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# The ERASMUS+ Programme

„Stop being couch potatoes! Developing social  
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

# Workshop scenario

## General information about the workshop

### Work with pleasure

<b>Name of Social Competence</b>	Ability to assess and develop oneself
<b>Name of the workshop</b>	How to Work with Pleasure
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To support self-recognition the young people's competences and skills as an essential precondition for developing the career management skills</li> <li>• To build the awareness of what competences and skills you might want to use at work to enjoy a fulfilling job</li> <li>• To identify your preferred career direction</li> <li>• To present yourself and your strengths in the context of the already acquired knowledge and work experience</li> <li>• To find out the demands in the labour market of the particular job using the online guide</li> </ul>
<b>Duration</b>	8 hours
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• story cards or postcards</li> <li>• worksheet "Who Am I"</li> <li>• list of characteristics</li> <li>• coloured papers RIASEC</li> <li>• worksheet "RIASEC profession areas"</li> <li>• worksheet "My Goal"</li> <li>• list of professions for the specific profession types</li> </ul>
<b>Innovative approach</b>	Participants, during the workshop, are working with real documents which help them to prepare for searching for the right job, knowing their strengths and weaknesses, knowing themselves.



<b>Learning results/outcomes</b>	<ul style="list-style-type: none"><li>• the participant is able to present their key competences in the context utilizing them in the real-life situations</li><li>• the participant is aware of their skills that he or she enjoys</li><li>• the participant acquires the essential skills to look up the information about professions (qualifications, personality requirements, job descriptions)</li><li>• the participant can evaluate his or her competencies and opportunities for their improvement as a precondition for increasing their chance to succeed in the labour market</li></ul>
<b>Attachments listed</b>	<ul style="list-style-type: none"><li>• 1 _ employment database at ISTP.sk</li><li>• 2 _ overview of the selected profession at ISTP.sk (example)</li><li>• 3 _ RIASEC Profession Areas - Typology</li></ul>



## Agenda of the workshop

1. Get to know each other through the postcards
2. Outline of the workshop, Participants' expectations, Setting up group's internal rules
3. My strengths
4. My Skills and Competences
5. The World of Work Map
6. My Goal
7. What Does the Labour Market Need
8. Feedback



## Description of the activities

<b>Activity 1</b>	<b>Get to know each other through the postcards</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• story cards</li> <li>• postcards</li> </ul>
<b>Type of activity</b>	Game

### Description

The participants one-by-one choose the postcard which portrays them best. Sitting in the circle, the lecturer asks the participants to introduce themselves through the selected postcard. They may want to answer the following questions: Who am I? Why am I here? What does the postcard say about me?

<b>Activity 2</b>	<b>Outline of the workshop, Participants' expectations, Setting up group's internal rules</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• flipchart</li> <li>• post-its</li> </ul>
<b>Type of activity</b>	Brainstorming

### Description

The lecturer introduces the outline of the workshop in the coloured thematic areas. Using brainstorming method, he prompts the participants to express their expectations, write them on the post-its and stick them on the flipchart. The group then sets its internal rules which are to be marked on the flipchart. Outputs of the session are to be placed on the wall.



<b>Activity 3</b>	<b>My strengths</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• worksheet “Who Am I”</li> <li>• list of characteristics</li> </ul>
<b>Type of activity</b>	Discussion

### Description

The participants are to be divided into groups of 3-4 members. Each participant formulates the story of his or her (professional) life situation while mentions the moments of success and self-esteem. While the participant narrates his or her story, the others make notes on what qualities or characteristics the person has, putting them down on the post-its. Possibly they may use the list of characteristics to formulate their ideas precisely. The narrator sticks the post-its into his or her „Who Am I“ worksheet. The group continuously shares oral feedback each participant’s story.

<b>Activity 4</b>	<b>My Skills and Competences</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• Coloured papers RIASEC</li> <li>• worksheet “RIASEC profession areas”</li> </ul>
<b>Type of activity</b>	Group and individual work

### Description

#### 1. PREPARATION:

The participants get familiar with the RIASEC typology tool. They work with the RIASEC tool, first, through the group interactive game “Party” and then through individual fulfilling the “RIASEC thematic areas” worksheet.

#### 2. PROCEDURE:

The participants play the “Party” game where they have a chance to identify their professional type. They are instructed as follows: “Imagine that you are invited to the party with no-one acquainted. The room where the party takes place is hexagonal. You are standing in the centre while in every corner is a group of people enjoying themselves because they have many things in common. These groups are divided into: (the lecturer presents the RIASEC typology and places the coloured papers RIASEC on the ground).” Then he invites the participants to join the group they have most in common. When in groups, they share what they believe is typical for them, why they like it, what can help them to become the personality type. After 15 minutes of sharing, the instruction is: “Imagine that all the group members have gone and you are left



alone – which group would you join as the second best option?” The participants rotate this way 2 times more while sharing the reasons for choosing this or that group.

The participants then fill in the “RIASEC thematic areas” worksheets where they indicate the actions (skills and competences) they would like to take (use) in their future job. This way they create the list of 5-10 key skills and competences. They compare the list with the results of the professional typology in the “Party” activity.

<b>Activity 5</b>	<b>The World of Work Map</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• blank sheets of paper</li> </ul>
<b>Type of activity</b>	Individual work

### Description

The participants are prompted to imagine how the city map of the “World of Work” would look like. They draw the work areas, companies, schools, sectors, infrastructure, nature, individuals etc. In the groups of 2 or 3, the participants share their drawings and reflect on the impact of the map on the area of their job interests, its effect on their job hunting strategies, opportunities or threats.

<b>Activity 6</b>	<b>My Goal</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• worksheet “My Goal”</li> </ul>
<b>Type of activity</b>	Individual work

### Description

The participants in pairs think about their goals and what characteristics, skills and competences in the labour market context they need to achieve them as well as what motivates them to get a job in the preferred work areas/positions. They put down their ideas in the “My Goal” worksheet.



<b>Activity 7</b>	<b>What Does the Labour Market Need</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• mobile phone</li> <li>• internet access to the ISTP.sk website</li> <li>• the list of professions for the specific profession types</li> </ul>
<b>Type of activity</b>	Group and individual work

### Description

#### 1. PREPARATION:

The lecturer in a simple and instructive way presents the main benefits of the ISTP.sk website. The participants are given the opportunity to get acquainted with how to use the website and, in particular, with the ways of searching for the relevant job opportunities in the database.

#### 2. PROCEDURE:

The participants try to find the specific professions which are real and might be relevant for them. Being given the printed list of professions for each professional type, they are invited to write down at least 5 professions that would attract them. Then they work in a group of the type and together brainstorm the professions they might enjoy (based on their skills and competences). Each participant chooses 3 professions. He or she looks all of them up in the ISTP.sk to check out the qualification requirements, personality requirements and job descriptions to compare them with the “My Goal” worksheet. Using a colour pen, the participant marks which competencies and skills he or she should improve.

<b>Activity 8</b>	<b>Feedback</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• Post-it</li> </ul>
<b>Type of activity</b>	Individual and group work

### Description

The participants write on colourful post-its what they appreciate in the workshop. Sitting or standing in a circle, they give feedback to the lecturer and stick post-its next to their expectations formulated in the morning.



## Attachments

### The employment database at ISTP.sk

The screenshot displays the website interface for ISTP.sk. At the top, there is a search bar and navigation links for 'Voľné pracovné miesta', 'Kurzy', 'Pracovný kompas', 'Kartotéka zamestnaní', and 'Infocentrum'. The main content area features a search bar with the text 'Napište zamestnanie' and a 'Vyhľadať' button. Below this, there is a list of job categories with their respective counts.

**Kartotéka zamestnaní**

Zaujímá vás, čo robí operátor, koľko zarába kuchár, učiteľ alebo aké vzdelanie potrebuje lekár?

Napište zamestnanie **Vyhľadať**

Rozšírené vyhľadávanie +

Spolu **1 544** zamestnaní

• Bankovníctvo, poisťovníctvo, finančné služby a realty (37)	• Poľnohospodárstvo, zväzradníctvo, rybolov a veterinárstvo (57)
• Celulózo-papierenský priemysel (16)	• Polygrafia (14)
• Doprava (58)	• Potravinárstvo (34)
• Drevozpracujúci priemysel (31)	• Predaj a servis motorových vozidiel (20)
• Elektrotechnika (36)	• Remesiá a osobné služby (76)
• Energetika, plyn a elektrina (49)	• Samospráva (122)



## The overview of the selected profession at ISTP.sk (example)



**Zamestnanie**

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Karta zamestnania

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Zobrazíť ako PDF

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Tlačíť

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Otestujte sa

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Video o zamestnaní 1

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Video o zamestnaní 2

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Otázky a pripomienky

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**Pracovná oblasť**

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Zamestnania

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Aktuality

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Charakteristika

### Umelecký kováč

UMELECKÝ KOVÁČ JE TVORIVÝ PRACOVNÍK S UMELECKÝMI PREDPOKLADMI NA ZHOTOVOVANIE UMELECKÝCH PREDMETOV NA BÁZE ŽELEZNÝCH A FAREBNÝCH KOVOV PŘEVAŽNE RUČNÝM KOVANÍM.

Tlačíť

Zobrazíť ako PDF

Otestujte sa






Video 1

Video 2

**POŽADOVANÝ STUPEŇ VZDELANIA**

- Úplné stredné odborné vzdelanie

**UŽITOČNÉ ODKAZY**

- Národná sústava povolání
- Zdrúženie zlievami a kováčmi Slovenska
- Zväz hutníctva, ťažobného priemyslu a geológie SR

**INFORMÁCIE O ZAMESTNANÍ**

- Kvalifikácia
- Osobnostné predpoklady
- Zdravotné obmedzenia
- Doplňujúce informácie
- Klasifikácie

**VOLNÉ PRACOVNÉ MIESTA**

Aktuálne nie sú evidované.

**1 Kvalifikácia** +

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**2 Osobnostné predpoklady** -

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Názov		Úroveň
Pozornosť	?	nadpriemerná



## RIASEC Profession Areas – Typology

<p>PRACTICAL AND TECHNICAL TYPE (R – Realistic)</p>	
<p>manual work, usage of machines and tools, concrete outcomes of work, motion, work outside, work with animals, on site, in workshop, in garden, operating heavy machines, work with cars and engines, repairing electronics, metal work, solving technical problems</p>	<p>skilled, technical, practical, persistent, concrete, straightforward, honest, crafty, independent, thrifty, focused on things and activities</p>
<p>INTELLECTUAL AND EXPERIMENTAL TYPE (I - Investigative)</p>	
<p>learn new things, observe, explore, understand, experiment, solve problems, learn, intellectual activities, mathematics, science, physics, lab work, statistical analysis, information analysis and searching for a new perspectives, reading scientific books and magazines</p>	<p>curious, analytical, critical, logical, calm, objective, doubtful, receptive, consistent, intellectual, ability of self-awareness / self-observation / self-evaluation, methodical, rational</p>
<p>ARTISTICAL AND LINGUAL TYPE (A - Artistic)</p>	
<p>create, manifest, sing, play, dance, express, have freedom, use emotions, photograph, speak foreign languages, edit a magazine, draw, paint, make sketches, design furniture, clothes, write articles for newspapers or magazines</p>	<p>creative, spontaneous, nonconforming (not willing to conform to rules or majority), expressive (immediately expressing emotions), emotional, idealistic, original, impulsive, independent, intuitive, sensitive, imaginative (capable of imagination)</p>
<p>SOCIAL TYPE (S - Social)</p>	
<p>help, care, listen, advise, solve problems of others, educate, be with people, charity, psychology studies, teach and train others, help handicapped people, resolve quarrels and disagreements between people, work with delinquents and prisoners, service provision</p>	<p>empathetic, receiving, sympathetic, caring, sociable, communicative, accommodating, team player, pedagogical, generous, patient, helpful, tactful</p>
<p>ENTERPRISING TYPE (E - Enterprising)</p>	
<p>direct, influence, persuade, organize, manage, sell, earn, develop, argue, trade, project management, oversee the work of others, run a business or services,</p>	<p>ambitious, assertive, self-confident, good negotiator / seller, dominant, energetic, convincing, communicative,</p>



make important decisions, influence others, speak in front of the audience	adventurous, ability to motivate others
ADMINISTRATIVE TYPE (C - Conventional)	
organize, order, sort, count, respect rules, check, work with data and numbers, work with PC, record data, make billing, create records, accounting, tax advisory, filling in detailed forms	organized, consistent, persistent, methodical, conscientious, hardworking, efficient, conservative, precise, fast, sense of duty, detail-oriented

In my work I would like to do the following: 1. 2. 3. 4. 5.	I would like to use the following strengths in it: 1. 2. 3. 4. 5.
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