

GA⁶EYOU!

**MANUAL
FOR
YOUTH COACHING
ON EMPLOYMENT
THROUGH
VIDEOGAMES**

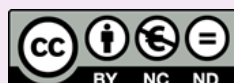


Funded by
the European Union

Project 2021-1-ES02-KA220-YOU-000028721

INDEX

A- Game YOU!	1
B- Introduction to this publication	2
C- WHAT IS THE “Game YOU!” model?	4
D- IMPLEMENTING THE “Game YOU!” model	5
STEP 1 - PREVIOUS PREPARATION OF THE PROCESS	7
STEP 2 - IDENTIFICATION OF SKILLS & DIAGNOSIS	11
Profiles to be indentified	12
STEP 3- HOW TO IDENTIFY PROFILES	15
OPTION A: “Game YOU!” self-assessment tool	17
OPTION B: Conventional experience: “Game YOU!” Questionnaire	18
STEP 4 - ANALYSIS OF RESULTS AND DRAFT OF CONCLUSIONS	21
How to approach analysis	21
Obtaining conclusions	24
STEP 5 - CREATION OF GUIDELINES AND ORIENTATION OF YOUNG PEOPLE	26
Guidance session	26
ANNEXES	33
Annex 1: GAME YOU MODEL - Questionnaire	34
Annex 2: GAME YOU MODEL - Matrix of results	37
Annex 3: Groups dynamics	39
Annex 4: Table of profiles	53
Annex 5: Template to guide a results session	54
Annex 6: Guidelines for job search orientation	57
Annex 7: SMART objectives	62



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. If you want to know more about this initiative, please visit www.gameyou.org.



This material is one of the intellectual outputs of the Erasmus+ funded project “Game YOU!: eGaming to Advance and Motivate Employment on YOUTH”. “Game YOU!” is an initiative of **Capacitanes (ES)** in partnership with **Neo Sapiens (ES)**, **Polygonal (IT)**, **RATO-Associação para a Divulgação Cultural e Científica (PT)** and **E-športna zveza Slovenije (SI)** developed during more than two years of work on which have cooperated more than 40 professionals, testers and collaborators towards the publication of this resource.

The European Commission’s support for the production of this publication under the Erasmus+ project 2021-1-ES02-KA220-YOU-000028721. If you want to know more about this initiative, the partnership and other project results, please visit <https://gameyou.org/>



**Funded by
the European Union**



<https://capacitanes.com/>



<https://www.neo-sapiens.com>



Polygonal

<https://www.polygonal.ngo/>



<https://www.rato-adcc.pt/pt/>



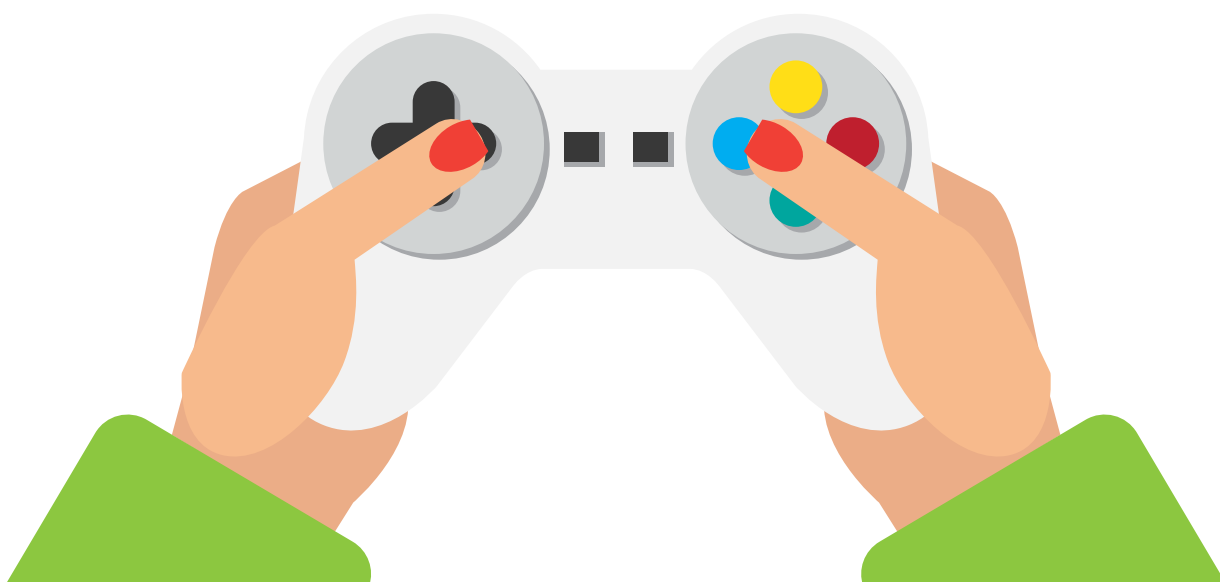
<https://www.eszs.si/>

B ► INTRODUCTION TO THIS PUBLICATION

This guide is intended as a tool for youth professionals to promote self-awareness among youngsters towards their employability by using videogames as a tool as well as a labour alternative. All the information detailed below had been written to allow professionals to understand and to be able to carry out the whole guidance process designed within the “Game YOU!” project, in combination with special tools developed.

AIMS OF THIS MATERIAL

-  Promote the use ICTs and non-formal techniques to train those in contact with youth to generate new educational pathways using videogames.
-  Contribute to the modernisation and digitalisation of the youth work and programmes related to youth employability thanks to outputs replicable in different types of bodies and contexts.
-  Take advantage of the videogames to make youth aware about their vocation and potential, reducing the mismatch between their training and profiles with the real labour market requirements.
-  Allow youth to identify and develop skills for their personal growth and employability, opening them new employment sectors linked to their interests and abilities not foreseen by them before.
-  Tackle the demonisation and misunderstanding towards videogames by raising awareness about the benefits and goods that they bring too.



TARGET GROUPS OF THIS MATERIAL

This material is created for youth workers, career coaches, mentors, employment officers, educators, teachers, etc. as main target groups, especially those interested in developing the self-knowledge of the young people they work with and use it to find their vocation in a work-based approach. According to this, this guide can be useful for any staff or volunteers who want to raise awareness among youth about the possibilities that videogames could bring to their possible vocations. Despite their role or position, they will be named along this document as “professionals” in order to make reference to all the previous different positions.

The guide contains some specific guidelines on labour general counselling but it is recommended to explore deeper this issue by those with no experience on the field. According to this, this material is recommended to be used by professionals with some experience on this aspect or by those who are starting its training on it and aim to reinforce their current learning pathway with a new innovative approach.



READY TO START

Within the next pages, the reader will be able to discover the “Game YOU!” model and how to implement it on the youth work sector with young people in search of a professional vocation, academic pathway or involved on a process of self-awareness and reinvention, while taking advantage of videogames as both, learning tools and vocational alternatives.

C ► WHAT IS THE “GAME YOU!” MODEL?

This manual contains the stages and guidelines to implement step by step what has been called by the authors of this material as the “Game YOU!” model. The model is a guidance process that allows professionals to monitor, support and accompany youth along the detection of new professional and academic pathways using a combination of materials and tools.

Starting from the Holland typology that establishes different profiles related to concrete personal and professional competences, the authors carry out research to validate this approach and this model and establish its connection with the videogames vocational sector. After interviewing different young people and people with diverse job positions, authors generated a mentoring itinerary that will allow youth professionals to support young people on the identification of their strengths, skills and how they could match with labour opportunities.

Beside guidelines proposed by the authors according to their professional experiences of the youth field, the model incorporates different approaches and methods related to the non-formal education field (ex. gamification, role playing, group dynamics, etc.) that has been combined with and inspired by other existing theoretical approaches of competences identification (ex. DISC, the big 5, the Johari window, etc.).

To complete this process, authors have developed several tools to collect data from young people and make them active participants of the whole process, such as a questionnaire and an interactive videogame that allows young people to self-assessment themselves and be aware about their own qualities, strengths, and ways to grow in a professional way.

Altogether, provides professionals a pathway to establish the relation between young people personality traits and work positions, linking them with the videogame sector. Moreover, the model proposes a variety of videogames to improve the young people’s competences towards employability while it widely spreads the benefits that video games can also have for youth careers. The aim is to contribute to the recognition of the video game sector as an alternative field of work, as well as to reduce the mismatch between the professional training of young people and the modern and real needs of today's labour market.



D ▶ IMPLEMENTING THE “GAME YOU!” MODEL

The “Game YOU!” model is a “**process of guidance**”. This term refers to the whole itinerary that the professional will lead from the first contact with the young person, along the diagnosis and identification of skills and competences, and until the final analysis of results and presentation of conclusions to the young person. The milestones detailed on this manual are addressed to those that will present the model to young people, who will undergo the whole process.

“Game YOU!” has generated a framework that will lead this process of guidance, and which is essential for the professional to understand and get familiarized with. The reason why the role of the professional is important is because there are many situations, in which the tools here proposed can be misused, and which results cannot be just taken for granted without an additional and deep reflection. Each context is different, and professionals could have usually have the need of adapting this model, its tools, and other methods they use to their concrete target group and setting. Therefore, the “Game YOU!” model will provide those professionals in question the training in this matter and the essential steps to follow and complete the process while giving some meaningful tips about it.



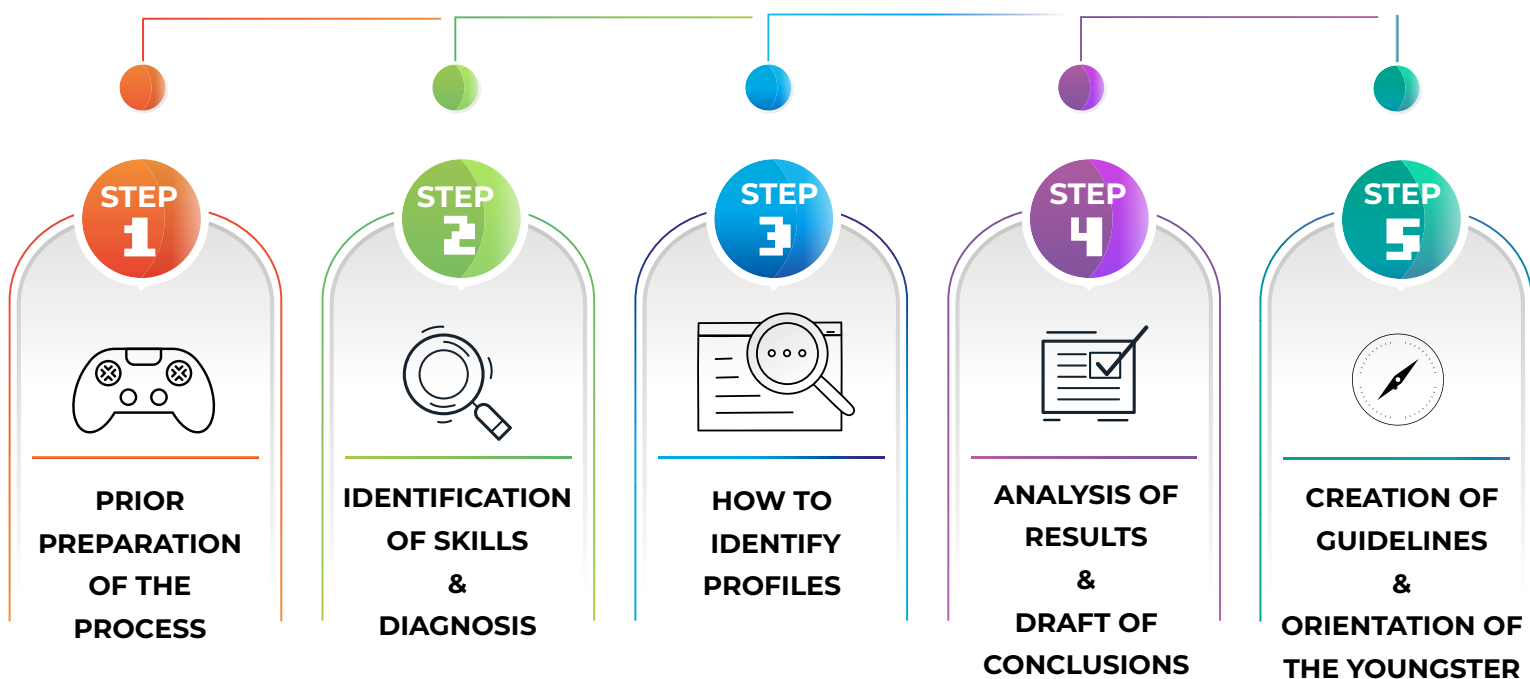
The approach proposed is based on different methods, combined with self-assessment tools, available in two formats and some dynamics and techniques to help the youngsters to find their professional path. Additionally, it is highly recommended to carry out the “Game YOU!” model by arranging in-person activities, as its implementation is smoother if it encourages human contact without the mediation of a screen.

Even though this material is aimed at those mentioned professionals, it could be a challenge to replicate it when they are involved in other demanding actions on their entities, or they are undergoing some stressful or burn-out situations, so authors recommend them making small introspection exercises. On the one hand, to avoid bitterness towards the objectives and final mission of the process. On the other hand, to facilitate their empathy with the young people involved, what will contribute to the efficiency of the process.

LET'S START THE PROCESS

First, it must be considered that the following steps of the process that will be described are essential for the correct implementation of the guidance process:

PROCESS OF GUIDANCE



... STEP 1 PREVIOUS PREPARATION OF THE PROCESS

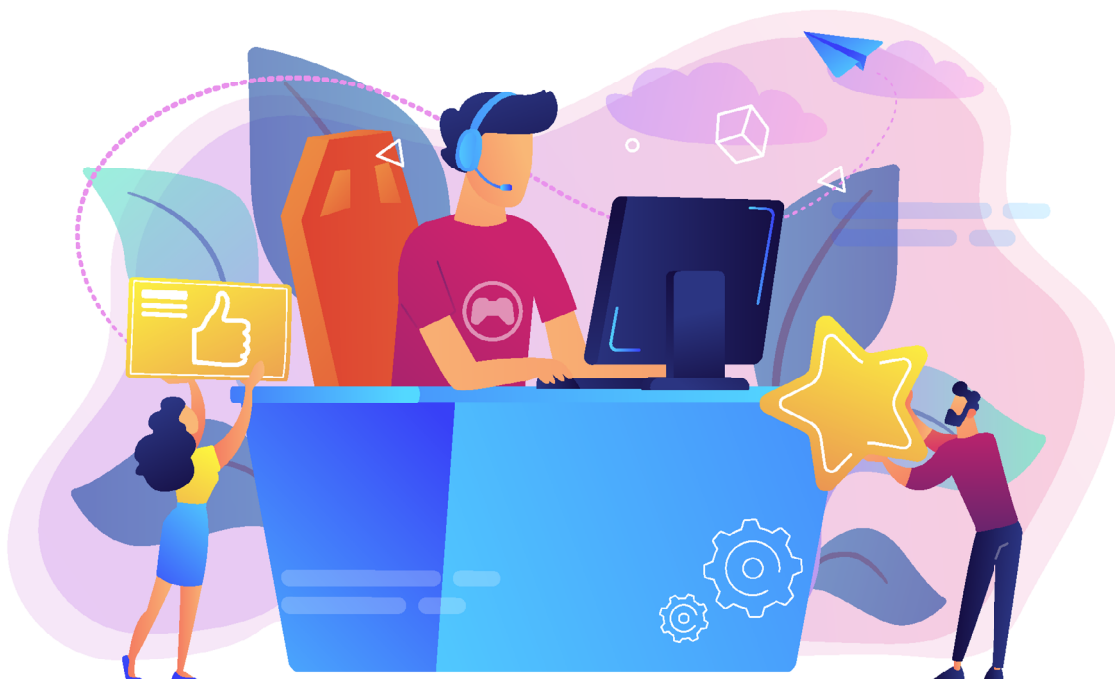
There are several issues that the professional should think about before beginning the process of guidance. It is recommended to start with a face-to-face session with the young person. In order to arrange this session, the following recommendations should be taken into consideration:

-  The process can be done with **groups of young people**, or it can be an **individual mentoring**. This will determine the methods to be used and will force the professional to tailor the youngster's performance accordingly.
-  The professional should **think about the place where** the whole guidance process is going to be carried out. The site should be comfortable and accessible to youngsters. When dealing with a group, it is better to do the activities in a large room, with enough space. Usually, it is just a matter of adapting the setting and the given space to the number of participants. The temperature, light and sound conditions should be the appropriate ones for a smooth communication. It could be also useful to use facilities familiar to the young person so he or she can better find them, not being reluctant to come and could feel more comfortable.
-  **The materials needed** to develop all the activities should be listed and arranged in advance (ex. wi-Fi for navigating on the web, printed questionnaires, specific materials for the dynamic activities, etc.).
-  The whole process should be **carried out in a dynamic way**, so that the professional gets to know the participants as much as possible and they do not get bored. That also means that the professional should be able to **adapt the contents and materials** to be given to the youngsters according to their characteristics (ex. reflect about their age, motivations and commitments, their expectations, self-knowledge, and the life moment they are going through).
-  The **role of the professional** in the process should be clear for the young person (ex. How will this professional support me? What should I do concretely? What are the duties and responsibilities of each part? etc.).
-  A **general knowledge** of the labour market and skills to promote self-awareness should be possessed beforehand and, if possible, it helps to have a basic knowledge of typical video games, their dynamics and objectives.

During in this session, it is essential for the professional **to clarify the next steps of the whole process** to the youngster:

- 1 Explain the basic notions of the “Game YOU! model” to the youngster.
- 2 Let the youngster choose between undertaking the test in the two formats available:
 - A. **Self-assessment tool:** Support him or her to find the tool online or in the corresponding App store. (E.g. on the project website: <https://gameyou.org/outputs/>).
 - B. **Questionnaire:** Provide him or her with the template of questions, either printed out or sent out by email.
- 3 **Establish a deadline to perform the test** and send the results.
- 4 Specify how the results should be sent to the professional.
- 5 Arrange the dates for the second and final session to deliver the guidelines for the young person.

It is important to highlight that, to properly plan all the previous arrangements, **professionals should preferably be aware about the educational, social, and economical background of the young person**, as this could influence the process and recommendations to be provided. If there is any personal characteristic of the young person that could influence the process, this should be known by the professional to **make some adaptations when needed** (i.e., A youngster has visual impairment that requires that the deliverables are visually adapted).



According to this, **before the face-to-face session**, the professional should have collected some additional information about the youngster. To personalize the process is key, as results are not enlightening enough in isolation.

It must be remembered that the “Game YOU! model” has a focus on videogames, but it is important to gather additional information out of that field to support the facilitation of the conversation to be maintained with the young person.

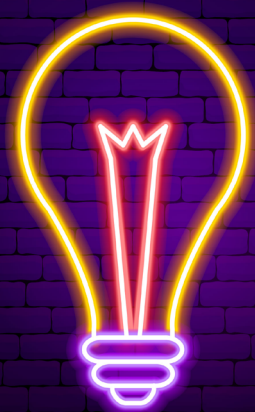
This information will also help to establish the connection with the youngster to reach some points of reflection and if possible, actions to be taken in the future. If possible, the professional can try to get to know a little bit more about the youngster through his or her peers (friends, colleagues, or hobbies ‘mates, i.e., members of his or her e-spot team) or other relevant key people in his or her life, such as family or teachers.

Another good way to get all this information would be **to conduct an interview or send a form**, which will help the professional to develop a better profile and to understand the needs and expectations of the youngster. In this interview or form, the professional should get to know:

- 1 Personal data** (according to data privacy policies).
- 2 Level of education.** Getting to know his or her favourite subjects, topics, and fields of expertise.
- 3 Work experience**, if any. Taking into consideration any previous and current experience, as well as plans, dream job or expected tasks.
- 4 Hobbies.** What he or she does in his or her leisure time.
- 5 Games** he or she used to play, plays, and likes.
- 6 Strengths and Weaknesses.** Trying to understand which competence excels and which one doesn’t master.
- 7 Other relevant questions for the professional.**
For example: What are the personal challenges that this youngster faces? What are the motivations to participate in the process or undergo the questionnaire?



TIPS & TRICKS



Professionals can use recruitment forms (online or in paper) to collect information from those young people who will participate in the process. This could provide professionals with the extra data that could be needed to identify the background of the participant without meeting in advance and can be delivered by others (ex. teachers).

To talk with the teachers, educators, youth workers or relatives of the young person could also be a source of information, but always in a respectful way so the young person does not feel to be examined.

Once everything is ready, the space is the appropriate one and the young person is on board, it is time to start with the identification and diagnosis.

... STEP 2 IDENTIFICATION OF SKILLS & DIAGNOSIS

The **main objective** of this chapter is to know what and how to identify different types of profiles that have been connected to concrete skills that youngsters could have and undergoing the “Game YOU!” model.

Those **professionals with a background in education, psychology, labour orientation or similar fields** will have more ease to carry out the steps included in this section, as they will have backgrounds linked to the skills needed to assess the youngsters’ personality, attitudes, and profiles.

However, other professionals involved in youth work are fully capable of assisting youngsters throughout this process, as they might be well familiarized with formal and non-formal education contexts. However, we recommend to those who have no previous experience in psychology or people assessment, to look closer to the “Game YOU!” model and understand it in deep, as the comprehension of its guidelines es fundamental to properly implement the process.

It is also necessary to mention that the Game YOU! model is an **open and non-exclusive model that allows incorporating new techniques** and methods to approach and apply during a guidance process, being able to give a more personalized response and recommendations to each young person when necessary.



PROFILES TO BE IDENTIFIED

The “Game You!” model is based on Holland's typology, which divides the different professional fields into job profiles, so the aim is **to identify the profile to which the participants may fit**. It is also possible during the process to identify other competencies of those who participate that are not included in this chapter or in the table of profiles it contains, so it could be interesting to take them into account for the final phase of the evaluation and for the delivery of conclusions. This will facilitate a broader view of the situation and a deeper understanding of the main issues and connections between video games, competencies and the employment of each young person.

The profiles which the professional must identify are **divided and grouped in 6 categories** that have been taken from the “Typology of Holland” already mentioned. They are **equivalent to 6 general areas or profiles composed of multiple competences** and to the corresponding occupations for which these competences are most suitable:

PROFILES	COMPETENCES ASSOCIATED WITH THE PROFILE
Realistic: It refers to all the physical and mechanical occupations such as mechanic or bricklayer.	Office knowledge, technical/manual skills, physical fitness, manual abilities, attention, machine usage.
Investigator: It refers to the occupations which requires theoretical knowledge and want to know how all the things goes. Responses al the “Why” questions.	Analytical capacity, mathematical and scientific skills, exploration, research and understanding of all types of phenomena, abstract and creative capacity. In short, theoretical and practical knowledge.
Social: It refers all the social occupations. The main characteristic of this topic is the relation between people.	Social skills, helping and caring for others, ability to interpret and modify human behaviour and to communicate and care for others, frequent and prolonged interpersonal relationships as well as the ability to interpret human behaviour and to teach.
Artistic: It refers all the artistic and creative occupations. Creativity is one of the most important things in this topic, although in most of the occupations in other specific topics is required (such as social), but here is the basic skill.	Art, verbal, perceptual and motor skills, creative ability and imagination for different artistic manifestations, interpretation of ideas, facts or feelings from a personal point of view.
Entrepreneur: It refers to those occupations which their main characteristic is to be de leadership of a company or create new ones, being the director of occupations, which requires leadership and manipulation skills.	Business skills, leadership, management and sales, interpersonal skills (e.g. persuading, selling and managing), verbal skills to lead others, controlling and planning team activities, perceiving the motivations of others.
Conventional: It refers to those occupations which don't require too much social abilities, and usually match with math competences and good management and office skills.	Office skills, traditional tasks, attach great value to economic aspects, calculating and administrative, bureaucratic skills and arithmetic skills, routine and systematic processing.

EXAMPLE



THERE IS A YOUNGSTER WHO PLAYS ROLE PLAYING GAMES, SHOOTERS, AND WAR GAMES.

We discover that, when he is playing, he likes to do manual tasks like constructing a building. Let's say this, in combination with other tools, shows us that he fits more in the **REALISTIC PROFILE**, which is associated with manual and mechanical tasks. Some potential professional pathways could be mechanical engineering, the Army, construction, etc.

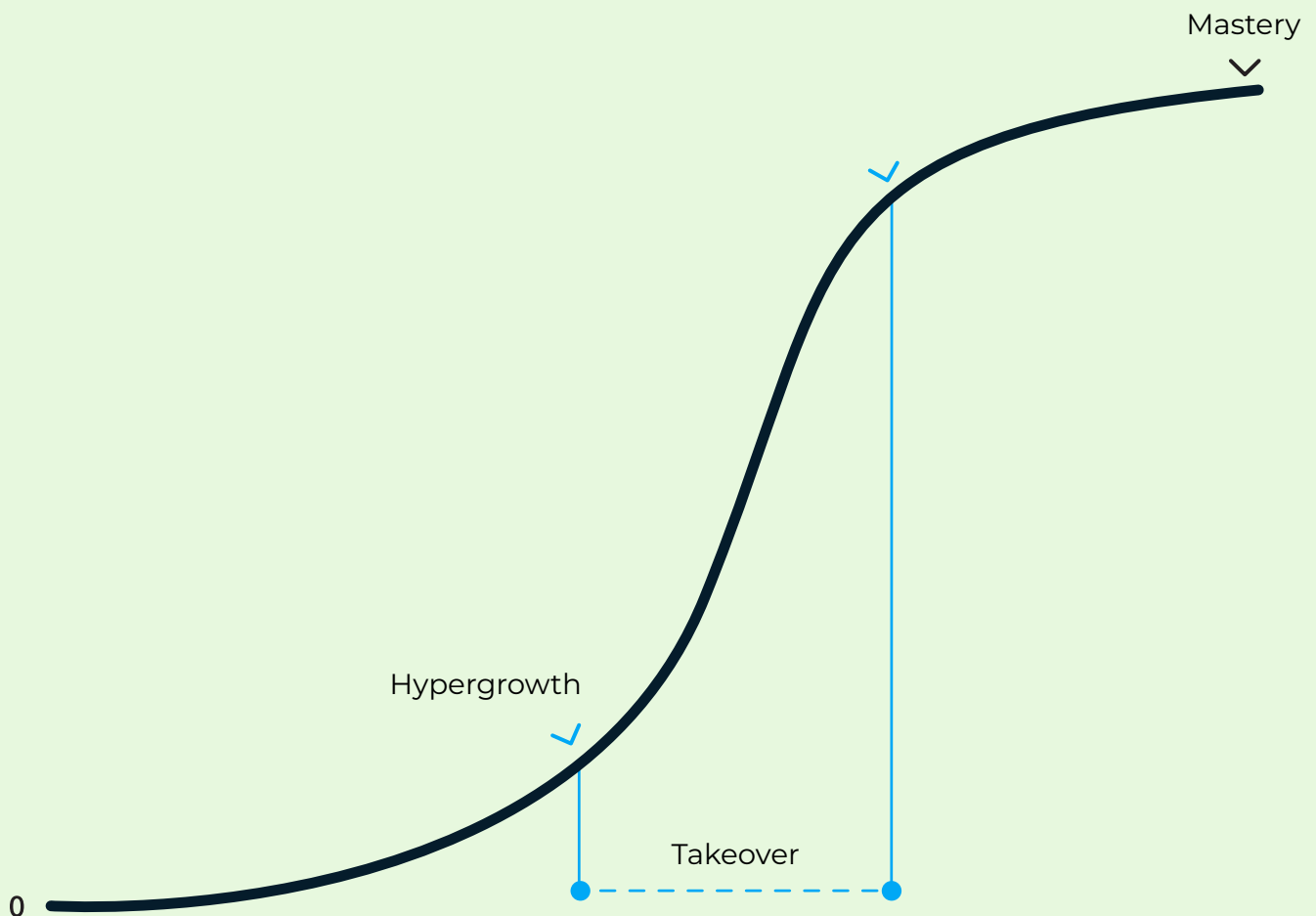
These profiles are complex ones and, of course, they do not give a response to one's "way of being", as people tend to have more than one profile and many competences. However, it is possible to feel associated more strongly with some over other profiles and it is this tendency what the professional should look for.

According to this assumption, **all these profiles represent psychological and personality traits that are then connected to specific competences, which can be linked to concrete job occupations.**

Therefore, **the objective of the professional will be to identify which profile(s) the person showcases most affinity with,** keeping in mind that he or she could fit in more than one, as profiles are not mutually exclusive, and we should never forget the complexity and relativity of the matter in question.



By associating competences with profiles, the professional can get to know the young person better and contribute to guide him or her in his or her professional path. The final goal is that the professional is able to map those competences to be further developed and to **suggest videogames and training contents that could support the youngster's learning curve**, understanding that the more an individual repeats a process or activity, the more adept he or she become at that activity. This translates to lower input costs and higher overall output. Therefore, the professional will aim at detecting those competences in which the youngster is good at and foster them through new video games, non-formal methodologies, etc.



Source: adapted from Nick van Dam, *25 Best Practices in Learning & Talent Development*, second edition, Raleigh, NC: Lulu Press. 2008

.... STEP 3 HOW TO IDENTIFY PROFILES

“We are like we play and what we play”. The “Game YOU!” model takes advantage of the young person’s previous experiences and hobbies as part of the process to gather information. We play the type of games that require us to use skills or competencies we are good in, or we like, as well as we tend to behave during the game according to our personality features that flourish when we are immersed in a game that engages us.

According to this, it will be analysed the way of playing and types of video games that the young person engaging in this process has, trying to identify the specific profile and the most remarkable competences of the person.

Following this analysis and as already mentioned, it is quite possible that those who participate fit more than one profile and have different competencies that could be associated with several profiles. However, the guidance process focuses on highlighting those areas, at which the youngster gives his or her best. So, it is important to focus on the main profiles, maximum three being one predominant over the others.

It is important to point out that the process of identifying the profiles can be done using several methods and strategies. Those tools available and external to the “Game YOU!” model are perceived as an added value, as there are many alternatives already developed. If additional methodologies are used, the way of collecting information should not be invasive with respect to the privacy of the participant, so the method chosen will depend mainly on the level of trust between the professional and the young person.

The “Game YOU!” model is offering two different tools especially developed for this process to conduct a suitable identification of profiles:

OPTION A: Digital and gamified experience: “Game YOU!” Self-assessment tool

OPTION B: Conventional experience: “Game YOU!” Questionnaire

The objective and purpose of both tools is to identify through questions and quests, which are easy to complete by the young person, his or her competences and extract a profile of each person for guidance in vocational and professional terms. To choose whether to use one or the other, they should be analysed by the person guiding the process to see which one best suit his or her needs, situation, young people, etc. and may even consider using both in combination. Some hints to do a proper selection of the tool to be used could be:

	PROS	CONS
Digital and gamified experience: “Game YOU!” Self-assessment tool	> Funnier > More interactive and attractive for youth > Detection of “How the youngster plays”	> Less indicators > Limited response > Conditioned by attitude and honesty when playing
Conventional experience: “Game YOU!” Questionnaire	> Youth worker´s reflection on indicators and profiles during the whole process > More accurate > Open questions to allow young people to express deeper ideas	> No game-related or gamified, not so attractive for young people > More work for the youth worker > Less autonomous

It is important to keep always in mind that the data provided by both tools (the gamified experience and the questionnaire), should be always framed within the “Game YOU!” model and could be potentially complemented with non-formal techniques to support the youngster in the process of reflection, and with the goal of increasing his or her chances to be integrated in the labour market.

OPTION A: “GAME YOU!” SELF-ASSESSMENT TOOL

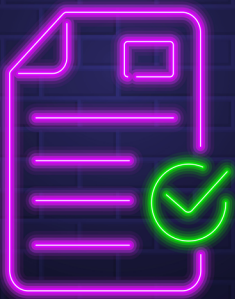
One of the main objectives of the “Game YOU!” project was to innovate and make more attractive the vocational orientation for those young people who must make important decisions such as choosing a career path or their superior studies. The idea was to offer young people that these professionals are in contact with, interactive and attractive alternatives that could engage them into mentoring processes that were traditionally boring or not interesting for them.

Because of that, “Game YOU!” has developed an interactive self-assessment tool, which the youngsters can play and, at the same time they will get to know themselves more and will identify their possible vocational orientations.

This tool is one of the core elements of the guidance process as it helps to identify which profile the young person is keener to and deliver results that can be easily shared with professionals.



EXAMPLE



THERE IS A YOUNGSTER WHOSE FAVOURITE GAME IS “SHERLOCK HOLMES: CRIMES & PUNISHMENT!”

Using the self-assessment tool, the young person discovers that is keener to the INVESTIGATOR PROFILE because she is always questioning her reality and it ranks high in “abstract and creative abilities” and was really engaged on the tool quests.

It is the aim of this guidance process to empower the person to keep improving those competences and, maybe, pursue an educational and professional career that entails putting into practice mathematical or scientific abilities.

But, also, if the person considers that it will be more beneficial to focus on the weaknesses, results about those competences in which the person ranked the lowest will be useful as well.

OPTION B: CONVENTIONAL EXPERIENCE: “GAME YOU!” QUESTIONNAIRE

In case the professional and the youngsters prefer to dive more in deep in the process and want to respond to a bigger number of questions, it is advisable to use the following handout, which compiles a range of multiple-choice and open questions. The ideal situation would be for both people in the process (professional and youth) to have enough time and be able to have a live conversation about the issue.

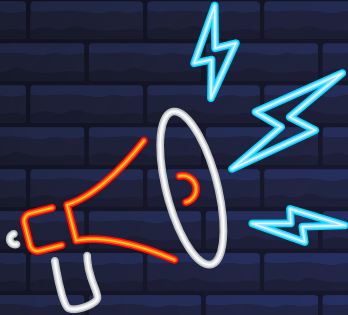
This tool, especially created for the project, will offer professionals responses that will serve as indicators for setting up the main profiles of the youngster. When using this second alternative, the person guiding the process may even decide to conduct a live interview with his or her young people to complete the questionnaire together, but this should be a last resort and it is recommended that the young person does it individually in an autonomous manner, since otherwise, the performance of the person doing it may be conditioned.



The results obtained through the questionnaire should be analysed using the following matrix created specifically to understand the data obtained in it.



PAY ATTENTION



The questionnaire can be always used as an extra resource to gather information after the young person has completed the self-assessment tool. If so, the professional will be able to assess the veracity of its results while getting extra info about the young person.

However, this could generate a feeling of repetition in the young person that must be considered and prevented to avoid his or her frustration

Other dynamics and processes to implement with youngsters and groups

In addition to the two previous tools and as a follow-up, some dynamics can be implemented, which are also specified in this manual. These exercises are a good way to obtain more information and complement the conclusions provided by these tools. At the same time, they promote real situations in which the young participants can behave freely, identify their abilities and limitations in a safe environment (vital especially when they are with other people who are also going through the same process). They are also activities that promote critical thinking and self-knowledge, so they are ideal to work with several people or groups in the first steps of Game YOU! to finish later with a bilateral and personalized guidance process with each member of the group.



GO TO THE
GROUPS DYNAMICS

TO RESUME. . .

When inviting young people to use any of the previous alternatives, the professional should be sure that the youngster has understood what to do and how to do it, but without giving conditioning instructions to people on how to answer. In that moment, it is important that professionals tell the youngsters to take tasks seriously, as the attitude towards the self-assessment tool or the questionnaire can heavily influence the results and its reliability.

According to the above, it is not advisable to limit the number of answers to the questions that are given in one or another tool, since the way in which they are chosen also provides good personal information for the results. For example, if the person chooses to answer a multiple-choice question only with one option, means the person is more focused, methodological, and realistic, while if the person provides more answers to a single question, he or she could be more artistic, open-minded, and social, etc.

.... STEP 4 ANALYSIS OF RESULTS AND DRAFT OF CONCLUSIONS

This chapter explores the different approaches and issues related to the process of analysing the results obtained after the use of the tools proposed in the previous one. However, although the analysis process will be explained, there will always be room for the process manager's own interpretation, and additional methods of analysis may be used if deemed necessary as mentioned before. It is important to adapt the process to the professional's previous knowledge and competences, as well as to the circumstances that will influence the way of delivering the feedback.

During this pathway and besides the alternatives to organize results already included on the previous tools, the professional should use **all the resources available to narrow down, as much as possible, the answers obtained** by checking factors such as the youngster's personality traits, usual videogames he or she plays, academic and personal situation, additional hobbies, etc.



HOW TO APPROACH ANALYSIS

According to the data collected and final conclusions, the professional will be able to match young people characteristics with a profile and competences. Additionally, the professional will be able to recommend and discuss with them about potential video games and professions.

To facilitate the process of building recommendations, the "Game YOU!" model offers a matrix that links each profile with competences but also with job positions related to them.

Moreover, it includes an extra section about specific job positions within the videogames sector that could open youth's eyes into a new labour market. Beside this, the table also contains examples of videogames that can help young people to evolve specific competences or improve concrete profiles while having fun and enjoying interactive experiences.



Here are included some examples of scenarios that could appear on this part of the process:

SCENARIO 1

If the person was only given a written questionnaire, the analysis is pretty straight forward. The professional checks the answers provided and puts them in the designated category described in the previous matrix. If an interviewee answers the question "When you are bored and you want to play a video game, which genre would you play?" with the answer "Open world", the professional can easily categorize thanks to the matrix that this person is Artistic.

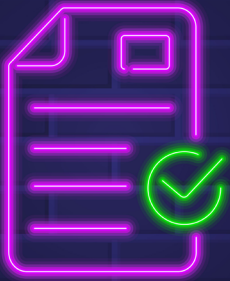
SCENARIO 2

If the person chooses to answer with two options, then a further analysis is needed. Professional doing analysis then needs to check in which categories most answers were but must not ignore other answers if they fall in mostly two categories or the number of the answers in those two categories were close. If needed, these questions can be repeated to the participant in order to elicit as much information as possible and to clarify or further elaborate his or her answers, and the most relevant category can then be chosen. In this scenario, if an interviewee chooses to answer the question "When you are bored and you want to play a video game, which genre would you play?" with the two answers like "Open world" and "Action", the professional must check the answers from other questions. For example, the professional could check the answers given to the question "What do I like to do most while I'm playing?". The answers given here could be "Artistic tasks such as painting or writing and Conventional and administrative tasks". So, the professional can easily conclude that the most common answer falls into the category Artistic even though it is also related to the Conventional one.

SCENARIO 3

If the answers are scattered through three or more categories, it is advisable that the professional asking the questions repeat the questionnaire and try to direct or guide the young person to answer with only one or two questions in each category. In case the answers are still scattered, then both tools (questionnaires and online self-assessment) can be cross-referenced and picked the category that was chosen most often. If the answers are scattered all across the categories and there was only a written interview, then it is advisable to repeat the interview in a live session. If that is not possible, it is recommended not to provide the person with the results or the analysis, as they will be unclear and the identification of profiles will not be accurate, so the young person should not be categorized with dubious profiles.

EXAMPLE



THERE IS A YOUNG WOMAN, WHO LIKES TO PLAY CASUAL AND ROLE-PLAYING GAME.

After the process of guidance, it is known that, when she is playing, she likes to do artistic tasks like painting and designing something. She also likes to be with people, take care of them (social tasks).

In addition, she tells in the questionnaire and in the interview that she pays attention to the soundtrack and the landscapes of the game, as well as the interactions between people.

The professional finally discovers that she likes to draw, to paint and to create new things, so she is comfortable doing artistic things. With all this information, the professional must identify the main competences according to the matrix of the guidance, in this case:

- **Artistic competences** such as paying attention to the soundtracks, landscapes, also she enjoys creating things and likes to decorate her house.
- **Social competences** such as taking care of people and like to interact with others.

OBTAINING CONCLUSIONS

After analysing the results obtained, the main objective of the professional is to determine a profile or profiles to work on two main issues that will lead the final session of the “Game YOU!” model to deliver the results to the young person:

- € Which **other games and non-formal education techniques could be useful** for him or her to improve those competences. It is important to decide whether the youngster wants to improve those at which he or she excels or those at which he or she is not good at.
- € Which **professional path (studies or work) could be more suitable** for him or her. Keeping in mind that this should not be imposed but the youngster should reflect about it.

The professional must gather along the previous stages of this guide process as much information as possible together and draft some conclusions. In this sense, it is essential to consider the young person’s current educational and professional path, as it will serve as orientation on itself:

- 🎮 Does the person study, work, or be an entrepreneur in any field?
- 🎮 Does the person like what he or she does for a living?
- 🎮 Does the person have any specific idea of what he or she would like to do vocationally?
- 🎮 Does the person identify himself or herself with any of the presented profiles? Why?



The concrete profile should be used to orientate the youngster, so this phase of the process of guidance is the most important one. It doesn't really matter if the result of the self-assessment tool or the questionnaire is not the expected one or the youngster does not feel identified with, as the first step to discover what one likes or wants is to dismiss everything that do not.

The process should create a setting for reflection, which will be supported by the professional. The goal is to draft the conclusions, present them and from those results to extract the best for the young person. It could be a vocational path, a new motivation, new game recommendations, etc. that will allow him or her to further improve specific skills or reach a certain level of self-awareness regarding abilities and preferences, which will help to orient him or herself more correctly towards a potential future.

For example, people who are generally more artistic by nature, tend to choose educational and professional fields where creativity is needed. Provided the answers to the questionnaire or the self-assessment tool, it is highly probable that they are categorized within the artistic profile. Professionals will easily see that there is a relation between certain types of videogames and concrete skills.

Here it is proposed a template that youthworkers can use to collect the feedback obtained from the young person self-assessment process as well as to plan the next stage of the process: an orientation session with the young person.



.... **STEP 5** ➡ **CREATION OF GUIDELINES AND ORIENTATION OF YOUNG PEOPLE**

“Before anything else, preparation is the key for success” - this quote from Alexander Graham Bell helps to understand one key element regarding the process of delivering feedback to a youngster after using the self-assessment tool or questionnaire and completing the “Game YOU!” guidance process. In the daily life of youth professionals, it’s very rare to have the ideal conditions to do this preparation work. Nevertheless, it is important to take the time and focus.

The professional needs to take the time to review the data before, while delivering the results of the tool in a draft of conclusions, which will serve as the basis for the orientation session and follow-up.

Preferably, there should be follow-up work done by the professional regarding the professional path of the youngster. Again, the circumstances will vary but it is important to understand that the tools proposed in this document provide the working basis for a successful approach.

GUIDANCE SESSION

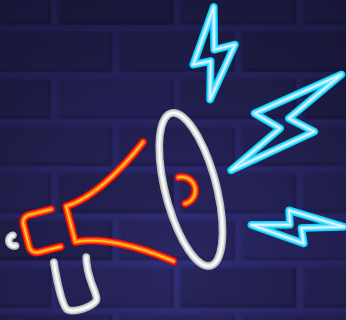
Once the youngster has undertaken the test, sent the professional the results and the professional has dedicated enough time to analyse them, the professional should have a draft of conclusions that will guide a face-to-face session.

Firstly, the professional should try to foresee how the meeting will go and ask him or herself the following questions:

- 🗣️ What might be the reaction of the youngster regarding the results?
- 🗣️ Will the obtained results match with the initial expectations of the youngster? What if they don’t?
- 🗣️ What might be the possible dialogue between both parts based on the results of the tool or questionnaire?
- 🗣️ Is there more additional work needed to draft better conclusions?
- 🗣️ Which will be the next steps to go through/or recommendations to the young person?

As it was described on the initial part of the guide about the first contact with the youngster, the space chosen should be comfortable and it is essential that the person feels safe (physically and emotionally), as the insights to be delivered should be taken in a positive and relaxed way. This means that the space should allow the young person to express his/her ideas and feelings about the results openly. The most important is that the setting enhances the communication channel to create a constructive dialogue.

PAY ATTENTION



The non-verbal communication of the professional should promote the sensation of being in a **safe and trustful space**. Gestures, expressions, or clothes can enhance or block the communication.

The professional should be careful about making judgements or biasing the ideas and feelings that the youngster shares. This can be avoided by listening actively and communicating assertively.

The wording used by the youth worker is important throughout the whole conversation. The approach should be non-directive so there has to be a vocabulary that does not manipulate the process of reflection and its conclusions. The use of closed questions should be carefully thought through.

For example, the use of questions such as “Why?” and “How?” can give the impression to the youngster that is in a “interrogatory”. It’s not a matter of having forbidden words or sentences but of paying attention to the flow of the conversation and not forcing the youngster to accept or come up with certain conclusions.

Even if professionals decide to apply the “Game YOU!” model with groups, it is recommended that this final stage is done individually and in a personalized and bilateral way. Otherwise, young people would not be able to receive concrete guidelines and efficient advice to know how to proceed after.

Here it is proposed a structure of the stages of the dialogue and the session. However, it’s important to understand that this script is an orientation instrument and not a strict and orthodox document that has to be followed by heart:



1. OPENING WITH MORE SUPERFICIAL QUESTIONS OR SMALL TALK.

Asking, for example, about “How was the route coming here?” the professional can share elements of the day regarding situations that happened that aren’t too personal. This intended to initiate the dialogue and let spoken words to pop out in an easier way so the language should be adequate and accessible to the youngster.

2. STATE WHAT IS THE PURPOSE OF THIS MEETING AND A BRIEF AGENDA.

This must be done in a calm and natural flow following the process of opening the conversation. Regarding the purpose and terms, there are some elements that are relevant to be pointed out:

- A.** The conversation is confidential and it is a safe space for the youngster to talk.
- B.** The participation of the youngster is not compulsory and, at any moment if the youngster feels so, the person can leave.
- C.** The youngster should be pointed out that the youth worker is doing this as a youth worker and not as a psychologist, psychoanalyst, or a coach.

3. APPROACH THE QUESTIONNAIRE/SELF-ASSESSMENT TOOL.

Questions to the youngster about what the impressions were after filling the tools given and how the youngster received the results. In a non-directive way, the professional should go deep in the reflections shared by the youngster. It is important that, in this moment of dialogue, the professional uses the conceptualization of the self-assessment tool and questionnaire of “Game YOU!” and points out ideas that were not noticed by the youngster. Regarding this point, the professional should give positive reinforcement for the youngster to feel confident in the conclusions of the meeting and the next steps to take.

4. REACH CONCLUSIONS THAT CAME OUT FROM THE RESULTS OF THE TOOL AS ALSO FROM THE CONVERSATION OF THE PROFESSIONAL

By using the conceptual framework of “Game YOU!”, the line of thinking that led to those conclusions must be understood. At this stage, videogames are not foreseen as a source of relevant information to understand what a future career for a youngster can be. The professional should use the table already presented on this material to connect competences, games and occupations (in a horizontal reading) but also try to connect on the transversal way and identify different possibilities.

5. IDENTIFY ACTIONS WITH SMART OBJECTIVES

Actions established should be **S**pecific, **M**easurable, **A**chievable, based on the **R**esources that the youngster has, and **T**ime framed. The creation of these actions can be difficult in some cases because the results of the tool may require a reflection from the youngster regarding what professional options for the future. Nevertheless, this reflection, for itself, is an action that can be defined as SMART. The idea is to make a “call to action” and invite the youngster to take further steps towards his or her employability, career or vocation.



PAY ATTENTION



The professional would need to know the mood of the meeting with the young person. Depending on the circumstances, it might be necessary to energize quiet youngsters at the beginning, as the pandemic and the use of digital screens are developing a culture of silence, especially among young people with fewer opportunities. In other cases, the professional would need to calm down the environment to adapt him or herself to their comfort tempo and flow.

Although it is a complex issue, there are strategies that can be taken such as:

- The process must be fluid. The daily life of those who work in the youth field is marked by a lack of time due to deadlines and the tendency to think that everyone has the same frenetic pace. However, whoever guides must give space and respect the silence and the natural path of learning and growth of each young person.
- Involve the youngster in other activities that have nothing to do with the tool and its results. This means actions where the youth worker and youngster are together and act like peers like for example an activity of the youth centre about another topic or even play an online game.

Some examples of scenarios that the professional could face during this final session could be:

SCENARIO 1

The young person is already employed in the army and her job is to care for the teammates and also takes the role of the caregiver in games, thus utilizing her skills on both fields. Even if the tools used show that this person have the skills related to the previous fields, the person might be unable to answer if she got the skill from her job or through playing video games as it was a subconscious process and it might be said that she does not realize when the skill was picked up. This should be considered to plan recommendations about potential videogames to improve skills or vocational careers related to them.

SCENARIO 2

The person realizes using the tools proposed that the skills in design he got in school are used when playing video games. He might also think that the design/arts skills he gets in school are put to good use and allow him to express himself efficiently while playing creative video games. That also mildly indicates that there is a relation between acknowledging his skill and how to utilize it well.

SCENARIO 3

In certain cases, there can be discrepancies in what a person wishes to do in the field of gaming and to what answers the person in question provided. In that case the professional needs to go through a conversation with the individual and discuss with him or her about the previous work experience (if any), education and hobbies. Through that conversation they must find the common ground where youngster wishes and experience work together the best.

FOLLOW-UP

Follow-up is important - youth work should be based on a logic of proximity that recognizes the specificity of each youngster. The bond between young people and professionals supporting them should create an environment of mutual respect, trust, and safety for both parties. The professional should also present to the youngster other resources like institutions, activities or tools that can be useful for the process of integration in the labour market.

More than using quantitative methods and instruments, the professional should give space and be available for young people to contact him or her, share the challenges that they are facing or ask for advice. This qualitative approach is more human and reinforces the trust and self-confidence of the youth. Therefore, the professional should have a private log or journal of the different moments where there was interaction with the youngster - this document can have different formats (text, video, or audio recording).

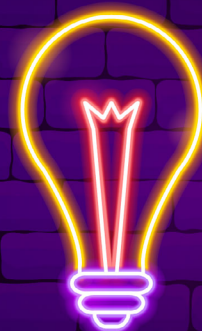
In this way, a professional can manage different youngsters and understand in each one of them different milestones. This log tool, for itself, is a learning resource for the professional in the youth work, as a field of knowledge and social work that evolves rapidly and demands that the instinct and procedures of youth workers become materialized - Verba volant, scripta manent.

If possible, the professional can have a further conversation with the youngster in a casual environment based on an approach of proximity and trust. It can be asked how the process was looking back, what were the changes that happened in the life of the youngster and what should be highlighted or improved in the process, etc. It is a professional relationship between the professional and youngster with boundaries but if the youth worker addresses a youngster's needs, especially in difficult periods, there is a mutual gratitude that endures for the rest of their lives.

Here it is proposed a *template* that youthworkers can use to guide further young people on employment search and that could be a complement for those professionals using this guide with no experience on job guidance coaching.



TIPS & TRICKS



If after reading this manual the person who wants to lead the process realizes that he/she does not have the capacity to implement the proposed model, several alternatives can be taken to promote his/her motivation:

- Talking to other fellow workers - asking them for feedback and exchange ideas on how to improve.
- Participating in training courses and seminars to learn new practices and exercises that the professional could replicate along the process or on his/her work.
- Trying out new possibilities and learning something completely new, which differs from the youth work field and get skilled at it. It will be useful for professionals to connect with youth and to use this guide.
- Taking a break from work. Sometimes it is necessary to switch off and look at things from afar, so a perspective is not blurred by personal feelings and negativity. This will help professionals to see how the “Game YOU!” model could better fit on their regular work and responsibilities.
- It is important that the professional frequently tries to understand the reasons why this job must be done and to do it, it is necessary to question oneself: Why did I choose this job? Why do I want to help the youth find their vocational path? How could the “Game YOU! model” be connected to my daily work? Why is it important for my youngsters to undergo this process? Do they have specific needs that I have to take into consideration?



ANNEXES



ANNEX 1

GAME YOU MODEL – QUESTIONNAIRE

1

When you are bored and you want to play a video game, which genre would you play?

- | | | |
|-------------------------|-------------------------|--------------------------------|
| a ➤ Racing | e ➤ Puzzle | i ➤ Massive multiplayer |
| b ➤ Quiz | f ➤ Sports | j ➤ Music |
| c ➤ Team-playing | g ➤ Open world | k ➤ Action adventure |
| d ➤ Strategy | h ➤ Role-playing | |

2

What do you like to do while you are playing?

- a** ➤ Manual and skillful tasks.
- b** ➤ To know how something works.
- c** ➤ Artistic tasks such as painting or writing.
- d** ➤ Being with people, taking care of them, teaching them things; social tasks.
- e** ➤ Being the shot caller, having my own business, being the leader.
- f** ➤ Conventional and administrative tasks.

3

If you had to choose the group in which you feel most comfortable it would be:

- a** ➤ Doing manual and physical tasks.
- b** ➤ Knowing how the thing works.
- c** ➤ Creating things such as songs, books, paintings...
- d** ➤ Working with people.
- e** ➤ To be the leader of a company.
- f** ➤ To be the secretary or administrative staff of a company.

4

What do you like about a game?

- a** ➤ To know how things are and work.
- b** ➤ The landscapes and soundtracks
- c** ➤ How are the interactions between people.
- d** ➤ Administrative management.
- e** ➤ Mechanical tasks.
- f** ➤ How to organize a team and to give instructions to people.

5
We are like we play. Do you agree or not? Why?
6
Do you like games that required physical coordination and mechanical abilities? (Use for keyboard, joysticks, controllers, etc.)

- a ♣ Yes I do.
- b ♣ I like them, but the difficulty is not the main factor.
- c ♣ No, at all.

7
Which games do you prefer to play?

- a ♣ Games which the objective is to fix or build something.
- b ♣ Games which the objective is to manage the city/business.
- c ♣ Games which the objective is to interact with others.
- d ♣ Games which the objective is to investigate something or knowing how something goes.
- e ♣ Games which requires a lot of repetition and not thinking too much.

8
When you play, you like to pay attention to...

- a ♣ The way landscapes are painted.
- b ♣ The interactions between the characters.
- c ♣ The manual tasks and the actions within the game.
- d ♣ Know the basics bases of the game.
- e ♣ The construction and management strategy.
- f ♣ I do not like to pay too much attention, I prefer simple and easy to understand games.

9
If you could simulate your life in a game, what would you like to do?

- a ♣ Manage your economy.
- b ♣ Interior and house design.
- c ♣ Interact with others.
- d ♣ Take care of people and pets.
- e ♣ Have a job and know how to develop in it.
- f ♣ Manage other things such us promoting and being successfull.
- g ♣ Fix something.

10 What do you like most in a game?

- a ♣ Follow instructions to complete missions.
- b ♣ Develop your own knowledge.
- c ♣ Playing a social and caring role.
- d ♣ Creative and artistic tasks.
- e ♣ Simulate management tasks.
- f ♣ Being the leadership of the game.
- g ♣ Single and easy game to play.

11 If you had to choose the objective of the game it will be...

- a ♣ Administrative tasks.
- b ♣ Tasks requiring social skills.
- c ♣ Games that have specific objectives such as to fix something.
- d ♣ To have your own business.
- e ♣ Games that involve you in crafting and building activities.
- f ♣ To investigate how the things go or develop your own knowledge.

12 If you have a role while you are playing, which role would you choose?

- a ♣ The leader, who likes to lead others and be the bosses. The shootcaller of the game.
- b ♣ A person who has a 2nd plane role but important, for example, a person who manages the economy and conventional tasks.
- c ♣ The person who takes care of physical and methodological tasks.
- d ♣ The person who knows complex processes and wants to know why the objectives are achieved the way they used to.
- e ♣ The person who takes care of others and all about the social processes.
- f ♣ The person who immortalizes everything and who takes care about the artistic tasks and who has creative initiative.

13 What video games means to you?



ANNEX 2

GAME YOU MODEL - MATRIX OF RESULTS

When the professional has chosen the questionnaire, he/she must follow the next instructions to correct the questionnaire and obtain as much information as possible in order to carry out the next steps of the guide.

The matrix is based in a question per row and 6 answers in 6 different columns which corresponds to the 6 profiles (1 profile each column and answer).

The professional has to assign one (1) point to each option answered, no matter if a question has several answers. For example: in question number 2 (What do I like to do most while I'm playing?) the person can answer just 1 (just artistic games). In that case, the person just have 1 point in the artistic profile. However, if another person answers manual and skillful games (profile 1) and artistic games (profile 4), that person will have 1 point in the profile 1 and another point in profile 2.

GAME YOU MODEL - MATRIX OF RESULTS

QUESTION	REALISTIC	INVESTIGATOR	SOCIAL	ARTISTIC	ENTREPRENEUR	CONVENTIONAL
1 When you are bored and you want to play a video game, which genre would you play?	b d e	d e g	c d g h i	g j	a f h k	b e h k
2 What do you like to do while you are playing?	a	b	d	c	e	f
3 If you had to choose the group in which you feel most comfortable it would be:	a	b.	d	c	e	f
4 What do you like about a game?	e	a	c	b	f	d
5 We are like we play do you agree or not, Why? (Open question)						
6 Do you like games that required physical coordination and mechanical abilities? (Use for keyboard, joysticks, controllers, etc.)	a	b	c	c	b	b
7 Which games do you prefer to play?	a	d	c	a	b	e
8 When you play, you like to pay attention to...	c	d	b	a	e	f
9 If you could simulate your life in a game, what would you like to do?	g	e	c d	b	f	a
10 What do you like most in a game?	a g	b	c	d	e	f g
11 If you had to choose the objective of the game it will be...	c	f	b	e	d	a
12 If you have a role while you are playing, which role would you choose?	c	d	e	f	a	b
13 What video games means to you? (Open a question)						



ANNEX 3

LOGISTICAL CHECKLIST

GROUPS DYNAMICS

ACTIVITY NAME	LOGISTICAL CHECKLIST
GOALS	• To facilitate the logistic arrangement of a bilateral or group session. • To ensure an efficient experimental and participative atmosphere for participants. • To arrange a suitable learning space that could be aligned with the questionnaire sessions and their pedagogic objectives.
DESCRIPTION	This practice is an activity that youthworkers can complete if they are planning to dynamize a session with youngsters (depending on what they intend to do and what the individual or group is like). The facilitator will use the handout attached to the activity to organize the session. It can be printout, or the practitioner can create a blank one on a sheet of paper and write their own ideas and conclusions on it. Once the facilitator has planned and prepared everything, he or she can use the template right before the exercise to verify that nothing has been forgotten. Post-activity, the model can also be utilized to check if the logistical decisions were appropriate or whether the facilitator should make changes and refinements for upcoming sessions. It should be noted that, in addition to all the guidelines provided, in this practice, the facilitator may also choose to conduct activities and sessions in outdoor spaces on which several of the themes mentioned could not be implemented, but which could bring added value to the activity (ex. do the activity in a public square so that everybody can see it, raise consciousness of your project, and spontaneously join in).
GROUP SIZE	It may be done either individually by the facilitator or by a team of them when organizing a session.
DURATION	20 min
SPACE & MATERIALS	Handout attached to the practice (it can be found on the next page); pen.
LEARNING OUTCOMES	The youthworker will be able to correctly select appropriate venues for his or her youth accompaniment sessions and organize the space appropriately to obtain group participation and successful outcomes. The youthworker will have a tool to regularly review the logistics of his or her activities and adjust them, if necessary, to diverse target groups.



ANNEX TO PRINT FOR THE YOUTH WORKER

LOCATION



Is it related to participants normal life or actions? Do they know how to get there? Is it walkable, accessible by public transportation? If they come by car, is there parking? Is it a private or public place so local communities can join too?)

ROOM



(Is it appropriate for the group size? Do participants need to be separated in groups? Is the space big enough to implement the methods I used? Is the room easy to find when entering in the building? etc.).

ACCESSIBILITY



(Are the entrance, building and space accessible? Are there ramps, elevators or special entrances? Are the elements on the room or furniture disturbing mobility? Are there extra special needs that participants could have to participate? etc.).

LAYOUT



(Are all the participant on the same position/level to promote interaction? Are the chairs arranged so everyone can see each other (ex. In a circle) or in a U if presentations are showed? etc.).

FURNITURE



(Can all the participants sit down or have a surface to write if needed? Do I need large tables for cooperative activities? Is there a special place for breaks, coffees, ordering materials, etc.? etc.).

TEMPERATURE & LIGHT



(Is the temperature of the room ok or are there facilities to reach the suitable temperature (ex. Ventilator, windows to open, etc.)? Does the space have windows or natural light? Are there gaps/windows on the walls that could open the space to people outside and disturb participants? etc.).

ACOUSTIC



(Can participants listen properly the facilitator or one to each other? Are there noises that could distract participants? Are there speakers or microphones if needed? etc.).

GROUPS DYNAMICS

ACTIVITY NAME	INTRODUCTORY MINI-GAMES
GOALS	• To set the safe space to work with participants • To break the ice and set relations of confidence between participants • To get to know each other • To agree the rules for the respectful communication and freedom of expression of participants • To explore the comfort zone of participants
DESCRIPTION	This activity explains six mini-games, and after each one there will be a short discussion in which attendees will have to agree in a single word that defines every mini-game. Invisible ball: (5 minutes) In a round, with no words, the youthworker pulls an invisible ball out of his or her pocket and tosses it towards a participant. Everybody must interact with the ball. Next, the facilitator will change the dimensions of the ball and start throwing it towards different directions. After that, the group will be using their imagination to continue, and end it after a few minutes. Word: <i>Imagination</i> Sound barrier: (5 minutes) The entire group is arranged together in an outdoor space. A couple from the group of participants are positioned so that the group is forming a wall between the two individuals. The facilitator gives a message to each one of them outside the wall, which they must speak loudly. The group on the wall must speak aloud or shout to prevent the two off-the-wall participants from communicating. Word: <i>Communication</i> Count to 20: (5 minutes) Everybody must be sitting in a circle. Any participant can initiate the count or say a number at any time, with the goal of counting from one to 20. However, if two people step in at the same time to say a number, the count starts again. This mini-game demands that participants not only be aware of the groupal dynamic, but also work cooperatively -with restricted communication- to accomplish the task. Word: <i>Cooperation</i> The human knot: (5 minutes) This mini-game is a funny way to get team members to cooperatively solve a problem. Ask everyone to huddle in a circle and hold hands with people not directly next to each other. The aim, once everybody's hands are intertwined, is to untangle by not breaking the chain. The game can be made even more challenging by restricting people from talking or by setting a time limit. It does require some leg room to crawl over each other (it should not be mentioned within an office culture which members could not be comfortable holding hands: be careful!). Word: <i>Teamwork</i>



DESCRIPTION	Leap of faith: (5 minutes) One volunteer attendee must stand on a tabletop while the rest of the participants are standing behind him or her, intertwining their hands in couples. The participant on the tabletop falls backward and the rest of the participants have to catch him or her. Word: <i>Trust</i> Silent Line-Up: (5 minutes) The participants must line up without speaking by different criteria, such as by height, age, or entity seniority, without saying a word. The team will get to know each other better and overcome a non-common challenge. Word: <i>Organization</i> The reflections will be guided by the youthworker to ensure that the participants agree on the proper word or, at least, one connected to it. Each one of these terms will be the basis of the entire session's fundamentals for the group and for the facilitators who will establish the rules that will guide the group's next activities.
GROUP SIZE	10-30 participants
DURATION	30 - 45 min
SPACE & MATERIALS	A big room; an open space.
LEARNING OUTCOMES	Throughout the dynamics reflections, the group of participants have to establish a word that defines the game and will help to set an environment of confidence and safety for the discussion with youth (physical and psychological safety).



GROUPS DYNAMICS

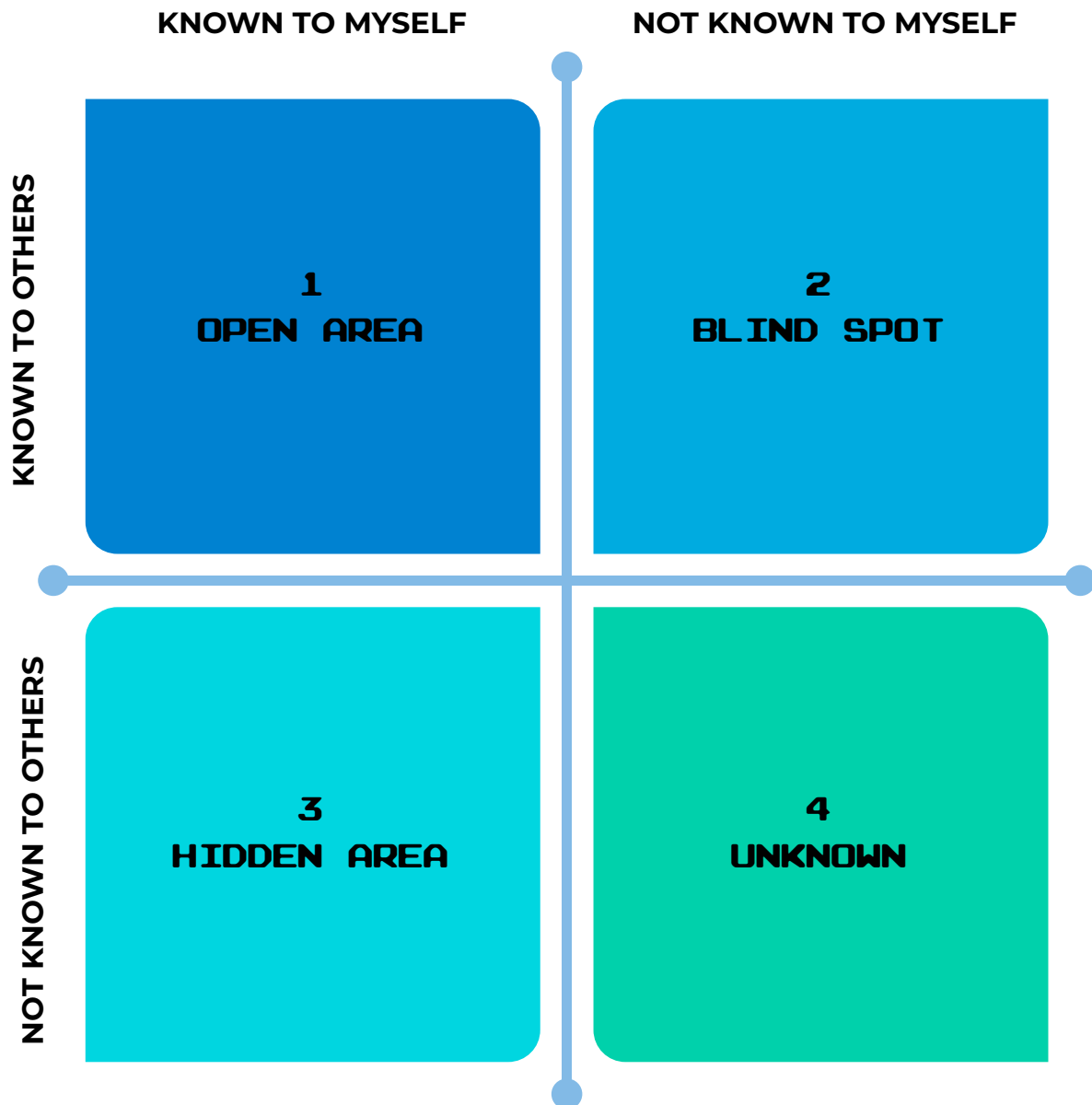
ACTIVITY NAME	DISCOVER YOURSELF: THE JOHARI WINDOW
GOALS	• To be aware about participants' skills and strengths. • To promote participants' self-esteem by making them aware about how valuable they are. • To identify weaknesses or skills participants could need to improve or develop to properly access to the labour market or dream job.
DESCRIPTION	The goal of this exercise is to make the participant reflect on his or her potential, do a self-analysis, enhance communication, create synergies with other participants, and get to know himself or herself better before being exposed to a more in-depth analysis or facing the online platform or the project form. For this aim, it is suggested to use the Johari Window, a cognitive psychology tool developed by Joseph Luft and Harry Ingham. The instructions to do it will be given to the youngster by the facilitator: • Print the handout of this activity. You can draw it on a paper too. • Write a list of about 10 skills or features that you consider that define yourself on both, the personal and professional field. • Ask some people from your personal and professional environment who you trust which characteristics and skills define you in these fields. • Make a comparison of both lists (your own list and the another created by the people you asked), Distribute all the results on the sheet of paper and categorize them according to their kind.: - Place on the Open Area the skills and characteristics that you and the ones you asked have commonly identified. Those will be the ones we already know and let others see about ourselves: opinions, feelings, abilities, reflections, etc. - Set on the Blind Spot those characteristics and skills that the people you asked have mentioned, but not you. Those will be the features that we do not know about ourselves, but which are identified by others and that we are reluctant to see and that we do not recognize likely due to a lack of self-confidence. - Place on the Hidden Area those features that have been mentioned only by you. Those are what we identify from ourselves, but not to others because we do not feel comfortable showing them: beliefs, opinions, preferences, etc.



DESCRIPTION	d) Set on the Unknown area the rest of the characteristics which do not fit into the mentioned categories. Those are the features that we ignore about ourselves. This area could be an open space for adding what we could learn. To go further on this activity, you could write a list by yourself, or with some peers, about which are the 10 or 15 skills which a “perfect worker” in your ideal job should have. After that, confront the results with your own Johari Window in order to determine which characteristics and skills you already have, which you could enhance and which you should acquire that must be included in the Unknown space.
GROUP SIZE	It can be done either individually by the youngster him/herself, although he or she will need feedback from other people to accomplish the activity.
DURATION	30 - 40 min
SPACE & MATERIALS	Handout attached to the activity (can be found on the next page); pen.
LEARNING OUTCOMES	By accomplishing this practice, the young person will have a more thorough self-knowledge about his/her skills and competences related to a coral perspective of people and not on his/her personal perceptions, which could not be objective. The youngster will be able to prioritize lines of enhancement and also identify the way to become a better professional.



TO PRINT FOR THE YOUTH WORKER





GROUPS DYNAMICS

ACTIVITY NAME	BRIDGE BUILDING
GOALS	• To raise awareness for appreciative communication. • To identify and express personal ideas, wishes and needs. • To develop communication strategies while discover our personal skills or how do we behave in groups.
DESCRIPTION	The facilitator should prepare two flip charts: one to introduce the topic of communication to the teams, and another for the reflection. Detailed information on how to accomplish this lengthy exercise can be found on its attachment with a ready-to-print description of the methodology. For the construction of the bridge, the facilitator should provide enough paper, scissors, glue, straws and wooden skewers as construction materials according to the number of teams. Envelopes with the task and vocabulary list for all teams should also be prepared.
GROUP SIZE	10 – 30 participants
DURATION	150 min
SPACE & MATERIALS (PREPARATION)	Paper, pens, flip chart paper, markers, scissors, glue, straws, skewers, a toy-car, pinboards, the printed instructions and code words for small groups moderation cards, questions for the debriefing.
LEARNING OUTCOMES	Youngsters will have to deal with communication problems and conflicts, and how to manage these realities assertively. Teams will explore the different inherent roles existing in human groups and youngsters will reflect about their position inside them, in which do they fit better and the reason why. Participants will also analyse the way the different roles are related to the reality within the labour market.



STEPS TO PRINT FOR THE YOUTH WORKER

By implementing this methodology, youngsters will construct a bridge with craft materials. For this purpose, they must be divided into smaller teams. Each team must build a different part of the bridge. Participants may also use coded-terms that could eventually lead to misunderstandings (at the facilitator's discretion). In the end of the activity, the bridge must resist the passage of a toy-car. Using this method, participants will analyse their communication skills, behaviour within a group and the way they integrate inside a social environment.



INTRODUCTION

(10 minutes)

To begin with, the topic of communication must be introduced to the participants. Show the following two questions on the flipchart and facilitate a discussion about possible answers with youngsters:

"Why is communication important?"

For example:

- To express personal thoughts, opinions, ideas, needs, etc.
- To avoid conflicts by speaking assertively.
- To be better understood by others, and to improve understanding of others.
- To clarify possible misunderstandings.
- To create opportunities for cooperating with others.

"Why can communication be particularly challenging in a team/group?"

For example:

- Because people may speak different languages.
- Because people are diverse and have different personalities.
- Because sometimes communication strategies do not work effectively.
- Because behaviour can change in a new environment.
- Because of not being clear enough about somebody's role.

Write down the points mentioned and add more if necessary.



BRIDGE BUILDING

(60 minutes)

For the bridge construction, participants must work in teams of equal number of members. Therefore, the facilitator must distribute the total number of participants in teams composed by three to five members each.

GROUP SIZE:	9	12	15	16	20	25
NUMBER OF SMALL GROUPS	3	3	3	4	4	5
NUMBER OF PARTICIPANTS PER GROUP	3	4	5	4	5	5

Each team must build a concrete part of the bridge, so the parts will be joined at the end of the activity. For this purpose, two tables or chairs are to be arranged and connected by a bridge from one side to the other. Only the materials provided can be used for building it. The task will be accomplished successfully if the toy-car can pass over the bridge and if the bridge resists its passage.

Stumbling blocks: Depending on the number of bridge parts that must be constructed and the distance that separates the two tables or chairs, the task could be increasingly difficult to be done. Thus, think carefully about how long that distance should be.

THE WORK ASSIGNMENT

Once the task is explained, deliver a sealed envelope to each team. This will contain their task, code words (if necessary, a vocabulary list), and a written instruction. Each group is tasked with building a particular part of the bridge:



If there are a total of three teams, two of them are given the assignment of building the side parts and the other remaining team has to construct the middle part. If there are more than three teams, divide the bridge into several parts, so two teams get one side piece each to build and there are as many centre pieces to be built as the number of teams that are left.

Before starting the activity, ask the participants to get together in their teams and let them know this is the right moment to clarify any doubt they could have.

The 'Bridge building' mini-game consists of the time-limited stages that follow below. Setting a time limit is relevant for the participants to develop their communication strategies. The facilitator is responsible for tracking the time and coordination of the teams.

1. STAGE: (5 MINUTES): **FIRST REFLECTIONS AND ELECTION OF DEPUTIES**

Teams go into different rooms or spaces and consider ways they can build their assigned part of the bridge by using the materials they have been provided with (participants do not have to use them all). In addition, each team chooses two delegates to attend the second phase conference. Only one of the two delegates can speak at the conference, the other can only listen.

2. STAGE: (5 MINUTES): **FIRST CONFERENCE**

The alternates of the teams meet in a joint conference. They decide what material can be used and in what way, how the different parts of the bridge can be constructed and how they can be joined together at the end. The remaining team members wait with the construction until their alternates return.

Variation: participants may receive for this conference tables of words and codes to be used during the conferences (ex. "left" means "right", "one" means "two", "ribbon" means "wood", etc.). This can lead to confusion and more conflict and misunderstanding situations that participants will have to deal with. If this is the case, the facilitator needs to ensure that only delegates who are entitled to do so speak and that participants stick to their vocabulary list of key word.

3. STAGE: (10 MINUTES): **THE CONSTRUCTION BEGINS**

Delegates return to their teams. The teams begin to construct their respective part of the bridge. They have to take into account what has been discussed and agreed at the conference. Probably the most crucial aspect is that the different parts of the bridge have to fit together at the end. This should be discussed at the latest at the second conference. Each team appoints two new delegates for the next phase of the game.

4. STAGE: (5 MINUTES): **SECOND CONFERENCE**

The new delegates from each team meet once again for to discuss the continuation of the construction of the bridge. The same rules apply as in the previous conference. The same roles are assigned (speaker, observer) and the same vocabulary is utilized.

5. STAGE: (5 MINUTES): COMPLETION OF THE BRIDGE PARTS

At this stage, delegates return to their teams. The teams finish building the pieces of the bridge. They have to stick to what was debated in the second conference.

6. FINAL STAGE: (5 MINUTES): ASSEMBLING THE BRIDGE

Next, all teams gather with the bridge pieces at the tables or chairs that were provided previously. They must assemble the bridge. Then they drive the toy-car across the bridge to test its endurance.



INDIVIDUAL REFLECTION

(20 minutes)

This is followed by a group reflection phase supported by questions of this kind:

- How was the experience of the "bridge-building" practice for you?
- How was I contributing to my team? What were my assignments?
- Was it easy for me to communicate my thoughts? How did I propose my ideas?
- Did the rest of the participants understand my ideas?
- Did I understand the ideas from other participants?
- Did I attend the conferences? If so, did the communication work properly? If not, could I have understood the instructions and proposals that the participants who attended the conferences bring from those meetings?
- When regarding to communication, what is fundamentally important to me? In which way is this related to my potential professional pathway?



ESTABLISHING COMMUNICATION RULES

(30 minutes)

Once the individual reflection is finished, the participants gather again as a group. Everybody shares their written answers to the last question, "When regarding to communication, what is fundamentally important to me?". Anyone who wishes can also share some more of their individual thoughts. Listen attentively, list the points on a flip chart and present them to the participants. The youngsters can extend it if something is missing. Based on the needs gathered, participants settle common rules for communication inside the group. It is crucial to identify the variety of needs and get an agreement that involves everyone.

Example: It is important for Julia not to beat around the bush. She aims to get straight to the matter. Stephan, instead, wants every aspect to be discussed in a calm manner. He prefers to clarify any possible doubt so that all participants know what it is all about.

It is necessary to find rules that fulfil both needs. For instance, the rule might be, "After explaining something, it should be asked if there are still any doubts. These are then addressed calmly. At the same time, all speeches should be kept as brief as possible. The goal is to make participants realize the inherent difficulty of satisfying everyone's needs."

List the communication rules agreed upon by the participants on a flip chart and post it in the venue; so, they will be visible to everyone and the facilitator will always be able to be referred to them during the workshop.



EVALUATION

(30 minutes)

Assess the rules of communication with the participants. For this purpose, prepare a position marker. One side of the space is "yes" and the other is "no." For this, participants must stand in the middle for the following assertions.

- I am satisfied with the establish rules of communication.
- We rapidly reached an agreement.
- I think it is essential that everyone's needs are fulfilled.
- I think we managed successfully to satisfy all needs.

For every question, individual participants must be asked why they are there and if they would like to add something.



Next, discuss with participants the subject of communication on intercultural teams, in a working place or even in a selection process for a job, given that it may be particularly challenging. Also discuss how good communication can work:

- In which way could it be dealt abroad when the people around us communicate in different ways than we are used to do?
- What could be of help for us and what do we need to participate in?
- In which way we could communicate our needs without making others suffer?
- How should communication be set and carry out when we are in an unknown environment?
- Why is communication important for employability?

The compiled information must be written on a flip chart, which can be hung in the space. This allows participants to look at them every time they could want. The previous questions can be modified according to the facilitator expectations and guided to one or other topic (ex. How to tackle a job search, how to deal with a new team, how to communicate with customer or in jobs open to public, how is communication when it is online, etc.).



CONCLUSION

(5 minutes)

Finally, a short session is held with attendees on the question: How am I doing now and what could I improve on the communication field according to my needs and expectations?



ANNEX 4

TABLE OF PROFILES

GROUP (HOLLAND)	COMPETENCES	TYPES OF GAMES	GAMES	OCCUPATION	EGAMES OCCUPATION
REALISTIC	Office, technical/manual skills, specific abilities to develop specific activities, physical fitness, manual abilities, attention, machine usage, mathematical skills	Strategy, puzzle, and quiz	Train Sim World, Arma 3, Microsoft Flight Simulator, Euro Truck Simulator, Assetto Corsa Competizione, FIFA, Farming simulator (Simulation games)	Production and machine operators, warehouse and construction workers, quality control technicians, driver, mechanic, electrician	Gaming journalist, head coach, game engineer, security engineer, data scientist, gameplay engineer, UX designer, esports admin, broadcast specialist
INVESTIGATOR	Sciences, analytical skills and mathematical and scientific abilities, exploration, investigation and understanding of all kinds of phenomena, abstract and creative abilities, more intellectual than manual ability, verbal and mathematical skills	Open World, strategy and puzzle	Portal, Limbo, Inside, Trine, Braid, The Witness, Stray, Disco Elysium, Sherlock Holmes, Super Mario, Prince of Persia (Puzzle, Puzzle-Platform and Puzzle-Adventure games)	Investigators, Scientifics, Physicist, physician, experimental psychologist, mathematician, chemist, biologist, literary, architect, IT, historian, sociologist, anthropologist	Game tester, assistant coach, game programmer, studio engagement & culture specialist, writer, quality assurance, software engineer
ARTISTIC	Art, verbal, perceptual and motor skills, creative ability and imagination for different artistic manifestations, interpretation of ideas, facts or feelings from a personal point of view, verbal skills, perceptive and motor skills	Indie and music, open world,	Minecraft, Garry's Mod, Trailmakers, Dreams, Terraria, Baba Is You, Fortnite (Creative), Planet ZOO, Roblox (Most of Sandbox style games)	Poet, novelist, musician, painter, draughtsman, sculptor, decorator, actor, dressmaker, designer, language teacher, theatre, comedian, Comics drawer, scenographer, graphic facilitator	3D artist, level designer, sound designer, graphic designer, storyteller, motion artist, animator, concept artist, music writer, UI designer
SOCIAL	Social skills, helping and caring for others, ability to interpret and modify human behaviour and to communicate and care for others, frequent and prolonged interpersonal relationships as well as the ability to interpret human behaviour and to teach	Open world, strategy, team playing, role playing	WoW, Destiny 2, Lost Ark, Old School RuneScape, Guild Wars 2, Final Fantasy XIV, League of Legends, Valorant, CS:GO (Almost any MMORPG)	Psychiatrist, counsellor, social worker, psychologist, paediatrician, educator, teacher, youth worker, education assistant, Support office for clients	Character developer, PR for a gaming company, content creator, community manager, esports caster, social media manager
ENTREPRENEUR	Business skills, leadership, management and sales, skills in relating to others, persuading, selling and leading, verbal skills used to direct or persuade others, directing, controlling and planning other people's activities, perceive the motivations of others, verbal skills and intelligence practical	Action, adventures and role, team playing, sports, races	SimCity, Rise of Industry, Stardew Valley, RollerCoaster Tycoon, Tropico, Cities: Skylines, Landlord (any Tycoon game)	Manager, sales engineer, politician, producer, promoter, salesman, executive, NGO manager,	Head of sales department, game presenter, game producer, voice artist, ceo of gaming company, project leader
CONVENTIONAL	Office skills, : traditional tasks, attach great value to economic aspects, calculating and administrative, bureaucratic skills and arithmetic skills, routine and systematic processing, calculation skills and administrative skills	Puzzle y Quiz, Action-Adventure and Role-Playing	Death Stranding, Uncharted Series, God of War, Witcher, Divinity: Original Sin (Action-Adventure) Ratchet & Clank, Super Mario, Crash Bandicoot, Lego-themed video games (Platformer, Action-Platformer) Mobile Casual games	Secretary, cashier, typist, bank clerks, finance clerks, accountants, budget analyst, tax expert	Game market analyst, marketing manager, financial analyst, event coordinator, operations coordinator



ANNEX 5

TEMPLATE TO GUIDE A RESULTS SESSION

This document contains a list of topics that could be addressed during a face-to-face meeting with a young person after completing the self-assessments tools of “Game YOU!”. The youthworker would need to revise which of the next topics are relevant and adapt this list to his/her own expectations or needs, removing or adding new sections when needed.

PERSONAL DATA OF THE YOUNGSTER RELATED WITH POTENTIAL EMPLOYABILITY:

Age:

Time within the entity:

Education:

Labour experience:

Volunteering experience:

Willingness to geographical mobility:

MOST RELEVANT DATA EXTRACTED FROM DIAGNOSIS PROCESS (SELF-ASSESSMENT TOOL/QUESTIONNAIRE):

Main associated profile:

Related characteristic competences and skills:

Secondary associated profile:

Related characteristic competences and skills:

Other issues detected:

GENERAL ORIENTATION FOR EMPLOYABILITY:

Main strengths detected:

Activities/videogames to propose for reinforce them:

Foremost areas of improvement:

Activities/videogames to propose to develop them:

Principal labour sector that represents his/her target:

Other sectors in which could develop a professional career as well:

Typology of occupations in which would fit best:

Habits to be implemented by youngsters to develop a healthy routine:

SPECIFIC ORIENTATION FOR EMPLOYABILITY:

Guidelines to search potential position within the near environment:

Instruction to find companies and employment:

Specified recommendations to design a tailor-made CV for his/her main potential employment sector companies:

Advice to write a motivation letter for applying to a job offer either make a self-candidature:

Instruction on how to compile references from past experiences at a job, or from volunteering, scholar, or sports environment, etc.:

Guidelines to apply for a detected job offer/to present a self-candidature:

SPECIFIC ORIENTATION TO START A BUSINESS (IN CASE THE YOUNG PERSON MANIFESTS TO BE INTERESTED IN ENTREPRENEURSHIP):

How to identify an idea/skill that could become an added value proposal for the market:

Most significant economic, personal, and social implications of running a business:

The legal aspects involved when starting a business in the target sector or how to design a business-plan and what tools can help to do it:

NOTES AND FEEDBACK COMPILED FROM THE INDIVIDUALIZED ORIENTATION SESSION WITH THE YOUNG PERSON:

REVISION OF RESULTS AFTER X TIME-TERM IN A NEW INDIVIDUALIZED ORIENTATION SESSION:

How many companies has identified within the sector/s of interest?

Has he/she found some employment offer in which his/her profile could fit?

Has he/she applied for the vacancies he/she found?

Has he/she presented any self-candidature to any company?

If so, what feedback has she/he received when has applied to a job-offer, or when has presented his/her self-candidature to a company?

Other considerations:



ANNEX 6

GUIDELINES FOR JOB SEARCH ORIENTATION

“BEFORE STARTING AN ACTIVE JOB-SEARCHING”

First of all, some concepts and elements that are present within an active job searching process, involving self-knowledge, motivation, planification, etc. must be known to be managed; in order to optimize the job-hunting.

• **Job-searching skills:**

The job-searching skills are a set of knowledge that provides somebody an advantageous position that makes the job hunting easier and more effective. Therefore, to have a variety of job-searching skills is the most valuable toolkit to find a job; especially when it comes to find a job that perfectly matches somebody's education, skill set, and vocation. Here can be found some examples that can be quite useful nowadays: general digital competences; online-searching, especially when identifying the most expanded and useful websites and platforms to find job offers; self-organization capacity and knowledge of tools that can help to do it; use of keywords to get both, the most general and sector-specific results; different languages, so the range of searching can be amplified to other countries, etc.

• **Job-hunting strategies:**

Once somebody has a full job-searching skill set, it is time to utilize it for being implemented in job-searching strategies. However, it is important to define job-searching strategies as a set of planification and techniques implemented to strengthen and make efficient the job-searching process. Thus, having a strategy to find a job is crucial because if there is no strategy to find a job, the search could make a job-seeker exhausted and anxious. Here are some examples of strategies that have proven effective:

- **Build an eye-catching resume:** Given the little time recruiters commonly have available to pay attention to every candidature, it is crucial to design and write an attractive and well-structured CV. Furthermore, creating a specific cover letter which emphasizes the main reasons why a candidate applies for a job reinforce his/her candidature in a selection process.
- **Start Networking:** Spending a significant amount of time on creating rapports with people who work or are involved in the sector of interest can increase the chances of getting some job interviews and even employment.
- **Use multiple online job boards:** Being signed up in as many job sites as possible,

not only the most expanded, can maximize the amount of new job offers received, which can make the difference at getting jobs interviews and eventually a working contract.

➤ **Searching on company websites:** Searching directly on specific company's websites from the industry of interest can lead to find job offers that only are published on their official website. To revise a company's website can give valuable information about the company and/or the vacancy that can be useful when applying to a position.

➤ **Stay tuned for the current labour market trends and news:** Reading daily about job market's actuality is a great way to get the most relevant and fresh information when looking for a job in a certain sector and even when facing a job interview.

➤ **Polish the social media profiles:** Nowadays, it is a crucial aspect of searching for a job, especially regarding to youngsters that could have publish some red-flag posts that could directly lead to not having a chance of getting hired. Showing, instead, the practice of a healthy lifestyle (sports, healthy nutrition, mindfulness, etc.) or some photos practicing a creative or a positive social/environmental impact hobby can be a great way to make a recruiter have a good perception of a candidate.

➤ **Personal Branding:** In these days, developing an online personal brand can make the difference between being another candidature or a highlighted applicant for a job position. It even could place somebody as an authority for a specific niche or activity.

➤ **Attending job fairs:** Job fairs can represent a great opportunity to discover many companies and learn about them in a few hours/days; and can represent a great way to introduce a candidate him/herself to several potential employers.



Search smarter, not harder!

“THE JOB-HUNTING”

At the point of having identified and understood the different concepts and elements that conform a job-searching process; especially knowing what job-searching skills are and having identified some valuable examples; as well as knowing some of the most efficient strategies when it comes to youngsters looking for a job, it is time to put it all into practice. Therefore, hereinafter, an applying-guidelines will be proposed:

- 1.** Guide the young to identify and establish a professional goal to short and/or long term taking into account the youngster's education and his/her profile shown through the self-assessment tool. Define the range of mobility the job-seeker is willing to accomplish, regarding different language skills and personal willingness to move to a new city, region, country, etc.
- 2.** Organize and support the young person to establish a strategy for job-searching which must integrate daily, weekly and monthly qualitative and quantitative goals that can be measure, such as a number of online searching actions.
- 3.** Get the person registered in public employment- searching agencies, according to the potential jobs that best fit to the young person's profile and vocation. Complementarily to this, also invite the person to get signed up on online job-searching and labour market-related platforms such as LinkedIn.
- 4.** Promote that the youngster looks for the main companies in the sector of interest, considering the range of mobility the young person is willing to accomplish; to identify potential employers within his/her niche of interest.
- 5.** Tell the person to online research in deep about a specific company of interest, the position, etc. can offer not only key information about how they work, what are their goals, the client-type they work with, etc. and, eventually, the needs they have and the youngster can fulfil through his/her knowledge and skills.
- 6.** Help the youngster to structure and develop a tailor CV, Motivation/Cover letter, and References (if the youngsters can get it from other jobs, volunteering, teachers, etc.) for specific job offers. As it has been said previously, when designing a CV, special attention should be paid to the structure, the chronological order of the shown information in each section, taking advantage of possible previous work experience even though it could have been in a different sector, etc. The reason why it is crucial is because recruiters sometimes only have a few seconds available to revise a candidature in the first steps of the selection process.

7. Challenge the young person to apply to a detected offer/ to make a self-candidature, by reaching directly to companies from the sector of interest and send them by email the tailor resume and motivation letter, either if a specific offer for a vacancy has been found, or even though there is no vacancy currently published from their company.

8. Prepare with the young person a potential job interview taking into account both, some social and communication skills that can be useful as well as the content that can be required to be known about the market niche, the company, the job position, etc. A great way to generate a meaningful impact it brings to the interview an adding value proposal that can reinforce some improvement areas found on Step 5.

9. After having had a job interview, remind the young person that it could be positive to ask for feedback if there is no answer after a certain time, since that information can show how the selection process is going, as well as give useful advising to a candidate for future job-hunting process.

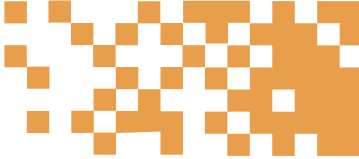
10. Bonus: Self-employment is such a worth-considering option that can bring a dream from a desire to reality! However, it has its own advantages and drawbacks. Thus, if somebody is interested in start a business, he/she should get properly informed about the implications of it (legal and administrative aspects and requirements, how to create both a business-plan and a communication-plan, what tools like lean CANVA, etc. are good to accomplish those tasks; etc.)

There are different paths
to reach the same destination!

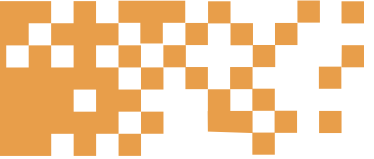
“ADDITIONAL INFORMATION”

When somebody is in a job-searching process, especially young people, it is very important to create a healthy routine, given that it could generate diverse positive impacts related to wellness and skills development, that can make the difference through the whole process. For instance, the following proposed habits are some of the ones that can contribute to it:

- **Exercise:** It is one of the most efficient ways to maintain physical and mental well-being, that can help to optimize the aptitudes and capacity to perform of the young candidate; as well as it has been proved as one of the best ways to cope with the stress a job-hunting process may involve.
 - **Eat healthy:** Having a diet consisting in a wide range of nutritious foods, is the perfect fuel for the best physical and mental performance.
 - **Reading:** Reading is a great activity to disconnect from daily life stress and it reinforces both memory and vocabulary, which are useful in most of jobs.
 - **Writing:** Writing is a perfect tool to improve language skills, such as expression, while it stimulates creativity and self-knowledge. Those are powerful resources at many jobs and activities.
 - **Try a new hobby:** Trying new activities and hobbies like painting or acting courses can help to develop new skills as graphic design or public speech that can be powerful in a professional implementation, and it is a lot of fun!
- These have been just a few habits that can contribute to develop a healthy routine that can help within a job-seeking process. Nonetheless, be encouraged to find different habits and actions and implement them in the daily life!



Mens sana in corpore sano



ANNEX 7 SMART OBJECTIVES

	Definition of each SMART objective	Practical example given	Blank space to be filled in the individualized orientation session
S S (SPECIFIC)	The objective must be defined by a concrete delimitation and a clear description of what has to be achieved.	Create an amateur League of Legends team with some other people, regardless they are from the same town or from a different country, who are interested in playing together frequently; at least twice a week during next scholar year to improve their team skills.	
M M (EASURABLE)	The objective should include a specific metric/indicator that allows to evaluate the degree of attainment in a quantified way.	Need four more teammates to complete a five-player team. Acquire new leadership and communication skills that the person can apply on real life.	
A A (CHIEVABLE)	The objective needs to be set within a realistic framework, amount of effort needed, difficulty level, etc.	Each player has a different role in this game that complement other members of the same team, so will have to find them according to different role preferences. However, it is easily attainable since nowadays playing LOL is quite extended among young people along the world.	
R R (ELEVANT)	The objective has to contribute directly to generate a positive impact into a larger goal.	It contributes directly to improve several competences such as leadership, teamwork, communication, self-organization, use of foreign language (in case a teammate speaks a different language), etc. and LOL-specific skill set; which, all together, are crucial to get hired by an E-Sports team.	
T T (IME-BOUND)	The objective has to establish a reasonable deadline to be accomplished.	There will be two months available to accomplish the whole objective: contact with other potential members of the team, practice together and test if they complement each other properly and get along among them, etc.	



GAEYOU!

GAME OVER

PRESS STAR