DIDACTIVE

TOOLKIT

to support the DIDACTIVE piloting phase

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Notes for consultation

The purpose of this toolkit is to support the practical application of the concepts and approaches presented in the **Agency Development Intervention Model**. It is designed for career guidance counsellors, trainers and VET practitioners working in their daily professional practice with adults with low qualifications, limited skills and fragile learning pathways.

Each trainer or career guidance counsellor is expected (if possible) to test the model in at least **two** of the following settings:

- individual settings, for example within a counselling pathway;
- small groups created specifically for the piloting activities or already involved in training or career guidance pathways;
- VET classroom settings.

Each trainer or career guidance counsellor may choose to test the model individually or in collaboration with another trainer or counsellor involved in the project and trained on the model.

Recommended Duration

No specific requirements are provided regarding the overall duration of the pathway. However, the following minimum duration is recommended:

- at least **4 hours** for individual settings;
- at least **6 hours** for small-group or classroom settings.

STRUCTURE OF THE TESTING PATHWAY

Activity with adults

When developing the activity with adults, the following phases should be included:

1. Initial assessment

An initial assessment of the agency competence should be carried out using the Google Form **"Initial Assessment"**, available at the following link:

	Links for initial assessment
ITALY	https://forms.gle/HpmTR2eQ45fC49229
FRANCE	https://forms.gle/t1in2Q6Z2UiVFfZu7

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	Links for initial assessment
CROATIA	https://forms.gle/w9koidxM8Q8P3jSe6
AUSTRIA	https://forms.gle/iHKve3ZMrAfrnnan8

Each trainer/counsellor - according with the digital competence level of the adults - can:

- decide to use the "paper" version with the adult and in this case, at the end, upload the data to the Google Form
- decide to use the Google Form with adults. In this case, it is recommended to use the trainer/counsellor's email address. At the end of the assessment, a report will be sent to the indicated email address.

Following the assessment, the trainer or career guidance counsellor agrees with the adult learner which area or sub-competence will be developed or strengthened during the piloting activity. The trainer or career guidance counsellor then defines the activities considered most suitable for developing the agency competence, or one of its areas/sub-competences, for each individual, small group or class involved in the testing phase. This information should be recorded in the **"Agency Development and Enhancement Project"**. This document is intended for internal use by the trainer or counsellor. It may be completed in the practitioner's own language and does not need to be shared for monitoring purposes.

2. Development phase

This phase focuses on the development of the selected area or sub-competence through the use of one or more specific development tools included in the toolkit.

The trainer or career guidance counsellor selects the most appropriate tool or tools according to the needs, characteristics and learning objectives of the individual learner, small group or class involved.

3. Final assessment with adults

At the end of the development pathway, a final assessment should be carried out using the Google Form **"Final Assessment".** Please evaluate the competence level ONLY for the area or the areas that was/were addressed during the piloting session *(Please, pay attention to evaluate the whole area even if you haven't addressed all the specific subcompetences).* Use the following link:

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	Links for final assessment
ITALY	https://forms.gle/gPqtNJg7oDfNQtTd7
FRANCE	https://forms.gle/tnZ1ncLtaKXg7r9A7
CROATIA	https://forms.gle/4FrT1aE4HPQiK3ar6
AUSTRIA	https://forms.gle/daa76RsxGKV5dfam6

Based on the digital skills' level of the adult learner, each trainer/counsellor can:

- decide to use the "paper" version with the adult and in this case, at the end, upload the data to the Google Form
- decide to use the Google Form with adults. In this case, it is recommended to use the trainer/counsellor's email address. At the end of the assessment, a report will be sent to the indicated email address.

During the last meeting, it is also necessary to ask the adult to complete the **Satisfaction questionnaire for adult learners** available at the following link:

	Links for Satisfaction questionnaire for adult learners
ITALY	https://forms.gle/ULpHjJ21Gz5KbCrB8
FRANCE	https://forms.gle/gPN3TTbkVnFv7NQx5
CROATIA	https://forms.gle/PAHn7JwPvx5Q7M8k8
AUSTRIA	https://forms.gle/SSuqKsiS4L2jK8cP8

This questionnaire should be completed independently by the adult. However, if the adult is not familiar with technology, the trainer can:

· decide to use the paper version with the adult and, in this case, enter the data into the Google Form at the end;

· decide to use the Google Form with the adult, providing assistance. In this case, it is recommended to use the trainer/counsellor's email address. At the end of the assessment, a report will be sent to the indicated email address.

Activity in back office

Monitoring and evaluation phase

After completing the final assessment, the trainer or career guidance counsellor must fill in the Google Form **"Piloting Monitoring Tool"**, available at the following

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link: https://forms.gle/3SeDqJUmxM6pPBAr8. Each trainer or career guidance counsellor should complete one monitoring form for each session carried out. For example, if a practitioner implements one individual session and one small-group session, two forms must be completed. If the practitioner implements five individual sessions, five forms must be completed.

After completing all the piloting sessions related to the Didactive Project, the trainer/career guidance counsellor is also asked to complete the **"Final Evaluation Form"** available at the following link: https://forms.gle/Wr436KUNP9J982yW9 The form has to be completed one time only.

The purpose of this form is to collect qualitative feedback on the learning experience and on the use of the toolkit during the piloting phase.

Both forms have been prepared in English to facilitate project-level monitoring. However, if needed, the open answers may be given in the specific native language. A paper version of the tools, translated into the native language, is available to support the understanding of the questions.

TOOLS FOR THE DEVELOPMENT OF AGENCY COMPETENCE

The tools aimed at developing agency competence and its sub-competences have been designed by the project partners in line with the **Agency Framework** and with the contents developed within the **blended course**.

The table below provides a reference framework indicating the relevance of each tool in relation to the four areas into which agency competence is divided within the framework developed by the project.

Tool name	Areas of Agency Competence			
	Imagination and future orientation	**Mobilisation and action**	**Self-Regulation and resilience**	**Learning to learn and adaptation**
Anne Vinérier's Hologram	x			x
The speed boat metaphor	x			x
360° feedback for personal strengths		x		

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Tool name	Areas of Agency Competence			
	Imagination and future orientation	Mobilisation and action	Self-Regulation and resilience	Learning to learn and adaptation
Elevator pitch for career agency		x		
Personal network map		x		
Agency canvas		x		
Coping plan development			x	
Values based goal setting			x	
Wheel of life			x	
Competence reconstruction exercise based on a significant episode				x
Flexible SMART goals guide				x
Circles of control				x
Guided context analysis sheets				x
Learning scenario				x
Checklist for the evaluation of a learning/experience path				x
Learning diaries				x
Interview guide for reflecting on learning and work experiences				x

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Agency Development and Enhancement Project

Name of the trainer or career guidance counsellor	

CONTEXT:

Setting	❑ Individual ❑ Small group ❑ VET classroom
Specify the context in which you intend to test the intervention model	❑ Training in … ❑ Counselling and job placement activities ❑ Other ……
Venue of the activity	

INTERVENTION INFORMATION

Number of adults involved	
Starting date of the activity	
Expected ending date of the activity	
Total hours	

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ADULT - Demographic information	Provide participants demographic information (age, gender, ….) For small group or classroom provide aggregated data (e.g. 30% female, 15% participants over 50 years old)
ADULT - Educational and professional background	Provide educational level e previous professional experience…. *The class / group is c …* *The adult is …*
ADULT - Career objectives, professional needs, expectation	Educational and career objectives, needs, expectation *The class / group is …* *The adult is …*

TYPE AND DESCRIPTION OF THE ACTIVITY

Activity	n. hours	Description
❑ **INITIAL ASSESSMENT**		
❑ **DEVELOPMENT - Experiential activities (Role playing, group exercises, practical activities), self-reflection activities, debriefing activities**		
❑ **FINAL ASSESSMENT**		
❑ **Other activities (specify……)**		

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SUB-COMPETENCES DEVELOPED AND/OR ASSESSED

Imagination & Future-orientation	To analyse status quo and recognize needs	❑
	To think ahead and create a vision	❑
	To be motivated and determined to take on a challenge	❑
Mobilization & Action	To be aware of available own and contextual resources and be able to use these resources adequately	❑
	To make decisions, set goals and define action plan	❑
	To work with others and ask for support	❑
	To perform required tasks and enact plans	❑
Self-regulation & Resilience	To deal with emotions and stress	❑
	To know your strengths and limitations	❑
	To maintain good health	❑
	To perform required tasks and enact plans	❑
Learning to learn & Adaptation	To monitor progress	❑
	To review plans	❑
	To consider effects of actions on the surrounding environments	❑
	To make appropriate adjustments	❑

DEVELOPMENT METHODS FOR THE ENHANCEMENT OF THE SUB-COMPETENCES

Describe methods and tools you decide to test with your users

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OBJECTIVES AND EXPECTED OUTCOMES

Describe what you expect to achieve at the end of the individual/small group/classroom project (in terms of benefits for your users)

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Anne Vinérier's Hologram

Description	The Hologram is a methodological and evolving tool designed to support adults (especially those facing illiteracy or fragile learning paths). It takes a **holistic approach**, meaning it considers the person as a whole. It uses a circular grid with 4 axes and 14 parameters to map a person's strengths and obstacles in life, allowing for a deep understanding of their global situation beyond just academic skills. Placing a chip closer to the center or the edge of the circle visually reveals whether a person is in a state of "Exclusion," "Marginality," or "Integration" across different areas of their life. By placing chips on the Hologram, the trainer and learner co-construct a "snapshot" of the learner's strengths and obstacles. Ultimately, the Hologram seeks to foster active learning and agency, empowering learners to shape their own learning paths and take greater control over their education and their lives as a whole.
Reference to the agency Area	Imagination and future orientation / Learning to learn and adaptation
Setting	Individual / Small group. While the analysis is personal (crucial for the confidentiality of the biographical interview), it can be introduced in a group setting to de-stigmatize difficulties
Tool implementation phase	At the beginning of the pathway, it serves as the initial "global positioning" and diagnosis.
Estimated duration	3 – 6 hours**.** (It requires time for a biographical interview and the physical mapping of the 14 parameters).
Objectives	- Visualizing the Invisible: To make the learner's global situation visible through a physical map - Global Visualization: To create a visual map of the learner's life through 4 axes: Time, Environment, Knowledge, and Psycho-affective

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	- Identifying Profiles and needs: To see if the adult learner is in Exclusion (Survival), Marginality (Fragile), or Integration (Stable) - Shift the Focus: To move from a "deficit" view (what the person lacks) to a "resource" view (what the person already knows and has) - Build/Strengthen Agency: To involve the learner in their own diagnosis so they understand why they are 'stuck' and how their strengths can help them. To help learners take control of their own learning journey and life - Prioritize Needs: To identify which "red zones" (obstacles) need to be addressed first to unlock the learning process
Expected output / result	- A physical or drawn circular grid covered with chips. The final "shape" created by the chips shows the learner's "Hologram", a snapshot of their life balance, highlighting exactly where support is needed at that moment - Personalized Training: the Hologram acts as a "map of potential" to build a respectful, tailor-made program - Empowerment: by visualising their hologram the learner becomes an active participant in their " journey"
Observation and evaluation focus for trainers/guidance professionals	- Does the learner realise that their "failures" are often linked to external "red zones" (e.g., housing or health) rather than a lack of intelligence? - Is the learner able to choose where to place the chips after the discussion? - Can the learner identify the most "blocking" parameter? - Does the learner recognise strengths they had previously ignored? - Is the learner able to discuss obstacles in the 4 axes (e.g., mobility, health, self-esteem)? - Does the learner participate in "ranking" their own needs?

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Suggestions for effective use of the tool	- Follow the steps of the administration process described below - Act as a facilitator, not a judge. The goal is co-construction. There is no "bad" placement; there is only the reality of the moment - The physical movement of placing a chip is powerful. It allows the learner to "objectify" their life from the outside - Always start by identifying the "Green Zones." You cannot ask a learner to face their obstacles if they haven't first recognized their power - Use the 14 parameters as a guide for a conversation rather than a cold questionnaire

Detailed Implementation Steps (The Process)

Step 1: The Biographical Interview The professional starts a conversation about the learner's life, guided by the 14 parameters (Time, Environment, Knowledge, Psycho-affective). The goal is to collect "clues" about their strengths and obstacles.

Step 2: Placing the Chips (The 3 Zones) For each parameter, a chip is placed on the circular grid based on the discussion, the learner and professional agree on where to place the chip. Or they can do it separately and then compare the 2 holograms.

Green Chips: Represent strengths.

Red Chips: Represent obstacles/needs.

The 3 zones are:

- **Center of the circle** (
  Zone A - Exclusion): Severe difficulty, "Survival Mode," total block.
- **Middle ring**
  (Zone B - Marginality): Fragile situation, unstable, partial autonomy.
- **Outer edge**
  (Zone C - Integration): Strength, stability, full autonomy.

At the end of this step a visual "constellation" appears. Based on the zone where the highest number of chips is located, the learner can be assigned one of the following profiles. For example, if most chips are in the centre/center (Zone A), the learner is assigned to a “Survival” profile.

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Step 3: Discuss about the profile Based on the zone where the highest number of chips is located, the learner can be assigned one of the following profiles. For example, if most chips are in the center (Zone A), the learner is assigned to a “exclusion” profile.

THE 3 PROFILES

Exclusion profile (profile A): Failure, training proposals are rejected or sidestepped, no motivation to learn, society appears hostile, no plans for the future, survival mode, sometimes presence or need for mediators. Communication difficulties, often aggression, living in a different space-time, no points of reference, no desire for integration, insecurity that hinders learning.

Marginality profile (profile B): This marginality is not chosen; individuals are caught between exclusion and social integration. Following certain events, they have shifted from integration to marginality. They may have an innate or acquired disability and seek autonomy and socio-professional integration. They rely on their environment (family, neighbours, friends) or social workers to cope with their illiteracy. The demand for training is often latent, requiring a third party to trigger it (child starting primary school, driving licence for work, etc.). They are aware of their difficulties in reading, writing, or arithmetic and usually accept small group training. They seek communication, need to trust themselves and wish to be supported in their training process. Their goal is greater independence in daily life.

Integration profile (profile C): The person is integrated into society, works, has a family, communicates with their environment, and is interested in current affairs. They are aware of their skills and shortcomings. They know that training courses exist and, if they can overcome their embarrassment, will seize the opportunity. Their social circle is necessary in their environment. Strong motivation and long-term commitment. Sees their progress and needs as they arise.

Step 4: Analyzing the Interactions We look at how a "Red Zone" in the Environment axis (e.g., no transport) might be causing a "Red Zone" in the Knowledge axis. This explains the "why" of the learner's situation.

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Anne Vinérier's Hologram (A Holistic Diagnostic Tool)

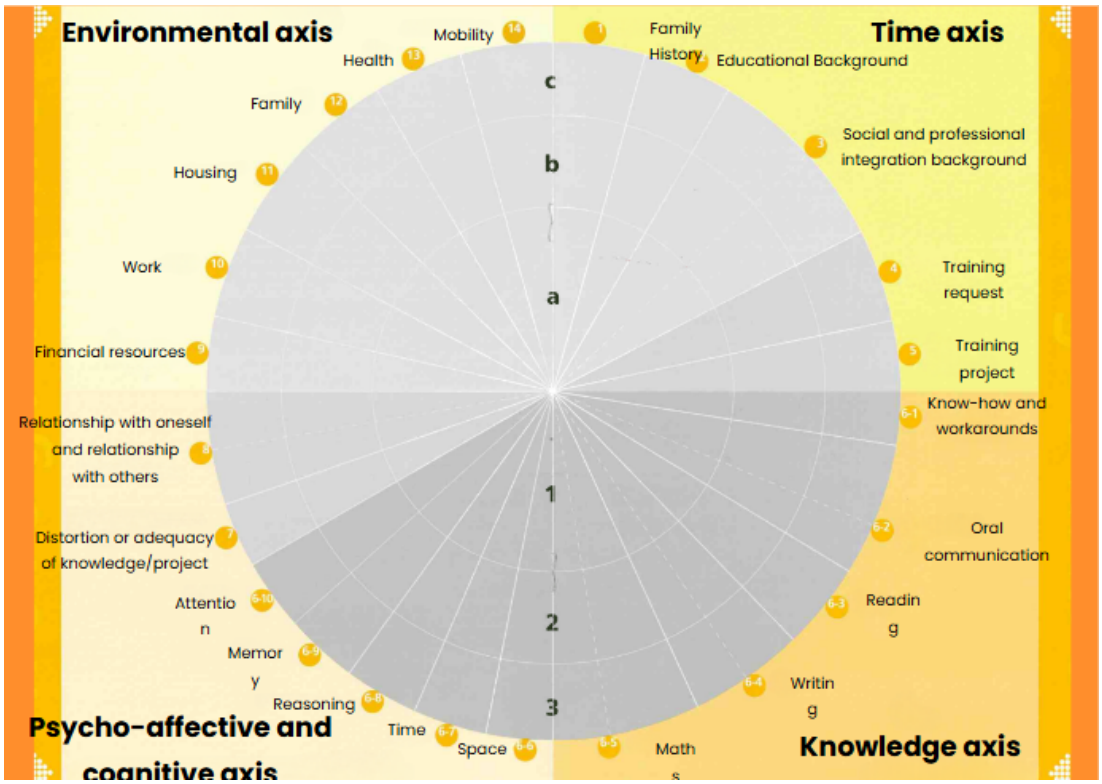
INSTRUCTIONS

We are going to look at the learner's life as a whole, like a map. We will use a circular grid (a Hologram) and small chips to represent different areas of their life (their family, health, what they know, their house, etc.). This is not a test with "right" or "wrong" answers. It is a way for us to see together what makes the learner strong and what makes things difficult for them right now.

PART 1: THE 4 AREAS OF THE MAP

We will talk about 4 Axes:

- **Environment:** Where you live, your money, and how you move around.
- **Time:** How you feel about your past and how you see your future.
- **Knowledge:** What you have learned in your life, even outside of school.
- **Psycho-affective and Cognitive : (Feelings):** Your health, your confidence, and your relationships.



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The Four Axes :

- **The Environment axis**: Financial resources, Work, Housing, Family, Health, Mobility.
- **The Time axis:** Family history, educational background, and socio-professional integration background, training request and project.
- **The psycho-affective and cognitive axis**: Relationship with oneself and with others, distortion or adequacy of knowledge / project, attention, memory, reasoning relationship with time/space.
- **The Knowledge axis**: Know-how and workarounds, oral communication, reading, writing, maths

The trainer uses the visual tool as a reading framework. Through dialogue with the learner, markers are placed along different axes to represent their initial situation. For example:

- High self-confidence → marker far from the centre (psycho-emotional axis)
- Unfavourable environment → marker close to the centre (environmental axis)

Over time, with tailored support, markers gradually move toward the edge of the circle:

Close to centre = Level 1 (southern axes) or Level a (northern axes)

Far from centre = Level 3 (southern axes) or Level c (northern axes) = autonomy achieved

PART 2 – LEARNERS' GREEN ZONES (Strengths)

Before we figure out challenges, let's look after what is going well.

What are they good at?
What support do they have in their life?
Where do they feel stable and safe?

PART 3 – PLACING THE CHIPS

For each of the 14 parameters, we decide where to put the chip:

A. **In the Centre:** If this area is very difficult or blocking them today.

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B. **In the Middle:** If they are managing, but it feels fragile or unstable.

C. **On the Outside:** If this area is a strength for them and they feel stable.

It may be useful to take into account the following description of the characteristics of each parameter.

THE TIME AXIS (5 parameters):

1. Family History

A: Lack of identity and reference points; material and emotional insecurity.

B: Early responsibilities or family concerns that hinder availability for learning.

C: No difficulties, though sometimes overprotection may limit the desire to learn

2. Educational Background

A: Little to no ability to read or write; labeled as "feeble-minded" with very low self-esteem.

B: Partial skills in basic subjects; irregular schooling or failure leading to a lack of self-confidence.

C: Skills were acquired but lost due to non-use; discomfort is often expressed verbally.

3. Social and professional integration background

A: No professional experience; living in the moment with an inability to plan ahead.

B: Work through social employment measures; difficulty accessing autonomy due to precarious situations.

C: Professional experience in companies; possesses social reference points that structure the personality.

4. Training request

A: Request not formulated (shame and low self-esteem prevent the request from being formulated, sometimes the request is institutional, e.g. the Active Solidarity Income contract).

B: Request made with a mediator (the person has an implicit request).

C: Request made explicitly (relatively rare)

5. Training project

A: Linked to daily life and basic autonomy (e.g., "no longer being ashamed").

B: Reference to the school system for "refresher training" (e.g., "help children").

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C: References to a professional project or vocational training (e.g., "preparation for driving license")

THE KNOWLEDGE AXIS (1 parameter):

6. The Knowledge parameter is split into 10: from 6.1 to 6.5 are on this axis

6.1 Know-how and the workarounds: A: Uses workarounds; B: Uses workarounds and know-how; C: Utilizes expertise.

6.2 Oral communication

A: Disorganized sentences; B: Simple, short sentences; C: Complex sentences

6.3 Reading

A: No reading or survival words; B: Reads daily sentences slowly; C: Understands simple texts

6.4 Writing

A: No writing/copying only; B: Simple sentences with many errors; C: Transcription of spoken word

6.5 Numeracy / Maths

A: Counting without base 10; B: Masters addition/multiplication and problem solving; C: Masters subtraction/division and conversions

THE PSYCHO-AFFECTIVE AND COGNITIVE AXIS (3 parameters)

6. The Knowledge parameter is split into 10: from 6.6 to 6.10 are on this axis

6.6 Space

A: Basic reference points (top/bottom); B: Mastery of sheet space/maps; C: Advanced landmarks

6.7 Time

A: Immediate time (current date); B: Chronology and calendars; C: Projection into the future

6.8 Reasoning

A: Immediate focus; B: Classification by one criterion; C: Classification by several criteria/deduction

6.9 Memory

A: Sensory; B: Short-term; C: Long-term

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6.10 Attention

A: Short span; B: Short periods; C: Sustained mobilization

7. Distortion or adequacy of knowledge/project

A: Significant distortion (strong devaluation or over-valuation).

B: Lesser distortion (false perception of achievements).

C: Suitability.

8. Relationship with oneself and relationship with others (1 parameter split into 2)

8.1 Relationship with oneself

A: Very negative image/shame; B: Lack of self-confidence; C: Embarrassment but confident in ability to learn

8.2 Relationship with others

A: Withdrawal/no communication; B: Communication limited to a restricted network; C: Integration of the "unknown"

THE ENVIRONMENT AXIS (6 parameters):

9. Financial resources

A: Without resources.

B: Precarious resources.

C: Regular resources

10. Work

A: No work or undeclared/illegal work.

B: Labour via social employment measures.

C: Regular work

11. Housing

A: Rough sleeping, squatting, or emergency housing.

B: Reintegration centers, institutions, or substandard housing.

C: Stable housing

12. Family

A: No family ties or relationship breakdown.

B: Single-parent family.

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C: Family life with dependent children

13. Health

A: Poor health or substance dependence; lack of awareness of problems.

B: Specific problems (sight, hearing, dyslexia).

C: Good health.

14. Mobility

A: No use of transport.

B: Use of at least one known means of transport (bike, bus).

C: Use of individual transport requiring a license; organized travel

PART 4 – THE BIGGER PICTURE

Once the chips are placed, look at the “Green” and “Red” zones:

What is the area where you feel the strongest? (Your Green Zone).
What is the area that we need to "unlock" first to help you move forward?
Look at your map. Which "Red chip" in the centre is the heaviest? What can we do together to move it just a little bit toward the middle?

Tips for the trainer / career guidance counsellor:

Note the learner’s reaction when seeing the chips concentrated in the centre or the edge, when they realise, they have more “Green” than they thought.

Identify the "Strategic Strength" to use as a lever for the first training steps (the one that will help the learner regain confidence)

Notes on the activity by the trainer / career guidance counsellor (optional)

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The Speed boat metaphor

Description	The Speed boat is a visual coaching method that uses a marine metaphor to help a learner envision their future and build a concrete action plan. In this exercise, the learner is not just a participant; they are the Captain of the Boat. By drawing their situation, the learner externalizes their thoughts: goals become "Islands," strengths become "Wind," and problems/obstacles become "Anchors." This visual approach makes abstract feelings tangible and manageable, allowing the learner to reflect on their current situation and navigate toward a chosen destination, to proactively manage obstacles and to identify a goal for the future. It helps learners reconnect with their deep motivations by answering the question: Why am I sailing toward this specific island?"
Reference to the agency Area	Imagination and future orientation / Learning to learn and adaptation
Setting	Individual / Small group It can be adapted for groups with multiple facilitators/trainers or used in one-on-one training. But one-on-one allows for a deep, personal dialogue between the trainer and the learner.
Tool implementation phase	At the beginning or during the pathway. It typically follows the initial diagnosis phase to move the learner from reflection to action planning or it is ideal for initiating movement when a learner feels stuck or uncertain about their next steps.
Estimated duration	1.5 – 2 hours
Objectives	- To envision the future: help the learner step out of their current "fog" and visualize a clear, motivating goal (The Dream Island). - To analyse the current situation: use the metaphor to identify what is currently helping (Sails) and what is currently hindering (Anchors) the journey.

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	- To trigger movement: transform a static state of "being stuck" into a dynamic state of "sailing" by breaking down a large goal into small, reachable steps (Intermediate Islands). - To foster agency and ownership: shift the learner's mindset from being a "subject" of their problems to being the "Captain" who makes decisions and steers the ship. - To build resilience: anticipate future risks (Sharks) and prepare "Plan B" strategies, ensuring the learner feels prepared for challenges. - To help learners recognize and differentiate the components of a personalised action plan. - To objectify obstacles by externalizing them (the "anchors"). - To boost motivation by visualising the "Dream Island" and creating manageable "Intermediate Islands"/ports (milestones).
Expected output / result	- A Personalized Roadmap (the drawing) that the learner keeps. It serves as a visual contract and a reminder of their strengths, their support system (the Crew), and their immediate next steps for a clear final destination. - Clarification of Goals: the transition from a vague desire to a clear, achievable "Dream Island" with defined milestones (Intermediate Islands). - Restoration of Agency: a measurable shift in the learner's posture, moving from a passive state ("I am stuck") to an active role as the "Captain" of their own journey. - Commitment to Action: a specific agreement on the "First Step" to be taken within the next week, ensuring that the tool leads to immediate real-life movement. - Increased Self-Confidence: recognition of internal "Sails" (strengths) and the "Sun" (past successes) as reliable fuel for the future.
Observation and evaluation focus for	- Ability to describe experiences in a concrete and reflective way

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trainers/guidance professionals	- Level of self-awareness and engagement in the process: Is the learner able to identify internal strengths they hadn't recognised before? - Development of confidence and sense of agency during the exercise - Clarity of purpose: how clearly can the learner describe their island?
Suggestions for effective use of the tool	- Flexibility of supports: this tool can be implemented in various ways depending on the learner's preference and the setting - Use a large blank sheet (A3 or flipchart) and coloured markers to let the learner draw their own boat and environment from scratch. This maximizes ownership. - Provide a pre-printed template (the "Speed boat model") where the learner simply fills in the different sections. - Use post-it notes on a wall where a large Speed boat has been drawn. This allows the learner to physically move their "anchors" or "steps" as the reflection evolves. - The professional is a guide and can guide the conversation, but the learner must hold the pen. If the learner draws it, they own it. The learner knows their life and what they want the best. - Start with the Destination (the dream), then the Sails (strengths), and only then only address the Anchors (obstacles) once the learner feels "empowered" by their resources. To start with the positive builds psychological capital - Break large goals into "Intermediate Islands" to trigger dopamine hits through small victories, this ensures they leave with a sense of "I can do this" - Remind the learner that an anchor is just a weight—it isn't a wall. It can be lifted with the right strategy.

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The Speed Boat metaphor: Mapping your journey

INSTRUCTIONS

Today, we are going to draw a map of your project. This exercise will help you turn your current needs into a clear journey for the future. Imagine that **YOU are the Speed boat/ the Captain** of this boat. We will identify where you want to go, what powers your engine, and what weights we need to lift to get you there. The trainer is your co-pilot to help you see the map clearly. Together, we will look at where you want to go and how to get there.

SETTING THE SCENE : Imagine that you are the Speed boat/ the Captain of this boat. The ocean is the current environment.

Questions to ask:

PART 1 – THE DESTINATION (THE ISLAND): WHERE ARE WE GOING ?

The Dream Island (Your Goal): If everything went perfectly, where would you be in 6 months? (or less/or more : flexible and depending on what you wants)

What would you be doing? Draw/describe this island**.**

PART 2 – WHAT POWERS YOUR BOAT? WHAT MAKES YOU MOVE ?

The Sails and the Wind (Your Strengths): What are you good at? What makes you keep going? These are your internal powers. What are the qualities that help you move forward? Write these inside the sails and in the wind that helps your boat move forwards.

The Crew (Your Support): Who is on the boat with you? Family, friends, or mentors who help you sail. Write their names near the sails.

The Sun: Write down one thing you have already succeeded in doing. This is the light that keeps the journey bright!

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PART 3 – WHAT IS HOLDING YOU BACK? IDENTIFYING THE WEIGHTS

The Anchors (Obstacles): What is stopping you from moving today? (e.g., "No transport," "Lack of confidence"). By naming them, we can decide which anchor to lift first.

The Sharks (Risks): What are you afraid might happen? If a "shark" appears, what is your backup plan (Plan B)?

Strategy: For each anchor, ask "How can we lift this?" (Actionable solutions).

PART 4 – THE JOURNEY : YOUR FIRST STEPS/MAPPING OUT THE ROUTE

Intermediate Islands (The Milestones): The ocean is big. What is the first small island you can reach by next week? This is your first victory. What is the second? Draw these smaller islands between your boat and your goal.

DEBRIEFING PHASE (post-activity):

This is the most important part to ensure the learner leaves with a sense of Agency. The professional asks reflective questions:

- Feeling of Control: "Looking at this map, do you feel more like the Captain of your journey than an hour ago?"
- Prioritization: "Among all these anchors, which one are you going to lift first? What is your very first movement?"
- Plan B: "If a shark appears on your way to the first island, what is your Plan B?"

Tips for the trainer / career guidance counsellor:

Observe the learner's shift from "subject" of their problems to "Captain" of their project

How did the learner react to the metaphor?

Which "anchor" did they decide to lift first?

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Identify if the learner felt more "in control" (Agency) by the end of the session.

Note the learner's energy change when they talk about their "Sails" vs. their "Anchors."

Write down the specific "First Island" the learner committed to reaching.

Observe the shift from "I can't" to "I will."

Notes on the activity by the trainer / career guidance counsellor (optional)

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360° feedback for personal strengths

Description	This tool supports adults in identifying their strengths through a structured combination of self-assessment and external feedback. Participants first reflect on their own competences, then invite people from different areas of their life — family, friends, colleagues or mentors — to identify the strengths they observe. In a follow-up counselling session, the self-image and the external picture are compared and discussed. This dialogical process helps make "invisible" strengths visible, builds confidence, and creates a realistic foundation for active mobilisation and career action.
Reference to the agency Area	Mobilisation and Action
Setting	Individual (1:1 counselling session)
Tool implementation phase	During the pathway / At a moment of transition or decision-making
Estimated duration	Session 1: 30–40 minutes (self-assessment + briefing on external feedback) / Session 2: 45–60 minutes (comparison and reflection)
Objectives	- To support adults in recognising competences they may not see in themselves - To gather concrete external perspectives from trusted people - To build confidence and a realistic self-image as a basis for action - To strengthen agency through the experience of being seen and valued by others
Expected output/result	- A completed self-assessment

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	- Feedback forms collected from at least 3 people from different circles - A shared comparison map discussed with the counsellor - Increased awareness of transferable strengths and readiness to act
Observation and evaluation focus for trainers/guidance experts/practitioners	- Gap or alignment between self-perception and external feedback - Ability to receive positive feedback without dismissing it - Emerging narrative about personal strengths - Level of confidence and engagement in discussing next steps
Suggestions for effective use of the tool	- Explain clearly to the participant how to brief their feedback providers - Encourage diversity in the three circles: at least one person from personal life, one from work or training, one from a different context - In Session 2, use the comparison as a conversation starter, not a scoring exercise - Pay particular attention to strengths that appear in others' feedback but are absent from the self-assessment — these are the "invisible" strengths worth exploring - Combine with the Elevator Pitch or Personal Network Map as follow-up tools

Counsellor's Reference: Skills List with Descriptors

This sheet is for the counsellor's use only. Use it to explain any skill on the list to participants or feedback providers who are unsure what a term means. Do not hand this out — keep it as your working reference during both sessions.

1. **Critical thinking** — Questioning information, not taking things at face value, looking for evidence before forming an opinion.
2. **Problem identification** — Noticing when something is wrong or not working, even before others do.
3. **Analytical thinking** — Breaking a situation down into parts to understand it better.

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4. **Gathering and using information** — Finding relevant information and knowing how to apply it practically.
5. **Connecting and making sense of information** — Seeing links between different pieces of information and drawing conclusions from them.
6. **Looking for improvements** — Always asking "could this be done better?" and acting on it.
7. **Thinking ahead — considering what might happen** — Anticipating the consequences of decisions before taking action.
8. **Idea generation** — Coming up with new ideas regularly and sharing them with others.
9. **Creative thinking** — Finding unexpected or original solutions to problems.
10. **Originality** — Bringing a personal, distinctive approach to work or situations.
11. **Openness to new ideas** — Being genuinely willing to consider perspectives or approaches that are different from one's own.
12. **Taking initiative and starting things** — Not waiting to be told — identifying what needs to be done and doing it.
13. **Active learning** — Actively seeking out new knowledge and skills, not just absorbing what is offered.
14. **Curiosity and love of learning** — Genuine interest in understanding how things work and why.
15. **Independent thinking** — Forming one's own opinions and not simply following the crowd.
16. **Openness to change** — Accepting and adapting when circumstances shift, without excessive resistance.
17. **Flexibility** — Adjusting plans, approaches or behaviours when the situation requires it.
18. **Planning and organisation** — Setting priorities, managing time, and structuring tasks effectively.
19. **Autonomy** — Working independently without needing constant guidance or supervision.
20. **Stress resistance** — Maintaining composure and effectiveness under pressure or in difficult situations.
21. **Determination** — Persisting towards a goal even when things get hard or progress is slow.

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22. **Responsibility** — Taking ownership of one's actions and their consequences.
23. **Managing multiple tasks** — Handling several responsibilities at the same time without losing quality or focus.
24. **Communication** — Expressing ideas clearly and listening actively to others.
25. **Teamwork** — Contributing effectively to a group, supporting others and sharing effort.
26. **Relationship building** — Creating and maintaining positive, trust-based connections with others.
27. **Assertiveness** — Expressing one's needs, opinions and limits clearly and respectfully.
28. **Collegiality** — Being a reliable, cooperative and supportive presence in a work or learning environment.
29. **Compassion** — Showing genuine care and empathy for others' situations and difficulties.
30. **Leadership** — Guiding, supporting and motivating others towards a shared goal.
31. **Negotiation** — Finding mutually acceptable solutions when interests or opinions differ.
32. **Inspiring or motivating others** — Having a positive influence on others' energy, confidence or commitment.
33. **Digital skills** — Using digital tools, devices and platforms effectively in everyday or professional contexts.
34. **Solving difficult problems** — Working through complex or unfamiliar challenges systematically and calmly.
35. **Risk-taking** — Being willing to try new things or make decisions even when the outcome is uncertain.
36. **Always looking to do better** — Continuously reflecting on performance and seeking ways to grow.
37. **Dedication** — Committing fully to a task, role or goal with sustained effort and care.

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DIDACTIVE

360° feedback for personal strengths

PART 1 — How I See Myself

INSTRUCTIONS

This is the first step of a two-part exercise. Before asking others for feedback, take a moment to reflect on how you see yourself. Read through the list of skills below. Mark with a **+** the 5 to 10 skills that you feel describe you well — the ones you recognise in yourself, even if you don't always show them or feel confident about them. If you wish, add a short comment next to any skill explaining why you chose it or where you have shown it.

There are no right or wrong answers. Be as honest as you can — this is for you.

	Skill	Your comment (optional)
☐	Critical thinking	
☐	Problem identification	
☐	Analytical thinking	
☐	Gathering and using information	
☐	Connecting and making sense of information	
☐	Looking for improvements	
☐	Thinking ahead — considering what might happen	
☐	Idea generation	
☐	Creative thinking	
☐	Originality	
☐	Openness to new ideas	
☐	Taking initiative and starting things	
☐	Active learning	
☐	Curiosity and love of learning	

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	Skill	Your comment (optional)
☐	Independent thinking	
☐	Openness to change	
☐	Flexibility	
☐	Planning and organisation	
☐	Autonomy	
☐	Stress resistance	
☐	Determination	
☐	Responsibility	
☐	Managing multiple tasks	
☐	Communication	
☐	Teamwork	
☐	Relationship building	
☐	Assertiveness	
☐	Collegiality	
☐	Compassion	
☐	Leadership	
☐	Negotiation	
☐	Inspiring or motivating others	
☐	Digital skills	
☐	Solving difficult problems	
☐	Risk-taking	
☐	Always looking to do better	

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	Skill	Your comment (optional)
☐	Dedication	

How many did you mark? *(aim for between 5 and 10)*

Is there a skill you feel you have that is not on this list? Write it here:

One skill I marked that surprises me, or that I wouldn't usually say out loud:

WHAT TO DO BEFORE OUR NEXT SESSION

You have just completed your own self-assessment. Now it is time to find out how others see you.

Please give the attached feedback form (part 2) to **at least 3 people who know you well** — and try to choose people from different areas of your life. For example:

- **Someone from your family** — a parent, partner, sibling or other relative
- **A friend** — someone who knows you outside of work or training
- **A colleague or former colleague** — someone who has seen you in a work or training context
- **A mentor, trainer or teacher** — if you have one

The more different the perspectives, the more interesting the picture will be.

A few practical tips:

- You can give them the form in person, send it by message, or email it — whatever works best
- Let them know they can be honest — this is not about being polite, it is about helping you
- Give them a few days to complete it — do not rush them
- Collect all the forms before our next session and bring them with you

How many forms do you need? Aim for **3 to 4 completed forms**. More is welcome, but 3 is enough to see a pattern.

Any questions? Write them down and we will discuss them at the start of our next session.

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Notes on the activity by the trainer / career guidance counsellor (optional)

PART 2 - How other people see me

INSTRUCTIONS

Read the list of skills below. Mark with a **+** the **5–10 skills** that best describe me. If you wish, add a short comment next to a skill to explain why you chose it or in what situation I have shown it.

There are no right or wrong answers. Please be as honest as possible. Thank you for your valuable help in helping me recognize my strengths.

	Skill	Your comment (optional)
☐	Critical thinking	
☐	Problem identification	
☐	Analytical thinking	
☐	Gathering and using information	
☐	Connecting and making sense of information	
☐	Looking for improvements	
☐	Thinking ahead — considering what might happen	
☐	Idea generation	
☐	Creative thinking	
☐	Originality	
☐	Openness to new ideas	
☐	Taking initiative and starting things	
☐	Active learning	
☐	Curiosity and love of learning	

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	Skill	Your comment (optional)
☐	Independent thinking	
☐	Openness to change	
☐	Flexibility	
☐	Planning and organisation	
☐	Autonomy	
☐	Stress resistance	
☐	Determination	
☐	Responsibility	
☐	Managing multiple tasks	
☐	Communication	
☐	Teamwork	
☐	Relationship building	
☐	Assertiveness	
☐	Collegiality	
☐	Compassion	
☐	Leadership	
☐	Negotiation	
☐	Inspiring or motivating others	
☐	Digital skills	
☐	Solving difficult problems	
☐	Risk-taking	
☐	Always looking to do better	

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	Skill	Your comment (optional)
☐	Dedication	

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Elevator pitch for career agency

Description	This tool supports adults in translating their identified strengths into a confident, spoken self-presentation. Building directly on the strengths discovered in the 360° Feedback tool, participants prepare and practise a 60-second introduction of who they are, what they can do, and what they are looking for. Through structured preparation and a role-play activity in a small group setting, learners move from knowing their strengths to actively communicating them — a key step in career mobilisation and agency.
Reference to the agency Area	Mobilisation and Action
Setting	Small group - Class
Tool implementation phase	During the pathway / After the 360° Feedback for Personal Strengths tool
Estimated duration	1 session: 1,5 hours (preparation: 30 min / role-play: 45 min / group debrief: 15 min)
Objectives	- To help adults articulate their strengths and goals clearly and confidently - To practise self-presentation in a safe and supportive environment - To build readiness for real-life encounters with mentors, trainers or employers - To strengthen agency through the experience of being heard and taken seriously
Expected output / result	- A prepared and performed 60-second pitch - Increased confidence in verbal self-presentation - A shared group experience of active self-advocacy
Observation and evaluation focus for trainers/guidance professionals	- Ability to identify and communicate personal strengths verbally - Level of confidence and composure during the role-play

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	- Capacity to adapt the pitch to a specific scenario and audience - Evolution of self-presentation between preparation and performance
Suggestions for effective use of the tool	- Use this tool after the 360° Feedback session, when participants already have their 3–5 identified strengths - Create a safe and non-judgemental group atmosphere before starting — normalise imperfection and nervousness - Encourage participants to speak rather than read — the scaffold is a support, not a script - During the debrief, focus on what worked and what felt different from usual, not on errors - If the group is ready, the activity can be repeated with a different scenario card for additional practice

ELEVATOR PITCH FOR CAREER AGENCY Facilitator Guide

BEFORE THE SESSION

This activity works best when participants have already completed the 360° Feedback for Personal Strengths tool and have their list of 3–5 identified strengths with them. If this is not the case, allow an additional 15–20 minutes at the start for a brief individual reflection on strengths before moving to the preparation scaffold.

Prepare the room so that participants can work individually during the preparation phase and then move into a role-play configuration — ideally pairs or small groups of three, with one person pitching, one playing the mentor role, and one observing.

Print or cut the scenario cards in advance. Each participant draws or is assigned one card immediately before the role-play begins — not during preparation. This is intentional: part of the exercise is adapting on the spot.

SESSION STRUCTURE

Phase 1 — Introduction *(10 minutes)*

Explain the activity in plain terms. Avoid the word "performance" if the group is anxious — use "introduction" or "conversation starter" instead.

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Say something like: *"We all introduce ourselves every day — at a job interview, meeting someone new, asking for help. This exercise gives you a chance to practise doing that in a way that is clear, confident and true to who you are."*

Normalise nervousness explicitly. Tell the group that feeling uncomfortable is part of the exercise, not a sign that something is wrong.

Phase 2 — Individual preparation *(30 minutes)*

Distribute the preparation scaffold. Participants work individually and in silence. Move around the room and offer support to anyone who is stuck — particularly on Step 2 (strengths) or Step 3 (what they are looking for). Use open questions rather than suggestions:

- *What feels most important for this person to know about you?*
- *If you could only say one thing about yourself, what would it be?*
- *What would you like to walk away from this conversation with?*

Do not correct or improve participants' content — the pitch must be theirs.

Phase 3 — Role-play *(45 minutes)*

Distribute the scenario cards. Give participants 2 minutes to read their card and settle into the scenario.

Each participant delivers their pitch to the person playing the mentor role. The observer listens without interrupting. After each pitch, allow 2–3 minutes of informal reaction within the pair or trio — what landed, what was clear, what they would like to hear more of — before rotating.

CARD 1 🟦 Your scenario

You are at a short meeting arranged by your training centre. The person sitting across from you is **Marina**, a mentor who works with adults returning to the labour market. She volunteers her time to meet people who are looking for a new direction.

Marina has about 60 seconds before her next appointment. She smiles and says: *"So — tell me a little about yourself. Who are you and what are you looking for?"*

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CARD 2 🟩 Your scenario

You are attending a short information session at a local training organisation. At the end, one of the trainers — **Tomás** — comes up to you. He runs courses in your area of interest and sometimes connects participants with local employers.

He seems genuinely curious. He says: *"I don't think we've spoken before. What brings you here — what are you working towards?"*

CARD 3 🟨 Your scenario

You have been invited to a small informal gathering organised by your guidance centre — a few professionals from different sectors have come to meet programme participants. One of them, Elif, works in a field that interests you. She is warm and approachable.

She turns to you and says: *"I always like meeting people at these things. What's your story — what are you good at and where are you hoping to go?"*

CARD 4 🟧 Your scenario

You are having a follow-up meeting with Jan, a trainer who has seen you work during a recent workshop. He noticed something in you and asked to meet again. He wants to understand you better before potentially recommending you for an opportunity.

He leans forward and says: *"I wanted to hear more from you directly. In your own words — what would you say are your greatest strengths, and what kind of opportunity are you ready for?"*

Counsellor note:

Cards 1 and 2 are the most neutral and accessible — use these for participants who are more anxious or less experienced.

Cards 3 and 4 raise the stakes slightly and work well for more confident participants or a second round.

Counsellor's role during role-play:

- Circulate and observe — do not intervene unless a participant is visibly distressed or completely stuck
- Take brief notes on what you notice — confidence, body language, specific strengths mentioned — for use in the debrief

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- If a participant freezes, offer a quiet prompt: *"Start with your name and one thing you are good at. That's enough for now."*

Phase 4 — Group debrief *(15 minutes)*

Bring the group back together. The debrief is not an evaluation — it is a collective reflection on the experience. Use these questions to guide the conversation:

- How did it feel to say your strengths out loud to someone else?
- Was there anything that surprised you — about yourself or about how others responded?
- What was the hardest part? What came more naturally than you expected?
- If you did this again tomorrow — in a real situation — what would you keep? What would you do differently?

Close by acknowledging the effort explicitly. Saying who you are and what you can do, out loud, in front of others, is not a small thing for many participants in this group. Name that.

NOTES FOR SPECIFIC SITUATIONS

- If a participant refuses to perform: Do not push. Offer the option of observing this round and pitching in a one-to-one setting with you afterwards. Never make participation compulsory.
- If the group is very small (2–3 people): You can take the mentor role yourself for participants who do not have a partner. This also gives you direct insight into each pitch for the debrief.
- If the group is confident and wants more: Offer a second round with a different scenario card. Alternatively, invite volunteers to pitch to the whole group rather than in pairs.
- If participants want to keep their preparation scaffold, Encourage this. It can serve as a draft for future use — a job application, a networking message, or the next counselling session.

Elevator pitch for career agency

Individual preparation — Building Your 60 Seconds

INSTRUCTIONS

In a few minutes, you will introduce yourself to someone who can support your career — a mentor, a trainer, or a professional in your field of interest. You have 60 seconds.

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This is not a test. There is no perfect pitch. The goal is simply to say, clearly and confidently: *who you are, what you can do, and what you are looking for.* Use the questions below to prepare what you want to say. Write down a few keywords or short phrases — not a full script. You will speak in your own words.

STEP 1 — WHO AM I? *(One or two sentences about yourself — your background, your experience, your current situation)*

What would you like this person to know about you first?

STEP 2 — WHAT CAN I DO? *(This is where your strengths come in — choose 2 or 3 from your personal strengths list)*

Which strengths do you want to highlight in this conversation? Why these ones?

Can you think of one short example — a moment when you actually showed one of these strengths?

STEP 3 — WHAT AM I LOOKING FOR? *(One clear sentence about your goal, your next step, or what kind of support or opportunity you are seeking)*

What do you want from this conversation or this person?

STEP 4 — PUT IT TOGETHER Now read back what you have written in Steps 1, 2 and 3. Try saying it out loud — once, to yourself.

Does it sound like you? ☐ Yes ☐ Not yet — adjust and try again

Is it under 60 seconds? ☐ Yes ☐ Too long — what can you leave out?

Remember: you are not reading this sheet during the role-play. Use it to prepare, then put it down and speak.

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DIDACTIVE

Personal network map

Description	This tool supports adults in identifying and mapping their existing social capital — the people in their lives who can offer support, information, connections or encouragement on their career path. Through a visual mind map and a structured summary table, participants move from an abstract sense of "who they know" to a concrete, named network they can actively draw on. The tool helps overcome the common belief that "I don't know anyone useful" by making visible the real resources already present in a person's life. It creates a practical foundation for outreach and action, and connects directly to the identification of Key Partners and Channels in the Agency Canvas.
Reference to the agency area	Mobilisation and Action
Setting	Individual (1:1 counselling) / Small group / Class
Tool implementation phase	During the pathway / Before or alongside the Agency Canvas
Estimated duration	1 – 1,15 hour (mapping: 30 min/summary table: 20 min/reflection and debrief: 15 min)
Objectives	- To help adults identify the people in their lives who can support their career path - To map contacts across different life circles and types of support - To move from passive awareness of a network to active and intentional outreach - To build a concrete resource that feeds into career planning and the Agency Canvas
Expected output/result	- A completed visual network map - A summary table of key contacts with connection strength and support type

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	- Increased awareness of available social capital - Identification of gaps and priorities for outreach
Observation and evaluation focus for trainers/guidance experts/practitioners	- Richness and diversity of the network identified - Ability to distinguish between types of support different contacts can offer - Awareness of weak ties as potential sources of opportunity - Readiness to move from mapping to active contact
Suggestions for effective use of the tool	- Introduce the tool by normalising small or patchy networks — the goal is to work with what is there, not to judge what is missing - Encourage participants to include people they have lost touch with — reconnecting is a valid form of outreach - In a group setting, allow participants to share one contact and what they could offer — this often sparks recognition of connections others had forgotten - Use the summary table as a bridge to the Agency Canvas — the Key Partners and Channels sections map directly onto the contacts identified here - Combine with the Elevator Pitch tool to prepare participants for actual outreach conversations

PERSONAL NETWORK MAP Facilitator Guide

BEFORE THE SESSION

This tool works in both individual and group settings, but the preparation differs slightly between the two.

In an individual setting, the mind map becomes a personal and sometimes emotionally significant exercise — participants may realise they feel more isolated than they thought, or conversely, that they have more support around them than they recognised. Be prepared for both reactions and give the mapping phase enough time and quiet.

In a group setting, the mapping phase should still be individual and silent — each person's network is private and not for group discussion unless they choose to share. The debrief, however, can be done collectively and often generates useful

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energy: hearing others name contacts and support types frequently reminds participants of connections they had forgotten or underestimated.

Materials to prepare:

- One A3 landscape mind map sheet per participant
- One A4 summary table per participant
- Pens — and ideally a set of coloured markers or pencils per participant. Colour is not decorative here: participants often spontaneously use it to distinguish circle types, connection strength, or emotional closeness. Do not instruct them to — simply make the option available.

This tool connects directly to the Agency Canvas. If the Agency Canvas session is planned for the same day or the following session, have a copy of the Canvas visible or available so participants can see where their network contacts will land.

SESSION STRUCTURE

Phase 1 — Introduction (10 minutes)

Begin by asking a simple question to the group or individual: "Think of someone who has helped you — in any way, at any point in your life. It could be a small thing. Who comes to mind?". Let them answer briefly — just a name or a word. Do not ask for elaboration yet. This is a warm-up to activate the sense that support exists, before asking them to map it systematically. Then introduce the tool: We are going to map the people around you — not to judge your network or compare it with anyone else's, but to make it visible. Often we have more around us than we realise. And sometimes we see clearly where the gaps are. Both are useful." Avoid framing the exercise as being about "useful contacts" or "networking" — these words can feel alienating or transactional for this group. Use instead: people who know you, people who support you, people who might open a door.

Phase 2 — Mind map (30 minutes)

Distribute the A3 sheets and pens. Give a brief verbal orientation to the four quadrants — Family, Friends, Colleagues, and the open circle they name themselves. Then step back.

Participants work in silence. Your role during this phase is to be present and available, not directive. Move quietly around the room. If someone is stuck, sit beside them and ask gently:

- "Who do you talk to when something is going well?"
- "Is there someone who always believed in you, even if you haven't spoken in a while?"

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- "Who would you call if you needed practical help tomorrow?"

Do not suggest names or categories. The map must reflect their reality, not an ideal version of it. Some participants will fill the page quickly. Others will sit with two or three names and feel discouraged. Normalise both explicitly — a small but honest network is more valuable than a large one that isn't real.

Phase 3 — Summary table *(20 minutes)*

Distribute the A4 summary table. Ask participants to look at their map and choose the contacts that feel most relevant to where they are going — not necessarily the closest people, but the most useful ones for this moment.

Walk them through the columns briefly:

- How strong is this connection?
- How often do you actually speak?
- How comfortable would you feel reaching out?
- What kind of support could they offer?

Emotional means someone who listens and encourages.

Practical means someone who can help with concrete things — transport, childcare, information.

Professional means someone with connections, knowledge or experience in the world of work or training.

The final questions at the bottom of the table are the most important — particularly *"One person I will contact in the next two weeks."* Do not let participants skip this. A name and a method of contact is the minimum output of this tool.

Phase 4 — Reflection and debrief *(15 minutes)*

In an individual setting, use the closing questions on the summary table as the basis for a counselling conversation. Focus especially on:

- Contacts identified as distant but professionally relevant — these are worth reactivating
- Gaps in the network — what type of support is missing and how might it be found?
- The one person they have committed to contacting — make this concrete and time-bound before the session ends

In a group setting, invite volunteers to share one thing they noticed about their network — not names, just observations. Prompt with:

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- *"Did anything surprise you when you looked at your map?"*
- *"Did you find yourself thinking of someone you hadn't thought about in a long time?"*
- *"Is there a type of support you realised you don't have — and that you might need?"*

Close by connecting explicitly to what comes next:

"The people you've identified here are not just contacts. They are part of your resources — your capital. In the next tool, the Agency Canvas, you will use some of these names directly. So keep your map and your table with you."

NOTES FOR SPECIFIC SITUATIONS

- *If a participant says they have no network:* This is common and should be taken seriously, not dismissed. Do not immediately challenge it. Ask instead: *"Is there one person — just one — who knows you exist and wishes you well?"* Almost always, there is. Start there. A network of one is still a network, and mapping it honestly is more useful than a fictional larger one.
- *If a participant becomes emotional:* Mapping relationships can surface feelings of isolation, loss or regret — particularly for participants who have experienced family breakdown, migration, long-term unemployment or social exclusion. Have tissues available. Allow silence. Do not rush to redirect. If the emotion is significant, consider pausing the exercise and returning to it in a follow-up session.
- *If a participant's network is very rich and dense:* This is an opportunity, not a problem. Help them prioritise — not everyone on the map needs to be in the summary table. Ask: *"If you could only activate three of these people right now, which three would have the most impact on where you want to go?"*
- *If working in a group and participants start comparing maps:* Redirect gently but clearly. Each map reflects a unique life. Comparison is not the point — and can be actively harmful for participants with smaller networks.

Personal Network Map

My Network — Who Is Around Me?

Page layout description for design/formatting purposes: A3 page, landscape orientation. Light warm white background. No borders, no table, no grid, no lines.

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Centre of the page, slightly left of middle to allow more expansion space on the right: a circle, approximately 3–4 cm in diameter, containing the word **ME** *(or a blank line for the participant's name). Four labels placed generously in the four quadrants of the page — not in boxes, not framed, just floating text in a bold, friendly font, large enough to orient without dominating:*

- *Top left:* **Family**
- *Top right:* **Friends**
- *Bottom left:* **Colleagues**
- *Bottom right:* _____ *(your circle — name it yourself)*

At the very top of the page, centred, a single instruction in small italics:

Write the names of people you know in the area where they belong. Draw lines connecting them to you — or to each other. Add as many names as you like. Use colours if you want. This page is yours. Everything else is white space. No other elements on the page.

Summary Table — Looking Closer at My Network

INSTRUCTIONS

Look at your mind map. Choose the people who stand out — the ones who feel most relevant to where you are going, or who could support you in some way. For each one, fill in a row in the table below.

You do not need to fill in every column for every person. Work with what you know.

Name	Circle	How strong is this connection?	What kind of support could they offer?	Have I been in touch recently?
	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while
	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while

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Name	Circle	How strong is this connection?	What kind of support could they offer?	Have I been in touch recently?
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	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while
	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while
	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while
	family / friends / colleagues / other	close / occasional / distant	emotional / practical / professional	yes / no / not for a while

NOW LOOK AT YOUR TABLE AND REFLECT:

Which contact feels like the most important one to reach out to right now, and why?

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Is there anyone on your map you have lost touch with but would like to reconnect with?

Is there a type of support that seems missing from your network? ***(for example: no one with professional connections in your field, no one who can offer practical help)***

BEFORE YOU LEAVE THIS SESSION:

One person I will contact in the next two weeks:

How I will contact them *(in person / by phone / by message)*:

Keep this table and your mind map. You will use them in the next tool — the Agency Canvas.

Notes on the activity by the trainer / career guidance counsellor (optional)

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Agency Canvas

Description	The Agency Canvas is a one-page visual planning tool adapted from the Business Model Canvas (CC BY-SA 3.0). It supports adults in mapping their professional situation, strengths, goals and resources onto a single structured page — translating reflection into a concrete, actionable plan. Each of the nine blocks connects to a different dimension of career agency, and several blocks link directly to outputs from previous tools: the 360° Feedback, the Elevator Pitch and the Personal Network Map. The canvas is not a finished product — it is a living document, meant to be revisited, adjusted and built on over time.
Reference to the agency area	Mobilisation and Action
Setting	Individual (1:1 counselling) / Small group / Class
Tool implementation phase	During the pathway / After the 360° Feedback, Elevator Pitch and Personal Network Map tools / At a moment of transition or decision-making
Estimated duration	1,5 – 2 hours (introduction: 15 min / individual completion: 45–60 min / counsellor discussion or group debrief: 30 min)
Objectives	- To support adults in bringing together their strengths, goals, resources and network into a single coherent plan - To move from fragmented reflection to integrated, visible action - To strengthen agency by making the participant the author of their own professional strategy - To create a concrete and revisable reference document for ongoing guidance work
Expected output / result	- A completed or partially completed Agency Canvas

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	- A clearer and more integrated picture of goals, resources and next steps - Identification of gaps and priorities for action - A document the participant can return to, revise and build on
Observation and evaluation focus for trainers/guidance experts/practitioners	- Coherence between the different blocks — do the goal, resources and steps align? - Ability to translate previous tool outputs into the canvas - Realism of the goal and next steps - Level of ownership and engagement in the planning process - Blocks that remain empty or vague — these signal areas needing further counselling work
Suggestions for effective use of the tool	- Ask participants to bring their outputs from the 360° Feedback, Elevator Pitch and Personal Network Map to the session - Introduce the canvas as a map, not a test — there are no wrong answers and no block needs to be perfect - Start with block 7 (My Goal) — everything else on the canvas either feeds into it or flows from it - Use the counsellor's question guide to probe and deepen each block during the discussion - Treat empty or vague blocks as conversation starters, not failures / - - Encourage participants to keep the canvas visible — on a wall, in a notebook — and to return to it as things change

AGENCY CANVAS Facilitator Guide

BEFORE THE SESSION

The Agency Canvas is the culminating tool of the Mobilisation and Action sequence. It works best when participants have already completed at least one of the preceding tools — ideally all three. Before the session, check what each participant has with them:

- Their **strengths list** from the 360° Feedback session *(feeds into What I Have and What I Offer)*

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- Their **preparation scaffold** from the Elevator Pitch *(feeds into What I Offer and How I Connect)*
- Their **network map and summary table** from the Personal Network Map *(feeds into My People)*

If a participant is coming to the canvas without having done the previous tools, allow additional time at the start for a brief verbal warm-up covering: what they are good at, who is around them, and what they are working towards. The canvas can still work as a standalone — but it will require more active counsellor support throughout.

Materials to prepare:

- One A3 landscape canvas sheet per participant
- Pens and coloured markers
- The counsellor's question guide *(this document — keep it with you throughout)*
- Participants' outputs from previous tools *(ask them to bring these)*

Print the canvas on A3 landscape. The visual scale matters — participants need room to write, cross out, revise and add. A4 is too small for this tool.

INTRODUCING THE CANVAS

Before distributing the sheets, take 10–15 minutes to introduce the tool. Do not show the canvas yet — introduce the concept first. Say something like:

"You have done a lot of work over the past sessions — you have identified your strengths, practised presenting yourself, and mapped the people around you. Today we are going to bring all of that together onto one page. Not because everything needs to be perfect or finished — but because seeing the whole picture at once helps you understand where you are, where you want to go, and what you already have to get there."

Then show the canvas and walk through the nine blocks briefly — just the names and one sentence on each. Do not read the questions aloud at this stage. The participant needs to feel the structure before engaging with the detail.

Point out that **My Goal** is at the centre. Explain that everything else on the canvas either leads to it or flows from it — and that is why they will start there.

SESSION STRUCTURE

Phase 1 — My Goal first *(15 minutes)*

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Ask the participant — or the group — to go straight to the central block and write something in it. It does not need to be perfect. It can be a question, a direction, a wish. The goal is to activate the centre before filling in the surrounding blocks.

Use the counsellor questions for this block to help if needed:

- *What is the one thing you are working towards right now?*
- *How will you know when you have reached it?*
- *Is this realistic for you at this moment?*

If a participant cannot identify a goal at all, do not push. Ask them to leave it blank for now and return to it at the end — often the other blocks, once filled in, make the goal visible.

Phase 2 — Individual completion *(45–60 minutes)*

Participants work through the remaining blocks in any order they choose — except My Goal, which is already started. The freedom to move non-linearly is intentional: the canvas is a map, not a form, and participants often find that filling one block unlocks another.

Your role during this phase:

- Circulate and observe
- Sit with participants who are stuck and use the counsellor question guide to prompt — never fill in blocks for them
- Notice which blocks are left empty, heavily crossed out, or filled with very general statements — these are the areas to focus on in Phase 3
- Notice connections and contradictions between blocks — these become the substance of the counselling conversation

Counsellor prompts for common sticking points:

"What I Have feels empty" → Direct them back to their strengths list from the 360° session. Ask: *"What did others say about you that surprised you?"*

"What I Offer feels the same as What I Have" → Ask: *"If an employer looked at your list of skills — what would they be able to do with you? What problem would you solve for them?"*

"My People is empty" → Direct them back to their network map. Ask: *"Is there one person from your map who could help you reach this specific goal?"*

"My Next Steps feels too big or vague" → Ask: *"What is the one thing you could do this week — not this year — that would move you one step closer?"*

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"What I Gain feels obvious or trivial" → Take it seriously. Ask: *"Why does that matter to you? What would change in your daily life?"* The answer often reveals the real motivation behind the goal.

Phase 3 — Counsellor discussion or group debrief *(30 minutes)*

In an **individual setting**, use this phase as a structured counselling conversation. Work through the canvas block by block — but not mechanically. Focus on:

- Coherence: do the blocks tell a consistent story?
- Gaps: which blocks are thin or empty, and what does that signal?
- Connections: are the outputs from previous tools visible in the canvas?
- Next steps: what is the one concrete action the participant commits to before the next session?

In a **group setting**, invite participants to share one block they found easy and one they found difficult. Then open a broader conversation:

- *"Did anything surprise you when you saw it all on one page?"*
- *"Which block felt most important to you?"*
- *"Is there a block where you feel you need more support or more time?"*

Close the session by asking each participant to circle the one block they most want to work on before the next session. This becomes the opening of the next counselling conversation.

THE CANVAS AS A LIVING DOCUMENT

Make clear to participants — and to yourself — that a completed canvas is not the end. It is a snapshot of where someone is at a particular moment. Encourage participants to:

- Keep the canvas somewhere visible
- Return to it when something changes — a new opportunity, a setback, a shift in priorities
- Bring it to future counselling sessions as a reference point

A canvas that has been crossed out, revised and added to is a more valuable document than a pristine one. Revision is evidence of learning and agency — not failure.

COUNSELLOR'S QUESTION GUIDE

Use these questions to deepen each block during the counselling convesation. Do not read them as a list — select and adapt based on the participant's responses.

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1. My People

- Who are the people in your life who support you?
- Who can open a door for you — a contact, a connection, a recommendation?
- Who do you need to meet or reconnect with?
- *(From your Network Map: who are your Key Partners?)*

2. My Next Steps

- What is the first thing you need to do?
- What comes after that?
- What might slow you down — and how will you deal with it?
- By when do you want to take each step?

3. What I Have

- What skills and strengths do you already have? (Look at your strengths list)
- What experience do you bring — from work, training, or everyday life?
- What practical resources do you have — time, tools, qualifications, languages?
- What do others consistently recognise in you?

4. What I Offer

- What can you do for an employer or training provider that others might not?
- What problem can you help solve?
- What would someone gain by choosing you?
- How would you describe your value in one sentence? (Your Elevator Pitch answer)

5. How I Connect

- How will you approach the people or organisations you want to reach?
- What is your first message or move?
- Which channel works best — in person, by phone, online, through someone you know?
- What do you want them to know about you from the very first contact?

6. Where I Want to Go

- What kind of job or opportunity are you looking for?
- What does your ideal workplace look like?

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- What is important to you in a job — flexibility, growth, team, purpose?
- What would you not accept?

7. My Goal *(centre of the canvas)*

- What is the one thing you are working towards right now?
- How will you know when you have reached it?
- Is this goal realistic for you at this moment?
- What is your timeline?

8. What I Put In

- How much time are you ready to invest each week?
- What are you willing to do that might feel uncomfortable or difficult?
- What do you need to give up or change to move forward?
- What is your commitment to yourself?

9. What I Gain

- What will be better in your life when you reach this goal?
- What will you feel? What will change day to day?
- How will you measure your progress along the way?
- What does success look like for you — not for anyone else?

NOTES FOR SPECIFIC SITUATIONS

- If a participant fills the canvas very quickly with superficial answers, slow down. Take one block and go deep — ask why, ask for an example, ask what is behind the answer. A thin canvas completed in 10 minutes is less useful than two blocks explored with genuine depth.
- If a participant becomes overwhelmed by the number of blocks, Cover the canvas except for My Goal and two adjacent blocks. Work on those three only. The rest can wait for a follow-up session. A partial canvas is still a canvas.
- If the canvas reveals a significant gap or crisis — no network, no goal, no resources: Do not try to fill the gap in this session. Name it clearly and compassionately: "It looks like this area is something we need to spend more time on. That is useful to know." Use it as the basis for planning the next session or referral.
- If a participant wants to take the canvas home unfinished, encourage this. Ask them to work on one specific block before the next session and to bring it back. An unfinished canvas taken home is far better than a finished one left in the room.

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<table>
<tr>
<td>My People
Who supports me and can help me move forward?</td>
<td>My Next Steps
What do I need to do to reach my goal?</td>
<td rowspan="2">What I Offer
What are my strengths and what can I bring to a job or training?</td>
<td>How I Connect
How do I approach the people or organisations I want to reach?</td>
<td rowspan="2">Where I Want to Go
What kind of job, workplace or opportunity am I looking for?</td>
</tr>
<tr>
<td rowspan="2"></td>
<td>What I Have
What do I already have that can help me — skills, experience, tools, time?</td>
<td>My Goal
What is the one thing I am working towards right now?</td>
</tr>
<tr>
<td colspan="2">What I Put In
What effort, time or resources am I ready to invest?</td>
<td colspan="3">What I Gain
What will be better in my life when I reach my goal?</td>
</tr>
</table>

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Coping plan development

Description	A structured reflection tool that helps learners identify specific stressors, understand their emotional and physical reactions, and develop concrete coping strategies. It supports proactive planning, strengthens resilience, and increases a learner's sense of control in challenging work or learning situations.
Reference to the agency Area	Self-Regulation and Resilience
Setting	Individual / small group
Tool implementation phase	During the pathway
Estimated duration	1 to 3 hours
Objectives	- To help learners identify recurring stressors in their work or learning environment - To increase awareness of emotional, cognitive, and physical reactions to stress - To support the development of personalised coping strategies - To strengthen resilience and self-management skills - To build confidence in handling conflict, pressure or change
Expected output / result	- A written coping plan outlining stressor → warning signals → coping strategy → implementation → weekly goal - Increased awareness of personal stress patterns and triggers - Clear, realistic strategies for managing pressure and maintaining performance - Improved sense of agency and emotional regulation - A practical tool learners can revisit and update over time

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Observation and evaluation focus for trainers/guidance professionals	- Ability to identify a specific, concrete stressor - Level of self-awareness when describing reactions and patterns - Willingness to explore new coping strategies - Realism and specificity of the chosen strategy and weekly goal - Engagement in the reflection process and development of confidence
Suggestions for effective use of the tool	- Introduce the exercise in a supportive, non-judgemental way, emphasising that stress reactions are normal - Encourage learners to focus on one clear stressor rather than broad or vague situations - Help learners recognise both helpful and unhelpful existing coping behaviours - Guide them toward small, realistic strategies rather than large behavioural changes - Write the coping plan together during the session to ensure clarity and ownership - Review the plan at the beginning of the next session to reinforce learning and adjust strategies

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Coping plan development

PART 1: INTRODUCTION and PREPARATION

Coping Plan Development is a practical tool that helps you prepare for stressful or challenging situations before they happen. Instead of reacting in the moment, you take time to understand what typically triggers stress for you, how your body and emotions respond, and which strategies help you stay calm and effective. By mapping out these elements in advance, you create a personalised plan that supports you in handling pressure, conflict, or unexpected change with more confidence.

This tool is especially useful in work and learning environments where deadlines, misunderstandings or new responsibilities can easily become overwhelming. A coping plan gives you a sense of control and helps you respond in a way that protects your well-being while maintaining your performance. Over time, this strengthens your resilience and supports healthier long-term habits that benefit your personal and professional growth.

It can be helpful to work through this tool in a one-on-one setting with a coach or guidance professional, as this gives you space to talk openly about your experiences and reactions. However, you can also begin on your own and later discuss your plan with someone you trust.

Have a printed worksheet or a blank sheet of paper ready, along with a pen or pencil. The goal is to write down your thoughts clearly so you can return to them whenever you need support. Try to approach the process with honesty and curiosity — the aim is not to judge yourself but to understand what helps you cope well.

PART 2: HOW TO USE IT

Coping Plan Development begins with identifying situations that tend to cause stress or discomfort. These might include tight deadlines, unclear instructions, criticism, conflict with colleagues, unexpected changes, or moments when you feel overwhelmed. Once you have identified these stressors, you reflect on how you usually react. This may include emotional responses such as frustration, anxiety, or insecurity, as well as physical reactions like tension, restlessness, or difficulty concentrating.

After understanding your triggers and reactions, you explore strategies that help you cope more effectively. These strategies can be practical actions — such as taking a short break, organising your tasks, or preparing questions in advance — or emotional strategies, such as grounding techniques, positive self-talk, or

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reaching out for support. Communication strategies can also play an important role, for example asking for clarification, expressing your needs calmly, or setting boundaries.

By writing down your triggers, reactions, and coping strategies, you create a personalised plan that you can use whenever you face a challenging situation. This plan helps you stay grounded, reduce stress, and respond in a way that supports your well-being and your goals.

Step 1 — Identify the Core Stressor

Start by choosing one specific situation that reliably causes stress for you. Think about moments in your week when you feel overwhelmed, tense, or unsure how to respond. Try to be as specific as possible — instead of saying "everything at work stresses me," narrow it down to the exact moment or behaviour that triggers you. Ask yourself: *Which part of this situation is the hardest for me?* This clarity is the foundation of your coping plan.

Step 2 — Explore Your Current Coping Strategies

Before you look for new strategies, take a moment to understand what you already do. Ask yourself: *When this stressor happens, how do I usually react? What helps me, even a little? What makes things worse?* This reflection helps you recognise your existing strengths while also showing where there is room to grow.

Step 3 — Evaluate and Choose a New Strategy

Now explore one or two new strategies that could help you respond more effectively. These might include breathing techniques, reframing your thoughts, asking for clarification, taking a short break, or using grounding exercises. Consider each option and ask yourself: *What would happen if I tried this? Does this feel realistic for me?* Choose the strategy that feels most achievable and supportive.

Step 4 — Define the Implementation

A coping strategy only works when you know exactly how and when to use it. Be specific: *When will I use this strategy? Where will I be? What will I do first? What might get in the way?* Turning a vague intention into a concrete plan makes it much more likely that you will use the strategy when you need it.

Step 5 — Set a Realistic Weekly Goal

Choose one small, measurable goal for the coming week that relates to your chosen strategy. For example: *I will use the breathing technique once before a*

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stressful shift or *When I receive last-minute changes, I will take one slow breath before responding*. A small, achievable goal builds confidence and helps you practise your new strategy.

Step 6 — Write the Plan

Create the coping plan as a written document.

Coping plan template:

My recurring stressor:
My early warning signals (What do I notive in my body, thoughts, or behaviour?):
My chosen coping strategy:
When and where I will use it:
What might get in the way:
My goal for this week:
How it went (filled in next session):

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Step 7 — Review in the Next Session

In your next session — or during your next personal check-in — return to your coping plan. Ask yourself: *Did I have a chance to use my strategy? What happened? What made it easier or harder? What did I learn?* This reflection helps you adjust your plan, strengthen what works, and continue building your resilience.

PART 3 – REFLECION

As you work with your coping plan — and especially when you review it — these questions can help deepen your understanding:

- What do I notice is different when I use my coping strategy, compared to when I don't?
- What does it feel like to have a plan — even before a stressful situation happens?
- Which part of the plan is easiest for me to remember in the moment? Which part is hardest?
- How might this plan need to change as my situation or skills develop?

PART 4 – LEARNING and TRANSFERABILITY

By developing your coping plan, you strengthen important skills that you can use in many areas of your life. You learn to recognise your stress triggers, understand your emotional and physical reactions, and choose strategies that help you stay balanced. These skills are essential for managing pressure, communicating clearly, and maintaining your well-being in demanding situations.

The insights you gain from this tool are highly transferable. Whether you are dealing with workplace conflict, preparing for a job interview, managing deadlines, or navigating personal challenges, your coping plan helps you respond with more clarity and confidence. Over time, you build resilience, reduce anxiety, and develop healthier habits that support your long-term growth — both professionally and personally.

Notes on the activity by the trainer / career guidance counsellor (optional)

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Values based goal setting

Description	Values-Based Goal Setting helps adult learners identify what truly matters to them in their work life and use these values as a foundation for setting meaningful, realistic goals. Instead of following external expectations, learners explore their personal drivers — such as stability, learning, independence, or teamwork — and create goals that align with these values. This increases intrinsic motivation, supports clearer decision-making, and reduces the risk of pursuing goals that do not fit their needs or identity.
Reference to the agency Area	Self-Regulation and Resilience
Setting	Individual / small group / Class
Tool implementation phase	At the beginning and during the pathway
Estimated duration	1 to 3 hours
Objectives	- To help learners identify their core work-related values. - To support learners in formulating goals that are personally meaningful and value-aligned. - To strengthen intrinsic motivation and commitment to follow through. - To improve clarity in career planning, especially during transitions or uncertainty. - To encourage self-reflection and deeper understanding of personal needs and priorities. - To provide a structured method for turning values into concrete, achievable actions.
Expected output / result	- A clear understanding of personal values as internal anchors . Learners identify 2–3 core values that guide their decisions. This strengthens self-regulation because they learn to check their actions against what truly matters to them.

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	- A value-aligned goal that increases intrinsic motivation. The learner formulates a goal that feels meaningful rather than externally imposed. This supports resilience by giving them a stable sense of direction, even when circumstances are stressful. - A SMART + Values goal that builds planning and self-management skills. By translating values into concrete, time-bound actions, learners practice structuring their behaviour, monitoring progress, and adjusting their efforts — all key elements of self-regulation. - A step-by-step action plan that reduces overwhelm. Breaking the goal into small, manageable steps helps learners stay focused, reduces stress, and supports persistence. This strengthens resilience by showing that progress is possible even in small increments. - A personalised obstacle-and-solution map that builds coping capacity. Learners identify potential challenges and prepare strategies in advance. This proactive approach increases emotional resilience and reduces the likelihood of giving up when difficulties arise. - A strengths-based support plan that reinforces confidence and resourcefulness. Learners recognise their own abilities and identify people who can support them. This builds resilience by reminding them they are not alone and have internal and external resources to rely on. - A structured reflection process that enhances self-awareness and adaptive thinking. Through weekly check-ins, learners observe their behaviour, adjust their plan, and learn from setbacks. This strengthens self-regulation and fosters a growth mindset
Observation and evaluation focus for trainers/guidance professionals	- Does the learner understand and articulate their values clearly? Is the chosen goal realistic, specific, and genuinely connected to the learner's values? - Can the learner break the goal into manageable steps? - Does the learner identify obstacles realistically and propose workable solutions?

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	- How confidently and independently does the learner reflect on their strengths? - Does the learner show increased clarity or motivation during the process?
Suggestions for effective use of the tool	- Encourage learners to take their time identifying values before jumping to goals. - Invite learners to discuss examples from their work life to deepen understanding. - Revisit the goal after one or two weeks to check progress and adjust if needed. - Combine the tool with other coaching methods (e.g., strengths mapping, coping plans). - Use printed worksheets to support focus and reduce cognitive overload.

Values based goal setting

PART 1: INTRODUCTION and PREPARATION

This exercise will help you set a goal that truly fits who you are and what matters to you. Instead of choosing goals because others expect them from you, you will explore your personal values and use them as a compass. When your goals match your values, you feel more motivated, more focused, and more confident in your decisions. This approach is especially helpful if you are thinking about a career change, feeling stuck, or wanting more clarity about your next steps.

PART 2: PREPARATION

You will need a printed version of the worksheet and a pen or pencil. Try to approach this exercise with honesty and curiosity. There are no right or wrong answers — only what feels true for you. Work at your own pace and give yourself enough time to reflect.

PART 3: CREATING A GOAL THAT MATCHES YOUR VALUES

Step 1: identify your values

Values show what is important to you in your work life. When your goals match your values, you feel more energy and motivation.

Start by writing down values that are meaningful to you at the workplace. You can also read through the list of values and circle or tick the ones that matter

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most to you and add your own. After that, choose your top two or three values — the ones that feel most essential for your well-being and satisfaction at work.

Then take a moment to write down why each value matters to you. This helps you understand what drives you and what you need in order to feel fulfilled.

List of possible values:

- ☐ Reliability (being someone others can count on)
- ☐ Punctuality
- ☐ Learning new skills
- ☐ Teamwork
- ☐ Respect
- ☐ Helping others
- ☐ Clear communication
- ☐ Stability (steady work, routine)
- ☐ Safety at work
- ☐ Doing good quality work
- ☐ Independence (working on your own)
- ☐ Confidence
- ☐ Problem-solving
- ☐ Being organized
- ☐ Calmness under pressure
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Your top 2–3 values

.....

.....

.....

Why are these values important to you? Write one sentence for each value.

Value 1: .....

Value 2: .....

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Value 3: .....

Step 2: Define your goal

Now think about what you want to achieve in the next weeks or months. Your goal should be realistic and connected to your values.

Write down your goal in a simple sentence. Then reflect on how this goal supports your values. For example, if one of your values is learning new skills, your goal might focus on training or practice.

Next, rewrite your goal using the SMART + Values method. This means your goal should be:

- **S**pecific: What exactly will you do?
- **M**easurable: How will you know you did it?
- **A**chievable: Is it realistic for you right now?
- **R**elevant: How does it match your values?
- **T**ime-bound**:** When will you do it?

This step makes your goal clearer and easier to follow.

Step 3: Break the goal into small steps

Big goals can feel overwhelming. Breaking them into small, concrete steps makes them easier to start and easier to complete.

List the actions you need to take — one small step at a time. Then decide when you will do each step. Setting dates helps you stay committed and gives you a clear plan to follow.

Step 4: Identify obstacles and solutions

Every goal comes with challenges. Thinking about possible obstacles in advance helps you stay prepared.

Write down what might make your goal difficult — for example, time pressure, family responsibilities, low confidence, or stress. Then think about what could help you overcome these challenges. This might include asking for support, planning differently, or using strategies that have helped you in the past.

This step strengthens your resilience and gives you tools to stay on track.

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Step 5: Strengths and Support

You already have strengths that can help you reach your goal. Take a moment to identify them — maybe you are patient, organized, good at problem-solving, or strong in communication.

Also think about who can support you. This could be a coach, trainer, colleague, friend, or family member. Knowing who is in your corner makes the process easier and more motivating.

Step 6: Check Your Progress

After one week, take time to reflect. Notice what went well, what was difficult, and what you learned about yourself. Reflection helps you stay motivated and adjust your plan if needed.

If your goal needs to be changed, that is completely fine. Values-based goal setting is flexible — it grows with you.

PART 4: PERSONAL GOAL PLAN

Finally, bring your values, your goal, your steps, your obstacles and solutions, your support system, and your timeline all together by creating your personal goal plan.

MY PERSONAL GOAL PLAN

My values:

My goal:

My steps:

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

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My obstacles and solutions:

My support:

date: _____

Notes on the activity by the trainer / career guidance counsellor (optional)

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Wheel of life

Description	A reflective coaching tool that helps adults assess key areas of their lives by visually rating their current level of satisfaction. It supports clarity, self-awareness, and goal-setting by highlighting imbalances and priorities.
Reference to the agency Area	Self-Regulation and Resilience
Setting	Individual, small group, class
Tool implementation phase	At the beginning, during and at the end of the pathway to see the progress
Estimated duration	20 Minutes to 40 Minutes
Objectives	- To help adults reflect on different life domains and identify areas of satisfaction and dissatisfaction - To support the recognition of personal strengths, needs, and priorities - To encourage realistic goal-setting and action planning - To increase self-awareness and ownership of the development process
Expected output / result	- A completed Wheel of Life diagram showing satisfaction levels across selected life areas - Clear priorities for improvement and areas requiring attention - Increased awareness of personal balance, resources, and challenges Initial goals or action steps linked to the identified focus areas
Observation and evaluation focus for trainers/guidance professionals	- Level of self-reflection and ability to articulate reasons for ratings - Engagement with the exercise and openness to explore different life domains

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	- Ability to identify realistic priorities and formulate meaningful goals - Signs of increased confidence, clarity, and sense of agency during the discussion
Suggestions for effective use of the tool	- Introduce the exercise in a non-judgemental way, emphasising that there are no “right” or “wrong” experiences - Encourage participants to choose life areas that feel relevant to them - Guide adults who struggle with reflection by asking concrete, experience-based questions - Allow time for discussion and meaning-making after the ratings - Combine the tool with goal-setting worksheets, narrative reflection, or follow-up coaching sessions to deepen the process

Wheel of life

PART 1: PREPARATION

The Wheel of Life is a simple but powerful reflection tool that helps you take a step back and look at the different areas of your life as a whole. It gives you a visual overview of how satisfied you currently feel in each area and helps you understand where things feel balanced and where they may need more attention. Instead of focusing on what you “should” be doing, the Wheel of Life invites you to pause and notice how things truly feel right now.

Each segment of the wheel represents a life area that is important to your well-being — for example, work, health, relationships, learning, finances or personal growth. By rating your satisfaction in each area on a scale from 0 (centre) to 10 (outer edge), you create a picture of your current life balance. When you connect the ratings with a line, the shape of your wheel becomes visible.

The Wheel of Life works best when you use it on paper, so make sure you have a printed template and a pen or pencil. Choose a time when you feel able to think honestly about your current situation. The tool is most effective when used in a

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one-on-one setting with a coach or guidance professional, because this gives you the chance to talk through your thoughts and explore your results in depth. However, the reflection itself is yours — the wheel is a snapshot of how *you* feel right now. The Wheel of Life can also be used in small groups or class settings as a self-reflection tool. Group reflection may be encouraged, but participation must always remain voluntary.

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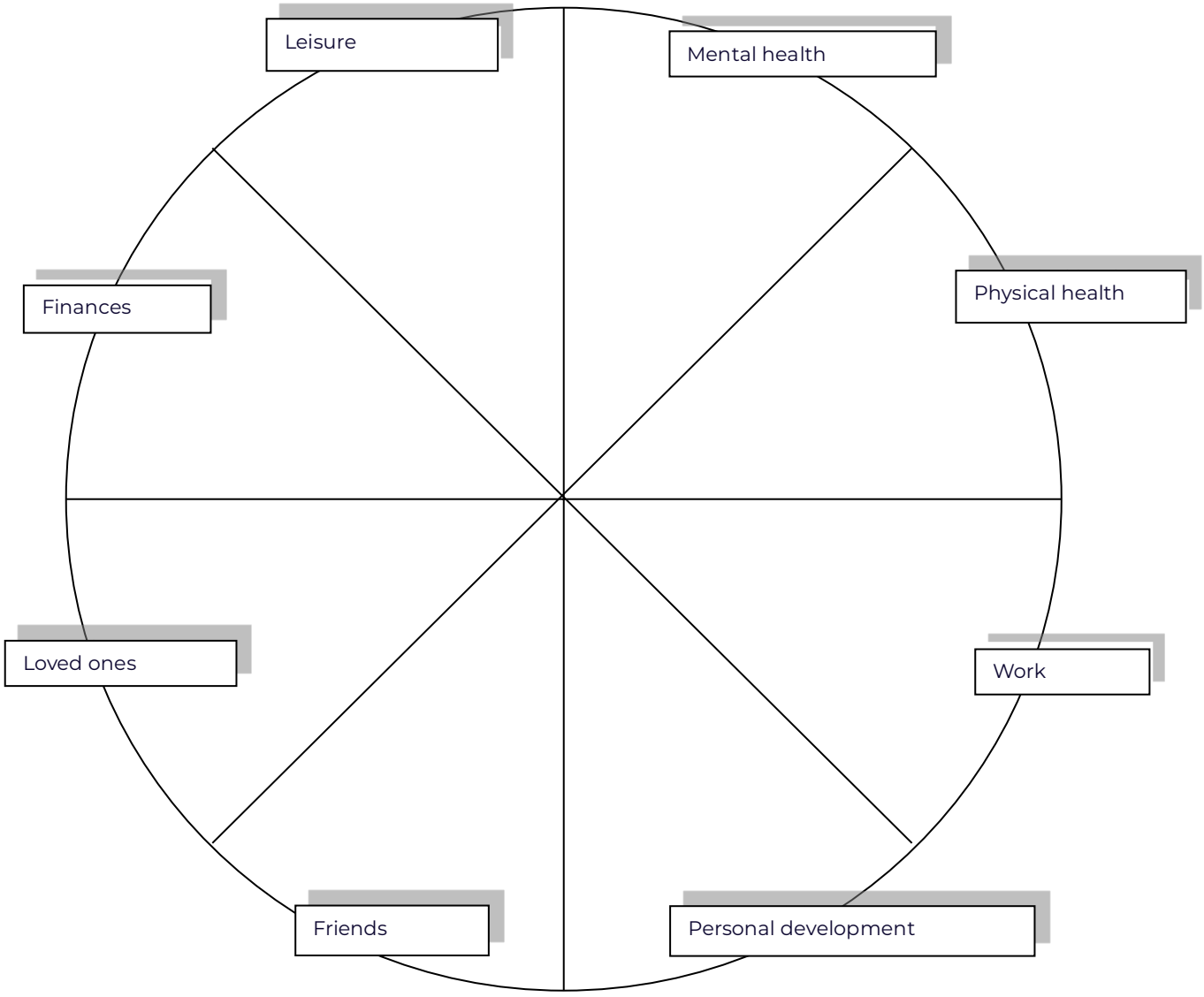
The wheel of life – current situation



Date_____

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PART 2: INSTRUCTION –

How to Use the Wheel of Life

The Wheel of Life helps you look at different areas of your life and understand how satisfied you currently feel in each one. Each segment of the wheel represents a life area — for example, work, health, learning, finances, relationships, or personal growth. You can use the predefined areas or adapt them to what matters most to you.

You rate each area from **0 to 10**, with **0 at the centre** of the wheel and **10 at the outer edge**. The rating should reflect your **current level of satisfaction**, not where you want to be in the future. Once you have placed a score in each segment, you connect the marks with a line. This creates a shape that represents your "wheel."

The shape of the wheel gives you a visual impression of your life balance. A smooth, round wheel suggests that things feel relatively balanced. A jagged or uneven wheel shows where you may be experiencing stress, dissatisfaction, or neglect. The difference between your current score and a higher score — usually between 8 and 10 — helps you see where you might want to make changes. This visual overview makes it easier to identify what needs attention and where small steps could make a meaningful difference.

When and How Often to Use It

You can use the Wheel of Life at different moments, depending on what you need. At the beginning of a coaching or learning process, it helps you understand your starting point and clarify your priorities. During the process, it can help you check in with yourself and notice changes, progress, or new challenges. At the end, it allows you to reflect on what has shifted and what you have achieved.

Because life changes, you can repeat the exercise whenever you feel the need — every few weeks, every few months, or whenever you want to reassess your situation. Using the wheel regularly can help you recognise patterns, track your development, and stay connected to what matters most to you. The goal is not to monitor yourself constantly but to use the tool when it supports your growth.

PART 3: REFLECTION

By working with the Wheel of Life, you strengthen important skills that you can use in many areas of your life. You learn to reflect on your situation honestly, recognise what is working well, and identify where you want to make changes. You also practise setting realistic goals and taking responsibility for your next steps.

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These skills are valuable in your personal life, in your learning journey, and in your career. The wheel helps you understand how different areas of your life influence each other and how small adjustments can improve your overall well-being. Over time, you build confidence in evaluating your own needs and making decisions that support your development. The insights you gain from this tool can guide you far beyond the moment you complete the exercise.

Questions for Rating Each Life Area

- How do I feel in this area of my life right now, and what makes me feel this way?
- Which recent experiences influence my rating?
- What is working well here, and what gives me energy or stability?
- What is missing, difficult, or causing stress in this area?
- What expectations do I have of myself in this area, and are they realistic?

Questions About the Overall Shape of the Wheel

- Which areas stand out as particularly strong or particularly low?
- Does my wheel look balanced or uneven, and how does that make me feel?
- Which areas seem to demand the most attention or energy?
- Are there areas I may have ignored or neglected for a long time?
- What connections do I notice between different areas (e.g., work affecting health)?

PART 4 – TRANSFERABILITY

Questions for Setting Priorities

- Which one to three areas feel most important for me to focus on right now?
- Why are these areas especially relevant at this moment in my life?
- What would change if I improved one of these areas by just one or two points?
- Which area would have the biggest positive impact on my overall well-being?

Questions for Goal-Setting

- What is one realistic step I could take to improve this area?
- What small change could I try immediately?

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- What do I need in order to feel more satisfied here (time, support, knowledge, courage, clarity)?
- What obstacles might I face, and how could I handle them?
- What would an “8 out of 10” look or feel like in this area?

Questions for Personal Growth

- What have I learned about myself while completing the wheel?
- Which strengths do I see in the areas that are going well?
- Which habits or patterns would I like to change?
- How can I support myself in staying committed to my goals?
- Who or what could help me move forward

Notes on the activity by the trainer / career guidance counsellor (optional)

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Competence reconstruction exercise based on a significant episode

Description	This tool helps adults recognise and make explicit their competences through the analysis of significant life, learning and work experiences. By focusing on concrete episodes, it supports the identification of implicit competences, strengthens self-confidence and agency, and promotes reflective awareness as a basis for adaptation and lifelong learning."
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group / Class
Tool implementation phase	At the beginning of the pathway / During the pathway
Estimated duration	1.5 – 2 hours (can be split into shorter sessions)
Objectives	- To support adults in recognising competences developed through life, learning and work experiences - To strengthen self-awareness, self-efficacy and motivation - To rebuild agency after experiences of professional or educational discontinuity
Expected output / result	- A structured description of 2–3 significant episodes - A mapped set of competences (technical, transversal, personal) linked to each episode - Increased awareness of transferable competences
Observation and evaluation focus for trainers/guidance experts/practitioners	- Ability to describe experiences in a concrete and reflective way - Level of self-awareness and engagement in the process

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	- Capacity to link experiences to learning and adaptation - Evolution of confidence and agency during the exercise
Suggestions for effective use of the tool	- Introduce the exercise in a non-judgemental way, emphasising that there are no "right" or "wrong" experiences - Use open and reflective questions to support narration (e.g. What was challenging? What did you learn? What helped you succeed?) - Support participants who struggle to identify competences by helping them translate actions into skills - Integrate the results into subsequent phases of planning and action - Combine the tool with narrative interviews or learning journals for deeper reflection

Competence reconstruction exercise based on a significant episode

INSTRUCTIONS

This exercise will help you recognise and make explicit the competences you have developed through your life, learning and work experiences. Choose **a significant episode** from your past (work-related, learning-related or personal experiences) that you consider meaningful for your professional path. There are no right or wrong answers. Focus on **what you did, how you acted, and what you learned**.

PART 1 – SELECTION OF SIGNIFICANT EPISODES

Title of the episode (e.g. first job, training experience, personal challenge):
Context (work, training, volunteering, personal life, other):
When did it take place?

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Why is this episode significant for you?

PART 2 – DESCRIPTION OF THE EPISODE

What was the situation? Describe what happened and your role.

What tasks or actions did you carry out?

What difficulties or challenges did you face?

How did you deal with them?

PART 3 – COMPETENCE IDENTIFICATION

Based on the episode described, reflect on the competences you used or developed.

Technical / practical competences (e.g. specific skills, tools, procedures, methods)

- .....
- .....
- .....

Transversal competences (e.g. communication, teamwork, problem solving, organisation, adaptability)

- .....
- .....
- .....

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Personal competences (e.g. autonomy, responsibility, perseverance, self-confidence)

- .....
- .....
- .....

PART 4 – LEARNING AND TRANSFERABILITY

What did you learn from this experience?

In which other contexts could these competences be useful?
(e.g. other jobs, training pathways, new professional roles)

PART 5 – SELF-REFLECTION

How has this exercise changed the way you see your competences?

Which competences would you like to further develop?

Notes on the activity by the trainer / career guidance counsellor (optional)

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Flexible SMART Goals Guide

Description	This guide supports adults in defining professional goals that are concrete, realistic and adaptable over time. It translates reflection into action by helping users transform insights about their situation into flexible SMART goals, understood as temporary and revisable orientations rather than rigid targets. The tool promotes continuous learning, experimentation and adjustment, in line with a structured integration of reflection and action.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group / Class
Tool implementation phase	During the pathway
Estimated duration	1.5 – 2 hours
Objectives	- To define short-term, realistic and flexible professional goals - To reduce indecision by focusing on achievable micro-steps - To strengthen sense of control, motivation and agency - To promote learning through action and experimentation
Expected output / result	- One or more flexible SMART professional goals - A short-term action-oriented objective linked to the user's context and resources - Increased clarity about next steps and priorities
Observation and evaluation focus for trainers/guidance experts/practitioners	- Coherence between goals and the user's personal and contextual situation - Ability to translate reflection into actionable steps - Realism and flexibility of the defined goals

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	- Level of engagement and ownership of the goal-setting process - Capacity to revise goals based on feedback and experience
Suggestions for effective use of the tool	- Introduce SMART goals as guiding hypotheses, not final commitments - Emphasise short-term and revisable objectives rather than long-term rigidity - Encourage users to link each goal to a concrete action and a learning opportunity - Integrate goal review moments after action or experimentation - Use the guide together with reflection tools (e.g. competence reconstruction, learning journals)

Flexible SMART Goals Guide

INSTRUCTIONS

This guide helps you define **professional goals** that are concrete, realistic and adaptable. The goals you will define are **not final decisions**, but **temporary and revisable steps** that help you move from reflection to action. Take your time and focus on what is **possible now**, given your situation and context.

PART 1 – STARTING FROM REFLECTION Before defining a goal, reflect briefly on your current situation.

What is your current professional situation? (work, training, unemployment, transition...)
What would you like to improve or change in the short term?
What is one concrete difficulty or challenge you are facing right now?

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PART 2 – DEFINING A FLEXIBLE SMART GOAL

Use the questions below to build your goal step by step.

S – SPECIFIC What exactly do you want to work on or achieve? (Be clear and concrete)

M – MEASURABLE How will you know that you have made progress? (What small sign or result will show it?)

A – ACHIEVABLE Is this goal realistic for you right now? What resources do you already have?

R – RELEVANT Why is this goal important for you at this moment? How does it connect to your situation or future plans?

T – TIME-BOUND (flexible) When would you like to review this goal? (Choose a short and realistic time frame)

PART 3 – FROM GOAL TO ACTION

A goal becomes useful when it leads to action.

What is one small action you can take in the next days or weeks?

When will you do it?

Who or what could support you?

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PART 4 – LEARNING THROUGH ACTION

After taking action, reflect on what you learned.

What did you do?

What worked well?

What was difficult or unexpected?

What did you learn about yourself or your situation?

PART 5 – REVIEW AND ADAPTATION

Goals can change. This is part of learning.

Do you want to:
☐ keep the goal as it is
☐ modify the goal
☐ define a new goal

What would you change or adjust?

Next review date:

Notes on the activity by the trainer / career guidance counsellor (optional)

.....

.....

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Circles of control

Description	This tool supports adults in analysing their professional situation by distinguishing between what is controllable, influenceable and uncontrollable. Through a structured reflection, users become more aware of where they can realistically act, where they can exert influence, and which factors lie outside their control. The tool is designed to intentionally strengthen career adaptability by reducing feelings of powerlessness, supporting realistic agency and promoting adaptive decision-making in changing contexts.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group / Class
Tool implementation phase	At the beginning of the pathway / During the pathway
Estimated duration	1 hour
Objectives	- To strengthen the sense of control and realistic agency - To reduce self-blame and feelings of helplessness - To support adaptive coping with constraints and change - To provide a basis for realistic planning and action
Expected output / result	- A completed “circles of control” map related to the user’s professional situation - Increased clarity about margins of action and influence - Greater awareness of contextual constraints - Identification of realistic areas for action and decision-making

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Observation and evaluation focus for trainers/guidance experts/practitioners	- Level of realism in the analysis of the situation - Reduction of self-blaming or overly individualised interpretations - Engagement and reflective depth during the exercise - Capacity to link the analysis to subsequent planning actions
Suggestions for effective use of the tool	- Introduce the tool as a way to clarify possibilities, not to limit aspirations - Encourage users to focus first on what they can control or influence - Support users who tend to place everything in the "uncontrollable" area through guided questions - Use the results as a starting point for action planning or goal setting - Combine the tool with flexible SMART goals or action plans to translate control into concrete steps

Circles of control

INSTRUCTIONS

This exercise helps you analyse your professional situation by distinguishing between:

> what you can **control**, what you can **influence**, what is **outside your control**.

There are no right or wrong answers. The goal is to better understand **where you can realistically act** and where you need to adapt your strategies.

STEP 1 – DEFINE YOUR CURRENT SITUATION

Briefly describe the professional situation or challenge you are facing:

.....

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STEP 2 – THE CIRCLES OF CONTROL

Write the elements of your situation in the three circles below.

🟢 **INNER CIRCLE – CONTROLLABLE Things you can directly act on or decide**
(e.g. your effort, your behaviour, your learning choices, how you organise your time)

🟡 **MIDDLE CIRCLE – INFLUENCEABLE Things you cannot fully control, but you can influence** *(E.g.: relationships, communication with others, access to information, networking*)

🔴 **OUTER CIRCLE – UNCONTROLLABLE Things you cannot change directly**
(e.g.: labour market conditions, regulations, economic situation, others' decisions)

STEP 3 – REFLECTION

What do you notice when you look at your three circles?

Are there elements you placed in the uncontrollable circle that you might partly influence?

STEP 4 – FROM CONTROL TO ACTION

Choose one element from the CONTROLLABLE or INFLUENCEABLE circle.

What is one small action you could take related to it?

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When could you do it?

STEP 5 – STRENGTHENING ADAPTABILITY

How does this exercise change the way you see your situation?

Which circle do you want to focus on more in the next weeks?

☐ Controllable
☐ Influenceable
☐ Both

Notes on the activity by the trainer / career guidance counsellor (optional)

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Guided context analysis sheets

Description	This tool supports adults in analysing their career choices by systematically exploring the personal, social, economic and institutional context in which these choices take place. Through guided questions and structured sections, users are supported in identifying contextual opportunities, constraints and resources that influence their professional paths. The tool helps avoid individualised and self-blaming interpretations of difficulties, promotes realistic agency, and supports informed and sustainable career decision-making.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group / Class
Tool implementation phase	During the pathway
Estimated duration	1 hour
Objectives	- To identify structural constraints and available opportunities - To distinguish between personal factors and contextual conditions - To reduce self-blame and individualised interpretations of difficulties - To support realistic and informed career decision-making
Expected output / result	- Increased awareness of contextual factors affecting career choices - Clearer distinction between controllable and non-controllable elements - A shared and realistic reading of opportunities and constraints

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Observation and evaluation focus for trainers/guidance experts/practitioners	- Ability to identify and describe contextual factors - Level of realism in analysing opportunities and constraints - Reduction of self-blaming narratives - Capacity to connect personal goals with contextual conditions - Engagement in reflective discussion about context and choices
Suggestions for effective use of the tool	- Introduce the tool as a way to better understand context, not to limit aspirations - Encourage users to consider multiple contextual levels (personal, local, systemic) - Support users who struggle to recognise contextual constraints through examples - Use the completed sheets as a basis for planning realistic actions - Combine the tool with circles of control or flexible SMART goals to move from analysis to action

Guided context analysis sheets

INSTRUCTIONS

This worksheet helps you analyse your career situation by looking at the **context** in which your choices take place. Career choices are influenced not only by personal interests and skills, but also by **social, economic and institutional factors**.

There are no right or wrong answers. The goal is to build a **realistic and shared understanding** of opportunities and constraints.

PART 1 – YOUR CURRENT SITUATION

Briefly describe your current professional situation: (e.g. work, training, unemployment, transition, other)

What kind of change or decision are you currently considering?

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PART 2 – PERSONAL RESOURCES Reflect on the personal elements that may influence your choices.

What skills, competences or experiences do you already have?

What personal strengths can support you in this phase? (e.g. motivation, flexibility, learning ability)

PART 3 – SOCIAL AND RELATIONAL CONTEXT

Who or what supports you in your current situation? (e.g. family, friends, colleagues, services, networks)

Are there social or family responsibilities that affect your choices? (e.g. care duties, time constraints)

PART 4 – LABOUR MARKET AND TRAINING CONTEXT

What opportunities are available in your local labour market or training system?

Are there requirements, barriers or constraints you are facing? (e.g. qualifications, language, recognition of skills, access to courses)

PART 5 – STRUCTURAL AND INSTITUTIONAL FACTORS

Are there rules, policies or conditions that influence your choices? (e.g. contracts, welfare rules, migration status, economic conditions)

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Which of these factors are outside your control?

PART 6 – REFLECTION ON CHOICES

Looking at the context, which options seem realistic at this moment?

Which options may need more time, support or preparation?

PART 7 – LINKING CONTEXT AND ACTION

What is one small and realistic step you could take, considering your context?

Who or what could support you in this step?

Notes on the activity by the trainer / career guidance counsellor (optional)

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Learning scenario

Description	A learning scenario is a realistic situation, inspired by real life, that engages a person in a meaningful problem or decision. It is used to stimulate reflection, active participation and self-awareness. Learning scenarios can help adults reflect on the coping strategies they use when dealing with a problem or making a decision and/or support them in clarifying possible professional or learning pathways.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group
Tool implementation phase	During the pathway (in particular in moments of transition, uncertainty or decision-making)
Estimated duration	At least 1 hour (including debriefing) for an individual setting At least 2 hours (including debriefing) for a group setting
Objectives	- Develop awareness of resources, difficulties and learning outcomes acquired. - Explore difficulties and resources - Encourage experience-based narration and reflection on one's own way of dealing with problems and decisions.
Expected output / result	A narrative (oral or written) of the situation from the adult's perspective.
Observation and evaluation focus for trainers/guidance experts/practitioners	- Awareness and ability to describe difficulties, resources and margins of choice; - Awareness of one's own way of dealing with change; - Attitude towards change, action and decision-making.

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Suggestions for effective use of the tool	- Read and present the scenario, helping the participant(s) enter the situation by clearly explaining the objectives and tasks of the exercise. - To support narration (especially in individual setting), you may use images that evoke specific emotional states. - During the activity, avoid judgements or corrections. - The debriefing aims to connect scenario → experience → real life, avoiding judgement and supporting meaning-making. - During the debriefing: value even partial or uncertain responses, support the adult (if necessary) in being concrete, and always bring the discussion back to the participants' real life.

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Learning scenario

STEP 1 - SCENARIO 1 (individual setting)

And now? What should I do?

Marco is 45 years old and has just completed a basic training course in gardening and green area maintenance. He took part in the course with commitment, but he is not sure he has learned "enough". Some parts of the course, especially the more theoretical aspects, felt difficult to him, and at times he was afraid he was not up to the task.

At the end of the course, Marco is facing a choice: to try to look for a job, to continue training, or to stop because he feels insecure.

In the meantime, he had a meeting with a professional counsellor, who suggested the possibility of starting a traineeship in a floriculture company. Marco feels uncertain about this opportunity because it is not clear to him what he can really rely on: what he has actually learned, what he can do better than before, and what could be a realistic next step for him.

Instructions for the learner

Imagine you are Marco. Read the situation carefully and reflect on: his main difficulties; the resources he can rely on (skills, experiences, people or services that could support him). You may help yourself by writing down some keywords.

Then consider the possible options (e.g. looking for a job, continuing training, stopping for a while, accepting the traineeship) and, for each option, identify: strengths (what could work); weaknesses (what could be difficult or risky).

Finally, choose the decision that seems most effective and realistic to you and describe it, explaining why you consider it the best choice.

STEP 1 - SCENARIO 2 (small group setting)

What about our future at work?

Anna (41), Sara (38), Luca (46) and Paolo (50) have been working for several years in a textile manufacturing company that produces fabrics for the national market. In recent months, the company has started a major reorganisation of its production process: new digital machines have been introduced, some work phases have been automated, and traditional tasks are changing.

The working climate has become difficult. Communication from management is unclear, rumours are circulating about possible changes in roles and shifts, and many workers feel under pressure. In particular, there is concern about the

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increasing demand for new technical and digital skills. The four colleagues experience this phase in different ways:

- Anna thinks she should update her skills, but she does not know which ones or how to do it;
- Sara is considering looking for another job, even though she is afraid she may not find alternatives;
- Luca would like to stay in the company, but he is afraid he will not be able to adapt to the new machines;
- Paolo is unsure whether to wait and see what happens or to start taking action immediately.

All four need to reflect on how to face change and make a decision about their professional future in a context of uncertainty.

Instructions for the learners

Read the scenario together and clarify the context. Each participant chooses one of the characters and tries to put themselves in that person's situation.

Discuss within the group how each character experiences the change, which difficulties they face and which resources they could activate. Identify, for each character, a possible decision and a small, realistic step to take.

Prepare to share your reflections during the final discussion.

STEP 2: A SCHEME FOR THE DEBRIEFING

Reflection on the experience	How did you feel (or how did you feel as a group) when stepping into the role of the character(s)? Which emotions, thoughts or reactions stood out the most?
Connection with real life	Does this situation remind you of something you have already experienced in your work, training or everyday life? In what ways do the changes described in the scenario resemble real changes you are facing or might face?
Change and awareness	What did this situation help you realise about the way you deal with change and uncertainty? Which competences, personal resources or external supports emerged as important?

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Adaptation and decision-making	Which strategies did (or could) the character(s) use to adapt to the situation? Which of these strategies seem most realistic or sustainable in real life?
Future orientation	If you were in a similar situation, what would you do differently today compared to the past? What is one small, concrete step you could take to prepare for possible future changes?

Notes on the activity by the trainer / career guidance counsellor (optional)

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Checklist for the evaluation of a learning/experience path

Description	The checklist is a tool designed to support counselling sessions and aims to: - promote the recognition of learning outcomes acquired at the end of a training pathway or learning experience; - make visible knowledge, technical skills and soft skills, including those that are not formally certified; - support users' awareness of their own resources; - facilitate reflection oriented towards the possible future use of acquired learning. The tool is conceived as a reflective and dialogical device.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual / Small group
Tool implementation phase	At the end of a training pathway or learning experience. During a transition phase towards employment, traineeship or further education/training.
Estimated duration	At least 30–40 minutes for completing the checklist. Overall, no less than 1 hour for sharing and discussion with the counsellor.
Objectives	- Recognise what has been learned (knowing, doing, coping) and give value to competences acquired in non-formal and informal contexts; - Strengthen confidence and the perception of competence; - Connect learning outcomes with possible future uses and facilitate the definition of next steps.

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Expected output / result	- Increased awareness of acquired learning outcomes and transferable competences; - Amore positive and realistic narrative of the training pathway; - Shared identification of one or more possible next steps; - Strengthening of agency and motivation.
Observation and evaluation focus for trainers/guidance experts/practitioners	The adult's ability to describe what he/she has learned through concrete examples; the level of confidence in talking about themselves; the ability to connect the training experience with possible contexts of use, identifying any blocks or self-devaluation while recognising resources and strengths.
Suggestions for effective use of the tool	- Use the checklist as a basis for conversation; - Always invite the user to provide concrete examples; - Use paraphrasing and reformulation to support dialogue; - Integrate the checklist with competence balance tools, action plans and context analysis tools; - Use the tool to open up possibilities, not to close them.

Checklist for the evaluation of a learning/experience path

This checklist is designed to help you reflect on what you have learned during your training pathway. It is a tool to be used together with the counsellor to recognise and value the competences you have acquired and to understand how they may be useful in the future.

For each statement, select the answer that best represents you:

✓ Yes 🔁 Partly ⏳ Not yet

You may add examples or comments whenever you wish.

1. What I have learned (technical competences)

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	Yes	Partly	Not yet
I have acquired new knowledge and information related to the training pathway / I have learned new concepts through this experience			
I can carry out some activities that I was not able to do before			
I can use tools, methods or procedures that I did not know before			
I better understand how this type of job or sector works			
I am able to connect what I study with practical situations			

Examples of things I am able to do today:

.....

.....

2. Practical use of what I have learned

	Yes	Partly	Not yet
I am able to use what I have learned in concrete situations			
When I face a specific problem, I now know how to intervene			
When I do not know how to do something, I can understand what I need to learn			
When I do not know how to do something, I know where to look for what I need			

Situations in which I have applied what I have learned:

.....

.....

3. How I learn

	Yes	Partly	Not yet
I feel more capable of learning new things			

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	Yes	Partly	Not yet
I can recognise my strengths and difficulties in learning			
I do not get stuck / discouraged immediately when facing difficulties			
I have understood what helps me learn better			

What helps me learn better:

.....

.....

4. Relationships and communication

	Yes	Partly	Not yet
I am able to listen more / better to what other people say			
I am able to explain better what I do or think			
I am able to work with others			
I ask for help when I need it			

Describe an episode that made you think you have improved your communication and relational skills:

.....

.....

5. Confidence and personal resources

	Yes	Partly	Not yet
I have more confidence in my abilities			
I deal better with problems and unexpected situations			
I feel more autonomous			
I feel more ready to face new experiences			

Describe an episode in which you felt you strengthened your personal resources:

.....

.....

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6. Looking ahead (with the counsellor)

	Yes	Partly	Not yet
I have a clearer idea of what I could do after this pathway / experience			
I am able to distinguish what depends on me (what is my responsibility) and what depends on the context			
I am clearer about my competences			
I am clearer about my strengths			
I am clearer about the resources (personal, social, economic or organisational) that I can activate to pursue my goals			

My next step (training, work, experience):

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Learning diaries

Description	Learning Diaries are reflective tools that support adults in recognising, documenting and giving meaning to what they have learned during a learning experience, traineeship or internship. By encouraging regular reflection on activities, difficulties, achievements and learning outcomes, the diary helps make learning visible, strengthens awareness of competences acquired (formal, non-formal and informal), and supports learning to learn.
Reference to the agency Area	Learning to learn and Adaptation
Setting	Individual
Tool implementation phase	During a learning experience or traineeship
Estimated duration	10–15 minutes per entry (used regularly throughout the experience)
Objectives	- To support adults in reflecting on what they have learned - To make learning outcomes visible, including informal and experiential learning - To strengthen awareness of competences, progress and difficulties - To promote metacognitive skills and learning to learn - To reinforce agency and motivation through reflection on experience
Expected output / result	- Increased awareness of acquired knowledge, skills and personal resources - Clearer links between activities carried out and learning outcomes

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	- A reflective basis for guidance, evaluation and planning next steps
Observation and evaluation focus for trainers/guidance experts/practitioners	- Ability to describe learning experiences using concrete examples - Awareness of learning processes and outcomes - Evolution of confidence and motivation over time - Capacity to reflect on difficulties and strategies used to overcome them - Ability to connect learning experiences with future goals
Suggestions for effective use of the tool	- Introduce the diary as a reflective tool, not as an assessment task - Encourage short, regular entries rather than long, occasional reflections - Use guiding questions to support users with low writing confidence - Integrate diary reflections into counselling or feedback sessions. Use the diary as a basis for recognising competences and planning future learning or work experiences

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DIDACTIVE

Learning diaries

INSTRUCTIONS

This learning diary helps you reflect on what you are learning during a learning experience, traineeship or internship. There are no right or wrong answers. The goal is to:

- make your learning visible,
- recognise new skills and knowledge,
- understand how you learn,
- connect what you learn today with your future.

You can complete this diary **regularly** (e.g. once a week or after a significant activity).

PART 1 – BASIC INFORMATION

Name: .....

Training / traineeship / internship: .....

Organisation / workplace: .....

Date: .....

PART 2 – WHAT DID I DO?

Describe the activities or tasks you carried out today / this week:

PART 3 – WHAT DID I LEARN?

What new things did you learn or understand? (knowledge, skills, procedures, ways of working)

Did you learn something new about yourself?

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PART 4 – DIFFICULTIES AND STRATEGIES

What was difficult or challenging?

How did you deal with these difficulties? (Who helped you? What strategy did you use?)

What kind of resources (personal/social) did you activate to face these difficulties?

Futher comments

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DIDACTIVE

Interview guide for reflecting on learning and work experiences

Description	This tool is a structured discussion guide designed to support guidance practitioners in facilitating reflective conversations with adults after a training experience, traineeship or internship. Through guided questions, the professional helps the individual analyse the experience, recognise learning outcomes (formal, non-formal and informal), reflect on difficulties and resources, and connect the experience to future learning or work pathways.
Reference to the agency area	Learning to learn and Adaptation
Setting	Individual guidance session, Small group reflection session
Tool implementation phase	At the end of a training experience, traineeship or internship
Estimated duration	0,30 hour
Objectives	- To support adults in reflecting on their learning and work-based experiences - To make learning outcomes visible and meaningful - To strengthen awareness of competences, resources and progress - To promote learning to learn and reflective thinking - To support the definition of realistic next steps in learning or employment
Expected output / result	- A shared and structured reflection on the experience - Increased awareness of what has been learned and developed

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	- Clearer links between experience, competences and future goals - Identification of possible next steps for learning or work
Observation and evaluation focus for trainers/guidance experts/practitioners	- Ability to describe the experience using concrete examples - Awareness of learning outcomes and learning processes - Capacity to reflect on difficulties and strategies used - Level of engagement and agency in discussing future perspectives - Ability to connect experience with realistic future options
Suggestions for effective use of the tool	Use the questions flexibly, adapting them to the person's profile and language level Encourage narration and concrete examples rather than abstract answers Avoid evaluative or judgemental formulations Integrate the discussion with learning diaries or checklists Use the discussion as a bridge between experience and future planning

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Interview guide for reflecting on learning and work experiences

PURPOSE OF THE GUIDE

This discussion guide supports career counsellor in conducting reflective interviews with adults after a **training experience, traineeship or internship**.

The questions are designed to:

- help adults analyse their experience,
- recognise what they have learned (knowledge, skills, personal resources),
- strengthen awareness and agency,
- connect the experience to future learning or work pathways.

SECTION 1 – OPENING AND NARRATIVE RECONSTRUCTION

(Aim: create a safe space and reconstruct the experience)

- Can you briefly describe the training / traineeship / internship experience?
- What kind of activities or tasks did you mainly carry out?
- Which moments or situations stand out to you the most?

SECTION 2 – LEARNING OUTCOMES AND COMPETENCES

(Aim: make learning visible, including informal learning)

- What do you think you have learned from this experience?
- What new knowledge or skills did you acquire?
- Did you discover or strengthen any abilities you were not fully aware of before?
- Are there things you are now able to do that you could not do before?

SECTION 3 – DIFFICULTIES, RESOURCES AND STRATEGIES

(Aim: support reflective learning and coping strategies)

- What did you find difficult or challenging during this experience?
- How did you deal with these difficulties?
- Who or what helped you overcome challenges?
- What personal qualities or resources did you use?

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SECTION 4 – LEARNING TO LEARN AND SELF-AWARENESS

(Aim: strengthen metacognitive awareness)

- What helped you learn better during this experience?
- How do you usually learn best: by doing, observing, asking questions, practicing?
- Did this experience change the way you see yourself as a learner?

SECTION 5 – MEANING AND MOTIVATION

(Aim: connect learning to personal meaning and motivation)

- What meaning does this experience have for you today?
- Did it confirm or change your interests or expectations?
- How has it influenced your motivation to continue learning or working?

SECTION 6 – LOOKING AHEAD: FUTURE LEARNING AND WORK PATHWAYS

(Aim: move from reflection to action)

- Based on this experience, what could be your next step?
- What would you like to further develop or learn?
- Are there learning or work opportunities that now seem more realistic or interesting?
- What support or resources might you need for the next phase?

SECTION 7 – CLOSING REFLECTION

(Aim: consolidate awareness and agency)

- What is the most important thing you take away from this experience?
- What have you learned about yourself?
- If you had to summarise this experience in one sentence, what would you say?

Notes on the activity by the trainer / career guidance counsellor (optional)

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