

Tools

**Meeting the person**

- SØT (Norway)
- My Box (Italy)
- Lifeline (Norway)
- Career Competence (Norway)

## The SØT tool (GAP analysis)

This tool is developed by Kjartan Skogly Kversøy and Marit Hartviksen.

The tool might look like just another "GAP analysis tool" at first sight. However, it is more complex and can be extended in many different directions depending on the needs. The tool can be used in career counselling, it can be used to communicate and cooperate better and it can be used to handle conflicts and difficult situations. The core of the tool is change.

This exercise using SØT requires that the participants are able to write. It can be done individually or in groups.

Aim: Assessment of competence and lack of competence for desired profession/education. Contribute to reflection around competence, skills and job requirements.

Explain what competence is and talk about what the requirements are for different jobs. It is important to emphasize the differences between countries.

- Knowledge
- Skills,
- Characteristics
- Attitude

Find some examples of job advertisements (use the internet) and speak about what are the requirements. It is beneficial to show this on a big screen if you are working with a big group.

Hand out the form (example below). You can of course make your own version of this form to get it exactly as if you want it.

*In groups: It is possible to use both pictures, drawings and text. On the right side ( $\emptyset$  = desired situation) the participants should describe what job they want. If they want more than one job, they should fill out one form for each job. Next to this, they should write down which qualifications they have from before in relation to the chosen job (knowledge, skills, characteristics, and attitude). They should also write down what qualifications they might lack. This part of the exercise should be done individually but the counsellor or teacher should walk around to assist.*

To the bottom left (S = current situation) the participants should describe their current situation. This can be more or less personal, depending on the group. However, be aware that some people don't like to talk about themselves in groups. Therefore, the focus should mainly be on education/job.

The T describes the measures, what you need to do, the steps, and in what order - to reach your desired situation (S). It is very important that the person commits to a plan. *What are you willing to commit to? When are you willing to do it? Can you give me some feedback when you have done it?* It is important to agree about some short term goals that are not too difficult to implement. The measures should be concrete, feasible and timed. Be aware! To many (and infeasible) long-term goals can easily lead to a loss of motivation.

Another variation:

The participants can sit together in pairs and interview each other. The counsellor can hand out some questions if needed,

- What are the tasks in this job?
- Which of the tasks do you have experience with from before?
- What are you good at?
- What is interesting?
- What type of education do you need to get this job?

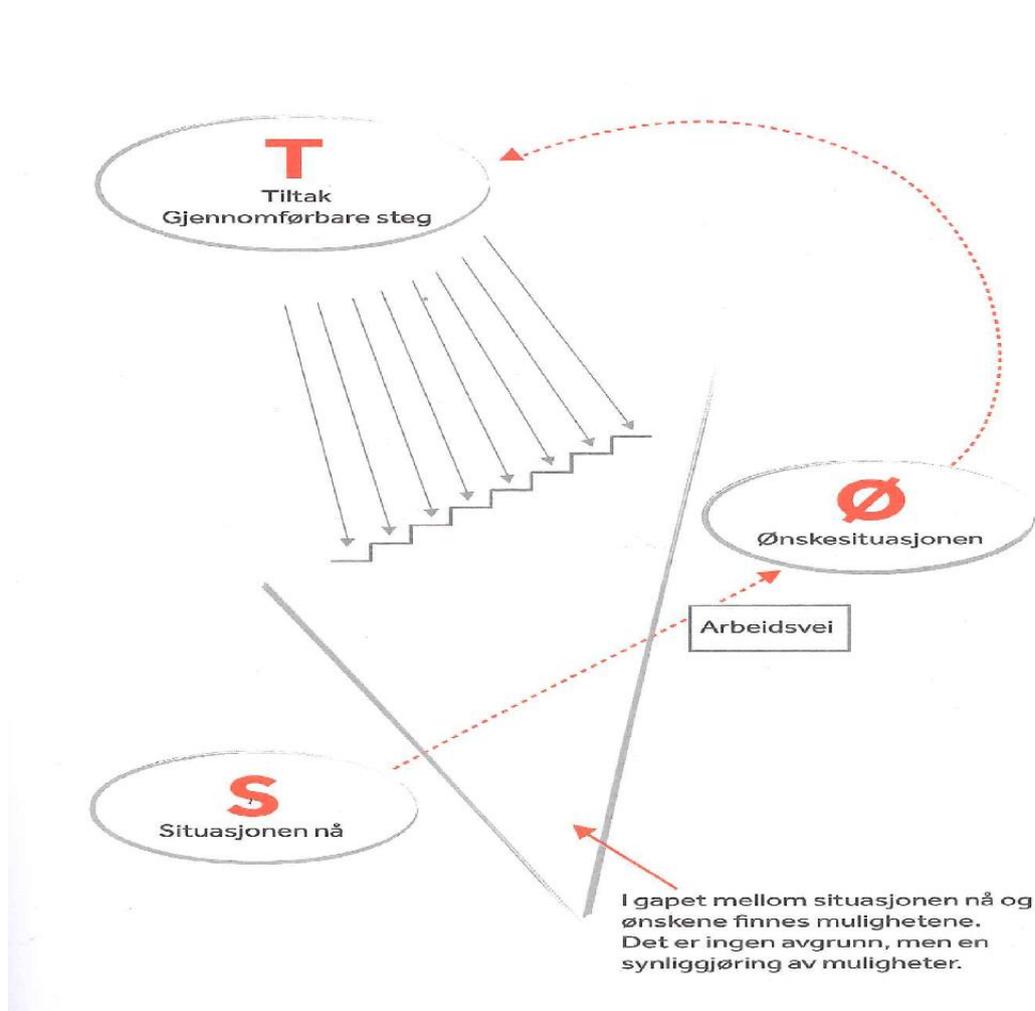


Illustration from the book "Samarbeid og konflikt - to sider av samme sak" (Cooperation and conflict – two sides of the same coin) by Kversøy/Hartviksen.

## My Box

**Partner:** ENGIM

**NAME OF THE TOOL:** My box

“My box” is divided into 2 meetings that introduce the in-depth analysis areas, the basis of project ESPoR. We will take in consideration just the first meeting and its three activities because they are the ones that match with the first knowledge phase. Those activities will allow participants to start a process of evaluation of their resources and re-elaboration of the migration project, which is not always voluntary. Moreover, it will also allow participants to better understand the course dynamics and create a group. Beginning to work directly on skills and expectations for the future could create irritability or increase false expectations. To prevent this from happening, the course will focus on the past and present without further investigating the aspects of the future. The activity begins with the presentation of the participant, their personal and geographic data and the analysis of the distinctive characteristic of the person in relation with the past and their life in the country of origin, their spare time, their work and formal or informal studies. Lastly, it ends in the present time, focusing on activities, interests, sports, social development and the kind of educational and professional paths they are attending. The general goal is to combine the past with the present. They sometimes seem disconnected, but in fact are linked by the skills and experiences of the subjects and, at the same time, they help strengthen the social fabric within the group.

The leading tool of this activity is a cardboard box that participants need to customize as they progress in the proposed path. It is essential for each participant to have a unique and recognizable cardboard box with the following characteristics:

- measuring about 20/30 cm (7/12 inches) per side;
- every side of the box must be of a single colour and without any patterns, so that the participants can personalize it the way they wish (if coloured, it can be upholstered with white paper or a neutral colour);
- must have a cover or a cap, that can also be used for the activity;
- it can already be pre-packaged (for example, a shoe or a packing box) or can be built directly by the participants from a sufficiently large and thick cardboard.

With regard to the methodology, the activity is carried out as a workshop and the participants are directly involved in the creation of a product, which is the starting point for the narration of themselves to the others. It is divided into two meetings (past and present), in which participants will have to complete each side of the box following the instructions of the conductor.

The activities are divided as follows:

- introduction, in which the conductor explains the goal through a short brainstorming;
- development, i.e. the process of construction and creation to reach the goal;
- sharing, presenting and exchanging items activity that emerged among members of the group;

In addition, it may be useful that the conductor is directly involved in the activity by building their own box. In this way, a better empathy with the group is created and an additional multicultural element to the group is added. In this case, it is good for the conductor to integrate their own experience of job changing and moving to another city. Finally, the conductor needs to be careful not to treat the theme of the future directly, as the subject will be the focus of following activities.

## **Activities: 1. Who am I?**

Goal: *introducing themselves in the group, becoming recognizable for a peculiar feature;*

Duration: *60 minutes;*

Materials: *box, magazines, glue, scotch, scissors, pencils, crayons, markers, cloth scraps and a billboard or blackboard;*

Development: *it is the first activity that is important to create the group, enables participants to get to know a little bit more about each other. In fact, while living within the same establishment or attending the same language courses, the subjects often do not communicate with each other and even basic information about themselves remain a mystery to others;*

### **The three moments of the activity:**

– Introduction (20 min.): the conductor explains the participants why they are going to create a career box, how the laboratories work and the durations of the activity. They ask participants to start decorating, drawing, writing on the top (or cover) of the box, beginning with a self-presentation of the name, surname, date and country of birth: a sort of identity card that allows the various participants in the group to get to know each other and share information. It is important to foster a serene atmosphere where listening is fundamental to create cooperation and sharing among participants, who usually get curious when they discover the stories of the others and can intervene to share common aspects of their past life. Although this first moment of group training and self-observation of participants may seem simple to manage, it has to be structured and adequately conducted to avoid it from becoming a mere list of geographic, objective and self-referential information;

– Development (20 min.): the conductor faces the part of personal description and analyses in depth asking participants to represent themselves on the box, with one or more explanatory features of their own story and person: a kind of “sign” in the world. This moment is significant because the subjects are free to decide what to tell, they can totally reveal themselves to others or just remain on a surface plan, however sufficient to create a functional working group. If the origin of the participants is the same or they all belong to the same geographic-cultural area, it may happen that some peculiarities will be repeated and that the subjects have less difficulty in expressing and narrating themselves, creating a climate of active sharing and listening that goes beyond the activity itself;

– Sharing (20 min.): during self-introduction, the conductor must encourage the discussion, create links in relation to the origin of the participants and help those who speak with difficulty in the narrative build-up of their past lives. The conductor must observe the dynamics that are being created and exploit the knowledge of the participants if they are guests of the centre in which they work, to facilitate a serene dialogue and participate in the whole group.

Tips: The conductor should participate in the presentation activity and join the discussion when moments of silence occur. Set a billboard or a blackboard in a place visible to everybody and write the names of the participants on them.

**Activities: 2. That is how i used to spend my time in \_\_\_\_ (country of origin or previous stay)**

Goal: *Strengthen the sense of cultural identity within a new context of confrontation;*

Duration: *60 minutes;*

Materials: *box, magazines, glue, scotch, scissors, pencils, crayons, markers, cloth scraps and a billboard or blackboard;*

Development: *the activity seeks to help the participants visualize and recognize that the daily life in their contexts of origin has a value and is part of their identity. Discovering and sharing with the group some aspects of life and spare time that each of them had in their country of origin;*

**The three explanation moments of the activity:**

– Introduction (15min.): the conductor explains that the second side of the box is to be built and personalized thinking about the past and the daily life in the Country of origin and focusing on the places they usually frequented and on the activities they usually pursued: practice a sport, play an instrument, visit a city, etc. It is recommended to let participants speak and take note on the billboard or blackboard in a way that is visible to everybody in the room. This technique helps visualize the work done so far, focus on the final goal and encourage everyone's participation;

– Development (30 min.): the conductor let the personalization of the box start. Every participant selects a side and begins to decorate the way they like, with images cut out from magazines, phrases, drawings or symbols. It is important to let creativity run free in this process. Additionally, the conductor shall always encourage participants to be creative and get involved in the activity. It is therefore important to remember that every box is personal as it contains a specific experience the participant wants to share with the others without any external evaluation;

– Sharing (15 min.): the third and last moment is characterized by sharing the work done. Every participant takes the floor and tells the others what's on their box. During this phase, the conductor must pay attention not to force the narration but to guide and encourage positive comments from the group. 62 ESPaR - The manual Tips: set all the material on a table before the participants arrive, together with magazines and travel catalogues that contain evocative images.

**Activities: 3. My footprint as a worker or a student**

Goal: *identify the working or studying themes in the country of origin;*

Duration: *60 minutes;*

Materials: *box, magazines, glue, scotch, scissors, pencils, crayons, markers;*

Development: *inspired by every consideration emerged from the previous activity, the conductor introduces this activity, deepening the factors that determine the identity and characteristics of the work or study that participants have followed in their countries of origin;*

**The three explanation moments of the activity:**

– Introduction (15 min.): the conductor explains that, once the side of spare time and activities is over (activity no. 2), time has come to examine and discover the activities regarding work and studies. It is important to point out that even activities which usually are less paid or not paid at all, such as internships or occasional works, are to be considered as work because they do indicate skills. For example, a person who has given a helping hand in building their own home with expert bricklayers lived a good experience to tell the group, especially if they think to have acquired specific skills and it all has been satisfactory. It is very common, especially for women, engaging in housework, sewing clothes or cutting off the hair of their neighbours;

– Development (30 min.): the methodology of the construction of this side of the box is equal to activity no. 2. Therefore, every participant is free to personalize this third side of the box as they want to, without any restriction in materials but only in time;

– Sharing (15 min.): the moment of sharing is always the most important. It is really important that all the participants have the opportunity to present at least one of the elements of this side of the box. The conductor can select the sharing mode they may deem appropriate for an effective discussion.

Tips: the conductor, in compliance with everyone's freedom of expression, can help the participants in the narration by linking different work or school experiences together in order to share strengths and weaknesses of the activities carried out.

## Lifeline/The history about myself

Aim: To get to know yourself and your history

To know where to go in the future it is useful to know where you are from and what your background is. In this exercise the participant should draw his or hers lifeline in the way that seems most natural. It can be done either individually or in groups. The aim is to assess the participants educational and professional background, personal topics should not be included. Therefore, it might be useful to explain exactly what belongs to the "private" and the "public" sphere.

Individually this tool is used to get to know the person you meet. It can be used to take hold of the person's life story. The person draws his/hers lifeline and the counsellor assists when it comes to exploration of the story.

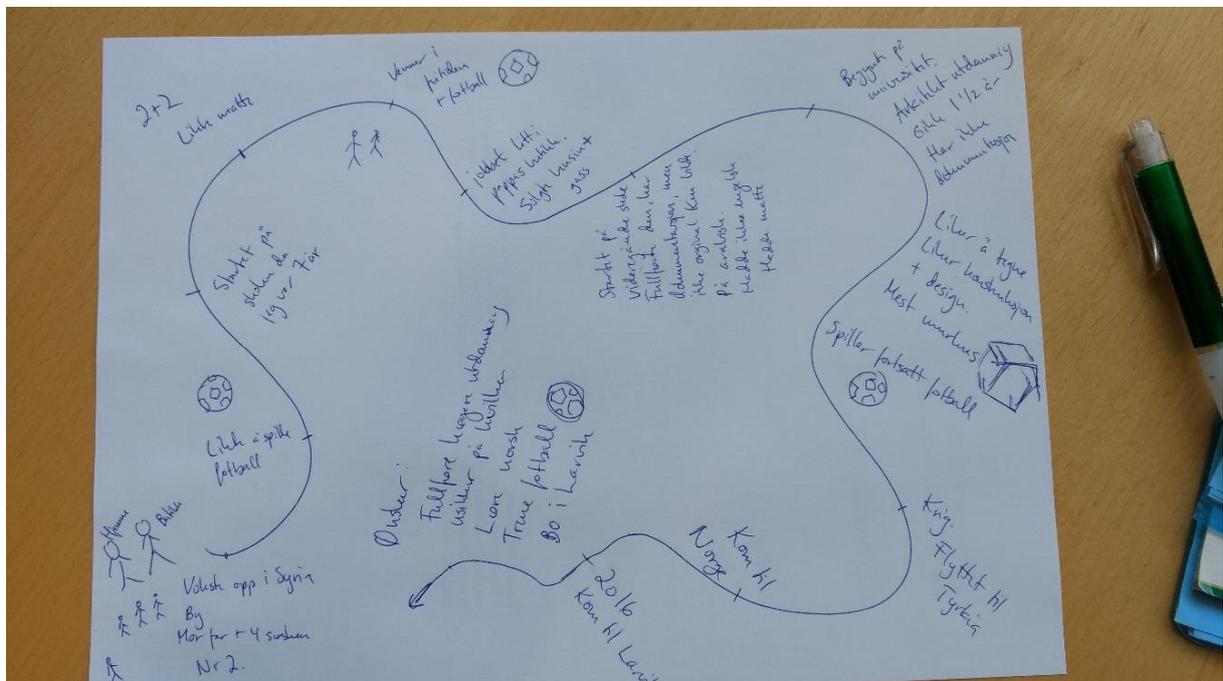
This visual process works far better for many in our target group (refugees) than to use just words.

The aim is that the participant can be able to use his/hers own words to describe his/her life story, to see visually their own chronology, patterns etc.

It is beneficial to use year/dates and to write down the person's age. It is also good to draw symbols etc. along the way. The counsellor should also ask about plans or wishes for the future.

This tool helps to get a more open and informal conversation. It helps to loosen up and to get a better "flow".

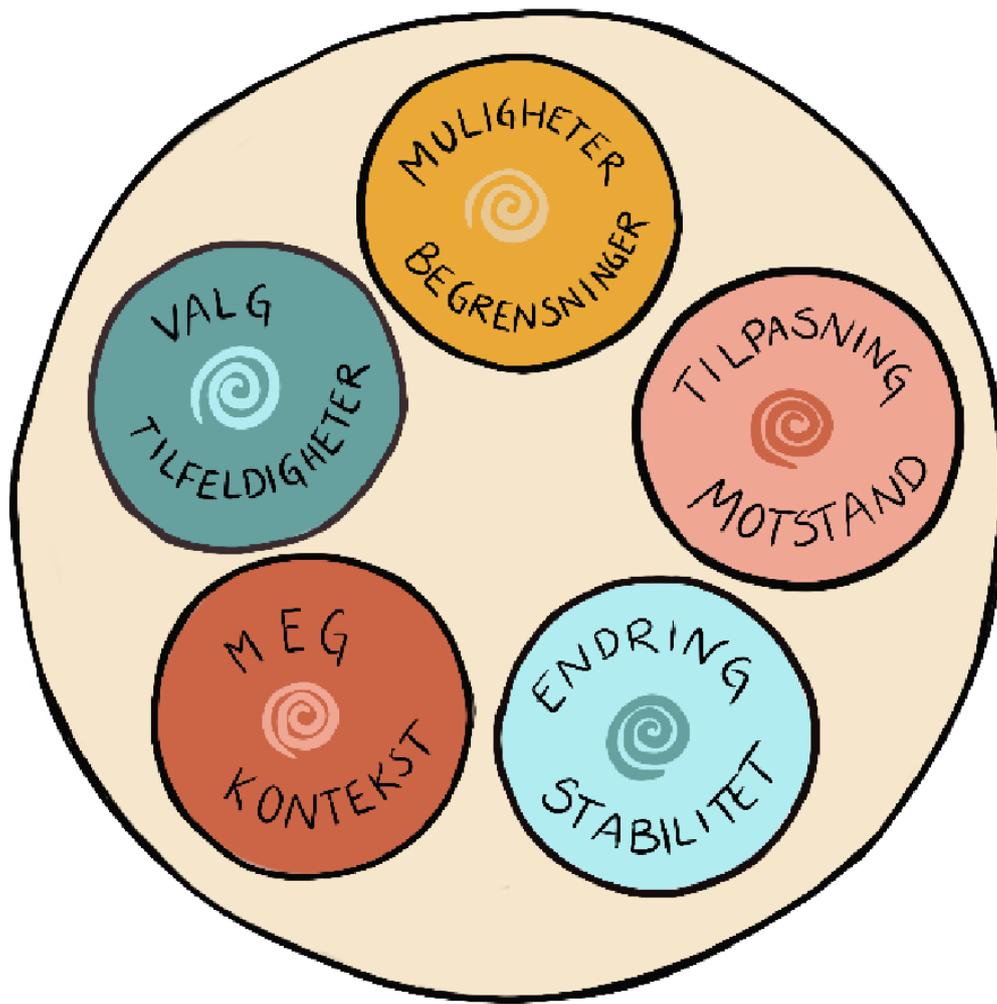
This exercise can also be used in smaller groups. It can be extremely useful to go through different lifelines together and to discuss them in plenum. It can also be an option to use the RIASEC-codes (Holland) to organize the information from the lifelines.



## The model of career competences

– helping tool for what to emphasize or include in career guidance sessions

<p>Who is using this tool? (professional role e.g. counsellor, trainers, social worker... )</p>	<p>Everyone working with counselling, teaching or training can use this tool, because it is extremely flexible and it can be adjusted into almost any context. The tool has been developed as a part of the National Norwegian Framework for Quality in Career Guidance. Many counsellors, advisers and teachers have started to use it in their work with career learning/career competences (conversational tool)</p>
<p>In which stage of the path can it be used? (please, use as a reference the visual of the model)</p>	<p>It can be used in all the four stages of the model as it is a conversational tool. The counsellor or teacher can concentrate on the parts of the model( The oxymorons) that seems most appropriate within their current counselling situation.</p>
<p>What are the aims of this tool? What is it used for?</p>	<p>The aim of the tool is to make people more aware of themselves in relation to the context that surrounds them. That's why the model has a circular shape. The model is used as a conversational tool.</p> <p>Five pairs of words (oxymorons) makes five different areas:</p> <p>Me and the context Possibilities and limitations Choices and happenstance Changes and stability Adjustment and resistance</p>
<p>What is the target group? For which kind of "persona" can it be used?</p>	<p>It can be used by any kind of person in any kind of culture as the pair of words (oxymorons) are very universal. It makes a very good basic platform for counselling sessions.</p>
<p>Tips and recommendations: what to do in order to use it at its best?</p>	<p>Just pick out the parts that are most relevant to the current situation. What does the person need to reflect more upon? Within which part of the model is it most tense and why? In which way is it possible to deal with this tension? How to balance better?</p>
<p>Tips and recommendations: what NOT to do while using it?</p>	<p>The counsellor should not concentrate on too many areas at the same time. It is very important to avoid that the person feels overwhelmed, especially people in our target group. That easily could lead to a loss of motivation.</p>
<p>Tips (if any) to use the tool in the different partner contexts (e.g. if there are any cultural difference issues, or if there are some sensitive topics... )</p>	<p>Yes there are always cultural differences. But the model is very easy to use as a "reminder" of what could be important areas to investigate in the conversation.</p>



Me and the context  
Possibilities and limitations  
Choices and happenstance  
Changes and stability  
Adjustment and resistance