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My Future Career Path Manual Student Manual

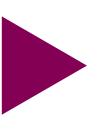






My Future Career Path Manual Student Manual

Prepared by Visual Software Consulting and Training Co. (PRAVO[®]) 1st Edition, 2021





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Project (Partnership for Improving the Prospects of Forcibly Displaced People and Host Communities)

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Amman, 2021



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The work team also extends sincere gratitude and appreciation to Jordan Ministry of Education for their supervision and follow up on the preparation of the (Student Manual) and the (Education Counsellor) Manual and dedication to improve career guidance and counseling services provided to students; helping them in making their future career decisions.

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.

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> 4

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Contents

Acknowledgment	4
Training Activities Table of Contents	7
Introduction	
Manual Instructions	9
First Pillar: Self-Awareness:	10
Session (1): Who am I ?	11
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	27
Session (5): Careers Types	28
Session (6): Work Skills	33
Session (6): Work Skills Session (7): Transferring between Careers	33 38
Session (7): Transferring between Careers	38
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties	38 41
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties Session (9): Professional Specialties Choices	38 41 44
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties Session (9): Professional Specialties Choices Third Pillar: Career Planning	38 41 44 47
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties Session (9): Professional Specialties Choices Third Pillar: Career Planning Session (10): My Professional Goals	38 41 44 47 48
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties Session (9): Professional Specialties Choices Third Pillar: Career Planning Session (10): My Professional Goals Session (11): My Professional Future	38 41 44 47 48 51
Session (7): Transferring between Careers Session (8): Exploring Professional Specialties Session (9): Professional Specialties Choices Third Pillar: Career Planning Session (10): My Professional Goals Session (11): My Professional Future Session (12): Choosing My Professional Path	38 41 44 47 48 51 54

Training Activities Table of Contents

Activity (1-1): Self-Awareness (Onion)	11
Activity (1-2): How Others See Me	12
Activity (1-3): The Image I wish	13
Activity (2-1): My Personality Components (Me and the Pizza)	15
Activity (2-2): My Portfolio Bag	17
Activity (3-1): My Interests and Aptitude	19
Activity (3-2): My Abilities and Skills	20
Activity (4-1): Measure My Career Aptitude	22
Activity (5-1): Professions Development across Societies	28
Activity (5-2): Careers Classification	29
Activity (5-3): Careers Levels	31
Activity (6-1): Work Skills Classification	33
Activity (6-2): Work Environments	35
Activity (7-1): Factors Influencing Career Choice	38
Activity (7-2): Alternative Careers	39
Activity (8-1): Gather Information about Professional Specialities	41
Activity (9-1): Presenting Information of Professional Specialities	44
Activity (10-1): A Tour inside My Brain	48
Activity (10-2): The SMART Goal	49
Activity (11-1): My Professional Plan	51
Activity (11-2): Identify Future Professions	52
Activity (12-1): Work and Employment Sectors	54
Activity (12-2): Steps of Professional Path	55

Introduction

Human resources are a vital input that can be built upon and invested in to reach sustainable social and economic outcomes. His Majesty King Abdullah II bin Al Hussein has prioritized the development of education as a primary pillar of development. His Majesty stressed on preparing a generation of educated learners who are able to employ information and communication technology consciously, have the knowledge, skills and values required to shape their personality to support the sustainable development of the society. In light of the rapid changes and challenges in the professions' world, and the limited available employment opportunities, career guidance and counseling supports the personal development of students.

Career counseling aims to help students better understand themselves, their capabilities and needs. Through support, students can make more accurate decisions about their professional and future career, as well as take advantage of opportunities of self-awareness and advancement in learning and working. Accordingly, the educational counselor supports students to discover themselves, gain access to labour market information and available opportunities, and enhancing their knowledge of available occupations, hence motivating them towards technical and professional education and training by making appropriate decisions for choosing their future job.

The career counselling manual includes a specialized program that meets the aspirations of students, structured in three pillars (self-awareness, labour market awareness, career and job planning), and organized into (12) counselling sessions supported by (23) training activities that stimulate thinking, reflection, teamwork and develop career and job planning skills among students.

Manual Instructions



Attend all counselling sessions.



Prepare in-advance and read the manual well and check its contents.



Bring the manual into all of your sessions. It is prepared to help you.



Participate well, express you opinions and ideas, and respect discussions with your fellow students and the career counsellor.



The names of individuals and case studies included in the manual are used as examples, but are not real.



Use the information provided in the (Knowledge Box) when implementing training activities



Follow the educational counsellor's instructions to implement the training activities.



Write down your reflections at the end of each session.



Share the knowledge, experiences and skills you have acquired with your family and friends.



10. Evaluate the manual using the evaluation form attached at the end of the manual.



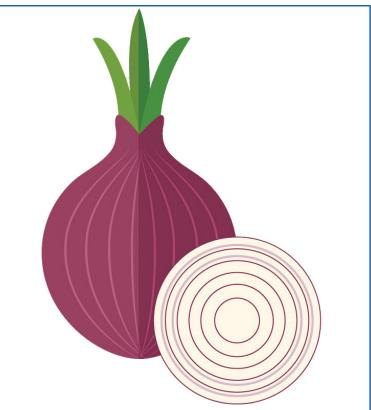
The First Pillar: Self-Awareness

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

Session #1: Who am I ? Activity (1-1): Self-Awareness (Onion) Time: 10 minutes Tools: Colored Pencils

🕨 Dear Student,

Look at the following picture, and express its components using your own words.





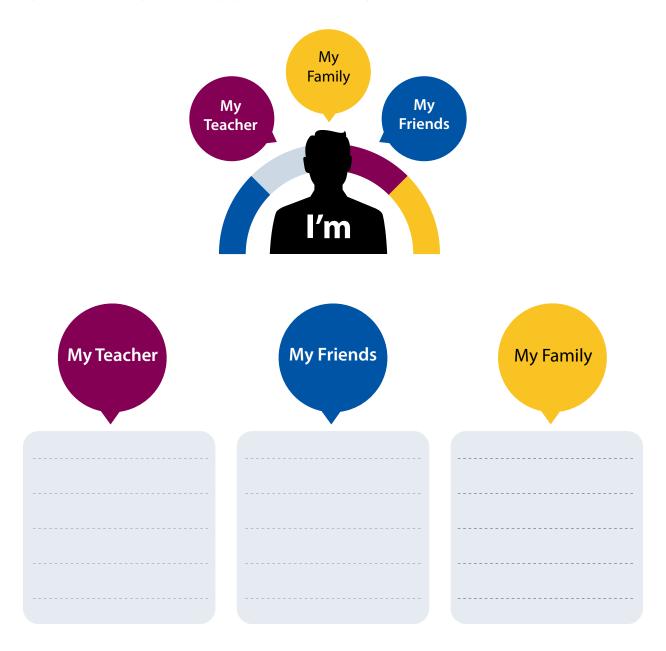
Each of us hides a real surprise, which is our self-discovery (the image in which we see ourselves), and it expresses our knowledge and awareness of our appearance, capabilities, skills, experiences, values, and aptitude towards the professions and jobs that we like to learn and practice in the future. Our self-knowledge develops as we get older and gain new experiences and skills.





Dear Student,

In cooperation with your group members, express the how others may describe you including your family, your friends and your teacher.

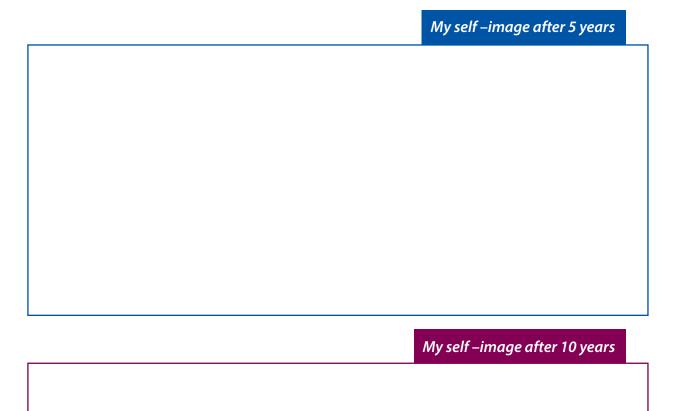




Through social communication with others, we can know the opinions and perceptions that others see us, thus increasing our self-confidence and gives us more knowledge about our personality, the strengths we enjoy, and the things that we should improve and develop.

Session #1: Who am I ?	Activity (1-3): The Image I wish		
	Time: 10 minutes Implementation: Individual	Tools: Colored Pencils	

Dear Student, Illustrate an image that depicts how you wish to see yourself after (5) years and after (10) years.





You can design this advertisement in any way you prefer - for example, a poster, a brochure, a magazine or newspaper advertisement, or a PowerPoint presentation. Make sure to focus on your strengths and the ideal image you wish to see yourself in the future.



My Reflections

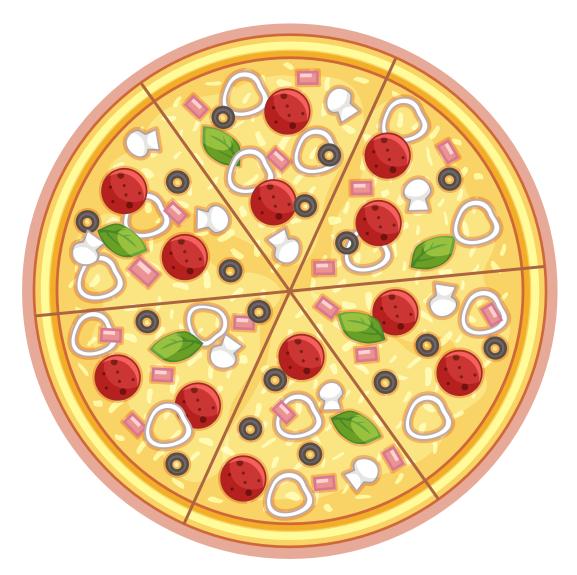
I am the student	
from Grade	
from School	District
After attending the counselling sessi	on number (1) entitled
(Who I'm ?) on (date)	and my participation in the training activi-
ties, receiving the education counsell	or guidance, and my peers' discussions,
I have learned	
I will work on	



Session # 2: My Personality
and My AspirationsActivity (2-1): My Personality Components
(Me and the Pizza)Time: 15 minutes
Implementation: IndividualTools:
Colored Pencils

┝ Dear Student,

The personality of an individual is the sum of traits, characteristics, motives, habits, attitudes, beliefs and outlooks. Put (your favorite pizza ingredients) that match your personality in the right place.

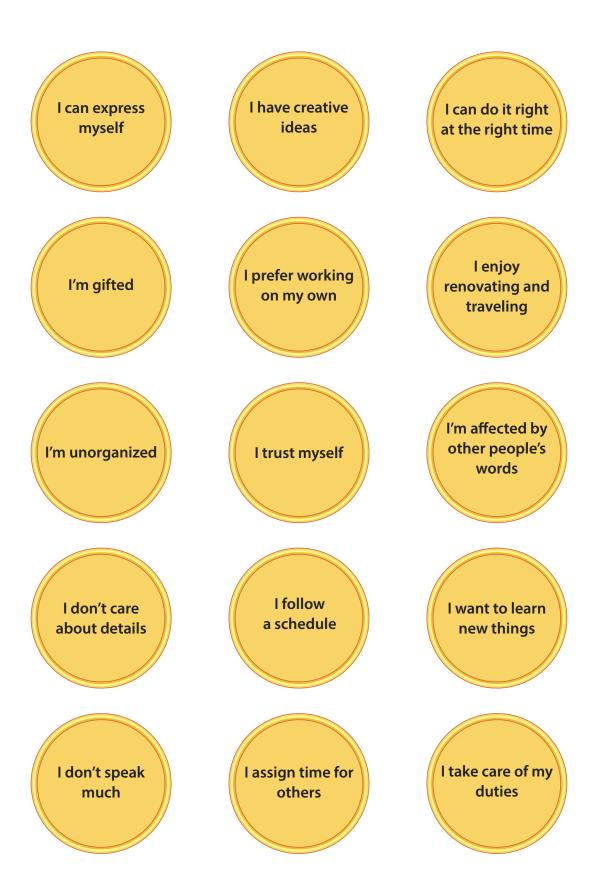




Have you ever been to a pizza store and looked at all the flavors and ingredients that go into a pizza? In a way, we can look at our personality and Aspirations similar to the different flavors and ingredients of pizza. We all have different combinations of flavors, we all have different personalities and Aspirations. The personality of an individual represents a set of cognitive, physical, social and emotional characteristics that make the individual appear in this personality, distinguished from others, and define adaptation within the individual and with others.



My Personality (my favorite pizza toppings)



16

Session # 2: My Personality and My Aspirations

Activity (2-2): My Portfolio Bag

Time: 20 minutes - Implementation: Workgroups Tools: Bag (various materials such as paper bags, plastic bags, cloth, etc.), Colored Pens, Colored Papers, Scissors, Stickers, Tools that express the student's personality.

Dear Student,

In order to know more about yourself, you will design a bag that represents your self-portrait (Portfolio) showing "Who You Are". Use the tools and materials you deem appropriate to carry out this activity.





Our personality shapes our daily life, so it is commanding to discover what we like to do, the values, interests, and skills that contour our personality or who we are. Everything you do is related to (who you are) and this includes (what you will do in the future), what career or job you will choose later in your life. In order to know more about ourselves, we will create a self-portrait bag that will show "Who We Are". By creating this portfolio, we will have a better view of ourselves, you will try to better "understand yourself" at the end of this activity. Try to use tools and things that express your personality and make an effort to prepare your personal portfolio bag.



My Reflections

I am the student	
from Grade	
from School	District
After attending the counselling session	on number (2) entitled (My Personality and
<i>My Aspirations) on (date)</i>	and my participation in the training
activities, receiving the education cou	insellor guidance, and my peers' discussions, I
have learned	
I will work on	



Session # 3: How to Find Myself Activity (3-1): My Interests and Aptitude Time: 20 minutes Implementation: Individual Colored Pencils

Dear Student,

There are variety of activities and work that can be practiced by the individual. Check the appropriate box ($\sqrt{}$) to show your interest and aptitude in these activities.

	Enjoy A Lot	Enjoy	Don't Enjoy
Activity	•••	•••	•••
Planning social activities			
Playing sports			
Agriculture			
Writing stories and poems			
Working with machinery and equipment			
Playing musical instruments			
Food cooking			
Speak in front of people			
Character design (weaving, durability, ceramics)			
Drawing or painting			
Lifting heavy objects and tools			
Take care of animals			
Photography			
Selling electrical appliances			
Fashion design			
Solve puzzles or computer games			
Help others			
Discover new things			
Machinery Repair			
Mathematical calculations			

Interests: what you like to do, the work you are attracted to and your willingness to exert maximum effort as long as possible.

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



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 interest better than another individual. Likewise, every interest has an environment that is in parallel with the individual interests, skills, abilities, and aspirations and values, hence achieving professional satisfaction, and facilitate a harmonious and consistent professional growth.

Session # 3: How to Find Myself Activity (3-2): My Abilities and Skills Time: 15 minutes Tools:

Time: 15 minutes Implementation: Workgroup Tools: Colored Pencils

Dear Student,

Choose (5) of the activities that you enjoy the most from activity (3-1), and show your abilities and skills to implement these activities by ticking ($\sqrt{}$) in front of the appropriate option.

Activity	I have the capabilities and skills to carry out the activity	I have to develop my abilities and skills to carry out the activity



Skills: The ability to perform an action effectively, with extreme accuracy, and execution time. Practicing careers requires different levels of skills: life skills, basic skills, and specialized technical skills. **Abilities:** The ability to complete a task in a specific manner, with extreme accuracy, and speed of implementation.

My Reflections

l am the student		
from Grade		
from School	District	
After attending the co	unselling session number (3) entitled (How to Find Myself)	
on (date)	and my participation in the training activities, rceivi	ing
the education counsell	or guidance, and my peers' discussions, I have learned	
I will work on		



Session # 4: Activity (4-1): Measuring My Aptitudes

Time: 35 minutes Implementation: Individual Tools: Colored Pencils

Dear Student, The John Holland test helps you find which jobs will suit your interests, skills, and aptitude. Following are general guidelines for applying the test:

- ▶ Read the statements carefully to get the correct results.
- It is possible to combine the characteristics of more than one environment or personal characteristic.
- ► The environments close to each other are more similar to each other.
- Determine your interest in each activity shown. Don't worry about whether you have the skills or training to do the activity, or how much money you might make doing this activity. Simply think about whether or not you would enjoy doing this activity.
- The attached list of activities includes many, but not all, activities. There are hundreds of careers for each environment, you can explore more by visiting the Career counselling room at your school.



The scientist (John Holland) discovered the Holland test to analyze and discover the professional personality. It is used in order to discover the correct aptitude and identify the most important personal characteristics and traits of each individual, which may be one of the 6 basic models: Realistic, Investigative, Artistic, Enterprising, Social, and Conventional.

John Holland Test (RIASEC test)*

(1) Read each phrase. If you agree with the statement, shade the circle. Remember there are no wrong answers!

2	Е	S	Α	T	R	
					$O \vdash$	1. I like to have cars repaired.
				Θ		2. I like to solve puzzles.
			\bigcirc			3. I am good at working independently.
		0				4. I like to work in teams.
	0-					5. I am an ambitious person. I set goals for myself.
Эł						6. I like to organize things (files, desks).
					0-	7. I like to build things (buildings, factories).
			\bigcirc			8. I like to read about art and music.
거						9. I like to have clear instructions to follow.
	\bigcirc					10. I like to try to influence or persuade people.
				\bigcirc		11. I like doing scientific experiments.
		O				12. I like to teach or train people.
		O				13. I like trying to help people solve their problems.
					$O \vdash$	14. I like to take care of animals.
)-						15. I don't mind working 8 hours per day in the office.
	\bigcirc					16. I like selling things (tools, instruments, and devices).
			O			17. l enjoy creative writing.
				0		18. l enjoy science.
	0					19. I am quick to take on new responsibilities.
		O				20. I am interested in treating people.
				0	_	21. I enjoy trying to figure out how things work.
					O_{-}	22. I like putting things together or assembling things.
			\bigcirc			23. I am a creative person.
2						24. I pay attention to details.
2						25. I like to do filing or typing.
				0		— 26. I like to analyze things (problems / situations).
			\bigcirc			27. I like to play the instruments or sing.
		\bigcirc				28. I enjoy learning about other cultures.
	\bigcirc					— 29. I would like to start my own business.
					$O \vdash$	—— 30. I like to cook.
			\bigcirc			—— 31. I like acting in plays.
					0-	32. I am a practical person.
				\bigcirc		33. I like working with numbers or charts.
		\bigcirc				34. I like to get into discussions about certain issues.
Э						35. I am good at keeping records of my work.
1	0					
1	-				\bigcirc	37. I like working outdoors.
7						38. I like to work in an office.
1				\bigcirc		— 39. I am good at math.
		\bigcirc				
			\bigcirc			41. I like to draw.
	\cap					
-	$\overline{}$					e to give speceries.

* **Source**: https://www.onlinepersonalitytests.org/riasec The paragraphs were re-phrased in accordance with the Jordanian environment by the preparation and authoring team and the Ministry of Education.



(2) Add the shaded circles in each column then transfer the total scores for each letter as follows:

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
(R)	(I)	(A)	(S)	(E)	(C)

(3) Take the three letters with the highest score and record them under "My Interest Code" below:



(4) Turn the page to see what "My Interest Code" means

(RIASEC Test) John Holland Test Results

Realistic Personality:	Social Personality:
People with this personality like to use	People with this personality like to help,
machines and physical tools, and they	educate, and guide others, and are
are motivated to work with passion of	motivated by their commitment for good
achievement.	work and social service.
They work in careers that require physical	They work in occupations that require
activities and include the use of machines	activities to interact with others, help
and autonomous tools, so they succeed in	and guide them, so they succeed in
specific occupations such as engineering,	specific careers such as teaching, nursing,
agriculture, driving, surveying, and	counselling, mental health, and social
electrical.	service.
Enterprising Personality: 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.	Investigative Personality: 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.
Traditional Personality:	Artistic Personality:
People with this personality like to follow	People with this personality like to
rules and instructions, and are motivated	compose and do musical and artistic
by the devotion of social and political	activities, and are driven by creative ideas
power.	and strong feelings.
They work in occupations that require the	They work in professions that involve
activities of dealing with numbers and the	creative activities in music, arts and
use of stationery and machines according	writing, so they succeed in specific careers
to specific standards, so they succeed	such as interior design, playing and
in specific careers such as accounting,	composing, sculpture, journalism, theater,
financial analysis, and banking.	and acting.

My Reflections

I am the student
from Grade
from SchoolDistrict
After attending the counselling session number (4) entitled (Aptitude Test)
on (date) and my participation in the training activities, receiving
the education counselor guidance, and my peers' discussions, I have learned
·····
I will work on



The Second Pillar: Labour Market Awareness

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

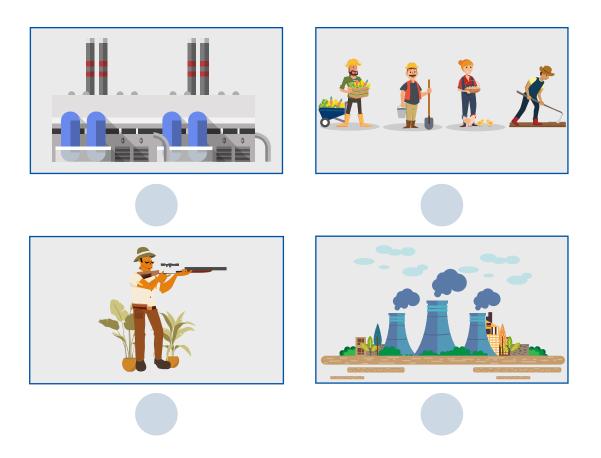


Implementation: Workgroup

Tools: Colored Pencils

Dear Student,

Professions have developed across societies. Arrange the following pictures in order to show this evolution.



Professions have evolved through the progress and development of societies, and are as follows:

Hunting and gathering food society: The first profession that human practiced during the ages, collecting food from plants and wild animals (it lasted as predominant social form till 10,000 BC).

Agriculture and livestock society: Agricultural societies emerged, which led to the emergence of permanent and stable urban settlements and cultures (emerged around 12,000 BC).

Industrial society: Growth in the industry has become driven by factors of production, so human learned from the productive industrial civilization, the conversion of raw materials and the process of construction (started around the 19th century AD).

Information technology society: The power moved from the individual having the capital for establishing factories and paying workers' wages to the individual who controls the communications and information technologies, and to the individual who owns the technology and software knowledge.

Knowledge economy society: Started from the year 1990 to about year 2002 (21st century economy), societies based on knowledge economy; the education community, which provides all the opportunities for the individual, learn to know, learn to work, learn to live with others, and learn to fulfill self.

Knowledge Box

Wise society: Steven E. Barkan (2012). The Development of Modern Society, Comprehensive Edition Version 1.0



Dear Student,

There are different types of careers. Write the appropriate career for each picture.



















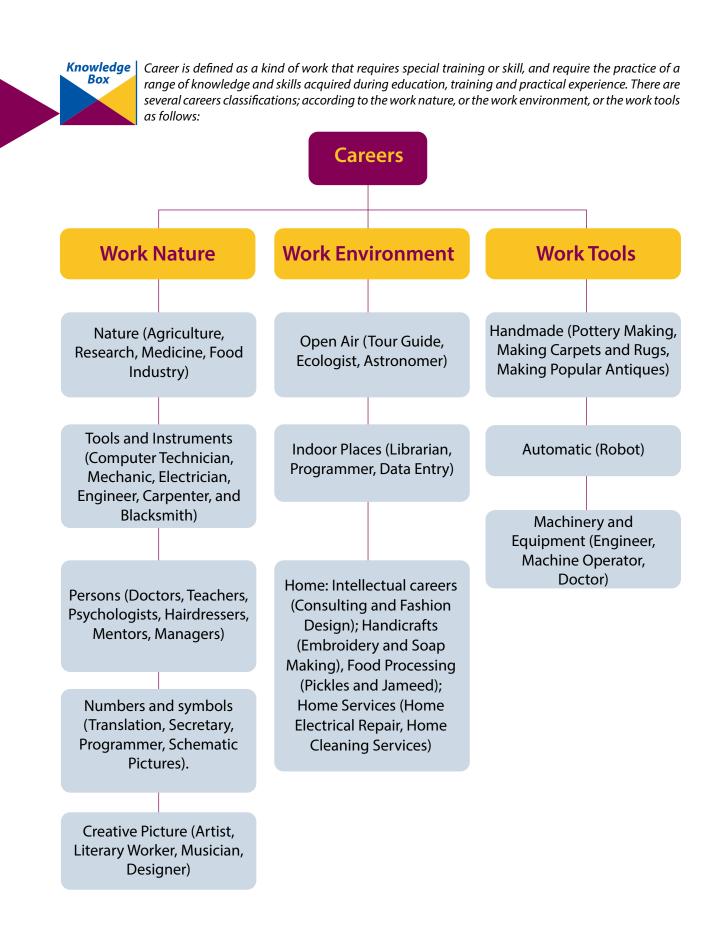












Note:

There are many examples of careers classifications, you can search for more about career classification using available search methods and do not hesitate to consult the career counsellor at your school.



Dear Student,

Practicing different careers requires different skills sets. Use the information provided in the knowledge box and classify the following careers according to the career level.

Specialist			Professional				Technician		
	Skilled				Semi-Skilled				
Career	Carpenter's Assistant	Electromechanical Hybrid Cars Technician			omputer gramming	Interior Decorato	, Data Enti	ry	Farmer
Career Classification									



Career Level	Study and Qualifications	Appropriate Careers		
Specialist	University degree (Bachelor's degree from 4-5 years minimum): its completion requires the availability of a high degree of scientific, technical and administrative mental skills.	Doctor, Lawyer, Engineer, Accountant, Teacher.		
Professional	Intermediate degree (Community colleges from 2 to 3 years): its completion requires the availability of mental skills (scientific and technical) and supervisory practical skills.	Laboratory Technician, Television Photographer, Fire Fighting Technician		
Technician	The Vocational Training Corporation (2 years) and vocational secondary education (grades 11 and 12): its completion requires the availability of practical and professional skills that fully cover the career framework.	General Insurance Broker, General Seller, Account Registration Clerk.		
Skilled	The Vocational Training Corporation (2 years): its completion requires the availability of practical and professional skills related to parts of the career.	Electric Welder, Photo Developer, Auto Mechanic, Plumber, Blacksmith, Painter.		
Semi-Skilled	The Vocational Training Corporation (less than a year) and basic education (up to grade 10): its completion requires the availability of practical skills related to a limited part of the profession.	Newspaper Salesman, Machine Operator, Vehicle Tire Repairman, Metallic Painter Assistant.		



My Reflections

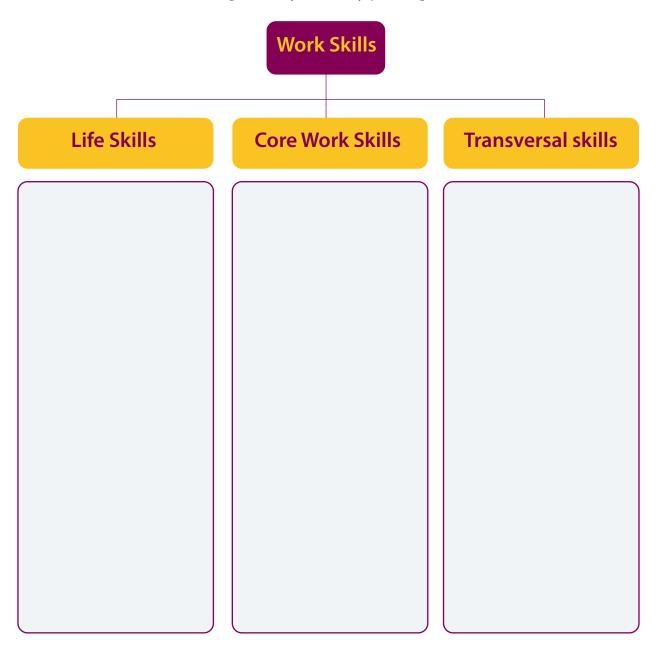
I am the student	
from Grade	
from School	District
After attending the cou	nselling session number (5) entitled (Career Types)
on (date)	and my participation in the training activities, rceiving
the educationcounsello	guidance, and my peers' discussions, I have learned
I will work on	



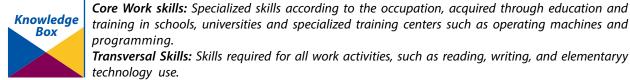


Dear Student,

Employers are looking for individuals with excellent work skills. Classify work skills listed on the following activity sheet by placing it in the correct column.

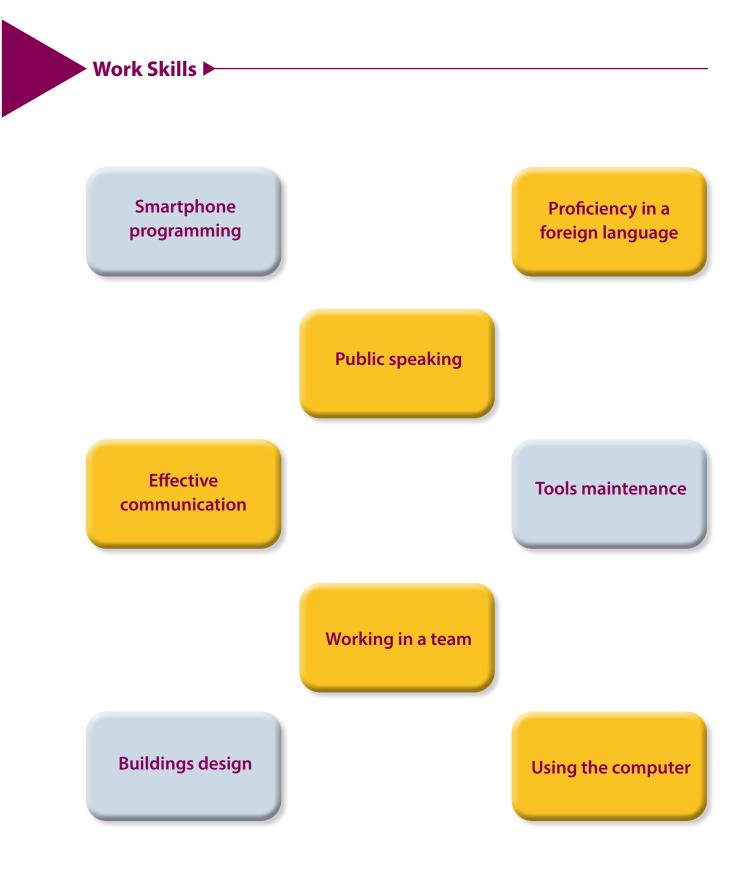


Life skills: Personal or social skills that an individual practices in work, such as paying attention, focus, and problem-solving.



training in schools, universities and specialized training centers such as operating machines and programming. Transversal Skills: Skills required for all work activities, such as reading, writing, and elementaryy

technology use.



Note: There are many other work skills, you can explore more by visiting the Career counselling room at your school.

Session # 6: Work Skills Activity (6-2): Work Environments Time: 20 minutes Implementation: Workgroup Colored Pencils

Dear Student,

Practicing a profession requires the right environment and skills. Match professional environments and skills in demand with the appropriate occupations..

Occupations Environment and Skills Realistic Environment: Craftsmanship activities Doctor - Chemist - Computer Programmer and collaboration with machinery, equipment, Environmental Guide - Engineer - Psychologist plants and animals. Sailor - Butcher - Tailor - Carpenter - Mechanic Investigative Environment: Gathering information - Construction Work - Fish Farming - Electrician or creating, analyzing and interpreting theories or - Truck Driver – Eyeglasses Technician – Solar facts. Panels Technican Advertising, Marketing and Relationship Managers Artistic Environment: Attending theaters and art - Journalist - Translator - Air Host/Hostess fairs, reading fairy tales, plays, and poetry. Business Project Manager - Hotel Manager - Public Relations Representative - Politics - Lawyer - Sales Representative - Factory Representative - Travel Officer Social Environment: Teaching, social services, psychological counselling, and helping people to Teacher - Social and Psychological Specialist solve their problems. - Librarian - Security Guard - Medical Assistant -Police Officer - Postman - Nurse Enterprising Environment: Requires verbal skills and mental efforts, working in the range of social Library Keeper - Medical Coordinator - Teller issues, attention to power and authority, taking Medical Records Technician - Accountant - Financial care of unusual and dangerous actions. Auditor - Administrative Assistant - Customs Inspector

Arts - Painter - Journalist - Advertising Technician-Writer / Editor - Furniture Designer - Museum Officer - Graphic Designer - Photographer - Interior Designer Conventional Environment: Activities related to organizing and arranging things, does not require personal relationships and physical skills. Focuses on the completion of office work accurately.

35

Investigative (mental) Environment (The Thinkers)





The scientist John Holland suggested six personality traits that correspond to six professional environments in which the individual adapts and tends to work in. Holland suggested that a person's choice of profession is based on the individual's genetics as well as environmental factors, culture and society. According to Holland, if the personality matches the same environment, the individual will be more stable in this profession, more productive and creative.

I am the student	
from Grade	
from School	District
After attending the c	ounselling session number (6) entitled (Work Skills)
on (date)	and my participation in the training activities, receiving
the education counse	llor guidance, and my peers' discussions, I have learned
I will work on	



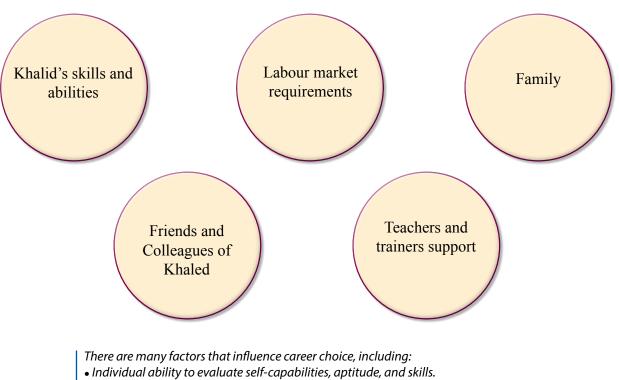
Session # 7: Activity (7-1): Factors Influencing Career Choice Transfer between Careers

Time: 15 minutes Tools: Implementation: Workgroup **Colored Pencils**

Dear Student,

Look at the following situation, and in cooperation with your group members, explain the factors that influences Khaled's career choice.

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.



- Family influence, in many cases, parents forces career choice that is not compatible with the abilities, skills and aptitude of their children, however, in some cases, these careers may represent their children aptitude.
- Colleagues and friends and their influence to choose the same career, despite its incompatibility with the individual capabilities and aptitude.
- Community institutions such as schools, universities, colleges, the media, labour market requirements and benefits may influence career choice, either positively in which the individual is choosing the most in-demand professions or negatively towards saturated and stagnant professions due to culture issues.



• Labour market development influenced by the scientific, technical and information technology developments.

Session # 7: Transfer between Careers Activity (7-2): Alternative Careers Time: 20 minutes Implementation: Workgroup Colored Pencils

🕨 Dear Student,

Select three careers from the previous activity (6-2), and suggest alternative careers, explaining the reasons using the following table.

Career	Alternative Career	Reasons



Career alternatives can be identified by knowing the individual's capabilities, preferences, aptitude, and the required qualifications for the alternative career; where several options are developed. After that, clear focus is given to the career that the individual wishes to join. The higher the quality of information about available careers, the more the individual can choose alternative careers that are appropriate to the individual personality, aptitude and abilities. There are several factors that influence the transfer between careers, including: economic (wages, benefits of work), internal (the ability to continue in the same career), social (the development of community and culture), and professional (qualifications, abilities, experiences and required skills).



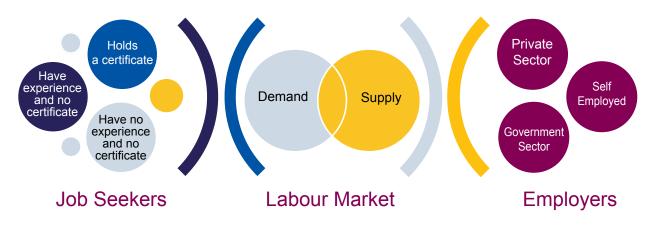
I am the student	
from Grade	
from School	
After attending the counselling session number (7) entitled (Transfer between	
Careers) on (date) and my participation in the training activiti	es,
rceiving the education counsellor guidance, and my peers' discussions, I have	
learned	
I will work on	
	·



Session # 8: Exploring Professional Activity (8-1): Gather information about professional specialities Time: 35 minutes Implementation: Workgroup

Dear Student,

The labour market consists of two main components: job seekers who wish to join occupations and jobs in which they work and are referred to by the "supply", and employers who are looking for working force for the professions, jobs and work opportunities they have and are referred to by the "demand".



Use the information contained in the knowledge box, and search using the tools available to you - in cooperation with your peers' - about your favorite profession in terms of:

- The degree (level) of education, training, and experience required to join this profession and job? (Use Activity 5-3)
- Work skills required to practice the profession and the job? (Use Activity 6-1)
- Work environment to practice the profession and the job? (Use Activity 6-2)
- Labour market requirements for this profession and job? (Use activity 7-1)
- Suggested alternative occupations for this profession and job? (Use activity 7-2)
- Institutions or agencies that require and employ in this profession and job?
- The number of employed / unemployed workers in this profession and job?
- Wages, allowances, material and moral benefits for this profession and job?
- Challenges that may be encountered while working in this profession and job?
- Future career development in this profession and job at local and international levels?

Insight

The information that will be gathered in this activity will be presented in Session (9). You can use the Activity Sheet (9-1) to write down the search results.





Sources and methods of collecting information on professions:

There are many sources and methods for collecting information on professions, including: paper publications (books, magazines, newspapers, reports, studies, documents, and records), in addition to electronic research methods (websites for governmental and non-governmental sectors, companies and private institutions). Government sectors, professional organizations and others provide information about professions through their own websites in addition to their printouts, brochures and publications.

In Jordan, the Ministry of Labor, the Civil Service Bureau, the Department of General Statistics, and other bodies provide information on professional specializations, job requirements, financial benefits (wages, allowances, ... etc.), and the expected career and job opportunities for the coming years. It is also possible to explore the profession, job, or a specific field in the vocational sector through interviewing employees and workers in these professions and jobs, as well as through volunteer or part-time work in those occupations (jobs). Use the electronic links in Appendix No. (1) in page (57) in addition to the resources available to the educational counselor at your school.

Using Technology:

Various technology tools such as computers, smart phone devices, internet networks and electronic applications may contribute to the search for professional specializations and gaining knowledge of available opportunities locally and internationally.

Through the use of computer programs such as Microsoft Office, information can be organized, presented and analyzed. Using google search engine is among the most common methods of collecting information about different professions over the internet. For example, type in the search box on Google: (Profession), (work fields in), (The most recent professions in), (Professional Specialties in Jordan), (Required specialties in) ..



The individual needs to spend enough time and effort to collect information about the profession and the job from reliable and approved sources in order to provide him/ her with the basic, general and specialized facts and information about choosing the future profession and job.

l am the student		
from Grade		
from School	District	
After attending the counsell	ling session number (8) entitled (Exploring F	Professional
Specialties) on (date)	and my participation in the trai	ining
activities, receiving the educe	ation counsellor guidance, and my peers' d	iscussions, l
have learned		
Lwillwork on		



Session # 9: Professional		
Specialties Choices	Time: 35 minutes	Tools: Colored Pencils, Computer and Data Show

Dear Student,

Summarize the results of the research in Activity (8-1) using the form below. Make a presentation in front of your peers' and the counselor and answer their inquiries.

Profession:	Job:	
Professional Sector:		

- The degree (level) of education, training, and experience required to join this profession and job:
- Job skills required to practice the profession and the job:
- The work environment for practicing the profession and the job:
- Labor market requirements to enroll in this profession and job:
- The proposed career alternative(s) for this profession and job:

Session # 9: Professional Specialties Choices	Activity (9-1): Present information about professional specialties.		
	Time: 35 minutes Implementation: Workgroup	Tools: Colored Pencils, Computer and Data Show.	

- Institutions or agencies that employ in this profession and job:
- The number(s) of employed / unemployed workers in this profession and job:
- Wages, allowances, and financial and in kind benefits for this profession and job:
- Challenges that can be encountered while working in this profession and job:
- Future career development in this profession and job at local and international levels:

The extent to which this profession and job is compatible with my interests and aspirations: O Compatible O Not compatible



I am the student	
from Grade	
from School	District
After attending the counselli	ing session number (9) entitled (Professional Specialties
Choices) on (date)	and my participation in the training activities,
rceiving the education couns	ellor guidance, and my peers' discussions, I have
learned	
I will work on	



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 Goals

Time: 15 minutes Implementation: Individual Tools: Colored Pencils

Dear Student,

This activity helps you set your professional goals. Imagine yourself on a tour inside your brain and envisage the image in which you like to see yourself in the future. Express this image using your own words by answering the following questions:

What is the most important event I value in my life?	
What do I want to accomplish in 3-5 years from now?	
What activities I enjoy doing?	
What do I hope to be in the future?	
What is the best work I can do?	
How can I help build my community?	

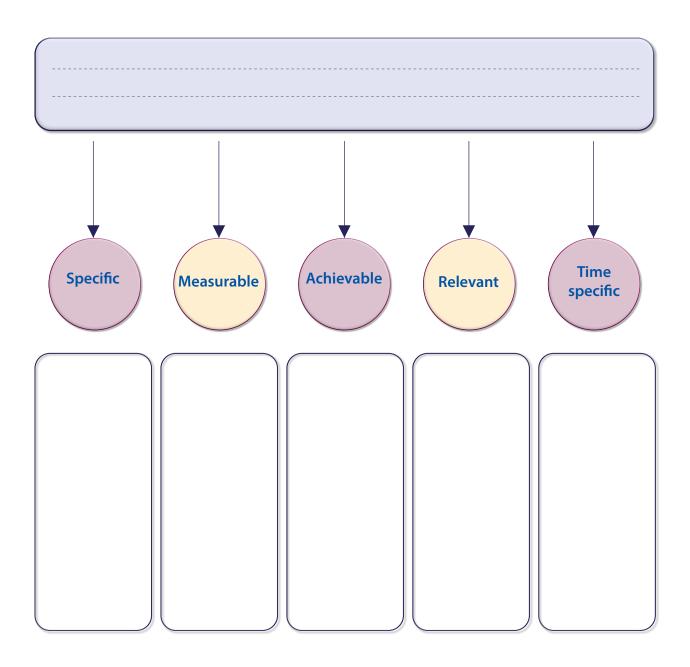


The goal is the result that we seek to achieve, and it is the anticipated outcome of everything we do in our lives. It is important to think about what you want to be, not what you are now, and what you want to achieve rather than what you have achieved. There are so many things going on around us, and so many opportunities at our grasp, but which one is best for you? Where do you see yourself in the future? The first step that you need to start by is setting a professional goal, which can serve as a golden compass that can guide you through your career and job planning.



Dear Student,

Smart goal setting is the cornerstone of the individual success in professional life. Use the following template to specify your S.M.A.R.T. professional goal.



Knowledge Box

SMART goal is:
Specific: Goal is clear and precise (not ambiguous).
Measurable: Goal achievement and milestones can be monitored.
Achievable: Goal that can be achieved, not fictional.
Relevant: Goal is related to the individual's life (real), aspirations, abilities, aptitude, and skills.
Time-specific: Goal is related to a specific time period.

49

I am the student
from Grade
from School
After attending the counselling session number (10) entitled (My Professional
Goals) on (date)and my participation in the training activities,
rceiving the education counsellor guidance, and my peers' discussions, I have
learned
I will work on

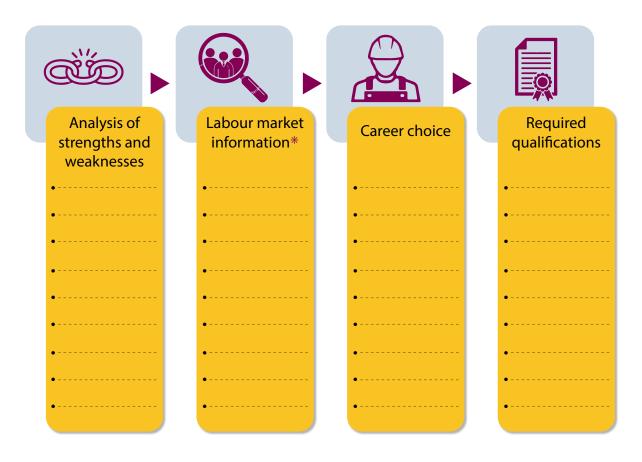


Session # 11: My Professional Future Activity (11-1): My Professional Plan

Time: 20 minutes Implementation: Individual Tools: Colored Pencils

Dear Student,

Professional planning is an important phase that precedes the study path selection process, given that professional planning is linked to students' academic and future career. Prepare your professional plan using the following template:



Professional planning is the process of discovering educational, training and career opportunities that suit your interests, passions and goals. Steps of the professional planning process:

- (1) Student's self-exploration and assessment: Determine your strengths and areas of improvement, know what you are successful in, and identify areas that need development.
- (2) Collect information about the labour market from various sources and prepare a list of the professions you like to join and determine the appropriate careers, job roles, and career options.
- (3) Specify the future career that the student would like to join based on the match between the student and the appropriate profession (i.e. placing the appropriate individual in the appropriate profession according to the individual aptitude, abilities and personal characteristics).



- (4) Getting acquainted with educational programs related to professions and specializations and understanding the nature of curriculum related to the required academic and professional qualifications.
- Use the electronic links in Appendix No. (1) in addition to the resources available to the career counselor at your school.

51

Session # 11: My Professional Future Activity (11-2): Identify Future Professions

Time: 15 minutes Implementation: Workgroup

Tools: Colored Pencils

Dear Student,

Read the following case study, and list the careers Fatima worked in and the jobs that she joined through her professional life.

Fatima completed high school, and then she joined the vocational training center in a sewing department,. Upon her graduation, she worked as a sewing assistant in a factory. She was paid a low scale salary, and after several years, Fatima mastered this work so the factory manager promoted her as the sewing department manager and employed three assistants to Fatima due to work demand. Accordingly, her salary and benefits increased at the end of each month. Fatima managed to save money and extended her experience in sewing clothes. She thought of establishing her own workshop so she worked as the workshop manager and was able to contract with a group of shop owners and small factories to design and sew clothes. Henceforth, she had a good reputation that enabled her to open a retail store.

Careers	Jobs

Career: A group of activities that require specific expertise and skills that an individual can perform through education and training practices.



Job: The task that the individual performs periodically and regularly for himself or for another party, and it may be in return for material wages or voluntary work, and there may be one person or several people working in the same job.

I am the student	
from Grade	
from School	District
After attending the o	ounselling session number (9) entitled (My Professional Future)
on (date)	and my participation in the training activities, receiving
the education couns	ellor guidance, and my peers' discussions, I have learned
I will work on	



Session # 12: Choosing My Professional Path

Activity (12-1): Work and Employment Sectors

Time: 15 minutes Implementation: Workgroup Tools: Colored Pencils

Dear Student,

There are many sectors available in the labour market. Check ($\sqrt{}$) for available professions in these sectors. You can choose more than one option.





Careers are distributed in several sectors, some of which are provided by the government and known as the government sector (such as health, education, and the military), and others are in the profit sector owned by one or several individuals and called the private sector (such as banks, hospitals and companies), and others within the sector of associations and non-profit institutions (such as social welfare services, civil society protection).

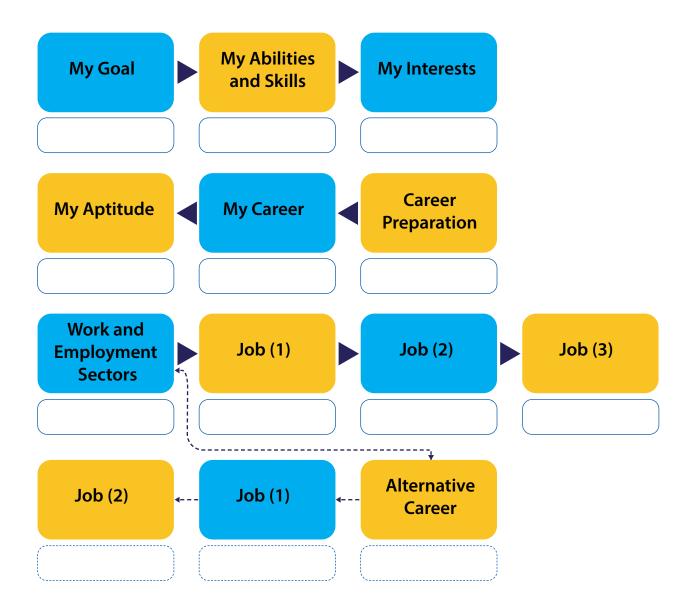
Session # 12: Choosing My Professional Path

Activity (12-2): Steps Of Professional Path

Time: 20 minutes Implementation: Individual Tools: Colored Pencils

Dear Student,

Congratulations! You have reached the phase of choosing your professional path. Arrange your thoughts and findings from the previous activities in this manual, and choose your professional path using the following template:



Career Path: The pattern of work and related activities that develop throughout the individual life span. Most individuals build their career paths to achieve specific goals. These goals may include earning a livelihood or helping others. Job Path: The group of consecutive jobs that an individual occupies through life in a particular



Job Path: The group of consecutive jobs that an individual occupies through life in a particular profession, which are influenced by the individual abilities, aptitude, skills and aspirations. Most of the time, an individual has one career path and several job paths within the professional path. Also, there can be a new career path when an individual moves to work in a new profession.

55

I am the student					
from Grade					
from School	District				
After attending the counselling session number (10) entitled (Choosing My					
Professional Path) on (date)	and my participation in the training				
activities, rceiving the education counsellor guidance, and my peers' discussions, I					
have learned					
I will work on					



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 <u>http://www.mohe.gov.jo/ar/Pages/default.aspx</u>
- 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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- Career Education 10-12 Guide (Overview, Delivery Examples, and Capstone) (2019), British Columbia University, Ministry of Education.



Manual Evaluation Form

Dear Student,

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:	Grade:
Education Directorate:	

Place a sign ($\sqrt{}$) 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)

Tel: +962-6-5653991 Email: baniawwad@ilo.org Website: https://www.ilo.org

Preparation and Authoring Visual Software Consulting and Training Co. (PRAVO[®])

Tel: +962-6-5517154 Fax: +962-6-5517352 Email: info@pravo.academy Website: http://www.pravo.academy/index.html