

## **Multiple countries: Prometheus Toolkit (Prometheus project)**

### Introduction

**Title:** Prometheus Toolkit

**Country:** : The Prometheus Toolkit is one of the intellectual outputs of the Prometheus project (2014-1-BG01-KA204-001560), funded with the support of the European Commission and is jointly developed by the partners from different European countries, including BFE (Bulgaria), CIAPE (Italy), BEST (Austria), IED (Greece), Aspire-i Ltd. (UK) and CIT (Ireland). Its main purpose is to provide additional resources, which will help career advisors enhance the quality of their services offered to clients.

**Type of tool:** It provides information about the format and mode of the instrument - whether it is a role play, a psychological test, an interview tool, an exercise / structuring task, a self-evaluation / reflection questionnaire or a skills evaluation tool.

**Target group:** The main target groups addressed by the selected tools include all types of people interested in planning and managing their career. In particular, the main target groups are school children, youngsters, university students, unemployed people, people wishing to change their career and people interested in their professional development. For some instruments, the identification of the target groups is linked to each client's individual goals and needs.

**Potential transferability:** High due to provision of multiple, tailor made tools and practices.

### Organisation and description of the tool

The Toolkit provides a multiple source of **separate tools** which respond to the clients and beneficiaries' needs and expectations. Depending on these needs, it is possible for the counsellor to identify the most suitable tool that supports the guidance session in individual or group basis.

As an **example** we describe one of the tools which are included in the Toolkit as follows:

**Name of the selected Tool:** At the Reception

**Type of the Tool:** Role play

### Implementation

This exercise takes place in the form of a **role play exercise**, in which the client has to play the role of an administrator at a hotel reception desk, and the consultant - the role of different customers of the hotel. The task of the "administrator" is to serve each client that visits him/her today, despite their behaviour. If the client finds it difficult to play the role of a hotel receptionist, the task can be modified and related to his/her last professional role (especially if it involves working with clients).

## Implementation

This role-play activity can help the client learn a lot about their **communication skills**, by observing their own reactions to the different situations they face. The consultant will take on the roles of different customers, depending on the respective hypothetical situation. It is important for the consultant to be as authentic as possible in the different roles, because this will provoke the client to actively participate in the role play, as if it were a real situation.

Possible **hypothetic situations** and **roles**:

- A telephone conversation in which a man is interested to learn more about the conditions and prices of the hotel. He wants to hire a double room for 3 days. The communication skills for speaking on the phone with an unfamiliar client/person are being observed.
- An elderly man wants to use the hotel spa centre and is asking for more information about the services offered. The man has a hearing problem. In this role the consultant needs to play the role of a person with a hearing problem well, in order to observe whether the “receptionist” will take into consideration the characteristics of the client and start speaking in a slower and clearer manner, using less words and repeating the information if required.
- A young woman approaches the Reception desk to complain about irregularities in her room – clogged waste pipe, cold water, uncomfortable bed. The woman speaks angrily, interrupts and does not hear the explanations of the receptionist. The receptionist has to find a way to “calm down” the unsatisfied customer.
- A tourist wants to do a city tour and kindly asks the receptionist to write down the most famous landmarks in the city and something specific about each one of them. The receptionist cannot refuse this kind request and spends time helping the tourist. Here the written skills of the “receptionist” are also being observed.
- A tourist who does not understand the language of the receptionist and speaks very little English wants to stay in the hotel for three days. The receptionist has to carry out a conversation with the tourist and tell them they have no available rooms for today, only from tomorrow onwards and to tell the tourist about the prices of the other hotel services. The ability to cope with a new situation and the use of non-verbal communication are observed.
- A hotel manager calls the receptionist because there has been a complaint by a client, regarding the receptionist’s performance. The behaviour of the manager is not very aggressive, but still he raises his voice. The manager will enter into a dialogue if the receptionist does not get confrontational, but instead, listens to his/her arguments, manages to formulate his/her own arguments without attacking, and maintains a good tone of conversation throughout the entire dialogue.

The **consultant** will determine whether to use all hypothetical situations, which one to start with and which one to finish with, as well as whether to change any of them. The consultant is observing the behaviour of the client during the conversation, in order to discuss later their behaviour, communication strategies, difficulties, emotions, thoughts and feelings. The consultant can use the “self-evaluation of the process” questionnaire to help the client share their own evaluation and opinion about the way they coped with the different situations. The same questionnaire can be used as a template in which the consultant marks down the level of communication skills possessed.

## Description of the target group

- Clients who need good communication skills for their professional development;
- Clients who have come to have their soft skills evaluated;
- People whose profession is related to working with clients;
- Clients whose purpose for consultation is to receive a plan for career development.

## Policy context

The **2008 resolution** emphasised the central role played by guidance within education and training policies, as well as the influence it can have on the employment growth of individuals.

It also set out four main priority areas: encourage the lifelong acquisition of career management skills, ease of access for all citizens to guidance services, develop quality assurance in guidance provision, encourage coordination and cooperation among the various national, regional and local stakeholders.

The resolution has gone on to influence the work of the Commission, as well as the activities of organisations such as CEDEFOP.

These Commission-led resources are complemented by the work of **Eurodesk** in informing young people on the opportunities they have to move around the EU.

Equally, a number of recent Erasmus+ projects have seen **national agencies** working together to develop online guidance resources to help both career guidance professionals and end users of careers services.

In addition to these online resources, career guidance professionals are able to share best practice and further develop their own knowledge through exchange visits organised by the **Academia programme**. These trips usually last 1 week and see a group of around 10 careers guidance professionals visit a centre for career guidance in another member state, where they take part in talks, discussions and job-shadowing. Similar trips have also formed the basis to several Erasmus+ KA2 mobility projects between European partners.

## Impact for assesseses

### Empower Talk Movies

This series of videos features individuals from Bulgaria, Austria, Greece, Italy and the United Kingdom who are sharing their experience of using career/ guidance counsellors by offering their own perspective of how they sought this advice and how it has helped them.

These movies will be available in English, Bulgarian, German, Italian and Greek. Please click on the link below to access the videos in your preferred language.



## Videos

## Links

[http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit\\_EN.pdf](http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf)

[http://prometheus-eu.net/wp/wp-content/uploads/2015/09/Prometheus\\_IO1\\_Report\\_EN.pdf](http://prometheus-eu.net/wp/wp-content/uploads/2015/09/Prometheus_IO1_Report_EN.pdf)

## Personal comments

We found it to be an integrated resources package that enhances the professionals modes of working according to individuals needs and status by explaining details and because of the ease of use of a number of tools.

