



Introduction into the further training module

“Vocational orientation in the commercial sector”

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1. Explanation and aim of the module

The target group the module addresses and the requirements to participate in the qualification:

The target group are candidates with finished at least higher education in social, pedagogical and humanistic fields, who want to carry out vocational orientation. They can possible work in elementary and secondary schools, career centers, job centers and other institutions. Because of active training methods, we recommend performing in the group up to 15 candidates.

The subject of the module:

Within the framework of the BOQua project, the Slovenian partner was given the task of preparing a training module for career advisors with an emphasis on the field of commerce. We included the basic general contents which are necessary for career counselor and the specific knowledge for career counselling in the field of commercial professions.

Aim of the module:

The main aim is to train vocational orientation counsellors for the implementation and organization of activities that help candidate to find out his/her abilities and personal characteristics. To explore opportunities for education and employment, and to choose profession and education in accordance with his/her interests, abilities and knowledge.

Work processes and tasks that touch the module:

2. Framework of the module

Time scale of the module:

The training lasts for four days, every day for 7 hours. Total: 28 hours. After completion of the training, each candidate independently carries out a career counselling activity and register it (write or record). Registered activity is sent to the training provider for review. At the evaluation meeting candidate receive feedback.

Framework conditions for the learning process that are used and why (for example training places):

For implementation of the module the normal classroom will be needed. Some parts of the training should be done in a computer classroom, which enables the active participation of candidates.

Needed technical equipment for the module:

- ICT equipment (computer, projector, projection screen, internet connection)
- white board, markers
- flip chart and presentation cards, pens etc. for results documentation from group work

Number of participants per training unit:

Because of active training methods, we recommend performing in the group up to 15 candidates.

3. Recommended used materials

Teaching and learning materials are mostly presentations, worksheets, online questionnaires and other materials depends on teacher. Prepared materials which are attached to the module can be examples and they refer to the testing of the qualification module in Slovenia and are appropriate for Slovenian national framework conditions.

4. Didactic construction

Structure of the module:

Table 1 – **content table** you can see the learning content, working steps and learning material. The table give an overview of the main contents of the module.

Table 2 –shows **the implementation plan of training**. This is a daily plan, covering the main goals of training, contents, methods and duration. It is set how the evaluation of practical knowledge will be done, used materials, the spatial conditions and needed equipment.

Table 3 – **detailed schedule** presents the schedule of each day of training with precise daily activities per hour and teaching methods.

Teaching and learning content:

Content in the module is divided into different parts. The first part enables candidates to acquire knowledge and developing basic communication skills with an emphasis on guiding an counselling interview. The second part offers basic knowledge in the field Psychology of the personality and an insight into a collect of tools for getting to know more about personal characteristics, professional interests and attitudes. Candidates for career counsellors are trained to conduct the process of career decision making.

Then are two parts where candidates get to know more about the educational system and opportunities, the laws of the labor market, and the trends in the field of employment.

With experiential learning candidates get equipped with the skills, needed to find a job. The main part is the presentation of professions from the field of entrepreneurship and economics.

During whole module candidates are also trained to find the information they need to perform vocational orientation.

Contents of the module:

A: LIFELONG CAREER ORIENTATION IN THE LEARNING INFORMATION SOCIETY

Definition and importance of vocational orientation
Definition and importance of vocational orientation
The basics of successful communication
Counselling interview

B: PSYCHOLOGY OF PERSONALITY AND ADOPTION OF DECISIONS IN THE CONTEXT OF CAREER ORIENTATION

Areas of personality structure and self-image
Self-cognition
Personality development and the formation of professional interests
Making decisions and planning a strategy for the realization of career goals

C: LEARNING FOR TRANSITION FROM EDUCATION TO LABOUR MARKET

Educational system and acquisition of formal education
Professions (of future)
Entering the labor market

D: CAREER ORIENTATION FOR THE FIELD OF ENTERPRISE AND ECONOMY

Professions from the field of entrepreneurship and economics
Key competencies for professions in the field of entrepreneurship and economics
Characteristics and skills important for professions in that field
Employment opportunities, expectations, employers' demands

Core competencies/skills/knowledge to be acquired

Competences	Objectives - at the end of this module the learner will know / can do the following:
competence for informing	know the possibilities and ways of education can find the information needed for career counselling know the laws of the labor market and trends in the employment field
competence for counselling	develop basic communication skills for counselling in the field of vocational orientation is trained to guide candidates through the career decision process
the competence of interviewing	knows the steps how to guide the interview
the competence of diagnostics and assessment	knows instruments to recognize personal characteristics, professional interests, attitudes.
competence to educate	identifying strong areas, talents, interests as well as areas of growth

Trained career counsellor is able to advise the candidate in the cooperation with the local environment (educational institutions and working organizations in the local community, potential employers, entrepreneurs, innovators and others) to achieving the following goals:

- adopting strategies for identifying one's own needs, personal characteristics, abilities, interests, talents, desires, values, attitudes and deciding on a career path
- identifying strong areas, talents, interests as well as areas of growth and thinking about his/her place in the labour market
- learning about different ways of searching for information and training how to use them to explore the possibilities of education, training and employment
- research of the skills and qualifications needed for the working in different professions,
- developing the ability to successfully face the challenges of important transition periods in life
- developing the ability to successfully face the challenges of changing labor market demands,
- learning effective interpersonal communication and developing collaborative skills
- developing learning strategies and awareness that they can influence on their own learning and form their own career path
- gaining experience in cooperating with the nearer local community and the wider social environment, and experiential learning about opportunities in the field of education and the labour market.

The last part of the module focuses on vocational orientation for the professions in the field of entrepreneurship and economics. By performing workshops and other activities, the career counselor encourages the candidates to learn about the personal characteristic and competences that are important for the successful performance of professions in this field. The candidates also get to know the employment possibilities as well as the expectations and demands of employers

5. Used teaching and learning methods

The training will be carried out with different teaching methods:

- explanation,
- demonstration,
- conversation,
- discussion.

Explanation is direct work of the teacher with all the candidates in the group. Between teacher and candidates is most of the time just one-way communication (from teacher to group). The advantage of this method is that teacher can monitor the classroom interaction and can faster pass to them the subject matter. The disadvantages of lecture are reflected in the dominance of the teacher's role, communication and cooperation between the candidates is prevented, just listening can be monotonous, not stimulating and motivational.

Explanation is recommended in the implementation of theoretical content such as, for example, the definition and importance of vocational orientation, activities of vocational orientation, the basis for successful communication, the field of personality structure, the school system and the acquisition of formal education.

Demonstration – the teacher with audiovisual materials presents concepts, information on the web, self-cognition instruments ... The teacher guides and motivate candidates to acquire knowledge, skills, ... by themselves.

Conversation – The experienced teacher can stimulates and guide the conversation about the content which is known to the whole group. At the beginning of the conversation, the teacher expose the topic and specify the goals. Teacher make a brief introduction in which presents the problem in general or the concrete case. Candidates are actively and equally involved in conversation. The teacher completes the information or. strengthen the acquired knowledge of candidates by commenting, linking and summarizing their statements. The method is useful for whole module contents, where candidates show interest, experiences, knowledge.

Discussion – candidates exchange ideas with each other, discuss the topic or plan new activities.

The discussion takes place according to the teacher's instructions or spontaneously. The group discussion develops the ability of the candidates to lead, a sense of teamwork, critical thinking and is very suitable for changing attitudes through a democratic dialogue.

Teaching with worksheets is done individually. The content of the worksheets refer to the topics discussed. In this way, candidates checked the acquired knowledge and give it practical value.

Content table for the qualification module „Vocational orientation in the commercial sector“ of the Erasmus+-project „BOQua“

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No	Title of lesson	Teaching content	Note about teaching /learning materials
A0	LIFELONG CAREER ORIENTATION IN THE LEARNING INFORMATION SOCIETY	Introduction to career orientation	
A1	Definition and importance of vocational orientation	The Importance of Career Orientation in the Learning Information Society	
A2	Career orientation activities	Group and individual career orientation activities	
A3	The basics of successful communication	Communication model and types of communication Verbal communication The importance of non-verbal communication Specifying a return message	Communication 1 Communication 2 Communication 3 communication exercise https://www.youtube.com/watch?v=TeVTCnU7chU
A4	Counselling interview	Principles and steps for guiding a consultative interview Establishing and maintaining contact with a consultant Active listening and other communication techniques	listening skills
B0	PSYCHOLOGY OF PERSONALITY AND ADOPTION OF DECISIONS IN THE CONTEXT OF CAREER ORIENTATION	The importance of knowledge of personality traits and motivation factors in career counselling and decision-making	

B1	Areas of personality structure and self-image	Personality as a psycho-physical entity: personal characteristics, motivation, skills and abilities for learning, knowledge, skills, competencies, interests	
B2	Self-cognition	Accessories for identifying and measuring personality traits, interests, attitudes. The importance of personality traits for success in various occupational	
B3	Personality development and the formation of professional interests	Sociological and developmental theories of career development Developmental characteristics in different periods of life in connection with career decision-making The importance of values, attitudes and beliefs in career decision-making	
B4	Making decisions and planning a strategy for the realization of career goals	Theoretical explanations of the career decision-making process The process and factors for making career decisions The importance of planning a strategy for the realization of the	

		decision	
C0	LEARNING FOR TRANSITION FROM EDUCATION TO LABOUR MARKET	Competencies for successful integration into further education and the labor market	
C1	Educational system and acquisition of formal education	Types of educational programs at different levels of education and transitivity Application registration procedure Sources of information on education opportunities at home and abroad	

C2	Professions (of future)	<p>Sources of information about professions</p> <p>Presentation of professions from the field of entrepreneurship and economics</p> <p>The professions of the future are based on lifelong learning</p>	
C3	Entering the labor market	<p>Laws of the labor market, trends and possible forms of employment</p> <p>Competencies for successful integration into the labor market: job search, job registration, Europass CV and other forms of self-presentation, interview with the employer.</p>	
D0	CAREER ORIENTATION FOR THE FIELD OF ENTERPRISE AND ECONOMY	Activities for getting to know with professions from the field of entrepreneurship and economics	
D1	Entrepreneurship and economics - could this be a profession for me?	<p>The importance of personal characteristics for the successful working in professions from the field of entrepreneurship and economics</p> <p>Key competencies for professions in the field of entrepreneurship and economics:</p> <ul style="list-style-type: none"> - communication skills, - entrepreneurial sense, - planning and organizing, - management skills, - a sense of orderliness, - strategic thinking, - Teamwork, - customer orientation, ... 	<p>am I personality for entrepreneur</p> <p>collecting ideas</p> <p>profile of entrepreneur 1</p> <p>business opportunity in given situation</p>
D2	Discovering your own potentials for performing professions from the field of entrepreneurship and economics	Presentation of workshops for discovering interests, properties and testing of skills	

D3	Employment opportunities	Various employment opportunities Expectations, employers' demands	
D4	Instructions for final project assignment	Selection and planning of vocational orientation activities Evaluation of service by users and self-evaluation of the implementer Evaluation meeting with the trainer	

Rough concept for the qualification module „Vocational orientation in the commercial sector“ of the Erasmus+-project „BOQua“
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	Day 1	Day 2	Day 3	Day 4
Title	Life-Long Career Orientation - Significance in Information Learning Society	Psychology of personality and decision-making in the context of vocational orientation	Learning for transition from education to labour market	Vocational orientation for the field of enterprise and economy
Duration	7 hours	7 hours	7 hours	7 hours
Units	A0 – A4	B0 –B4	C0 – C3	D0 –D4
Goals	<p>participant understands the importance of vocational orientation for today</p> <p>knows vocational orientation activities</p> <p>knows the principles and steps of guiding the counselling interview</p> <p>can establish and maintain good contact with a consultant</p>	<p>defines personality as a psychophysical whole. is familiar with areas of personality structure</p> <p>understands the importance of knowledge of personality traits and motivational factors in career counselling and decision-making</p> <p>knows his developmental features at different stages of his life and can connect them</p>	<p>know the possibilities and ways of education</p> <p>is aware that good information is a condition for good decision-making</p> <p>acquires, understood and critically evaluate information</p> <p>knows the characteristics of the professions</p>	<p>know personality traits that are important for the successful pursuit of professions from the field of entrepreneurship and economics</p> <p>knows the competences of professions in this field</p> <p>is acquainted with a set of workshops for discovering and testing <u>characteristic</u> and skills relevant to the</p>

	<p>knows the model and types of communication</p> <p>is aware of the importance of non-verbal communication</p> <p>understands the importance of active listening</p> <p>Verify goals and give feedback</p>	<p>with career decision making</p> <p>is aware that different personality traits are important for the successful performance of various professions</p> <p>Understands the importance of values, attitudes and beliefs in career decision-making</p> <p>knows theoretical explanations of the career decision making process</p> <p>knows process and factors of taking career decisions</p> <p>understands the importance of planning a strategy for the realization of a decision</p>	<p>knows the laws of the labor market, trends and possible forms of employment</p> <p>can justify the importance of lifelong learning</p>	<p>professions in the field of entrepreneurship and economics</p> <p>knows job opportunities, expectations, employers' requests</p>
Content	<p>Definition and importance of vocational orientation</p> <p>career counselling activities</p> <p>Career counselling and guidance of counselling</p>	<p>personality - areas of personality structure</p> <p>self-esteem and self-cognition: personal characteristics, motivation, capabilities and abilities for learning,</p>	<p>education system</p> <p>obtain formal education and application-registration procedure</p> <p>sources of information about professions and educational</p>	<p>The profession in the field of entrepreneurship and economics - could this be my occupation?</p> <p>knows the competencies of professions in this field</p>

	interview	<p>knowledge, skills, competencies, interests, attitudes, values</p> <p>instruments for identifying and measuring personal characteristics, interests, attitudes</p> <p>personal development and the formation of professional interests</p> <p>sociological and developmental theories of career development</p> <p>making decisions and planning a strategy for the realization of career goals</p>	<p>opportunities</p> <p>presentation of professions from the field of entrepreneurship and economics</p> <p>the professions of the future are based on lifelong learning</p> <p>entering the labor market: job search, apply for the job, Europass CV and other forms of self-presentation, interview with the employer</p>	<p>workshops for the discovering and testing qualities and skills relevant to the professions in the field of entrepreneurship and economics</p> <p>employment opportunities, expectations, employers' requirements</p>
Methods/ duration	<p>15 min- the importance of career orientation in an informational learning society</p> <p>30 min- career orientation activities</p>	<p>90 min- personality - areas of personality structure, self-image and self-awareness</p> <p>60 min- instruments for identifying and measuring personal characteristics, interests, attitudes</p>	<p>45 min- school system and obtain the formal education</p> <p>60 min- sources of information about professions and educational opportunities at home and abroad</p> <p>90 min- presentation of</p>	<p>45 min- could the profession in the field of entrepreneurship and economics be a profession for me?</p> <p>45 min - competences of professions in the field of entrepreneurship and</p>

	<p>75 min- the basics of successful communication</p> <p>75 min-guiding counselling interview</p> <p>120 min- active listening and other communication techniques</p>	<p>45 min- development of personality and formation of professional interests</p> <p>60 min-sociological and Developmental Theories of Career Development</p> <p>60 min- checking career goals, making decisions and planning a strategy for the realization</p>	<p>professions from the field of entrepreneurship and economics</p> <p>45 min- the professions of the future are based on lifelong learning</p> <p>75 min- entering the labor market</p>	<p>economics</p> <p>135 min- workshops for discovering and testing qualities in skills relevant to business professions in the economy</p> <p>60 min- employment opportunities, expectations, employers' requirements</p> <p>30 min- instructions for final project task</p>
Practical knowledge evaluation	<p>develops basic communication skills for counselling in vocational orientation</p>	<p>knows instruments for recognition personal characteristics, professional interests, attitudes.</p> <p>trained to lead candidates through the career decision process</p>	<p>knows the possibilities of changing ways in the education system</p> <p>know where to find the information which he/she needs for vocational orientation</p>	<p>is trained for the implementation of activities through which the candidates are brought closer to the idea of professions in the field of entrepreneurship and economics</p>
<p>During training, the acquired knowledge and skills are checked by exercises that predict the active participation of the participants. The participants demonstrate their practical knowledge by preparing the final project task.</p>				
Material	<p>Powerpoint presentation worksheets</p>	<p>Powerpoint presentation worksheets</p>	<p>Powerpoint presentation worksheets</p>	<p>Powerpoint presentation worksheets, poster, colour markers</p>

Equipment/ classroom	ICT equipment, classroom	ICT equipment, classroom	ICT equipment, classroom	ICT equipment, classroom
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Detailed schedules for the qualification module „Vocational orientation in the commercial sector“ of the Erasmus+-project „BOQua“

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Day 1: Lifelong career orientation in the learning information society

Beginning	Duration (min)	Title (learning unit)	Topic	Materials	Methods
8.30 AM	30 min	registration	arrival of the participants		
9.00 AM	15 min	Welcome and introduction	Greetings of the candidates and short introduction	Training program	
9.15 AM	45 min	A0-A2	the importance and activities of vocational orientation in the information learning society	Module: vocational orientation in the commercial sector	explanation conversation
10.0 AM	75 min	A3	basics of successful communication	Module: vocational orientation in the commercial sector	explanation conversation
11.15 AM	15 min	Coffee break			
11.30 AM	75 min	A4	guiding the counselling interview	Module: vocational orientation in the commercial sector	explanation worksheets work in pairs discussion
12.45 PM	30 min	Lunch break			
13.15 PM	120 min	A4	active listening and others types of communication	Module: vocational orientation in the commercial sector	explanation conversation worksheets role play

Day 2: Psychology of personality and adoption of decisions in the context of career orientation

Beginning	Duration (min)	Title (learning unit)	Topic	Module: vocational orientation in the commercial sector	Methods
9.00 AM	90 min	B0-B1	Personality- areas of personality structure, self-esteem and self-cognition	Module: vocational orientation in the commercial sector	explanation conversation worksheets worksheets
10.30 AM	15 min	Coffee break			
10.45 AM	60 min	B2	instruments for identifying and measuring personal characteristics, interests, attitudes	Module: vocational orientation in the commercial sector	explanation questionnaires and other instruments
11.45 AM	45 min		personal development and the formation of professional interests	Module: vocational orientation in the commercial sector	explanation conversation
12.30 PM	30 min	Coffee break			
13.00 PM	60 min	B3	sociological and developmental theories of career development	Module: vocational orientation in the commercial sector	explanation
14.00 PM	60 min	B4	making decisions and planning a strategy for the realization of career goals	Career counselling portfolio	Work in groups discussion

Day 3: Learning for transition from education to labour market

Beginning	Duration (min)	Title (learning unit)	Topic	Materials	Methods
9.00 AM	45 min	C0-C1	education system and how to obtain formal education	Module: vocational orientation in the commercial sector	explanation
9.45 AM	60 min	C1	sources of information about professions and educational opportunities home country and abroad	Web pages	demonstration
10.45 AM	15 min	Coffee break			
11.00 AM	90 min	C2	presentation of professions from the field of entrepreneurship and economics	Brochures, web pages	explanation
12.30 PM	30 min	Lunch break			
13.00 PM	60 min	C2	the professions of the future are based on lifelong learning	Module: vocational orientation in the commercial sector	explanation discussion
14.00 PM	60 min	C3	entering the labor market	Module: vocational orientation in the commercial sector	demonstration discussion

Day 4: Career orientation for the field of enterprise and economy

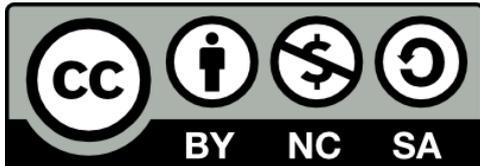
Beginning	Duration (min)	Title (learning unit)	Topic	Materials	Methods
9.00 AM	45 min	D0-D1	The profession in the field of entrepreneurship and economics - could this be my occupation?	Module: vocational orientation in the commercial sector	explanation discussion
9.45 AM	45 min	D1	competencies of professions in the field of entrepreneurship and economics	Module: vocational orientation in the commercial sector	explanation discussion
10.30 AM	15 min	Coffee break			
10.45 AM	90 min	D2	workshops for the discovering and testing qualities and skills relevant to the professions in the field of entrepreneurship and economics	Module: vocational orientation in the commercial sector	Introspective method, Workshop, online questionnaires and other instruments
12.15 PM	30 min	Lunch break			
12.45 PM	45 min	D2	workshops for the discovering and testing qualities and skills relevant to the professions in the field of entrepreneurship and economics	Module: vocational orientation in the commercial sector	Introspective method, Workshop, online questionnaires and other instruments
13.30 PM	60 min	D3	employment opportunities, expectations, employers' requirements storytelling – career path	Module: vocational orientation in the commercial sector, web pages	explanation active searchin for information
14.30 PM	30 min	D4	Instructions for final project task		explanation

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