Procedures, Counseling Applications, and Research*.

Appendix 2: Content for Education/Training Opportunities Registration Form

Education/Training Opportunities Registration Form	
Course Name	Academic or technical course name, (e.g. Call Center Operator)
Position	Type of certification or diploma received, (e.g. technical, technological, specialist)
Directed Towards	Specific knowledge the training is for and whether it is directed at high school or university students
Objectives	Description of the duties and tasks the person will be capable of performing after the training course
Description	Describe why and for what the training will be useful, competencies and abilities that will be acquired, possible occupational areas in the job market
Content	Details of the modules and topics covered in each
Entry Requirements	Also known as admissions profile; specify basic knowledge and level of education that are required for admission
Duration	
Costs	

Appendix 3: Content for Entrepreneurship Opportunities Registration Form

Entrepreneurship Opportunities Registration Form	
Entrepreneurial Sector	This refers to the industry in which the participant's entrepreneurial interest falls, (e.g. information technology, manufacturing, culinary arts, graphic arts, etc.)
Description	Type of entrepreneurial services being offered, (e.g. financial or other support (training, advising), methodology)
Objectives	Whether the services aim to support youth in starting new business ventures or support existing businesses, as well as the scope of the services, such as creating a business plan, formalizing the venture, connecting with markets, access to financing, etc.
Requirements	Whether to access the services one must be from a given socioeconomic class or geographical zone, participate in a certain government program, or have a certain educational level or knowledge, etc.

Appendix 4: Content for Employment Opportunities Registration Form

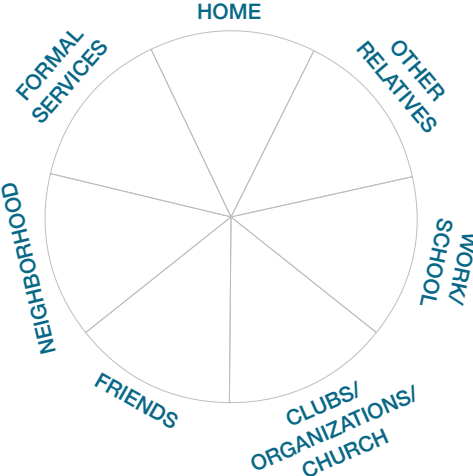
Employment Opportunities Registration Form	
Business Sector	Economic sector in which there are job openings (e.g. automotive, retail and wholesale, construction, transportation, etc.)
Job Context	Specify whether it involves office work, on-site work in the same place or different places, whether it requires traveling to rural areas, working at heights, etc.
Required Competencies for the Job	These can range from technical competencies, such as handling machinery to other competencies such as driving vehicles, knowledge of nomenclature, etc.
Admission Requirements	Level of education, years and type of prior experience, place of residency, etc.
Company	Name of company offering the vacancy
Contact	Company contact person responsible for recruitment and selection processes

Appendix 5: Format for SOCIAL NETWORK MAP

In addition to strengthening their capacities and competencies, one of the challenges for youth to become more employable lies in building relationships or social capital, which helps them become the agents of their own employability.

Social network mapping is a technique for gathering information on the total size and composition of a person's social network; the degree of support provided by the members of this network and the nature of the relationships within the network. This tool can be very useful to visualize the young people's personal and social environment and set goals on how to use and/or increase these support networks to boost their employability.

- *A social network map puts the focus on the following areas:*
  - Home (people living with the young person)
  - Relatives
  - Friends
  - People at work or school
  - People from clubs, youth organizations, religious groups, etc.
  - Neighbors
  - Agencies or other service providers
- *A social network map provides information on the following aspects:*
  - Network size
  - Perceived availability of emotional, tangible and informational support
  - Closeness
  - Reciprocity
  - Directionality
  - Stability
  - Frequency

Date: ____ / ____ / ____	
Person responding: _____	
Identification: _____	
_____	

Appendix 6: SWOT Matrix Format

Strengths	Weaknesses
Opportunities	Threats

Appendix 7: Path Exercise (group application or individual adaptation)

The counselor/adviser asks: *What is needed to get us on the path to your desired future?*

Draw a path on the poster or chalkboard and include milestones or stations along the way.

Take, for example, the case of a traveler that wants to reach another province. The group is asked:

- What does he have with him, what should he have?
- Which path should he choose?
- What should he expect, what does he have to be careful of?
- What things might come up and how should he resolve them?

Full reflection, associating the example with the participants' group and/or personal interests:

- Where do we want to go?
- What steps do we have to take?
- What do we have to be careful of along the way?

With the counselor/adviser as the facilitator, reflect together on the need to take steps to achieve that desired future. Clarify that when setting goals, it is important to define which ones we can achieve by ourselves and which ones depend on others. It involves recognizing the matters that have to do with a sustained decision and with creating the conditions for starting the plan. (Taken from Planificando Talleres de Proyecto Educativo Ocupacional. (Preparing Occupational Education Planning Workshops.) Fundación SES, 2010.)

Appendix 8: Personal Plan Template

Section 1	
Name:	Plan:
1. What personal situation do I want to change?	
2. What do I want to achieve in a year?	
3. How will I achieve it? By doing what?	
4. What steps will I take?	
5. What do I need to take those steps?	
6. How will I organize my time?	
7. How will I evaluate ("how will I realize") whether the plan is going well?	

Section 2	
Name:	Plan:
1. What difficulties could come up as I implement the plan?	
2. How will I resolve them?	
3. In the proposed plan: What things depend on me?	
4. Are there things that depend on others? What are they?	
5. For which things will I need to ask for help? From whom?	
6. What matters must I not neglect for the plan to work?	
7. Are there any matters that I should modify in the proposed plan? What are they?	

Appendix 9: Career Plan Template

Career Plan Template				
Place:			Date:	
Name:				
AREAS	OBJECTIVE (What do I want?)	TIME (How long will I take to achieve it?)	STRATEGIES (How am I going to do it?)	EXTERNAL SUPPORT (Who can support me?)
Education				
Entrepreneurship				
Employment				

Note: Depending on each young person's particular circumstances, their career plan can include one or several areas of development.

Appendix 10: Keys to Finding the Right Job

Directions: Review the following list of activities and select those that you really like to do or think that you would like to do in the future. In the response column, place an X in the corresponding box.

No.	ACTIVITY	RESPONSE
1.	Use tools to repair things	
2.	Study the human body and how it works	
3.	Act on a stage	
4.	Care for people or animals	
5.	Lead a group discussion	
6.	Follow specific directions	
7.	Cook for several people	
8.	Use a calculator	
9.	Design clothing	
10.	Teach a friend to do something	
11.	Sell things to other people	
12.	Work in a group	
13.	Make handicrafts	
14.	Dissect a toad	
15.	Express my feelings through art, music or writing	
16.	Speak to people	
17.	Organize a group to plan an activity	
18.	Maintain well-organized and accurate records	
19.	Paint a room	
20.	Solve a problem	
21.	Decorate a room	
22.	Resolve a conflict	
23.	Argue your point of view	
24.	Put things in order	
25.	Repair a car	
26.	Observe and understand how something works	
27.	Create pieces of art	
28.	Get along with all different types of people	
29.	Convince others of your way of thinking	
30.	Clean and organize a room	
31.	Plant a garden	

No.	ACTIVITY	RESPONSE
32.	Study plants	
33.	Be different than other people	
34.	Read stories to small children	
35.	Take a risk	
36.	Make lists	
37.	Operate a tractor or truck	
38.	Read instructions to assemble something	
39.	Discover new ways of doing something	
40.	Explain ideas to people	
41.	State your opinion	
42.	Know and follow directions	
43.	Take care of animals	
44.	Solve puzzles	
45.	Take pictures with a camera	
46.	Meet new people	
47.	Speak effectively to groups of people	
48.	Play on a team	

RESPONSE CHART					
1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.
25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.
37.	38.	39.	40.	41.	42.
43.	44.	45.	46.	47.	48.
SQUARE	CIRCLE	DIAMOND	TRIANGLE	STAR	RECTANGLE

²⁰ This activity has been adapted from *Career Success: A Lifetime Investment*, written by Jerry and Roberta Ryan, Southwestern Press, 2001 and The Career Game Explorer, Rick Trow Productions, Inc. New Hope PA, 1993.

LIST OF "SQUARE" JOBS

You will probably enjoy jobs where you work with your body:

- Construction worker
- Domestic worker
- Plumber
- Farmer
- Dental hygienist
- Car/motorcycle repairman
- Electrician
- Seamstress
- Restaurant cook
- House painter
- Factory worker
- Appliance repairman
- Truck/car driver
- Gardener
- Printer

LIST OF "CIRCLE" JOBS

You will probably enjoy jobs where you work using your mind:

- Scientist
- Computer programmer
- Engineer
- Police detective
- Lawyer
- Librarian
- Head of quality control at factory
- Technical writer
- Construction supervisor
- Web designer

LIST OF "DIAMOND" JOBS

You will probably enjoy jobs where you can be creative:

- Writer
- Fashion designer
- Computer graphic designer
- Advertising designer
- Florist
- Stylist
- Painter
- Musician
- Chef
- Photographer

LIST OF "TRIANGLE" JOBS

You will probably enjoy jobs where you work with other people:

- Social worker
- Fireman
- Therapist
- Hairdresser
- Nurse
- Waiter
- Infant caregiver
- Teacher
- Dental assistant
- Salesperson in retail store
- Security guard
- Religious worker

LIST OF "STAR" JOBS

You will probably enjoy jobs where you can use your leadership skills:

- Store assistant manager
- Store manager
- Front line supervisor at factory
- Business owner
- Salesperson
- Restaurant manager
- Teacher
- Social worker
- Hotel manager
- Lawyer

LIST OF "RECTANGLE" JOBS

You will probably enjoy jobs where you can use your organizational skills:

- Accountant
- Construction worker
- Computer technician
- Secretary
- Librarian
- Bank teller
- Head of payroll
- Merchandise stocker
- Custodian
- Traffic police

Appendix 11: Digital Resources for Career Counselors/Advisers and Youth

For counselors/advisers:

- **www.apoclam.org/**
Website of APOCLAM, a non-profit association of almost 400 advisers from Castilla-La Mancha in Spain that freely and independently organize to try to solve their problems as guidance professionals. It periodically offers online courses with specific training for advisers, as well as specialized publications.
- **www.crccanada.org/crc/**
The Counselor Resource Centre (CRC) is an international online resource for specialists in professional development and career guidance. It is maintained in collaboration with Human Resources. It periodically publishes news from the guidance field in several countries and other brief articles, and encourages an exchange of ideas about the diverse perspectives existing in guidance.
- **www.educacionsuperior.edu.co/rlpo/index.html**
The mission of Red Latinoamericana de Profesionales de la Orientación (Latin American Network of Guidance Professionals or RLPO) is to promote professional and social guidance in Latin America. Here career guidance professionals can find information and exchange knowledge with colleagues.
- **www.iaevg.org/iaevg/index.cfm?lang=4**
The International Association for Educational and Vocational Guidance (IAEVG) has resources and publications on career guidance.
- **www.ilo.int/public//spanish/region/ampro/cinterfor/temas/gender/formujer/cosrica/gorient/gorien.pdf**
Guía de Orientación Ocupacional Vocacional (Career Guidance Guide). Talleres integrados de orientación vocacional–ocupacional (Comprehensive Career Guidance Workshops). San José, Costa Rica: December 2002. This publication, directed towards guidance personnel at Instituto Nacional de Aprendizaje (National Institute for Learning or INA) is a proposed methodology for implementing a “Comprehensive and Systemic Career Guidance” process, which contributes to the development of individuals' educational and career plans.

For young people:

- **www.youthsparklatam.com**
Microsoft offers a range of technological resources free-of-charge through its portal to help both nonprofit organizations and young people maximize their use of technology to achieve their objectives. Organizations can obtain software and training modules on topics of interest to them, including how to develop and manage social networks. For their part, young people can explore and get access to training, services and resources designed to support them in developing job skills.
- **<http://orientacion-vocacional.idoneos.com/>**
Space dedicated to career guidance problems. Advice for teenagers, parents, advisers and trainers. Articles and links of interest.

- **http://foal.redsocial.once.org/REDSOCIAL/contenidos/CA/fichasdidacticas/html_orientacion_vocacional/intruduccin.asp**
Network with friendly career guidance content for young people.
- **www.eligecarrera.cl/Index.aspx**
This website belongs to Consejo Nacional de Educación de Chile (Chilean National Education Council) and is designed as a guidance space for making informed decisions about accessing higher education.
- **www.empleo.gob.mx/swb/empleo/Descubre_tus_habilidades**
The Mexican national employment service offers information about professional guidance, job openings and tips on getting a job, etc.
- **<http://ww2.educarchile.cl/Portal.Base/Web/verContenido.aspx?ID=133054>**
Educar Chile (Educate Chile) is a portal created by the Ministerio de Educación de Chile (Chilean Ministry of Education) and Fundación Chile. It contains a wide array of interactive educational resources targeted at administrators, teachers, students and families. For career guidance, it offers guides for deciding what and where to study, contains links to tests that young people can take to discover their vocation and connects them with others' experiences.

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