

# STRENGTH

## SELF-EVALUATION GUIDE FOR IMPROVEMENT

(IO5)



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## CHAPTER I. INTRODUCTION

### The STRENGTH project, the team and the main results

This Guide is the intellectual output no. 5 (IO5) of the project Erasmus+ STRENGTH - Strengthening Socio-Emotional Competences of Career Practitioners (2019-1-RO01-KA202-063198), 2019-2021) and has been developed in an international partnership which comprises 8 institutions from 7 countries:

 <p>MINISTERUL EDUCAȚIEI CENTRUL NAȚIONAL DE POLITICI ȘI EVALUARE ÎN EDUCAȚIE</p>	National Center for Policy and Evaluation in Education, Educational Research Unit, ROMANIA (coordinator of IO5)
	Bucharest Municipal Centre for Educational Assistance and Resources, ROMANIA (coordinator of the project)
	ISON Psychometrica, GREECE
	Hochschule der Bundesagentur für Arbeit, GERMANY
	HAK University of Applied Sciences, HAMK Edu Research Unit, FINLAND
	Studio risorse S,r,l., ITALTY
	Uniao das Ferguesias de Gondomar (SCOSME) Valbom e Jovim, PORTUGAL
	Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE Foundation), THE NETHERLANDS

The project aims at increasing the **social and emotional competences** in career guidance counsellors. Social and emotional competences are abilities of great importance for career guidance and counselling because they allow practitioners to address diverse challenges in an empathic and effective manner.

During the project lifetime, the partners developed through international cooperation the following 5 intellectual outputs:

- **IO1 - Toolkit of Methods for Developing & Enhancing Social-Emotional Skills of Career Guidance Practitioners - Desk Research and Compendium of Methods on Social-Emotional Competence, coordinated by HdBA (Germany).** The first intellectual output is a report on the existing methods for developing social and emotional skills of career guidance practitioners and can be accessed here:  
[https://projectstrength.net/wp-content/uploads/2021/04/io1\\_report\\_final.pdf](https://projectstrength.net/wp-content/uploads/2021/04/io1_report_final.pdf)
- **IO2 - Handbook on Training Needs of Career Guidance Practitioners on Social-Emotional Skills, coordinated by NICE (The Netherlands).** The second intellectual output is a report on the training needs of career guidance counsellors in relation to social and emotional skills. The publication can be accessed here:  
[https://projectstrength.net/wp-content/uploads/2021/08/Publication\\_IO2\\_210713.pdf](https://projectstrength.net/wp-content/uploads/2021/08/Publication_IO2_210713.pdf)
- **IO3 - Social Intelligence Skills Training Program for Career Guidance Practitioners, coordinated by ISON (Greece).** The third intellectual output is a training program aiming to train a new generation of creative, entrepreneurial and innovative professionals in the field of guidance able to develop and use social and emotional competences in order to face current and future challenges and to convert knowledge and ideas into more client-centered services benefiting diverse target groups and users of career guidance services. The training program includes learning strategies, training material exercises and theoretical fundamentals for improving the most important social and emotional competences, as they came up after need analysis carried out within IO2.
- **IO4 - Online platform and (tool) kit for career guidance practitioners, coordinated by HAMK (Finland).** The fourth intellectual output is a specialized online platform in all the partner's languages plus English. It comprises on one hand, all information about the projects, the partners, and the intellectual outputs, and on the other hand, it translated the training course developed in IO3 into an online format, thus offering interactive activities, instruments as

well as theoretical information for the development of the career guidance practitioners' social and emotional competences.

- **IO5 - Self-evaluation Guide for Improvement, coordinated by CNPEE (Romania).** The fifth intellectual output is represented by this document and will be further presented.

## CHAPTER II. WHAT IS THIS GUIDE?

### What is this guide and how is it related to the other IOs?

The present guide is the intellectual output no. 5 (IO5) and was elaborated taking into consideration the results of the previous IOs.

#### ➤ The STRENGTH model of social and emotional skills

The first important product we used in the elaboration of IO5 is the ***The STRENGTH model of social and emotional skills*** developed in IO1. It identified 2 basic social and emotional skills/areas (Personal and Social) and 13 sub-skills. As the skills related to moral/ethical competence did not entirely respond to the purpose of the STRENGTH project, they have been excluded, and the remaining 12 skills have been combined in 5 clusters, as follows:



Fig.1. The STRENGTH social and emotional clusters/dimensions and sub-skills

The clusters have a very strong relevance for career guidance practitioners, according to the conclusions of the need analysis carried out in IO2. 477 career practitioners from 27 countries declared themselves as “very interested” in all five clusters and identified all five clusters (relatively often) as most important in terms of training needs for fellow practitioners.

Within IO5, the 5 clusters offered us the framework and the dimensions taken into consideration for the development of the self-assessment instruments included in this guide. For example, within the STRENGTH Compass (the main self-evaluation instrument within the Guide), practitioners can reflect upon their own professional behaviour in 6 challenging social and emotional situations related to their professional practice (in terms of empathy, emotion management, diversity, collaboration and active listening) and after that they can compare their own profile with the characteristics of low/high achievers for all 5 dimensions.

### ➤ The STRENGTH critical incidents (vignettes)

An important result of the IO2, the critical incidents (in the form of short vignettes, case scenarios) have also been used within IO5.

Through a mixed-research methodology (focus groups, questionnaires), within IO2 have been identified and validated 6 vignettes (case studies) illustrating challenging social and emotional professional situations for career guidance practitioners:

- ❖ Phillip the Agitator
- ❖ Emma the Runaway Teenager
- ❖ Haldi the Asylum Seeker
- ❖ Rosie Suffers from Panic Attacks
- ❖ Tim Does Not Get Interested in Anything
- ❖ Maria the Quarrelsome Mother

They have been considered as a starting point for the elaboration of the STRENGTH Compass, the main self-evaluation tool included in this guide. Each vignette presents a case study (scenario) concerning a social and emotional challenging situation career guidance practitioners can encounter in their work. For each scenario, there are offered



two possible approaches a career guidance practitioner can adopt, and practitioners can place themselves on a 1-to-5 scale near the approach they consider more appropriate for their own professional behaviour. At the end, they can calculate their scores towards the 5 social and emotional STRENGTH dimensions and can compare their own profile with the characteristics of low/high achievers for all 5 dimensions.

### ➤ **The methods for the development of social and emotional competences**

A thorough analysis upon relevant methods for the development of social and emotional competences has been undertaken within IO1, and findings indicated some relevant methods in this respect. Within this guide, we focused on self-reflection as the main method for gaining insight related to the development of the own social and emotional competences. These competences are not easy to measure using traditional assessment practices like the traditional psychometric tests. Therefore, within this guide we offer a set of self-observation, self-analysis and self-reflection activities which allow practitioners to establish their social and emotional competences which are very well developed/not very well developed and subsequently to elaborate a plan for improvement.

### ➤ **Resources for improvement**

All previous IOs propose a selection of relevant resources and bibliography on the social and emotional area. Within IO5, we further used these resources as a valuable pool to be offered to guidance practitioners for the improvement of their social and emotional competences. Beside the resources already made available through the other IOs, within the IO5 Guide we also offer relevant and up-to-date resources in national languages, to better meet the specific needs of practitioners in the STRENGTH partnership countries.

## **What this guide is NOT - limitations**

Within the STRENGTH project framework, the time and the resources allotted to this guide oriented our efforts towards a methodology of self-evaluation and reflection upon

practitioners' own social and emotional competences. In this respect, this guide does not comprise standardized test(s) and it will not allow a precise and objective diagnose of the social and emotional competences one possesses; it does not comprise a 360-evaluation methodology and it was not design for collecting feedback from other professionals working with the practitioner e.g., managers, peers or clients.

## Purpose and beneficiaries

The purpose of the guide is:

- To provide career guidance practitioners opportunities to reflect upon the development of social and emotional competences useful in their professional practice;
- To allow the self-evaluation through a set of instruments and activities which are based on reflection upon the social and emotional competences;
- To offer resources for the further development of the career guidance practitioners' social and emotional competences.

## Who can use this guide?

This Guide can be used by:

- experienced career guidance practitioners,
- career guidance practitioners in their first years of practicing career guidance and counselling (moderate/no experience),
- students in initial training for becoming career guidance practitioners,
- experts, trainers and teachers dealing with career guidance and counselling issues.

## The specifics of the IO5 Guide

- **Evidence-based** - it is based on the research evidence on social and emotional competences, collected in previous outcomes of the STRENGTH project (IO1, IO2, IO3, IO4)




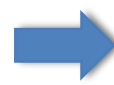

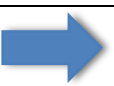



- **Encourages reflective practices** - it offers a meaningful space for reflection, offering various methods, tools and activities for helping practitioners to engages in a reflective process on their own social and emotional competences
- **Friendly** - it proposes a friendly, easy applicable, easy to implement methodology for self-evaluation
- **Flexible** - it offers a flexible roadmap for practitioners who would like to start the process of self-improvement in relation to their social and emotional competences
- **Resourceful** - it offers supportive, helpful advice on relevant resources for the improvement of the social and emotional competences
- **Sustainable** - it can be used as a free instrument during the project lifespan, but also after the end of the STRENGTH project
- **Innovative and enriching** - one of the first attempt to develop an approach for engaging career guidance practitioners in a reflective process on their own social and emotional competences which enables them to gain a picture of their own development at a certain moment and to establish plans of improvement.



Fig.2. The specifics of the IO5 Guide for self-improvement

## How to use the IO5 Guide

For the self-evaluation and self-reflection on their own social and emotional competences, this Guide invites the career guidance practitioners to go through the following process:

	<b>Read</b> the introduction to become familiar with the 5 social and emotional dimensions proposed by the STRENGTH project
	<b>Understand</b> the importance of self-evaluation and reflection of your own social and emotional competences and explore some models proposed by the literature explaining why one should engage in such a process and how can we apply this process in our daily work
	<b>Apply</b> the STRENGTH set of methods, instruments and activities for self-evaluation and reflection upon your own social and emotional competences
	<b>Reflect</b> on the results obtained after applying the self-evaluation instruments on each of the 5 STRENGTH social and emotional competences
	<b>Create</b> your own profile and compare it to high/low achievers for each of the 5 STRENGTH social and emotional competences
	<b>Go to resources</b> to further develop the low-score competences
	<b>Elaborate a plan</b> for the development of the low-score competences
	Revisit from time to time the plan for improvement, to see the progress in implementing the established actions and <b>adjust</b> the plan to the new challenges
	<b>Re-apply</b> the whole process after a period, to see the progress in the development of your social and emotional competences

The self-evaluation, reflection and improvement process proposed by this Guide can be visualised as a circle with the following entrances:

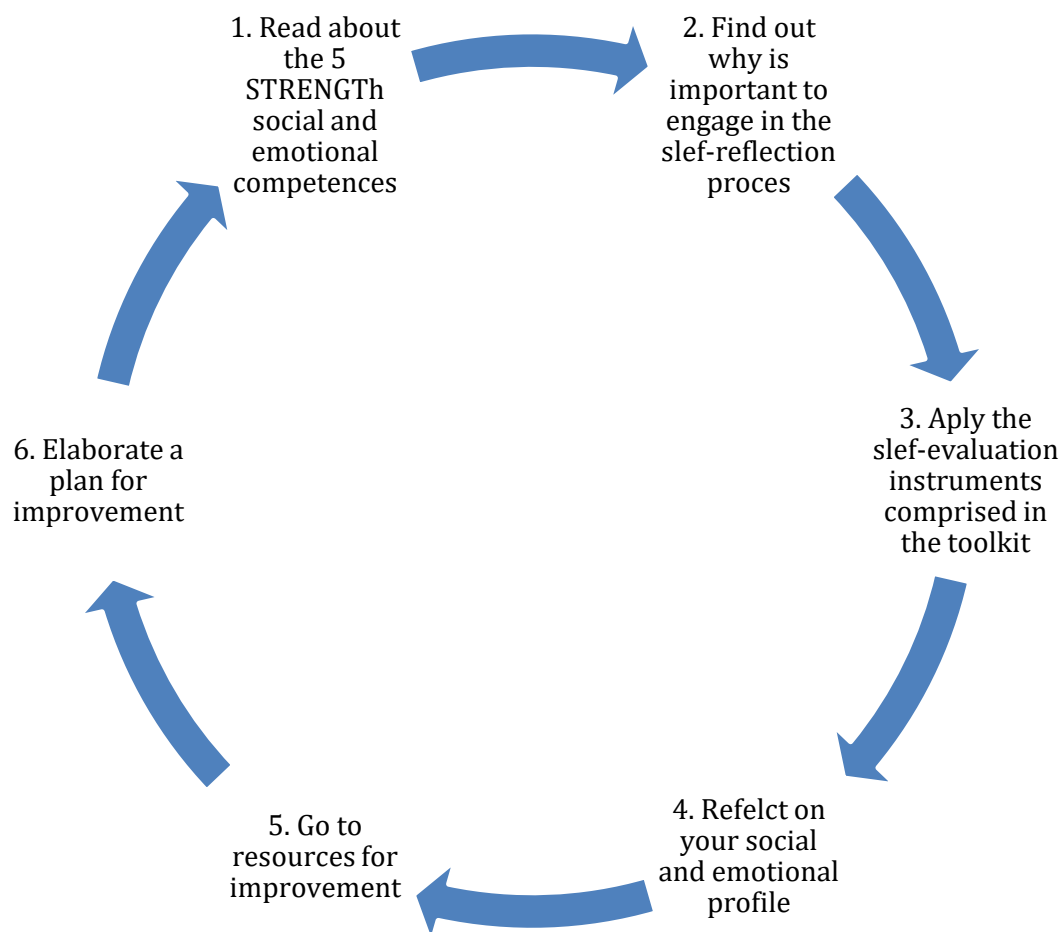


Fig.3. The process of self-evaluation, reflection and improvement proposed by the IO5 Guide

The Guide can be also used as a useful instrument for career guidance practitioners who want to gain insight upon their social and emotional competences before and after a certain training program in the social and emotional area, e.g., the training programme proposed by IO3 and available in an interactive format as a Toolkit (IO4) on the STRENGTH platform <https://projectstrength.net/en-toolkit-beta/>, at the beginning of their career, after a few years of experience or at any time one considers necessary to reflect upon the development and directions for improvement of the own social and emotional competences.

## The structure of the IO5 Guide

Chapter I makes an introduction into the STRENGTH project and brings explanations about the aim, beneficiaries, and limitations of this Guide. Chapter II presents in a synthetical way the steps proposed by this Guide, which career guidance practitioners are invited to follow in order to self-evaluate their own social and emotional competences. Chapter III offers a toolkit with specific activities and instruments developed within the project partnerships which help practitioners to self-evaluate and reflect upon their own social and emotional competences, while chapter IV provides resources for career guidance practitioners to consider in their journey to improve their social and emotional competences.

## CHAPTER III. The self-evaluation and reflective process

### The 5 social and emotional STRENGTH dimensions

Before starting the self-evaluation and self-reflection process proposed in Chapter III, read about and reflect on the 5 STRENGTH social and emotional competences:

Empathy

Emotional  
management

Diversity

Active  
listening

Cooperation

### Five Clusters/Dimensions of Social and Emotional Competences

#### 1. Empathy

**Affective empathy** is a person's ability to perceive and correctly express other people's emotions, drawing on verbal and non-verbal cues and an ability to understand

and imagine the feelings and intentions of others (including in the past and future). **Perspective taking** (cognitive empathy) is a person's ability to take the perspective of others, e.g., by imagining what their roles and circumstances may require from them, being able to imagine how others will be affected.

## 2. Emotion Management

...implies understanding and awareness of our own emotions and other people's emotions, be able to manage our own emotions better. It comprise **understanding emotions**, their value and nature; **emotional self-awareness**, the ability to perceive and correctly express one's own emotions, to know what one is feeling at any given time, and how one's emotions can affect other people; **emotional self-control**, regulating and influencing our emotions to motivate ourselves, achieve goals, and deal with stress, control or redirect emotions and impulses, perseverance in the face of obstacles and setbacks.

## 3. Diversity

...implies **concern for all kind of people**, tolerance of different values, cooperation with diverse people; **tolerance** is the ability to understand and accept the diverse perspectives, values, and lifestyles of others; **diversity and intercultural competence** allow us to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions, and work together with diverse people better. Overall, Diversity competence enables people to feel a commitment and concern towards all kinds of citizens.

## 4. Active Listening

...refers to abilities to attend to other people and involves **attentiveness**, i.e., the capacity to direct their attention to the needs, feelings, and cognitions of others and remain attentive even when feeling distressed personally; skills to listen and focus on people in a sympathetic, non-judgmental manner that **allows others to reflect ideas and feelings openly**.

## 5. Cooperation

...implies abilities for managing relationships effectively; *collaboration* is about the ability to build and manage relationships, to give and accept help, and to form agreements for cooperation; *conflict resolution and negotiation* competences allow addressing misunderstandings, value, and resource and approaching conflicts constructively, it means also understanding our own strengths and values in order to be able to *convince/persuade* other people.

Table 1. The STRENGTH five clusters/dimensions of social and emotional competences, IO2 pp. 13,  
[https://projectstrength.net/wp-content/uploads/2021/08/Publication\\_IO2\\_210713.pdf](https://projectstrength.net/wp-content/uploads/2021/08/Publication_IO2_210713.pdf)

## The self-evaluation and reflective process proposed by this Guide

Going through the process of self-evaluation regarding the social and emotional competences, proposed in Chapter III, requires answering two questions: **WHY?** and **HOW?**

### WHY?

- The self-evaluation process brings the opportunity to discover aspects that you didn't know about yourself
- Identifying strengths and weaknesses regarding social and emotional competences can bring new perspectives on future planning regarding personal and professional development
- A career counsellor with good social and emotional competences can better support others' development

### HOW?

- The main process proposed by this Guide is the **self-reflection** upon the social and emotional competences as a career guidance practitioner. This involves observing, exploring, analysing aspects related to oneself, while the self



becomes the focus of attention. Although there may be overlaps between these terms, we are trying to bring some clarifications so that one can better understand the process proposed by this Guide, which will help questioning, in a positive way, what they do and why they do it, review the effectiveness of our social and emotional competences and then take active steps for improvement.

- Self-reflection is the key to self-awareness: it allows us to take time to think about ourselves, to be curious about ourselves (our thoughts, feelings, emotions, and actions). It involves self-observation and self-exploration as introspective methods and awareness practices which might offer full access to our inner landscape: the attention is turned inward, and we nonjudgmentally watch what we think, feel, and do. It means to observe our thoughts, listen, pay attention, collect data from our observation and think about what we want to do with the insights.
- Self-reflection allows individuals to change or correct their own thinking and behaviour, and therefore to better understand and improve the key elements that support, contribute and play an important role in one's personal and professional development. Self-reflection can help increase motivation, can bring new perspectives and can help improve the process of achieving goals.

Practising self-reflection takes discipline and intentionality and it is not necessarily an easy thing to do. Therefore, the self-reflection models presented below explain how we can be involved in the reflective process in an effective manner.

- ✓ **The ERA (experience - reflection - action) cycle** (Jasper, 2013) is a simple three stages model that starts with experience and continues with reflection and action. The key to this model is the experience that we put under our attention identifying if it was an easy or a difficult one, how long did it last, what were the lessons learnt, what can be done differently in the future. These are just few examples of how we can reflect on ourselves, which can lead us to the next stage: taking action (which can provide a new experience that can be analysed in the same way and so on).

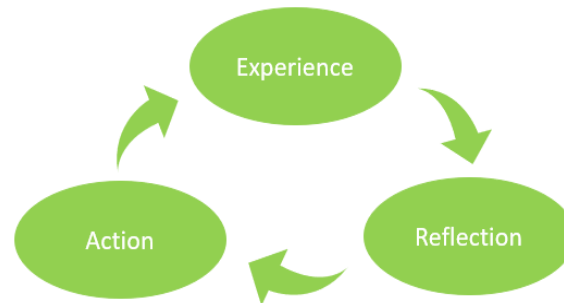


Fig.4. Jasper, M. (2013). Beginning Reflective Practice. Andover: Cengage Learning.

- ✓ **Driscoll's What Model** (Driscoll, 2007) based on Terry Borton's key questions is also designed in three stages. The model starts with the answer to the question: "What?" which refers to the experience or situation that we reflect on. The next stage, the answer to the question: "So what?" refers to the result of the experience, what occurred after this experience (emotions, facts). The third stage, the answer to: "Now what?" refers to what can be done and what we plan to do.

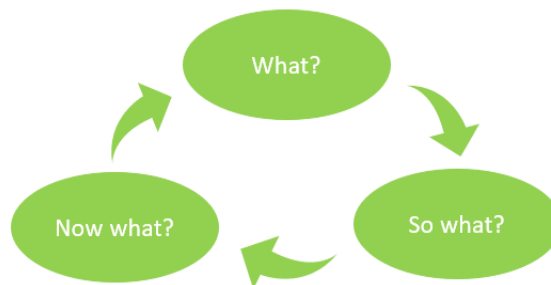


Fig.5. Driscoll, J. (ed.) (2007) Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals. Edinburgh: Elsevier

- ✓ **Kolb's Experiential Learning Cycle** (1984) involves four stages and starts with the experience, continues with reflective observation that involves facts that have not been observed before, then the abstract conceptualization is supposed to generate ideas and to draw conclusions on the experience. The last stage is dedicated to implementing the ideas or conclusions from the previous step in a new context.

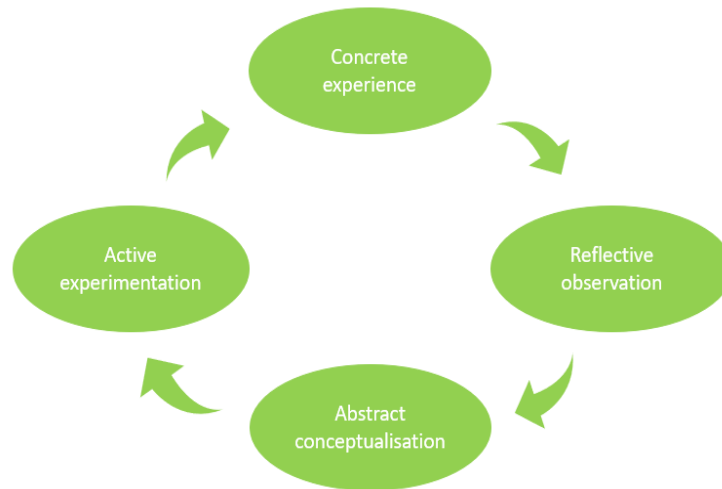


Fig.6. Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River: Prentice Hall.

- ✓ **Gibb's Reflective Model** includes six stages that starts with the experience or situation description, then with the feelings related to the experience. The third step, the evaluation regards how the situation was dealt with. The analysis goes deeper into the details of the experience and integrates positive and negative sides of the experience. The conclusion may involve alternatives to what happened and possible different courses of action. Finally, the action plan describes the future actions to improve or maintain the results.

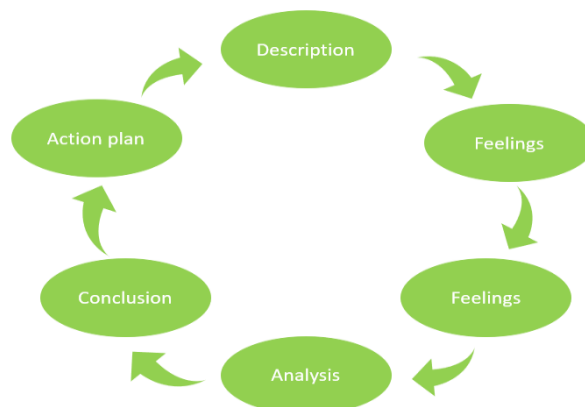


Fig.7. Gibbs, G. (1998) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

All the described models of self-reflection involve an unspecified period of time for this process. Thus, the time factor must not be neglected because the reflective process needs time which can differ from a person to another, from an experience to another. Expecting to end the process in a fixed time or in one or two sessions is not realistic. Sometimes we need to leave the process for a short period of time and to look back over it several times.

The STRENGTH Guide is genuinely guiding you through self-reflection on your social and emotional competences as a career guidance professional, or a future-to-be one.

The type of self-assessment proposed by the Guide is more like a formative assessment: through self-evaluation beneficiaries are actively involved in the (learning) process, they are encouraged to take more responsibility for their own learning and development of their social and emotional competences.

## Resources

Baban, A. (2003). *Consiliere educațională. Ghid metodologic pentru dirigenție și consiliere*. București: ASCR.

Driscoll, J. (ed.) (2007). *Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals*. Edinburgh: Elsevier.

Gibbs, G. (1998). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

Jasper, M. (2013). *Beginning Reflective Practice*. Andover: Cengage Learning.

Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River: Prentice Hall.

Are you ready?

START here

the SELF-EVALUATION and REFLECTIVE PROCESS

proposed by the IO5 GUIDE!

## CHAPTER IV. The toolkit of STRENGTH self-evaluation and reflection activities

The project STRENGTH proposes a toolkit comprising the following instruments for self-evaluation and reflection upon the career guidance practitioners' social and emotional competences:

- ❖ REA map (reflect-explore-approach)
- ❖ Where am I? Where do I want to be?
- ❖ Self-evaluation questionnaire
- ❖ A window to my knowledge and skills
- ❖ My STRENGTH Compass
- ❖ The self-improvement plan

**The REA map** is an introductory activity which offers landmarks related to the self-reflection process one can be involved, in relation to the social and emotional competences. The activity: **"Where am I? Where do I want to be?"** invites practitioners to reflect on their social and emotional competences by finding personal answers to 6 complex questions. **The self-evaluation questionnaire** allows practitioners to self-evaluate their social and emotional competences, based on 14 items for each of the 5 STRENGTH dimensions. **A window to my knowledge and skills** invites practitioners to reflect on their knowledge and skills for each of the 5 STRENGTH dimensions. **My STRENGTH Compass** is a self-evaluation instrument based on 6 case scenarios which invites practitioners to reflect upon their own practices, methods, and attitudes when they encounter challenging social and emotional situation in their professional work. **The self-improvement plan** offers useful templates to structure the specific steps on short, medium and long terms in order to ensure the continuous development of the social and emotional competences.

We recommend within this toolkit a specific order to follow in the application of the self-evaluation and reflection activities, but they can be approached in any desired order. Use the templates offered by each activity to record the results and your reflections. After you have engaged in all proposed activities, you will have a collection of information which will allow you to look at you in a more objective manner and be able to understand the level of development for each of your 5 STRENGTH social and emotional competences.

Tips to engage in the activities proposed by this toolkit:

- try to be honest and objective;
- don't be too harsh neither too soft with yourself;
- do not put pressure on you;
- take all the time you need, but pay attention to procrastination;
- if you feel resistance to change or lack of motivation, try to approach activities in small steps.

### ❖ Activity 1. REA map (reflect-explore-approach)

Your journey into knowing more about your social and emotional competences can start with this activity.

First, we recommend using "The Mindful Breathing exercise" (exercise from IO3). This exercise can be accessed in video format in Romanian language (design and voice: Ana Maria Oancea, available at <https://www.youtube.com/watch?v=nnvvqHlizv0>)



- After the mindfulness exercise, see the REA map below and fill it with aspects related to your social and emotional competences. Try to complete it with the first words that come to your mind, then try to finalize the list in time, based on your experiences.
- Start using the other tools and activities proposed in the toolkit.
- Complete the REA map any time during and after this process.

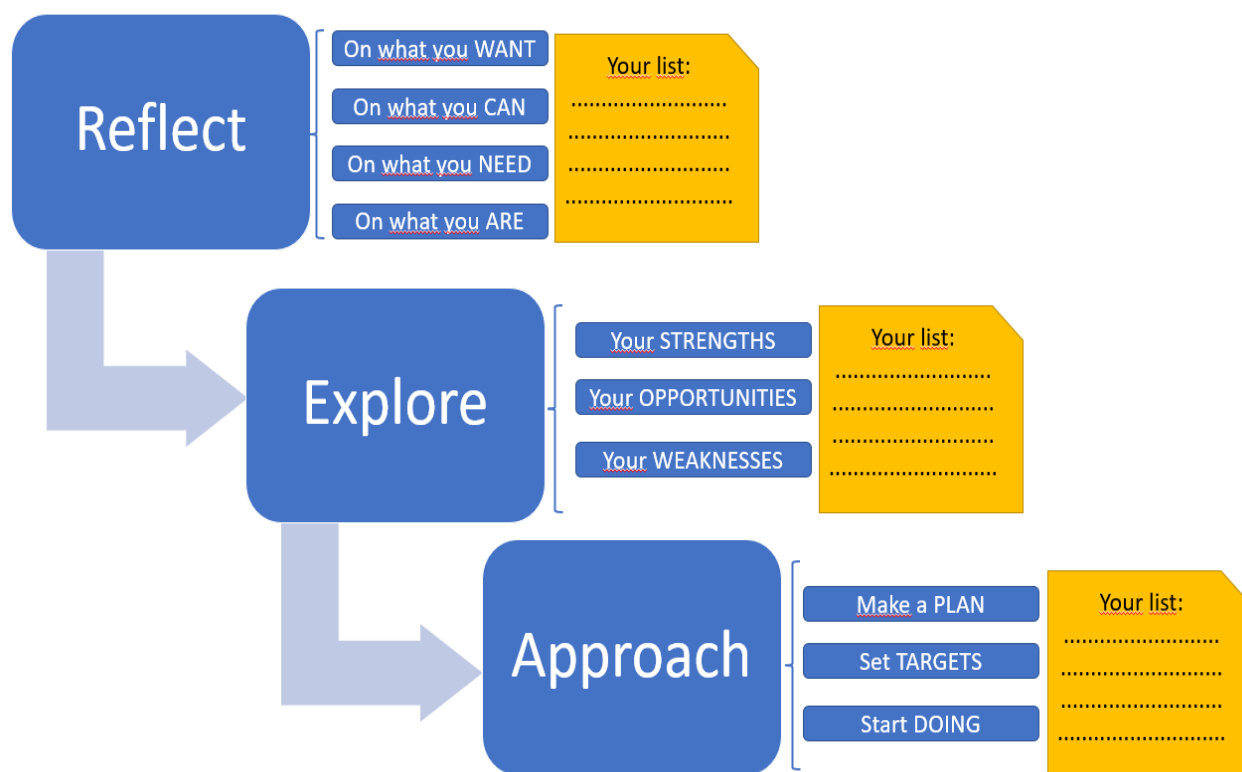
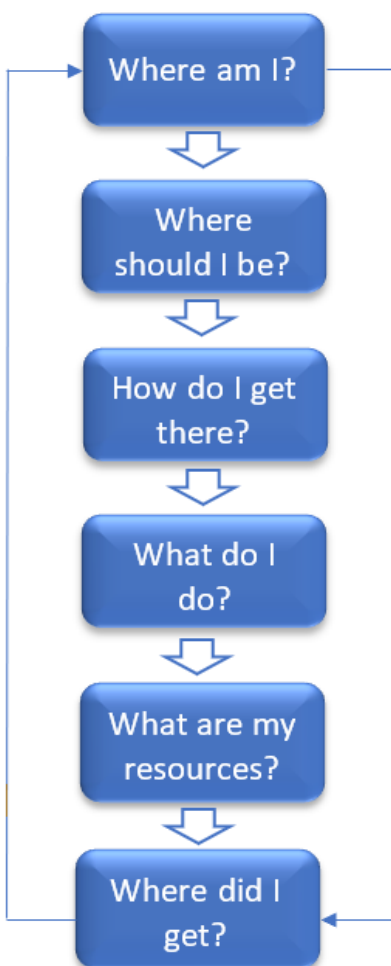


Fig.8. The REA map

## ❖ Activity 2. Where am I? Where do I want to be?

This activity is based on six simple questions that require complex answers. Use key words/expressions or narrative texts to answer the questions. Think about your social and emotional competences and answer the following questions:



We propose two approaches for this activity:

- think of yourself as a career guidance practitioner and consider all 5 STRENGTH social and emotional competences; go through first question, think globally of all your social and emotional competences, ask and define your personal level of achievement, then proceed with the second question in the same way - holistic approach OR
- go through all questions with the first competence out of the 5 STRENGTH competences, then repeat the process in the same way for the remaining competences - competence approach



Example of approaching all social and emotional competences answers:

### First of all I describe myself and my actual context

**Narrative:** I have a bachelor's degree and I have my own private counselling office and diverse clients that my income depends on. I have good knowledge of career counselling and one year of practice. I read a lot of literature in the guidance and counselling field, but I don't put so much emphasis on social and emotional competences/I really do not know what they are and if I really need them in my work.

### Where am I?

**Narrative:** I have learned about the social and emotional competences in college, I had or had not a dedicated course in this field, I use my social and emotional competences in my day-to-day activity, I feel that my level is an average/low/high on social and emotional competences in general.  
Key words: Bachelor's degree, clients, own counselling office, average level on social and emotional competences.

**Where should I be?** *(The answer should connect my actual level of knowledge and practice to the level of knowledge where a person with my experience and my training should be as a professional)*

**Narrative:** My level of social and emotional competences should be higher for a person with my practice experience, but lower according to my training.  
Key words: I have average/low/high level of competences according to my experience/to my training.

Example of approaching one competence through this exercise, e.g., *emotional self-control*:

## Where am I?

I am able to control my emotions in certain contexts. I can start using more questions like: In which contexts I can't control my emotions? How often does it happen to me? How does it impact my life, my relations with others?, etc.

## Where should I be?

First, I must be aware of my past: previous experiences, level of education, personal involvement in emotional self-control, my knowledge in this area, etc. According to these facts, I should have more emotional self-control in the following contexts....

## How do I get there?

- Read more in this area
- I attend a course regarding emotional self-control
- I attend a Master Degree in this field or related
- I attend a few psychotherapy or counselling sessions, etc.

## What do I do to get there?

- I decide which are the activities more likely to attend and not have false expectations
- I ask a more experienced colleague to guide me (to recommend books, counselling, courses, etc)
- I start reading twice a week on this subject
- I will try to be more aware of my emotions and try to apply a certain method to be in control, etc.

## What resources do I need?

- money
- friends



- books (I can buy them, or I can borrow them from a local library)
- people who are specialised in this area

### Where did I get?

After a period of time, I start to analyse my progress. Are there any improvements? What else do I need to do to evolve? Did I approach every aspect I planned to?

To answer these questions, create a context where you feel comfortable, use coloured paper and pens, answer the questions when you are outside, before writing the answers take time to reflect on each question and answer, allow yourself to complete the answers any time you remember something important.

You can also use the form below:

**Competence** \_\_\_\_\_

Where am I?

---



---



---



---

Where should I be?

---



---



---



---

How do I get there?

---



What should I do to get there?

What resources do I need?

Where did I get?

You can continue this activity with a planning form as below.

**My objective** \_\_\_\_\_

**Deadline** \_\_\_\_\_

**Step 1 (action, deadline, frequency)**

Step 2 (action, deadline, frequency)

Step 3 (action, deadline, frequency)

Step 4 (action, deadline, frequency)

Step 5 (action, deadline, frequency)

Step 6 (action, deadline, frequency)

### ❖ Activity 3. Self-Evaluation Questionnaire

Why is this questionnaire useful?

This questionnaire is addressed to all guidance and counselling professionals who want to have an image of their professional development in relation to the 5 STRENGTH social and emotional competences and a possible direction for improvement.

### How to use this questionnaire?

To have an image on the development of your social and emotional competences, it is necessary to reflect on the following issues:

- your initial and continuous training,
- your personal experience in guidance and counselling,
- your knowledge from other sources than training (books, seminars, scientific articles),
- your success rate on certain topics (based on the number of years of experience and the number of cases/clients and the complexity of the cases approached).

Before answering any item, please have in mind all the above. There are no right or wrong answers. For every item use the following a 5-point scale and rate your answers and choose the option which best describes you at present moment:

- 1 = strongly disagree
- 2 = somewhat disagree
- 3 = neither agree nor disagree
- 4 = somewhat agree
- 5 = strongly agree

## Self-evaluation questionnaire

Empathy		
Items		Rating scale (1= strongly disagree; 5 = strongly agree)
1.	I find it easy to see things from the other person's point of view	1.....2.....3.....4.....5

2.	I find it easy to understand others by imagining how things look from their perspective	1.....2.....3.....4.....5
3.	I am able to imagine what it is like to be actually the other person	1.....2.....3.....4.....5
4.	I am able to understand how my clients' emotions affect their thoughts and reactions	1.....2.....3.....4.....5
5.	I am really interested in how other people feel	1.....2.....3.....4.....5
6.	I am really interested in how people react to challenges in their lives	1.....2.....3.....4.....5
7.	I am able to spot someone in a group who is feeling awkward or uncomfortable	1.....2.....3.....4.....5
8.	I can usually appreciate the other person's point of view, even if I do not agree with it	1.....2.....3.....4.....5
9.	I am able to see other's behaviours without being contaminated by my own values, judgement, experiences, etc.	1.....2.....3.....4.....5
10.	I am able to show empathy to my clients	1.....2.....3.....4.....5
11.	Other people tell me I am good at understanding how they are feeling and what they are thinking	1.....2.....3.....4.....5
12.	I observed that my clients feel understood when talking to me	1.....2.....3.....4.....5
13.	I usually feel aroused by others' emotional states	1.....2.....3.....4.....5
14.	I understand others' pain and I feel the desire to mitigate that pain	1.....2.....3.....4.....5

## Emotion management

Items		Rating scale (1= strongly disagree; 5 = strongly agree)
1.	I can easily recognize my emotions as I experience them	1.....2.....3.....4.....5
2.	By looking at someone's facial expressions, I recognize the emotions s/he is experiencing	1.....2.....3.....4.....5
3.	I use good moods to help myself keep trying in the face of obstacles	1.....2.....3.....4.....5
4.	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm	1.....2.....3.....4.....5
5.	I control my emotions by changing the perspective on the situation I'm in	1.....2.....3.....4.....5
6.	Expressing emotions is fairly easy for me	1.....2.....3.....4.....5
7.	I am able to teach other people how to control their emotions regardless their character or personality	1.....2.....3.....4.....5
8.	I am familiar with all emotions identified or described by the researchers, including the latest studies	1.....2.....3.....4.....5
9.	I am aware of how emotions are generated from the neuro-science perspective	1.....2.....3.....4.....5
10.	I understand why it is important to teach our children important aspects about emotions	1.....2.....3.....4.....5
11.	I am prepared to teach my clients important aspects on emotions	1.....2.....3.....4.....5
12.	I am following the latest studies on emotions	1.....2.....3.....4.....5
13.	When I feel confused about my emotions, I find help in a support group, a peer, etc.	1.....2.....3.....4.....5
14.	I am aware of the importance of emotions in our day-to-day life	1.....2.....3.....4.....5



## Diversity

Items		Rating scale (1= strongly disagree; 5 = strongly agree)
1.	I understand how people can differ in their way of thinking, acting, or in their beliefs, emotions and values	1.....2.....3.....4.....5
2.	I always recognize and respect clients' cultural and linguistic differences	1.....2.....3.....4.....5
3.	I am aware of the obstacles the client associates with her/his race, gender, age, religion, culture, beliefs	1.....2.....3.....4.....5
4.	I demonstrate flexibility when interacting with people from a different culture	1.....2.....3.....4.....5
5.	I always try to understand differences in the behaviours, values, attitudes, and styles of clients from other countries or minority groups	1.....2.....3.....4.....5
6.	I find it easy to reflect upon and understand the influence of diversity in my clients' personal and professional surroundings	1.....2.....3.....4.....5
7.	I like working with persons with different worldview	1.....2.....3.....4.....5
8.	It's easy for me to identify and understand clients' biases toward work and workers based on gender, race, cultural stereotypes	1.....2.....3.....4.....5
9.	I can easily demonstrate willingness to accept behaviour and beliefs that are different from my own	1.....2.....3.....4.....5
10.	When I work with people from abroad, I think it's a good thing to learn about their cultural habits	1.....2.....3.....4.....5
11.	I'm aware of my values and prejudices towards different cultures and minority groups	1.....2.....3.....4.....5

12.	I have a wide repertory of verbal and non-verbal communication methods for clients with different cultural background	1.....2.....3.....4.....5
13.	I try to find out more about my client's ethnic group's history, local socio-political issues, and her/his attitudes	1.....2.....3.....4.....5
14.	I can identify my stereotypes about my client's ethnic group	1.....2.....3.....4.....5

## Cooperation

Items		Rating scale (1= strongly disagree; 5 = strongly agree)
1.	I can collaborate successfully with all types of clients	1.....2.....3.....4.....5
2.	It's easy for me to repair misunderstandings in working relationships	1.....2.....3.....4.....5
3.	Others would say that I am a role model	1.....2.....3.....4.....5
4.	My clients would say I motivate them	1.....2.....3.....4.....5
5.	I like listening to my client's different opinions, concerns, questions, and ideas about the direction of counselling	1.....2.....3.....4.....5
6.	I'm used to giving help to other practitioners and professionals	1.....2.....3.....4.....5
7.	I'm used to accepting help from other practitioners and professionals	1.....2.....3.....4.....5
8.	I can manage conflicts effectively	1.....2.....3.....4.....5
9.	I am aware of my strengths and values and can express them to inspire others	1.....2.....3.....4.....5
10.	I am good at influencing others through my actions	1.....2.....3.....4.....5

11.	I prefer working together with my clients towards shared goals instead of imposing my ideas	1.....2.....3.....4.....5
12.	I prefer keeping a good relationship and avoiding conflicts	1.....2.....3.....4.....5
13.	I am able to show and teach my clients how important is cooperation for our mental health	1.....2.....3.....4.....5
14.	I am flexible and actively engaged in the change process of my clients	1.....2.....3.....4.....5

Active listening		
Items		Rating scale (1= strongly disagree; 5 = strongly agree)
1.	I am using active listening skills with my clients	1.....2.....3.....4.....5
2.	I can explain to clients how helpful active listening is in their day-to-day life	1.....2.....3.....4.....5
3.	I show the other person that I am focused on what s/he says by nodding, smiling, repeating what they said	1.....2.....3.....4.....5
4.	I usually repeat in my own words what I`ve just heard to ensure understanding of what the other person has said	1.....2.....3.....4.....5
5.	I listen to the other person, paying attention to his/her unexpressed feelings	1.....2.....3.....4.....5
6.	I keep eye contact while listening to the other person	1.....2.....3.....4.....5
7.	I feel comfortable when the other person is silent	1.....2.....3.....4.....5
8.	When talking to a person, I listen to the message without immediately judging or evaluating it	1.....2.....3.....4.....5

9.	I ask questions to get more information and to encourage my client to continue	1.....2.....3.....4.....5
10.	I read my client's body language as I listen	1.....2.....3.....4.....5
11.	I am aware of the advantages of showing to the clients that I am listening, i.e., creating a safe space, encouraging clients to explore more, increasing client's trust	1.....2.....3.....4.....5
12.	I can focus on my client's needs even if I am distressed	1.....2.....3.....4.....5
13.	I am aware and I pay attention to my posture to show openness to my client	1.....2.....3.....4.....5
14.	I allow my clients to finish their thoughts without interruption	1.....2.....3.....4.....5

### How to interpret the answers?

To have an image of your needs, please review the numbers (according to the given scale) related to your answers, **for each of the 5 STRENGTH dimensions:**

<p>If <b>1 (strongly disagree)</b> and <b>2 (somewhat disagree)</b> add up to most answers: it is recommended taking a closer look to the topic and to explore training opportunities, recommended literature, workshops, conferences, scientific articles on a specific topic, etc. Based on your answers and your personal self-awareness you can identify if you have a lack of knowledge, lack of experience or both on a specific topic and you can adapt your future actions based on this.</p>
<p>If <b>3 (neither agree nor disagree)</b> add up to most answers: it is recommended continuing your study on the topic to try to integrate your knowledge into your day-to-day practice and to explore training opportunities related to this dimension, recommended literature, workshops, conferences, scientific articles on a specific topic, etc.</p>

If **4 (somewhat agree)** and **5 (strongly agree)** add up to most answers: it is recommended to continue to be in touch with this topic to achieve more information and experience. You can concentrate on deepening your knowledge on the specific areas and keep up-to-date.

### ❖ Activity 4. A Window to my Knowledge and Skills

You can look at the 5 STRENGTH social and emotional dimensions (empathy, emotion management, cooperation, diversity, active listening) by reflecting on your own knowledge and skills, following the next table:

Knowledge	Skills
I <b>have</b> good knowledge on this dimension	I <b>have</b> practical experience on this dimension
I <b>do not</b> have knowledge on this dimension	I <b>do not</b> have practical experience on this dimension
I <b>have</b> good knowledge on this dimension	I <b>do not have</b> practical experience on this dimension
I <b>do not have</b> knowledge on this dimension	I <b>have</b> practical experience on this dimension

Table 2. The window to my knowledge and skills

Here are some examples which can help you reflect on your knowledge and skills.

Examples:

## Empathy

**I have good knowledge on this dimension:** I attended a course during faculty, my BA thesis is on empathy, etc.

**I have practical experience on this dimension:** I usually pay attention to other`s emotions, experiences, I like to put myself in others` shoes and I do it every time I am in contact with someone, etc.

Now reflect on the 5 STRENGTH dimensions below, and write down some specific sentences to support your related to your knowledges and the skills in each area:

## Empathy

**I have/I do not have good knowledge on this dimension**

.....

.....

.....

**I have/I do not have practical experience on this dimension:**

.....

.....

.....

## Emotional management

**I have/I do not have good knowledge on this dimension:**

.....

.....

.....

**I have/I do not have practical experience on this dimension:**

.....

.....

.....

## Diversity

I have/I do not have good knowledge on this dimension:

.....

.....

.....

I have/I do not have practical experience on this dimension:

.....

.....

.....

## Cooperation

I have/I do not have good knowledge on this dimension:

.....

.....

.....

I have/I do not have practical experience on this dimension:

.....

.....

.....

## Active listening

I have/I do not have good knowledge on this dimension:

.....

.....

.....

I have/I do not have practical experience on this dimension:

.....

.....

.....

You can also solve this exercise using 5 coloured pencils (a different colour for each of the 5 STRENGTH dimensions) and the thermometer below. Draw a line for each dimension under Knowledge and under Skills. Choose the level of your knowledge and skills between low (down) and high (up).

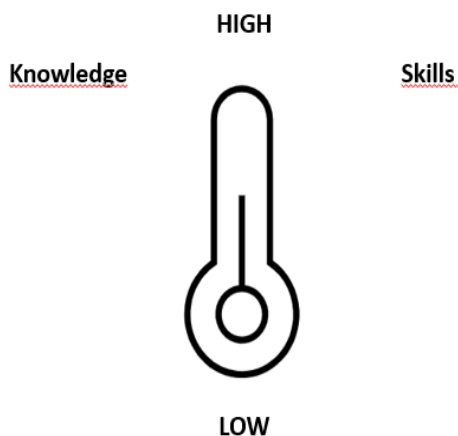


Fig.9. The Thermometer

You can use the thermometer when you evaluate your social and emotional competences for the first time, or any time after you have followed a plan regarding your social and emotional competences improvement, comparing the actual thermometer with previously completed one.



## ❖ Activity 5. My STRENGTH Compass

Instrument for self-evaluation of the career guidance practitioners`  
social and emotional competences

As a starting point, reflect on the following questions:

- Am I a social and emotional competent career guidance practitioner?
- Do I need social and emotional competences in my daily work?
- What is the value of the social and emotional competences for my work as career guidance practitioner?
- How do I behave in a career guidance session when I encounter a social and emotional challenging situation?
- What would I do if...

*How often do you reflect on your socio-emotional competences as a career guidance practitioner?*

The present tool is guiding you through six scenarios which illustrate social and emotional challenging situations career guidance practitioners can encounter in their work.

For each scenario there are offered two possible approaches a career guidance practitioner can adopt in that specific situation.

Read each scenario carefully and place yourself *near* the approach which best fits the way *you* would behave, by ticking a corresponding number on the scale, for each dimension marked with **blue**.

Do not offer a theoretical response (how should/should not a career guidance practitioner behave) but reflect on *your own way* to engage with the clients in each scenario.

At the end of this exercise, you will have a better picture of your 5 STRENGTH social and emotional competences as career guidance practitioner.

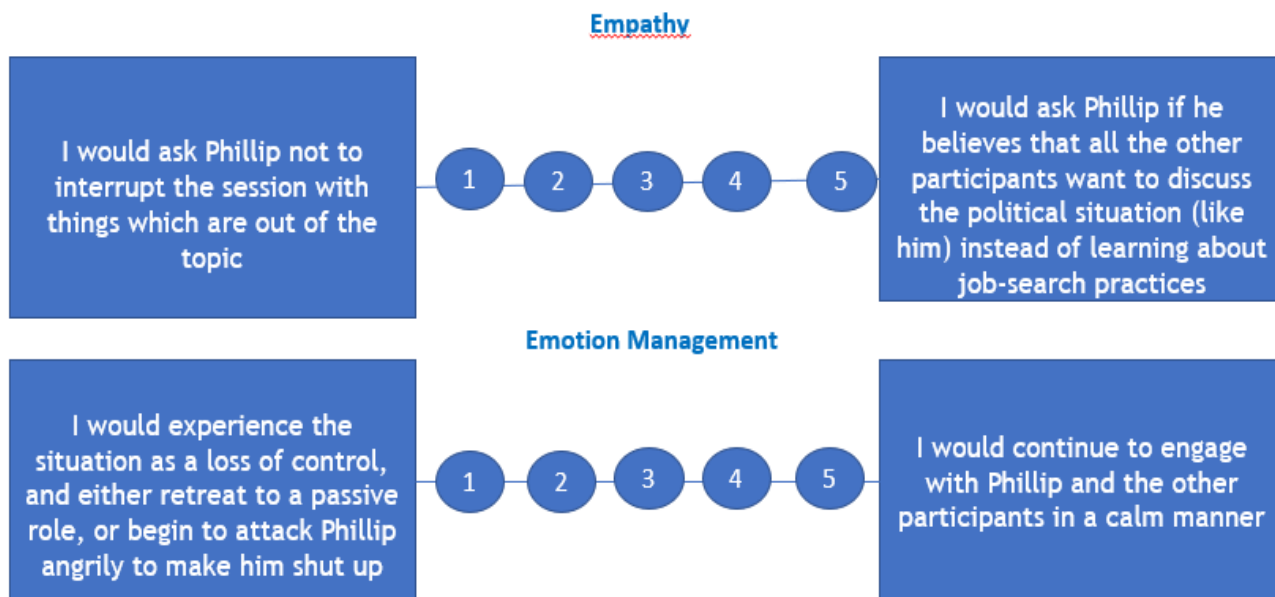
You can also consider this activity as a **compass** that shows strengths as well as directions for improvement in the development of your social and emotional competences.

## Phillip the Agitator (scenario 1)

Audrey is facilitating a session on job search practices for more than 100 people from different educational and professional backgrounds at an employment center. Throughout the session, Audrey is frequently interrupted by Phillip. Phillip appears to have an opinion on every topic and always ends up blaming either the government, the political system, or the big capitalist companies. Phillip's seemingly innocent remarks provoke approving and disapproving responses from the rest of the group, leading to chatter among people and additional public remarks. For Audrey, it becomes increasingly difficult to maintain the focus of the session and cover all contents in time.

Now, imagine you are the career guidance counsellor who is facilitating this session.

Which behaviour is more similar to the way you would behave in practice?



### Cooperation

I would engage in discussions with participants, in order to clarify the topics proposed by Phillip



I would ask the participants whether they are interested in a special activity that focuses on political and structural issues related to decent work

### Diversity

When political topics come up, I would state my opinion as a reasonable point of view and criticise the opposing perspectives



When political topics come up, I would try to show understanding for diverse values, which may lead people to hold different opinions

### Active listening

I would ignore Phillip's statements and the reactions of other participants, because they are not related to job search



I would say that indeed, there can be different political and structural constraints that can impede people's ability to find good work

## Emma the Runaway Teenager (scenario 2)

Emma (13 years old, adopted) visits the 7th grade. Emma is very introverted and shows symptoms of a possible depression. Lately, she has been absent from school regularly and has run away from home several times. She has gained a lot of weight and lacks a motivation to learn. Her adoptive mother does not accept Emma's growing need for freedom and tries to control her daughter. In a career counselling session, Emma's mother interrupts the session repeatedly and will not collaborate with Maya, the counsellor.

Now, imagine you are the career guidance counsellor who is facilitating this session.

Which behaviour is more similar to the way you would behave in practice?

### Empathy

I would blame the daughter for her behaviour and ask her to listen more to her mother



I would ask mother and daughter to listen attentively, while I interview each of them independently, beginning with the mother. Then I would give both of them the chance to share their feelings and be heard

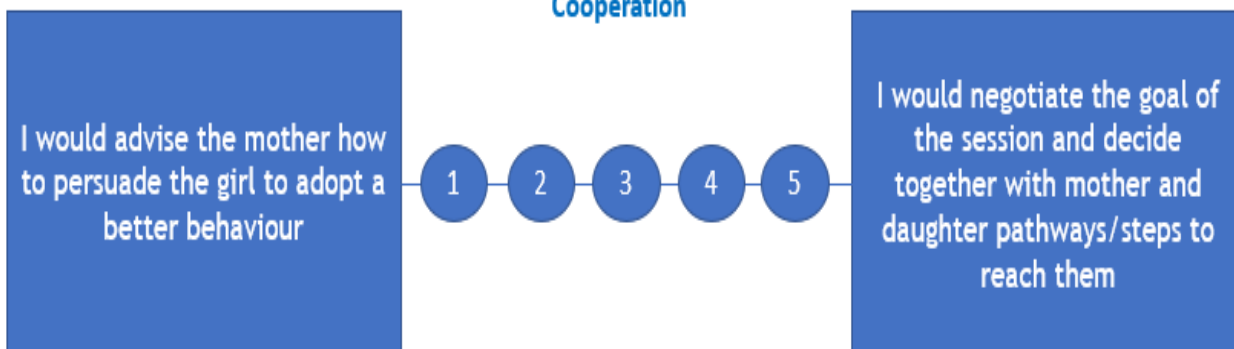
### Emotion Management

I would either become nervous and helpless or I would raise my voice as I am getting annoyed by the mother's inappropriate attitude

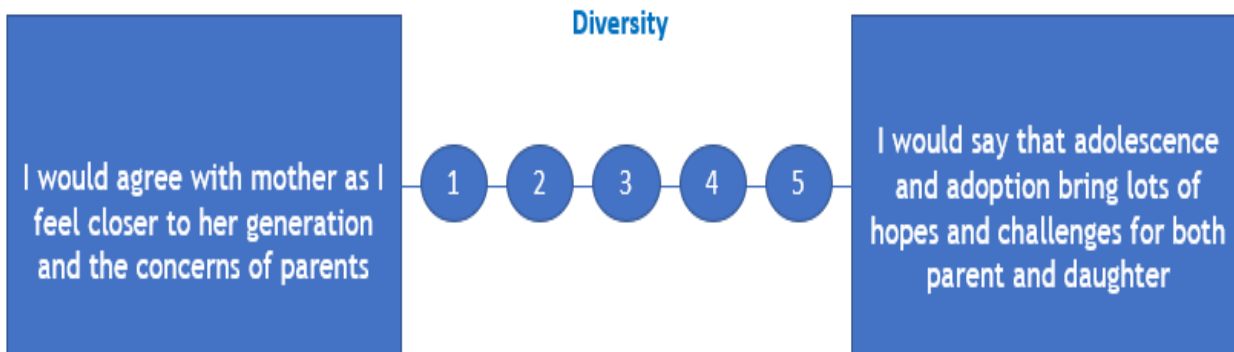


I would listen with calm and empathy to both mother and daughter, regardless whether I agree with them or not

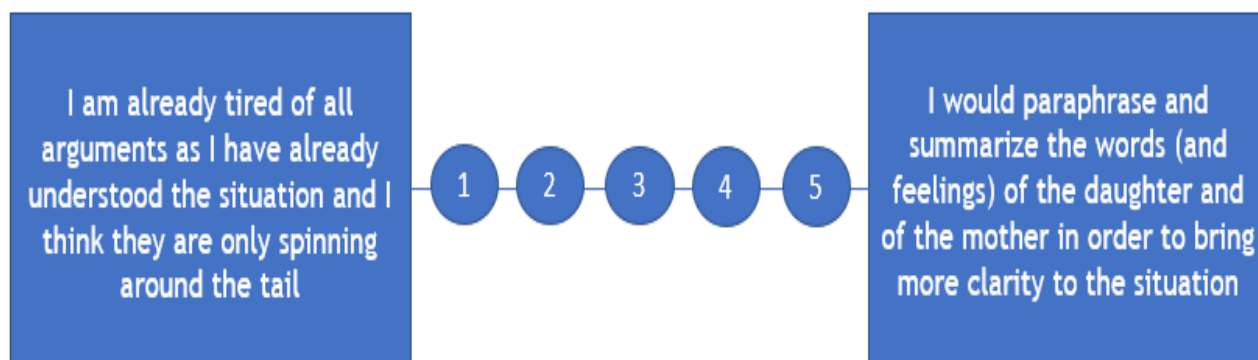
### Cooperation



### Diversity



### Active listening

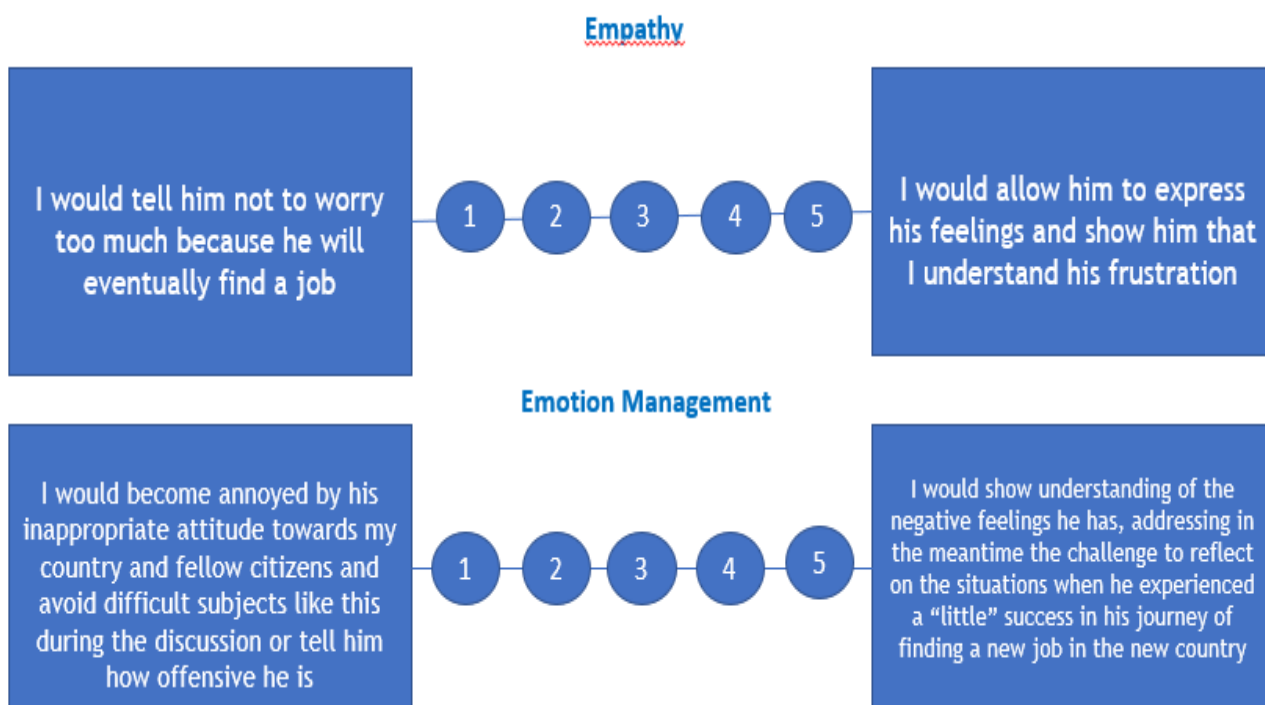


## Haldi the Asylum Seeker (scenario 3)

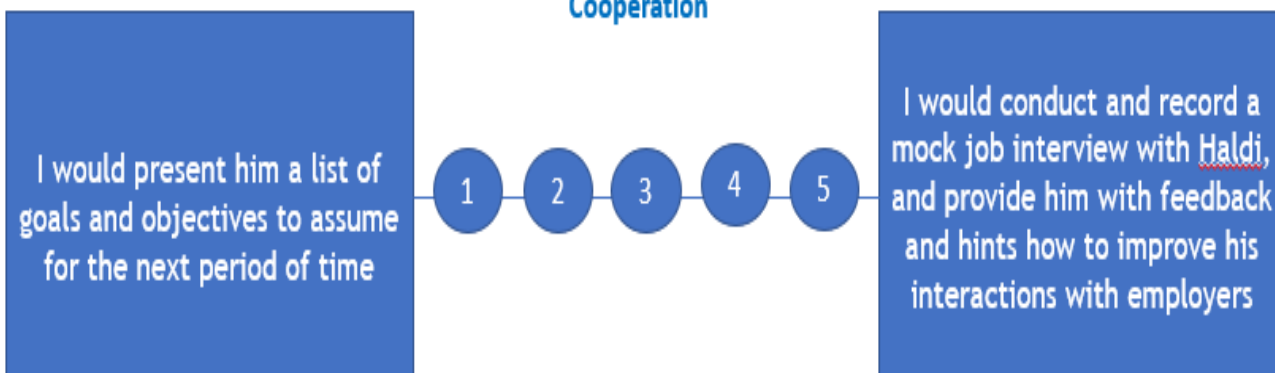
Haldi needs to find a job in the host country to convince local authorities to grant him asylum. He has tried to get a job repeatedly but has failed so far, which is why he is becoming increasingly desperate. In Ruth`s counselling session, he expresses anger, disappointment, and lack of trust towards employers who do not want to employ migrants in their businesses. He feels that everyone in the country is hostile and prejudiced against him as a migrant.

Now, imagine you are the career guidance counsellor who is facilitating this session.

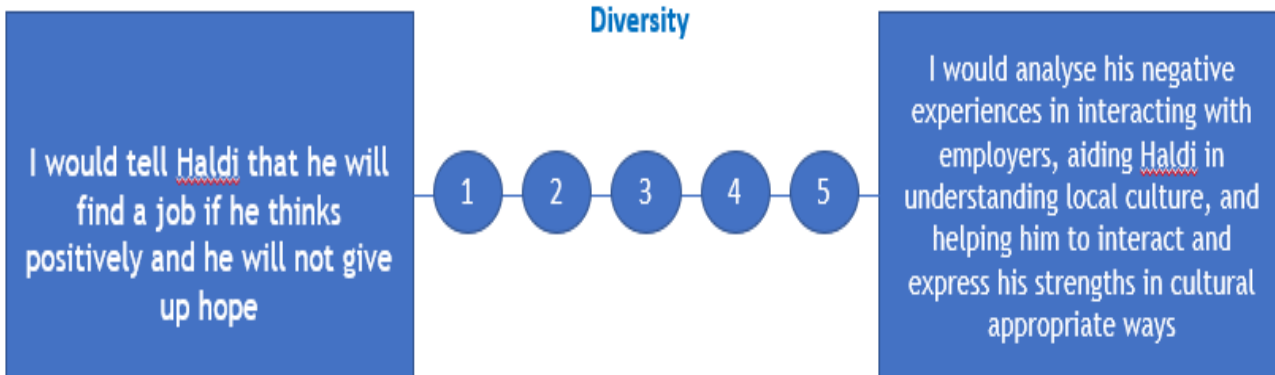
Which behaviour is more similar to the way you would behave in practice?



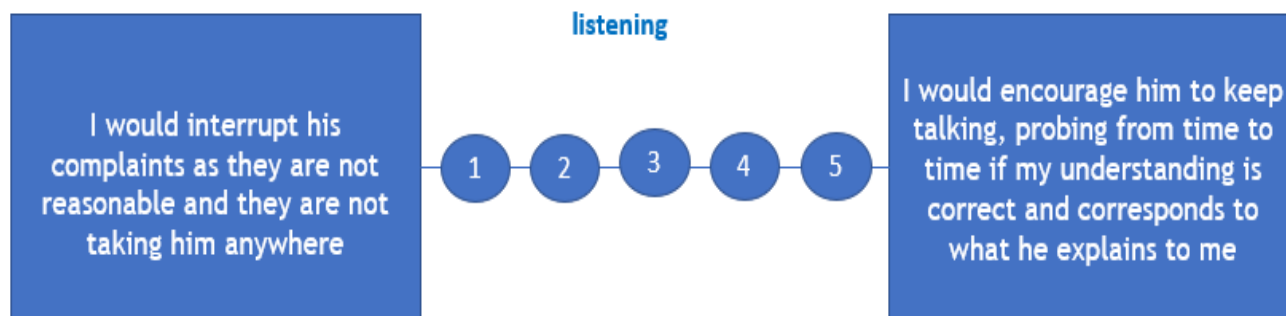
### Cooperation



### Diversity



### Active listening

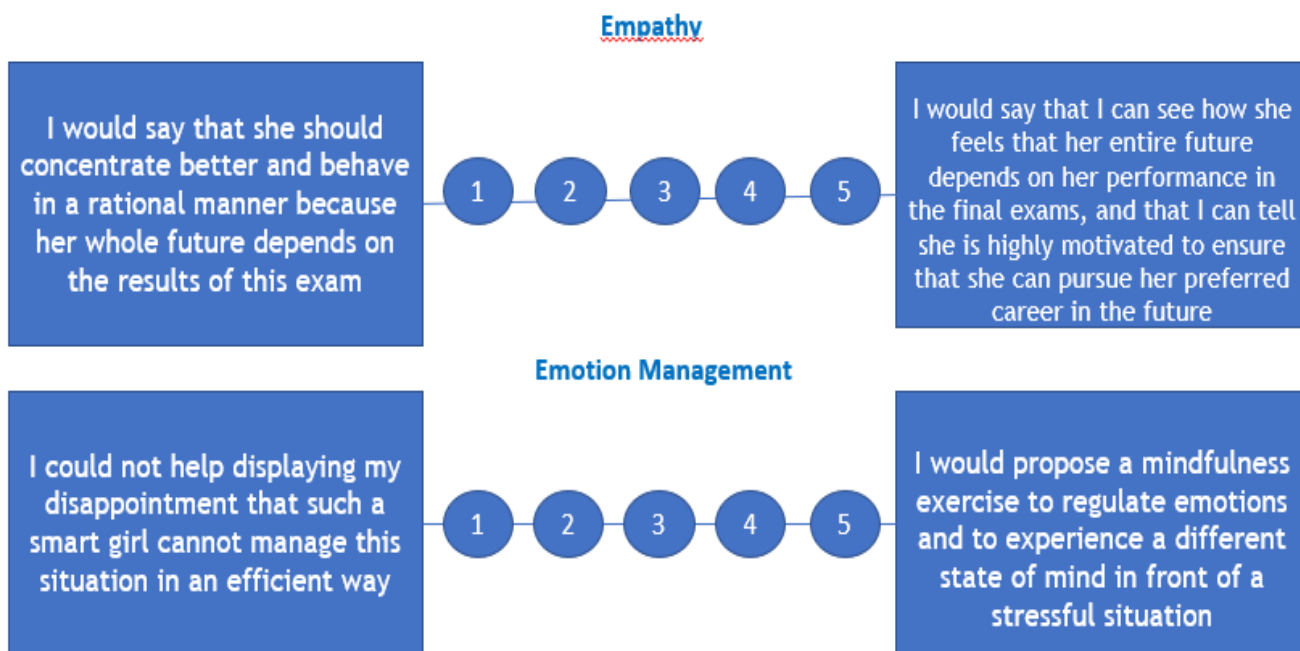


## Rosie Suffers from Panic Attacks (scenario 4)

Rosie, an 18-year-old girl in the last year of high school, stands out at school and has excellent marks in all subjects. With the final exams coming up, she is very anxious now. In fear of the oral exams, she suffers from panic attacks and nightmares. During an orientation interview on her choice of a university, Rosie tells Keith that she cannot decide about her future, because all she can think about is how she needs to complete the final exams with the best possible grade.

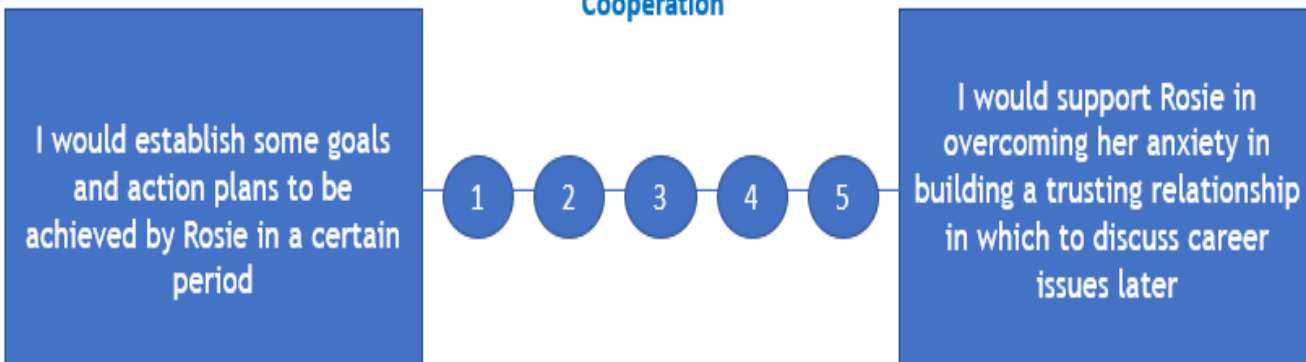
Now, imagine you are the career guidance counsellor who is facilitating this session.

Which behaviour is more similar to the way you would behave in practice?

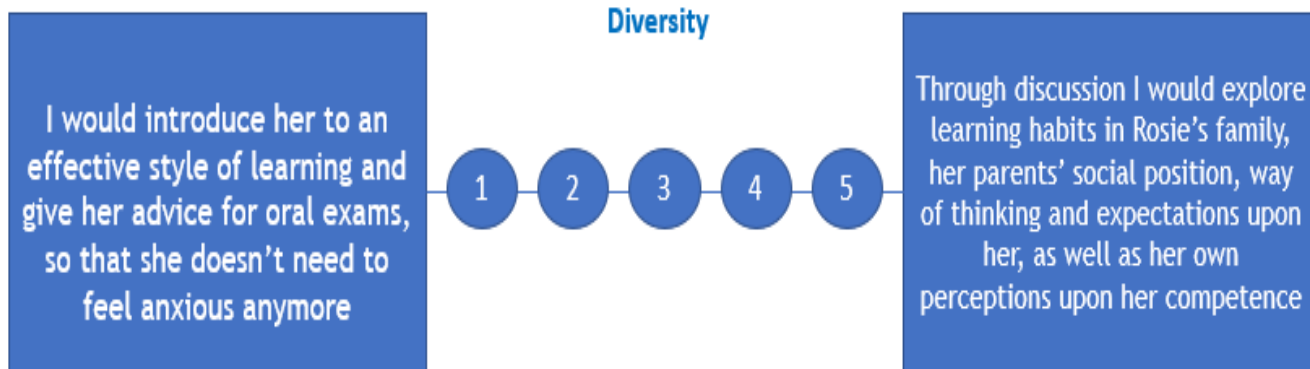




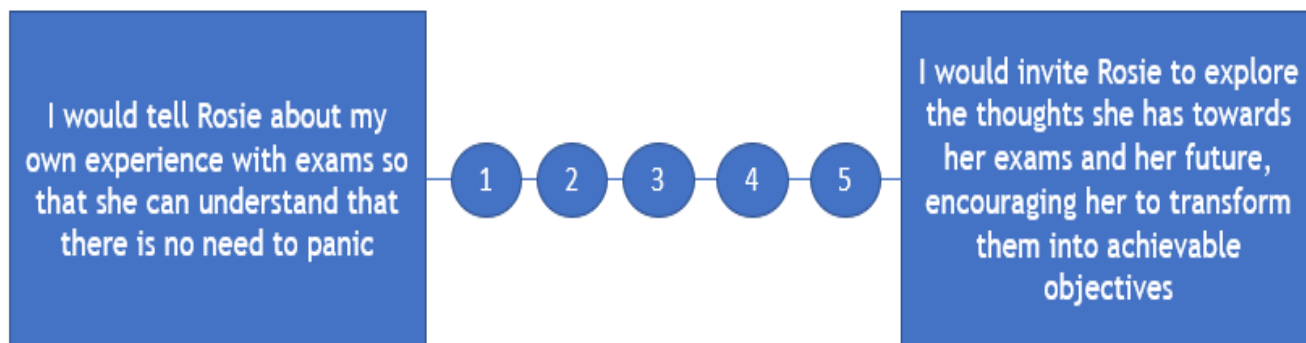
### Cooperation



### Diversity



### Active listening

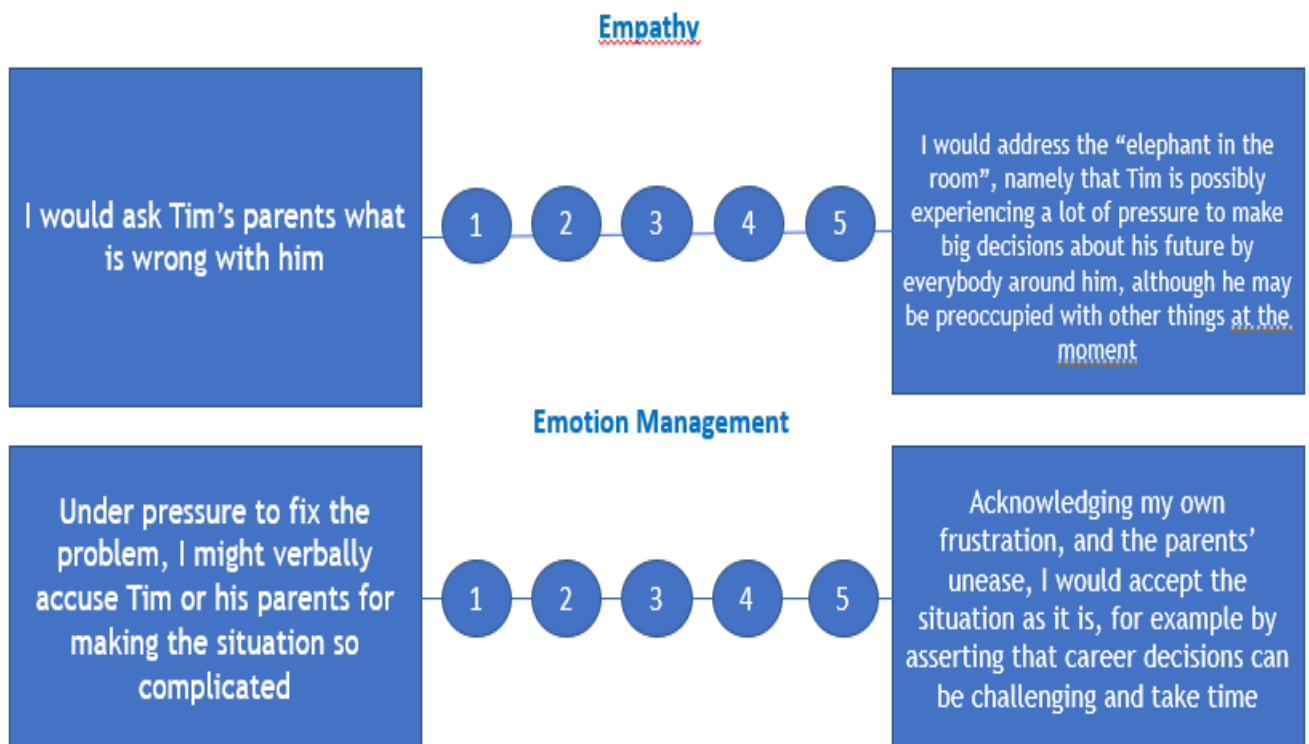


## Tim Does Not Get Interested in Anything (scenario 5)

Tim is a student in need of special support. In a study planning discussion involving Tony (the counsellor), Tim, and his parents, Tim shows no interest in any sort of education or vocation. Nothing seems to motivate him. It is also extremely hard to identify any of his strengths. At the same time, his parents expect Tony to solve the problem.

Now, imagine you are the career guidance counsellor who is facilitating this session.

Which behaviour is more similar to the way you would behave in practice?



### Cooperation

I would propose to Tim's parents to choose a profession for their son because they know best what is good for him

1

2

3

4

5

I would invite Tim to interview three adults of his choice to find out how they made their educational and career decisions, what challenges they encountered and who supported them during this process

### Diversity

I would try to persuade Tim to take up a vocation that I think would suit him well

1

2

3

4

5

I would tell Tim that choosing an education or vocation is about who you want to be, but that it is often easier to know what kind of a life is not desirable for us

### Active listening

I would talk a lot and expose Tim to all kinds of information related to educational and career paths, as I know that information is what he needs to reach a decision

1

2

3

4

5

I would observe Tim's body language for cues related to his feelings and needs (when he avoids talking), and try to articulate my observations in an attentive fashion

## Maria the Quarrelsome Mother (scenario 6)

Helen, a student, attends a career counselling program together with her mother, Mary. Mary is a financial analyst who owns her own company. She wants Helen to study economics so that Helen will be able to take over the company in the future. When Robert, the counsellor, announces that Helen expressed her interest in becoming a teacher in a career interest questionnaire, Mary gets upset and starts yelling at Robert. She claims that the career questionnaire is invalid because she knows her daughter better than anyone else and she knows best what suits her daughter.

Now, imagine you are the career guidance counsellor who is facilitating this session.

Which behaviour is more similar to the way you would behave in practice?

### Empathy

I would tell Mary that she may not know her daughter as well as she thinks



I would tell Mary that I can understand how it is her dream for her daughter to take over the business that she has created someday - and that I can see how sad it makes her to hear that her daughter may have other dreams

### Emotion Management

I would either become very insecure in the way I handle the rest of the conversation (intimidated), or I would yell at Mary and tell her to behave appropriately (angry)



Before continuing to engage with Mary and Helen in a calm manner, I would wait until Mary has vented her anger and has the capacity to listen again

### Cooperation

I would tell Mary that the final decision is not hers, but Helen's, and there is no need to meet again with her, but only with her daughter



I would invite Mary to fill in the same questionnaire, imagining how Helen would answer the questions, then discuss the answers with both of them

### Diversity

I would make it clear to the mother that the suggested proposal is the appropriate one for her daughter as it is a result of scientific process, and she can't ignore it



I would explain that the career-interest questionnaire highlights diverse preferences that people hold towards work but that many jobs can match people's preferences

### Active listening

I would interrupt Mary in order to explain to her in more detail and more persuasively the benefits of the test



I would state that I see that Mary is upset about her daughter's interest in becoming a teacher and that she doubts the quality of the questionnaire that led to this conclusion

## Scoring

Based on your self-assessment on how you would probably deal with the six challenging situations described above, you can now calculate a score for each of the 5 STRENGTH dimension of social and emotional competence. To calculate your score, please add up the numbers from each scenario separately per dimension. For example, for Empathy you will add up the numbers corresponding to this area from all six scenarios. This way, you will have a score between 6 and 30 for each dimension (Empathy, Emotional management, Diversity, Cooperation, Active listening).

You can calculate your scores here:

	Empathy	Emotion Management	Diversity	Active Listening	Collaboration
Scenario 1	...	...	...	...	...
Scenario 2	...	...	...	...	...
Scenario 3	...	...	...	...	...
Scenario 4	...	...	...	...	...
Scenario 5	...	...	...	...	...
Scenario 6	...	...	...	...	...
TOTAL per dimension					

- **Score between 6 and 13 (for one dimension): Scant mastery of competence & large development potential.** In most of the depicted situations, your typical reactions could be more effective. You will probably benefit strongly from the respective activities of the IO3 STRENGTH training program and IO4 Toolkit, which will support you in meeting your clients' needs better.
- **Score between 14-22 (for one dimension): Moderate mastery of competence & moderate potential for development.** You tend to act competently in professional situations. However, in some situations, your reactions to social or

emotional challenges could be better. You would probably benefit from some of the activities proposed in the IO3 STRENGTH training program or IO4 Toolkit.

- **Score between 23-30 (for one dimension): Great mastery of competence & small potential for development.** You have scored very high across the different scenarios, indicating a high level of competence. You will probably still benefit from a regular exchange with other practitioners and a reflection on how to improve your practice further. Some activities of the IO3 STRENGTH training program and IO4 Toolkit could still be of interest to you, e.g., to think about how to pass on your competence to others.

To gain a better understanding on what distinguishes people with highly developed social and emotional competences from people who have not unfolded their potential yet, you can have a look at the following descriptions.

## Empathy

	Low Achievers...	High Achievers...
<b>Affective empathy</b>	...often do not understand the emotional life of others, criticise others for expressing emotions in different situations; they might feel that no one can really understand with them, which makes social interaction much harder.	..... understand the experience of others on an emotional level, e.g., feelings and intentions of others, including in the past and future; they can perceive and correctly express other people's emotions. They might feel deeper connexion with other persons.

<b>Perspective taking/Cognitive empathy</b>	...usually do not understand what is going on in someone else's head; they might be bad communicators as they miss complete and accurate information about how a person feels and what s/he might be thinking.	... are able to take the perspective of others, e.g., by imagining what different roles and circumstances may require from them, being able to imagine how others will be affected; they are good negotiators, being able to put themselves in someone else's shoes, without necessarily engaging with others' emotions.
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## Emotion management

	<b>Low Achievers...</b>	<b>High Achievers...</b>
<b>Understanding emotions</b>	... often do not understand the meaning of the emotions they perceive, e.g., they cannot correctly interpret the cause of the other persons' emotions and what they mean; they tend to react instead of responding to a conflict and do not take critique well.	... understand the nature and causes of emotions, can identify, predict, and explain emotion in him/herself and others; usually they are good observers, they examine how actions will affect themselves or the others before taking those actions.
<b>Emotional self-awareness</b>	... are unable to perceive, promptly identify and correctly express their own	... understand one's own emotions and the effects on their performance in various areas of



	emotions, are not aware how one's emotions can affect other people.	life, understand what they are feeling and why; they adopt an introspective attitude to gain a realistic but compassionate insight of themselves.
<b>Emotional self-control</b>	... uneasy to control their emotions and to persevere in the face of obstacles, setbacks, conflicts, and stress for achieving goals; they might encounter difficulties in adopting an attitude of discernment and self-acceptance to deal with emotions constructively.	... keep disturbing emotions and impulses in check, maintain control over actions and remain effective, even in stressful situations; their ability to manage feelings and emotions dispose individuals to be open to learning and change.

## Cooperation

	<b>Low Achievers...</b>	<b>High Achievers...</b>
<b>Conflict Resolution</b>	...often resolve conflicts as winners or losers, e.g., by using their power to get what they want, or by accepting problematic behaviours to "avoid conflict".	...often resolve conflicts amicably, making everyone feel understood and appreciated, and establishing a standard that is acceptable for everybody involved.
<b>Building Relationships</b>	...often fail at connecting with others, e.g., because they are	...effectively find common ground with others, e.g., by identifying

	overly focused on presenting themselves, because they are too timid, or critical.	and highlighting joint interests, or ways in which both parties could benefit from cooperation.
<b>Persuasion</b>	...tend to resort to extrinsic motivations to get others to do what they want, e.g., threats, and fail to understand what underlies others' beliefs and intentions.	...understand how to communicate their ideas, beliefs, and wishes so that others feel motivated to support or adopt them, e.g., by changing their mind, or offering to help.

## Diversity

	<b>Low Achievers...</b>	<b>High Achievers...</b>
<b>Intercultural Competence</b>	...ignore cultural differences in the way that people do things, e.g., asking for help. This may lead them to think that people who do not act like themselves may be stupid or lack proper education.	...understand how culture subtly influences what people perceive as normal; they are open to different ways of doing things, e.g., showing respect, and can help others to understand their own culture better.
<b>Tolerance</b>	...tend to evaluate others' actions based on highly uniform expectations, and frown at values other than their own, e.g., life goals; they often criticize others for their goals or lifestyles,	...accept that there are different good ways of life, and that what is right for one person, may be wrong for another; they try to understand other people's values and act in ways that respect each person's autonomy to pursue their dreams.

	although no one is harmed.	
<b>Universal Concern</b>	...offer preferential treatment to people who are alike themselves, or who are viewed as superior by their society, e.g., men; they view “otherness” as “weakness”, and dislike “making exceptions” for people who are different.	...know that people’s needs, and interpretations of situations can differ strongly based on their age, gender, abilities, etc.; they care for diverse people, making an effort to “put themselves in their shoes”, instead of treating everyone alike.

## Active listening

	<b>Low Achievers...</b>	<b>High Achievers...</b>
<b>Attentiveness</b>	... tend to be unconcerned, indifferent, apathetic, not paying attention to details, less able to prevent mistakes and avoid difficult interpersonal situations.	... pay attention and listen carefully, asks questions when something is unclear, remain attentive even when they feel distressed personally; they can direct their attention to the needs, feelings, and cognitions of others.
<b>Active listening</b>	...unable to listen and focus on people in non-judgmental manner; their own body language and gestures show to the listener that they are	... ensure that they hear the other person, and that the other person knows they are listening to what they say, by: using nonverbal cues that show understanding such as

	not engaged and that the message is not important/not understood: usually they do not look at people when they speak, do not ask questions if they don't understand, interrupt and jump to conclusions or impose their own opinions or solutions.	nodding, eye contact, brief verbal affirmations like “I see,” or “I understand”, waiting for the speaker to finish speaking before responding, providing feedback, reiterate what has been said in their own words in order to clarify meaning and understand intentions.
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### ❖ Activity 6. Self-improvement plan for development

After engaging in previous activities from the toolkit, use the following window to reflect on what have you learnt *during* and *from* the self-evaluation activities:

I was surprised to find out about me:	I was confirmed that:
I was clarified about:	Questions that occurred:

Table 3. The reflection window. Source: Baban (2003), p. 283 (translated from Romanian)

Reflect on your profile related to each of the 5 STRENGTH social and emotional competences. Write, for each dimension, the level you would like to achieve on short, medium and long term, on a scale from 1 to 5 (where 1 means basic and 5 means advanced):

	Short (1week-1 month) 1-2-3-4-5	Medium (6 months) 1-2-3-4-5	Long (5 years) 1-2-3-4-5
EMPATHY			
EMOTION MANAGEMENT			
COLLABORATION			
DIVERSITY			
ACTIVE LISTENING			

Draw your improvement plan on short, medium and long term, by filling in the answers to the questions below:

### SHORT TERM ACTIONS

What would I like to do in the following WEEK(S) to improve my 5 STRENGTH social and emotional competences? Write specific actions and give specific titles/URL for each category. If you do not intend to take action in one of the categories below, simply put a horizontal line (meaning “no action” on SHORT term):

Books/articles to read: .....

Videos to watch: .....

Training courses: .....

Participation in conference/seminar/webinar: .....

Master/PhD:.....

Supervision/certification:.....

Enrolment in an association/network:.....

Other actions: .....

## MEDIUM TERM ACTIONS

What would I like to do in the following 6 MONTHS, to improve my 5 STRENGTH social and emotional competences? Write specific actions and give specific titles/URL for each category. If you do not intend to take action in one of the categories below, simply put a horizontal line (meaning “no action” on MEDIUM term):

Books/articles to read: .....

Videos to watch: .....

Training courses: .....

Participation in conference/seminar/webinar: .....

Master/PhD:.....

Supervision/certification:.....

Enrolment in an association/network:.....

Other actions: .....

## LONG TERM ACTIONS

What would I like to do in the following 5 YEARS, to improve my 5 STRENGTH social and emotional competences? Write specific actions and give specific titles/URL for each category. If you do not intend to take action in one of the categories below, simply put a horizontal line (meaning “no action” on LONG term):

Books/articles to read: .....

Videos to watch: .....

Training courses: .....

Participation in conference/seminar/webinar: .....

Master/PhD:.....

Supervision/certification:.....

Enrolment in an association/network:.....

Other actions: .....

Come back to your plan periodically and see how much you achieved. Re-apply the whole STRENGTH self-evaluation and self-reflection process, to see changes in the

development of your 5 STRENGTH social and emotional competences. Review the short-, medium- and long-term plan accordingly. What can you notice?

**And remember:**

- ❖ Success is no accident.
- ❖ The path from dreams to success does exist.
- ❖ Perseverance is not a long race; it is many short races one after the other.
- ❖ If you always do what you've always done, you'll always be where you've always been.
- ❖ RESET. RETHINK. GO!

## V. Recommended resources

To support the development of your 5 STRENGTH social and emotional competences, beside intellectual outputs IO1, IO2, IO3, IO4 available on the STRENGTH website <https://projectstrength.net/>, we provide you a pool of relevant resources collected and reviewed within the project partnership:

- 1. Resources available in English
- 2. Resources available in Finnish language
- 3. Resources available in German language
- 4. Resources available in Greek language
- 5. Resources available in Italian language
- 6. Resources available in Portuguese language
- 7. Resources available in Romanian language

Please be aware that these are *recommend* resources for the development of your 5 STRENGTH social and emotional competences. Feel free to review the tables and include any other resources you consider important for your own social and emotional development.

## CHAPTER V. RESOURCES

### for self-evaluation and improvement of career guidance practitioners' social and emotional competences

#### 1. Resources in ENGLISH language

##### 1. Theory, models, frameworks, general introduction on social and emotional competences

##### First recommendation

- IO1 - Desk Research and Compendium of Methods on Social-Emotional Competence (English)  
[https://projectstrength.net/wp-content/uploads/2021/04/io1\\_report\\_final.pdf](https://projectstrength.net/wp-content/uploads/2021/04/io1_report_final.pdf)

##### Further readings

- CASEL: The interactive CASEL wheel (5 areas of socio-emotional competences) (English)  
<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#interactive-casel-wheel>
- What is Social and Emotional Learning (SEL)? - video material (English)  
<https://www.youtube.com/watch?v=Y-XNp3h3h4A>
- Salovey and Mayers' PUUM model on Emotional Intelligence - video material (English)  
[https://www.youtube.com/watch?v=eUTWeq\\_9OZ4](https://www.youtube.com/watch?v=eUTWeq_9OZ4)
- Gardner, H. (1993) Frames of mind: The theory of multiple intelligences, NY: Basic Books, Fontana Press, London (English)
- Goleman, D.
  - Emotional Intelligence: Why It Can Matter More Than IQ, (1995) (English)
  - Social Intelligence: Beyond IQ, Beyond Emotional Intelligence (2006) (English)
- Herman, B., & Collins, R. (2018). Social and Emotional Learning Competencies. Student Services/Prevention and Wellness Team. Wisconsin: Department of Public Instruction
- Elias, M. (2003) Academic and social and emotional learning. (English)  
<https://unesdoc.unesco.org/ark:/48223/pf0000129414>



	<ul style="list-style-type: none"> <li>• Mayer, John D., &amp; Peter Salovey (1993). The Intelligence of Emotional Intelligence. <i>Intelligence</i>, 17(4), 433-442. <a href="https://doi.org/10.1016/0160-2896(93)90010-3">https://doi.org/10.1016/0160-2896(93)90010-3</a></li> <li>• Mayer, John D., David R. Caruso, &amp; Peter Salovey (2016). The Ability Model of Emotional Intelligence: Principles and Updates. <i>Emotion Review</i>, 8(4), 290-300. <a href="https://doi.org/10.1177/1754073916639667">https://doi.org/10.1177/1754073916639667</a></li> <li>• Mayer, J. D., Salovey, P., &amp; Caruso, D. R. (2000). Models of emotional intelligence. in R. J. Sternberg (Ed.). <i>Handbook of Intelligence</i>, Cambridge, England: Cambridge University Press, pp. 401</li> <li>• OECD. (2018) Social and Emotional Skills. Well-being, connectedness and success (English) <a href="https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf">https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf</a></li> <li>• Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review, <i>Social Development</i>, 6(1), pp 111-135</li> <li>• Social and Emotional Competence. Why It's Vital for Life Success (2018) (English) <a href="https://www.tn.gov/content/dam/tn/tccy/documents/pb/pb-soc-emo-comp.pdf">https://www.tn.gov/content/dam/tn/tccy/documents/pb/pb-soc-emo-comp.pdf</a></li> <li>• LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (2020) (English) <a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC120911">https://publications.jrc.ec.europa.eu/repository/handle/JRC120911</a></li> <li>• Navigate the complex field of social and emotional learning. Harvard University (English) <a href="http://exploresel.gse.harvard.edu/">http://exploresel.gse.harvard.edu/</a></li> <li>• Socio-emotional skills in career guidance: a Romanian school counsellor guide (2021). In: Digital transitions in lifelong guidance: Rethinking careers practitioners professionalism - A CareersNet expert collection (English) <a href="https://www.cedefop.europa.eu/en/publications/6202">https://www.cedefop.europa.eu/en/publications/6202</a></li> </ul>
<p><b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b></p>	<p><b>First training recommendation</b></p> <ul style="list-style-type: none"> <li>• IO3/IO4 - Development of Social-Emotional Competences: Training Program (English + 6 other languages: German, Greek, Italian, Portuguese, Romanian and Suomi) <a href="https://projectstrength.net/en-toolkit-beta/">https://projectstrength.net/en-toolkit-beta/</a></li> </ul> <p><b>Further training recommendations</b></p> <ul style="list-style-type: none"> <li>• Social-emotional learning skills training. CalSAC - California School-Age Consortium (one need to create an account on the CalSAC Training Portal) (English) <a href="https://www.calsac.org/social-emotional-learning-and-character-development-training">https://www.calsac.org/social-emotional-learning-and-character-development-training</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Training in socioemotional skills through on-site training (English) <a href="https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/468/40_en_repetto.pdf">https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/468/40_en_repetto.pdf</a></li> <li>• A comprehensive Guide to adult SEL (English) <a href="https://www.panoramaed.com/blog/comprehensive-guide-adult-sel">https://www.panoramaed.com/blog/comprehensive-guide-adult-sel</a></li> </ul> <p><b>Further readings on professionalization of guidance practitioners</b></p> <ul style="list-style-type: none"> <li>• International Competencies for Educational and Vocational Guidance Practitioners <a href="https://iaevg.com/Framework">https://iaevg.com/Framework</a></li> <li>• Cedefop (2009). Professionalising career guidance: Practitioner competences and qualification routes in Europe <a href="https://www.cedefop.europa.eu/files/5193_en.pdf">https://www.cedefop.europa.eu/files/5193_en.pdf</a></li> <li>• Ertelt, B. and Kraatz, S. (eds) (2011). Professionalisation of career guidance in Europe: training guidance research service organisation and mobility <a href="https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fld=938535">https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fld=938535</a></li> <li>• NICE. (2016) European Competence Standards for the Academic Training of Career Practitioners. Barbara Budrich (English)</li> <li>• CEDEFOP (2021). Identifying standards for career professionalization. In: Digital transitions in lifelong guidance: rethinking careers practitioners professionalism - A CereersNet expert collection (English) <a href="https://www.cedefop.europa.eu/en/publications/6202">https://www.cedefop.europa.eu/en/publications/6202</a></li> </ul>
<p><b>Instruments for (self) evaluation of the social and emotional competences,</b> like tests, questionnaires, checklists, self-reflection tools, other</p>	<ul style="list-style-type: none"> <li>• <b>MSCEIT - Mayer-Salovey-Caruso Emotional Intelligence test</b> The MSCEIT is a performance test of emotional intelligence. A performance test provides an estimate of a person's ability by having them solve problems. The MSCEITTM asks you to solve problems about emotions, or problems that require the use of emotions.</li> <li>• <b>The Bar-On Emotional Quotient Inventory (EQ-i)</b> <a href="https://www.futurelearn.com/info/courses/emotional-intelligence-at-work/0/steps/63001">https://www.futurelearn.com/info/courses/emotional-intelligence-at-work/0/steps/63001</a> The Bar-On model (1997a), developed by Reuven Bar-On, comprises 15 interrelated emotional and social competences. These determine how we understand ourselves, relate to others and cope with daily demands and challenges.</li> <li>• <b>Emotional Competence Inventory (ECI)</b></li> </ul>

	<p>The ECI is a 360-degree tool designed to assess the emotional competences of individuals and organizations. It is based on emotional competences identified by Dr. Daniel Goleman in Working with Emotional Intelligence (1998), and on competences from Hay/McBer's Generic Competency Dictionary (1996) as well as Dr. Richard Boyatzis's Self-Assessment Questionnaire (SAQ).</p> <ul style="list-style-type: none"> <li>• Information about other instruments: <b>Consortium for Research on Emotional Intelligence in Organizations</b> <a href="https://www.eiconsortium.org/measures/measures.html">https://www.eiconsortium.org/measures/measures.html</a></li> <li>• <b>Self-Assessment: Social and Emotional Development</b> <a href="https://backend.edutopia.org/sites/default/files/resources/edutopia-self-assessment-for-sed-rubric.pdf">https://backend.edutopia.org/sites/default/files/resources/edutopia-self-assessment-for-sed-rubric.pdf</a></li> <li>• <b>The PERMAH Wellbeing Survey</b> - Self-evaluation questionnaire on wellbeing <a href="https://permahsurvey.com/">https://permahsurvey.com/</a></li> </ul>
Associations/networks in the social and emotional area (and in the career guidance area)	<ul style="list-style-type: none"> <li>• <b>European Network for Social and Emotional Competences - ENSEC</b> <a href="https://www.enseceurope.com/">https://www.enseceurope.com/</a></li> <li>• <b>International Association for Educational and Vocational Guidance - IAEVG</b> <a href="https://iaevg.com/">https://iaevg.com/</a></li> <li>• <b>Network for Innovation in Career Guidance and Counselling in Europe - NICE</b> <a href="http://www.nice-network.eu/">http://www.nice-network.eu/</a></li> <li>• <b>CEDEFOP`s Expert Network for Lifelong Guidance and Career Development - CareersNet</b> <a href="https://www.cedefop.europa.eu/en/networks/careersnet">https://www.cedefop.europa.eu/en/networks/careersnet</a></li> </ul>

## 2. Resources in FINNISH language

<b>Theory, models, frameworks, general introduction on social and emotional competences</b>	<ul style="list-style-type: none"> <li>Hankala, U. (2013). Sosioemotionaalisten taitojen merkitys aikuiskouluttajan työssä. TJS Työelämäjulkaisut.</li> <li>Lahtinen, A. &amp; Rantanen, J. (2019). Tunnetaidot opetustyössä: Opas haastaviin tilanteisiin. Otavan Kirjapaino Oy.</li> </ul>
<b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b>	<ul style="list-style-type: none"> <li>Lappalainen, R., Lehtonen, T., Hynninen, M., Loimala, P., Väättäinen, S. &amp; Rantanen, M. (2004). Sosiaaliset taidot: työkirja. Psykologipalveluiden kehittämissyksikön julkaisuja 4. Tampere. Psykologian laitos.</li> <li>Pursiainen, J. (2018). "Kumpi oli positiivinen? Hyvä vai huono?": Vahvuuslähtöisen ja oppilaan sosioemotionaalista kompetenssia tukevan mallin luominen kouluyhteisöön. University of Eastern Finland.</li> </ul>
<b>Instruments for (self) evaluation of the social and emotional competences, like tests, questionnaires, checklists, self-reflection tools, other</b>	<ul style="list-style-type: none"> <li>Oivallus - sosiaalisten taitojen työväline. <a href="https://www.avainsaatio.fi/ladattavat/Oivallus_ohjeet.pdf">https://www.avainsaatio.fi/ladattavat/Oivallus_ohjeet.pdf</a></li> <li>Sostra-hanke. <a href="https://sites.google.com/view/sostrafinland">https://sites.google.com/view/sostrafinland</a></li> </ul>
<b>Associations/networks in the social and emotional area (and in the career guidance area)</b>	<ul style="list-style-type: none"> <li>Suomen opinto-ohjaajat ry: <a href="https://www.sopo.fi/en/">https://www.sopo.fi/en/</a></li> <li>Uraohjaajat ja -valmentajat ry: <a href="https://uraohjaajat.fi/">https://uraohjaajat.fi/</a></li> </ul>

### 3. Resources in GERMAN language

<b>Theory, models, frameworks, general introduction on social and emotional competences</b>	<ul style="list-style-type: none"> <li>Schulze, R., Freund, A. &amp; Roberts, R. D. (Hrsg.). (2006). Emotionale Intelligenz. Ein internationales Handbuch. Göttingen: Hogrefe.</li> <li>Hiller, G. G. Selbstfürsorge für BeraterInnen, in preparation for dvb forum 2/2022: Zukunftsperspektiven in Krisenzeiten.</li> <li>Gölnzer H., Meyer P. (Hrsg.) (2018). Emotionale Intelligenz in Organisationen. Der Schlüssel zum Wissenstransfer von angewandter Forschung in die praktische Umsetzung. Springer VS: Heidelberg.</li> </ul>
<b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b>	
<b>Instruments for (self) evaluation of the social and emotional competences, like tests, questionnaires, checklists, self-reflection tools, other</b>	<ul style="list-style-type: none"> <li>EQ-Test - Testen Sie Ihre Emotionale Intelligenz <a href="https://www.psychomeda.de/online-tests/eq-test.html">https://www.psychomeda.de/online-tests/eq-test.html</a></li> </ul>
<b>Associations/networks in the social and emotional area (and in the career guidance area)</b>	<ul style="list-style-type: none"> <li>Bundesverband der Emotionalen Intelligenz <a href="https://www.bvei.org/">https://www.bvei.org/</a></li> </ul>

#### 4. Resources in GREEK language

**Theory, models, frameworks, general introduction on social and emotional competences**

- Bradberry T., Greaves J. (2019) Συναισθηματική νοημοσύνη 2.0 (μετ. Αντωνίου Αλέκος). Εκδόσεις Κλειδάριθμος.
- Goleman Daniel (2012). Κοινωνική νοημοσύνη: Η νέα επιστήμη των ανθρώπινων σχέσεων (μετ. Ξενάκη Χρύσα). Εκδόσεις Πεδίο.
- Goleman Daniel (2011). Η συναισθηματική νοημοσύνη: Γιατί το «EQ» είναι πιο σημαντικό από το «IQ». (μετ. Παπασταύρου Άννα). Εκδόσεις Πεδίο.
- Goleman Daniel (2011). Η συναισθηματική νοημοσύνη στο χώρο της εργασίας (μετ. Μεγαλούδη Φωτεινή). Εκδόσεις Πεδίο.
- Platsidou Maria (2010). Η Συναισθηματική νοημοσύνη. Εκδόσεις Gutenberg.
- Plomaritou Vassiliki (2019). Συναισθηματική νοημοσύνη του εκπαιδευτικού. Εκδόσεις Γρηγόρης.
- Steiner Claude (2006). Συναισθηματική νοημοσύνη με καρδιά (μετ. Παππά Βασιλική). Εκδόσεις Καστανιώτη.

**Training opportunities related to the development of the guidance practitioners' social and emotional competences**

##### E-learning:

- Συναισθηματική νοημοσύνη. E-learning Χρηματοοικονομικής Διοικητικής και Διοίκησης Έργων ΚΕΔΙΒΙΜ Πανεπιστημίου Πειραιώς <https://www.semifind.gr/elearning/view/Seminario-Elearning/10829/synaisthimatiki-noimosyni>
- Συναισθηματική νοημοσύνη. IST College ΚΔΒΜ2 <https://www.semifind.gr/elearning/view/Seminario-Elearning/15993/synaisthimatiki-noimosyni>
- Συναισθηματική νοημοσύνη στον εργασιακό χώρο. TUV Hellas <https://www.semifind.gr/elearning/view/Seminario-Elearning/9078/synaisthimatiki-noimosyni-ston-ergasiako-horo>
- Συναισθηματική νοημοσύνη & Ηγεσία Ανθρώπινου Δυναμικού. Hellas Network. <https://www.semifind.gr/elearning/view/Seminario-Elearning/17458/synaisthimatiki-noimosyni---igesia-anthropinoy-dynamikoy>

**Instruments for (self) evaluation of the social and emotional competences,** like tests, questionnaires, checklists, self-reflection tools, other

- **EQi-Bar-On Emotional Quotient Inventory** (Bar-On, 2006). Translated into Greek by Maridaki-Kassotaki & Koumoundourou. Maridaki-Kassotaki & Koumoundourou (2003).
- Adaptation and standardization of EQi-Bar-On Emotional Inventory. 9<sup>th</sup> Panhellenic Conference on Psychological Research, Rhodes, 21-24.
- **Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)**. Translated into Greek by Kafetsios & Petratos. Kafetsios, K. & Petratos, A. (2005). Emotional intelligence skills, social support and quality of life. ELEFThERNA. Scientific yearly publication of the Department of Psychology. Volume 2, Rethymno
- **Emotional Competence Inventory (ECI)**. Translated into Greek by the Korn Ferry Hay Group
- **GalaEmo Test**. It is an original Greek tool for evaluating the emotional intelligence of an adult in his work environment. It assesses emotional intelligence as a personality trait, based on Goleman's model for emotional intelligence at work. Available at <http://www.testbiz.gr/>
- **Greek Emotional Intelligence Scale (GEIS)**. Emotional Intelligence Characteristics Test (TE-XA-SY-N). It consists of 52 items that assess four basic emotional intelligence skills: expressing and recognizing emotions, controlling emotions, Using emotions to enhance thinking, and empathy. Tsousis, I. (2008). Measuring Trait Emotional Intelligence: Development and Psychometric Properties of the Greek Emotional Intelligence Scale (GEIS). Psychology, 15, 200-218
- **Trait Emotional Intelligence Questionnaire (TEIQue)**. TEIQue is a tool for measuring emotional intelligence as a personality trait. Both versions of TEIQue V.1.00 and V.1.50 are adapted in Greek (Petrides, Pita & Kokkinaki, 2007). Available at <http://www.eiconsortium.org/measures/teique.html>.
- **The Wong Law Emotional Intelligence Scale (WLEIS) questionnaire** (Wong and Law, 2002) contains 16 statements and assesses four dimensions of emotional intelligence and in particular: a) the assessment of self-feelings (4 questions), b) the assessment of the feelings of others (4 questions), c) the regulation of emotions (4 questions), and d) the use of emotions (4 questions). It has been adapted into Greek by Kafetsios and Zampetakis (2008).
- **Schutte Emotional Intelligence Questionnaire (SSEIT: Schutte Self-Report Emotional Intelligence Test)**. This questionnaire is based on the theoretical model of Salovey & Mayer (1990) and is a self-report scale. It measures emotional intelligence as a feature and has been translated into Greek by Platsidou (2010).



	<ul style="list-style-type: none"> <li>• <b>EOPPEP Emotional Skills Self-Assessment Scale</b> - in the annex at <a href="https://www.eoppep.gr/images/SYEP/ETHNIKO_PLAISIO_DEXIOTHTON.pdf">https://www.eoppep.gr/images/SYEP/ETHNIKO_PLAISIO_DEXIOTHTON.pdf</a></li> </ul>
<b>Associations/networks in the social and emotional area (and in the career guidance area)</b>	<ul style="list-style-type: none"> <li>• Hellenic Society of Counselling and Guidance/ Ελληνική Εταιρεία Συμβουλευτικής &amp; Προσανατολισμού (ΕΛΕΣΥΠ) <a href="http://www.Elesyp.gr">www.Elesyp.gr</a></li> <li>• National organization for the certification of qualifications &amp; vocational guidance/ Εθνικός Οργανισμός Πιστοποίησης Προσόντων &amp; Επαγγελματικού Προσανατολισμού (ΕΟΠΠΕΠ)- <a href="https://www.eoppep.gr/index.php/el/work-guidance-and-consulting">https://www.eoppep.gr/index.php/el/work-guidance-and-consulting</a></li> <li>• Association Of Greek Career Counselors And Vocational Practitioners (Sesep) - Σύλλογος Ελλήνων Συμβούλων Επαγγελματικού Προσανατολισμού (ΣΕΣΕΠ). <a href="https://sesep.weebly.com/">https://sesep.weebly.com/</a></li> </ul>
<b>Other relevant materials on social and emotional competences which cannot be included in the above-mentioned categories</b>	<p><b>Educational material for career practitioners</b></p> <ul style="list-style-type: none"> <li>• <b>Peer support in Career Counselling</b>/ Από συμβούλους για συμβούλους. Κοινωνική υποστήριξη ομηλίκων - ομοτίμων (peer support) στη Συμβουλευτική Σταδιοδρομίας. ΕΟΠΠΕΠ <a href="https://www.eoppep.gr/images/SYEP/3_peer_support.pdf">https://www.eoppep.gr/images/SYEP/3_peer_support.pdf</a></li> <li>• <b>Interactive techniques based on Existential Philosophy, Transactional Analysis and Moreno's Theory in Career Counseling</b>/ Δωσ' μου το χέρι σου. Διαδραστικές τεχνικές βασισμένες στη θεωρία του Moreno, την υπαρξιακή φιλοσοφία και την Συναλλακτική Ανάλυση στη Συμβουλευτική Σταδιοδρομίας. ΕΟΠΠΕΠ <a href="https://www.eoppep.gr/images/SYEP/4_xeri.pdf">https://www.eoppep.gr/images/SYEP/4_xeri.pdf</a></li> <li>• <b>Emotional and Communication Skills: Empathy and Self-confidence- NESET project</b>/ Κοινωνικές και Επικοινωνιακές δεξιότητες: Ενσυναίσθηση &amp; Αυτοπεποίθηση - NESET PROJECT <a href="https://saronis.gr/wp-content/uploads/2020/10/neset_wp4-training-modules_social-skills_module-2_gr.pdf">https://saronis.gr/wp-content/uploads/2020/10/neset_wp4-training-modules_social-skills_module-2_gr.pdf</a></li> </ul> <p><b>Framework</b></p> <ul style="list-style-type: none"> <li>• <b>National Life/Career Competences Framework</b> - Εθνικό Πλαίσιο Δεξιοτήτων Διαχείρισης Ζωής και Σταδιοδρομίας. ΕΟΠΠΕΠ <a href="https://www.eoppep.gr/images/SYEP/ETHNIKO_PLAISIO_DEXIOTHTON.pdf">https://www.eoppep.gr/images/SYEP/ETHNIKO_PLAISIO_DEXIOTHTON.pdf</a></li> </ul>



## 5. Resources in ITALIAN language

<p><b>Theory, models, frameworks, general introduction on social and emotional competences</b></p>	<ul style="list-style-type: none"> <li>• <b>Misurare l'intelligenza emotiva nei contesti educative</b>, 2021. Organizer/author: Six Seconds Italia, <a href="https://www.youtube.com/watch?v=4HuOw8Sn4Vw">https://www.youtube.com/watch?v=4HuOw8Sn4Vw</a> Short description: In this video, Manuel Caviglia, Director of Education Department for Six Seconds Italia, talks about a certification path that provides the foundations of Social and Emotional Learning (SEL) and illustrates its demonstrated importance in educational development, as well as providing educational educators, coaches and guidance practitioners effective tools to measure the emotional intelligence of young people and supporting them in their growth, in synergy with families.</li> <li>• <b>Diventare Educatori di Intelligenza Emotiva</b>, 2022. Organizer/author: Six Seconds Italia <a href="https://www.youtube.com/watch?v=uuuGtnCPSbg">https://www.youtube.com/watch?v=uuuGtnCPSbg</a> Short description In this video, Manuel Caviglia, Director of Education Department for Six Seconds Italia, answer the following questions: What would happen if every person engaged in educational contexts, at any level, learned to know and use the energy of emotions as a vehicle for learning? What socio-emotional benefits would children and teenagers, teachers and families derive from it? With what impact on society?</li> </ul>
<p><b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b></p>	<ul style="list-style-type: none"> <li>• <b>Life skills, intelligenza emotiva e codici di comunicazione umana</b>, 2022. Organizer/author: Asnor - Associazione Nazionale Orientatori <a href="https://asnor.it/it-schede-523-life_skills_intelligenza_emotiva_e_codici_di_comunicazione_umana">https://asnor.it/it-schede-523-life_skills_intelligenza_emotiva_e_codici_di_comunicazione_umana</a> Short description: 50 hours of online training course addressed to Teachers and aspiring school teachers, guidance practitioners, educators, pedagogists, professionals in the education, teaching and guidance sectors about the following topics: Life skills with a cognitive and emotional-relational basis; The intra and inter personal skills; Biocentric education</li> <li>• <b>Intelligenza emotiva</b> (videocorso), 2022. Organizer/author: Università Popolare del sociale, <a href="https://www.universitadel sociale.org/it/corsi/categorie/fad-corsi-on-line/intelligenza-emotiva/">https://www.universitadel sociale.org/it/corsi/categorie/fad-corsi-on-line/intelligenza-emotiva/</a> Short description: Through theory and exercises, this on line course on the application of Emotional Intelligence will offer everyone the opportunity to identify and explore technical tools and skills and</li> </ul>

	<p>perception to manage their own and others' emotions with confidence and positive results and to best perform their parental or workers role of teachers, educators, psychologists.</p>
<p><b>Instruments for (self) evaluation of the social and emotional competences, like tests, questionnaires, checklists, self-reflection tools, other</b></p>	<ul style="list-style-type: none"> <li>• <b>Free Test on line on Emotional Intelligence, 2020.</b> <a href="#">Organizer/author:</a> Dentro la tana del Coniglio - Vincenzo Marranca, <a href="https://dentrolatanadelconiglio.com/test/intelligenza-emotiva-test">https://dentrolatanadelconiglio.com/test/intelligenza-emotiva-test</a> Short description: This emotional intelligence test was designed to measure 4 types of skills: self-awareness and self-control, social conscience and social skills (inter-personal skills). Once all the questions have been answered, the test will offer 5 results: <ol style="list-style-type: none"> <li>1. the level of self-awareness;</li> <li>2. the level of self-control;</li> <li>3. the level of social consciousness;</li> <li>4. the level of social skill;</li> <li>5. the general level of Emotional Intelligence (Emotional Quotient or EQ).</li> </ol> The emotional intelligence test should not be considered as an accurate map of one's personality, both because it is difficult to make an objective assessment of oneself and because the answers given could be influenced by the mood of the moment.</li> </ul>
<p><b>Associations/networks in the social and emotional area (and in the career guidance area)</b></p>	<ul style="list-style-type: none"> <li>• <b>ASITOR - Associazione Italiana Orientatori,</b> <a href="https://www.asitor.it/">https://www.asitor.it/</a> Short description: The main purpose of ASITOR Italian Association of Orientators is the dissemination of the culture of orientation in all its forms. It intends to promote the enhancement, growth and updating of the skills of the professional counsellor by certifying high quality levels of both guidance officers and the services they offer.</li> <li>• <b>Asnor - Associazione Nazionale Orientatori,</b> <a href="https://asnor.it/">https://asnor.it/</a> Short description: Asnor   National Association of Career Guidance promotes a new culture of orientation, striving to ensure that the professional role of the Career Guidance is recognized. The Association, with the support of its Technical Scientific Committee and with the collaboration of Italian and foreign university institutions, has built a defined and articulated system of the professional Career Guidance and for them it wants to allow full recognition and promote regulation. The Association organizes and holds the Asnor Orientation Register.</li> </ul>

## 6. Resources in PORTUGUESE language

Theory, models,  
frameworks, general  
introduction on social and  
emotional competences

### Books

- Moreira, P. (2019). Inteligência emocional - uma abordagem prática. Portugal: Idiotèque.
- Goleman, D. (2012). Trabalhar com inteligência emocional. Portugal: Temas e debates.
- Damásio, A. (2000). O sentimento de Si. Lisboa: Europa América.
- Goleman, D. (1996). Inteligência Emocional: a teoria revolucionário que redefine o que é ser inteligente.
- Nascimento, R., Lopes, R., Lopes, P. Exercícios de Inteligência Emocional
- Bradberry, T., Greaves, J. (2019). Inteligência emocional 2.0: você sabe usar a sua?
- Goleman, D. (2019). Inteligência Social: a ciência revolucionária das relações humanas.

### Videos

- “Será que conseguimos viver sem emoções?” - 2021 - Paulo Moreira, Português,  
<https://www.youtube.com/watch?v=Yi010ZcLbgU>
- Inteligência emocional - o podcast - emoções básicas e sociais- 2021 - Paulo Moreira, Português,  
[https://www.youtube.com/watch?v=2\\_SGpvk-1dI](https://www.youtube.com/watch?v=2_SGpvk-1dI)

### Articles

- Queiros, M., Vigário, M., Lamas, M., Rodrigues, R., Barbosa, S., Lamas, E. (2020). *Inteligência emocional - reptos lançados à educação, promoção do bem-estar do ser humano*. E-Revista de Estudos Interculturais do CEI-ISCAP.  
[https://www.iscap.pt/cei/e-rei/n8/artigos/M.Queiros-et-all\\_Inteligencia-emocional-reptos-lancados-a-educacao.pdf](https://www.iscap.pt/cei/e-rei/n8/artigos/M.Queiros-et-all_Inteligencia-emocional-reptos-lancados-a-educacao.pdf)
- Angelo, I.S.(2007). *Medição da Inteligência emocional e a sua relação com o sucesso escolar*. Dissertação de Mestrado. Universidade de Lisboa. <https://repositorio.ul.pt/handle/10451/1288>
- Silva, D. M. & Carvalho, D.J. (2012). *Sucesso Escolar e Inteligência Emocional*. Revista Millenium, 42 (janeiro/junho). Pp. 67-84.  
<https://repositorio.ipv.pt/handle/10400.19/1200>

	<ul style="list-style-type: none"> <li>Silva, C.M.(2016). <i>Capital psicológico: a influência da inteligência emocional e o papel das variáveis sociodemográficas</i>. Dissertação de Mestrado. Universidade de Coimbra. <a href="https://estudogeral.sib.uc.pt/handle/10316/32744">https://estudogeral.sib.uc.pt/handle/10316/32744</a></li> </ul> <p><b>Conference</b></p> <ul style="list-style-type: none"> <li>Universidade Lusófona do Porto - Palestra sobre Inteligência Emocional <a href="https://www.ulp.pt/noticias/reportagem-palestra-inteligencia-emocional">https://www.ulp.pt/noticias/reportagem-palestra-inteligencia-emocional</a></li> </ul>
<b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b>	<p><b>Courses/exercises</b></p> <ul style="list-style-type: none"> <li>Universidade Católica do Porto - Formação Avançada em Inteligência Emocional. B-LEARNING <a href="https://fch.lisboa.ucp.pt/pt-pt/epgfa/fa-inteligencia-emocional">https://fch.lisboa.ucp.pt/pt-pt/epgfa/fa-inteligencia-emocional</a></li> <li>COGNOS - Curso de Formação Inteligência Emocional -B learning ou presencial <a href="https://www.cognos.pt/c_inteligencia_emocional.html">https://www.cognos.pt/c_inteligencia_emocional.html</a></li> <li>Associação Portuguesa para a Qualidade. Formação em Inteligência Emocional - presencial <a href="https://apq.pt/formacoes/inteligencia-emocional-3/">https://apq.pt/formacoes/inteligencia-emocional-3/</a></li> <li>Nascimento, R., Lopes, R., Lopes, P. (2018). Exercícios de Inteligência Emocional: 100 perguntas para aprimorar as suas competências</li> <li>Kotsou, I. (2014). Caderno de exercícios de inteligência emocional</li> </ul>
<b>Instruments for (self) evaluation of the social and emotional competences, like tests, questionnaires, checklists, self-reflection tools, other</b>	<ul style="list-style-type: none"> <li>Inventário de Identificação de Emoções e Sentimentos - IIES - é um inventário de auto relato que avalia a capacidade das crianças identificarem e diferenciarem emoções, a partir de situações da experiência quotidiana. (pp.62-66). <a href="http://repositorio.ulusiada.pt/bitstream/11067/218/4/rpca_v3n1_2_artigo.pdf">http://repositorio.ulusiada.pt/bitstream/11067/218/4/rpca_v3n1_2_artigo.pdf</a></li> <li>Validação do Questionário de consciência emocional para crianças (EAQ) -versão portuguesa. (pp.33-34). <a href="https://dspace.uevora.pt/rdpc/bitstream/10174/12210/2/Dissertac%cc%a7a%cc%83o_%20Corre%cc%a7%cc%b5es.pdf">https://dspace.uevora.pt/rdpc/bitstream/10174/12210/2/Dissertac%cc%a7a%cc%83o_%20Corre%cc%a7%cc%b5es.pdf</a></li> <li>Escala de competências sociais K6 para professores aplicarem a alunos - versão portuguesa <a href="https://ubibliorum.ubi.pt/bitstream/10400.6/2669/7/ANEXO%205.pdf">https://ubibliorum.ubi.pt/bitstream/10400.6/2669/7/ANEXO%205.pdf</a></li> </ul>

<p><b>Associations/networks in the social and emotional area</b> (and in the career guidance area)</p>	<ul style="list-style-type: none"> <li>• PRESSLEY RIDGE - Associação comunitária que apoia a reconstrução de famílias e comunidades - Amadora <a href="https://www.pressleyridge.pt/pt/pages/quem-somos">https://www.pressleyridge.pt/pt/pages/quem-somos</a></li> <li>• Associação Pigmaleão - apoia crianças desfavorecidas, pessoas com doenças do foro psicológico e idosos carenciados <a href="https://pigmaleao.pt/">https://pigmaleao.pt/</a></li> <li>• Associação Portuguesa de Inteligência Emocional <a href="http://www.apie.pt/quem-somos.html">http://www.apie.pt/quem-somos.html</a></li> </ul>
<p><b>Other relevant materials on social and emotional competences</b> which cannot be included in the above-mentioned categories</p>	<p><b>Movies</b></p> <ul style="list-style-type: none"> <li>• “INSIDE OUT”- Divertidamente - versão portuguesa (2015) - aborda as competências socio-emocionais em Crianças</li> <li>• O RECREIO - versão portuguesa (1972) - aborda as competências socio-emocionais na Adolescência</li> </ul>

## 7. Resources in ROMANIAN language

<p><b>Theory, models, frameworks, general introduction on social and emotional competences</b></p>	<ul style="list-style-type: none"> <li>• Andrei, A. (coord.), Angela A., Țibu, S., Scoda, A., Botnariuc, P. et al. (2021). Competențele sociale și emoționale. Colecție de bune practici pentru consilieri școlari și profesori. București: Editura Universitară. ISBN: 978-606-28-1248-5. Disponibilă la: <a href="https://www.ise.ro/competente-sociale-si-emotionale">https://www.ise.ro/competente-sociale-si-emotionale</a></li> <li>• Andrei, A. (coord.) Goia, D., Țibu, S., Botnariuc, P., Crăciunescu, A., Scoda, A., Iftode, O., Lazăr, M., Manu, M., Iacob M. et. al. (2020). Programe și activități de consiliere pentru dezvoltarea competențelor socio-emoționale ale elevilor. Ghid pentru profesorii consilieri școlari. Volumul I Învățământ primar. Volumul II Învățământ gimnazial. Volumul III Învățământ liceal/ profesional de trei ani. Ministerul Educației Naționale. Centrul Național de Politici și Evaluare în Educație - Unitatea de Cercetare în Educație. București: Editura Didactică și Pedagogică. ISBN 978-606-31-1319-2. Disponibil la: <a href="https://www.ise.ro/consiliere-pentru-dezvoltarea-competentelor-socio-emotionale-ale-elevilor">https://www.ise.ro/consiliere-pentru-dezvoltarea-competentelor-socio-emotionale-ale-elevilor</a></li> <li>• Opre, A. (coord.), Benga, O., Buzgar, R., Dumulescu, D., Opre, A. (2018). Dezvoltarea abilităților socio-emoționale în copilărie și adolescență. București: Alpha MDN. Disponibilă la: <a href="https://psiedu.ubbcluj.ro/data/uploads/poze/afis/tool-kit-socio-emotional.pdf">https://psiedu.ubbcluj.ro/data/uploads/poze/afis/tool-kit-socio-emotional.pdf</a></li> <li>• Opre, A. (coord.), Balica M., Buzgar R., Dumulescu D., Macavei, B. (2020). Dezvoltare socială și emoțională. Ghid pentru licee. Bucuresati: UMPFE. Disponibilă la: <a href="https://www.rose-edu.ro/3d-flip-book/ghid-dezvoltare-sociala-si-emotionala-elevi/">https://www.rose-edu.ro/3d-flip-book/ghid-dezvoltare-sociala-si-emotionala-elevi/</a></li> <li>• Opre, A. (coord.), Balica M., Buzgar R., Dumulescu D., Macavei, B. (2020). Dezvoltare socială și emoțională. Ghid pentru universități. Bucuresati: UMPFE. Disponibilă la: <a href="https://www.rose-edu.ro/3d-flip-book/ghid-dezvoltare-sociala-si-emotionala-studenti/">https://www.rose-edu.ro/3d-flip-book/ghid-dezvoltare-sociala-si-emotionala-studenti/</a></li> </ul>
<p><b>Training opportunities related to the development of the guidance practitioners' social and emotional competences</b></p>	<ul style="list-style-type: none"> <li>• <b>Master's degree</b> in "School counselling and emotional education" at Ștefan cel Mare University, Faculty of Educational Sciences Suceava <a href="https://fsed.usv.ro/master/consiliere-scolara-si-educatie-emotionala/#">https://fsed.usv.ro/master/consiliere-scolara-si-educatie-emotionala/#</a></li> <li>• <b>Self-Kit</b> (Adrian Opre, coord.) a validated training course and validated training materials (SEL stories) for teachers. "Social and emotional learning facilitator (SelfKit) is a program designed to help children, adolescents and youth develop their social and emotional skills in order to be flexible and better adapt</li> </ul>

	<p>to new realities <a href="https://psiedu.ubbcluj.ro/data/uploads/poze/afis/tool-kit-socio-emotional.pdf">https://psiedu.ubbcluj.ro/data/uploads/poze/afis/tool-kit-socio-emotional.pdf</a>, <a href="http://www.selfkit.ro">www.selfkit.ro</a>, <a href="https://selfkit.wordpress.com">https://selfkit.wordpress.com</a>.</p> <ul style="list-style-type: none"> <li>• <b>Lions Quest Romania</b> has launched a large initiative on SEL topics addressed to Romanian teachers. More information can be found at <a href="http://www.lionsquest.ro">www.lionsquest.ro</a>. The brochure in Romanian language related to the SEL program for teachers is available here: <a href="https://lionsquest.ro/brosuri/brosura-lions-quest-romana/">https://lionsquest.ro/brosuri/brosura-lions-quest-romana/</a>.</li> </ul>
<b>Instruments for (self) evaluation of the social and emotional competences</b> , like tests, questionnaires, checklists, self-reflection tools, other	<ul style="list-style-type: none"> <li>• <b>EQ-i - Emotional Quotient Inventory (Romanian version)</b> <a href="https://testcentral.ro/test/emotional-quotient-inventory">https://testcentral.ro/test/emotional-quotient-inventory</a></li> </ul>
<b>Associations/networks in the social and emotional area</b> (and in the career guidance area)	<ul style="list-style-type: none"> <li>• <b>European Network for Social and Emotional Competences - ENSEC</b> <a href="https://www.enseceurope.com/">https://www.enseceurope.com/</a> organizes annually conferences</li> <li>• <b>Asociația Consilierilor Români - ACROM</b> <a href="http://www.acrom.org.ro/">http://www.acrom.org.ro/</a></li> </ul>
<b>Other relevant materials on social and emotional competences</b> which cannot be included in the above-mentioned categories	<ul style="list-style-type: none"> <li>• <b>The curricula of counselling and guidance for grades 0,1 and 2</b> approved by Ministry Order 418/19.03.2013 is available in Romanian language here: <a href="http://programe.ise.ro/Portals/1/2013_CP_I_II/55_Dezvoltare%20personala_CP_II_OMEN.pdf">http://programe.ise.ro/Portals/1/2013_CP_I_II/55_Dezvoltare%20personala_CP_II_OMEN.pdf</a></li> <li>• <b>The curricula of counselling and guidance for lower secondary education</b> approved by Ministry Order 3393/28.02.2017 is available here: <a href="http://programe.ise.ro/Portals/1/Curriculum/2017-progr/118-Consiliere%20si%20dezvoltare%20personala.pdf">http://programe.ise.ro/Portals/1/Curriculum/2017-progr/118-Consiliere%20si%20dezvoltare%20personala.pdf</a></li> <li>• <b>RESCUR- Surfing the waves</b> (translated into Romanian) - curriculum for kindergarten, primary and lower secondary education (CNPEE-UCE). Manual for teachers in English: <a href="https://www.um.edu.mt/library/oar/bitstream/123456789/21977/1/2.%20English%20Version.pdf">https://www.um.edu.mt/library/oar/bitstream/123456789/21977/1/2.%20English%20Version.pdf</a></li> </ul>



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