FLOWS

FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Resource Pack
for FLOWS Practitioner Training
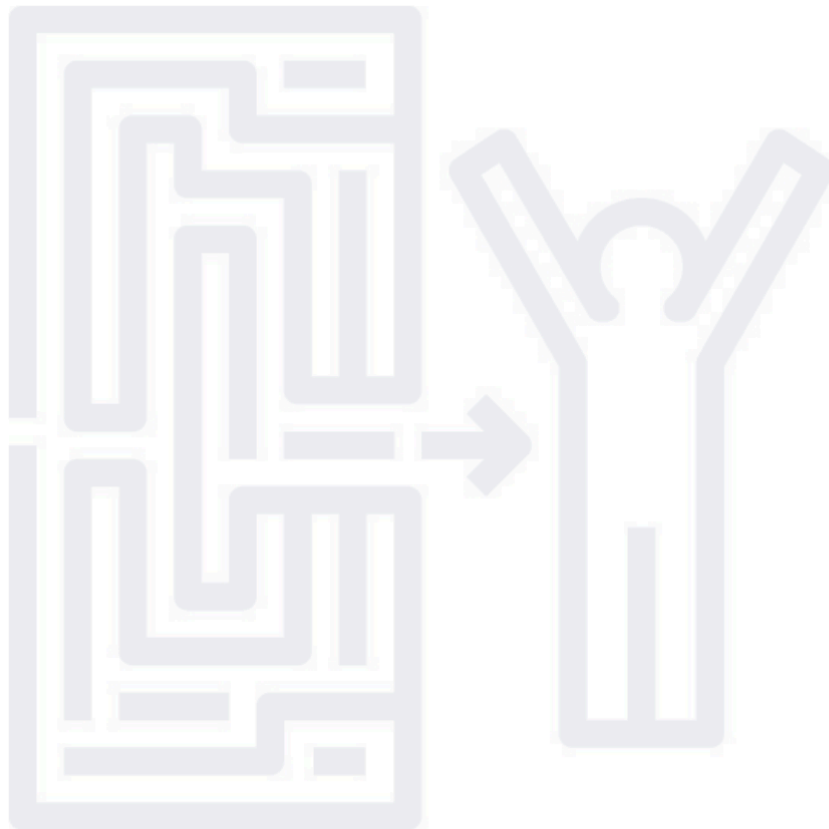
WP5: FLOWS Practitioner Training
V3 on 27th March 2024
by Hafelekar

Co-funded by
the European Union

CONTENT

The FLOWS Project

FURTHER LEARNING, OUTREACH AND WORKING SKILLS

The FLOWS project aims to create a career guidance framework based on forward thinking and a way of working for guidance practitioners that facilitates quality future focused career plans for jobseekers who are already marginalised in the labour market, ensuring their inclusion in a technological and digitalized world of work.

Our main aim is to provide effective career guidance to young jobseekers and to assist them in discovering and developing their soft skills in order to ensure their inclusion in the labour market. As a result, we develop project tools and methods centred on the identification of transversal skills that can be used to future-proof the careers of disadvantaged young jobseekers and enable sustainable employment, and we implement them with the project's target group of disadvantaged young jobseekers. To achieve this goal, we must build the skills of experts and youth workers in the field through the development of vocational education and training qualifications, which we will do in our project.

Our main results are:

- Framework Development: We define key competencies required for a future labour market and elaborate on the employability needs of disadvantaged young jobseekers.

- Tool Specification and Content: This output will detail the core elements and project methodology to be adapted in light of technological workplace demands, training requirements, and key competencies of young jobseekers.

- Developing Training module for practitioners and Online Platform: This will enable the project partners to implement training modules with the aim of increasing communication and interpersonal skills and digitalisation skills of young jobseekers.

- Piloting of the FLOWS approach and Psychometric Evaluation: This step will result in a method for guidance practitioners to facilitate future-focused career plans for young jobseekers who are significantly under – represented in the labour market.

PROJECT PARTNERS

- Çarşamba ISKUR HIZMET MERKEZI MÜDÜRLÜĞÜ (Türkiye)

- UNIVERSITATEA POLITEHNICA DIN BUCURESTI (Romania)

- BALLYMUN JOB CENTRE (Ireland)

- [HAFELEKAR UNTERNEHMENSBERATUNG](#) (Austria)

- [MOZAIK İnsan Kaynakları Geliştirme Derneği](#) (Türkiye)

Aim of the FLOWS training

The FLOWS consortium developed a training programme for guidance practitioners, specifically, in the first instance, for those practitioners who are not working in the formal education system. These practitioners may not receive training or up-skilling in the most contemporary information on the future of work, and thus their jobseekers are at a disadvantage in terms of work preparation and sustainable futures. The training utilises a blended learning approach whereby practitioners have access to online resources including podcasts, recommended reading, videos etc. in addition to formal training in the use of the FLOWS tool and feedback. The training is available in partner languages and incorporates:

PART 1 - THE CONTEXT

- The world of work – structure (high skill, medium skill, low skill), job composition

- The impact of automation and digitalisation

- Labour market intelligence – current state of the art on changes in labour market at EU level, changes at national levels, types of jobs which will be impacted, new jobs which will be created

- Skill requirements - hard skills, technical skills, soft/transversal skills

PART 2 - USING THE FLOWS TOOL

- A training programme which provides practitioners with an understanding of the purpose of the FLOWS tool, the skills it seeks to identify, how it works, its underlying theoretical basis, administration, scoring, interpretation, and feedback. This is supplemented by:

- The here presented Resource Pack that can be used by practitioners, guidance professionals, mediators, etc.

In addition, all training documentation is available online to ensure training consistency across the partnership. It will also enable sustainability of the training where partners will

have the ongoing facility to up-date information available for Part 1: The Context as they labour market continues to adapt and develop.

The development of the FLOWS training programme is led by Hafelekar with the support of all partners. Research conducted in Desk- and Field Research has been exploited and developed into content ideas and materials for the training.

The FLOWS methodology

For many disadvantaged jobseekers accessing labour market opportunities and/or initial training/education and guidance supports, it can be difficult to measure and document the competencies as developed throughout life experience. Particularly as disadvantaged jobseekers may not have a work history from which to draw from. Organisations working with this target group often have difficulties in identifying and measuring competencies which have developed informally and non-formally and therefore are unable to build a clear picture of an individual's skills and abilities.

The FLOWS partnership worked on a methodology to make these skills visible, because these competencies are often transferable into the workplace, into further training and education and can influence how practitioners support jobseekers through a comprehensive guidance process.

The target group are those who have identifiable barriers preventing them from accessing labour market, including:

- Individuals who have low levels of education

- Lack of appropriate work experience

- Socially disadvantaged

- Single parents

- Ethnic minorities

- Recovering drug users

- Early school leavers

- Long term unemployed

What is the FLOWS Tool?

The FLOWS Partnership recognise that access to a structured comprehensive guidance process leads to progress into appropriate vocational training and education both within and outside of the workplace, and that individuals through non-formal and informal learning, have developed hidden skills, latent abilities, and varying knowledge bases, which for many individuals, could provide a springboard into a sustainable career.

As individuals are often unaware of the competencies and knowledge that they have acquired, they are therefore unable to recognise these as valuable in terms of their own development. Consequently, they often end up in low paid, low income jobs with little chance of progression or training, or they find themselves on training courses for which they are unsuited.

The FLOWS tool provides the individual with an objective measurement tool to assist in uncovering their hidden strengths and abilities:

- The tool intends to build the individual's self-efficacy, hardiness, and achievement motivation.

- Through a positively focused feedback interview the individual is shown the abilities, skills and knowledge learned from everyday life.

- The feedback profile which is presented and explored with jobseekers on completion of the tools questionnaire, links the individual's everyday learning to specific work environments and tasks.

An interactive animated questionnaire with videos and voice audios asks participants how often they do various activities. The tool focuses on capturing competencies through

everyday activities, which are relevant to the world of work. Upon completion a summary report of hidden strengths is generated. The 'Top 3 Competencies' for each Macro Category are highlighted in the report, and users can also see the scoring of all other competencies, to get an overall picture.
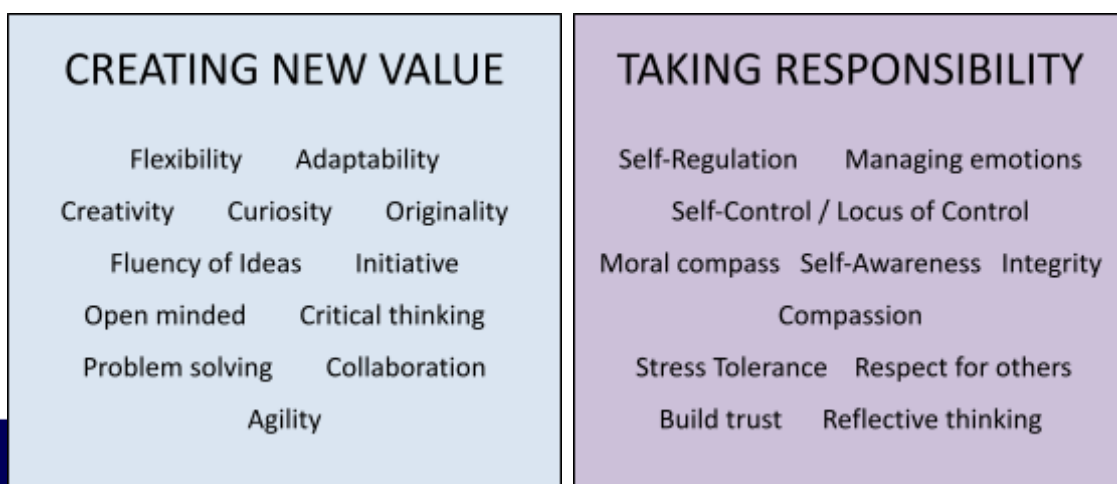
THE MOST IMPORTANT OUTCOMES FOR THE JOBSEEKERS

Increased Self Awareness	Improved Self Esteem	Career Self Efficacy	Being resilient in Labour Market
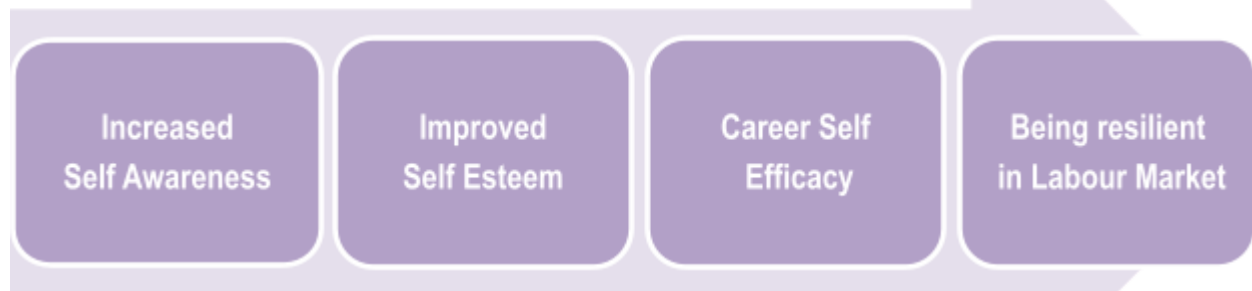
The OECD Key Competencies

The "OECD Key Competencies" identified through the OECD Learning Compass 2030, define "transformative competencies", as the types of knowledge, skills, attitudes and values students need to transform society and shape the future for better lives. These have been identified as creating new value, reconciling tensions and dilemmas, and taking responsibility (OECD, 2019).

Based on this OECD model and on the key competencies identified from our initial research the partnership identified the following competencies essential themes:

- Creating New Value

- Taking responsibility

- Reconciling Tensions and Dilemmas

- Communication

CREATING NEW VALUE

Flexibility   Adaptability

Creativity   Curiosity   Originality

Fluency of Ideas   Initiative

Open minded   Critical thinking

Problem solving   Collaboration

Agility

TAKING RESPONSIBILITY

Self-Regulation   Managing emotions

Self-Control / Locus of Control

Moral compass   Self-Awareness   Integrity

Compassion

Stress Tolerance   Respect for others

Build trust   Reflective thinking

See:
https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf
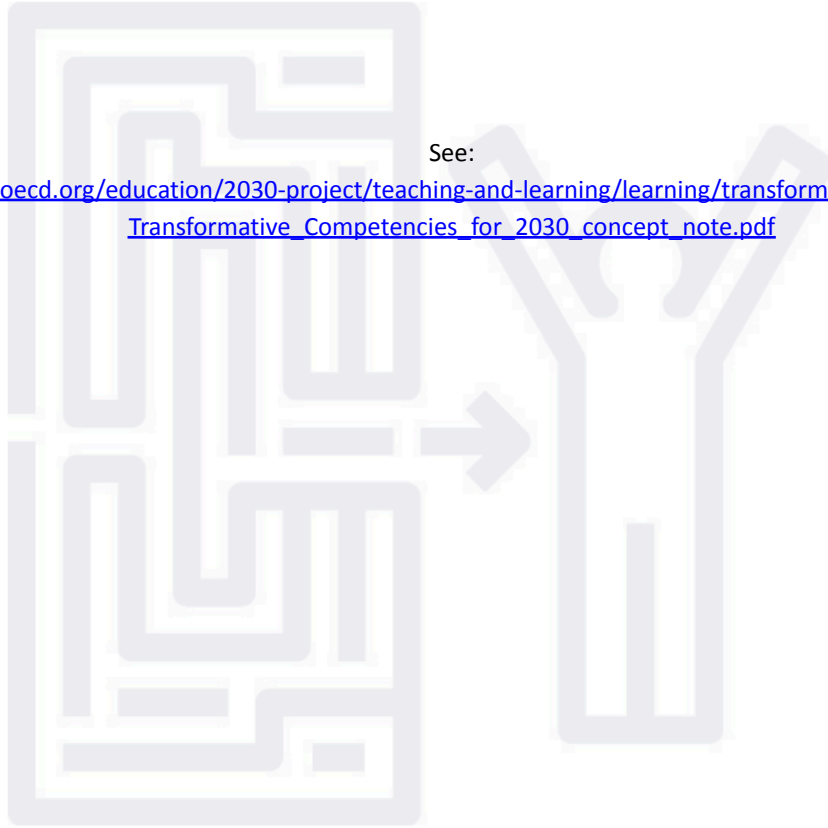
FLOWS Psychometric Evaluation

Via the FLOWS Tool we help jobseekers to uncover – often hidden – skills that are considered transformative: future oriented, and important for wellbeing and sustainability. They reflect on their everyday lives, the activities they do and how often they do them. We use a 5-point scale from "never" to "very often".

The tool is not measuring how much of each skill the person has developed but rather indicates that from the questions selected by the jobseeker (their preferences) the tool indicates that the person uses the selected skills in their everyday activities. Scores are not compared to anyone else as it is an idiographic score - as opposed to nomothetic score. For example, by selecting questions and indicating how often you do these activities, the FLOWS results show that you use a range of skills. From the possible skills within the Creating New Value section, the skills that were highlighted as mostly used are: adaptability, initiative, flexibility. So, it is likely that you have developed skills in these areas.

THE FLOWS REPORT PROVIDES THREE TYPES OF INFORMATION

- Raw data: provides the list of items to which the user has responded, with the date on which it was completed, the response the user has chosen, the score assigned to that response and the time taken to respond.

- Top 3: It shows the three competences that the user has most developed for each macro competency. It also includes a description of the competency, as well as activities, types of jobs and tasks that are usually associated with it. This report is the basis for a detailed discussion between practitioner and user.

- For users we also provide a simpler Dashboard Report, where they can clearly see the scoring of all their main competencies, to get an overall picture.

From this information, the practitioner should select the most relevant information for the jobseeker, also using the background information of the previous sessions. At this point, we would like to emphasise once again how important it is for jobseekers that practitioners provide their feedback in an interactive, dynamic, positive and constructive way.
This point leads us to the next chapter, describing the basic skills practitioners should bring along.

Basic Skills of Practitioners

The most important prerequisite to work with the FLOWS tool as practitioner is an interest in the developed tool and the desire to use this tool in daily practice. In addition, it is important to the partnership that practitioners can identify with the values described below:

The FLOWS practitioners should be familiar with the following Basic skills and Key skills for career guidance:

Basic skills for Career Guidance

Key skills required for Career Guidance

Practitioner's Pedagogical Approach

Basic skills for Career Guidance

- The ability to assume the basic pedagogic attitude as described below.

- The ability to reflect on one's own work: the practitioner should be willing and able to reflect on his/her work and his/her own approach.

- The ability to act as a moderator.

- The ability to think holistically, to consider people's situations from all its angles, and provide goal-oriented career guidance.

Key skills required for Career Guidance

The International Coach Federation (ICF) defines coaching:

"… as partnering with jobseekers in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".

https://coachfederation.org/about

The description of the core skills of a practitioner is based on a list of skills issued by the ICF, modified with regard to the requirements of practitioners as coaches. The core skills are grouped in four clusters. The groups themselves and the individual skills are not weighted, i.e. are not ranked in any way.

SETTING THE FOUNDATION

A) Compliance with ethical guidelines and professional standards: Understanding of coaching and guidance ethics and standards and the ability to apply them appropriately in all situations.

B) Establishment of an agreement: this includes a clear understanding of roles, a professional level of intimacy with the jobseeker, and clear goal agreements. At the beginning of a guidance session, opportunities, and limits, as well as the role of the trainer/practitioner, should be clearly identified. Clear goals should be agreed while maintaining an appropriate level of intimacy throughout the counselling session.

CO-CREATING THE RELATIONSHIP

C) The ability to establish a trusting relationship with the jobseeker and create an appropriate group atmosphere: it is important to establish a safe, goal-oriented framework and to ensure respectful, trusting interaction.

D) Coaching/Guidance presence: The ability to act consciously and remain mindful throughout the entire process: it is important to observe, listen, and feel what the jobseeker is communicating and to feel one's own resonances and, if necessary, integrate these into the guidance process.

COMMUNICATE EFFECTIVELY

E) Active listening: The ability to concentrate entirely on what the jobseeker is saying and not saying, to understand the meaning of what is said in the context of the jobseeker's goals and desires, and to support the jobseeker's expressive ability.

F) Open, resource- and solution oriented, goal-focused questions: The ability to pose appropriate questions depending on the circumstances. Open-ended questions serve to facilitate understanding and foster productive work with the jobseeker; resource-oriented

questions support the jobseeker in discovering skills and abilities, and solution-oriented, goal-focused questions allow solutions to be found.

FACILITATE LEARNING AND GOAL ACHIEVEMENT

G) Establish awareness: The ability to integrate several sources of information, assessing and interpreting these in such a way that it helps the jobseeker to achieve awareness, thus, to enable him or her to reach the own goals.
H) Planning and setting goals: The ability to develop an effective plan of action together with the jobseeker, assign responsibilities and agree on deadlines.
An extensive description of the core competencies can be found at:
http://www.coachfederation.org/icfcredentials/core-competencies/

Practitioner's Pedagogical Approach

The practitioner's pedagogical approach is crucial for the successful implementation of the projects aims. Therefore, we would like to introduce the following principles:

BASIC SYSTEMATIC APPROACH IN DEVELOPMENTAL PEDAGOGY

FLOWS assumes a belief in a jobseeker's developmental capabilities and aims at reinforcing the jobseeker's personal strengths. Development is possible in any situation, and jobseekers are capable of assuming responsibility for their own development.
Systemic-oriented practitioners assume the autonomy of the person seeking help and advice and view this person as a 'self-expert'. The unique experience of the individual is understood to be the subjective processing of the own personal history and emotional and cognitive experiences of relationships. In the fields of guidance and counselling, systemic practice is oriented towards the concerns of the jobseeker (customer) and dispenses with pathologizing and setting normative goals.

(https://systemische-gesellschaft.de/systemischer-ansatz/was-ist-systemisch/)

AN OPEN, CLIENT-CENTRIC BASIC ATTITUDE

Throughout the entire guidance process, the jobseekers decide on the content of the work carried out together. They define the subject matter, together with the goals, objectives, and pace of the work, with the support of their guidance practitioner.

AN ACCEPTING, APPRECIATIVE BASIC ATTITUDE

Jobseekers are first and foremost to be accepted and valued for who they are – with their own stories and personal backgrounds, character traits, unique characteristics, skills, strengths, and weaknesses. This may initially sound banal or simple but it happens to be a great challenge in practice. In addition to the accepting and supporting aspects, value also involves fostering and challenging independence and assumption of responsibility.

A RESOURCE- AND SOLUTION-ORIENTED BASIC ATTITUDE

One of the goals of FLOWS project is to help people to discover (or rediscover) their abilities and skills and to expand on these. FLOWS begins with these personal competencies and personality traits and brings in social, material, and infrastructural resources. The basic assumption is that all behaviours make sense and are advantageous to the person exhibiting them.
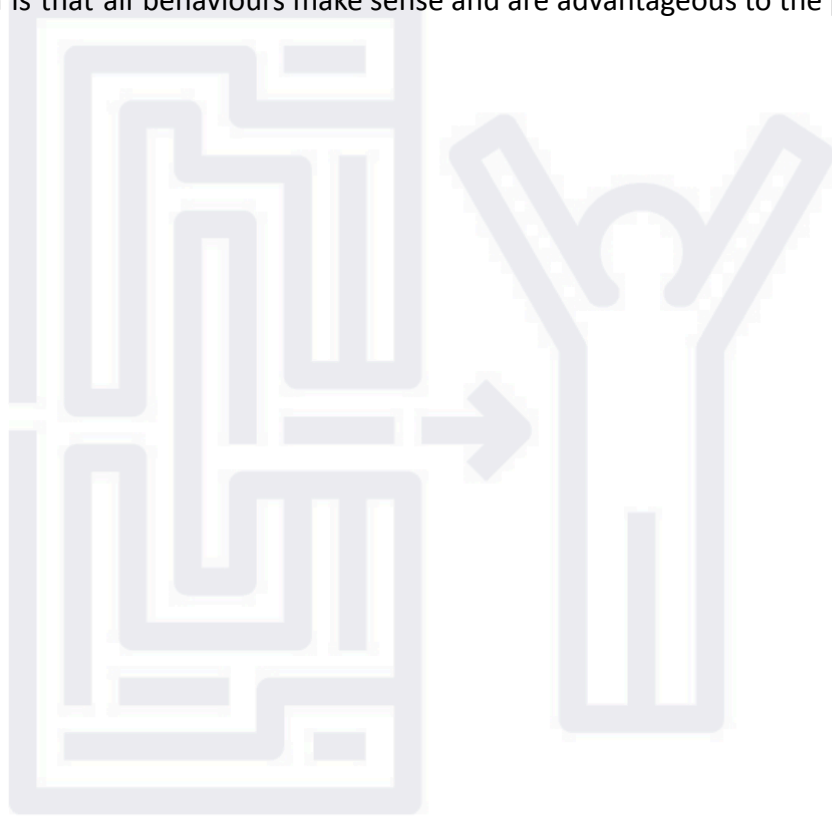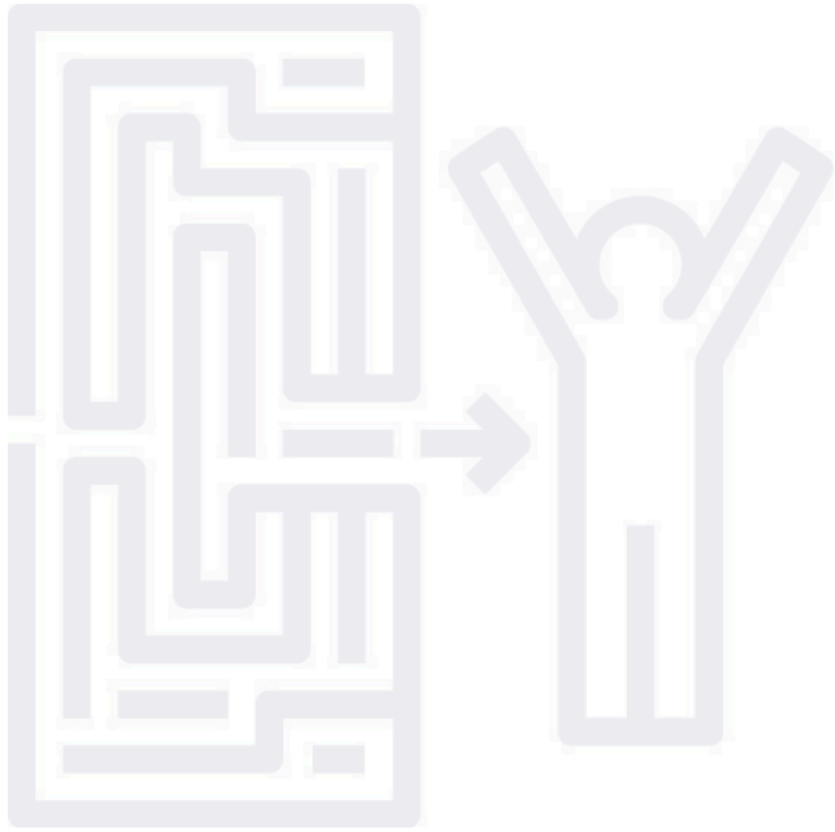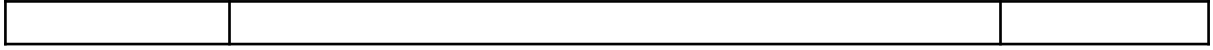
The FLOWS practitioner training

The FLOWS training is divided into 7 Learning Units and is accompanied by an organisational framework that follows the ECVET and EQF guidelines and is therefore relevant for a future certification of the training.

- In total, the FLOWS training consists of 7 learning units, starting with Units 1 and 2, which are designed as self-directed learning units (4 hours).

- Units 3, 4 and 5 are planned as face-to-face training or as webinars if the situation requires it (1.5 full training days or 3 webinars: 9 hours in total).

- Unit 6 is dedicated to transfer into practice and quality assurance (5 hours in total).

- Unit 7 overlaps with the formal framework that is important for certification: finalisation of personal transcript and expert talk (2 hours in total).
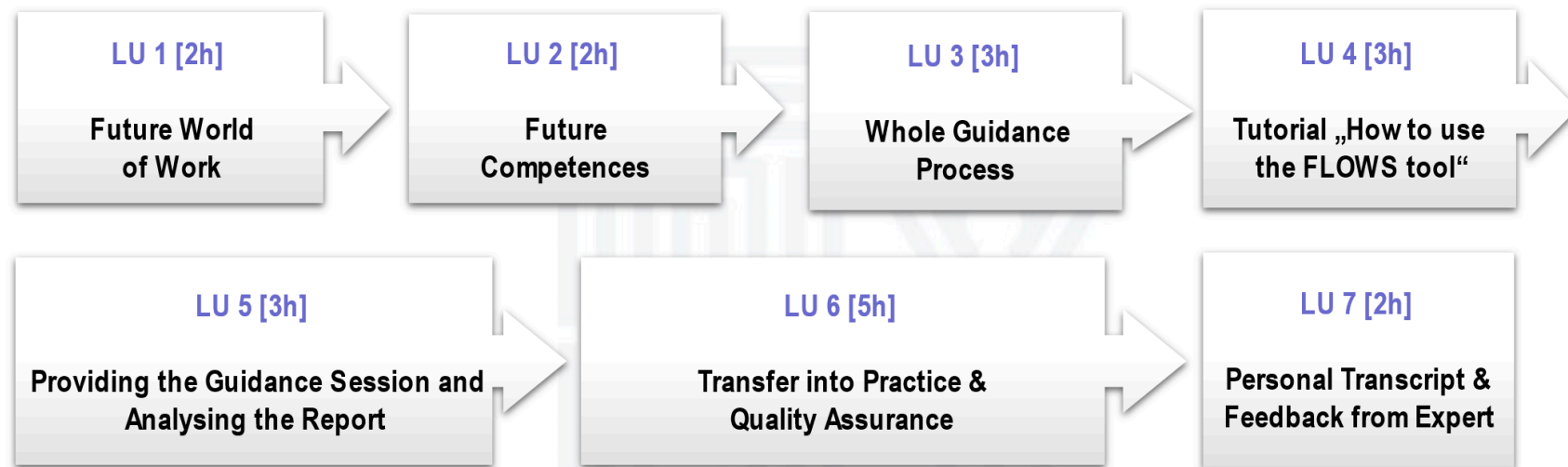
Overview FLOWS Learning Units

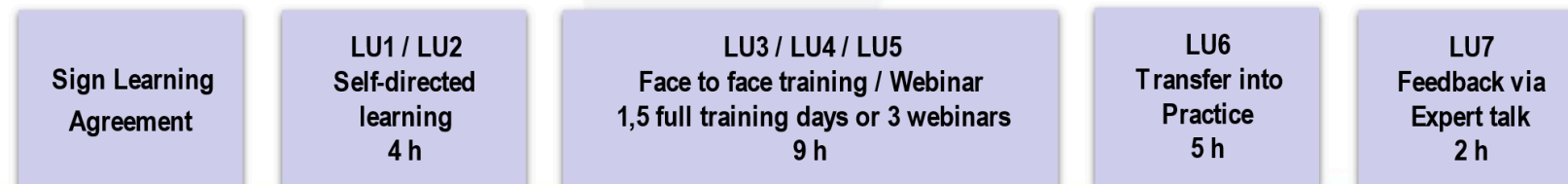| # Learning Unit	Title of Learning Unit [Learning method]	Duration in hrs
UNIT 1	**Future world of work** [self-directed learning]	2
UNIT 2	**Future competences** [self-directed learning]	2
UNIT 3	**Whole Guidance process** [face-to-face training /or webinar]	3
UNIT 4	**Tutorial "How to use the FLOWS tool"** [face-to-face training /or webinar]	3
UNIT 5	**Providing the guidance session and analysing the report** [face-to-face training /or webinar]	3
UNIT 6	**Transfer into practice & Quality Assurance** [practical application with jobseekers]	5
UNIT 7	**Final Assessment & Feedback** [personal transcript & expert talk]	2

FLOWS PRACTITIONER TRAINING

LU 1 [2h]

Future World
of Work

LU 2 [2h]

Future
Competences

LU 3 [3h]

Whole Guidance
Process

LU 4 [3h]

Tutorial „How to use
the FLOWS tool"

LU 5 [3h]

Providing the Guidance Session and
Analysing the Report

LU 6 [5h]

Transfer into Practice &
Quality Assurance

LU 7 [2h]

Personal Transcript &
Feedback from Expert

Flows training process:

| Sign Learning Agreement | LU1 / LU2 Self-directed learning 4 h | LU3 / LU4 / LU5 Face to face training / Webinar 1,5 full training days or 3 webinars 9 h | LU6 Transfer into Practice 5 h | LU7 Feedback via Expert talk 2 h |

Co-funded by
the European Union

The FLOWS Learning Units – overview

Unit 1: Future World of Work

- The world of work – structure (high skill, medium skill, low skill), job composition

- The impact of automation and digitalisation

- Labour market information – current state of the art on changes in labour market at EU level, changes at national levels, types of jobs which will be impacted, new jobs which will be created

Unit 2: Future Competences

- Skill requirements - hard skills, technical skills, soft/transversal skills

- Effective tools and methods used to capture formal and non-formal learning

Unit 3: Whole Guidance Process

- How to embed our tool in a career guidance process

- Different applications and forms of using the tool

- Organizational framework, needed resources

Unit 4: Tutorial "How to use the tool"

- Tutorial for practitioners and users

- Screencasts, FAQs

Unit 5: Providing the guidance session and analysing the report

- Model workflow for a guidance session

- Sample report and guidelines for analysing the tool report

Unit 6: Transfer into practice & Quality assurance

- Information for transfer into daily practice

- User cases & good practice, template for Use Case

- QA, continuous improvement process (CIP), further developments

Unit 7: Personal Transcript & Expert Talk

- Personal transcript, Use case and reflection of training process

- Guideline for preparation for Expert Talk and Certification

Framework for certification

Phase 1: Preparation for the FLOWS training

- **Motivation & Pre-Qualification of Learners:** Practitioners interested in the training should be highly motivated and familiar with the requirements as defined in this document. The requirements are clarified in an initial interview.

- **Learning Agreement**: Practitioners then complete the Learning Agreement to be signed by the institution offering the training course. This is to record the motivation, previous knowledge, and to present the general framework of the training.

Phase 2: Participation in the training & Transfer into Practice

- **Self-directed learning for Unit 1 and Unit 2:** The first two units are designed as Self Learning Units (4 hours). Practitioners receive all the necessary documents in advance to be able to prepare well for these two units.

- **Face-to-face trainings or webinars for Unit 3, Unit 4 and Unit 5:** The other three units are held as face-to-face sessions or - if the situation does not allow it - as webinars (9 hours in total: 1.5 days of training or 3 webinars). The learning content is also made available in advance and is in any case available electronically.

- **Transfer into practice:** This phase is about applying what has been learned in practice by working with jobseekers by utilizing the FLOWS tool and approach to get real life feedback, which must be documented. At least one use case per practitioner is to be prepared, which will also be used for the final assessment (5 hours in total).

Phase 3: Documentation of outcomes & Final Assessment

- **Quality Assurance:** Quality assurance (QA) is an instrument to ensure the quality of the training, to continuously improve the outcomes for the target group and to adapt the FLOWS tools to the respective conditions in the different organizations.

- **Final Assessment via Personal transcript (Learning Diary) & Expert talk:** After successfully completing the training, a personal transcript must be completed to reflect the personal learning outcomes. This, together with the documented use case, will be discussed during an expert interview, which is a prerequisite to become a certified practitioner.

FLOWS Learning Outcomes

Learning Unit 1	Future World of Work
Brief description	The main drivers of the 'Future World of Work' will be analysed, taking into consideration new opportunities, risk factors, and the added value generated. The advantages and disadvantages of the scenarios that are opening will be presented with a clear focus on those furthest from the labour market in general and especially on long term unemployed with fewer opportunities and those at risk of social exclusion and marginalization.
Code number	LU 1
Type	Mandatory
Volume	2 hours
Action Competences	Through this introduction session practitioners will be able to realise the changes of the labour market, increasingly globalized and digitalised. In particular, the topic of hard but above all soft skills, necessary to face these changes, will be explored. The above mentioned issues will be tackled starting from an inevitably global look, and then limiting the reflections to the European context, up to carrying out on national specificities.
Learning Outcomes	**Technical Competence** The participant KNOWS: - about perspectives and needs of the future labour market in term of automation, digitalisation and future job opportunities and soft skills. - the potential future labour market at EU and national levels (partner countries) so as to define how it will differ from the current labour market in terms of automation, digitalisation and future job opportunities. - the types of capabilities needed in the future labour market, developed formally, informally and non-formally through work experiences, community and civic participation, lived experiences, education and training. The participant CAN:

<table>
<tr>
<td></td>
<td>

refine training and guidance courses on the needs and requests of the future labour market.
develop new and innovative approaches to bring out soft skills and cognitive maps suited to the job market of the future, but not only.

Personal Competence

Flexibility in term of cognitive maps and new paradigms
Flexibility in terms of capability to reorganize own work
Being open-minded
Being open to change

</td>
</tr>
<tr>
<td>Recommendations for Learning/ Teaching</td>
<td>Overview of all outcomes developed in the Future-proof Your Career report "Career guidance for a modern labour market" and the PowerPoint Presentation for LU1 including videos, links and other material for this self-study part.</td>
</tr>
<tr>
<td>Literature/ Further Resources</td>
<td>The outcomes of Desk- and Field Research are available in the Transnational Summary Report.

Further links:

https://www.ilo.org/jakarta/info/public/pr/WCMS_783221/lang--en/index.htm
https://www.cedefop.europa.eu/files/5559_en.pdf
https://www.oecd-ilibrary.org/sites/ef00d169-en/index.html?itemId=/content/component/ef00d169-en
https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_795453.pdf
https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/briefingnote/wcms_795479.pdf

</td>
</tr>
</table>

<table>
<tr>
<td>**Learning Unit 2**</td>
<td>**Future Competencies**</td>
</tr>
<tr>
<td>Brief description</td>
<td>The learning unit "Future Competencies" is divided into two parts:
Part one presents technical and interpersonal skills needed in the future labour market. It provides a definition of these skills and presents how they can be assessed. Part two identifies effective tools and methods used to capture formal and non-formal learning of jobseekers.
This LU uses a variety of learning methods to cater for different learning styles. The learning exercises at the end of this unit are tied to the Bloom taxonomy (1-6; knowledge, understanding, applying, analysing, evaluation, creation).</td>
</tr>
</table>

Code number	LU 2
Type	Mandatory
Volume	2 hours
Action Competences	This self-directed learning unit is developed for practitioners who support disadvantaged individuals to become aware of the technical (hard) and interpersonal (soft) skills that are required in a fast-changing digitalized world to enable sustainable future employment. It aims to create awareness of future work requirements, the need for increased digital skills and the importance of social skills. Practitioners gain the ability to assess digital proficiency levels and soft skills of jobseekers to guide them in their career development.
Learning Outcomes	**Technical Competence** The participant KNOWS: - how to define digital skills and soft skills. - how to define formal and non-formal learning. - which digital competences are required in the future labour market. - which soft skills are most relevant in the future labour market. The participant CAN: - assess and evaluate his/her own digital competences. - assess and evaluate the digital skills set of a job seeker. - identify the importance of soft skills. - guide others in their digital skills development. - use different communication technologies to advise jobseekers. **Personal Competence** - initiative - problem-solving - critical-thinking - good time-management - innovative and creative
Recommendations for Learning/ Teaching	Overview of all outcomes developed in the Future-proof Your Career report "Career guidance for a modern labour market" and the PowerPoint Presentation for LU2 including videos, links and other material for this self-study part.
Literature/ Further Resources	The outcomes of Desk- and Field Research are available in the Transnational Summary Report. Further links: ▪ https://ec.europa.eu/jrc/en/digcompedu ▪ https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_Concept_Note_Series.pdf ▪ https://www.metropolisnet.eu/wp-content/uploads/2020/05/FLOWS_IO1_final_report-1.pdf ▪ https://www.profilpass-international.eu/files/pp_english.pdf xxx

Learning Unit 3	Whole Guidance Process
Brief description	This learning unit will make use of an employment guidance model for an inclusive labour market as developed by Dr Nuala Whelan in collaboration with Maynooth University.
Code number	LU 3
Type	Mandatory
Volume	2 hours
Action Competences	This LU aims to inform guidance practitioners of the FLOWS tool, its background, its development and its use within a whole guidance process. Practitioners will learn when, throughout this model (or similar models of guidance) to use the FLOWS tool.
Learning Outcomes	**Technical Competence** The participant KNOWS: - about the FLOWS tool development and target groups. - about the theoretical background and key concepts which support the FLOWS tool. - about the assessments and how they might assist in overcoming some of the issues and or concerns that their organisations and jobseekers face in a rapidly changing world of work. - how and when to use the tool in the own practice. - how the tool fits into the work of public employment services. The participant CAN: - use the tool to help participant to recognise their own competencies and that which the world of work is seeking. - use the tools in an already established Guidance process. - help jobseekers to connect the competencies which they use every day to the labour market. - assist jobseekers by taking the fear out of the 'new world of work'. **Personal Competence** - willingness to learn new methods - strong sense of responsibility - a great deal of empathy - optimistic attitude and joy in empowering jobseekers
Recommendations for Learning/ Teaching	PowerPoint Presentation for LU3 including videos, links and other material provided in the face-to-face teaching

Literature/ Further Resources	The outcomes of Desk- and Field Research are available in the Transnational Summary Report.

Further links:

- https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

- Berger, T. and Frey, B. (2015), Future Shocks and Shifts: Challenges for the Global Workforce and Skills Development, OECD, http://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforceand-Skills-Development.pdf

  Laukonnen, R., H. Biddel and R. Gallagher (2018), Preparing humanity for change and artificial intelligence: Learning to learn as a safeguard against volatility, uncertainty, complexity and ambiguity, OECD, http://www.oecd.org/education/2030/Preparing-humanityfor-change-and-artificial-intelligence.pdf

- Model of Enabling Employment Guidance | INOU |

Learning Unit 4	**How to use the FLOWS Tool**
Brief description	The FLOWS Tool is an interactive animated questionnaire with voice audios asking participants how often they do various everyday activities. It focuses on capturing competencies through everyday activities, which are relevant to the world of work. After completing the online questionnaire a summary report of hidden strengths is generated to show the participants their strengths from everyday life. The top three strengths in four overarching competencies are shown in the report.
Code number	LU 4
Type	Mandatory
Volume	3 hours
Action Competences	By completing this Learning Unit 4, practitioners gain an understanding of the FLOWS Online Platform development and background and how this tool is related to the guidance Process. Participants learn how to use the FLOWS Online Platform as a jobseeker and as a practitioner.
Learning Outcomes	**Technical Competence** The participant KNOWS: - how to use the online tool as a jobseeker.

	- how to use the online tool as a practitioner. - about the structure of items from a FLOWS online test. - that the items are organised in 8 categories. - that the items are scoring the main 4 macro competences of FLOWS tool. - how to identify and analyse the top 3 competencies inside of each macro competence. The participant CAN: - login to the online platform as a jobseeker. - login to the online platform as a practitioner. - create a new jobseeker account. - assign a FLOWS test for a jobseeker. - open and access the test results report for a jobseeker. - interpret scoring results based on a test taken by a jobseeker. **Personal Competence** - technical affinity to deal with new tools - interest in giving jobseekers a short enrolment - ability to analyse the reports
Recommendations for Learning/ Teaching	FLOWS Tool: Add link of platform PowerPoint Presentation for LU4 including video, screencast, links and other material provided in the face-to-face teaching.
Literature/ Further Resources	https://www.flows-project.eu/

Learning Unit 5	Providing the guidance session and analysing the report
Brief description	This is where practitioners learn how to prepare and conduct the guidance sessions in order to accompany jobseekers in the best possible way on their further professional path. In addition, it is explained in detail how the reports are created and how they are to be analysed in order to be able to give appreciative feedback.
Code number	LU 2
Type	Mandatory
Volume	4 hours
Action Competences	By completing Learning Unit 5, practitioners will be able to develop useful and motivating orientation sessions for their jobseekers and will gain a deeper understanding of the aims of the FLOWS method and tool. The LU5 core process explains the three main steps: Diagnosis, Assessment and Feedback which will enable practitioners to provide their jobseekers with dynamic, positive and constructive inputs to plan their further steps.

Learning Outcomes	**Technical Competence**
	The participant KNOWS:
	- what background information you need to collect to conduct the orientation session.
	- how to prepare the orientation session and use the tool´s report.
	- how to inform the user of the results obtained in the report.
	- how to link the results with training and/or employment opportunities.
	The participant CAN:
	- tailor the orientation session to the user.
	- interpret the results.
	- provide interactive, dynamic, positive and constructive feedback.
	- link results to training and/or employment opportunities
	Personal Competence
	- empathy
	- adaptability
	- problem solving
	- communication skills
Recommendations for Learning/ Teaching	PowerPoint Presentation for LU5 including video, links and other material provided in the face-to-face teaching.
Literature/ Further Resources	▪ The secret to giving great feedback (Renninger, 2020) https://www.youtube.com/watch?v=wtl5UrrgU8cxxx

Learning Unit 6	Transfer into practice & Quality Assurance
Brief description	Learning unit 6 will support practitioners to use the tool according to good practice and to incorporate the use of the tool into their career guidance practice.
Code number	LU 2
Type	Mandatory
Volume	5 hours
Action Competences	By completing this Learning Unit, practitioners gain:
	- The knowledge and ability to use the FLOWS tool according to good practice.
	- The knowledge and ability to incorporate the use of the tool into their wider career guidance practise in a way that assures quality.
Learning Outcomes	**Technical Competence**

The participant KNOWS:
- when it is appropriate to use this tool i.e., in which environment and with which jobseekers and the importance of identifying supports required.
- how to transfer the information from the FLOWS reports into the general career guidance process – in the context of the current labour market.
- both the strengths and limitations of the FLOWS tool in the career guidance process.
- the standards and objectives at which to measure their performance in using the tool against in terms of quality.
- the resources available to support them in utilising the tool effectively.
- the requirement of the development of a use case for certification in use of the tool.
- the importance of continuous improvement in use of the tool.
- where to read further details about the content outlined

The participant CAN:
- relate the skills learnt in previous modules to this module and use it to build on these.
- identify the link between the jobseekers FLOWS report to the wider career guidance process.
- use the FLOWS tool to support a jobseeker in the real-world application of the results within their job searching process.
- evaluate the effectiveness of the tool in the support of jobseeker's job searching process.
- evaluate their own performance in using the tool and know where to seek support and feedback as required to prevent errors in administration and interpretation.

Personal Competence
- Increased knowledge of good practice in tool use and how to use the tool effectively in practise.
- Clear understanding of the appropriate circumstances in which to administer the tool.
- Increased awareness of supports available to develop performance in using the tool.

Recommendations for Learning/ Teaching	PowerPoint Presentation for LU6 including video, links and other material provided in the face-to-face teaching.
Literature/ Further Resources	▪ Fitzgerald, D. & Farrell (2014) *Good practice, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors,* National Centre for Guidance in Education. ▪ Hooley, T. (2019) *International approaches to quality in career guidance*. Oslo: Skills Norway. ▪ Hooley, T. & Rice, S. (2018) *Ensuring quality in career guidance: a critical review*. British Journal of Guidance & Counselling. ▪ Indecon International Research Economists (2019), *Indecon Review of Career Guidance.*

- OECD (2021), *Career Guidance for Adults in a Changing World of Work*, Getting Skills Right, OECD Publishing, Paris.
- Plant, P. (2001), *Quality in Careers Guidance*, OECD Publishing, Paris.
- CEDEFOP (2022), Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol.I) https://www.cedefop.europa.eu/en/events/supporting-careers-and-learning-towards-common-standards-monitoring-and-evaluation-europe#group-downloads

Learning Unit 7	Personal Transcript & Expert Talk
Brief description	This is where the framework conditions for the practitioner training are set: Motivation and pre-qualifications are recorded with the Learning Agreement, then follows the self-directed learning phase (Unit 1 - 2) that leads into the face-to-face teaching (Unit 3 - 5). Unit 6 deals with the transfer into practice and quality assurance in the implementation phase. Finally in Unit 7 a personal transcript is prepared, which is important for the final expert talk and a prerequisite for certification. Due to this process practitioners are enabled to implement the FLOWS tool in their organisations.
Code number	LU 7
Type	Mandatory
Volume	2 hours
Action Competences	The aim of the training is to ensure that practitioners are well prepared for implementation into practice. While completing Learning Units 1 - 6, practitioners document their experience via the personal transcript, which is discussed in the final expert talk. The whole process helps practitioners to efficiently put into practice what they have learned.
Learning Outcomes	**Technical Competence** The participant KNOWS: - how the overall training is structured. - how to prepare for the final assessment and the feedback round by experts. - how to implement the FLOWS tool in the own organisation. The participant CAN: - present his/her own motivation and previous knowledge. - organise self-directed learning. - independently proceed to the transfer into practice and can comply with the given rules for quality assurance.

	- reflect on the own learning process. - work with the FLOWS tool in a professional way to guide jobseekers well to achieve their individual goals. **Personal Competence** - Identification with the skills defined in the description of the FLOWS Training module: 1) Basic skills for Career Guidance, 2) Practitioner's fundamental pedagogical approach and 3) Ethical guidelines for practitioners
Recommendations for Learning/ Teaching	Total overview of all outcomes developed from Unit 1 to Unit 6 including: Videos, PowerPoint presentations, Quizzes, Screencast and other material provided in the single units. Familiarity with the framework: from the requirements of the Learning Agreement to the Personal transcript including Case Studies and preparation for the Expert talk leading to the successful implementation in the own organisation.
Literature/ Further Resources	**Annexes of Module 7:** A1 – Learning Agreement A2 – Personal Transcript & Guideline Expert Talk A3 – Use case template A4 – FLOWS certificate