

The CORE-Toolkit

MANUAL FOR COUNSELLORS

assessing Competences for REintegration



ProfilPASS
CORE



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assessing Competences for REintegration

Guidance on how to use and work with the CORE-Toolkit and the
ProfilPASS – kickstart your career!

The Manual for Counsellors was developed as a part of the CORE-Toolkit within the EU project CORE “assessing Competences for RE-integration”, which was launched in October of 2019. This Erasmus+ funded project is linked to the developments related to the ProfilPASS as an instrument for competence assessment. It addresses counsellors working with young adults who are Neither in Employment nor in Education or Training (NEETs) and bring forward their potentials and interests for competence development to help them (back) into education and/or employment.

The project is being implemented by the “German Institute for Adult Education – Leibniz Centre for Lifelong Learning” as the coordinating institution, in cooperation with partner organizations in Bosnia and Herzegovina, North Macedonia, Serbia and Slovenia. The products developed as part of the project and further information are available for free on the CORE home page: <https://core.profilpass-international.eu/>



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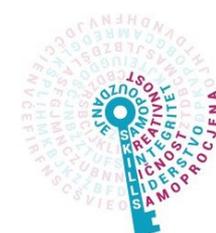


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1. Introduction

The CORE Project – An overview

Assessing Competences for REintegration – CORE Project focuses on exploring mechanisms for recognition and validation of competences of young adults Neither in Employment, Education and Training (NEETs), so they gain access to the labour market. To achieve this the CORE Project addresses counsellors working with NEETs by developing and compiling the following useful materials for guiding vulnerable and disadvantaged young adults (back) into education and/or employment.

- » The ***CORE-Toolkit*** is a collection of instruments for competence assessment and career guidance, additional (learning) materials for NEETs or counsellors and information about support programs in the Western Balkans.
- » The ***ProfilPASS – kickstart your career!***, as key component of the toolkit and main counselling tool for competence assessment, was developed to meet the specific needs of young NEET adults.
- » The ***CORE-Curriculum*** provides a complete training design for new counsellors who are working with NEETs and want to use the CORE materials.

✓ This ***Manual for counsellors*** addresses counsellors, working with the target group, to provide further information and guidelines on how to use the CORE-Toolkit and the ProfilPASS – kickstart your career!

Although the youth unemployment rate in Europe decreased in the last decade, it is still very high in some parts, especially in countries of the Balkan region. Many young adults aged 16 to 30 are currently Neither in Employment nor in Education or Training (NEETs) and at high risk for suffering long-term negative effects of their NEET-phase, such as lower income or more unemployment in the future (for further information see [CORE Comprehensive Report](#)).

One major reason for unemployment in this group is that they are alienated or prevented from attending to finish formal education. Thus, they often cannot provide proof of their competences in the form of formal qualifications. It is particularly important for this group to have their informally and non-formally acquired competences assessed and recognized. This will help them find a job that best suits their competence profile, increase their self-esteem and empower them to take part (again) in the social and economic life. Therefore, the main objective of CORE is helping vulnerable and disadvantaged young adults find their way (back) into education and/or employment.

It is necessary to be aware that NEETs have different reasons why they did not finish school or why they are unemployed. This could involve economic reasons, social problems, addictions, tradition of unemployment in their family, additional difficulties due to learning disabilities, migration background or family responsibilities (e.g. young parenthood). This great amount of heterogeneity in the target groups' individual situations and needs was addressed by the CORE-Toolkit. It offers a variety of tools for competence assessment and counselling tailored to the needs of young NEET adults with the ProfilPASS – kickstart your career! as its core part.

2. Background and the aim of the CORE-Toolkit

At the beginning of the CORE project and before creating a toolkit, each project partner carried out research on the target group to identify their needs, problem areas and find examples of good practice in their countries (Germany, North Macedonia, Serbia, Bosnia and Hercegovina and Slovenia). On that basis a comprehensive report was created which summarizes country results and provides a deeper understanding of what NEETs need when assessing their competences. It provides statistics on NEETs, a summary of examples of good practices and recommendations for further development of the ProfilPASS. This report served as starting point for developing the CORE-Toolkit and adjusting the ProfilPASS to the needs of young NEET adults.



CORE Comprehensive Report on young adults Neither in Employment, Educations and Training

Recently, all five partner countries carried out a national research to identify the needs of future users of the project outcomes.

The comprehensive report represents a compilation of the partner´s findings and includes good practices as well as useful recommendations for the development of the CORE-Toolkit.

Research showed that NEETs are considered 'at risk' as they are jobless and/or vocationally inactive and lack access to learning opportunities. They also risk disengagement from the labour market and often from society in general (European Training Foundation, 2014). Unemployment in early stages of life can have long-term negative effects on later employability and chances of employment (Arulam-palam, 2001). Although young NEET adults have a similar need for guidance and counselling to find (back) into education and/or employment they show a great amount of heterogeneity in their individual situations, needs and risk factors for long-term unemployment.

To address this great need for support on the one hand and the heterogeneity in individual needs on the other hand, the CORE-toolkit focuses not only on how to make (especially informally and non-formally acquired) competences visible in young NEET adults, but also how to support a counselling process best with this target group. Therefore, besides identifying tools for competence assessment particular attention was paid to the areas of vocational orientation, career guidance, empowerment and up-skilling, to match the specific needs of NEETs. To account for the diversity of needs, materials were collected that aim at different subgroups of young adults such as

- » people with migration background,
- » low educational level (or early school leavers),
- » learning disabilities,
- » family responsibilities (e.g. young mothers) to meet this diversity of needs.

Additionally, the comprehensive report showed, that NEETs in the Western Balkans, often lack knowledge about opportunities/programs available to them. To tackle that the toolkit aims to set a special focus on addressing counsellors from the Western Balkans by providing relevant information for NEETs in those countries.

In the research process for the CORE-Toolkit a set of guiding questions were used to identify suitable tools such as:

- » What national measures, initiatives or programmes geared towards assisting and supporting young NEET adults exist already?
- » What suitable measures for assessment and validation of competences / vocational orientation and career guidance / empowerment and up-skilling exist and are available online?
- » What examples of good practice are available?
- » How to make competences of NEETs visible?
- » What should be included in addition to an adopted ProfilPASS?
- » How to create a Toolkit that will help and facilitate the work on both sides – counselee and counsellor?

The CORE-Toolkit has been compiled by choosing a total of 27 tools from the different countries that are suitable for counselling NEETs and fulfilled the criteria (1) practical significance (tools are suitable for NEETs) and (2) accessibility (materials are available online for free). Additionally, 12 support opportunities addressing counsellors and NEETs in the Balkan region were added to the toolkit to provide for the above-mentioned lack of information in those countries. Overall, the toolkit thus covers a variety of methodological approaches and content areas. It is easily accessible for both the counsellors and the counselees, e.g. for self-assessment.

3. How to use the CORE-Toolkit

As mentioned in the previous chapter, the CORE-Toolkit contains over 27 different tools that allows counsellors to choose freely which to use during the counselling process of young NEET adults. Choosing an appropriate tool depends on the counselee's needs. The following explanations will give counsellors some idea of the basic structure of the toolkit and on where to find which tools.

The CORE-Toolkit is divided into two main chapters:

- » I. Tools supporting the counselling process
- » II. Additional support for counsellors & NEETs

3.1. How to find the way through the CORE-Toolkit

Tools supporting the counselling process

The CORE-Toolkit contains many different tools that can support the counselling process. To provide an overview and help counsellors choose the right tools the first pages in the toolkit (p. 5-9) sort those tools into different categories before describing them in detail. To match the needs of the target group these categories were chosen:

- » Getting started: pre-counselling steps **(A)**,
- » Structuring the competence assessment **(B)**,
- » Supporting vocational orientation and career choices **(C)**,
- » Supporting empowerment and up-skilling of NEETs **(D)**.

Category A	Category B	Category C	Category D
provides individual work of the counselee in preparation of the counselling process. Therefore, they can use <u>competence assessment and job orientation</u> tools for self-assessment.	covers tools for competence assessment that can support the counsellor's work in different ways. Tools are sorted into <u>specialized</u> competence assessments (vocational focus vs. soft skills) and <u>comprehensive</u> competence assessments like the <u>ProfilPASS – kickstart your career!</u> .	offers support for <u>vocational orientation</u> and career choices by presenting the tools which allow the NEETs to reflect on career possibilities.	compiles resources (learning platforms, toolkits, handbooks, manuals etc.) matching the needs of this target group and give counsellors the opportunity to include suitable <u>training materials</u> in their counselling process.

Tab. 1: Subcategories of the Tools supporting the counselling process

A During the counselling process, counsellors can use *self-assessment tools* with the counselee, where they can complete a partial or full competence assessment on their own in advance. This can be used as a means of complementing their counselling process, for instance by making it a prior task for the counselee (*category A*) or give it as a homework. Counsellors might also want to use one of these tools as a separate unit during the counselling process with the purpose of gaining additional information or assessing additional competence areas (e.g. soft skills). The results of this prior assessment and/or the experiences that the counselee reports regarding the work with the tool might serve as indicators for counsellors to adopt the further counselling steps to the individual needs and the respective starting situation of the counselee.

B Once the needs of the counselee have been identified, counsellors can select and combine tools that suit the individual needs and situation of the counselee. (*category B Structuring the competence assessment*). Counsellors can choose from tools divided into two main groups: *Specialized competence assessment*, which is further subdivided into *Vocational Focus* and *Soft Skills*, and *Comprehensive competence assessment*, which includes the *ProfilPASS – kickstart your career!*.

C In order to support young NEET adults in exploring their future career and/or education path tools for vocational orientation are listed in category C (*Supporting vocational orientation and career choices*). These tools provide more information about the job search process, career exploration and help the counselee to reflect on career possibilities. Those tools can be used in the beginning of the counselling for initial orientation or after a first competence assessment.

D In category D *Supporting empowerment and up-skilling of NEETs*, the CORE-Toolkit provides tools (learning platforms, toolkits, handbooks, manuals, etc.) that serve to train areas in which counsees have potential for further training and up-skilling. These tools focus especially on competence areas which are highly relevant for NEET adults for example to foster their employability. Counsellors can access these tools either to guide the counselee to use the material independently or to use it with a counsellor/trainer.

Additional Support for counsellors & NEETs

This section gives some additional guidance and support for both sides – counsellors and NEETs. For counsellors there is a small selection of tools available, which can stimulate further development of counsellors and self-reflection. Therefore, this section supports professionalisation not only of unexperienced counsellors.

As discovered during research (see [Comprehensive Report of Identification of Needs](#)), young NEET adults often are not aware of programs available to them in the field of finding a job or internship, especially in the Western Balkans. To tackle that unawareness, counsellors have an opportunity to inform them about these programs during and after the counselling process. Therefore, the CORE-Toolkit provides a selection of suitable programmes in Bosnia and Herzegovina, Serbia and North Macedonia. Those tools provide NEETs with further possibilities for career counselling, self-reflection competence assessment, acquiring practical knowledge, active job seeking, etc.

3.2 The ‘Fact Sheets’ – each tool on one glance

After the overview the CORE-Toolkit provides detailed information about each mentioned tool in form of so called ‘Fact Sheet’. Each sheet summarizes the most important information of a tool on one page so that counsellors can easily find suitable tools for the individual needs of their counselee. For better recognition different colours are used for different types of tools.

Red	Petrol	Blue	Purple
competence assessment tools	vocational orientation and career guidance	Tools for empowerment and up-skilling NEETs	additional support for counsellors and NEETs

The structure of each 'Fact Sheet' is the same:

Name of the tool and author (organisation) give a first orientation.

Short description about the tool and its aim

Brief information about the target group of the tool

This part provides a more detailed description of the key features of the tool.

PROFILPASS – KICKSTART YOUR CAREER!
German Institute for Adult Education (project coordinator) This is the product of an Erasmus+ project partnership.

WHAT IS IT?
(Aim of the Tool)

The ProfilPASS – kickstart your career! is the core of the CORE-Toolkit. It supports the systematic assessment and documentation of competences with the aim of developing a competence profile and thus support (further) personal and vocational development, (re-)orientation and the planning of further learning steps.

WHO IS IT FOR?
(Target Group and (pre)conditions for use of the tool)

The ProfilPASS – kickstart your career! addresses young NEET adults who are in need of orientation and counselling. To fit the special situation and needs of this target group the ProfilPASS as an Instrument for competence assessment was adapted in language, content and layout to match the situation and needs of young NEET adults.

KEY FEATURES

By evaluating different areas in (1) **My Life** (life so far, social network, description of a typical day), (2) **My Activities** (e.g. life at home/family/caring for others, hobbies/interests/free time, education, work/volunteering/internships, participation in projects/workshops/courses/trainings, extraordinary circumstances) and (3) **My Qualities**, a competence profile is developed in chapter (4) **All my Competences – a summary**. (5) **My Future** and (6) **My Applications and Documents** are focusing on next steps and how to make good use of the competence profile.

To fit the needs of vulnerable young adults (NEETs) the ProfilPASS – kickstart your career! combines and further adapts parts of the ProfilPASS and the ProfilPASS for young people. Adaptations include:

- **Linguistic simplifications and additional explanations** (e.g. through a glossary) to provide accessibility for NEETs with lower educational levels.
- **Layout adaptations** to make the tool more appealing and motivating for this target group.
- A **moderator** (narrator) who guides the counselee, explains exercises and gives useful tips.
- **NEET-Testimonials** give examples, serve as positive role models and motivation for the work with the ProfilPASS
- **New chapters** to support career decisions and the process of searching and applying for the right job (Previous Job-searching Experience; My Career & My Goals and Next Steps; My CV; My Cover Letter; Professional etiquette in networking and in an interview)

TRY THE TOOL
https://core.profilpass-international.eu/index.php/article_id=143&clang=1

LANGUAGES AVAILABLE
German, English, Bosnian, Macedonian, Serbian, Slovenian

FURTHER INFORMATION
<https://core.profilpass-international.eu/>
Deutsches Institut für Erwachsenenbildung – Leibniz-Zentrum für Lebenslanges Lernen e.V.
German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE)
Servicestelle ProfilPASS
Heinemannstraße 12-14 53175 Bonn, GERMANY

All mentioned tools are available online. A direct link leads to the tool.

Tools are available in different languages. This can affect the selection of a tool.

Looking for more information - the contact details of the organisation and/or web pages can help

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An example on how different tools can be used and combined

Suppose you are asked to find out the skills and abilities of a young woman who left school early without a specific vocational qualification due to unplanned pregnancy. After taking care of her child she now wants to figure out how to start a career. You activate the pre-counselling stage by using the self-evaluation tool “**My Career Choice**” to get a first impression of her current status of the career choice process. To assess her informally and non-formally acquired competences the work with the *ProfilPASS – kickstart your career!* can be started. To supported this process and foster the counselees’ understanding of different competences “**Competence Cards**” could be added in the process. During the counselling the young woman becomes aware of all her competences she gained by taking care of a baby but also realises that she wants to learn more. To support her decision for a certain educational path you can use materials from the “**BYMBE – Orientation Pack**” and suggest that she uses further tools like “**vocational choice tests**” or the “**short career quiz**”. After she chose the best fitting vocational education or training the counselee can set her own goals and write down next steps with the help of the *ProfilPASS – kickstart your career!* (chapter “my future”).

Vocational orientation as pre-counselling option

Competence assessment as the heart of the counselling process

Empowerment tools to support the process

Tools for vocational guidance to support a decision

ProfilPASS – kickstart your career! to plan the future

I. TOOLS SUPPORTING THE COUNSELLING PROCESS

A. Getting started: pre-counselling steps (individual work of the clients in preparation of the counselling process)

In preparation of the actual counselling process clients could use competence assessment and job orientation tools for self-assessment. The CORE-Toolkit contains instruments that allow clients to independently carry out a partial or complete competence assessment. Additionally it contains tools that support the process of job orientation.

For young NEET adults self-reflecting not only on their competencies but also their (future) career choice can be an important pre-counselling step.

» Self-assessment tools

FOR COMPETENCE ASSESSMENT

- » Competence cards
- » my-professional-experience.org
- » Competence Cards for educational counselling and career guidance
- » Picture card set for competence recording App
- » The Nefiks App
- » My experience (student work experience)
- » Youthpass

FOR VOCATIONAL ORIENTATION

- » Online Tool „my career choice“
- » Vocational choice tests
- » Short career quiz
- » www.zanimanja.mk
- » Career quiz: "what occupation suits you best?"

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This section, 'Tools supporting the counselling process' gives an overview of the tools in this toolkit which conduct and accompany the counselling process.

This section is subdivided into four categories:

- Getting started: pre-counselling steps
- Structuring the competence assessment
- Supporting vocational orientation and career choices
- Supporting empowerment and up-skilling of NEETs

» Click on each tool to access more information about it in the form of a Fact Sheet.

You may find plenty of suggestions in using a combination of different tools for the counselling process in pages 5 to 9 of the CORE-Toolkit

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4. How to use the ProfilPASS – kickstart your career!

The ProfilPASS is a system for competence assessment basically aiming at supporting users in their personal and vocational development. The ProfilPASS – kickstart your career! addresses young NEET adults and supports counsellors in their work with this target group.

4.1 How to find the way through the ProfilPASS

The ProfilPASS – kickstart your career! is based on the ProfilPASS – a tool for identifying and documenting one's skills and competences. It was originally created by the German Institute for Adult Education and has been further developed in different EU projects.

The ProfilPASS-system is based on the fact that people learn mostly in informal environments like family, hobbies, voluntary work and through coping with challenges of their lives. It assumes that all human beings have competences and that all competences are valuable regardless where they have been acquired.

The ProfilPASS – kickstart your career! structured alongside the idea



“know your strengths | use your strengths”, thus competences are discovered and through the work with the ProfilPASS also reflected how to make use of them by choosing the right career. Imagery serves as an orientation mark within the ProfilPASS – kickstart your career! and motivates the users to step by step work through the chapters.

1 The first chapter “**Introduction**” serves as an initial way for counselees to understand what is a ProfilPASS and how to use it to discover their strengths. It also gives an orientation how the ProfilPASS can be used together with a counsellor, the moderator Sasha and the testimonials Anna and John are introduced to guide counselees along the way.

2 The second chapter is “**My life**”, where counselees are asked to look back on their life so far and think about basic questions that determinate them. They visualise important moments and events on their lifeline, reflect on important people in their social network and describe a day of their life.

3 In the third chapter “**My activities**”, counselees learn about the 4-step scheme used to work through each activity field (see Tab. 2 below) and they initially structure their activities in an overview. The chapter covers different activity fields and thus reveals formally, non-formally and informally acquired competences. The following activity fields are included:

- » Life at home, family and caring for others
- » Hobbies, interests and free time activities
- » Education
- » Previous job-searching experience
- » Work experience, volunteering, and internships
- » Participation in projects, workshops, courses and training activities
- » Extraordinary circumstances
- » I also want to address

Step 1	Identify the activity	The counselee names all the important activities and also looks at reasons why they did what they did.
Step 2	Describe the activity	Here, the counselee describes the activities in more detail.
Step 3	Extract skills and knowledge	Here, the activities identified will be re-formulated in order to extract the user's skills and knowledge.
Step 4	Evaluate your skills	Here, the most important skills will be identified through a rating system and their value will be assessed.

Tab. 2: The 4 Step Scheme in the *ProfilPASS – Kickstart your career!*

4 The fourth chapter “**My qualities**” invites counselees to assess their own qualities in order to find out what they are like and what they like to do. Through the comparison of a self-assessment and the assessment of significant others (family and friends), counselees gain a deeper understanding of themselves and identify their special qualities. For both assessments the same list of qualities is being rated. This helps to reflect how I see myself and how others see me. A special focus in this chapter is set on language skills/multilingual competences and cultural awareness.

5 The fifth chapter “**All my competences**” supports an interim review in the counselling process. This section will help counsees to find out about what they like doing best, what they do well and where there might still be room for improvement. Thus, a competence profile and particular strengths will be identified.

6 The sixth chapter “**My future**” invites counsees to investigate their future, think about their interests, and explore their wishes and career options. To assist the planning process counsees also learn how to formulate their own goals as well as next steps to reach their goals.

7 The last chapter “**My applications and documents**” aims to help counsees to prepare their application documents and make their discovered competences visible. It provides important information and examples on how to write CVs and cover letters as well as proof of qualifications and how to prepare for a job interview. Additionally, the ProfilPASS – kickstart your career! explains key competences for lifelong learning.

4.2 How to work with the ProfilPASS – kickstart your career!

Basic principles regarding work with the ProfilPASS – kickstart your career!

All versions of the ProfilPASS are based on a common understanding of counselling. The underlying concept of the ProfilPASS regards counselling as a communicative and interactive process focusing on capacity building in the context of reflexion and exchange.

Following this basic understanding, work with the ProfilPASS – kickstart your career! is based on three core principles:

- » Counselling is oriented towards a humanistic concept of humankind in which human beings are regarded as being capable of lifelong development, change and learning. Counselling thus becomes an attitude rather than a technique and is distinguished by authenticity, appreciation and empathetic understanding.
- » The constructivist theory forms the theoretical basis of work with the ProfilPASS. According to this, there is no objective reality but only subjective realities that are actively created by everyone. The acquisition of knowledge and competences is thus considered the personal contribution of each subject. Counselling therefore underlies the principles of a didactics of enabling.
- » Finally, counselling with the ProfilPASS is biographical work. This means that the individual biography of a person is the starting point for processes of reflexion and the users shape this process as experts for their own biographies.

Furthermore, the following didactic principles are central:

- » process transparency
- » participant orientation
- » support for self-regulation and self-organization
- » counselling for all parts of the ProfilPASS – kickstart your career!
- » orientation towards competence, reflexion and learning interests

The counselling process

The process of consultation with the ProfilPASS – kickstart your career! may be different from case to case depending on the objectives that are agreed upon by the counselee and the counsellor.

The counselling process should, however, always include the following points (see also Tab. 3). At the beginning, the counselee has to be informed about the reasons behind working with the ProfilPASS – kickstart your career! and the individual steps that will be completed should be presented. Clarifying the user's objectives and their expectations regarding the counselling process is another central part. Furthermore, counsellor and counselee should jointly agree on their respective responsibilities in the course of the counselling process. Accordingly, an overall time frame and deadlines will also have to be set up. As a final part of the counselling process, the results and additional targets for the future should be discussed.

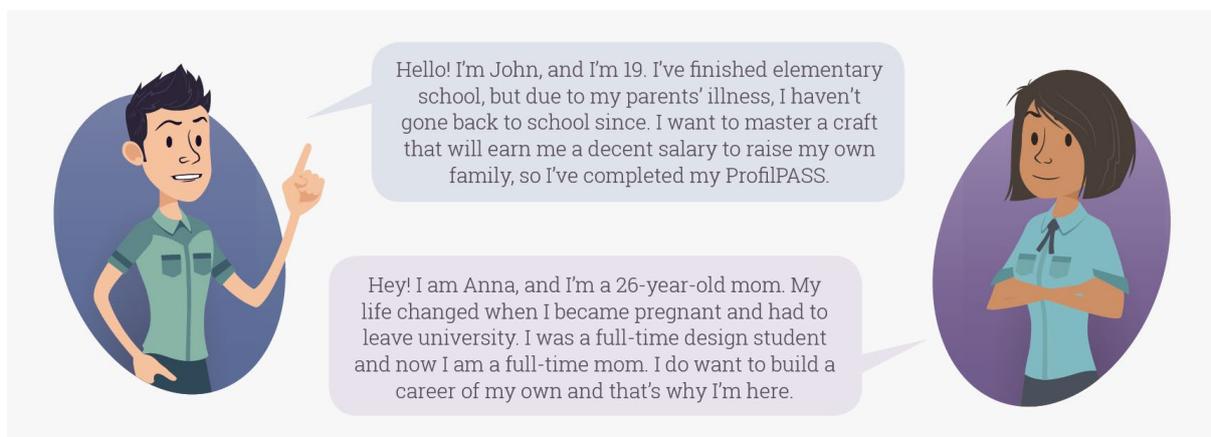
Working steps in the counselling process	Aim
Preparation	<ul style="list-style-type: none">» developing a realization scenario» organizing the counselling situation
Starting Phase	<ul style="list-style-type: none">» clarifying the counselling mandate (poss. with a contract)» using the structure of the ProfilPASS – kickstart your career!
Assessment Phase	<ul style="list-style-type: none">» assessing the competences following the biography and experiences of the user» accompanying and supporting the self-exploration
Balancing Phase	<ul style="list-style-type: none">» assessing strengths» creating a competence balance
Development Phase	<ul style="list-style-type: none">» formulating development aims» working out an action plan
Evaluation Phase	<ul style="list-style-type: none">» final counselling and handing out the competence certificate
Post-Processing	<ul style="list-style-type: none">» overview of successful/problematic learning situations» consequences for further learning situations

Tab. 3: Counselling Process Model for the *ProfilPASS – kick start your career!*

4.3 Special Features of the ProfilPASS – kickstart your career!

In order to ensure a low-threshold approach for the target group of young NEET adults, the ProfilPASS – kickstart your career! includes some special features that will help the users find their way through the work with the ProfilPASS and can be used during the counselling process:

- » Two **recurring biographical examples** (NEET-Testimonials) motivate and support through their sample answers and sharing of experience. They can serve as orientation and positive role models, thus motivate the counselee to work with the ProfilPASS.



- » Counselees are accompanied and supported by a **moderator** (narrator) during their work with the ProfilPASS – kickstart your career!. He gives instructions, explains exercises and provides useful tips. While the testimonials are installed to help by providing relatable experiences, the moderator supports through explanations and motivation. The moderator does not replace the counsellors but he complements the counsellor's work or represents it when counselees work with the ProfilPASS – kickstart your career! on their own.

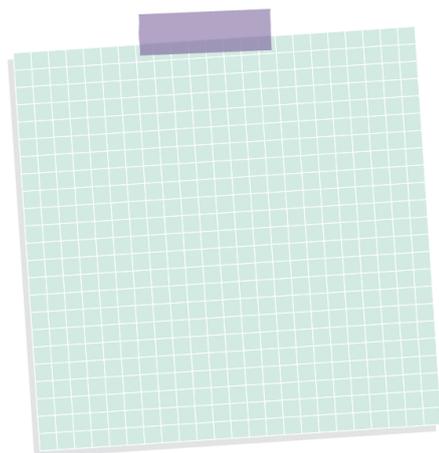


Talk to your ProfilPASS counsellor to clarify these instructions further.



Think about what happened that day. Begin with waking up, and write down all places or situations, what you saw and experienced, and who else took part in that.

- » The **language** of the ProfilPASS is adapted to the target group. Therefore, linguistic simplifications and additional explanations (e.g. through a glossary) are used to make the instrument accessible to people with a lower educational level.
- » Extensive **layout adjustments** make the tool more attractive and motivating for the target group of young NEET adults. It enables them to easily navigate through links and color-coding of the chapters as well as filling in the interactiv pdf on screen.



Sticky notes invite to reflect
and to take notes



- » To better match life situation, experience and needs of these young adults the **content is adjusted**. Thus, new chapters are added to support career decisions and the process of searching and applying for the right job ('Previous Jobsearching Experience', 'My Career', 'My Goals and Next Steps', 'My CV', 'My Cover Letter', 'Professional etiquette in networking and in an interview').

Duration of counselling

Regarding the temporal framework, the overall duration of the counselling process should at least be 5 hours for a single counselling session and 10 hours for a group counselling session. However, this information refers to a counselling process in which the assessment of competences is in the foreground.

When the development of competences and, for instance, further counselling regarding vocational options are included, the time required increases. As for the variety of options on how to conduct this process, it cannot be determined how much time is needed, here.

Also, work with the ProfilPASS – kickstart your career! is comprehensive and can be challenging regarding the intensity of reflexion that is needed. Therefore, it might be advisable to schedule breaks in between the counselling sessions. Furthermore, the users could independently work on parts of the ProfilPASS – kickstart your career! as home work.

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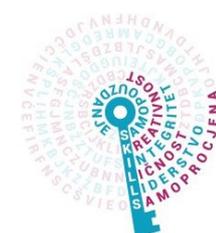
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