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# My Future Career Path Manual

Education Counselor Manual





# My Future Career Path Manual

# (Education Counselor Manual)

Prepared by Visual Software Consulting and Training Co. (PRAVO<sup>®</sup>) 1st Edition, 2021





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3

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In this context, the (My Professional Future Path) manual is prepared with the aim of increasing the attractiveness among Jordanian and non-Jordanian students in higher elementary grades to careers in fields supported by education and training.

Work Team

• 4

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# Contents

Acknowledgment	4
Work Team	5
Contents	6
Introduction	7
Manual Instructions	8
First Pillar: Self-Awareness:	9
Session (1): Who am I?	10
Session (2): My Personality and My Aspirations	15
Session (3): How to Find Myself	19
Session (4): Aptitude Test	22
Second Pillar: Labour Market Awareness	24
Session (5): Careers Types	25
Session (6): Work Skills	30
Session (7): Transferring between Careers	35
Session (8): Exploring Professional Specialties	39
Session (9): Professional Specialties Choices	41
Third Pillar: Career Planning	43
Session (10): My Professional Goals	44
Session (11): My Professional Future	48
Session (12): Choosing My Professional Path	51
Appendix (1)	55
References	56
Manual Evaluation Form	57

# Introduction **•**

Career guidance and counseling helps students choose the appropriate profession by helping them to explore their preferences, abilities, aspirations, and career information in order to make professional decisions that make them feel satisfied. The educational counselor is the key actor for providing career guidance and counseling services to students. The counselor performs several roles, including preparing, managing and evaluating career guidance and counseling programs, providing students with direct advisory services, and contributing to and preparing plans for field visits to governmental and private institutions for students to get acquainted with the labor market before practicing professions.

My Future Career Path (Student Manual) has been prepared with the aim of helping students in the Ministry of Education schools (grades 8-10) to discover themselves and know their abilities and potentials in choosing their profession, in line with their Aptitudes, abilities, preferences, expectations, social and economic conditions and the requirements of the labor market.

In this context, the (Education Counselor) manual is prepared to be a helpful and organized tool for the educational counselor to present the (12) counseling sessions (individual and/or group) in the student's manual, supported by (23) instructional activities that stimulate thinking, reflection, and group work, and develop planning skills. The manual is organized by presenting the session objectives, the necessary tools, and the strategy for implementing the counseling session with the necessary information, instructions, and presenting the expected answers to the activities described in the (Student Manual).

7

# Manual Instructions



Early preparation for each session by reading the manual carefully and checking its contents.

Acquire the skills of the educational counselor and continuously develop themto ensure the effective implementation of the counseling sessions.

Icons used to display training activities are: 🔗 Implementation Time, 🚫 Implementation Strategy (Individual Work),

Implementation Strategy (Group Work), Proposed Training
 Strategy, Proposed Assessment Tool.

Use the information contained in the (Knowledge Box) in the student's manual when implementing the training activities.

Direct students to follow the steps for implementing training activities and maintain the optimal use of available time and resources.

Help students to display the results of the activities on the dedicated board inside the room, or allocate additional session(s) for results presentation (i.e. depending on the activity and available resources.)



Explain to students that the names of individuals and case studies included in the student manual are hypothetical and not real.



Playing video in some activities is optional, and in the event that display resources are not available, use the student's manual and the material available in this manual. You can also use the method you deem appropriate.



Encourage students to write down their reflections at the end of each counselling session.



Evaluate this manual using the evaluation form attached at the end of the counselor manual.



# The First Pillar: Self-Awareness

- Session # 1: Who am I ?
- Session # 2: My Personality and My Aspirations
- Session # 3: How to Find Myself
- Session # 4: Aptitude Test

- General Objective: Students to discover themselves. **Specific Objectives:** At the end of the session, students will be able to: • Discover their self-concept (the real self-image). • Understand how others see them (family, friends, and teacher). Boost their self-confidence. • Know their ideal image. • Realize the importance of self-awareness. Training Tools: Colored pencils, onion (optional), onion cutting tool (optional), video display (optional) Strategy: 5 minutes 🙉 Group Work 🔃 Discussion Opening Steps to implement the activity: 1. Welcome students. 2. Introduce the "My Future Career Path" (Student Manual). 3. Explain the manual instructions and the importance of students complying to these instructions.
  - 4. Present the session topic and objectives that students must achieve in this session.
  - - Activity (1-1): Self-Awareness (Onion)







Initiate and motivate: Use the following to start presenting the activity (self-awareness), or use another method that you deem appropriate.

The journey of discovering ourselves and our mission in life can be likened to an onion! The onion consists of dry crusts on the

In this activity, ensure the privacy of the information that students share and encourage them to express themselves freely.

outer layer, and as we remove these peels, we go deeper into the inner layers, reaching to the inner layer. It is impossible to reach the core of the onion without removing the outer layers. When we decide to get to know ourselves, we are eager to reach our inner layer directly, but we may be shocked that we cannot reach our depths to know ourselves due to the presence of harsh outer layers and this would generate our confusion and hesitation. Therefore, the individual must deal with this matter on the same principle as the bulb and try to remove the outer layers first in order to reach the inner core.

You can use the following questions to manage discussions with students:

What does the picture represent to you? Why did we choose onions specifically?

How can the pulp of the onion be reached?



#### Steps to implement the activity-

- 1. Have each student look at the picture (the onion) in the student's manual and / or use a real onion. Make a cross-section of the onion in front of the students and start removing the layers from each other until it reaches the inner core.
- 2. Encourage students to reflect on themselves and express the image in which they see themselves.
- 3. Ask each student to express the components of the picture in his/her own language.
- 4. Choose a group of students to display their answers in front of their peers'.
- 5. At the end of the activity, discuss students' answers, indicating the importance of each individual's awareness of their real self (self-concept).

#### **Expected** answers:

**External Layers:** These layers express the visual ways in which you present yourself to others: facial expressions, body language, clothes, your interests and your preferences (they may not be true Aptitude). Often these layers are rough and stiff for your protection.

**Inner layers:** These layers represent the strengths and areas of improvement. The individual can express the knowledge, skills, abilities, experiences, and what he/she needs and aspirations.

**Inner core:** It appears very thin. It represents the real image in which the individual sees himself/ herself, and expresses true Aptitude away from any interference from the environment and surrounding individuals. For example (an ambitious person), (a shy person), (hesitant), (I cannot choose my field of study) (I would like to join the profession of carpentry and decoration) ... etc.



11



**Initiate and motivate:** Initiate and motivate: The individual realizes the perceptions that others have of him/her through social interaction with them. For example, when your friends ask you to join their gatherings, this makes you feel they like you. Knowing how others see you, helps you discover your strengths

It is advised to start this activity with the image others see you as a counselor / teacher. Use positive expressions (strengths).

**Ranking Ladder** 

minutes Group Work Discussion

and the characteristics you need to be improve and develop. Use the following questions to instruct students to carry out this activity:

- How do people around you see you?
- How do your family describe you?
- What expressions are your teachers using about you?

#### Steps to implement the activity:

- 1. Divide students into working groups (4-5) participants in each group or as it deems appropriate, and give each group a number (Group No. 1, Group No. 2, and so on).
- 2. Explain to students the importance of social contact with others to discover themselves and encourage students to cooperate with their peers' in implementing this activity to express the image that others see them in. How your family, friends, and your teachers see you?
- 3. Describe to students to mention the characteristics and expressions that their family and teachers recently used about them; because the individual grows and therefore their characteristics and behavior may change.
- 4. Ask the group members to help and encourage each other to implement this activity with a focus on the real image that others see in them.
- 5. Facilitate the presentation of each group / student.
- 6. Encourage students to present their answers in front of their peers'.
- 7. At the end of the activity, emphasize to students the importance of knowing the image that others see in them in order to help them discover their true self, realize their strengths and areas of improvement and development.

#### Expected answers:

The image my family see me in: (An ambitious person), (a spoiled student), (very practical), (weak character), (abiding by promises) ... etc.

The image that my friends see me in: (cheerful), (founder), (engineer), etc.

The image that my teachers sees me in: (Excellent in solving mathematical problems), (Skilled in assembling electrical parts), (Leading personality) ... etc.











**Initiate and motivate:** Each individual depicts a future image. It is preferred that this image is appropriate to self-abilities, skills and preferences of the individual. Some students want to become a teacher while other wish to become a pilot, a doctor, an owner of a mobile phone store, a decorator, a car maintenance technician ...etc. All of these are wishes and dreams that many

Emphasize to students the importance of focusing on their professional life (future profession and career).To do this activity, ask them to imagine that all of their goals have been achieved.

students want to achieve. Each dream may have a specific reason or aspiration within the student to achieve it, no matter how difficult it is. The following questions can be used to encourage students to participate: What is the image that you depict for your future? What do you wish to be in the future?

Note: This activity should be carried out in a quiet environment, and preferably outdoors, such as the schoolyard. Or it can be indoor inside the music room, the activity hall, ... etc.

#### Steps to implement the activity:

- 1. Discuss with students the image they wish to see themselves after (5 years) and (10 years). Allow students to express their ideas and beliefs in the manner they choose.
- 2. Ask each student to express the future image (the perfect picture) by drawing or writing in the students' manual. If possible, allow students to express themselves using drama or role plays.
- 3. Encourage students to imagine their future (dream), regardless of the current situation, skills, or capabilities required to reach this dream. A soothing background music can be played to motivate students during the activity.
- 4. Organize students' presentations in front of their peers' by hanging the activity worksheet from each student manual, or make a display show in the case of using drama or role-playing.
- 5. At the end of the activity, emphasize to students the importance of being aware of the image they wish to be in the future and its importance in helping them achieve their dreams and goals,

#### Expected answers:

Expressions in writing must use positive words such as: future, dream, hope, ambition ... etc.

My self-image after 5 years: My ambition in life is to have a high school GPA and a major in design and decoration.

My self-image after 10 years: I dream of becoming a manufacturer of home furniture, having many workers, and different designs that enable me to export abroad.

If using the drawing expression: the drawing may express the spirit of determination and achievement and the profession that the student wants to join, such as in the adjacent figure.





Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives they have achieved. Describe to students the importance of self-awareness and its benefit in their success, achieving their dreams and fulfilling career aspirations. Also, highlight the importance of facing with courage potential obstacles that hinders their self-knowledge such as fear of unpleasant feelings, trying something new, changing habits, and feeling uncomfortable when focusing on themselves. Self-awareness is intangible; people see no value in getting to know themselves.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.

#### Time: (45) minutes Number of training activities: (2)

#### Session # 2: My Personality ` and My Aspirations



competence of motor skills, and the overall activity of the individual in various life situations.

**Cognitive mental components:** Includes the functions of the mind and the brain, such as general intelligence, competence of mental capabilities, linguistic - verbal abilities and skills, and the level of performance of higher mental processes, such as analysis, synthesis and evaluation.

**Emotional components:** The methods of response that characterize the individual towards various stimuli, such as love, anger, joy, sadness and others, in addition to the level of stability and emotional constancy, and the extent to which these emotions are confined to the circle of emotions and feelings.

**Social components:** The components that are directly related to the ways of their family and social upbringing at home, school and friends environment, in addition to the values, attitudes, and roles of the individual in the society.

15

## Session # 2: My Personality and My Aspirations

#### Steps to implement the activity-

- 1. Present the visual aids available for pizza and encourage students to think of all the flavors and ingredients that are used in pizza. Explain to students that our personality and aspirations can be likened to some extent with the different flavors of pizza. It is preferable to prepare pizza to implement this activity and to discuss with students the components of their personalities while preparing pizza. You can also use another preferred dish for students.
- 2. Ask each student to choose their personal characteristics from the ones listed in the student manual on page (16) and paste them on the pizza picture shown on page (15).
- 3. Organize the presentation of students' work in front of their peers'.
- 4. Discuss with students their personalities, taking in consideration the privacy of students' answers.

#### Expected answers:

Students' answers will express their personalities. Give students the opportunity to freely express their personalities. There is no right and wrong answer, but there are personalities that are compatible with specific work and professional activities and cannot succeed in other work. Therefore, it is preferable to choose the work and professional activities that are compatible with your personality.



minutes Group Work Cooperative Learning



**Initiate and motivate:** Individuals may explore their future choices, when they are aware of themselves and know their preferences, abilities, skills, and activities they prefer to undertake. Self-awareness is defined as the knowledge that individuals acquire about various aspects of their personality, including

Prepare a self-bag that represents your profession (Education Counsellor / Teacher), using the tools that express your profession (pens, chalk, papers, files, pictures ... etc.).

strengths, beliefs, Aptitude, values and emotions. It is an ongoing process that helps individuals get to know themselves better, determine their study and future career options. Achieving self-awareness is the first step that an individual requires to start in his/her exploratory journey reaching the professional awareness. Self-awareness requires taking the time to explore what you can do and what you require to improve.



# Session # 2: My Personality and My Aspirations

#### Steps to implement the activity →

- 1. Present your personal bag that you have prepared in advance (Education counselor / teacher) explaining how you designed the outside of the bag which is just a small part of "who I am", and the things you put inside (display things on your table in front of students). These items give you feelings of happiness. For example: chalk represents my passion for writing and sharing what I write with others. And this ballpoint pen is the one I love to use when I write positive reviews about you (students). When I look at my personal bag, I constantly remember "who I am" and the things I love, my values, and what I can do. Even if I have already chosen my career as a career counselor / teacher, this bag will continue to motivate me to be better than I am now.
- 2. Divide the students into groups (4-5) or as it deems appropriate. It is preferable to allow students the freedom to choose their groups according to their mutual interests and Aptitude.
- 3. Instruct students to use appropriate tools that express the self-image (portfolio) they want to appear on. Relaxing background music can be played to motivate students while preparing their personal bag.
- 4. After the end of the specified time to implement the activity, ask each group to display the bag they prepared and express its components. Allow students to answer peers' inquiries.
- 5. At the end of the activity, explain to the students the importance of knowing our personalities and the image on which we want to appear (who you are).

#### Expected answers:

This activity includes presenting students' work according to their personalities, preferences, Aptitude and aspirations. Below are some expressive images of some professions.



# Session # 2: My Personality and My Aspirations



Thank students for their participation and cooperation in implementing the training activities, and discuss with them the objectives of the session and the skills they have acquired. Show students the importance of knowing their aspirations and preferences, to ensure personal and professional growth; helping them choosing a future profession.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.



Time: (45) minutes Number of training activities: (2)

General Objective: Students, gain knowledge of their personal capabilities, interests, and Aptitude.

#### Specific Objectives:

Session # 3: How to Find Myself

At the end of the session, students will be able to:

- Know the concept of interests and Aptitude.
- Categorize their abilities and skills of activities they enjoy doing.
- Realize the importance of practicing professions that are compatible with their interests and Aptitude.



- Colored pencils, stickers for various activities (optional), video presentation (optional)
- Strategy:

Opening ) 5 minutes (१९९) Group Work (🏟) Discussion

#### Steps to implement the activity:

- 1. Welcome students and share their reflections on the previous session (my personality and aspirations).
- 2. Introduce the session topic and the objectives that must be achieved by students.
- 3. Explain to students the necessity to avoid any distractions or think about negative experiences that may affect them while performing this session activities.

Activity (3-1): My Interests and Aptitude

20 minutes Individual **Discussion** Observation Work

Initiate and motivate: Ask the following questions (What would society be like if all individuals worked in one profession? Is this possible?). Discuss the students 'answers, highlighting that individuals in the society practice various activities and work. Because of this difference, many community interests are fulfilled. There are no useful and unusual professions, but there are priorities/preferences of work activities. Therefore, the individual's choice of the profession in an appropriate manner should be according to the field of work that is compatible with the individual interests and preferences in which:

Abilities: All activities the individual can perform, whether this ability is natural, or acquired due to environmental conditions (competency to do an activity because of one's skill, training, or other qualification).

**Interests:** Represent the individual's attention and attraction towards a work or activity and the readiness to make the most effort as long as possible.

**Aptitude:** An inner feeling of happiness and satisfaction when performing a specific work, activity, or group of activities.



#### Session # 3: How to Find Myself

Everyone has a set of interests, and there is no better interest than another, but there is an individual who is able to employ his/her interest better than another individual. Likewise, every interest has an environment that is in parallel with the individuals' interests, skills, abilities, Aptitude and aspirations, hence achieving professional satisfaction, facilitate a harmonious and consistent professional growth.

#### Steps to implement the activity-

- 1. Display a video on career interests, or display posters for different activities, and discuss with students the concept of interests and Aptitude for these activities.
- 2. Ask students to think of all the activities and professions described in the Student Manual in the activity worksheet (3-1).
- 3. Explain to students that individuals differ in their degree of interest in carrying out these activities: (Enjoy A lot), (Enjoy), (Don't Enjoy).
- 4. Ask each student to indicate ( $\sqrt{}$ ) in front of the appropriate option for each activity.
- 5. Discuss with students the extent of their interest in these activities, and the importance of choosing the activities and professions they (Enjoy A lot) and staying away from activities they (Don't Enjoy).

#### Expected answers:

This activity allows students to express their interests and Aptitude.

# 3 Activity (3-2): My Abilities and Skills



Cooperative Learning

ative Observation

**Initiate and motivate:** Ask the following question (If any of you were asked to choose the members of the soccer or basketball team in the school, what criteria would you use?) Discuss students 'answers, indicating the importance of choosing the team members according to the abilities and skills that students possess. It is necessary for students to have an awareness of the skills concept, and have the ability to choose activities and professions that they will join in the future as follows:

**Skills:** The ability to complete a task in a specific manner, with extreme accuracy, and speed of implementation. The practice of professions requires different levels of skills: life skills, core work skills, and transversal skills which will be presented in session number 6 in this manual.

**Abilities:** The ability to perform a specific task using physical, mental and psychological strengths. For this reason, we may find that some individuals fluent in languages, and others are naturally good at sports. On the other hand, there are individuals with great ability in sports that require muscle strength or endurance. Explain to students that a skill can be acquired if an individual has the required ability for a particular task. Additionally, the individual needs to learn the techniques needed to master the skill. Therefore, the ability is necessary for an individual to acquire a skill. There are also many examples of individuals with disabilities who were able to acquire skills through hard work, willingness and effort.



# Session # 3: How to Find Myself

#### Steps to implement the activity:

Divide students into working groups (4-5) so that the group members have the same degree of interest in the activities described in the previous activity (3-1).

- 2. Ask each group to choose (5) activities they (Enjoy A lot) while doing and indicate whether they have the capabilities and skills to implement these activities.
- 3. Organize a presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 4. At the end of the activity, encourage students on the importance of possessing the capabilities and skills to carry out the activities and profession that they plan to join in the future.

#### **Expected answers:**

This activity allows students to express their abilities and skills to implement the activities they prefer to perform.



Thank students for their participation and cooperation in implementing the training activities. Recall the objectives of the session. Emphasize to students the importance of choosing an activity and profession they enjoy, have the capabilities and skills to do efficiently and effectively. In the event they do not possess the capabilities and skills required to carry out this activity, it is advisable to consult the education counselor to guide them on how to choose future activities and professions.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.





2 Activity (4-1): Measuring My Aptitude 35 minutes Actividual Practical Observation Work Applications

**Initiate and motivate:** Ask the following question (How can we measure the individuals' Aptitude?). Discuss students' answers, indicating that there are several methods available to measure professional Aptitude, including unstandardized methods such as (observation, interview, and grading scales) and standardized methods that are characterized by validity and stability such as (tests and scales; example: Holland test). In this activity John Holland Test will be applied.

The scientist (John Holland) discovered the Holland test to analyze and discover the professional personality. It is used in order to discover the true Aptitude and identify the most important personal characteristics and traits of each individual, which may be one of the 6 basic model, namely:

- **Realistic:** People with this personality like to use machines and physical tools, and they are motivated to work with passion of achievement. They work in careers that require physical activities and include the use of machines and autonomous tools, so they succeed in specific occupations such as engineering, agriculture, driving, surveying, and electrical.
- **Investigative:** People with this personality like to understand and explore things around them and are motivated by work demand and learning. They work in careers that require research, intellectual activities and the ability to solve problems, so they succeed in specific professions such as science, chemistry, physics, geology, medicine.
- Artistic: People with this personality like to compose and do musical and artistic activities, and are driven by creative ideas and strong feelings. They work in professions that involve creative



# Session # 4: Aptitude Test

activities in music, arts and writing, so they succeed in specific careers such as interior design, playing and composing, sculpture, journalism, theater, and acting.

- Enterprising: People with this personality like to convince others and lead them, and are motivated by decent social standing and financial gain. They work in occupations that involve selling, persuasion and leadership activities, so they succeed in specific occupations such as management, sales, marketing, law, travel and tourism agencies.
- Social: People with this personality like to help, educate, and guide others, and are motivated by their commitment for good work and social service. They work in occupations that require activities to interact with others, help and guide them, so they succeed in specific teaching, nursing, educational and social counselling.
- **Traditional:** People with this personality like to follow rules and instructions, and are motivated by the devotion of social and political power. They work in occupations that require the activities of dealing and the use of stationery and machines according to specific standards, so they succeed in specific careers such as accounting, financial analysis, and banking.

#### Steps to implement the activity.

- 1. Show students a video about John Holland's code (optional), or you can display posters / brochures.
- 2. Ask each student to read the John Holland test general guidelines that are described in the Student Manual.
- 3. Clarify the guidelines for applying the test, indicating the importance of determining the extent of student interest in the activities shown in the test according to the enjoyment of doing this activity and not according to the skills or the necessary training or the amount of money that may be earned in the future.
- 4. Create a suitable environment for students to carry out the activity, away from noise or interference.
- 5. Upon the end of the activity time, ask students to display the results of their answers according to the instructions specified in the student's manual, and to specify (My Interest Code).
- 6. Choose randomly a group of students, and ask them to display their interest code and explain the personal characteristics and professional environment of this code.



Thank students for their participation and cooperation in applying the professional Aptitude test, and recall with them the session objectives they achieved. Explain to students the importance of defining their professional Aptitude and that this helps them form positive approaches towards a specific career / activity. This will help the individual exerts his/her utmost efforts to obtain this career and to succeed and excel in it, because the individual - through proper and sufficient training - will develop high skills and abilities towards this career, in order to progress, succeed, and prove himself/herself.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.



# The Second Pillar: Labour Market Awareness

**T** 

- Session # 5: Careers Types
- Session # 6: Work Skills
- Session # 7: Transfer between Careers
- Session # 8: Exploring Professional Specialties
- Session # 9: Professional Specialties Choices

# Session # 5: Careers Types



**Initiate and motivate:** Ask students (What was the first profession that humans practiced?) and discuss students 'answers through (brainstorming) using the following questions:

Why the profession of hunting and gathering food? Could humans have practiced another profession? Why? Explain to students that this profession fulfilled human needs in the given context and the limitations..

Then proceed to the development of professions in societies, which are described in the Knowledge Box in the Student Manual.

Explain to students that professions arise as a result of the development of society's needs, and these professions change to keep pace with the requirements and life changes. For example, the development in technology has led to the dispensation of a lot of manual work and its replacement with modern machinery. Therefore, we find many new professions appearing in our society, other professions that have ceased (disappeared) or decreased demand for them, and we find few individuals who practice these professions. Ask students to provide some examples such as:

New professions: hybrid car maintenance, internet marketing, programming.

Old (traditional) professions: calligrapher, local newspaper seller.

#### Steps to implement the activity:

- 1. Divide students into working groups (4-5) in each group, taking in consideration individual differences.
- 2. Ask each group members to cooperate with each other to arrange the pictures shown in the Student Manual in Activity No. (5-1) by placing a serial number (1 to 4).
- 3. Organize groups' work presentation so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 4. At the end of the activity, encourage students to recognize the concept of professions development and changes to meet society needs.

#### **Expected answers:**







1





3



# Session # 5: Careers Types

# Activity (5-2): Careers Classification

Initiate and motivate: Ask students: "What would society be like if all members of the society practiced one profession?" Remind students that professions develop according to the needs and requirements of the society, as well as the developments and changes in the surrounding environment, such as (technology). Ask students to name some of the types of professions available in their environment (allow students to express themselves using their own words), and discuss with them the types of professions and careers they mentioned.



Explain to students that career is defined as a kind of work that requires special training or skill, and requires the practice of a range of knowledge and skills acquired during education, training and practical experience. There are several careers classifications; according to the work nature, work environment, and the work tools: List some examples of careers according to their classification, which are illustrated in the Student Manual.

New professions: hybrid car maintenance, internet marketing, programming.

Old (traditional) professions: calligrapher, local newspaper seller.

#### Steps to implement the activity:

- 1. Choose randomly a leader for each group, so that the number of group members is (4-5) individuals, including the group leader.
- 2. Ask each leader to choose the members of his/her group according to their interest. One student to be selected by each group leader at a time until the groups are complete.
- 3. Ask each group to collaborate with each other to write the name of the careers presented in the Student Manual.
- 4. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and replies to the inquiries of their peers'.



#### **Expected answers:**



**Initiate and motivate:** Explain to students that professions and careers are arranged in professional matrices according to similarity between tasks and duties, and the positions occupied.

Fore-example, the specialist requires obtaining a university degree (bachelors of 4-5 years as a minimum) and its completion requires the availability of a high level of scientific, technical, administrative, and mental skills. Such professions are (doctor, lawyer, engineer, accountant, teacher).

Explain to students the professional levels (Specialist), (Technician), (Professional), (Skilled) and (Semi-skilled) as described in the student's manual.

# Session # 5: Careers Types

#### Steps to implement the activity.

- 1. Divide the students into groups (4-5), taking in consideration students individual differences.
- 2. Ask each group members to cooperate with each other in classifying the required careers in the student manual using the information in the knowledge box.
- 3. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 4. At the end of the activity, explain to the students that each career requires knowledge and skills that differ from other careers, and this is in parallel with the professional level and its requirements.

#### Expected answers:

Career	Carpenter's Assistant	Electromechanical Hybrid Cars Technician	Computer Programming	Interior Decorator	Data Entry	Farmer
Classification	Semi-Skilled	Technician	Specialist	Technician	Skilled	Skilled





Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives they have achieved.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.





#### Specific Objectives:

At the end of the session, students will be able to:

- Learn about the professional sectors in the Jordanian labour market.
- Classify work skills.
- Analyze professional environments and appropriate careers for each environment.
- Realize the importance of work skills and the compatibility of professional environments with their Aptitude and aspirations.

#### Training Tools:

• Colored pencils, booklets / brochures on professional sectors, video presentation (optional), invitation of an expert from Jordan Ministry of Labour or from a private institute.

#### Strategy:

1 Opening 5 minutes 🛞 Group Work 🔃

#### Steps to implement the activity.

- 1. Welcome students and share their reflections on the fifth session (Career Types).
- 2. Introduce the topic of the session and the objectives to be achieved by students. You may ask a student to write the session objectives on the designated board.





Discussion

Group Work



Practical Observation Applications

**Initiate and motivate:** Ask students about the skills the teacher needs to practice this profession (from their point of view). Allow students to express their opinion, and make sure to write students' responses on the board in three columns without writing the

You can use video presentation on business skills, or other resources available to you.

skills classification. Then write at the top of each column the skill classification as follows: Life Skills, Core Work Skills, and Transversal Skills. Explain to students the classification of these skills using information provided in the knowledge box in the student manual.

#### Steps to implement the activity.

- 1. Divide students into working groups (4-5) in each group, taking in consideration individual differences.
- 2. Ask group members to cooperate with each other to classify the work skills mentioned in the activity worksheet, and paste the skills in the appropriate place.
- 3. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their colleagues.
- 4. At the end of the activity, urge students to acquire all the skills required to practice the profession they wish to enroll in the future.



**Expected** answers:



#### 3 Activity (6-1): Work Skills Classification

**Initiate and motivate:** Explain to students the professional sectors available in the Jordanian labour market, using the following information or other resources available to you: **Tourism and Hotels Sector:** Jordan is an ancient country that includes many historical and archaeological sites that date back to multiple periods of time and civilizations. Every year thousands of tourists visit Jordan to sightseeing, try local dishes, and test Jordanian hospitality. This sector is ideal for any positive



Practical

**Applications** 

Observation

individual who is interested to meet new people and feels proud to represent the Jordanian tourism sector such as:

20 minutes

Group

Work

### - Cooking - Making pastries and baking - Hospitality services - Reception team - Housekeeping -Health and safety

**Logistics Sector:** This sector is considered the backbone of any successful company. Delivering packages from point (A) to point (B) is a pivotal part of any field. With the growth of e-commerce, the world has demand for logistic services more than ever. Therefore, if the student likes: group work, see unusual patterns in data, and can find solutions to practical problems, this field is ideal various specializations such as:

Logistics Technician - Delivery Driver - E-commerce Technician - Supply Chain Technician
 Maintenance and Operation Sector: This sector is a wealth of opportunities that suit various individuals who are looking to develop their technical capabilities and personal skills such as:
 Mechanic - Beauty (male barber, female barber) - Plumbing – Electronics

**Information Technology Sector:** Information technology takes us into the future. This field offers many important disciplines that keep pace with our needs and is one of the fastest developing fields, and the student will have the option to choose between many specializations such as:

# - Graphic Design - Web Developer - Cyber Security - Maintenance of Information Technology Systems.

**Energy and Water Sector:** Water and energy are among the most growing sectors of our time, and of the most important for the future of our country and the entire world. Students may be interested to become solar panel technicians or hybrid mechanics or many other possibilities. Whatever they chooses, this will make a positive impact on the environment and the country.

**Industrial Sector:** Manufacturing is one of the long-standing sectors and must be encouraged in Jordan. If students enroll in this sector, they will learn the principles of manufacturing and production as well as other specializations such as:

#### - Clothing Industry - Pharmaceutical and Chemical Industries - Food Manufacturing

**Construction Sector:** One of the most beautiful accomplishments of individuals lies in looking at a new building that he/she has contributed to its construction. Buildings where people live and work in comfort and safety is what this field requires. In this sector, students will acquire various practical skills and can choose their specialty according to their interest, such as:

**Construction - Carpentry - Blacksmithing** 



#### Steps to implement the activity:-

- 1. Choose randomly a leader for each group, so that the number of group members is (4-5), including the group leader.
- 2. Ask each leader to choose the members of his/her group according to their interest (each group leader chooses one student at a time, and so on until the groups are complete).
- 3. Ask group members to collaborate with each other to connect the listed occupations with their environments and skills required to practice these occupations. Explain to students the importance of using the information provided in the Knowledge Box and the illustration of the professional environments in the Student Manual.
- 4. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their colleagues.
- 5. At the end of the activity, explain to students that these professional environments are compatible with John Holland's test in the first pillar. It is necessary for each student to choose the professional environment according to his/her abilities, skills, Aptitude and aspirations in order to ensure the sustainability of the individual in the profession thus increasing self-productivity and creativity.





Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives that they have achieved.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections, evaluate them and adapt sessions according to students' levels.



Time: (45) minutes Number of training activities: (2)

Session # 7: Transfer between \_\_\_\_\_ Careers

General Objective: Understand the importance of transferring between careers.
 Specific Objectives:

 At the end of the session, students will be able to:
 Learn the factors affecting career choice.

- Determine careers alternatives.
- Realize the importance of transferring between careers.

#### Training Tools:

- Colored pencils, video display (optional).
- Strategy:



## Steps to implement the activity.

- 1. Welcome students and share their reflections on the sixth session (Work Skills).
- 2. Introduce the topic of the session and the objectives to be achieved by students. You can ask a student to write the session objectives on the designated board.



**Initiate and motivate:** Explain to students the factors that influenced you (the counselor) in choosing your profession. Then ask students about the factors that influenced their parents, family members, or relatives' choice of their profession. Direct the students 'answers to the fact that there are several factors that affect the individual in choosing his/her profession. Use the information contained in the knowledge box in the Student's Manual on page 38.

## Steps to implement the activity:-

- 1. Divide students into working groups (4-5) in each group, paying attention to the individual differences.
- 2. Explain to students that the case study mentioned in the Student Manual is used as an example (not real) and its aim is to train students to think and meditate.
- 3. Ask group members to cooperate with each other to identify the factors that influenced (Khaled) in choosing his career.
- 4. Encourage students to read the situation precisely and meditate carefully, and advise them to discuss their answers with each other.
- 5. Ask each student to shade the correct answers from his / her point of view.
- 6. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 7. At the end of the activity, encourage students to acquire the skills required to practice the career they wish to enroll in the future.
#### Expected answers:

Khaled joined an institution as a salesman for medical devices and equipment, after three years of his graduation from the Engineering College, which his parents had advised him to join, as they both hold an engineering degree. Khaled was remarkably promoted in the sales department due to his distinguished marketing and sales skills, where he managed to save money and opened a small shop for selling mobile devices in his residential area, due to the large number of relationships (popularity) Khaled has in the neighborhood.



**Initiate and motivate:** Ask students (Should an individual remain in the same career throughout his professional life)? Motivate students to participate and express their opinions and ideas. Direct students' answers towards the fact that an individual does not have to remain in the same career throughout his professional life; there are several factors that may cause the transfer between careers, including: economic (wages, work benefits), subjective (desire to continue in the career), social (development of society and its culture) and professional (qualifications, abilities, experiences and required skills). You may also encourage students to participate by asking them (Do I have to work in my major after graduation?). Explain to students that most majors open the way for them to work in more than one job, and that every job they work in will have an impact on their career path. It is necessary for them to focus on skills required for the jobs in the labour market, search for potential jobs, and to develop themselves and their capabilities.



#### Steps to implement the activity-

- 1. Choose randomly a leader for each group, so that the number of group members is (4-5), including the group leader. Make sure you choose new students each time to act as the group leader.
- 2. Ask each leader to choose the members of his/her group according to their interest (each group leader chooses one student at a time, and so on until the groups are complete).
- 3. Explain to students what is required in this activity is to choose three careers from the activity (6-2) and it is preferable to choose the careers that the student tends to and enjoys to practice. Direct students to help their peers' who have difficulty or hesitation in choosing a career.
- 4. Ask everyone in the group to identify alternative careers, indicating the reasons from their point of view for their choice. You can use one of the examples shown in the expected answers below.
- 5. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and reply to the queries of their peers'.
- 6. At the end of the activity, explain to students that choosing alternative careers is necessary to comply with labour market requirements.

Career	Alternative Career	Reasons	
Computer programmingComputer hardware sellerFashion designerTailor		The knowledge and skills of the individual in computer programming helps him/her to learn about computer parts; requires training in sales and marketing skills.	
		Fashion design enables an individual to become a tailor because of gained knowledge of the sizes, materials and fashion concepts.	
Photographer	Graphic designer	The profession of photography helps the individual to learn about colors, shapes and lighting. The individual has an artistic skills, imagination and creativity that can be employed in the graphic designer career.	

#### **Expected** answers:

37 <

#### Session # 7: Transfer between Careers





Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives that they have achieved.



# Session (8): Exploring Professional Time: (45) minutes Number of training activities: (1) Specialties



**Initiate and motivate:** Ask students about their knowledge of the components of the labour market (supply and demand). Allow students to express their opinions and experiences and ask them what they represent in the labour market when they graduate from the school / university / college / vocational center: supply or demand? If one of the students chooses to answer (demand), explain that in order for an individual to be an employer, he/she needs to gain practical experience, and therefore most students when they graduate, they will represent those looking for work (supply).

Activity (8-1): Gather Information about

Professional Specialities

This activity can be implemented by visiting one of the Ministry of labour directorates and / or a private institute that has information on professional specialties. Use Appendix (1) at the end of this manual. You can also implement this activity in the computer lab and allow students to collect information using computers and the Internet.

**Activity-based** 

learning

Observation

**35** minutes

Group

Work

Explain to students that there are many resources to explore the world of professions, including printouts, papers, audio, visual, and electronic sources, as well as interviewing employers and working under probation. Use the information provided in the knowledge box in the Student Manual.

39

#### Steps to implement the activity-

- 1. Explain to students that this activity requires effort, time, and accuracy in gathering information on professional specialties.
- 2. Choose randomly a leader for each group, so that the number of group members is (4-5) members, including the group leader.
- 3. Ask each leader to choose the members of his/her group according to their interest (each group leader chooses one student at a time, and so on until the groups are complete).
- 4. Ask each group to carefully review the information in the Student Manual and in the Knowledge Box.
- 5. Ask each group to read the information to be collected about their preferred profession / occupation.
- 6. Instruct students to the necessity of using reliable and accredited sources to collect the required information.
- 7. If brochures and booklets on professional specializations are available, distribute the available resources on the groups and ask them to read them carefully to be able to collect the required information.
- 8. In the event that it is possible to use computers and the Internet, instruct students to use search engines to look for the required specialization, using the information contained in the knowledge box in the students' manual.
- 9. In the event that a field visit is carried out to collect information, encourage students to write down the information that is presented during the visit (to avoid losing information), and to review it after the visit is completed.
- 10. Ask students to organize the collected information as described in Activity (9-1) and to be prepared for the required presentation.

#### Expected answers:

This activity allows students to explore professional specialties according to their interest. They have to collect information about these specializations as per the directions indicated in the student manual and with the help of the counselor, where necessary.



Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives that they have achieved.



#### Session (9) Professional Specialties Time: (45) minutes Number of training activities: (1) Choices



#### 2 Activity (9-1): Presenting Information of Professional Specialties

**Initiate and motivate:** Thank students for the efforts they made in the previous activity (8-1) in collecting information on professional specialties. Explain to students that their presentation in this activity will enable them to use many skills acquired during the sessions and activities that were applied in

This activity can be performed using a (Data Show) device or by displaying the activity worksheet in the students' manual.

Collaborative

Learning

Observation

Group

Work

this manual, in addition to their own knowledge, skills and experience. You may invite the school principal and / or a supervisor from the Ministry of Education and / or a specialist in vocational education at the Ministry of Education Center and / or a specialist from the Ministry of Labour and / or an employer to attend the presentations session of the students and express opinions and / or answer students' inquiries.



#### Steps to implement the activity-

- 1. Welcome the attendees (invited guests and students).
- 2. Ask each group to write a number or name for their group on a small white piece of paper and fold it.
- 3. Collect papers, and place them in a container (opaque).
- 4. Inform students that a drawing will be done randomly to organize the sequence of students' presentation in this session.
- 5. Ask one of the students to take out a piece of paper and read the number or name of the group. Announce this to the students and write it on the board in front of the students. Then have another student take out another piece of paper and so on until the group presentation sequence is complete.
- 6. Distribute the time available for presenting the presentation to each group according to the number of groups.
- 7. Explain to students the necessity of the participation of all group members in their presentation and commitment to the time specified for each group.
- 8. Prepare the tools that students will use in making the presentation.
- 9. Manage students' presentation and questions from their peers'.
- 10. If there is enough time, summarize the information that each group is showing in your own language at the end of the presentation.
- 11. At the end of the activity, thank the attendees and encourage students on the importance of exploring the world of professions and searching for information from reliable and accredited sources to determine their professional specialties choices.

#### Expected answers:

This activity allows students to explore professional specialties according to their Aptitude and aspirations and to gather information of these specializations according to the directions indicated in the student manual and with the help of the counselor.



Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives that they have achieved.



# The Third Pillar: Professional Planning

- Session # 10: My Professional Goals
  - Session # 11: My Professional Future
    - Session # 12: Choosing My Professional Path

#### Session # 10: My Professional Time: (45) minutes Number of training activities: (2)



2 Activity (10-1): A Tour inside My Brain 15 minutes 8 (8) 15 minutes Brainstorming Observation Work

**Initiate and motivate:** Explain to students that the goal is the result we seek to achieve, and it is the desired objective of every action we do in our life. Therefore, it is important when setting your goal to think about what you want to be, not what you are now, what you want to achieve and not what you have achieved. There are so many things going on around us, and so many opportunities at our grasp, but which one is right for you? Where do you see yourself in the future? First steps that you should start with is determining your professional and career goal, which can serve as a golden compass that can guide you through planning your professional and career path.



#### Session # 10: My Professional Goals

#### Steps to implement the activity—

- 1. Ask students to imagine they are going for a tour through their minds, envision the way they want to see themselves in the future, and to answer the questions outlined in the Student Manual with precision and care.
- 2. Answer students' inquiries during the implementation of the activity. Some students may find it difficult to express themselves. You can direct their classmates to help them carry out the activity.
- 3. Organize the presentation of students' work, taking in consideration the privacy of students' answers (as per their interest).
- 4. Rephrase students' answers in your own language to emphasize the importance of goal setting for everyone.
- 5. At the end of the activity, encourage students to define their professional and career goals.

#### **Expected answers:**

What is the most important event l value in my life?	Help of my parents during my study and their sup- port to me in all the situations that I've been through.		
What do I want to accomplish in 3-5 years from now?	Finishing the academic stage and obtaining high marks in the secondary examination (Tawjihi)		
What activities I enjoy doing?	Electronic equipment installation and assembly. Communicate with others.		
What do I hope to be in the future?	The owner of a large project in the field of electron- ics.		
What is the best work I can do?	I prefer free business.		
How can I help build my community?	To be a good and productive individual having the knowledge and skills that enable me to operate successfully.		



#### Session # 10: My Professional Goals



**Initiate and motivate:** Ask students that after they set their professional and career goals in the previous activity (10-1), how can they distinguish between smart goals and non-smart goals? And what is the effect of SMART goals on career planning?

Use the information in the knowledge box in the Student Manual to set criteria for SMART goals.

**Group Work** 

Cooperative

Learning

You can use video presentation

or any other resources available to you.

Observation

#### Steps to implement the activity-

- 1. Choose randomly a leader for each group, so that the number of group members is (4-5) members, including the group leader.
- 2. Ask each leader to choose the members of his/her group according to their interest (each group leader chooses one student at a time, and so on until the groups are complete).
- 3. Ask group members to collaborate with each other to create a SMART goal for each student.
- 4. Organize the presentation of the groups 'work so that each group chooses a group member to present their answers and to reply to the queries of their peers'.
- 5. At the end of the activity, encourage students to set a SMART goal that helps them achieve their objectives, Aptitude and aspirations.





#### Session # 10: My Professional Goals



Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives that they have achieved.

#### ► Time: (45) minutes ► Number of training activities: (2)



2. Introduce the topic of the session and the objectives to be achieved by students. You can ask a student to write the session objectives on the designated board.

2 Activity (11-1): My Professional Plan

Session # 11: My Professional

Future

20 minutes Individual Activity-based Observation Work learning

**Initiate and motivate:** Ask students: (who planned a trip?), (What did the trip preparations included?), allow students to express their experiences in planning and make sure to direct their answers towards (the importance of the planning process, the necessity of preparing well for the trip, taking the necessary tools, choosing a place suitable for individuals participating in the trip .... etc.). Explain to students that professional planning is the process of discovering educational, training and career opportunities that suit the individual interests, passions and goals. Career planning is considered an important stage that precedes the study path selection process. This is because of the link between career planning and students' academic and professional future. Explain to students the steps of career planning that are described in the Student Manual in the Knowledge Box on page.(51)

#### Steps to implement the activity.

- 1. Explain to students that this activity requires the students to use their responses in the previous activities.
- 2. Ask each student to prepare his/her professional plan using the form illustrated in the students' manual. Students can be allowed to use other forms to present their professional plan.
- 3. Organize the presentation of students' work, taking in consideration the privacy of students' answers.
- 4. At the end of the activity, encourage students about the importance of preparing their professional plan and if possible using computer programs.



#### Session # 11: My Professional Future



**Initiate and motivate:** Explain to students the concept of (career) and (job) and the difference between them. Use the following information:

Statement	Career	Job	
Language	Work, work requires experience and skill.	A task or piece of work, and it comes in the meaning of a specific service	
ldiomatically	A group of activities that requires specific skills to be performed by an individual through training practices.	Organization structure that includes a set of duties and responsibilities that impose certain obligations on its occupant, in return for his/her employment rights and benefits.	
Timeline	Long period of time	Fixed period of time (short term)	

49

#### Steps to implement the activity:

- 1. Choose randomly a leader for each group, so that the number of group members is (4-5) members, including the group leader.
- 2. Ask each leader to choose the members of his/her group according to their interest (each group leader chooses one student at a time, and so on until the groups are complete).
- 3. Ask each group to reflect on the situation in the Student Manual and collaborate with each other to determine the careers and jobs that Fatima held.
- 4. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 5. At the end of the activity, emphasize to students that there is a long-term career path for the individual to choose, during which there may be more than one job path.

#### **Expected answers:**

Careers	Jobs		
Tailoring	Tailor helper		
Tailoring	Director of tailoring department		
Tailoring / Female Entrepreneur	Director of workshop		
Designing and Tailoring / Female Entrepreneur	Selling ready-made clothes		



) 5 minutes 🛞 Group Work 🔃 Discussion

Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives they have achieved.



#### Session # 12: Choosing My Professional Path



#### 2 Activity (12-1): Work and Employment Sectors

15 minutes Group Practical Observation Work Applications

You can use video presentation

or any other resources available

to you.

**Initiate and motivate:** Explain to students that professions are distributed in several sectors, some of which are provided by the state and known as the government sector (such as health, education, and the army), and some of them are in the profit

sector owned by one or several individuals called the private sector (such as banks, hospitals and companies), and others are within the sector of associations and non-profit institutions (such as social care services, and civil community protection).

#### Steps to implement the activity-

- 1. Divide students into working groups (4-5) in each group, taking in consideration students' individual differences.
- Ask group members to cooperate with each other to classify the professions shown in the Student Manual according to the professional sector by marking (√) for the professions available in these sectors. Explain to students that they can choose more than one option.
- 3. Organize the presentation of the groups' work so that each group chooses a group member to present their answers and to reply to the inquiries of their peers'.
- 4. At the end of the activity, emphasize the importance of students knowing the sectors of work and employment, and the benefits and allowances provided by these sectors in order to choose what is compatible with their abilities, skills, Aptitude and aspirations.

#### Session # 12: Choosing My Professional Path

Expected answers:



**Initiate and motivate:** Explain to students that this activity brings together all the knowledge and skills they acquired in this manual, including self-awareness, labour market awareness, and career planning. It is similar to the process of assembling puzzle

You can use video presentation or any other resources available to you.

pieces, as each piece has a certain size and location and is linked with the shape of adjacent piece and so on to complete the picture in an integrated manner. Thus comes the steps of choosing a job and career path. Explain to students the information contained in the Knowledge Box in the Student manual on page .(55)



#### Steps to implement the activity-

- 1. Ask each student to mediate on the previous activities and responses in this manual.
- 2. Ask each student to organize the ideas and results that he / she has obtained from the previous activities performed in this manual, and to work on determining his / her professional and career path using the model shown in the student's manual. Students can submit their professional path plan using other forms they wish.
- 3. Organize the presentation of students' work and ask them to answer the inquiries of their peers'.
- 4. At the end of the activity, explain to students the importance of determining their professional path according to their capabilities, Aptitude and aspirations.



## 4 End of Session and Training Program 5 minutes R Group Work Discussion

Thank students for their participation and cooperation in implementing the training activities, and recall with them the session objectives they have achieved.

At the end of the session, ask each student to write down his / her reflections about the session using the (My Reflections) worksheet in the Student Manual. Collect these reflections and evaluate them.

Ask students to rate the (Student) manual using the form attached at the end of the (Student) manual.

Also, evaluate the (Education counselor) Manual using the form attached at the end of the (Education counselor) manual.

Note: The aim of evaluating the (student) manual and the (Education counselor) manual is to introduce some changes and amendments to the manual. Participation is voluntary and the information will remain confidential and will not be used except for the purpose of analysis and improvement.



# Appendix (1): Important websites

- The website of the Jordan Ministry of Education https://www.moe.gov.jo
- The website of the Jordan Ministry of Labor http://www.mol.gov.jo/Default/Ar
- The website of the Ministry of Higher Education and Scientific Research <a href="http://www.mohe.gov.jo/ar/Pages/default.aspx">http://www.mohe.gov.jo/ar/Pages/default.aspx</a>
- The website of the Statistics Department <u>http://dosweb.dos.gov.jo/ar/</u>
- The website of the Civil Service Bureau <u>http://csb.gov.jo/web/index.php?lang=ar</u>
- The website of the Vocational technical Skills Development Commission <u>https://tvsdc.gov.jo/</u>
- The website of the Vocational Training Corporation https://www.vtc.gov.jo/Default/Ar
- The website of the National Employment and Training Corporation https://net.jaf.mil.jo/

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## Manual Evaluation Form

#### Dear Counselor,

Your opinion matters! We thank you for helping us make some changes and adjustments to this manual. Participation is voluntary and information will remain confidential and will only be used for the purpose of analysis and improvement.

Name:	Date:
School:	
Education Directorate:	

Place a sign (√) below the level that you think appropriate for each of the following statements:

	I Totally Agree	l Agree	l Do Not Agree
The manual achieved the goals it was set for.			
The manual topics are essential for the career and job paths.			
The training activities are varied and enhanced my understanding of the manual's topics.			
Manual content is structured and coherent.			
The language used is clear and understandable.			

What are your suggestions for developing and improving the manual?







Ministry of Foreign Affairs of the Netherlands

#### For Communications and Inquiries

#### **Ministry of Education**

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#### International Labour Organization (ILO)

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