

MOMAP TOOL

Future Career Goals

MOMAP Dimension: Challenges

MOMAP Domain: Professional Challenges

Finding a job is crucial for successful economic adaptation - a process which refers to the degree to which work is obtainable, satisfying and effective in the new culture (Aycaan & Berry, 1996). This can be difficult in a new culture, yet work is the basis of material survival. What's more, beyond material survival work is also a basic criteria through which social statuses are assigned. Challenges related to professional life include issues such as familiarising oneself with the labour culture and laws of the new country, gaining a work or resident permit, a valid passport or a national identity card and complying with employment laws and regulations. Sometimes even highly qualified people are not able to find a secure job for long periods. There is strong evidence that re-employment leads to improved self-esteem, improved general and mental health and reduced psychological risks (Fryer, 1995).

Target group:

Type of mobility:

Geographic Mobility: X

Social Mobility: X

Implementation phase:

Before: X

During: X

After: X

Duration:

Number of sessions: 2

Time: 3 hours

Tool objectives / short description:

This tool helps participants who are unclear about their professional motivations or who lack information on the requirements needed for their desired position in the new setting/country. The tool enables participants to set their career goals, to gather information about competences and qualifications required, and to reflect on what actions they need to take to reach those specific goals.

Sessions:

SESSION 1

Session Objectives:

- To enable participant to set their career goals
- To have a realistic picture about the goals (competences needed, labour market demand, potential employers)

Time: 1 Hour

Materials: pen, paper, and the participant needs access to the internet for completion of the homework

Preparation needed:

Ask your participant to complete “Handout No. 1 – My LinkedIn Profile” before the session.

The LinkedIn Profile should contain all the achievements, competences etc. that he/she would like to have five years from now. Show the participant the example LinkedIn profile (see Handout) and explain the different sections. To fill out the different parts, the participant can create fictitious organisations, workplaces etc, and also can use information from real organisations. Motivate your participant to start doing some research about the professional field he/she is interested in. For example he/she could look up potential employers, browse through job advertisements or talk to professionals working in the field. The aim is to discover what competences, experience and qualifications are needed to work in a given field.

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Step-by-step activity:

Lead in:

Introduce the aim of the session.

Activity 1: Checking “My LinkedIn Profile”

Look at and discuss in detail the LinkedIn Profile which the participant has done. Define the areas in the profile that have already been achieved by the participant, and also identify which areas are new and belong to the desired situation for the future.

Follow up discussion: (10 min)

Take the future jobs and activities that he/she is wishing for and discuss them in depth. How does he/she imagine the job, how would it look in practice, what would he/she be doing. What would a typical day or week look like? What requirements are there for such a position? What qualifications exist? What competences (knowledge, skills, and attitude) are needed to perform well in this position?

Collect all concrete questions related to the position (qualifications, competences needed, responsibilities etc.). Brainstorm together possible ways of finding out the answers (who to talk to, where to do research etc.)

Try to make sure that the desired situation is reachable for the participant. Try to make him/her think realistically in accordance with his/her present situation.

Finally ask the participant to prioritise his/her future wishes. Which is more important - to work as a teacher or speak good English?

Closing the session:

Stress the importance of collecting information. Mapping the requirements is especially important in a new setting, in a new country. For instance in the case of geographic mobility, the same professions could entail very different tasks from country to country.

Ideas for homework:

The task of your participant is to find out all the answers to the questions collected.

Possible modifications:

Before/During Geographic mobility: if the participant has been in the new country for less than five years, you can focus on the things he/she would like to achieve during the time he/she is in the country. In this case the future LinkedIn Profile can be a profile that relates to the time after his/her return to the home country. Ask him/her to write the profile in such a way that it is clear what he/she has gained during the mobility experience. You could also ask the participant to think about how he/she would like to use his/her experience after return – what elements in the profile are there because the mobility experience was the particular way he/she imagined it?

After Geographic mobility: it is especially important to find out together what role the mobility experience has played in his/her professional life. How can that experience be a resource for the future?

Even if the participant does not particularly want to gain a new job, this exercise can still be very fruitful as it helps the participant to clarify his/her goals and identify gaps, tasks and areas to work on.

Hints for the guide:

If the participant would like to have a position in a field that is unknown to you, then you should also do research on the position, the requirements, the competences needed. Without this, it would be hard to be a reality check for the participant.

When going through the desired future and the path leading up to it, try to be as concrete as possible and help them identify their underlying motivations. Some participants may have vague ideas and it is important at least to identify the key questions and dilemmas related to their wishes.

Additionally, the guide's role can be to help the participant think of various alternatives and multiply their imagined options.

SESSION 2

Session Objectives:

- To deepen the participant's understanding of his/her career goals
- To come up with concrete actions that enable the participant to develop his/her the competences necessary for their future career

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Time: 1 hour 30 min

Materials: paper, pen

Preparation needed:

The guide should do some background research on the positions, jobs and qualifications the participant named as their priority wishes.

Step-by-step activity:

Lead in: (5 min)

Explain the objectives of the session.

Activity 1: (1 Hour)

Go over the homework with your participant. Discuss the answers he/she collected to the questions you identified in the previous session. At the end look at the list of priorities set in the previous session. Has this changed in the light of the new information?

Activity 2: Defining the competences needed to accomplish the goals

Take two to four of the most important things from the participant's priorities list. The number of items analysed together will depend on the complexity of these goals.

Together come up with a list of competences needed to achieve the job position. Do not only list formal qualifications, try to make a competence-based list (approx. 8-10 competences for each position). You can use all the information you or your participant have gathered (interviews with professionals in the field, job profiles, ads on the internet etc.).

Together with your participant, try to assess what competences he/she already possesses and what competences are missing. Always ask him/her to explain why he/she thinks that they have that competence and to try to define the level. Try to gather multiple situations or evidence for each competence.

Focus on three levels:

1. She/he can do it with the supervision or help of others, e.g. I can write official letters, but my colleague always checks and corrects them before we send them out.
2. She/he can do it alone but under very similar circumstances, e.g. I am good at using Excel as long there are only simple calculations and functions in the table.
3. She/he can do it alone and under different circumstances, e.g. I am good at planning menus for bigger groups. I planned the Christmas menu for my office team (15 people) and I also helped with the wedding menu of a friend (100 guests).

Possible modifications:

If you have completed the 'My Professional Map' tool with your participant before, you may already have plenty of information about your participant's background and level of competences. In this case, just focus on the new competences that have come up since.

Activity 3: Action Plan (30 min)

Ask your participant to think about the next 5-6 months and look at his/her most important three or four priorities. Find out in respect of each priority what are the first steps that the participant needs to do in the following 5-6 months to start to work towards it.

E.g.:

- Collecting more information about the position they imagine for themselves
- Talking to friends who know more about ...
- Improving language skills
- Writing a CV

Talk about possible ways to develop the necessary competences – always think from the participant's point of view. Define different strategies together with your participant. Try to be as concrete and realistic as possible. Ask your participant to note down the main action points. For instance:

"I need to develop my English skills, so I will ask an American friend to do a language tandem. I think we could meet once a week for 2 hours. In addition, I can spend 20 minutes daily reading English news to expand my vocabulary."

Closing the session:

At this point your participant should have a more clear picture of his/her career goals, should be familiar with the requirements, and should have defined concrete actions to reach his/her future dreams.

Hints for the coach:

Some participants may have an unrealistic image of themselves (either too low or too high self esteem). In these cases it is especially important to ask them to bring in different examples and to refer to the feedback they received from their colleagues and peers in order to substantiate the assessment of strengths and competences to be developed.

It is important to note however that the primary basis of this method is self-reflection, hence, distortion may not be fully avoided.

Closing:

Evaluation of the tool:

During the sessions you are already analysing and evaluating our participant's competences—the guide should give as much feedback as possible while working on the different tasks. After the last session you should recall the whole process together with the participant and discuss the following questions:

- What was the most important thing that you learned during the process? What are the new things that you discovered about yourself? Do you feel clearer as to your career goals? How informed do you feel about how to reach these goals?
- Was there anything that you think was not that useful for you?

Combination with other tools:

This tool best works after the 'My Professional Map' tool.

Handouts:

Handout 1 / A

My LinkedIn Profile:

Think about your professional life in 5 years' time. What would you like to be doing? Also think about what you will have achieved by that point. Make a LinkedIn Profile that introduces you and your career at that point, 5 years from now. Among the background information you should list the things that you have already done in reality (up until today), and also the things that you imagine you will do over the next 5 years.

My LinkedIn Profile (You can visit: www.linkedin.com)

Place picture here

Name

Current occupation

Place

Sector

X connections on your professional network

Background

Experience

Skills & Expertise

Languages

Education

Courses

Organizations

Volunteer Experience & Causes



| | | |
|-------------------------------|----------------------------|--|
| | | |
| | Interest / hobbies: | |
| | | |
| | Other: | |
| | | |
| Summary / Motivations: | | |
| | | |



Handout 1 /B

Example LinkedIn profile:

LinkedIn Profile Example
(You can visit: www.linkedin.com)



Jakob Taylor
Project Coordinator at Culture.Inc Foundation
Hungary
Nonprofit Organization Management

You have 139 connections on your professional network

Background

Experience

Project Coordinator
Culture.Inc Foundation
January 2011 – Present (2 years 6 months)

Teacher
Dagskolen Nordjylland
June 2007 – June 2008 (1 year 1 month)

Office Manager
Remény Rádió Ltd.
June 2002 – October 2004 (2 years 5 months)

Skills & Expertise

Intercultural communication
Event Management
Intercultural Training
Intercultural Skills
Pedagogy
Method Development

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| | Project Coordination |
| Languages | English Hungarian |
| Education | Det Nødvendige Seminarium Bachelor's degree, Teaching 2006 – 2010 |
| | Széchenyi István University Bachelor's degree, Business Management Specialization 2002 – 2004 |
| | University of Pécs Faculty of Business and Economics 1998 – 2001 |
| Courses | Art and adaptation - Grundtvig Course 2012 - Greece, Napflion |
| Organizations | AIESEC Hungary PTE University Pécs, Hungary 1998-2002 |
| Volunteer Experience & Causes | One World University - Changalane, Mozambique English Teaching Education 2008 |
| Interest / hobbies: | Theatre, singing |
| Other: | |

Summary / Motivations:

I have always wanted to work with educational development, not only on the theoretical side but also by putting into practice things that I develop. At the same time I have a strong belief that people can gain a lot through intercultural situations. So all my life I have tried to find possibilities where I can work with education and intercultural issues at the same time.