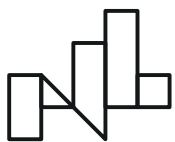


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HANDBOOK FOR SELF-STUDY

FOR CAREER COUNSELLORS
WORKING WITH THE GROUP

NEET



Neet's Education. Expert handbook.

Innovative Training System for Vocational Counsellors

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INTRODUCTION

This handbook is the result of a project entitled *"Programme for the Development of Vocational Counseling project in Poland"* carried out by the Lublin Self-help Centre in partnership with Einurð Ltd, Iceland, in the period 2022-05-01-2024-04-30, under the Education Programme (EDUCATION PROGRAMME), Institutional Cooperation to Improve the Quality and Matching of Educational Provision at All Levels and in All Forms (excluding VET and Vocational Continuing Education), co-financed by the European Economic Area Financial Mechanism (EEA).

The inspiration for the writing and implementation of the project were the disturbing phenomena observed by employees and collaborators of the Lublin Self-Help Centre in the course of their long-term work with young people from the NEETs group (i.e. youth not in employment, education or training), which proved the low effectiveness of actions aimed at economic activation of this group. The above regularity is illustrated by the fact that projects dedicated to NEETs very often involve the same people many times, who, even after obtaining professional qualifications and receiving comprehensive counselling support, do not take up work or take it up for a short period and quite often return to educational and professional inactivity (they return to the group of NEETs). A coherent problem is the resignation by young people from the training courses they have undertaken in the course of their training or the abandonment of the apprenticeship and traineeship offered before their completion.

One of the reasons for the phenomena described above seems to be the poor practical preparation of Polish career counsellors to work effectively with NEETs, which is due to the ineffective system of counsellor education, focused mainly on imparting theoretical knowledge with a lack of proven, effective practical methods of counselling.

For the above-mentioned reasons, we considered it extremely important to support career counsellors working in Poland by providing them with an opportunity for self-education, based on combining theory and practice, including collecting and making available to them proven practical counselling tools and methods. The idea of this handbook is based on this assumption. We assume that based on the content contained in it, vocational counsellors will be able to independently acquire knowledge and skills to effectively work with people from the NEETs group and prepare for a free online exam available on a portal created within the project, after passing which they will receive a certificate. At the same time, Lublin Self-Help Centre will keep a list of professional advisors licensed in this way.

Having studied the effectiveness of support for NEETs in different countries, it was interesting to note the good practices in Iceland, which inspired the creation of this handbook. Thus, the development of this handbook was preceded by an analysis of the factors that cause young people to become NEETs, an analysis of the barriers and problems NEETs face, and an analysis of the way of working and the activities presented as good practices by the Icelandic partner.

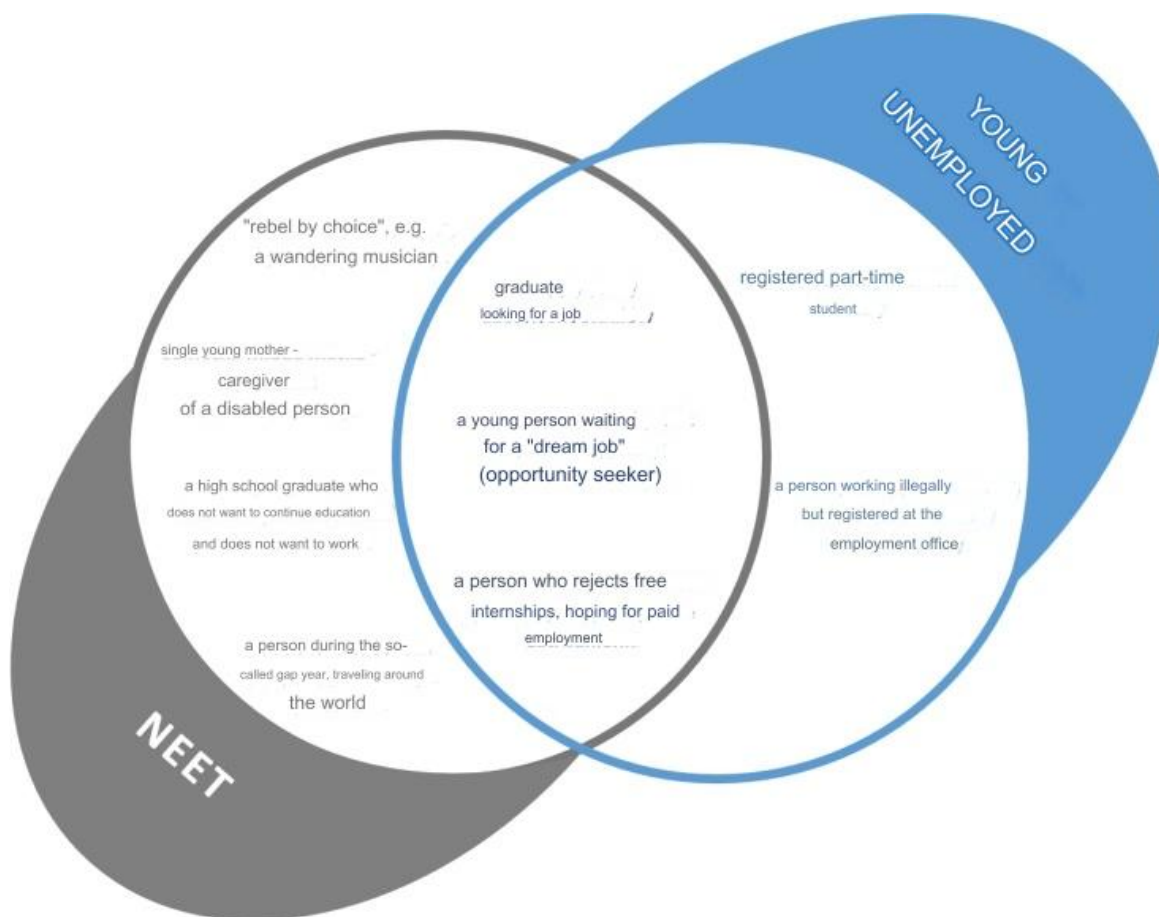
The handbook is dedicated to Polish career counsellors working with NEETs in various types of public and non-public institutions.

Factors for belonging to the NEETs group

The analysis of the NEETs group (i.e. young people who are not active in any of the three categories: work, formal education or training) in Poland and in the Lublin region indicated a multifactorial background and great diversity of people belonging to it. It is made up of both young unemployed and economically inactive graduates (i.e. those who do not have a job and are not looking for one), as well as people who completed their education prematurely but did not enter the labour market for various reasons (a more detailed distinction is presented in Figure1 below).

1 <https://ideologia.pl/czym-jest-neet-uwarunkowania-i-skutki-spoleczno-ekonomiczne/>, accessed on: 13.09.2023

Rogoll R., To be yourself, PWN Scientific Publishers, Warsaw 1995.



Research shows that approximately 90% of young unemployed Poles under 30 cite learning and completing qualifications as the reason for their professional inactivity. This means that 10% of young Poles do not undertake any education or training activities and thus belong to the NEETs group². Such people are at risk of unemployment, social exclusion and poverty.

Systemic factors that increase the risk of NEETs belonging to the NEETs group include: the lack of skilfully selected educational programmes; the lack of specialists (teachers, career counsellors, etc.) prepared to work with these individuals; the low diversity of applied forms of teaching encouraging young people to develop and shape relevant competences.

Due to difficult access to representatives of the NEETs group (they do not use the help of public employment services and are outside the education system), it is difficult to estimate the real scale of their number in the Lublin region. One of the few entities studying the situation of NEETs is EUROSTAT. According to its research results, young people aged 15-29 who are not in education, employment or training will constitute 13.1% of all NEETs in the European Union in 2021. In the European Union, they constituted 13.1% of the population of young people, while in Poland - 13.4%, which gives 9th place in the EU counting from the highest indicator. The value of the NEETs indicator in individual voivodeships in Poland varies: the highest share was recorded in the Podkarpackie Voivodeship - 17.1%, the lowest in the voivodeships: Malopolskie Voivodeship - 11.8%, Pomorskie Voivodeship - 10.7% and Warsaw Capital Region - 10.2%. In comparison with the national ranking, the Lublin region is in 6th place with a result of 15.1%³.

In Poland, among people aged between 15 and 34 (data up to the age of 18 is unavailable), there are 249 000 people in an unemployment crisis in 2022, including 144 000 men and 105 000 women (LFS data for Q1 2022). This population can be divided into four groups: 70,000 were just making their debut in the labour market, 53,000 were returning to work after a break, 87,000 had lost their job due to company bankruptcy, staff restructuring or dismissal for another reason, and 37,000 had resigned from their previous position of their own volition.

² [za: Statistics 2019, <https://gdm.praca.gov.pl/o-programie/statystyki>, accessed 06.04.2021].

³ LUBELSKIE ON THE LABOUR MARKET - Bulletin of the Voivodeship Labour Office in Lublin 2/2023

In the aforementioned age bracket, almost 3 million people were economically inactive (not working and not looking for a job). At the same time, $\frac{3}{4}$ of them were studying, supplementing their qualifications, undergoing apprenticeships or traineeships, and $\frac{1}{4}$ (731,000, including 205,000 men and 527,000 women) can be counted as NEETs. Statistically, the possible reasons for being in NEETs differ by gender: among men it is illness or disability (128 thousand), among women, family and housekeeping responsibilities come first (326 thousand) and only illness or disability comes second (91 thousand).

Another problem is the fact that the majority of young people not in employment and education do not register in labour offices and do not take advantage of their support. Outside the registers of public employment services, there are approximately 70% of young people who are not working or studying.⁴ As most of the state's activities to counteract unemployment are carried out by labour offices - the data quoted above indicate that a significant number of NEETs do not have access to any support related to professional activation. This is due to the fact that people from this group are not interested in the offer of labour offices and do not apply to them themselves, which may result, among other things, from the fact that the support offered there is not tailored to the specific needs of NEETs. Participation in a training, internship, course or vocational counselling without their individualisation will not be effective, although in the short run it may result in changing the educational and professional situation of a young person. The short-term nature of the change is also often a reason for discouragement among NEETs, both in terms of their own activity and the use of institutional assistance.

Determinants of membership of NEETs in Poland include:

- lack of motivation to take up work or study: some NEETs show no interest in taking up work or study, which may be due to low self-esteem, lack of confidence in their abilities or not seeing positive prospects for themselves in the labour market or opportunities in the education system.
- Lack of access to education or training resources: some NEETs (especially those living in rural areas or in small and medium-sized towns far from larger urban centres) may have difficulty accessing appropriate training, education or opportunities to gain qualifications that would enable them to work;
- health problems or difficult family situations: some NEETs may have health problems or family that prevents them from working or studying;
- Lack of satisfaction with participation in the labour market or the education system: some NEETs may have had negative experiences at work or school, which influences their decision to drop out of further education or work.

The situation related to the war in Ukraine, may contribute to an increase in the number of people belonging to the NEETs group in Poland in the coming years. The huge number of refugees arriving in our country in 2022, largely made up of children and young people, poses a challenge in terms of their future in the labour market. Studies indicate that a large proportion of these people will not return to their homeland after the cessation of hostilities. In this respect, the experience of other countries, including Iceland, shows that one of the determinants of NEETs is the migration situation. Those alienated and maladjusted to the local education system and labour market, without adequate support, will lose motivation to change their situation, close themselves in their communities and exacerbate barriers to entry into the labour market and society. Thus, taking well-considered and comprehensive measures aimed at educational and vocational support for young Ukrainian refugees is important both from the point of view of levelling negative factors on the labour market and the chance to use their potential for further development of the Polish labour market.

As membership in the NEET group results from the fact of being outside of the education system and outside of the labour market, actions aimed at levelling the size of this group should refer to both these spheres. The Polish education system is based on the principles of transfer of knowledge, not skills, which is particularly visible in the curricula used in formal education. The consequence of such an approach is the lack of shaping by schools - basically at all levels - of appropriate behaviours needed on the labour market (availability, motivation to work, self-development) and intra- and interpersonal competences. In addition, employers point to the lack of qualities among employees that guarantee the appropriate quality of work, such as: responsibility self-discipline, honesty, reliability, diligence, accuracy, diligence.

4 <https://ibs.org.pl/wp-content/uploads/2022/12/IBS-Policy-Paper-03-2019-PL.pdf>

Lack of adequate competences, and consequently educational inactivity, is one of the biggest problems in the area of human capital development in Poland. The resulting professional deactivation reduces the chances of returning to the labour market or adapting to the changing reality, especially among people with low competences.

Educational inactivity is often due to the belief that one is incapable of learning and that one is unaware of and unwilling to develop one's competences. The low level of educational activity is also related to the lack of a "professional impulse to learn". Research clearly shows that only a third of Poles declare to take action in this regard, and among them, this is more often done by professionally active, younger and better educated people. Those who have left the education system prematurely when planning their life path often lower their educational ambitions, as they are not convinced that further education will bring the expected benefits.

For the above reasons, it is a challenge for career counsellors to encourage young people from the NEETs group to improve their qualifications. Previous attempts to stimulate the educational activity of adults, including young adults, have shown that adopted mechanisms, such as funding for training, have not yielded the expected results. It is therefore necessary to take into account other important barriers limiting the educational activity of this social group, and these are addressed in this handbook.

Good practices in education and employment activation of NEETs presented by the Icelandic partner

The Icelandic model of career counselling places a strong emphasis on linking different aspects of education and the labour market. The state labour market system in Iceland does not differ significantly from the solutions adopted in Poland. The Icelandic state institution, which is the counterpart of the Polish labour office, has similar roles and instruments to support the unemployed and employers as in Poland. In this respect, state support in Iceland is not specifically and innovatively targeted towards the NEETs group.

Complementing the state system - as our hosts emphasised during the study visits - are activities implemented by various NGOs working for the NEETs group. Their proposals are targeted at specific groups of recipients and more flexibly adapted to changes in the labour market or socio-cultural changes. At the same time, a unique feature of Iceland, which does not really exist in Poland, is the close cooperation between non-governmental and governmental entities and the continuous public funding of activities carried out by the non-governmental sector for people who have dropped out of the labour or education system. The centres we had the opportunity to visit and learn about their activities fill in the gaps in the state aid system and are, as our hosts put it, 'outside the system'. The work they carry out is based on an individual and multidimensional approach to each person who wants to try to integrate into socio-occupational life. The support of the vocational counsellor is not only of an educational-occupational nature, but also lifelong, taking into account the different needs of the person (refers to the social situation, includes aspects of learning and acquiring competences and qualifications). The educational-vocational counsellor accompanies NEET from the very beginning until the end of the support process.

As part of the study visit to Reykjavik, a team of Polish experts participating in the study visit became acquainted with the functioning and good practices of three centres whose activities are aimed at supporting NEETs, with particular emphasis on the role and tasks of the educational and vocational counsellor. Their description is presented below.

1. Vocational Centre Fjölsmiðjan

Fjölsmiðjan (<https://fjolsmidjan.is>) is a work, production and education centre for young people aged 16-24 who are neither working nor in formal education, founded in 2001. Fjölsmiðjan was founded by the Red Cross, the Ministry of Welfare, the Labour Office and municipalities in the Reykjavik Metropolitan Area. Fjölsmiðjan fits its activities into the gap between labour market institutions and social services, aiming to maintain relations and cooperation between the two areas. The idea is based on the Scandinavian 'Produktionsskoler' ('production school') model, which recognises that it is important to work with and provide professional support to each person, based on their strengths and working

with its limitations, such as dyslexia, depression, anxiety, trauma or addictions, among others. Focusing on vocational training and production, Fjölsmiðjan provides students with visual results of their efforts, which is different from traditional education. Students participate directly and tangibly in the production of concrete products and see the results of their work, making the notion of the value of work a non-abstract concept for them. This, in turn, helps build motivation to take steps towards employment and creates a sense of agency and self-confidence. Young people with different backgrounds and from different backgrounds come to the centre. A key goal is that students who enter vocational training at Fjölsmiðjan leave as strong individuals, with social and vocational skills that will give them a better chance for the future. Special emphasis is placed on strengthening social skills and developing learning abilities. Students who have undergone training at Fjölsmiðinn usually go on to work in the open labour market or enter further education. The centre has a staff of specialists with different specialisations, so that a person entering the programme has the opportunity to receive support from a psychologist, social worker and tutor-educator. If substance abuse problems are diagnosed, individuals are referred to external centres specialising in this type of assistance. The basic requirement for using Fjölsmiðinn's services is cleanliness from stimulants (alcohol, drugs and derivatives).

When entering into cooperation with the centre, the pupil initially carries out simple work for an hour or two a day, for 2-3 days a week. At the same time, he/she can benefit from individual consultations with specialists

- centre staff. Over time, the learner's involvement increases, both in terms of time and more complex professional work. Introducing the participant to the work environment in this way and building confidence in new social/occupational roles helps to break down resistances and barriers that are at the root of the reasons for their exclusion.

Fjölsmiðjan provides vocational training in 5 departments serving different customer groups:

1. Crafts Department - undertakes a wide range of projects for a variety of clients. Apprentices receive assistance and instruction in the production of handicrafts, and products made at the centre are put up for sale. This department also undertakes work involving repackaging products, labelling goods or packaging, assembling packaging and jewellery, gift wrapping and assembling gift baskets;
2. Joinery department - projects in this department are mainly based on the construction of hardwood pallets and blocks, casting moulds for the Norðurál aluminium smelter in Grundartangi, as well as occasional fabrication work (e.g. the production of urns or information boards). This department also handles all maintenance activities at the Fjölsmiðin facility;
3. Catering department - here participants prepare breakfast and lunch for staff and other students at the Centre every day, learning key skills related to working in catering. The catering department is responsible for serving breakfast and lunch to Fjölsmiðin students, as well as selling lunches to external customers. Passes for meals prepared by the technical department can also be purchased;
4. Technical Department - the workshop specialises in the collection of various types of electronic equipment (including computers) and its processing, with a focus on reuse. As part of the activity, participants source electronic components from which they assemble full-value equipment. Outsiders can buy second-hand equipment such as computers, monitors and relevant cables and other equipment at very affordable prices. In addition, the Red Cross sells equipment prepared by the Technical Department in its second-hand shop. The activities carried out by the department are part of a closed-loop economy - there is an emphasis on better use of computer, network and telecommunications equipment, with recycling being the guiding principle;
5. Car Department - deals with, among other things, the washing, cleaning and general cleaning of cars and the demolition of unusable cars, in cooperation with a recycling/leasing company and a petrol station. One method is to learn how to work on damaged demolition cars received from the insurance company (TM), which are used to learn more about car handling and construction, among other things.

Fjölsmiðjan is a workplace for young people, and its aim is to prepare them for further education and/or

or work. Fjölsmiðjan looks for ways to innovate by designing his own products that suit his students' abilities. At the same time, he emphasises physical activity or exercise that will improve mental and physical health.

In addition to taking part in vocational classes, students participate in educational classes in parallel, as Fjölsmiðjan also functions as the Department of Education and Life Skills - Secondary Education Establishment. The education programme is primarily designed to accommodate students who do not meet the conditions for admission to secondary schools in Iceland (who have not obtained the minimum results in the lower secondary school examinations in the directional subjects). The main objective of the programme is to improve the students' general knowledge, skills and abilities and to prepare them to continue their education and participate more actively in a democratic society. Teaching takes place at level 1 and concerns subjects such as mathematics, Icelandic language and English. Students who complete the subject with an adequate result and plan to continue their education can undergo assessment at Fjölsmiðjann's four partner schools. The centre offers learning support in a diverse and individualised way. What is important is that the programme can change according to needs at any time, allowing flexibility to adapt to changing realities and environments. Teaching and learning support is provided in small groups (no more than 8 students), but there are times when there is only 1 student in a class. Each student has the possibility of regular, frequent (at least once a week) contact with an educational and vocational counsellor.

In addition, study visits and courses related to personal and social development are on offer, including:

- Life skills (social development, expression, education and employment) - the focus is on students getting to know themselves better, their strengths, emotions, way of life, values and visions future. Democracy and civic awareness, labour market participation and community shaping, culture and multiculturalism, environment, nature and sustainability are discussed;
- financial literacy - efforts are being made to ensure that students are aware of finances and their role in life everyday life. Issues such as the level of earnings, housekeeping, use of cards are addressed payments, exchange rates and other issues related to each citizen's financial responsibilities. Household accounting and the importance of tracking income and expenditure are also discussed;
- self-empowerment - here the importance of self-confidence is discussed, with emphasis on on each person's strengths, motivation, knowledge, interests and self-improvement. Students receive training in setting short- and long-term goals;
- educational and career counselling - learning techniques, time management, CV creation, cover letters and preparation for job interviews are discussed. Websites are analysed Internet sites with information on studies and professions and various projects related to this topic are underway.

Fjölsmiðjan uses the 5 steps of wellbeing methodology in all his trainings, which include: connecting with other people, physical activity, learning new skills, giving to others, paying attention to the present moment (mindfulness).

2. Hringssjá Vocational Rehabilitation Centre

Hringssjá is a vocational rehabilitation centre for people over the age of 18 who have fallen out of the labour market and/or education due to illness, accident or other traumatic event and want to 'start again'. Hringssjá was founded in 1987 by ÖBÍ (the organisation of disabled people in Iceland). More than 60 per cent of Hringssjá participants are aged 18-30. A monitoring study of Hringssjá shows that 75% of its graduates have returned to education or work after completing the vocational training provided by the Centre. Hringssjá's training courses are suitable for people who have little or no formal education or who have experienced limitations or difficulties in their education in the past.

The main objectives of the vocational training provided in Hringssjá:

- the acquisition or renewal of general knowledge,
- preparation for office and service work through IT skills training and accounting,

- increased confidence, self-efficacy and courage,
- increase knowledge and confidence to enable participants to define their goals, skills, talents and limitations,
- Increase social skills and participation in community life,
- improving the quality of life of participants and their families.

The training includes both one-to-one courses and long-term individualised vocational training divided over 3 semesters (1200-2000 class hours + homework), including subjects such as Icelandic language, English, mathematics and accounting, information technology, art.

In addition to subject courses, classes are offered in the following areas:

1. life skills (individual and communication) that provide the opportunity to deepen understanding of oneself, one's identity, one's environment, communication and feeling. The aim is to be able to cope with the demands and challenges of everyday life, to have a positive attitude, to promote emotional development through self-knowledge and the ability to put oneself in other people's shoes. Emphasis is placed on promoting social development through group work and expression;
2. Self-expression - on the course, students learn public speaking, stress management, courage and self-confidence, relaxation techniques, proper breathing, etc. Classes are conducted in groups using theatrical expression methods, and each person has many opportunities to practise speeches from the rostrum;
3. basic drama course - the main focus is on the development of the individual and their expressive potential. The aim of the course is to activate and develop students' bodies and minds as tools for use in spontaneous situations. Students practice concentration, agility, imagination, spatial awareness, confidence, cooperation and listening. Teaching is done through games and exercises that aim to activate creativity, courage and expression.

The aim of the classes at Hringsjá is to get the graduates to be able to cope with general secondary education and find suitable work on the open labour market.

A young person applies for the opportunity to attend Hringsjá by completing an application on their own. Determination to complete the study undertaken is important. The application is accompanied by a reference/recommendation from an authorised body (e.g. the rehabilitation assessment team at the Social Insurance Office, the municipal social service, the Labour Office, the health service or other experts).

Before entering the school, the candidate must have completed at least one introductory course at Hringsjá that reinforces identity and promotes a positive attitude towards learning or work. The approach is individual and the content varied. Activity and participation in the pre-courses has a bearing on whether a candidate gets a place at the school. At the end of each course, an evaluation sheet is completed by the teacher to assess whether, in his or her opinion, the student is ready to start a full-time course. Attendance and interest and activity in class are also taken into account.

In parallel with the educational courses, Hringsjá focuses on providing young people with strong and individualised 'help to help themselves'. During the course of study, participants can seek professional help to work with dyslexia, mental problems, individual learning difficulties, etc. Consultants are available to the young people, viz:

- social worker in the development of rehabilitation plans, especially in relation to with applications for rehabilitation pensions to the Social Insurance Institution. The social worker follows up also the subsequent fate of the graduates;
- a social counsellor who helps students with the different types of social problems they are facing at the moment;
- an occupational therapist who examines what aspects are important to the participant to ensure balance in everyday life. In this respect, it offers assistance in setting goals, breaking them down into manageable realising the steps and support in achieving them. The occupational therapist also advises on energy-saving methods, ergonomics and memory technology, which are useful when the student aims to learn or work;
- an educational and vocational counsellor who provides support in relation to learning difficulties,

on issues such as: study planning, test anxiety or personal difficulties. He assesses resources for examinations, creates individual plans and provides graduate care. He or she is an 'advocate' for students and is committed to maintaining the confidentiality of issues raised with his or her mentees;

- a psychologist who is responsible for group sessions in cognitive behavioural therapy (CBT) and teaching in psychology courses.

At the centre, the professionals working with the students meet successively with each other discussing each student's individual situation and sharing their insights and ideas for further action. This builds the comprehensiveness of the support and allows for a good flow of information within the Hringssjá staff team, which translates into a better tailoring of support to each student's individual needs and situation. The structure of the service is tailored to each person's needs, and can be on-site and/or distance learning. The duration is 1-5 months.

3. TINNA - A CHANCE FOR A BETTER LIFE

TINNA is an initiative for young single parents who want positive change for themselves and their children. The project started as a pilot for Breiðholt, one of the districts in the city of Reykjavík. TINNA is an innovative social initiative based on research conducted at the University of Iceland, which showed that children of poverty-stricken parents have limited access to leisure activities and are more likely to be marginalised and have fewer opportunities for employment and education compared to other children.

Starting in 2020, the initiative is a collaboration between the City of Reykjavík's Welfare Department and the Ministry of Education and Children. To qualify for participation, a person must be aged 18- 24, live in Reykjavík and receive financial assistance from the city. It is crucial that the participants themselves are interested and committed to making positive changes in their own and their children's lives. The process begins with a social worker or educational and vocational counsellor completing an application and then a steering committee reviewing it, based on the results of the screening and assessment of the applicant by their social worker.

The TINNA project is a good practice that can be used to demonstrate how research and analysis of different groups of beneficiaries can lead to social innovation in the public sector and how a small pilot project in one neighbourhood of a city can be transferred to the whole city and perhaps, in the future, to the whole social care system. The project also demonstrates the importance of involving different stakeholders and linking up with already existing initiatives and available services.

One of the institutions set up to carry out tasks supporting the labour market and educational and career counselling in Iceland is Fræðslumiðstöð atvinnulífsins - the Education and Training Service Centre (ETSC).⁵ The main target group of ETSC's activities are people with little formal education who have not completed their secondary education. ETSC's activities are therefore part of its work with the NEETs group, whose representatives often finish their education at ISCED level 3 and are not interested in upgrading their qualifications for various reasons.

Among the tasks of the ETSC relevant to the needs of the NEETs group is the coordination of the national Validation of Prior Learning (VPL)⁶ system and the assessment and analysis of generic competences for employment.

National System for Validation of Prior Learning (VPL)

VPL is a systematic process by which all the knowledge and competences that a person has acquired through different activities (work experience, work-related learning, non-formal and informal learning, formal learning, social activities and family life) are formally documented and validated. Validation of non-formal and informal learning is based on the assumption that learning takes place not only in the formal school system, but in all kinds of situations and contexts. All learning is seen as valuable and should therefore be documented, regardless of

5 <https://frae.is>

6 <https://frae.is/fraedslumidstodin/about-us/>

from where it was acquired. The greatest benefit for the individual is to gain new opportunities to strengthen his or her education and professional status. By receiving recognition of competence, the individual can continue at any time to build on his or her level of competence acquired not only through formal education, and does not have to start from where he or she left formal education. An individual's competences are compared to and verified against competence standards for specific occupations. Documentation of competence is the basis of the validation process. The individual documents his/her competences with the help of an educational and vocational counsellor. Documentation can be the purpose of a broader review in itself, but can also be used for later comparison with specific competence goals, for example the competence goal for a subject in the formal school system.

From the point of view of working with NEETs, validation and recognition of competences aims to establish the actual state of a person's competences in order to prevent them from having to re-learn what they already know. This type of approach can bring the following benefits:

- shortening the period of formal learning: the validation of non-formal and informal learning has to check whether the person concerned has competences comparable or equal to those of the acquired during formal learning. If so, formal learning can be shortened, with both economic and time benefits;
- career development: a competency review can empower the individual and give the employer greater insight into the employee's competence. This can lead to new opportunities for the individual, for example increased responsibility and new projects that are related to its competences;
- learning and occupation decision: a thorough review of competences can be useful when choosing a learning path or applying for a job when it is important to make an informed decision.

The process of competence validation follows five steps:

1. information and feedback: the person undergoing the validation process makes an informed decision to engage in validation;
2. documentation: the person undergoing validation documents the competences he/she has acquired through work and/or education and/or leisure time (e.g. recommendations from employers, job descriptions, diplomas, certificates, samples and projects carried out). When competences are documented, a checklist can be drawn up for each module or standard to be validated. The individual is validated according to the qualification requirements of the module, with the help of an assessor and learning materials;
3. analysis: documentation of competences is followed by an interview during which the status of the person being validated is assessed. An assessor meets with the person being validated to decide how the person's competences correspond to the specified qualification requirements. In addition, a joint decision is made as to the most appropriate method of competence validation for the individual (for example: oral or written form, presentation of different samples of completed products, project, interview). The person being validated and the assessor review the checklist and make a joint decision on whether:
 - a) competences are sufficient for validation;
 - b) to what extent the competence meets the qualification requirements;
4. timing of confirmation of competences: the end of the interview is a kind of agreement on the validation plan. In this respect, the time the person needs to prepare for validation is taken into account;
5. Confirmation: once a decision has been made on which competences qualify for validation, a confirmation process follows, which takes place according to a plan accepted by the assessor and the educational and vocational counsellor. Competences are compared with standards in the field. The special needs of the person participating in the validation process are also taken into account. In this respect, it is important to look for validation methods other than conventional tests in order to give the individual the opportunity to choose a method that is suitable for him or her. Finally, the assessor informs the individual that validation is complete. If the result meets the requirements, he or she receives a valid certificate of competence. If the result is insufficient, a discussion takes place about whether the individual wishes to acquire the missing

competences (e.g. through work or education), or would they choose a second-chance opportunity (the confirmation process is repeated).

In addition to VPL, the Centre for Education and Training Services carries out assessment and analysis of general competences for employment in the Icelandic labour market. Through the practical assessment of skills, the knowledge and experience of those participating in the assessment process becomes apparent, making it easier for them to understand their own skills and develop at work and take on more challenging tasks and projects⁷. The following competences are validated:

- general employability competences of a universal nature, i.e. skills common to most professions and considered important in today's labour market (in this respect they differ from the other practical skills that are related to a specific curriculum and profession). These include:
 - ✓ the skills a person needs to have or acquire in order to actively participate in society, to be in the labour market and to progress in their work;
 - ✓ skills important in all functions of the labour market;
 - ✓ transferable skills in different work situations and between different tasks and professions.

The analysis of general vocational competences is based on the 11 elements listed below and aims to improve the vocational skills of adults with little formal education. These skills are in line with the competence framework of Icelandic education:

- **adaptability: adapting** to situations in order to succeed in an ever-changing environment realities and in working with different individuals and groups;
- **effective communication:** listening to others, communicating clearly and openly;
- **evaluation and solutions:** objective evaluation of ideas and information during decision-making;
- **planning and plans:** developing, implementing, evaluating and adjusting plans to achieve established objectives;
- **Work ethics and values:** adhering to and promoting work ethics;
- **responsible use:** using value in an efficient and intelligent way to achieve the objectives;
- **equality awareness:** using one's own values and knowledge to work effectively with different people, from different backgrounds, in different situations;
- **use of z technology information:** use of technologies information technology/ computers to do their job;
- **Collaboration:** working with others to achieve company goals;
- **gathering i processing information:** searching i summarising information from relevant sources and analysing them to be able to present them in a meaningful way;
- **Career and skills development:** identifying and meeting one's own need for lifelong learning and development in order to improve one's own performance at work.

The role of the career counsellor in the educational and vocational activation process of NEETs based on the Icelandic experience.

The career counsellor, in the context of the Icelandic good practice described above, is the person who is involved in the support process from beginning to end. It is important that his/her role is not limited to vocational issues related to the labour market, but specifically takes into account the educational, social and lifelong needs of the young person (related to independence, role realisation, social and cultural inclusion, etc.), supporting him/her in defining strengths and bridging deficits. This support is realised through direct work with the participant and cooperation with other professionals (psychologist, therapist, social worker).

The career counsellor often acts as an "advocate" for the participant, supporting him/her in the application process.

7 <https://gatt.frae.is/2022/raunfaernimat-i-almennri-starfshafni/>

o various forms of external support. In addition, he/she conducts activities to reinforce the change process (e.g. effective learning or time management). The counsellor also monitors the course of the support process and recommends modifications to the activities undertaken, responding to emerging difficulties or the need for change. In all the entities met by the Polish experts during the study visit in Iceland, the educational and vocational counsellor was at the centre of the activities in which the NEETs participated. In this respect, in their work the counsellor used the available tools, both those that are available to Polish career counsellors (such as the Holland test or Aseba), as well as those that are only available on the Icelandic market, adapted to its specificity. However, in the context of the Icelandic experience, the key role in the effectiveness of educational and vocational interventions aimed at NEETs should be attributed not so much to the use of a particular tool (although this is certainly important), but to a particular attitude towards the problems of this group.

The presented good practices indicated diverse ways of interacting with the participants of the support, but the common denominator was a maximally individualised approach to each person. The support provided by the guidance counsellor was anchored in the young person's life and responded to their real needs by meeting them "where they are in their life". A realistic reflection of this attitude is:

- progressive involvement of participants in the activities and actions foreseen in the activation framework socio-occupational (small steps method);
- the complexity of diagnosing the causes of the young person's difficulties and the multiplicity of support;
- flexibility of forms and methods of support adapted to the young person's actual needs and abilities;
- constant cooperation and communication between the team involved in activities supporting young people.

In Iceland, the support process, the individual activities and their intensity, are tailored to the individual participant and aimed at successively building up a sense of duty. Through small successes motivation to set and achieve goals is built up. Through a gradual process of involving the participants in more and more learning and/or work, an intrinsic motivation to participate in the process can be built up. By gradually overcoming their barriers and seeing their progress in basic tasks, the learner acquires a sense of self-worth and a readiness to take on more demanding challenges.

All programme participants who met the Polish expert team emphasised the strong commitment of the staff in working with them, which translated into the feeling that they could always have support in solving their professional, social or life problems. In this perspective, the career counsellor is an 'advocate' for his/her mentees involved in the whole process of their work and/or education, and protects their interests, supports and strengthens their self-determination, strives to enhance their self-confidence and continuous development (Professional Development Act No. 27/2010, Iceland).

Conclusions - recommendations on the implementation of vocational counselling in Poland and inclinations regarding the education of vocational counsellors, which have been used in this handbook.

Based on the presented Icelandic good practices, the Polish expert team adopted the following recommendations for the socio-vocational activation of NEETs:

- The counselling process should include a multi-level analysis of the individual's situation and the adjustment of the support process to its needs,
- an individual approach to each support participant, free from predetermined patterns/procedures, should be applied,
- it is important to involve participants progressively in the activities and actions foreseen in the framework of the interventions carried out, offering the possibility of gradually building their commitment (method of small steps),
- support in overcoming barriers in individual work is important;
- the best results are obtained through the continuous involvement in the process of support of specialists from various fields, including social worker, teachers, psychologists, educationalists, physiotherapists and continuous cooperation a support team based on frequent meetings to monitor the young person's change process

and its needs for further support;

- cooperation between institutions/entities implementing social assistance, education, reintegration, labour market tasks is important - both in terms of information exchange and ongoing the interaction of different professionals from different entities on the improvement of an individual participant's situation;
- it is important to focus educational support not only on vocational training, but broader assistance in completing further levels of education in conjunction with entering the labour market;
- the organisation of education should take into account the individual problems and learning styles of young people;
- Responsible living attitudes, flexibility to adapt to the changing environment and to build a sense of duty in working for the state and the common Good;
- it is important to involve more broadly in NEET activities non-governmental organisations, which have more flexibility than public institutions in adapting to the individual's needs; and changing socio-economic conditions.

Determinants and opportunities of implementing Icelandic good practices in Poland

A comparison of the economic and social conditions of Poland and Iceland showed the possibilities and limitations of transferring Icelandic good practices to the Polish system. The most important constraints relate to financial and organisational resources and include:

- the acuteness of support (financial, temporary, organisational), which applies in particular to institutions Non-public entities that are not provided with permanent funding for their activities, while support for NEETs inherently has to be free of charge due to their status (unemployed);
- atomisation of support - cooperation is not practised in Poland with regard to NEETs support inter-institutional and especially cross-sectoral. This results in low capacity information between institutions and professionals, moreover, each of the institutions involved in supporting NEETs (e.g. Job Centres, Social Welfare Centres, OHPs, EU-funded project providers, etc.), operates within its own narrow and strictly defined scope, with the result that the same support for the same person is often duplicated and the effectiveness of activities is not very effective.

It seems that in the short term it will be difficult to overcome the limitations described above. However, it may be possible for career counsellors to adopt the approach used in Iceland for NEETs, including:

- embedding the counselling process in a broadly understood socio-situational context in which young person functions;
- looking at young people's educational and vocational problems in a holistic way, in the perspective of other life goals, developmental challenges and problems in the psychosocial field;
- individualising support and taking into account the needs and capabilities of the NEETs benefiting from it (progressivity of interventions) and departure from predetermined patterns and procedures (experiences Icelandic studies show that it is difficult to create a universal programme of work with NEETs, due to the very diverse factors of NEETs, individual life history, specific situational and social context or competence gaps of the person);
- work in the field of universal and personal competences and inclusion in counselling work areas related to attitudes, beliefs and readiness to change;
- support young people in building social and peer relationships;
- taking on the role of coordinator of activities aimed at providing comprehensive support to people in the group NEETs, including building consensus among different types of institutions;
- Expanding the standard scope of the career counsellor's competences, role and guidance activities to include components related to learning, competences, situational context, attitudes and attitudes and readiness for change of NEETs.

The above variables have determined the scope and design of this handbook. Each module/chapter reflects an area that, based on the Icelandic experience, is important with regard to

to work with a group of NEETs. The guidance counsellor decides for him/herself which areas in the specific situation of the young person are worth working on. In order to facilitate the process of guidance counsellors' self-training, a structure has been adopted which includes a division into individual training modules, each of which contains an introduction, a theoretical part and a practical part (exercises/tools). The table below details the structure presented for each module.

Part of the training module structure		Function	Objective	Effect
Introduction		Awareness building	Justification for undertaking training in a specific subject area in relation to NEETs' work	The career counsellor sees the benefits of undertaking training in a specific subject area
Theoretical part	Theoretical material	Improving knowledge	To provide knowledge in a given subject area, allowing for a deeper understanding of the phenomenon in relation to working with NEETs	The career counsellor has the subject area knowledge needed to work effectively with NEETs
	Bibliography	Inspiration	Reference to reference materials worth reading when studying the subject area in question	The career counsellor is motivated to further improve his/her competences
	Test of self-knowledge	Verification	Verification of knowledge and the ability to apply it in professional practice	The career counsellor is aware of increasing his/her professional competences by acquiring new knowledge and skills
Practical part	Exercises and the questionnaire	Instrumented - no	Provide them with sample tools and exercises to enhance their work and inspire their own search for effective ways of working with NEETs	The career counsellor uses use selected tools and exercises to increase work effectiveness and look for new solutions in working with NEETs
	Multimedia material			

As a result of the work on the content of the materials, a 5-module self-study programme dedicated to

career counsellors with the following thematic areas:

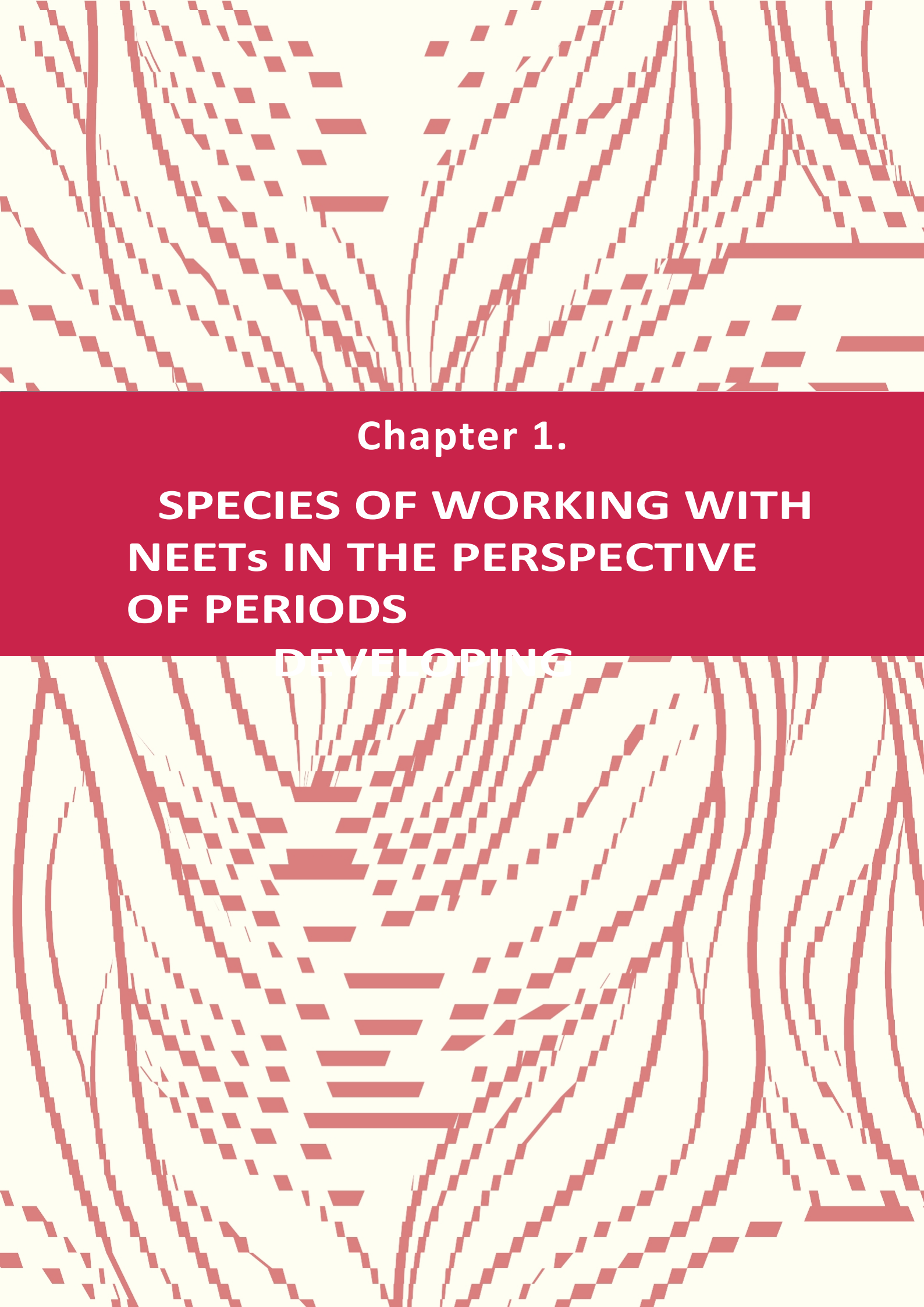
1. Specificities of working with NEETs in the perspective of developmental periods.
2. Barriers and resources in the area of socio-situational context.
3. Barriers and resources in the area of competence.
4. Barriers and resources in the area of attitudes and mindsets.
5. Barriers and resources in the area of change readiness.

The first module is a resource specifically showing the specific functioning of NEETs, in relation to developmental stages. The other modules refer to areas that need to be taken into account in the work of a career counsellor with NEETs in order to increase the effectiveness of the counselling interventions.

In addition, a separate part of the handbook is the questionnaire "Mapping the client's situation in the context of fulfilling educational and vocational goals and in the context of the educational and vocational guidance process" in Chapter 6, together with supporting questions, which serves as a tool to support the work of the vocational counsellor.

A separate tool is the on - line questionnaire for the study of generic competences to support employment, which can be found on the project website.

The content presented, both theoretical and practical, is based on source material. Although they are inspired by the Icelandic approach, they are not authoritative in nature, the key here is to make appropriate use of already existing concepts or tools in a way that is relevant to the situation and needs of the NEETs group, and to show the possibility of using known tools in a new way, so as to level the resistance of the young person to engage in the counselling process.



Chapter 1.

SPECIES OF WORKING WITH NEETs IN THE PERSPECTIVE OF PERIODS DEVELOPING

THEORETICAL PART

1.1 INTRODUCTION

The starting point for considering effective counselling work leading to a change in the attitudes of NEET young people towards the labour market and/or the labour market is the analysis of the developmental stages at which young people find themselves. Each developmental stage has its own characteristics and challenges, which need to be taken into account when undertaking counselling interventions targeted at this age group. In order to ensure the effectiveness of interventions, the counselling cycle should be integrated into the process of young people's construction of their life, where professional and educational activity is one of the elements of their identity construction according to the developmental stage they are at. Understanding the mechanisms, changes and developmental challenges affecting the way a young person functions is the basis for individualised counselling work - a core component of the Icelandic model of working with NEET young people.

An approximation of the theoretical background in the psychology of adolescent development enables:

- understanding the relationship between educational and vocational activation counselling activities and the overall challenges faced by the young person;
- Realising the developmental potential of the young person in the field of counselling work;
- adapting working methods and tools to young people's abilities and needs, according to their developmental stage, on which it is located;
- identifying worrying behaviours which may have a negative or even health-threatening impact on a young person's educational and occupational functioning and requiring involving other professionals in the advisory process;
- recognising those behaviours that are natural for a given developmental stage, belonging to the so-called developmental norm, and not treating them as problematic in counselling work.

The aim of this part of the handbook is to familiarise guidance counsellors with the specifics of adolescence and early adulthood and to identify those developmental processes that a guidance counsellor should keep in mind when carrying out his/her tasks with NEET young people.

DETERMINATION OF DEVELOPMENT PERIODS IN RELATION TO YOUTH NEETs

NEET young people are a very diverse group in terms of age. According to the definition, NEETs are young people aged 15-29 who are not in employment, school or other non-school education, e.g. courses, trainings. This means that a career counsellor working with NEET young people will have to deal with people in different developmental phases: early or late adolescence or early adulthood. The time frame adopted for the different developmental phases is conventional, as development becomes highly individualised when working with a particular person. Nevertheless, in order to characterise the different developmental phases, fixed points of reference are necessary.

The table below schematically illustrates the age framework of the NEET group and the stages of psychosocial development that fall within it.

Table. NEET young people and developmental periods

NEET YOUTH 15 - 29 years of age				
Development period	ADOLESCENCE		ADULT	
	Early adolescence	Late adolescence	Early adulthood	Middle adulthood
Age of life	10/12	17/18	23	36
	16/17	22	35	60/65
The period of emerging adulthood 18 - 29 years of age				

Own elaboration based on ed. A. Brzezinska, *Psychological portraits of man. Praktyczna psychologia rozwojowa*. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2021

In the following, a description of the different developmental phases will be presented, taking into account the three areas: some (biological changes), psyche (psychological changes) and polis (social area), together with an indication of the developmental tasks assigned to each period and the resulting developmental crises, according to Eric Erikson's concept of psychosocial development.

1.2 WORKING WITH NEETs IN THE ADOLESCENT PERSPECTIVE

Adolescence is a special stage in human development, being the bridge between childhood and adulthood. The pathways of adolescence lead through a series of complex changes in the physical, psychological and social areas, with the common goal of the young person achieving the capacity for an independent and responsible life, one important area of which is professional activity.

When attempting a more detailed description of the phenomena taking place during adolescence, one needs to bear in mind the difficulty of determining the framework in which changes occur. On the one hand, there is the phenomenon of acceleration, i.e. lowering of the lower limit of this period (biologically young people mature earlier and earlier), and on the other hand the upper limit of entering adulthood is increasing - the so-called phenomenon of deferred adulthood. Cultural and social diversity is also a difficulty in defining the framework. As research shows, today's young people are socially and culturally very diverse, making their paths to adolescence highly individualised¹.

The guidance counsellor, using the knowledge of the ongoing processes of maturation, should refer to the situation of the individual person, noticing at which stage he/she is, what challenges are priority at a given moment and what difficulties or dilemmas he/she faces. This perspective includes tasks of an educational and professional nature. The mode of reference is not so much the age of the person in question, but the focus of the young person around different areas of life and specific ways of behaviour. Such an approach makes it possible, on the one hand, to notice disturbing phenomena emerging and to react to them appropriately, and, on the other hand, to accept certain problematic behaviour as transitory attitudes, natural for this stage of development. This provides a basis for understanding educational and occupational difficulties in the broader context of developmental challenges.

The adolescent period can be divided into two stages due to the dominant nature of the changes:

- **early adolescence the age of adolescence** (10/12 years of age - 16/17 years of age), which is dominated by changes in the biological area, aimed at the adolescent's readiness to pass on lives;
- **late adolescence - adolescent age** (17/18 - 22 years), with predominant changes in the area of

1A .Brzezińska, K.Appelt, B.Ziółkowska, *Psychologia rozwoju człowieka*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2016

psyche and polis, with a particular focus on the process of identity formation. Ultimately, the individual in this phase acquires personal and social competences, enabling him or her to realise his or her life project, in accordance with social principles.

Specific changes will be outlined below, with reference to each of these sub-periods.

CHANGES IN THE BIOLOGICAL AREA DURING EARLY AND LATE ADOLESCENCE

"to feel at home in your own body".

Early adolescence is a time of **bodily changes known as puberty** with its social and psychological consequences. The aim of these changes is to achieve sexual maturity and the associated ability to transmit life. **A person becomes an adult in the physical area.** This is the first step to becoming an adult in the psychological and social sense in late adolescence². Young people have to come to grips with accepting their own appearance and 'learning' their body. For adolescents, the **body** becomes **an important part of self-image** and a determinant of self-esteem, and **appearance becomes the primary non-verbal communication tool** of young people.

In order to increase the attractiveness of their bodies, and thus their social attractiveness, young people use various processes and activities. Some of these are a natural way of getting a young person interested in the area, others are used to increase physical or social attractiveness. Such processes may include:

- excessive weight control (e.g. extreme elimination diets which can lead to disorders Nutrition anorexia/bulimia, intense exercise, taking diuretics and agents laxatives and metabolism accelerators);
- excessive body and hair care (e.g. heavy make-up, tanning bed extreme: thanorexia);
- excessive homage to fashion;
- body tattooing and piercing;
- manifesting a lack of care for appearance.

During this period, considerable criticism and strong emotional reactions can be observed in relation to one's own appearance. The young person shows great sensitivity regarding his or her appearance and even an innocent remark can be a source of strong emotions for him or her.

In the context of physical maturation and sexual development, it is very often a challenge for a young person to accept the pace and extent of the changes taking place in their body. Development does not take place identically, either in terms of gender or in terms of specific individuals. Young people compare themselves with peers or role models suggested by culture and adults. If this evaluation is negative, there can be a subjective feeling of so-called "untimely events" (occurring too quickly or too slowly), often leading to anxiety, tension, lowered self-esteem, less self-acceptance or less satisfaction with one's own body and appearance. The consequence can be difficulties in entering social relationships or an excessive focus on one's own body, and the overall difficulties can lead to unconstructive attempts at coping.

Differences in the course of sexual maturation are perceived differently by boys and girls. In general, the faster rate of development in boys is seen by them as something ennobling and prestigious, which leads them to take on leadership roles in the group. It can also be a source of pressure for them to assert their adulthood in other areas of their lives, which can lead to risk-taking behaviour. For boys who mature later than their peers, there is often a problem of lowered self-esteem and a sense of inferiority, which can lead them to engage in various activities aimed at proving their adulthood. The situation is different for girls. Girls who grow up earlier than their female peers are at a disadvantage. The accelerated rate of biological development is often a source of problems for them in peer relationships, as they often feel erotic interest from older male friends and find it difficult to find female friends of their own age. Often seeking acceptance and support from older male and female colleagues, they are drawn into a circle of male-female affairs and relationships for which they are not emotionally prepared. This can lead to depression, eating disorders,

²Psychological portraits of man. Practical developmental psychology. Ed. A.I. Brzezinska, Gdańsk Psychological Publishing House. Gdańsk 2021, p.350
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problematic behaviour, neglect of schooling or dropping out of school. Girls who grow up later, on the other hand, are generally better able to cope. Although they may sometimes behave childishly and step into the role of mascot, they usually have more time to prepare for female roles.

Another important dimension related to sexual maturation is the awakening of sexual needs. On the one hand, this is an entirely natural phenomenon; on the other, it is associated with the problem of engaging in sexual activity too early, which brings with it a number of risks, including the problem of so-called unwanted pregnancy and premature parenthood. These consequences particularly affect young women. For the vocational counsellor, this is an important aspect of working with NEETs, as premature parenthood is one of the factors of young people belonging to this group. It is important to be aware that young parents are not sufficiently prepared for this role. They often require comprehensive social support and psychological help to fulfil their parental obligations. At the same time, they need help in seeking opportunities for their own development, including educational and professional development. This is especially true for girls entering prematurely into an 'adult' life filled with parental responsibilities.

The main psychological and social problems/risks associated with early motherhood are:

- overload of responsibilities;
- identity problems ("I am both a minor and an adult, a child and a mother, a student and carer");
- the need to take on adult-specific roles;
- a sense of increasing dependence on others (e.g. material resources) - family of origin, institutions assistance;
- inability to meet developmental needs specific to early adolescence abandonment of their developmental needs;
- social expectations specific to two different developmental periods: adolescence (completing school, getting an education, planning activities to obtain a independence) and the period of adulthood (coping with crisis situations, performing adult roles efficiently, financial independence);
- Facing social ostracism for violating cultural norms, being 'children, who have children';
- stigmatisation and social isolation;
- disrupted educational development pathways;
- conflicts within the family of origin;
- (often) single motherhood;
- Difficulties in building solid relationships and stable relationships - Difficulties in establishing and maintaining peer relations;
- learned helplessness;
- a sense of premature loss of childhood;
- material difficulties³.

A guidance counsellor aware of the problems that may be experienced by young parents (especially girls) should, on the one hand, accurately diagnose the situation of the young person in terms of psychological, social, economic needs and, if necessary, provide support in contact with other professionals and institutions. On the other hand, he or she should look at the situation of early parenthood through the prism of the benefits it may have brought to the young person's life. Of course, the positive consequences of early parenthood are usually not the natural order of events, but the counselling work should focus on looking for the characteristics of this experience that can be a driving force for positive development.

The treatment of such individuals should be characterised by concern for their development and take into account their natural psychosocial needs, characteristic of adolescence.

3 With you mum. Premature motherhood of minors. A guide for professionals. Po drugie Foundation. 2017.pp 17 - 22, in: handbook.pdf (podrugie.pl)

A specific area of work should be to work on the construction - under new circumstances - of the identity of such a person, in relation to his/her life and professional future. The rapid entry into adult roles and the assumption of obligations towards the child, results in a lack of opportunity to search for answers in this area, which is why it is important to re-evaluate the situation in such a way that early parenthood is perceived not only in terms of problems and barriers, but also in terms of benefits and opportunities.⁴

In late adolescence, the main challenge relating to the body is to stabilise its functioning after a period of intense growth and sexual maturation. Adolescents need to learn the mechanisms for accurately and quickly recognising bodily signals and satisfying the needs behind them. This includes recognising the biological rhythms of the body, both in the areas of appetite, sleep and rest, as well as physical activity. In this context, it becomes important to recognise one's abilities and to look for socially acceptable forms of satisfying one's own needs, as well as to learn ways of coping with the frustration associated with unmet needs emanating from the body. The most important manifestation of accepting one's body is caring for it and being concerned about healthy functioning in the areas of sleep, rest, physical activity and eating.

Acceptance of one's own body is strongly correlated with feelings of agency, self-efficacy and social relationships.

From a guidance counsellor's point of view, the self-evaluation regarding the young person's appearance is of great importance. The topic of building an external image is one of the important aspects of preparing for a successful labour market. However, for young people, appearance is a particular way of defining themselves in relation to society and communicating with the world, so their individual image may differ significantly from the norms and requirements of the labour market. When working with young people, the guidance counsellor needs to understand these changes, embrace them in a transitional way, read the social and psychological disadvantages associated with their appearance in the life of the young person and recognise the importance of messages coming from the external image.

Another important aspect of the work that the vocational counsellor should take into account is the young person's attitude to care and concern for their body in the spheres of sleep, rest, eating, physical activity. Each of these spheres, although it does not have a direct impact on educational and occupational activity, can be a factor of difficulty in achieving goals in these areas.

CHANGES IN THE EMOTIONAL AREA

In early adolescence, a young person under the influence of sudden and strong biological changes, mainly hormonally based, loses relative emotional stability, resulting in the following symptoms in emotional development:

- emotional ambivalence (the appearance towards the same experience of both positive as well as negative emotions);
- an increase in the intensity and extremity of the emotions experienced;
- Excessively strong emotional reactions that are inadequate to the magnitude of the stimulus;
- emotional egocentrism;
- emotional lability, i.e. a tendency to experience frequent changes in emotional states: sudden changes in the emotions experienced and a smooth transition from positive to negative emotions;
- impulsivity;
- significant vulnerability to stress;
- the prevalence of experiencing negative emotions, with the following being among the most important sources of generation among adolescents negative emotions are mentioned:
 - the often incomprehensible changes to one's own body for a teenager,
 - decline and significant fluctuations in self-esteem,
 - difficulties at school,
 - low position in the peer group,
 - family problems,

4 With you mum. Premature motherhood of minors. A guide for professionals. Po drugie Foundation. 2017.p 44, in: handbook.pdf (podrugie.pl)

- being overburdened or feeling overwhelmed by domestic responsibilities.⁵

Emotional instability in early adolescence is in most cases a transient condition. As adolescents mature, they become increasingly adept at controlling their own emotions and responding appropriately to the situation.

In late adolescence, there is increasing stability in terms of the strength and variability of the emotions experienced and the development of the emotional sphere towards higher feelings. Young people acquire the ability to postpone emotional reactions, so-called **emotional restraint**. Strong emotions continue to accompany social relationships, experiences of activities that are important to the adolescent and increasingly social or moral considerations.

The building of emotional maturity in late adolescence can be described as a transition from emotional chaos to equilibrium, from impulsive disclosure of emotions to their conscious control. The emotions felt by the adolescent depend less on the current state of the body and more on whether important goals for the adolescent are being realised. This perspective prompts a different view of the factors that stabilise and destabilise a young person's emotional life in late adolescence.

The development of the ability to control emotions is a long process and continues into adulthood. The key here is to develop constructive ways of dealing with stress and negative emotions.

For the guidance counsellor, it is important on the one hand to work with the young person on building emotional maturity and emotional coping skills, and on the other hand it is equally important to accept the emotional states characteristic of this developmental period and not to take them personally. A maturing young person learns his emotionality, often experiences difficulties in this regard and often does not understand himself. Emotional instability, rebellion, negation, motivational instability are a range of phenomena that are difficult for adults to perceive. Understanding their background, helping them to overcome them and treating them as transient can be a way of breaking down resistance in the relationship between the career counsellor and NEET.

CHANGES IN THE COGNITIVE AREA

One of the most important developmental changes occurring during early adolescence, is a change concerning the way we think and solve problems. A new way of thinking emerges, the so-called **formal (hypothetico-deductive) thinking**⁶. This involves mastering the ability to operate the principles of logic not only in relation to concrete objects, but also in relation to ideas. There is also an emerging interest in problems unrelated to the realities of life. In the initial phase, the adolescent's abstract thinking has the characteristics of a kind of **intellectual egocentrism** and associated **cognitive idealism**. The adolescent has the conviction that the world (parents, teachers, adults) is to submit to his or her

"only right" views, and not vice versa. The evaluation of the world, people's actions and the consequences of their actions is carried out primarily through the prism of the logical criterion. Only what is logical in the adolescent's opinion is considered valuable and right. He is guided by the conviction that reality, the world of relationships, the social world and the entire future of the young person should conform to this logic. The way of taming the incomprehensible complexity and randomness of the social world, which escapes the rules of formal logic, is the principlism (adherence to principles) and reformist trait characteristic of adolescents.

The stubbornness and intransigence of young people is one source of difficulty in the adult-adolescent relationship. It becomes difficult to explain to the adolescent that some of his or her judgements or values are idealised and impossible to fulfil. The challenge for adults is to help the young person to integrate social rules into their own logical way of thinking, confronting this way of thinking with reality. This can be achieved through discussions about the world and the practical involvement of adolescents in social or professional work. It is also of considerable importance for adolescents' development that they try to build relationships in a group or discern their own resources in view of forming relationships. Practical experiences of social life make it possible to confront a young person with illogic, e.g. in the sphere of feelings or social life, without too early a pragmatism of consciousness (orientation towards the usefulness and usefulness of opinions).

5 Psychological portraits..... Edited by. A.I.Brzezinska, p.356-359

6 Psychological portraits..... Edited by. A.I.Brzezinska, p.357-358

Linked to adolescents' cognitive development and identity formation is adolescent egocentrism, which manifests itself in the young person's preoccupation with their own thoughts, experiences, self-centredness and habitual observation of themselves from the perspective of others. This may be perceived by adults as selfishness or excessive self-centredness. In reality, it is an attitude resulting from physical development and the need to define one's own identity. This attitude can take the form of a so-called imaginary audience and mythologising one's person. The first form refers to the adolescent's belief that his experiences are as important and absorbing to those around him as they are to himself, and that he is observed and judged by others. The second form is the belief in one's uniqueness and the impossibility of experiencing adverse consequences of one's actions. Such attitudes can lead to bravado or dangerous behaviour. In relation to the above attitudes, the direction of work with the young person is to develop reflective and prospective thinking, related to the ability to anticipate the consequences of one's actions, and especially to develop a future-oriented time perspective and to design oneself and one's future⁷. This type of prospective activity makes the self-image more realistic, embeds the individual's actions in a specific reality that needs to be taken into account in order to be successful, and thus weakens magical and unrealistic thinking about oneself⁸.

Formal thinking is not only an achievement related to brain development, but also a competence that needs to be learned and repeated through repeated exercises⁹. Mastering this form of thinking is the basis for the systems thinking needed in adulthood.

The guidance counsellor should create conditions for the development of abstract thinking and the formation of communication competences as a basis for the exchange of ideas and opinions. In this respect, he/she should be open to polemics, discussion, exchange of arguments, even despite perceived negativity on the part of the adolescent. He or she should invite the young person to solve problems that go beyond topics related solely to the realities of life. The opportunity for young people to express their opinion freely, to confront it with the opinion of an adult, to search for arguments or even to stand firmly by one's reasons is a way for a young person to develop his or her own plan of action for the rest of his or her life and to determine what shape it should take.

At the same time, the career counsellor should observe the capabilities of the extractive thinking in the NEETs they work with. For some of them this competence may be difficult to achieve. In this situation, the guidance counsellor should adapt the language and working methods to the individual's abilities, work with concrete material and look for references to concrete life situations in the interview. Some NEET young people may have a high potential in this area, but through a series of adverse educational experiences or specific learning difficulties, this potential may be suppressed or unrecognised. Many school assignments are geared towards passing tests and exams, and do not stimulate independent thinking, creativity, problem-solving skills or the application of theoretical knowledge to practice. The experience of Icelandic NEET young people shows that unlocking intellectual abilities through the individualisation of educational and social activities has been one of the most important steps on the road to educational and socio-occupational reintegration.

When working with adolescents, the guidance counsellor should keep in mind the achievements, but also the limitations of adolescents' cognitive abilities and the problematic behaviours that may result. Adolescents' thinking and reasoning competences are in a growth phase and will continue to develop into adulthood, and learning about the developmental patterns of adolescent thinking will avoid many misunderstandings and difficulties in dealing with young people.

CHANGES IN THE SOCIAL AREA

Family relationships

During adolescence, relationships with parents and peers continue to be most important to adolescents. During the first stage of adolescence, an increase in conflicts between adolescents and significant adults - parents, teachers, caregivers - can be observed. The sources of conflicts are somatic and psychosocial. On the one hand, changes in the functioning of the nervous system,

7. G. Katra, *Aktywność perspektywiczna młodzieży* (Prospective activity of youth), Publishing House of the Institute of Psychology of the Polish Academy of Sciences, Warsaw 2008

8. Ibidem

9. Psychological portraits.... ed. by A.I.Brzezinska,

10 A .I.Brzezińska, *Spółeczna psychologia rozwoju* (Social psychology of development), Wydawnictwo Naukowe Scholar, Warsaw 2000

On the one hand, they are conducive to uncontrollable outbursts of anger, malice and discontent, while on the other hand, conflicts are triggered by changes in the performance of social roles. At the same time, these conflicts have an important developmental value, as they contribute to launching a process of individuation and separation. In this respect, the developmental objective is to build the adolescent's sense of autonomy within the family, understood as independence from the parents, without losing the bond. The adolescent sees himself as an adult, expects equality of rights and privileges and total reciprocity. He or she desires freedom and the right to control his or her own life, and to respect the boundaries of privacy. Rebellion may emerge as a tool for creating oneself, one's own identity and individuality. The young person can manifest it by showing different facets, e.g. disrespectful behaviour, positive behaviour related to interests, lifestyle or inner closure (reluctance and withdrawal from relationships with people). The process of separation requires acceptance and reorganisation of rules towards cooperation. For caregivers aware of the dangers of the modern world, supporting an adolescent in this area is not easy. An additional difficulty concerns the adolescent's changing perception of significant adults. During childhood, parents, as well as other adults, are accepted in an almost unreflective manner. In the case of adolescents, the adult becomes a 'flesh and blood' person in their eyes, there is a realisation of the adult, which often involves a more critical assessment of the adult. The way in which the adolescent's separation from the family takes place and the shape/quality of the parent-adolescent relationship affects the way in which the adolescent engages in other, non-family spheres of life (educational, professional, peer). Turbulent changes in family relationships can be a significant barrier to educational and career goals. They may also cause acceleration or deceleration (unpunctuality) of the appearance of developmental tasks in the adolescent's life (e.g., too fast or too slow independence of the young person).

From a guidance counsellor's point of view, it is important to identify how family relationships affect the adolescent's autonomy and identity formation process.

Peer groups and intimate relationships

Social development during adolescence is characterised by a strong turn towards peer relationships. These take the form of both group contacts (packs, cliques and the like) and individualised contacts (intimate, friendly relationships).

In the peer group, the young person begins to meet some of the needs that were previously met in the family. The importance of the peer group is much greater at this period of life than it will ever be later on; it becomes an important determinant of a young person's development. Functioning among peers becomes a field for a teenager to try out his competences, acquire interpersonal skills, develop his value system, exercise initiative in action, compare himself with his peers in terms of appearance, interests, experiences or peepers. Belonging to a peer group is therefore a source of feedback, acceptance, support and a sense of security, as well as an important frame of reference for building self-esteem and forming one's own identity. This is why peer groups are so important for an adolescent, they are a significant regulator of their development, especially in early adolescence. Young people manifest their unity with the group in a total way, they take on the group's views, way of behaving or image. Through a sense of community, a specific youth culture is formed in young people. It is autonomous from adult culture, with a characteristic feature of monolithicity, leading to strong conformism towards the group. Being a member of a clique or pack helps adolescents to move from friendships to "partnerships", having the character of pre-intimate relationships, in which they will be able to "practice" forming a close relationship with another person. This is a very important experience on the way to building lasting, responsible relationships, but it can also give rise to many risks and dangers.

Preintimate relationships during this period are characterised by¹⁰:

- impermanence, often inversely proportional to the vehemence of feelings,
- susceptibility to various external and internal disruptive factors,
- the tendency to hide with a concomitant need to show to the world,
- Lack of ability to sacrifice for the relationship or sacrifice but with fear of losing it,
- the tendency to subordinate one's own life to this one person and feelings, which can lead to

an imbalance between emotional involvement and other life tasks, such as study.

The danger in adolescence can be, on the one hand, the lack of peer relationships and, on the other hand, the strong, even symbiotic need to attach to another person, the need to be in a relationship with someone. Avoidance of peer relationships can have the effect of delaying the formation of close interpersonal relationships. In turn, an overly strong need to be with someone in a relationship leads young people to subordinate their entire functioning to the building of love relationships, often at the expense of autonomy and creating their own life path. This carries the risk of appearing too quickly committed, which significantly limits the possibilities for identity formation under optimal conditions. Building preintimate relationships and committing to their permanence at the expense of one's own identity does not necessarily mean a lack of further identity development, but it is certainly linked to a more difficult path of identity formation in other areas of life, including the professional area.

DEVELOPMENTAL TASKS DURING ADOLESCENCE

According to Eric Erikson, psychosocial development results from the interaction between the individual and society. The development of human existence is a historical process that is fundamentally influenced by social demands and relationships and the processes responsible for psychobiological maturation. Most societies

"It 'sets' a certain time frame that is set aside for a person to achieve various goals. Erick Erickson identified these goals and referred to them as developmental tasks. Developmental tasks are related to the positive resolution of a crisis that falls at particular stages of human development, which is the basis for further development. A crisis results from the occurrence of a radical change in the organism, which creates a state of internal tension, and its resolution depends fundamentally on interaction with the environment. Erikson, in his concept of psychosocial development, divided human life into eight stages, characterised by periods of stability and crisis. He argued that the positive resolution of a crisis at each of these, allows for further optimal development¹¹ .

The developmental tasks falling within adolescence (according to Havighurst) are:¹²

- achieving personal independence,
- developing attitudes towards social groups and institutions,
- achieving new, more mature bonds with peers of both sexes,
- the formation of a male or female role,
- achieving emotional independence from parents and other adults,
- preparation for marriage and family life,
- preparation for a career and independence,
- developing one's own value system,
- striving for a socially responsible attitude.

The aforementioned tasks of adolescence are related to the positive resolution of the crisis of identity search versus role dispersal. The phenomena occurring in the biological, psychological and social areas are the foundation for identity formation during adolescence¹³ . Identity formation is the stage of choosing characteristics and defining a vision for further life, defining oneself and distinguishing one's own person from others. The quality of the identity achieved largely determines the roles in which a person will function as an adult.

The adolescent's activity involves processes of seeking answers to questions in different spheres:

- the personal sphere: Who am I? Who am I not? Who do I want to be in the future? What do I aspire to? What value system do I want to adopt?
- the relational sphere: Who do I want to be and how do I show myself to others? How do I not want to be perceived? How do I want to shape relationships with others?
- Socio-cultural sphere: In which roles do I want to function in my adult life?

Among the above-mentioned questions on the individual spheres, those on educational and professional plans occupy a special place.

11. H. Gasiul. Psychology of personality. Currents, theories, concepts. Dolphin. Warsaw 2020. p. 431 435

12. ore.edu.pl

13. Psychological portraits.... . ed. by A.I.Brzezinska,

14 Psychological portraits.... . ed. by A.I.Brzezinska, p.367 368

The basic mechanism of identity formation involves the young person experiencing and passing through two phases: the exploration phase and the commitment phase¹⁴. The success in passing through both phases is largely determined by:

- socialisation conditions,
- the quality of the young person's social environment (family, school, community level local).

The end result is to achieve - with a successful overall process - a mature (achieved) identity.

The table below describes both phases.

EXPLORATION PHASE	
Description	indicative and exploratory actions actions taken "on a trial basis", aimed at testing one's own capabilities
Characteristics of this phase	• high variability of behaviour • focus on the present • experimenting with roles • testing yourself and your environment • involvement in the activities of various groups • planning different options for the "future self"
Objectives	• gain knowledge of oneself, one's strengths and weaknesses • gain an awareness of their surroundings • learning about social roles
Some areas of exploration	• experimenting with one's own body (e.g. dress, diet, tattoos, self-calming) • testing the limits of one's ability to perform (e.g. intellectual, emotional, physical performance, risky behaviour) • experimenting within the context of relationships with other people (e.g. internet contact, provocative behaviour towards significant others, provocative behaviour towards people of the same sex)
Types of exploration	• exploring across - exploring new areas - characteristic of early adolescence • exploration in depth - of a more ideological nature: "What to believe?", "What sense does it make?", "Is it the only sense?", "What justifies it?", "On the basis of what to settle doubts?". - characteristic of late adolescence
COMMITMENT PHASE	
Description	the decision-making phase and making choices from among possible alternatives , important to the individual in terms of his or her personal needs, aspirations and life plans, and taking responsibility for the near and distant consequences of his or her decisions
Features	personal commitment to act on the choices made identification with the commitments made a willingness to bear the negative consequences of one's own decisions, i.e. fidelity to oneself. ability to remain faithful to the choices made
Types of commitments	learning to make commitments (early adolescence) identifying with the consequences of decisions made (late adolescence)

Own elaboration based on Marcia, J.E. (1966). Development and validation of ego - identity status. *Journal of Personality and Social Psychology*, 3 (5), 551-558; Psychological portraits of man. Practical developmental psychology. Ed. A.I.Brzezińska, Gdańsk Psychological Publishing House. Gdańsk 2021, p.368; Brzezińska, A. I., Piotrowski, K. (2009). Diagnosis of identity statuses in adolescence, emerging adulthood and early adulthood using the *Dimensions of Identity Development Scale (DIDS)*. *Psychological Studies*, 47 (3), 93 - 109; Brzezińska, A. I., Piotrowski, K. (2010). Polish adaptation of the Dimensions of Identity Development Scale (DIDS). *Polskie Forum Psychologiczne*, 15 (1), 66-84.

14 Psychological portraits..... ed. by A.I.Brzezinska, p.367 368

Identity statuses

During adolescence, four different ways in which young people cope with their identity crisis can be observed, which are referred to as identity statuses. Each identity status achieved during adolescence brings the young person at least a temporary sense of balance and frees him or her from a sense of confusion and distraction. During identity formation in adolescence, we cannot always distinguish four successive statuses in adolescence, so it is not an invariable sequence that is always the same for all adolescents. A combination of personal and environmental factors can modify this process in such a way that:

- any of the stages will be skipped;
- there will be a regression to any of the earlier stages;
- as a result of fixation on one of the previous statuses, a mature identity will not be formed.

The identity status an adolescent achieves is determined by the development in the areas of exploration and commitment. The presence or absence of exploration and the presence or absence of commitment yield four combinations (cf. table)

IDENTITY STATUSES AND THE BASIC PROCESSES OF ITS FORMATION		COMMITMENT taking decisions and assuming responsibility with a willingness to bear the consequences of decisions taken	
		NO COMMITMENT	PRESENCE OF A COMMITMENT
EXPLORATION actively seeking and exploring, identifying opportunities for action in e v e r new areas, usually through testing, checking, experimenting	LACK OF EXPLORATION	IDENTITY DISTRIBUTED	IDENTITY MIRRORED/CAST
	PRESENCE OF EXPLORATION	IDENTITY MORATORY	IDENTITY ACHIEVED

own development

A young person's identity status influences how they function in different groups and how they perceive social reality. It also determines the adolescent's level of maturity to make commitments and persevere in their implementation. Depending on the type of status, young people have different needs and require individualised support from their immediate social environment, including a guidance counsellor.

What influences the nature of status changes is mainly the consent to experimentation (exploration) and the creation of opportunities and encouragement for young people to make choices, with the expectation of a willingness to take responsibility for them.

Status changes can be progressive, but also regressive (moving to a status lower than the one currently occupied). There can also be a state of stagnation (fixation), i.e. stopping at an already achieved identity status either because of a lack of opportunity for exploration, or because of an inability to make a commitment, or both.

The following tables provide key information about each status, together with information about the position of the adult (counsellor) in working with the young person. For the guidance counsellor, it is important to identify the extent to which both processes of exploration and commitment appear in the young person's life story, and what their configuration is, and how the young person can be supported in addressing the identity crisis.

Dispersed identity - weak exploration + lack of commitment		
• it is a way of quickly dealing with the anxiety and fear associated with adolescence, • the young person only does a little exploring (poor exploration), while rarely and briefly engaging in new roles or groups (poor commitment), • the adolescent seems uninterested in the future life, focused on themselves and on what gives momentary satisfaction and quick benefits or a sense of security, • may avoid contact with others, skip lessons at school, take up various activities that are hazardous to health (e.g. extreme sports), turn to drugs or alcohol or escape into the virtual world, • in the long term, this status is a threat to the integration of the individual's personality.		
Characteristics	person is unable to plan their life, person is unable to make independent decisions, a person does not have his or her own beliefs and does not take action to acquire them.	
EXAMPLES	Despite his 30s, Tom still lives with his parents, living from day to day. Once again asked by her grandmother what she wants to do after high school graduation, Marta doesn't know what to answer, she doesn't think about it at all.	
Manifestations	Intrapersonal level	Interpersonal level
	apathy lack of interest strong orientation to the environment low decisiveness sense of lack of control over the future dependence of well-being on social acceptance	withdrawal from social relationships or a high level of dependence on other people weak dependence on parents strong dependence on peers strong antisocial orientation, associated with a low sense of trust in other people weak ability to resist group pressure
Consequences of resolving the adolescence crisis through the formation of a diffuse identity	The overlap between the developmental tasks of late adolescence and early adulthood, The multiplicity and qualitative variety of tasks result in chronic persistence in a difficult situation, frequent experience of role conflict and interpersonal conflict, lack of a sense of stability, lack of personal satisfaction, low self-esteem, the danger of depressive states, a source of negative social evaluation and a source of serious problems in mental functioning.	
ADULT -AUTHORITY -INSTRUCTOR	The adviser's attitude should be based on two pillars: clear and explicit requirements, rules, giving all kinds of support, especially emotional support, thus providing security as a basis for self-exploration, the function of being an authority and instructor, the function of guardian of norms and rules, of boundaries, the function of determining the actions needed to achieve the objectives, the function of the instructor, who both supports and sets boundaries for behaviour, exploration and responsibility	

Mirrored/referred identity - little exploration + strong commitment		
- low amount of exploration (lack of opportunities, unattractive range of areas to explore) and rapid adoption of socially given commitments, - a young person's quick and rather rigid attachment to an idea or self-concept (strong commitment), without considering whether it really suits her (lack of exploration), - The question "who am I" is answered for the teenager by parents, teachers and the media, - embracing an idea that gives meaning to an activity from others is a way of bringing a sense of chaos under control and a way of releasing the obligation to search further, - in the long term, restricts the young person rather than developing him or her, although seemingly sometimes it builds acceptance of the environment (commitment occurs).		
Characteristics	- lack of permission by the environment and by oneself to experience and explore, - making quick and concrete decisions (commitments), - person assumes the obligations imposed on him or her, - a person tends to idealise people and groups with whom he or she identifies.	
EXAMPLES	- Peter chooses the legal profession and doesn't think long about it - in his family most of the men on his father's side were lawyers. - Fresh-faced high school graduate Kasia is getting married because, at this stage in her life, most of the female friends in her village have done just that.	
Manifestations	Intrapersonal level	Interpersonal level
	- strong orientation towards the environment - high self-esteem - a strong sense of control over one's future by external factors - strong defence/resistance to change - stiffened behaviour	- strong dependence on parents/social group - weak need to be alone - ostentatious and provocative behaviour - dependent behaviour - strong display of loyalty to one's own, but usually acquired from the group or significant others, ways of behaviour
Consequences of resolving the adolescent crisis through the formation of an acquired identity	- taking on the developmental tasks of adulthood faster than their peers: getting a job and/or starting a family, - the unpunctuality of development events (commitments occur too early, i.e. when the individual is not yet fully ready to take them on), - shortening of the moratorium and novitiate increasing the risk of failure - lack of satisfaction with the tasks at hand, which can affect the building of a positive self-image as an adult.	
ADULT ADVISOR INITIATOR OF CHANGE	Adolescents need support to seek more fitting social offerings, other social roles, peer groups in line with their abilities and expectations. - It is important in this perspective to build attitudes that initiate change by: - provoking the young person to reflect on the meaning of their own choices, - confronting the adopted (given) plan for life with its vision of the future, - broadening reflections on one's own vision, hierarchy of values, plans, etc, - helping people to see the connection between group conformity and the loss of their individuality, - demonstrating opportunities. Of great importance for teenagers' choices are the quality and variety of the offerings provided by culture (including mass media), society (parents, peer group, authority figures, local community) and various institutions (school, church, community centres, clubs sports, volunteering).	

Moratorial identity (deferred): High exploration + low commitment		
- the person engages in exploring their environment, but does not feel the need to engage into specific areas of activity or has difficulty choosing among the available alternatives and, as a result, makes no choice at all, - This status is a natural 'transitional' status, characteristic of young people during the early adolescence, when exploration decisively dominates commitment, - The moratorium is a time of active self-exploration to find something that the teenager will not only find attractive, but also in line with his or her needs and values.		
Characteristics	- frequent variability in preferences and decisions about one's own involvement, - high involvement in various, sometimes extreme, activities, - a high willingness to change - "straw enthusiasm" - discontinuing actions taken as soon as the first obstacles appear, - difficulties in making decisions, commitments, - lack of readiness to make important life decisions.	
EXAMPLES	- Ala, a middle school student, has changed her vision of her future several times in recent months - she has 'decided' to be a model, a nun, a teacher, but has not yet made a final decision. - In the past three years, Paul has taken up and dropped out of study in successive courses, but all the time active in student organisations, which made it difficult for him to fulfil his commitments.	
Manifestations	Intrapersonal level	Interpersonal level
	- a strong sense of experiencing a crisis - a strong sense of dispersion (identity confusion) - a strong sense of time running out	- strong need to be alone - great fear of being isolated - weak ability to resist group pressure
Consequences of resolving the adolescent crisis through the formation of a deferred identity	- a significant extension of the moratorium beyond the late adolescent phase, - the unpunctuality of development tasks, involving postponing/rejecting an offer, avoiding making binding decisions and taking irresponsibility, - re dispersal and identity confusion, - persistence in the experience of an identity crisis.	
ADULT CONSULTANT	- A counsellor is needed as a constant reminder of the purpose of the search, as the search process itself can prove so fascinating that, rather than becoming a tool to achieve a goal, it becomes an end in itself. - It is important to understand the necessity of a certain developmental delay in the adolescent's life decisions and commitments and supporting him or her when confronting reality with his or her own visions and plans.	
PSYCHOSOCIAL MORATORIUM	Social institutions sanction a period of identity exploration and grant the adolescent the right to wait and experience before assuming the duties and responsibilities of an adult. The psychosocial moratorium of adolescence (Erikson 1989) is precisely a programmed delay that concerns both personality development and social status, guaranteeing transitivity and leaving space for experimentation with different social roles. <i>The moratorium refers to two contexts:</i> psychosocial context: in their relationships with adults, adolescents are given permission to try, to take on and withdraw from the roles they have taken on, to "get out", and this type of variability does not make them feel inadequate or uncomfortable, institutional-cultural context: it is revealed through the organised forms of deferred commitment that exist in a given society as an offer to young people, such as apprenticeships, voluntary work, internship trips, formerly military service, now student or pupil exchanges, a placement year between two degrees. The moratorium allows the development of a strengthened sense of control over the choices made, which is one of the most important stabilisers of young people's emotional states. The sanctioned moratorium underlies the distinction in developmental psychology of a separate developmental period - emerging/emerging adulthood.	

Identity achieved - high exploration + making commitments		
- a mature identity structure consolidates the experiences accumulated so far and the attributes possessed, - the person is aware of his/her own and the environment's resources and limitations, and has a sense of continuity in time and space, - has its own belief system, does not succumb to pressure from others and does not break down under difficulties, - consistently making commitments while being open to further exploration of one's own possibilities in adulthood, - a person is characterised by both an internal ordering of the contents that make up identity and by flexible and semi-permeable boundaries between him or her and the social environment, allowing him or her to maintain autonomy while changing under the influence of new experiences, - characteristic of those already entering the stage of adulthood.		
Characteristics	- independent decision-making, - not being influenced by others, - difficulties arising treated as challenges, not as barriers, - a willingness to take responsibility for their choices, - fidelity to the choices made, - identification with the decisions taken.	
EXAMPLES	Magdalena attended additional theatre classes during secondary school. There she had the opportunity to work with children as part of a collective performance. Through this, she found that it gave her immeasurable joy to teach and help children. At the same time, she enjoys expressing herself through words and movement. For these reasons, she chose to study Polish philology with a teaching profile.	
Manifestations	Intrapersonal level	Interpersonal level
	- weak sense of distraction - strong internal orientation - openness to new experiences - treating difficult situations as challenges	- ability to oppose the group - low dependence on parents - positive relationships with parents and peers - strong social commitment
Consequences	- Adequacy of the sense of competence with the resources at hand, - awareness of one's own preferences in situations of choice, - readiness to take independent decisions, - the level of satisfaction with interpersonal relationships in the group and intimate relationships and close relationships with people of the same/ opposite sex, - the crystallisation of career and life decisions (such as where to live, further education), - willingness to act for groups and communities.	
ADULT PART- NER COACH	- sharing opinions when a teenager asks for help, - understanding the choices and commitments made by the teenager, - supporting the implementation of commitments.	

Own elaboration based on: A.Brzezińska, K.Appelt, B.Ziółkowska, *Psychologia rozwoju człowieka*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2016; *Psychologiczne portrety człowieka. Practical developmental psychology*. Ed. A.I.Brzezińska, Gdańskie Wydawnictwo Psychologiczne. Gdańsk 2021; M. Rękosiewicz, *W drodze ku dorosłości, Tożsamość osób z niepełnosprawnością intelektualną, TIPI i WIELICHOWO 2012*, p. 23 27

Identity is not a fixed state, it is constantly subject to change, being rebuilt and modified under the influence of new experiences. Studies of contemporary adolescents and young adults indicate that a mature identity status may emerge even after the age of thirty (e.g. Bee, 2004), thus already in the era of early adulthood. Whatever status a young person enters the final era of his or her development, i.e. adulthood, what he or she has achieved has a significant impact on his or her functioning in all dimensions. At the same time, it should be mentioned that critical life events (for example, disability caused by an accident, loss of possessions due to a natural disaster, death of children, unexpected loss of a job) that suddenly and radically change the course of a person's life can reignite a state of dispersion, requiring an effort to redefine oneself and search for the meaning of one's life in a new way that takes into account the different functioning of the individual.

From the point of view of a vocational counsellor, the formation of a young person's identity is an important element in building resources, also in the educational and vocational sphere. Many of the problems of young people in the NEET group are related to the basic difficulty of defining one's identity. It is worth paying attention to

the three most general factors hindering identity development (from the environment and from the individual):

- an environment poor in alternatives of all kinds - when there is nothing to choose from,
- an environment that prevents independent decision-making, e.g. overprotective parents - when there is from which to choose, but from the outside comes a prohibition on making choices on your own,
- insecurity in making explorations and commitments, due, for example, to strong anxiety, a sense of otherness, temperamental conditions or lack of skills - when there is from which to make choices, but internal constraints prevent this¹⁵.

The guidance counsellor should be aware of the identity status of the person and the history of identity construction in terms of general life and educational-vocational aspects. By activating resources for identity construction, the guidance counsellor creates a space for building projects in the educational-vocational field.

Ruminal exploration as a threat to identity development.

In the context of the counsellor's work, an important phenomenon threatening the identity development of young people is a specific way of performing experiences called ruminative exploration. This term was introduced by Koen Luyckx and his colleagues, authors of the Double Cycle Model of Identity Formation. In describing their model, they pointed out that two types of exploration can be distinguished during identity formation: ubiquitous exploration and inward exploration, which can be described as processes of adaptive exploration¹⁶. Ubiquitous *exploration* supports the commitment process by increasing the range of information about the different possibilities an individual can use. Exploring in depth, on the other hand, enables the individual to better recognise his or her own needs and thus determine whether the commitments made are appropriate or whether they need to be changed. The exploration process can also take a disadaptive form, which has been referred to as ruminative exploration. This type of exploration is associated with a high intensity of negative emotions - mainly anxiety, which inhibits and sometimes even prevents making commitments. There is a tendency to dwell on negative experiences, to constantly focus attention on the negative emotions felt, their sources and expected consequences, but without seeking to change the negative mood¹⁷. Individuals in whom the process of ruminative exploration is intensified experience difficulty in answering identity questions, return again and again to the same unsuccessful ways of constructing their own identity, seem to be stuck in the same place over and over again, unable to make satisfying choices. High levels of ruminative exploration are dangerous for identity development in the sense that they block taking action and, in the long term, can lead to learned helplessness, i.e. a generalised belief that there is no point in taking any action, due to the anticipation of its ineffectiveness¹⁸.

From the point of view of a vocational counsellor, the mechanism of learned helplessness is a phenomenon which strongly inhibits the realisation of educational and professional tasks and may be the cause of long-term disadvantages for young people on the labour market. Learned helplessness may appear in situations when a young person notices that his/her activity does not lead to the planned result, when he/she does not see the connection between success and his/her own efforts. This is characterised by focusing on recurring doubts, recalling failures, constantly experiencing negative emotions without trying to change one's situation. The phenomenon of learned helplessness triggers consequences in the following spheres:

- cognitive (consisting of a generalised belief that there are no situations in which it is possible to influence on the course of events),
- motivational (the person behaves passively, is resigned, takes no action to change his or her situation),
- emotional (experiencing states of apathy, anxiety, depression, feelings of fatigue, incompetence and hostility)¹⁹.

15 M. Rękosiewicz, On the road to adulthood, Identity of people with intellectual disabilities, TIPI i WIELICHOWO 2012, p. 45.

16 K. Luyckx, S.J. Schwartz, B. Soenens, M. Vansteenkiste, I. Smits, L. Goossens, (Capturing ruminative exploration: extending the four-dimensional model of identity formation in late adolescence. *Journal of Research in Personality*, 2008, 58-82.

17 T. Jarmakowski, The role of ruminative thinking in vulnerability to learned helplessness. *Psychological Studies*, t.49, z. 1, 2011, pp. 61 - 72, in: *Studia psychologiczne_2011.pdf*

18 Ibid

19 S.Kluczyńska, Aby chciało się chcieć, *Blue Line* 1999, no. 5, in: *Aby chciało się chcieć (psychologia.edu.pl)*

The way to overcome the phenomenon of learned helplessness is to gradate the range of tasks according to the young person's abilities. An example is the "Icelandic" way of introducing young people to the world of vocational or educational tasks. Young people start with a commitment and a commitment according to their possibilities (e.g. coming to the institution for 2-3 hours a day, 2 times a week). Once they have achieved such a goal, they agree to meet more demanding targets. This approach inspires a change in the way expectations are built for NEETs. In the initial phase of the counselling work, tasks should be set that are easy to achieve in order to give them a chance to perform positively. This should be followed by an analysis of the action taken, taking into account the skills and resources used, and motivating further commitments.

Negative identity and its importance in the development process

Another difficult challenge faced by adults in the face of a young person's identity formation process is the young person's sustained choice of a so-called negative identity. The adolescent accepts and identifies with roles that are presented by society as undesirable, dangerous or blameworthy.

Among the factors that influence an adolescent's choice of negative identity are:

- family socialisation style,
- low self-esteem,
- social stigmatisation,
- scarcity of positive models,
- lack of reinforcement for positive ways of dealing with difficulties²⁰.

Factors contributing to the perpetuation of negative identity in young people include:

- overly severe and far-reaching sanctions from adults (strong negative reinforcement can contribute to the young person's fixation in a negative role),
- the dissemination of extremely negative role models by the media,
- lack of availability of offers and role models of interest to young people,
- structural unemployment affecting young people and the associated lack of justification for meaningful planning your life,
- discrimination on the basis of race or nationality, imposing a negative label on certain people, for example 'dirty', 'thief', 'lazy'.

The manifestations of the adopted negative identity are rebellion expressed on different levels and in different behaviours, e.g.:

- arrogant, rude behaviour,
- eccentric dressing,
- ostentatiously displaying dissenting views to adults,
- truancy and neglect of schooling,
- reaching for stimulants,
- risky sexual behaviour,
- hooliganism and offences against the law.

The role of rebellion is to manifest opposition to certain elements of reality. The adoption of a negative identity by some adolescents can be useful, provided that it is only a shorter or longer episode on the way towards a mature, positive version of identity. In the longer term, it is a threatening factor to a young person's identity development. The way out of negative identity is, on the one hand, the acquisition by adolescents of an awareness of their own rights together with the real possibilities of exercising these rights, and, on the other hand, the social consent to express this protest²¹.

20 Psychological portraits.... ed. by A.I.Brzezinska

21 Psychological portraits.... ed. by A.I.Brzezinska,, p. 406

Improperly resolved identity conflict manifests itself in a sense of role dispersion, uncertainty in taking action, isolation from oneself, identity dissociation and even identity disintegration. The positive resolution of the identity crisis leads towards the 'virtue' of being true to oneself, finding one's purpose as a result of searching for someone or something true²².

Difficulties in finding one's identity can take many forms. Role fragmentation, adopting a negative identity, involvement in a subculture or criminal group, taking on an identity from others. It can also take the form of an impaired ability to work productively and choose a profession. In this negatively experienced crisis, the sense of time and the ability to make decisions are significantly disturbed, which often leads to the search for means to get out of real time, e.g. through alcoholism, drug addiction and other risky behaviour²³.

1.3 WORKING WITH NEETs IN THE EARLY ADULT PERSPECTIVE

Early adulthood is the time between the ages of 18-20 and 30-35. The potential of this period lies in realistically building a vision of the future, setting realistic, ambitious goals and taking responsibility for the results of one's autonomous decisions. The characteristic tendencies of this period are:

- emotional involvement in various activities, backed up by commitments in the family, social or professional sphere,
- hardship and effort to cope with adversity, combined with an attitude that E. H. Erikson (1997) calls "the virtue of fidelity", i.e. having the motivation to continue to act in spite of emerging obstacles.
- undertaking the tasks of adulthood and, above all, carrying them out consistently and satisfactorily, is possible thanks to certain developmental trends, characteristic of this stage (White, 1975), to of which include:
 - identity stabilisation,
 - establishing deeper interpersonal relationships, which involves a release from self and sensitivity to the needs of others,
 - expanding areas of activity - work, study, hobbies and interests,
 - a clearer perception of moral and ethical issues,
 - an increase in the importance of caring not only for loved ones, but also for all those in need and suffering.

The process of taking responsibility for one's own life, decisions, choices and their consequences is an extremely difficult one for young people, strongly rooted in decisions made at a previous stage of development.

The most optimal resolution of the adolescent crisis is to adopt an achieved identity. This allows for a gradual entry into the new tasks of adulthood through the novitiate phase, increasing one's competence in new areas and taking responsibility for decisions made²⁴. Such a person, if he or she is a recipient of counselling services, is likely to have his or her own vision of career development, and the counselling work will focus on supporting him or her in making it a reality.

Another option to resolve the identity crisis is to adopt a broadcast identity. This results in taking on the tasks of adulthood more quickly than peers, especially in terms of starting a job and/or a family. This results in a shorter moratorium and novitiate phase, which may increase the risk of

²² D. Kubacka-Jasiecka, *Interwencja kryzysowa. Pomoc w kryzysach psychologicznych*, W Wydawnictwa Akademickie i Profesjonalne, Warszawa 2010, p.229

²³ M. Jankowska, *Sposoby rozwiązywania kryzysów w teorii psychospołecznego rozwoju E. H. Erikson in the aspect of human development and mental health and disorders in development*, in: *Nadzieja jako zadanie* (stowarzyszeniefidesetratio.pl), p.59

²⁴ *Psychological portraits....* . ed. by A.I.Brzezinska, p.425 -426

failures or lack of satisfaction with the roles performed. Due to entering adult tasks too early, when a person is not always psychologically ready to fulfil them, uncertainty about one's competences and a related lowered assessment of oneself as an adult may appear in a young person. There may also be a phenomenon of focusing one's life around one preconceived role at the expense of other areas of life²⁵. This group of NEETs may include those who have not entered employment/abandoned education due to taking up parental roles, or those who already have work experience but do not continue in employment/education due to a lack of satisfactory experience. Areas of work especially important for this group of people are: building positive self-esteem, analysing and naming acquired competences, redesigning (based on acquired experiences, needs and dreams) visions of the future and working on stereotypes or social beliefs that block taking up new developmental challenges. It will also be important to search for conflict areas related to the realisation of roles or the fulfilment of one's own developmental needs and to find solutions together.

Yet another way of addressing the adolescent crisis is to extend the moratorium beyond adolescence, which is related to deferring lasting commitments²⁶.

Due to the characteristics of the post-modern world and the transformations of the modern labour market, it can be observed (especially in highly developed countries) - that this phase is significantly prolonged and contains distinctive components, which by some researchers leads to it being referred to as a separate phase of

"Between adolescence and adulthood", referred to as the period of emerging adulthood. Its specifics will be described in more detail in a separate chapter.

The last situation related to entering adulthood, is the resolution of an identity crisis by adopting a diffuse identity. This seems to be the most difficult situation for a young person, due to the overlapping of tasks coming from two developmental periods: adolescence and early adulthood. The variety of tasks, the lack of a life project of one's own, the confusion of roles can lead to internal and interpersonal conflicts or to a sense of permanent burden or psychological overload for the young person. The novitiate phase and the learning of adult roles can in such a situation be a source of negative judgement on one's part as well as on the part of others²⁷. When working with NEETs experiencing similar developmental difficulties, the guidance counsellor should place particular emphasis on seeking out the real difficulties and barriers inhibiting identity formation and looking for resources to overcome the identity crisis.

The potentials of early adulthood are resources that are not simply given. They are only potentially available, which is why this developmental stage is often referred to as a "period of a kind of novitiate, i.e. learning not only to make, but also to fulfil the commitments undertaken"²⁸. The direction of change is marked by the achievement of psychological maturity, associated with gaining autonomy and taking responsibility for one's own life, and social maturity, characterised by the ability to reconcile multiple social roles.

Turning to a more detailed description of the changes and challenges of early adulthood, it is worth noting that this period is considered to be the most individualised stage of life and at the same time the most lonely. The young person is confronted with the need to cope with many new tasks, with minimal support from society, as he or she is already considered to be a full adult in the eyes of society.

CHANGES IN THE BIOLOGICAL AREA

During the period of early adulthood, the maximum of a person's physical and cognitive functioning is observed (according to the individual capacity of the person, of course). Upon entering adulthood, the physical growth of the organism is close to completion and the body presents its highest form - the organism has a high capacity for regeneration and adaptation, in addition to being immunologically efficient. The basic resources of the young adult organism, which allow it to function in such an efficient manner, include established body proportions, maximum efficiency of muscles, organs and internal systems (including nervous, respiratory), the best acuity of most of the senses, a greater mass of

25 Psychological portraits.... ed. by A.I.Brzezinska,, p.425 -426

26 Psychological portraits.... ed. by A.I.Brzezinska,, p.425 -426

27 Psychological portraits.... ed. by A.I.Brzezinska,, p.425 -426

28 B. Smykowski, Early adulthood - opportunities for development. Remedium, 2 (132), 4-5, 2004

brain, maximum reproductive capacity, peak immune function, especially against chronic diseases²⁹. The maximum efficiency of the immune system during this period of life means that young adults, despite experiencing difficult situations, are characterised by extraordinary vitality, creativity, flexibility and efficiency in dealing with life tasks. On the one hand, this developmental potential allows for a wide spectrum of involvement, while on the other hand, it requires the development of economical ways of using one's energy resources.

Due to the high capacity of the young person's organism and the multitude of life experiences that are a source of stress and tension, one of the challenges of early adulthood is to build psycho-physical resilience, activate coping processes and shape a pro-healthy lifestyle. Early adulthood is the beginning of creating one's own lifestyle either conducive to health or detrimental to health, hence the importance of shaping a pro-health lifestyle. Considering the content, health behaviours can be divided into three categories:

- health behaviours related to the somatic dimension of health - behaviours relating to the diet, physical activity, abstaining from stimulants, prevention, hygiene habits;
- health behaviours related to the mental dimension of health - behaviours concerning leisure activities, dealing with emotions, organising working conditions,
- health behaviours related to the social dimension of health - behaviours aimed at increasing the quantity and quality of interpersonal relationships.

In each of these areas, there are factors that build up a pro-healthy lifestyle. Some of them can be mentioned, which seem to be particularly important in relation to the educational and professional sphere, such as:

- having hobbies, positive leisure activities,
- having a permanent circle of friends,
- ability to combine professional activity with other spheres of activity,
- having their own constructive ways to reduce tension,
- taking responsibility for their own and others' health.

For the guidance counsellor, the analysis of lifestyles is important as a factor to ensure the conditions for different life roles. The guidance counsellor can analyse together with the young person his/her lifestyle, looking for those factors which favour development and those which hinder it. It is important to build cause and effect relationships between different activities (e.g. leisure, relaxation, work, study, hobbies) and the effectiveness of achieving one's goals.

CHANGES IN THE PSYCHOLOGICAL AREA

Development of thinking

Cognitive functioning reaches its highest form in the first period of adulthood. Post-formal thinking skills emerge. It is characterised by relativism, understood as the ability to see problems from different sides, to see different points of view and to generate multiple equivalent solutions, and the ease of identifying and solving practical problems. In addition, there is an emerging capacity for dialectical thinking, manifested in the ability to deal with problems that are less well-defined and have no clear solution, and to see already known problems in a new light, taking into account different points of view. The capacity for post-formal and dialectical thinking allows young adults to solve a variety of problems, take on new social roles and evaluate life events correctly³⁰.

For the career counsellor, the ability to see problems in a new light is a prerequisite for non-directive working methods. The guidance counsellor becomes more of a coaching conversation partner who initiates the process of finding solutions on his/her own.

29 Psychological portraits.... ed. by A.I.Brzezinska,, p.437 438

30 Psychological portraits.... ed. by A.I.Brzezinska p.463 467

Emotional development

Among the challenges facing young adults is how effectively they cope with difficult situations. The period of early adolescence is a time when a person experiences many situations that can be sources of stressors. These upset the balance of the young person's functioning and require the activation of a coping process at such times. The challenge is to master the ability to recognise external and internal factors judged by oneself to be stressful or beyond one's resources and to develop effective coping strategies. Among the variables influencing the shaping of coping effectiveness in difficult situations are, on the one hand, a person's internal resources (including a sense of control and the possession of certain social competences) and, on the other hand, access to and openness to using a support network. In the context of a support network, it is not so much its presence that is important, but the young person's subjective feeling about having it, the relevance and accessibility of its resources and the possibility to make use of its offer. The reciprocity of the support provided is also an important element³¹.

The area of support network building is an important element of a career counsellor's work with NEETs. As the Icelandic experience shows, overcoming the loneliness of young people in coping with problems is an important determinant of the effectiveness of actions in educational and vocational activation. Young people from the NEET group benefiting from Icelandic support programmes, in their statements, emphasised the role of support networks (peer, teacher, specialist) in rebuilding their proficiency in educational and vocational tasks and the reciprocity of support, building their sense of being a subject in a specific social environment. It is important, therefore, that the young person learns to use the resources of the support network, but at the same time builds the awareness that they have resources that others can find helpful and supportive. This approach counteracts entitlement attitudes among young people using support services, removes resistance to using the help of others and at the same time is a means of inclusion in society.

CHANGES IN SOCIAL DEVELOPMENT

At the threshold of adulthood, changes in social functioning concern two basic areas: family and professional. At this stage of development a person only makes his/her debut in adult social roles: marital, parental, professional and civic, therefore this period is called a kind of novitiate³². Young people have to cope with the demands of various institutions, structures, relationships by adapting to the rules there. As they get to know the adult world with its conventions, rules, they have to adapt to them, while maintaining their individuality. Therefore, one of the most important developmental tasks of early adulthood is considered to be the search for a mentor³³, i.e. a more experienced person who can advise, teach, support and has a similar value system. This could be someone from family, older friends, employees from a previous job or media authorities. The young person is often not aware of the benefits of finding a mentor or draws on their role models without being aware of the role this person plays in their personal or professional life. It is therefore worthwhile for the mentoring process to be an opportunity to inspire young people to seek out and appreciate the role of mentors (inspirational role models), whether from family, older friends or media authorities.

The optimum situation for a person in early adulthood is to balance the core activities arising from taking on roles.

The harmonious fulfilment of developmental tasks, although ensuring the integration of multiple roles, is very difficult and sometimes even impossible in the modern world. It is possible to distinguish different types of relationship between the areas of involvement of the young person, which incline different consequences in psychosocial functioning (table below).

31 Psychological portraits.... ed. by A.I.Brzezinska p. 463 467

32 A. Miś, Analysis of human resources in organisation, Wydawnictwo Akademii Ekonomicznej w Krakowie, Kraków 2000

33 Z.Pietrasieński, Rozwój człowieka dorosłego, Państwowe Wydawnictwo "Wiedza Powszechna", Warszawa 1990

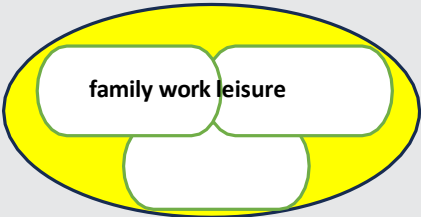
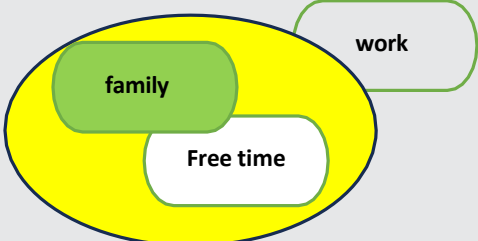
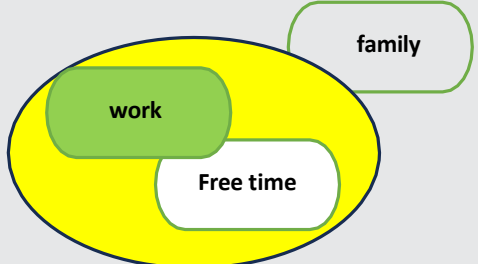
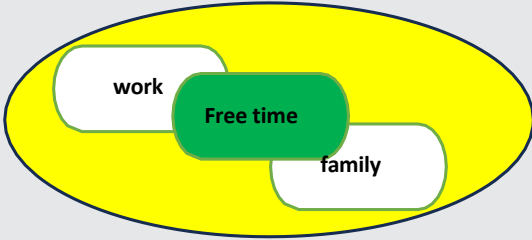
Core areas of adult activity	Characteristics of the young person's psychological situation
	• harmonious implementation of development tasks • integration of personal and social development • self-fulfilment related to being needed by others • high sense of quality of life • numerous opportunities for personal enrichment and use them effectively in difficult situations
	• relationship-building tasks, starting a family, raising children, maintaining family relationships predominate • task-oriented personal development from the role of parent and partner/spouse • job search postponed or not included at the centre of life activities
	• predominantly search-related tasks and taking up work and creating your career, expanding your professional competences, further training, finding your niche in the labour market • task-oriented personal development from a professional role • entering into intimate relationships, starting a family, having children postponed or not included in the centre of life activities
	• not taking on tasks relating to family life • not taking on tasks related to shaping one's career path • seeking a variety of temporary activities • extensive social network • personal development dominates the social relations strand

Table: A.Brzezińska, K.Appelt, B.Ziółkowska, *Psychologia rozwoju człowieka*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2016, p.456

Another important phenomenon is when only one area is the basis of identity and the others recede into the background. Commitment to one area implies abandonment of the other areas (table):

Investing in professional development	• time to look for a job in line with your aspirations and expectations • exclusive commitment to the job offers the opportunity for faster promotion • time for qualification and training • financial independence • improving the livelihood situation • satisfying the need for self-development
Investing in the development of social relationships	• time to play • time to find your place in life • extending the possibility of experimentation linked to the moratorium • relieves the need to take responsibility for others • free disposal of time • realising the need for intimacy in friendship relationships

Investing in the development of family relationships	• gaining a sense of security, stability • the possibility of realising the need for intimacy in the relationship • satisfying the need to have a partner and to receive care and support • creating a solid support network for yourself and your loved ones, increasing your chances of coping with difficult situations now and in the future
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Table: A.Brzezińska, K.Appelt, B.Ziółkowska, *Psychologia rozwoju człowieka*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2016, p. 458

This situation may benefit young people in some circumstances, but for reasons of psychological, social, physical safety, it is worth embedding identity in at least two alternative spheres of functioning.

Using life-space mapping methods, the guidance counsellor can get to know which tasks occupy a central place in the young person's life, what inclinations in fulfilling tasks from other areas of life result from this and what importance educational and vocational development tasks have in this perspective. This can be an opportunity to look at the young person's situation from a different, more multifaceted perspective and to adapt tools for balancing tasks from different life areas to this.

In the perspective of career development in early adulthood, the reconciliation of professional and parental roles can also be a problem area. This is particularly the case for women. The difficulty of reconciling maternal and professional roles means that many women do not work at all in early adulthood. Although a shift can be observed in terms of giving up parental roles in favour of a career ("masculine" type of career) or seeking to reconcile both roles at the same time, in most cases the conflict of roles is in principle unavoidable, as each of these roles requires commitment and dedication, especially in the initial phase, which makes it much more difficult to fulfil them in a satisfactory manner³⁴.

For women, a particular threat to development, culturally sanctioned, is the lack of a period of independence from parents and from a potential partner in their lives. Women are most often able to define their own identity through marriage. This search for identity may be one of the reasons why young women find it difficult to fulfil professional tasks.

Prototypes of identity shaped by marriage	
identity anchored in marriage	woman identified independent of her partner, but complementary to him in her role as a woman who successfully integrates all aspects of her self
identity defined by marriage	a woman defines herself primarily by the role of being a wife defines herself by her husband's career all other aims and values are secondary to marriage
identity limited by marriage	frustrated woman, dissatisfied with her marriage woman perceiving the relationship as a constraint
identity dispersed by marriage	a woman of uncertainty and self-doubt describes marital problems as the result of his own maladjustment

Table: A.Brzezińska, K.Appelt, B.Ziółkowska, *Psychologia rozwoju człowieka*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2016, p.459

For the counsellor, identifying the predominant areas and their consequences can be a valuable resource for exploring the reasons for being a NEET.

DEVELOPMENTAL CHALLENGES OF EARLY ADULTHOOD

According to Erikson's concept of psychosocial development, the developmental problems of all previous phases are present in each developmental phase - the individual can either negate previous developmental achievements or develop and reinforce them³⁵.

34 A.Chybicka A, N. Kosakowska-Berezecka, P.Pawlicka, *Journeys Between Femininity and Masculinity Impuls*, Kraków, 2012

35 E. Torończak, E. Erikson's theory of developmental stages and the formation of a person's fundamental decision. *GDAŃSK STUDIES XXIII* (2008), p. 92 109

The period of early adulthood is a kind of investment, which implies that a certain initial capital is required, which in this case is the identity achieved. Its absence is related to the risk of this phase: not taking on, or inappropriately taking on, the basic social roles that define adult functioning. This can be manifested by the young person not assuming the role of a child or assuming the responsibilities of an adult, but fulfilling them without being satisfied.

Lack of satisfaction with one's professional or family roles may have environmental (e.g. low social offer) or personal reasons - lack of a realistic vision of one's abilities. An over- or underestimation of one's own capabilities prevents the young person from taking on roles and tasks that he or she is capable of coping with. This can lead to different attitudes:

- lack of commitment to adult life roles,
- lack of independence from others, e.g. financial or emotional,
- the over-extension of early adulthood as a transitional phase in anticipation of stabilisation,
- the overly strong, sometimes symbiotic relationship with parents and the inability to weaken it,
- not using social support (including not seeking a mentor) to help with the implementation of the new roles,
- a supportive environment (parents, relatives, institutions, etc.),
- Failure to develop one's own way of performing roles, striving for a rigid and unsuited to the opportunities and context for fulfilling the roles of employee, partner³⁶.

The basic developmental tasks falling in the period of early adulthood are related to the family, professional, social and civic spheres concern:

- choice of life partner,
- learning to live with a partner,
- starting a family,
- learning family roles, childcare, home management, etc,
- becoming independent,
- to take up a job and start a career,
- learning civic responsibility,
- finding the right social group³⁷.

The realisation of developmental tasks in this period according to E.H. Erikson's concept of development is related to the basic task resulting from the resolution of the intimacy-isolation conflict, both in the partnership and in the circle of close friends³⁸. The formation of a personal identity allows one to find oneself in the other's identity without abandoning or misappropriating one's own. Intimacy provides the opportunity to see oneself and one's future in the context of another person, requiring the individual to reckon with the other person's needs and to be prepared to make sacrifices for them and for the relationship they form together.

This relationship of intimacy is accomplished through three essential elements of relationship:

- Commitment - the amount of time devoted to a relationship related to acting and thinking about it, a voluntary commitment,
- acceptance - accepting the otherness, the otherness of the other person, giving your partner security to disclosure, increasing his self-esteem,
- caring - taking an interest in your partner's affairs, supporting them in difficult times³⁹.

A manifestation of the correct resolution of the crisis of early adulthood is the achievement by the individual of the ability to have close contacts with a person of a separate gender, but also to enter into and maintain friendships, without the anxiety resulting from the fear of losing independence, individuality and of violating or losing one's own and/or another's identity.

36 Psychological portraits..... ed. by A.I.Brzezinska

37 K.A. Paszelke, Developmental tasks in adulthood, in Developmental tasks in adulthood | Uwazniej.pl (uwazniej.pl)

38 M. Jankowska, op.cit

39 Psychological portraits..... ed. by A.I.Brzezinska

The unresolved crisis of intimacy is isolation, expressed in the inability (unwillingness or even refusal) to share true intimacy with another person. Young adults do not enter into intimate relationships, undertake relationships characteristic of adolescence (pre-intimate) or remain isolated from any close relationship. However transient a sense or need for isolation may be conducive to an individual's development, isolation as an entrenched mode of existence can pose a serious threat to a person's psychological and social functioning in early adulthood and beyond.

At this developmental stage, the ability to have intimate relationships sets the stage for success in professional roles.

During the adulthood phase, many changes and problems typical of both women and men occur. In addition to life events that are so-called punctual, there are also events that are perceived as nonpunctual (too fast or too late) due to the person's needs and competences. In addition to situations that are predictable to varying degrees, new and surprising or even critical situations may occur, requiring specific adaptation to suddenly changed life conditions. Critical events, in particular, require exploratory activities to find their way back into the new reality. They cause temporary disruptions in the process of decision-making, making choices and taking on new commitments. Such re-moratoriums allow for a better orientation to the sudden situation and, as a result, a more efficient use of one's own and the environment's resources. They can also cause a regression to earlier phases related to identity formation. We can speak here of the phenomenon of the so-called undulating identity, consisting of a transition from a state of achieved identity to a moratorium in a cycle: moratorium - achieved identity - moratorium - achieved identity.

One of the dimensions essential in positively meeting the challenges of this period is readiness for change. Among other things, this readiness determines the ability to take on and fulfil the roles typical of adulthood (spouse, parent, employee, entrepreneur, citizen, etc.).

Changes may include:

- areas and scopes for exploring new opportunities for action (e.g. moving to another city to look for a job, starting your own business as a response to difficulties in finding a job),
- areas where people make new commitments or modify previously made commitments⁴⁰.

Balancing performance as a development task

At the final stage of early adulthood, there comes a time of taking stock. It is a moment of reviewing the choices made and confronting them with reality and plans. This stage usually occurs around the age of 30, when a person accounts for past achievements and decisions made, in terms of how they will realise themselves as an adult. One of the tasks of early adulthood is to stabilise one's identity on the basis of the social context, and ego consolidation is considered the main achievement. While identity formation is the dominant process in adolescence, identity modification in early adulthood is expected to lead to identity consolidation and stabilisation. In every aspect of their activity, adolescents ask themselves about the level of satisfaction with their role, about the level of goals and values achieved, about the possibility of reconciling involvement in one field with initiative/activity in another parallel role. Adolescents' questions are mainly abstract in nature, whereas young adults evaluate their performance through the lens of concrete activities. A positive outcome of the assessment results in the stabilisation of a coherent identity with social norms and compatible in terms of an overall self-image. Among NEETs in this age group, the reason for not being in work/education may involve taking a negative stock.

1.4 WORKING WITH NEETs IN THE PERSPECTIVE OF CHALLENGING ADULthood

A separate view of the situation of young people not in employment or education is to look through the prism of changes in the pace and manner of entering adulthood. Both in Poland and in many other countries, there is a clearly noticeable tendency to postpone this process in time.

According to Erikson, the moratorium should end around the age of 21. Meanwhile, research conducted in recent years shows that 70% of respondents aged 19-29, when asked "Do you feel like an adult?" answer: "In some ways yes, in some ways no"⁴¹. Due to economic, civilisational and cultural changes affecting many aspects of life, as well as the features of the post-modern world and the transformations of the modern labour market, the phenomenon of an extended transition of young people to adulthood has been noticed especially in highly developed countries. The transition phase has lengthened considerably, from a 'short episode' to a 'distinct phase', which Jeffrey Arnett has called 'the period of emerging adulthood, falling between the ages of 18 and 25/29.' (Schwartz, Cote, Arnett, 2005, p. 203). However, it is not an extension of adolescence, as it is during this time that young people break free from parental control. It is also not a stage of early adulthood, as they do not yet take on the tasks and roles ascribed to adults, and in fact defer starting a family, do not take on a permanent job, and often rely on parental financial support.

The period of emerging adulthood has **distinctive features**, which are described in the following table⁴².

CHARACTERISTIC FEATURES OF EMERGING ADULTHOOD	
period of search for identity	• extended time to try out different options in order to find the best solutions, mainly in the sphere: - close relations - work, - world view,
period of instability	• is a time of instability and anxiety resulting from: - large testing opportunities in different areas, - economic and educational changes, the labour market, etc, - of operating in a risk society in which change is ubiquitous,
time to focus on yourself and your needs	• a time of the strongest focus on the self throughout life, but not in a negative sense. It is developmental in nature, allowing for a better understanding of oneself, defining one's expectations of the future, • can manifest itself in absolutising one's own experiences, observations and reflections, • The self-centredness observed at this time is typical of the age, normal, developmental, natural and temporary before the onset of adult life. It allows to better understand themselves, to clarify expectations for the future,
period of being between (in-between) adolescence and early adulthood	• most people in this age group define themselves by being "in limbo" - they feel neither youth nor adult,
opportunity time	• a time of great hopes and expectations, • great optimism about the arrangement of their lives and the success of their own plans, • the lack of obligations that belong to adults allows them to make freer decisions about where to live, significant availability in terms of work, educational opportunities, finding a partner with whom they would like to create a lasting relationship, a future family.

41 A. Lipska, W. Zagórska, "Becoming adulthood" in the view of Jeffrey J. Arnett as an extended liminal phase of the rite of passage, PSYCHOLOGIA ROZWELOWA, 2011 * vol. 16, no. 1 pp. 9-21, in: 1-LIPSKA.pdf

42 M. Góral, W. Zagórska, The phenomenon of prolonging psychosocial moratorium [in:] B. Bykowska, M. Szulc (eds.). Zagrożenia współczesnej młodzieży polskiej - w poszukiwaniu tożsamości... (Jeopardy współczesnej młodzieży polskiej - w poszukiwaniu tożsamości... (141-152), University of Gdańsk Development Foundation, Gdańsk 2006.

Also characteristic of this period are:

- lack of a crystallised sense of identity,
- the need to experiment with 'multiple identities' (ideal, real, expected),
- the need to experiment with the labour market and geographical space,
- engaging in risky behaviour related to their own lives,
- High demand for psychological and institutional support (e.g. career counselling, personal),
- making attempts to balance one's own life experience transnationally, cross-border and intercultural,
- openness to new experiences in life, culture, work and everyday life⁴³.

The period of emerging adulthood is not a universal period in human development. It only becomes another stage for some young people operating in post-modern societies. The behaviour of young people characteristic of this period in the opinion of many has negative overtones (e.g. Peter Pan, eternal student, light-heartedness), meanwhile, although it may be a risky state, it may provide an opportunity to better prepare for the tasks of adulthood. Shifting age boundaries does not have to mean abandoning the desire to become an adult and fulfil the tasks of adulthood, including, among others, taking up a job.

Understanding the nature of emerging adulthood for the guidance counsellor can be a valuable indicator in choosing appropriate working methods and tools.

1.5 PROBLEMS OF ADOLESCENCE AND EARLY ADULTHOOD AND WORK With NEETs

When providing educational and vocational support to NEET young people, the guidance counsellor encounters a variety of difficulties experienced by young people. Some of the problems faced by young people are of a developmental nature, not requiring psychotherapeutic interventions. Others require specialist help - psychologists, therapists, doctors or psychiatrists. The identification by the guidance counsellor of problems requiring the support of other professionals is the basis for the proper implementation of the guidance process. In some situations the cause of unresolved educational and vocational problems is deeper and the assistance of a vocational counsellor alone is insufficient. This does not mean releasing the counsellor from engagement, but rather directing the engagement into other areas of work. It then becomes crucial to recognise the problem and support the young person in finding the right place to solve it. Among the problems that should receive special attention from the guidance counsellor are:

- eating disorders (e.g. anorexia, bulimia),
- excessive obesity,
- depression, anxiety disorders,
- antisocial, anti-social, self-destructive behaviour,
- resigned thoughts, suicidal behaviour,
- excessive alcohol consumption,
- taking drugs.

In the practical part, publicly available tools are included to allow the career counsellor to make a preliminary diagnosis of the problem and to help decide on the direction of the proposed support.

43 A. Bańka, Psychological career counseling, Psychology and Architecture Association Poznań 2007; E. Wysocka. Emerging adulthood and identity of the young generation contemporary threats to identity formation : theoretical analysis and empirical exemplifications, Colloquium no. 1, 69-96, 2013, in: Colloquium-r2013-t-n1-s69-96.pdf (muzhp.pl); A. I. Brzezińska, R. Kaczan, K. Piotrowski, M. Rękosiewicz, Deferred adulthood: fact or artifact? SCIENCE 4/2011, pp. 67-107, ODroczone dorosłość.pdf

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1.7 SELF-KNOWLEDGE TEST

1. Mark which developmental tasks belong to adolescence and which to early adulthood

Development tasks	A - Adolescence period	B - Early adulthood period
1. choice of life partner, decision to live together		
2. achieve personal independence		
3. starting a family		
4. Getting to work and starting a career		
5. achieve emotional independence from parents and other adults		
6. developing one's own value system		
7. learning civic responsibility		
8. finding the right social group		
9. preparation for marriage and family life		
10. developing a male or female role		
11. preparation for career and independence		
12. becoming independent		

2. Combine the description of the phenomenon with its name

NAME OF THE PHENOMENON	PHENOMENON DESCRIPTION
1. emotional ambivalence	A. The ability to deal with problems that are less well-defined, have no clear solution, and to see already known problems in a new light, taking into account different points of view

2. emotional stability	B. A type of exploration that involves a high intensity of negative emotions - mainly anxiety, which inhibits and sometimes even prevents commitment.
3. formal thinking (hypothetical-deductive)	C. Tendency to experience frequent changes in emotional states; sudden shifts in emotions experienced and smooth transitions from positive to negative emotions
4. dialectical thinking	D. Appearance towards the same experience of both positive and negative emotions
5. mythologising one's own person	E. Sustained acceptance and identification with roles that are repositioned by society as undesirable, dangerous or blameworthy.
6. ruminative exploration	F. Mastery of the ability to operate the principles of logic not only to concrete objects but also in relation to ideas
7. negative identities	G. A belief in one's uniqueness and the inability to experience adverse consequences of one's actions

3. Four identity statuses are listed below as different ways for young people to cope with an identity crisis in adolescence. Which identity status an adolescent achieves is determined by the development in the areas of exploration and commitment. The presence or absence of exploration and the presence or absence of commitment give four combinations. In the table below, please indicate (by inserting an X) in which of the identity statuses given in the table the processes of exploration and commitment are present.

	A - EXPLORATION	B - COMMITMENT
1. DIFFUSE IDENTITY		
2. IDENTITY CONFERRED		
3. MORATORIAL IDENTITY		
4. IDENTITY ACHIEVED		

4. Match ages with phenomena and developmental periods

Development period	Age
1. early adolescence	A. 15 - 29 years of age
2. late adolescence	B. 23 - 35/40 years of age
3. early adulthood	C. 17/18 - 22 years of age
4. Emerging adulthood	D. 10/12 - 16/17 years of age
5. NEET young people	E. 18 - 29 years of age

PRACTICAL PART

2.1 EXERCISES

EXERCISE 1

Title: House of Voices

Source: A.GÓRKA, Summary report of the project "A new perspective on career guidance", p. ; B. GÓRKA, A. HILDEBRANDT - MROZEK, P.MILLER, O.MROZOWSKA, P. ZAŁUSKA, New methods and techniques In vocational guidance. Zeszyt Informacyjno-Metodyczny Doradcy Zawodowego nr 59. Ministerstwo Rodziny, Pracy i Polityki Społecznej, Warsaw 2017, pp. 22-23.

Objective: to understand oneself and find the solutions sought

Area: identity development

Mileage:

5. The career counsellor explains to the person being counseled that, as he or she gains new experiences in interpersonal relationships, the group of significant people in his or her life expands, people who have or have had an impact on his or her development, self-esteem and possibilities to stand for oneself.
6. The career counsellor asks the client to draw a one-dimensional hotel with many rooms (15 to 30 rooms). He/she then asks him/her to write in place of each room the comments (voices) of the significant people who are most memorable to him/her. He then asks them to give them meaning by telling a story. He may also ask the client to indicate approximately at what age the comment occurred to him.
7. Once all the rooms have been drawn, the counsellor can initiate a conversation about what the meaning of each of the mentioned comments of significant people is for the client. In this respect, the adviser may ask additional questions:
 - Which voices matter most to you and why?
 - Which voices most influence your current situation?
 - Which voices are a source of strength and which are hindering you?
 - Which voices do you find difficult?
 - Which of the comments can be related to your current problem? Can they help you in any way? How?
 - Are there any voices you would like to develop?
 - Are there any comments you would like to have but do not have?
 - Which comments are most helpful in dealing with everyday situations?
 - Are there any comments you would not like to have?
 - Are there any voices you would like to develop?
8. The counsellor shares his reflections and insights on the client's participation in the above mentioned part of the session. He or she highlights the symbolic and at the same time very important dimension of the experiences that emerged during the exercise. This form of nurturing the client at the end of the meeting allows him or her to put past events into perspective and learn from them in the future.

Notes for the career counsellor:

The starting point for this exercise is the vision of an authorial, narrative and polyphonic self. Each utterance refers back to an internal architecture of meaning. We are like a hotel with many rooms, and in each

of them inhabits a different voice. Everyone has many different voices, and as we gain experience, a whole new voice resonates within us. Some voices come into the field of attention, others seem to recede into the background. There are the voices of the different professions and social roles we hold. A diversity of faces and a mosaic of threads, which also includes voices that have hitherto been silent, muffled, unwanted, cherished in silence, expressed in passing, long awaited, assured, forgotten, contradicted... Serious and funny. Powerful and barely audible. Trivial and significant. They invariably speak to different aspects of our lives. Almost any phenomenon can be seen and interpreted from different perspectives. One issue can be considered in many ways - speaking with the voice of a 'mother', a 'counsellor', a 'journalist', a 'social activist' or with the voice of identification with a particular ethnic or cultural group. Becoming aware of this can be a liberating experience.

The 'Bakhtin Hotel' presented in the above exercise helps to hear the inner voices that host our consciousness. Revealing the voices has a meaning-making effect, can contribute to a greater understanding of oneself and to finding the solutions one seeks.

The exercise may provoke deeper reflection in the client and is therefore recommended for further counselling sessions, once both parties have got to know each other and a safe atmosphere of trust has been developed in the relationship.

The counsellor can start a conversation in which, using the example of the comments discussed, he/she can explain to the client that his/her identity is not homogeneous. The comments and stories revealed can contribute to the solutions sought, the development, and the process of 'becoming'. Individual comments tell stories and these in turn can be listened to and re-told. Stories are the primary form of communication and the essence of self-creation.

EXERCISE 2

Title: DIVERSITY OF DIVERSITY

Source: own elaboration based on: L.SZAB, You are more than you think - for teenagers. Sopot 2021,

Objective: self-acceptance, increase in self-esteem

Area: identity development

Mileage:

Motto: "Being yourself is associated with success, while trying to become someone else is doomed to failure."

1. The career counsellor introduces the client/client to the exercise, using the following explanation.
 "When we are not happy with ourselves, we happen to look at other people and regret that we are not like them. Sometimes we even try to become like them. In doing so, however, we set ourselves up for failure. One human being cannot become another human being, just as an eagle cannot become a flamingo and a tall conifer cannot become an oak tree. Diversity is a natural feature of the universe. This is confirmed by the multitude of existing species of trees, insects, birds, flowers and mammals. Similarly, human beings come in a variety of silhouettes, sizes and colours. This diversity has a purpose. The differences between us exist in order for all tasks in nature to be completed. Different representatives of the plant and animal worlds are needed - and different representatives of the human world. Each of us is a unique combination of cells, genes, thoughts, feelings, talents and skills. For our lives to be effective, we need to recognise our unique path, enjoy it and follow it. Even if we spend all our energy trying to become someone else - for example, someone we think is better than us - we will fail. Only when we strive to become a better version of ourselves can we develop a healthy self-esteem."
2. The career counsellor asks the client/client to do the following exercises:
 - 1) Describe what might happen if only one species of plant existed on earth.
 - 2) Describe what might happen if there were only one species of animal on earth.
 - 3) Think of someone you sometimes want to be. Would expending all your energy every day of your life to become that person make you successful?
 - 4) What would the world look like if we all had the same set of talents and skills?

- 5) What if everyone had the same job?
- 6) What if everyone looked the same?

In addition, the career counsellor may ask the client/client to draw a scene from an imaginary world where all life forms are similar: "Include plants, animals, people, insects - whatever you like. Remember that all representatives of a category are supposed to look the same."

3. The career counsellor asks the client to describe the thoughts and teachings that such a world evokes in the client.
4. The career counsellor then asks you to draw a scene from the real world, but without diversity: "If, for example, you have a gentle black labrador and an energetic terrier, both dogs should look the same in the drawing. And if you have an athletic friend with whom you like to exercise and a friend with a great sense of humour with whom you like to watch films, they should also look the same."
5. The career counsellor asks the client to describe the thoughts and teachings that such a world evokes in the client.
6. The career counsellor concludes with a discussion on diversity in the world of work and its importance for business development. The counsellor asks for the participant's comments and reflections after the exercise, including his/her own.

Notes for the career counsellor:

The career counsellor may encounter resistance from the client/client in carrying out a task requiring drawing. It is important to encourage a focus on creative expression rather than artistic ability. The counsellor should prepare sheets of paper (more if the Participant would like to redraw) and a set of markers and pencils.

EXERCISE 3

Title: VALUE CARD

Source: Educational package supporting the work of career counsellors of Academic Career Offices, Voivodeship Labour Office in Szczecin 2015, p. 79, 210 212

Objective: to understand the role of values in life and career choices.

Area: identity formation. **Teaching aids:**

values cards. **Course:**

1. The participant is dealt a pack of cards, each representing a specific value and, in addition, jokers, which can represent any other value recognised by the participant that is not specified in the pack of cards. If the participant adds additional values on the joker cards, the value deck is expanded.
2. The participant's task is to arrange the value cards in columns according to his/her own beliefs, corresponding to the individual evaluation cards. However, he/she should arrange the values so that there are 10 cards left in each column and then arrange them in each column in the order of importance to him/her of the values presented on the individual cards (from the most important to the least important). The aim of the exercise is to create a hierarchy of importance of the individual values, taking the present moment of life as a starting point and then relating it to life choices, career choices, future work.
3. Summary: The counsellor can refer to groups of values such as social responsibility (blue), power (brown), individual development (red), interpersonal relationships (green), stability (yellow), lifestyle (purple). The counsellor encourages you to reflect on the questions:
 - What was the significance of the exercise for you?
 - What values don't matter to you?
 - What values do you value most in your personal life and what values do you value most in your professional life?
 - To what extent does what you are doing in life at the moment agree with your hierarchy of values?

MY HIERARCHY OF VALUES				
I value most	I highly appreciate	sometimes I appreciate	I rarely appreciate	little or no value
JUSTICE equal opportunities for all, respect for the rights of others	DETAILS openness directness	TOLERANCE respect for others, acceptance of others' differences	REVENGE stand up f o r yourself, overcome your fears	FORGIVENESS ability to justify others "not scratching wounds"
INTEGRITY honesty, belief in one's ideals, acting in accordance with one's convictions	ENVIRONMENT respect for nature's resources and the Earth's future	ROOM non-violent conflict, ending wars	INTERNAL DEVELOPMENT willingness to learn, work on o n e s e l f , discover one's own personality	SPIRITUAL DEVELOPMENT belief in a higher purpose, religion, belief in the divine
CHALLENGE testing physical limits, strength, activity	SELF-ESTEEM self-respect	NEWS intellectual stimulation, new ideas, fact-finding, desire to understand the environment	ADVENTURE challenge, risk, experience, trying one's strength, pushing the limits	CREATIVITY new ways of doing things, inventiveness, wealth of ideas
INNER HARMONY freedom from internal conflicts, the human being seen as a whole	TEAMWORK working with others towards a common goal	WILLINGNESS TO HELP taking care of others, meeting the needs of others	ADVICE close relationships, long- term friendships	CONSENSUS decisions that are good for everyone, compatibility with others
HAPPY showing respect, esteem, appreciation	COMMUNICATION open dialogue, exchange of points of view	SENSE OF BELONGING being liked by others, being together with others, group identity	DIPLOMACY conflict resolution, finding common g r o u n d in difficult situations, tactfulness	OK cleanliness, orderliness, control of tasks performed
STABILITY certainty, predictability	SECURITY freedom from worry and worries, certainty, a risk-free life	TRADITION respecting the way in which tasks are carried out according to traditionally established order	STRENGTH determination, strong will, consistency in action	SELF-DISCIPLINE self-control, composure
REASON logic, rationality, not being guided by feelings in decision-making	HEALTH physical well-being, good health, fitness	ESTHETICS beauty, physical appearance, love of art	JOY personal satisfaction, fun, humour	TAKEAWAY humour, effortlessness, spontaneity
FAMILY taking care of your family, making time for your loved ones	OVERVIEW paying attention to p h y s i c a l appearance, dressing well, keeping in shape	GOODBYE economic independence, material objectives	PRIVACY closeness, affection, spiritual affinity	LOCAL COMMUNITY neighbourhood community, local democracy
ADVANCE climb the career ladder or gain recognition, be the first, ambition	COMPETENCES being good at what you do, having ability, efficiency	RESULTS achieving success in the conducted tasks, work that others take notice of	AUTHORITY control over others, influence over t h e actions of others	INTELLECTUAL STATUS gain recognition as an expert, a person who has knowledge of
COMPETITION know, do things better than others	COMMENTS FROM OTHERS need for recognition, reward, confirmation	AUTHORITY have the power to influence others, to affect what happens	JOKER	JOKER
JOKER	JOKER	JOKER	JOKER	JOKER

Notes for the career counsellor:

The career counsellor prints out in colour and cuts out the value cards and the table of my value hierarchy. The career counsellor can discuss the values valued by employers and the problem of conflict of values when there is a discrepancy between the client's values and the employer's values.

EXERCISE 4

Title: WHO YOU ARE FOR YOUR FRIENDS

Source: L.SZAB, You are more than you think - for teenagers. Sopot 2021.

Objective: to recognise the importance of group roles and to build one's own self, one's own identity.

Area: identity formation, social development.

Mileage:

Motto: "I can choose thoughts, feelings and actions that stem from my true self."

1. The career counsellor introduces the client/client to the exercise using the following description:

"Your friends can influence your choices about how you think, how you feel and how you act. In a peer group, you can play a certain role. You can try to meet the expectations of its members. You can try to fit into the group by pleasing your friends, or you can define yourself through your own otherness. Some of these decisions may flow from your true self and some may not."

2. The career counsellor asks the client/client to read the following story:

History

Maryla's best friends were Amelia and Hania. The girls had known each other since kindergarten and loved to spend time together - they went shopping, to the cinema, had sleepovers at each other's houses. But when Maryla started playing coed volleyball, she became closer to Norbert and Emilia. She was a good player and her new friends gave her courage. In their company, the girl focused solely on the sport and was convinced that one day she would be able to win an athletic scholarship. Sometimes having two groups of friends was a source of consternation. When Maryla spent time with Amelia and Hania, she paid more attention to her appearance and talked about boys more often. In contrast, when in the company of Norbert and Emilia, she wore tracksuit bottoms or other sports clothes, thought of herself as a sportswoman and even ate healthier food. While the teenager enjoyed spending time with both groups of friends, she began to feel like she was two different people. "Which one do you think is more the real you?" - her sister asked her. "Probably a little bit of each," replied Maryla. "I have a lot of fun with Amelia and Hania, but I also like to concentrate on sports with Norbert and Emilia. With one group I'm more of a party girl and with the other group I'm more of a sports girl." "If you change because you really like both situations, then you stay true to yourself," said her sister. "But if you're changing to fit in, that's faking it. Do what is right for you. Your true friends will stay with you no matter what."

3. After the client/client has been introduced to the story, the career counsellor provides instructions on how to complete the exercise:

"In the first column of the table below, list the groups of friends to which you belong. In the second column, note the role(s) you think you play in each group (either choose something from the examples below the table, or make up your own names). In the third column, rate using a scale of 1 (not at all) to 5 (very much) how comfortable you feel in each group. In turn, in the fourth column, indicate whether your self-esteem is high, medium or low when you are with a particular group.

Group	My role	My sense of freedom	Self-assessment
			high med. low
			high med. low
			high med. low
			high med. ow
			high med. low
			high med. low
			high med. low
			high med. low

Examples of roles

partygoer	counsellor(-dca)	victim
romantic	planner(s)	mediator(s)
listener(s)	advocate(s)	liaison officer(s)
brainiac	voice of reason	rebel
leader(s)	Spectrum	speaker
hooligan(-ak)	critic(s)	originator(s)
prankster(s)	tormentor(s)	

4. The career counsellor asks you to answer the following questions:
- Give an example of the impact of your friends on your thinking .
 - Give an example of the impact of your friends on your wellbeing.
 - Give an example of the impact of your friends on your behaviour.
 - Describe what you could do differently if it were not for the influence of friends.
 - Plot all your friendship groups on the scale below according to how far you are from your your true self when you are with a particular group.

MY REALITY

5. In conclusion, the adviser may ask additional questions:
- Is it possible to live without having different roles in the group(s)?
 - When do group roles become an engine for your development , and when are they a threat?
 - How do you remain yourself when you are in a group of friends, acquaintances?

EXERCISE 5

Title: WHO YOU ARE FOR SOCIETY

Source: L.SZAB, You are more than you think - for teenagers. Sopot 2021

Objective: to recognise the values that are important in life, to build one's own self, one's own identity

Area: identity formation, social development

Mileage:

Motto: "I can decide whether to let the values recognised in society influence me or not."

1. The career counsellor introduces the client/client to the exercise using the following explanation:

"The society you live in can influence your choices about how you think, how you feel and how you act. You may behave in certain ways in order to feel part of it or to differentiate yourself from it. Some of these behaviours may flow from your true self and others may not. Growing into your own identity involves exploring and discovering your authentic views and ideals, beliefs and values. A healthy self-esteem means that we have the strength and confidence to stay true to them - as long as they are secure - regardless of whether they are in line with the views of the general public.

Below are the stories of three people. After reading each of them, answer the questions I will ask you.

Stories

Joasia hated her curly black hair. She straightened it whenever she could, because the models in the pictures in magazines just had straight hair. The girl sometimes regretted not living with her cousins in Portugal, where curly hair is accepted and even considered beautiful.

Marek was the only boy enrolled in a course for future nurses. His friends sometimes teased him by addressing him as 'Nurse Marek'. Adults sometimes inquired:

"I mean, you want to be a doctor, not a nurse, right?" The boy considered dropping out of the course, but he really enjoyed the activities. He had a deep conviction that the job of a nurse was perfect for him. He loved helping the sick and, at the same time, wanted to avoid the pressures that medical students are subjected to. It sometimes angered him that people thought the nursing profession was unsuitable for a man.

Agnes grew up in a strict religious community with many rules about behaviour. The girl accepted some of them, but others did not suit her. She hated it when someone assumed in advance that she was a typical representative of her community. She was afraid to speak out about her views and found that breaking the rules was her way of communicating to people that she was different.

Joasia

- Influenced by which social values does an adolescent succumb to?
- How does he feel about them?
- What does he do in relation to them?
- How do you think this affects her self-esteem?
- What would you do in her place?

Marek

- What social values are adolescents influenced by?
- How does he feel about them?
- What does he do in relation to them?
- How do you think this affects his self-esteem?
- What would you do in his/her position?

Agnieszka

- Influenced by which social values does an adolescent succumb to?
- How does he feel about them?
- What does he do in relation to them?

- How do you think this affects her self-esteem?
 - What would you do in her place?
2. The counsellor asks the client to circle all the sources of social pressure that affect him. He asks him to write in the blanks of the table those that are not listed below.

radio	speakers	
TV	social media	
Internet	religious leaders	
billboards	teachers	
press	school employees	
politicians	members of your pack	

3. The counsellor asks the client to write in the table below situations from the client's life in which they have been influenced by society's views and values. He also asks the client to rate using a scale of 1 (little impact) to 10 (very big impact) how they affect his self-esteem. The counsellor instructs the client: "You might notice, for example, that your self-esteem rises when you watch a programme on TV that describes positively the minority group to which you belong, and falls when - having pimples - you watch a commercial for a product designed to get rid of 'nasty pimples'."

Situation	Source	Self-assessment (1-10)

4. The counsellor continues: "Think about how different your thoughts, feelings and actions could be if you were not influenced by society's values. Describe all the positive changes that could then take place.
5. After the client has followed the instructions, the counsellor continues: "Now describe all the negative changes that could occur if your thoughts, feelings and actions were not influenced by society's values.
6. The counsellor summarises the exercise using the following questions for reflection:
- Can there be a society without values?
 - What would happen if no values were upheld in society?
 - When the values of a group, of a society, have a positive value for development person and society and when not?
 - Why is it sometimes easier for people who are not value-driven to live? Does this mean that we should give up values?
 - What do you think are the criteria for assessing which values are important and which are not?
 - What values do you think are important in the world of work?

EXERCISE 6

Title: QUESTIONNAIRE: READY TO RUN AGAINST ADULTHOOD
(intended for a career counsellor)

Source: own elaboration based on: A. I. BRZEZIŃSKA, B. ZIÓŁKOWSKA, J. WOJCIECHOWSKA, M. MOLIŃSKA, A. KRAM, Toolbox. Late phase of adolescence How to collect information about the adolescent and the environment of his development?, [in:] A. I. BRZEZIŃSKA (ed.), Niezbędnik Dobrego Nauczyciela, Instytut Badań

Education, Warsaw 2014, p. 35

Objective: to support the counsellor in making an accurate diagnosis of the client

Mileage:

The counsellor, on the basis of his/her own observations made during the counselling session, ticks the appropriate boxes on the questionnaire.

Career counsellor questionnaire: Adolescent readiness for the start of adulthood			
INSTRUCTIONS - Mark with an "X" those sentences that accurately describe the behaviour or characteristic of the client. - Count the placed X marks for each group separately - for A, B and C.			
A. Emotional and motivational readiness	☐ He is able to take responsibility for the positive and negative consequences of their actions.		
	☐ He can behave appropriately to the situation, no need to draw attention to him/her.		
	☐ He can manage own emotions, tries to show them in an appropriate way.		
	☐ He copes with failures and setbacks.		
	☐ Pursues the goal despite disruptions and adversity.		
	☐ Takes action to change his/her situation.		
	☐ Able to cope with a difficult situation.		
B. Cognitive readiness	☐ Able to accept another person's point of view and enter into discussion, respects others' views.		
	☐ He plans various activities, estimates how much time he needs to spend on what, what resources he needs to raise to achieve his goal.		
	☐ He is able to apply acquired knowledge in practice.		
	☐ He can manage money.		
	☐ Accepts the ambiguity of different situations and is able to identify positive and negative consequences.		
	☐ He is able to assess the situation and adapt his/her action to its requirements.		
	☐ Independently decides on his/her own beliefs, determines the values that guide him/her.		
C. Social readiness	☐ He respects social norms, does not disrupt public order, does not commit any, even minor offences.		
	☐ He has a group of friends and close people with whom he spends time.		
	☐ Enters into partnerships with parents, adults on an equal basis.		
	☐ Engages in a range of activities for social good - volunteering, helping others, pro-social activities.		
	☐ Interacts with different people from whom he or she differs, e.g. in views, interests, education.		
	☐ Attempts to intervene when he/she sees illegal actions and harm being caused (to people, animals).		
	☐ Enters into close romantic relationships.		
Count the Xs in each group	A. Emotional and motivational readiness	B. Cognitive readiness	C. Social readiness

EXERCISE 7

Title: MAP OF LIFE ROLES

Source: own compilation based on: <https://www.dobre.pl/mapa-zyciowych-rol/>

Aim: to recognise one's resources, to build one's identity, to be a subject in the performance of roles, to build gratitude to oneself and self-acceptance.

Area: identity development.

Mileage:

1. The career counsellor introduces the Client/Client to the topic of the exercise: "We play different roles in life and the quality of the whole narrative, story, history depends on how we play them and whether we play them well, and that story is our life. So if you want to have a fulfilling and happy life, it is worth focusing on playing your roles well. The roles that life brings you can simply be played or you can find yourself, your self, your identity in them."

2. The counsellor provides instructions on how to do the exercise:

"You have before you an ordinary world map. It is ordinary; you, on the other hand, can make it extraordinary by giving it the meaning of your life roles. Here are your tasks:

1. **Name some of the roles** you have or have had **in life** (there can be 7, which is the number of continents, but you don't have to stick rigidly to this number). Examples of names of life roles are: "dad/mum", "husband/wife", "friend/friend", "employee", "gamer", "traveller/traveller", "pupil/student".
2. **Look at the map and put the names of your roles on it.** You can sign the continents with these names, you can use the space of the oceans, you can do it another way - as your intuition and your ingenuity tells you. Or you can choose these roles according to how much space they occupy in your life
3. **Appreciate each of the roles listed.** A legend in the form of a table will help you to do this. Next to each of your roles, write down at least 3 things (there may be more) that you do very well in that role, and 3 things (there may be more) that you have as a result of that role (these are the benefits you gain from doing those roles). Then write down 3 qualities and 3 skills (there may be more) that you have and that you have gained by doing this role.

For example, you may notice that as a mum/dad: you cook delicious and healthy lunches, you are able to listen attentively to your children, you come up with creative games, and that by being a mum/dad: you satisfy your need for closeness, you feel a deeper sense of purpose in life, you feel helpful. In fulfilling this role, you must be organised, attentive and have acquired the ability to see the other person's needs, etc.

4. Make a deeper analysis of your roles (additional task).

As you know, every continent has some **mountains, rivers, sometimes deserts**. Think about how it is within your life roles. What are your biggest **challenges** within each of them (you can mark them on the map as **peaks**)? What soothing and healing **springs, or resources, are** beating there (think about where they find their **outlet**, i.e. are you using these resources on a daily basis)? Or are there any **pitfalls and dangers**, i.e. potential **crises**, within certain roles (you can think of these areas as **deserts**; think about how you can avoid them or what will be your revitalising **oasis**)?

5. **Finish and decorate your map.** You can use crayons or markers. Write, draw what else you associate with the map. Decide for yourself how much you want to go into the creative process with this task and how much you do not.
6. The counsellor summarises the exercise. To do so, he/she may use the following questions:
 - What is the value to you of the roles you perform?
 - What do you have more joy in: giving or taking?
 - What can you be grateful to yourself and others for?
 - What does this exercise say about you? Who are you in a particular role?
 - How can you use the resources/skills you have to change your educational situation?
 - professional?

EXERCISE 8

Title: PROFESSIONAL EDUCATIONAL GENEALOGICAL TREES OF YOUR FAMILY

Source: own study.

Objective: to raise awareness of the possibility of using resources in the environment, building autonomy in relation to the family of origin

Area: social development.

Mileage:

1. The career counsellor provides instructions on how to do the exercise:

"On the tree below, place the names of people important to you from your family (parents, grandparents, siblings, relatives), etc. For each of these people, fill in an educational/professional metric, taking into account their occupations, education, character traits, prevailing work model (e.g. employed, self-employed, remote work, casual work, work abroad, etc.)."

Name - type of bond	
Occupation/education	
Passions	
Working model	
3 features	

2. After the client has completed the task in point 1, the counsellor asks the client to answer the questions:
 - What are the educational and professional traditions in your family?
 - What are the dominant working models?
 - What relevance can your family members' career stories have for you?
 - What are your conclusions, your thoughts?
 - What can inspire you, what would you like to do differently?
 - What are you similar to or different from your immediate family in terms of consideration of the educational-professional and personal area?

EXERCISE 9

Title: IN SEARCH OF AN AUTHORITY - MENTOR

Source: own elaboration

Aim: to develop awareness of the factors that inspire development, building one's own identity and autonomy.

Area: identity development

Mileage:

1. The counsellor asks the client the question: Who is an idol, an authority figure for you at the moment? (choose one person). Describe this person taking into account:
 - Appearance
 - Views, ideas
 - Characteristics
 - Behaviour
2. Once the client has completed the task in point 1, the guidance counsellor continues by asking further questions. If the client has stated that he does not have anyone who is an authority figure, the counsellor discusses the issue, starting with a question: If you do not have such a person, what is the reason for this? If the client has described his/her idol/idol, the counsellor continues the exercise by asking further questions:
 - 1) What qualities, behaviours of this person do you like, are you attracted to and why?
 - 2) How does this fascination manifest itself in your life?
 - 3) What do your parents/guardians/adult community think about your idol?
 - 4) How do you assess this figure in the perspective of society's expectations?
 - 5) Does a character that fascinates you inspire you to develop? To what extent?
 - 6) How can you be inspired by this figure within changing your educational and professional situation?

Notes for the career counsellor:

When discussing this issue, reference should be made both to what can be fascinating about a person (an authority idol), what can be called "charisma", and to what the price of popularity is and how it can affect a person. The discussion can start by talking about authority idols among young people. The discussion should then move on to existential questions, i.e. questions about what is important in life. The aim of such a discussion is, among other things, to show the bigger picture, the many reasons that go into making decisions. It is important to find those factors which can inspire a young person's development and to point out the threats to his or her development.

EXERCISE 10

Title: BIOLOGICAL ROME OF THE DAY

Source: own elaboration based on I.KANIA, Jak towarzyszyć uczniowieom w rozwoju społeczno - zawodowym?, Warsaw 2010, p. 194 - 196.

Area: care and attention

Objective: to be able to manage one's energy throughout the day

Mileage:

1. The career counsellor introduces the exercise by explaining:

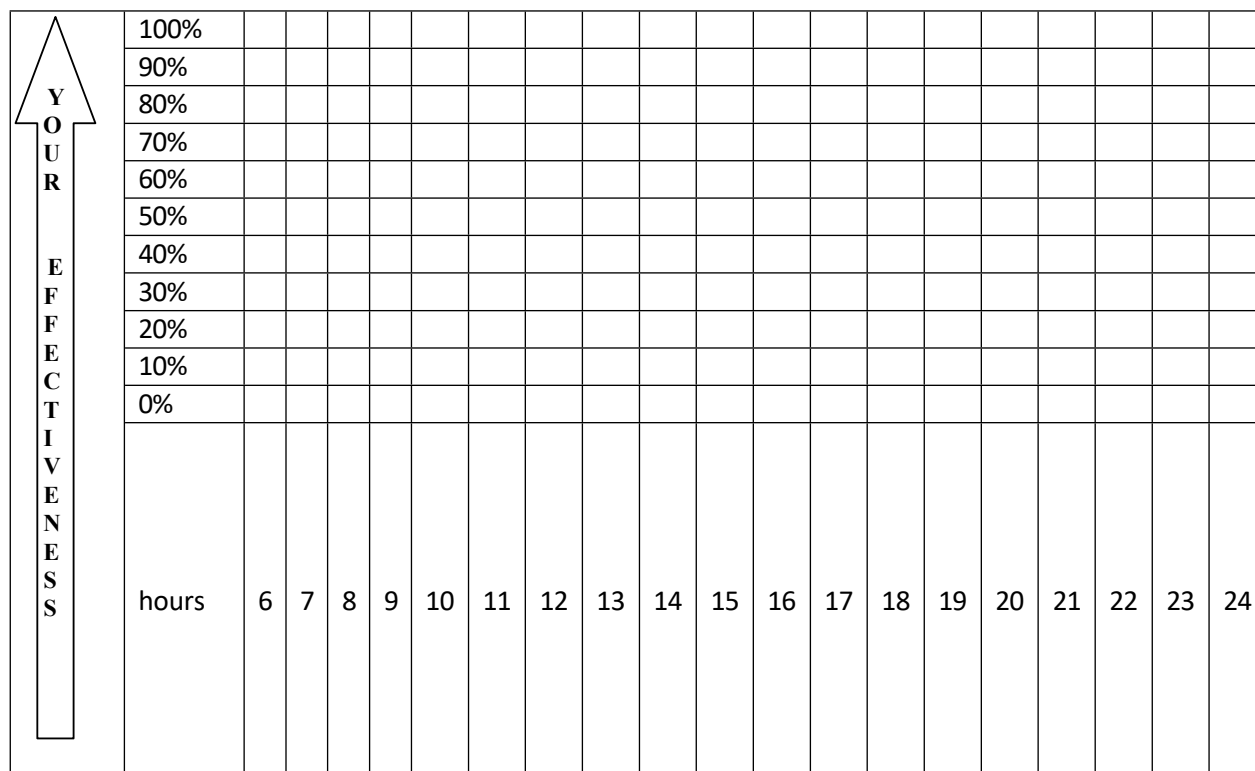
Each of us has moments in our day when we have more strength and energy to act and moments that involve a decrease in activity or commitment. Knowing your personal preferences and how to manage your energy resources is an important part of managing yourself in time and has a significant impact on your effectiveness in completing tasks.

2. The counsellor presents the instructions for the Energy Curve exercise:

Consider at what times of the day you have the most energy, (you have the most energy to work, to act, you perform tasks efficiently) and when you feel the most fatigue, loss of energy (you do not want to do anything, you find it difficult to concentrate). On the attached diagram, colour in the % that you feel energy at that time of day.

THE ENERGY CURVE

Think about the times during the day when you have the most energy, (you have the most energy to work, to act, you perform tasks efficiently) and when you feel the most fatigue, loss of energy (you do not want to do anything, you find it difficult to concentrate). On the diagram below, colour in the % that you feel energy in a given time frame. Consider a typical day



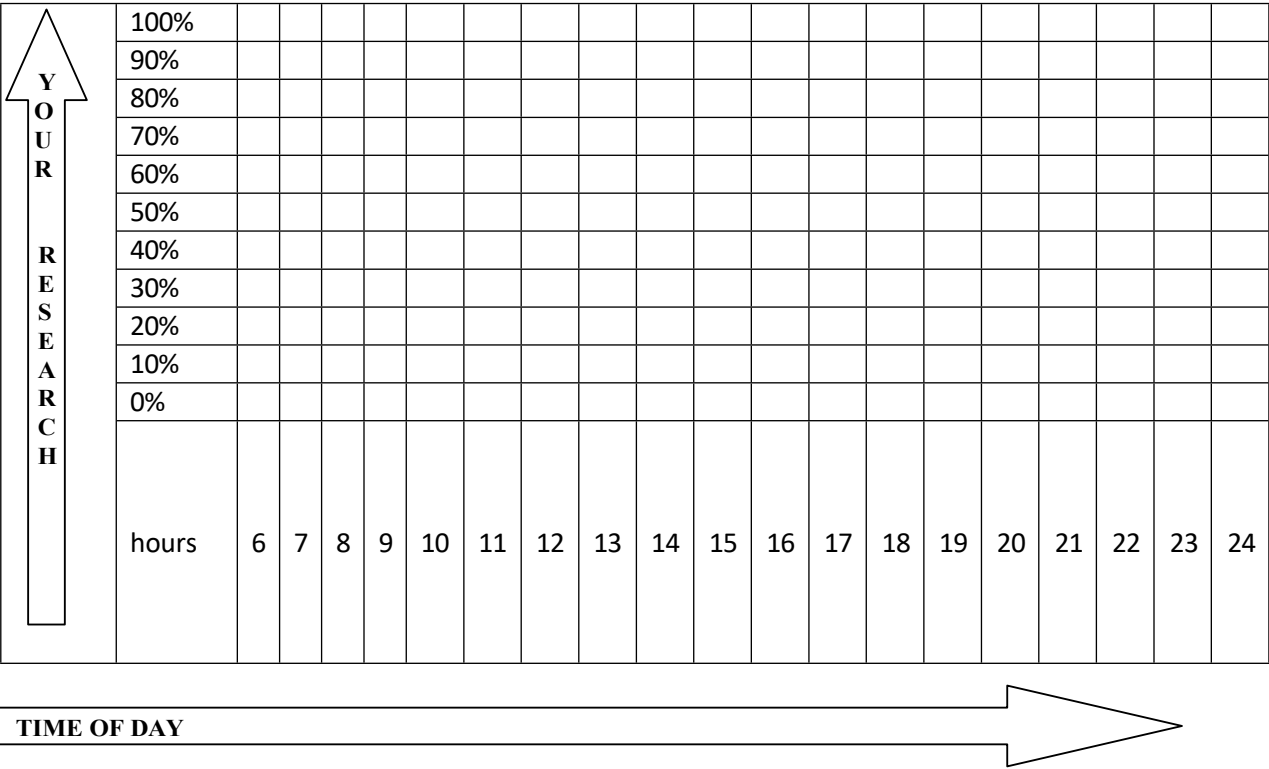
draw a horizontal line with the intensity of tasks during the day

COMMITMENT CURVE

Then plot on the diagram the intensity of your involvement, in the tasks you perform in the time slots in a typical day, (in which time slots you have the most tasks (home, extracurricular, etc.).

Mark the time and intensity of the tasks performed with the appropriate colour on the diagram.

	Domestic responsibilities - what kind?
	Out-of-home responsibilities - which ones?
	Free time - what kind of time?
	Meetings - which ones?
	Time eaters - which ones?
	Tasks related to educational and professional goals - which ones?
	Other tasks - which ones?



3. Then plot on the diagram the intensity of your involvement, in the tasks you perform, in the time frames of a typical day (in which time frames you have the most homework, extracurricular tasks, etc.). Mark the time and intensity of your tasks with the corresponding colour on the diagram.
4. The counsellor concludes the exercise with a discussion with the client, using the following questions for reflection:
 - How do your energy resources correspond with your tasks?
 - In which engagements do you put most of your energy and how does this correspond with your resources?
 - What conclusions can you draw for yourself?

Notes for the career counsellor:

The above exercise can be performed for individual days of the week, in which case certain trends and preferences of the client's biological daily rhythm can be noted.

EXERCISE 11

Title: MUSIC AS A CONTRIBUTOR OF VALUE

Source: own elaboration

Objective: to build a relationship of understanding and trust between career counsellor and client, understanding the role of values in life and career choices

Area: identity development

Teaching resources: Internet access, YouTube

Mileage:

1. The counsellor asks the client to choose a song that is important to them in terms of its verbal message. They listen to the song together. The guidance counsellor then initiates a conversation about the message the song conveys to the client, including the emotional, thought and value level. The career counsellor can ask the following questions:
 - Why did you choose this particular song? Why is it important to you?
 - From your point of view, what message does this song convey? What does it mean to you?
 - Which content is particularly important to you? Why?
 - How this song connects to your life, to your e x p e r i e n c e s , to your experiences, thoughts?
 - A vehicle for what values is this song?
 - In what ways are these values important to you? Are these values a way forward for you? Why?
 - How are these values present in your life? How would you like them to be present?
 - What can you do today to embody the values that are important to you in your life?
2. Summary: The counsellor summarises the conversation by pointing out how values shape our lives and how they connect to the world of professional choices and career development.

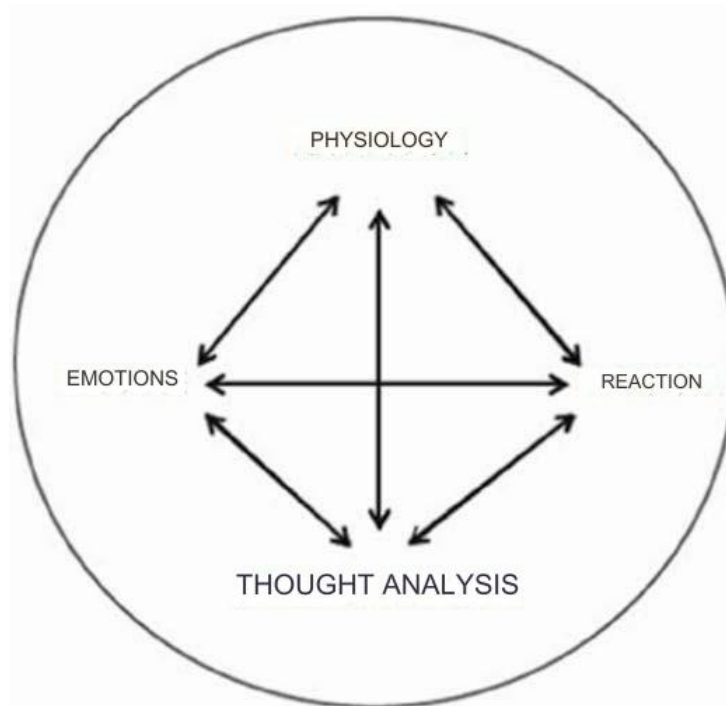
EXERCISE 12

Title: MODEL SFERA

Source: Coaching tools: the SFERA model, in: [Syrek2014.pdf](https://www.kozminski.edu.pl/Syrek2014.pdf) (kozminski.edu.pl)

Objective: to develop self-awareness skills

Area: Dealing with difficult situations



Scheme of work

1. Description of the problem situation the client wants to work on. At this stage, it is useful to give the client space and attention and to talk freely about the situation.
2. Situation analysis based on the diagram of the SFERA model
3. Deepening the described situation and related areas of client functioning on the basis of the SFERA diagram.

Techniques such as:

- global listening, including not only the content of the client's speech, but also mindfulness of the emotions being expressed, using one's own intuition to explore and understand the situation of the client, their experiences and their experiences;
 - open-ended questions (e.g. "Which people are involved in this situation?", "What thoughts accompany you in this situations?", "What are you experiencing in your body?", "What emotions are you experiencing?", "What actions do you usually are you undertaking?");
 - clarifying questions (e.g. "What exactly do you mean when you say you feel 'stifled'?");
 - reflection and clarification (e.g. "I hear you say that this is very stressful for you
 - summary (e.g. "Let me summarise your key findings")
4. Working with the client to bring about change and achieve the goal

Notes to the adviser:

In working with the client, based on the SFERA model, it is important to make the client aware of the interrelationship between all of the following areas:

- the situation - i.e. the situational and social context in which the client experiences a problem, wants to make a changes, to clarify its purpose;
- Physiology - that is, the body's response to emotions that arise. For many clients, becoming aware of their own physiological reactions, especially in situations they experience as difficult or stressful, is an important step towards developing strategies to effectively manage positive mobilisation and cope with negative stress symptoms;
- emotions - emotional response. Working with the client to recognise and describe their emotions allows you to to become aware of one's own emotional state and the impact of emotions on reactions and actions taken action strategies;

- reaction - the behaviour/actions manifested by the person. This area of work with the client allows identify current strategies for dealing with a situation in which the client wishes to make a change...;
- Thought analysis - these are thoughts, often in the form of fixed patterns and thought patterns or sets of beliefs. Working with the client on this area is an extremely important part of the process.

EXERCISE 13

Title: Face to face with identity

Source: Adapted from the EYC Course on Intercultural Learning, June 1997.

Objective: to reflect on one's own identity.

Area: identity development

Resources and conditions needed:

- an early introduction of the client to basic identity issues;
- a large sheet of paper and a pen;
- different coloured markers and/or pencils.

Time: approximately 45 minutes for individual exercise, 45 minutes for exchange. **Course:**

1. The participant is given paper and a pen by the counsellor. He draws his profile on the paper.
2. The counsellor asks the client to think about the different aspects of his or her identity (elements to be included in the drawn face) and how others may see them (elements to be included outside the drawn face). Aspects to be considered by the client include: family, nationality, education, gender, religion, roles, group affiliations and others that they wish to include for one reason or another. The client should be given a fair amount of time, as he or she will be considering the different elements that make up his or her identity. The counsellor should encourage the client to think about both the aspects and views they like and dislike about themselves.
3. The adviser asks the client to consider:
 - the relationship between what he sees himself and what others can see, and the relationship between the different aspects (this can be represented by connecting lines and 'twinkling lights');
 - the development of different aspects of one's own identity/beliefs in particular stages of life and the factors relevant to their development (these can be represented by colours signifying different moments in their lives, or points on a 'time scale' that the client draws next to their face.
4. The client presents his/her reflections, but only opens up as much as he/she wants. The counsellor can ask questions:
 - How do you see yourself?
 - How do others see you?
 - What influences you?
 - What was the reference point for you?
 - How have your opinions and attitudes changed over time and why?
 - What dynamics of change can you see and how are these changes linked?
 - How do you deal with these traits of yours that you don't like and where do they come from?
 - What do you see as the relationship between your different characteristics?
5. Reflection and evaluation: the counsellor asks the participant to say what the exercise has taught him/her, the counsellor may then ask the following questions:
 - How can you work on your own self-image and the image others have of you?
 - To what extent is identity a 'dynamic concept' and what relevant factors influence change?
 - What influences you?
 - What factors in society influence your identity and how are they related?
6. Finally, the counsellor can discuss issues such as perception, stereotypes and identity and rapprochement with others.

EXERCISE 14

Title: EMOTIONAL AWARENESS OF MYSELF AND OTHERS

Objective: to develop the ability to observe one's own feelings

Source: Marion M. Sehr, Emotional intelligence. IQ tests, Bertelsmann Media Sp. z o.o. Świat Książki Klub Diogenes, Warsaw 1999

Area: recognition of one's emotions/competence in emotional intelligence

Mileage:

1. The counsellor introduces the client to the purpose and subject of the exercise:

"On a day-to-day basis, we don't often pay attention to what emotions we are feeling. This is because we're all busy with something, we're in a hurry, we're not in the habit of focusing on what's going on inside us, and as a result we often don't feel when we're going well, and when we're in a bad mood, we don't think about what reactions are going on in our body or how the people we meet are doing. Often, we don't even notice everyday little joys such as a sunset, a tasty meal or the chirping of birds. If you miss such insights because something difficult is happening in your life or you are experiencing stress, there is no reason to give them up. Your ability to perceive only temporarily focuses on these problems. You can develop your emotional awareness by repeating several times a day the exercise I'll tell you about in a moment.

2. The counsellor gives the client a printout of the following exercise instructions:

Close your eyes and listen to your body. Is your breathing calm and even, or fast and raspy? Are you comfortable in your chair? Can you feel your feet on the floor? Are the muscles of your squares relaxed or tense? Where are your shoulders? Is your forehead furrowed? Are you warm or cold?

Later, open your eyes and pay attention to your surroundings as well: what do you see? What noises do you hear? Do you smell anything? What are the people around you doing? What facial expressions do they have? What feelings do they evoke in you?

3. Once the client has read the text provided, the counsellor continues:

When you do this exercise several times during the day you will find that your overall ability to focus your attention has improved and diversified. The more aware you are of your own feelings, thoughts, bodily and behavioural changes, the more influence you have over them.

4. Later in the exercise, the counsellor can talk to the client about how the client 'handles' emotions and how 'handling' emotions translates into successes or failures in life. The counsellor can use the following information/questions to guide the conversation:

Are you one of those people whose feelings and moods fluctuate frequently and whose anger and bad temper just gets the best of you? Mood swings and irritability make interpersonal relationships difficult because our behaviour is difficult for others to understand and map. While some people experience emotions very intensely but cannot control them, others find it difficult to notice their own moods at all. Because their feelings are below their own threshold of perception, emotional awareness seems to be underdeveloped in such people. Even if you don't notice your moods, they do affect your actions. When you get angry with your partner in the morning, for example, you may remain annoyed throughout the day and get angry with others at the slightest opportunity. To them, your behaviour will be incomprehensible; they will only notice your rage. Therefore, developing an awareness of your own emotions puts you in control of your moods and their impact on your actions. Successful people are aware of their feelings and pay attention to their moods. The freedom of action of emotionally intelligent people is greater because they do not get carried away by their feelings, but control them. Both positive and negative feelings are part of our lives and need space to develop. But already in childhood we learn that there are emotions that are undesirable. "Only a good child is a good child" and is loved - this is how we are taught from the cradle to distinguish between the following

good and bad feelings and tends to show only positive ones. When we reach adulthood, we often do not become aware of our motives, because the feeling control system instantly checks: is the feeling positive, therefore OK? Is it too violent? Nevertheless, all feelings - including negative ones - influence our thinking and acting. Emotionally intelligent action does not mean allowing only desirable feelings. On the contrary, knowing the full range of our own emotions is very helpful. Only then can we consciously decide which feelings we want to express.

Notes to the adviser:

In the context of exercises on emotions and other soft competences (e.g. empathy, assertiveness), it is useful for the counsellor to review basic information on emotional intelligence and the biological determinants of emotions. Emotional intelligence has been called by the psychologist Daniel Goleman "intelligence of feelings"⁴⁴. It consists of the ability to perceive the distinction between and modify actions according to one's moods and feelings, which presupposes a great ability to observe oneself. It is the key to knowing oneself and forms the basis of behaviour that is correct from the point of view of emotional intelligence, it also allows us to notice the feelings and moods of others and to react to them with the appropriate sensitivity. In fact, it is only the right attitude to our own and other people's emotions that determines how, and to what extent, we are able to use our intellectual abilities, which is why most successful people are those who develop their emotional abilities and are able to use them effectively and purposefully together with their intellectual abilities. Where are feelings "born"? Well, in the brain. The limbic system, the amygdala, the brainstem and the new cerebral cortex are the most important areas of the brain through which we are able to express feelings and at the same time behave intelligently. Not all creatures have a brain with the same structure. The oldest brain part common to humans and other creatures is the brainstem, which originates from an extension of the spinal cord. It regulates life-sustaining functions such as respiration and metabolism. The brain of amphibians, frogs or reptiles (e.g. crocodiles) consists exclusively of this part (hence it is sometimes called the reptilian brain). If humans were only equipped with a brainstem, we would be unable to think, feel, learn or even sense. With the development of mammals, areas responsible for the 'control' of emotions and the operation of the vegetative nervous system emerged from the olfactory lobe. This part of the brain is called the limbic system. It surrounds the upper part of the brainstem in the form of a ring. This is where all our feelings arise and influence our behaviour and the physical phenomena that accompany them. Thus, anger can make our stomach cramp, anger, make our face flush, fear, paralyse us. The limbic system also enables us to learn and remember. It prevents us from reliving painful experiences, such as burning our hands on a hot cooker, just in time to remember an experience that has already happened once. The accumulation and recall of information only became possible with the development of the limbic system. Our emotional memory is located in the amygdala, located on the right and left side of both lower cerebral hemispheres and with nerve bundles directly connected to the sense organs. The amygdala has a significant impact on our entire spiritual life and our emotional intelligence. Patients with damage to the amygdala, for example, cease to recognise from facial expressions whether a person is happy or sad. In addition, the amygdala enables an instant, non-thinking reaction in crisis situations. When you turn the steering wheel in your car or avoid an obstacle, or when people snapped out of their sleep by an earthquake flee into the street, it is a sign that the amygdala is switching on processes that allow you to react to emergency situations directly, bypassing the new cortex and limbic system. But the amygdala not only switches on processes that are directed unconsciously, it also has the capacity to store a variety of emotional memories and trigger appropriate responses. Thus, many childhood experiences can trigger feelings and actions in later life, the causes of which we are not aware. For some people, fear of the dark or rejection may be the result of an unpleasant experience in very early childhood, the emotional charge of which has been stored in the amygdala, even though there is no conscious memory of the experience. The neurologist and psychoanalyst Sigmund Freud would say that this information travels directly to the subconscious. The new cerebral cortex - also known as the thinking brain - is much larger in humans than in all other creatures and forms the rational part of our brain. Everything we perceive with our senses is organised here into a logical whole. This is where the seat of rational thought and intellect is located. It is only by connecting the limbic system with the new cerebral cortex that we are able to distinguish, understand

44 D. Goleman, Inteligencja emocjonalna, Media Rodzina Publishing House, Poznań 1997

and control of feelings. Thanks to the cooperation of the amygdala and the new cortex, the emotional mind participates in thinking and the thinking brain in our emotional relationships. While the amygdala body triggers anxiety-induced spontaneous reactions, another part of the emotional mind prepares a corrective response better adapted to the circumstances. When we are extremely angry or frightened, but suppress these feelings in order to consciously deal with the problem, it is the new cerebral cortex that suppresses our emotional impulses and allows us to think about an appropriate response and act accordingly. The brain carries out, colloquially speaking, a calculus of possible gains and losses. In animals, this leads to attack or flight; the range of human reactions is much wider and more complex. We are constantly deciding more or less consciously when it is appropriate to attack, flee, cry, feel guilty, arouse sympathy or show contempt. The interplay of feeling and reason determines our thinking and acting and influences our decisions, even if we do not always realise it. Therefore, the totality of our emotional life in sensible juxtaposition with reason lies at the heart of life's successes.

The intensity of experiencing is very different in different people. Today, it is known that women experience positive and negative feelings more strongly and quickly than men. Research shows that in women, the right and left cerebral hemispheres are better connected. While the left hemisphere is responsible for rational, logical thinking, the right hemisphere deals with the control of emotions. In addition, women are encouraged in their upbringing to express their feelings. This leads to the development of emotionally 'smarter' behaviour than men are used to or capable of. Because male emotional control functions less well due to a weaker connection between the hemispheres, men are more prone to emotional outbursts, especially of an aggressive nature.

Can emotional intelligence be exercised? A world without emotions would be just as scary as a world without reason. However, from time to time there are times when we feel so at the mercy of our feelings that reason fails us or we make the wrong decisions. Our aim should therefore be to recognise, control and effectively apply our emotions in all areas of life. The rational and emotional mind works in a similar way to muscles: just as in sport, we can develop our emotional abilities through patience, training and practice, creating an optimal foundation for our own success.

EXERCISE 15

Title: Awareness of one's own feelings

Objective: to develop the ability to observe one's own feelings

Source: Marion M. Sehr, Emotional Intelligence. IQ tests, Bertelsmann Media Sp. z o.o. Świat Książki Klub Diogenes, Warsaw 1999

Area: recognition of own emotions

Mileage:

1. The adviser gives instructions to the client:

Try from time to time in everyday situations to become aware of your momentary mood and talk to yourself, ask yourself: how am I feeling right now? Shift all feelings "from the liver" into consciousness. All impressions are allowed. While doing so, close your eyes, describe your feelings in words and say to yourself: I feel like.....". If you find it difficult to do this exercise at first, you can associate your feelings with an image, e.g.: I feel like an ordered and unclaimed good, a squeezed lemon, like in a dream.

Talk to yourself also in terms of your feelings about situations that happen in your life, e.g.: feels that others treat me frivolously when they laugh at me, feels relieved when I've got over a difficult task. Saying these sentences out loud will make it easier for you to communicate your moods to other people too. The sooner you notice your momentary moods (e.g. I'm scared now, I'm about to get angry), the less impact they will have on your reactions. By simply noticing them, you create an inner distance from your feelings without letting them take over. The important thing here is to first notice and then accept all your feelings. Also the negative ones. Only when you have acknowledged all your feelings can you consider whether and in what form you want to express them.

2. The advisor continues:

Because not all feelings manage to reach your emotional awareness, there are 2 types of emotion: conscious and unconscious. Both can have a strong influence on your perceptions and reactions. It is not always the situation itself that triggers unwanted feelings, thoughts and reactions. Sometimes it is the result of similarity to situations already known, the memory of which has escaped from consciousness. Here are hidden experiences and experiences from your childhood to which you no longer have conscious access. Perhaps you had a bad experience with a teacher as a child. When he or she gave you work, you were often annoyed and afraid. Many years later, your boss starts to criticise you. Your emotional memory now goes back to the situation with the teacher and again reacts in a similar way as before with fear and nervousness. You can deal with these kinds of deeply hidden, unconscious thoughts and feelings by asking yourself the following questions:

- What feelings does the current situation trigger in me?
- Does this situation remind me of an experience I know?
- What thoughts on this subject come to mind?
- What can I do to feel differently?
- What reactions does my behaviour trigger in others?
- How else would I have behaved?
- What bothers me about this?
- What would change for the better?

Every feeling stems from something, but sometimes it is not easy to find an explanation for it. So, even if this exercise seems difficult and alien to you at first, over time it will bring more and more light into your life.

3. The advisor continues:

Negative experiences and the fear of repeating them can block action, reinforcing unpleasant feelings reflected in your temporary mood. If, for example, you regularly have unpleasant encounters with an old friend and are often annoyed by his/her behaviour, this may lead you to avoid him/her, and you may feel more reserved about meeting him/her again. Your friend will sense this and, as a result, will probably reinforce the very behaviour you fear. For this reason, avoidance is the wrong strategy. If you want him or her to try out new behavioural possibilities, a possible strategy in this case is a clarifying conversation, because only a feedback signal gives the other person a chance to rethink and change the behaviour. Give yourself answers to the following questions:

- What situations do you avoid?
- Why do you avoid them?
- What should change?
- How can you change this?

4. The advisor continues:

Try now to answer the following questions:

- What mood does the memory of a recent holiday evoke in you?
- What feelings arise when you think about your partner?
- What do you feel when you think about the day ahead at home/at practice/.....?
- What have you been upset about recently?
- In what situation did you embarrass yourself?

Have you noticed how quickly your thoughts and feelings can change? It is likely that the thought of a recent holiday brought up certain images on the inner screen of your imagination, and that memory put you in a positive mood and conjured up a smile on your face. Thoughts and feelings are interconnected and influence each other. Therefore, every thought evokes an emotional response and every feeling interprets a thought.

Notes to the adviser:

The above exercise contains several "sub-exercises" that can be carried out holistically in one counselling session or, for a specific situation in the client's life, only one of them can be chosen.

EXERCISE 16

Title: I IN MY OWN EYES VS I IN OTHERS' EYES

Source: Marion M. Sehr, Emotional intelligence. IQ tests, Bertelsmann Media Sp. z o.o. Świat Książki Klub Diogenes, Warsaw 1999

Aim: to compare the client's self-assessment with how other people perceive them.

Area: building one's own identity

Materials needed for the exercise: 5-6 photocopies of the table provided in the body of the exercise.

Mileage:

1. The counsellor provides the client with 5-6 photocopies of a table containing a set of characteristics, according to the following model:

Self-assessment/assessment of others										
passive	4	3	2	1	0	1	2	3	4	active
withdrawn	4	3	2	1	0	1	2	3	4	open
shy	4	3	2	1	0	1	2	3	4	affectionate (tender)
cool	4	3	2	1	0	1	2	3	4	aggressive
calm	4	3	2	1	0	1	2	3	4	structured
chaotic	4	3	2	1	0	1	2	3	4	compliant
harsh	4	3	2	1	0	1	2	3	4	waspish
cheerful (satisfied)	4	3	2	1	0	1	2	3	4	Marbled
rested (regenerated)	4	3	2	1	0	1	2	3	4	tired
sustainable	4	3	2	1	0	1	2	3	4	edgy

2. The counsellor introduces the client to the exercise and gives instructions on how to do it:

Is your self-image identical to how others see you? To verify this, try a small experiment. In the table you have been given, you will find a selection of a dozen qualities arranged in pairs. These pairs of qualities form the poles of a scale. On the basis of the scale degrees, now evaluate yourself.

3. Once the client has completed the assessment, the adviser continues:

I now have 'homework' for you to complete. Distribute the copies of this list you have received to the people whose judgement you value, asking them: "How do you perceive me?"

4. At the next session, after the client has brought in the evaluation lists made by his/her friends/acquaintances, the counsellor summarises with the client the results obtained:

Compare the evaluations of others with your self-assessment. Perhaps there is a gap between your self-assessment and the assessments of others, for example, if you see yourself as a very happy person, but others see you more as a moody person, you should look for reasons for this. You could ask people you trust why someone perceives you this way and not differently? You might learn something new about your gestures, facial expressions or tone of voice in certain situations. It's worth noting that your inner attitude towards yourself translates into how other people see you. Here's a short story: in his memoirs, the famous clown Grock recounts how, before each performance, he would look through a hole in the curtain and say to himself: "My dear audience. Thank you for coming in such large numbers to see me. I too want to do my best to please you." What follows from this story?

The audience felt that Grock loved them. Successful people have a positive self-image and a positive attitude towards others. The attitude people have towards themselves also influences the reaction of those around them, as feelings are reflected in facial expressions, body posture, tone of voice and gesticulation. So even if you don't speak, it is still impossible that you are not communicating anything. Non-verbal signals account for an estimated 2/3 of communication. If you are angry with someone but still try to talk to them in a friendly tone, the interlocutor will sense it. He may feel insecure, he may get angry even though he cannot accuse you of anything specific. Often non-verbal signals are perceived clearly and valued more than words.

EXERCISE 17

A KALEIDOSCOPE OF QUESTIONS TO OVERCOME RESISTANCE DURING COUNSELLING WORK

Source: compiled from +110 questions to break the ice in a team [2024] Asana

Objective: to build a partnership between career counsellor and NEET increasing openness and mutual trust, bridging resistance during counselling work.

Running the exercise:

- Prepare some coloured boxes/jars/bags.
- On each one, write a category for the questions
- In each of the boxes/jars/bags, place the cut and folded single questions from the respective category (below is a sample list of categories with sample questions)
- Explain the purpose of the exercise (to get to know each other better, to get to know each other's opinions/experiences/thoughts on different subjects). Explain that the exercise is not evaluative, it is intended to get to know you better
- The principle of the exercise is that you take turns pulling out questions from a given box/jar/bag and answering them. If someone does not want to answer a question, they can skip it and take out another question.
- Then ask the participant to indicate the category from which he/she would like to draw questions and start a round of questions.

Notes to the adviser:

- The exercise should not last long, it is important that the atmosphere during the exercise is conducive to building a relationship of openness and trust, so genuine curiosity on the part of the counsellor is important. the Participant's responses
- It is possible to pull one question each from different categories or to exhaust all questions in a category at once.
- Such an exercise can be a kind of warm-up before the actual part of the session, it can also be used as a at subsequent sessions
- The following list is only an inspiration, anyone can create any category and catalogue of questions themselves

CATEGORIES OF QUESTIONS with a list of questions:

1. QUESTIONS RELATING TO THE PAST

Get to know the session participant better by asking questions about their past

Most people are happy to talk about their past, so these questions can be a good starting point - especially if you have not tried this kind of activity before. In addition, getting to know the Participant more deeply is a great way to understand their point of view.

- 1) Do you have any siblings? Are you the eldest, middle or youngest child?
- 2) Where did you grow up?
- 3) Did you have any animals as a child? Did you want/need to have them?
- 4) Did you play any sport as a child? Do you play any sport now?

- 5) What is your favourite place in the world?
- 6) What cartoon did you like best as a child? What was your favourite cartoon character? If the character was not from your favourite cartoon, explain why.
- 7) Who is your biggest, lifelong inspiration?
- 8) Which family tradition do you want to pass on to your children?
- 9) Which of the pieces of advice you received from your parents or grandparents do you want to pass on?
- 10) What were your favourite subjects at school?
- 11) Did you have imaginary friends as a child? What were they like?
- 12) Have you ever been mistaken for someone famous?

2. FUNNY QUESTIONS

Remember not to ask the "serious" questions alone. Start with some fun questions to lighten the atmosphere and help the Participant find common ground. When you get to know each other a little better, you can introduce "more serious" questions.

- 1) Did you happen to meet someone famous? How did it happen?
- 2) Looking back, what was your least sensible concern?
- 3) What is currently on your computer or phone's wallpaper and why?
- 4) What was your worst hairstyle?
- 5) What would your car's name be?
- 6) What is your favourite 'knock knock' joke?
- 7) Which TV show would you like to host?
- 8) Describe a funny situation that happened to you.
- 9) What is the last thing that got you into trouble?
- 10) What would the title of your autobiography be?
- 11) What word would you add/add to the dictionary and what would it mean?
- 12) Which fashion trend do you think should return to favour?
- 13) If you had to speak like a cartoon character for the rest of your life, which character would it be? Demonstrate what it would look like.
- 14) What was the worst advice you received?
- 15) If someone told you to eat a crayon, what colour would it be?

3. POPULAR FAMILIARISATION QUESTIONS

Want to make sure you already know basic information about the Session Participant? Try these tried and tested questions to break the ice.

- 1) What book are you currently reading? What is your favourite book?
- 2) What is your favourite series?
- 3) What is your favourite film?
- 4) What is your favourite song?
- 5) Which concert was your first? What was the best concert you have ever attended?
- 6) What book or object would you take to a desert island?
- 7) Which historical figure and current living celebrity would you like to have dinner with?

- 8) What is the best gift you have received and given?
- 9) What hidden talents do you have?
- 10) What did you want to be as a child?
- 11) If you could make a wish come true, what would it be?
- 12) If you won a million dollars, what would you do first?
- 13) If you had an extra hour a day, what would you spend it on?
- 14) What is your favourite genre of music?
- 15) Do you prefer dogs or cats, or maybe both? Or perhaps another animal?
- 16) What is on your list of things you want to do in life?

4. ORIGINAL QUESTIONS

You can also use the questions below to ask about something you are sure no one has asked before.

- 1) Which quiz show could you win?
- 2) If he could only use one emotion for the rest of his life, which one?
- 3) What is your favourite film quote?
- 4) What thing do you think is completely overrated?
- 5) If you were an athlete, what song would you choose for your entrance?
- 6) What book would you like to re-read for the first time?
- 7) Name a film that you think should have a sequel.
- 8) If you were to send an emotional email to your director right now, which emotion would you choose?
- 9) What was the first thing you thought of that morning?
- 10) What was the best day of your life?
- 11) If aliens landed on Earth, who would you recommend talking to them?
- 12) Is a hot dog a sandwich?

5. TRAVEL-RELATED QUESTIONS

- 1) Travel-related questions are also a good way to get to know the Session Participant more deeply. You can learn a lot about them based on their favourite places or best trips.
- 2) What ranks first on your list of destinations?
- 3) What is your favourite place?
- 4) Have you ever been abroad?
- 5) Mountains or sea?
- 6) Snow or sand?
- 7) What place did you go on your first trip (that you remember)?
- 8) What do you enjoy doing most in your area?
- 9) If you had to move to another country, to which one?

6. QUESTIONS RELATED TO FOOD AND DRINK

- 1) What is your favourite food?
- 2) What are your favourite pizza toppings?
- 3) What is your favourite ice cream flavour?

- 4) What is your favourite 'happy hour' drink?
- 5) If you could name a cocktail, what name would it be?
- 6) Sharp or sweet?
- 7) What is your favourite fast food restaurant?
- 8) Have you ever tried a food you didn't want but it turned out to be delicious?

7. QUESTIONS of the genre "would you prefer..."

In 'would you rather' questions, you present the Participant with a situation and ask them to choose between two fun options. This game promotes engagement and is an excellent way to learn more about the person's preferences. To continue the conversation, ask why a particular option was chosen.

- 1) Would you rather spend your holiday on the beach or go on an adventurous trip?
- 2) Would you rather be a member of the Avengers or the Justice League?
- 3) Would you rather star in a series about love or an adventure series?
- 4) Would you rather have a theme song for your life or a constant soundtrack playing in the background?
- 5) Would you rather be a superhero/superhero or the world's best cook/cook?
- 6) Would you rather participate in the Olympics or direct an Oscar-nominated film?
- 7) Would you rather sing a song with our headmaster of your school during karaoke or participate in a group conversation with the singer of your favourite music band and your parents?

8. HYPOTHETICAL QUESTIONS

Hypothetical questions deal with situations that will probably never happen, but can be a source of fun. If you want to go one step further, ask the person to explain the answers in detail.

- 1) If you had to live in a video game, which one?
- 2) If you could choose any superpower, what would it be?
- 3) If you could remove one word from the dictionary, what would it be?
- 4) If you could be any animal, what animal would you be?
- 5) If you could control your chosen element, which one and why?
- 6) If you could live in one of the Disney films, which one?
- 7) If you could send a message to the whole world, what would it sound like?
- 8) If you could only watch one film for the rest of your life, what film would it be?
- 9) If you could only listen to one album for the rest of your life, which one?
- 10) If you were a potato, how would you like to be cooked?
- 11) You have 20 minutes to create a plan in case of a zombie apocalypse - what do you do? What if you had 24 hours to do it?

9. MORE PERSONAL QUESTIONS

You might consider asking open-ended questions and let the discussion run its course. Unlike quick questions, open-ended questions are designed to encourage the person to discuss.

- 1) What is your favourite local restaurant and why?
- 2) What have you always wanted to do but never had the opportunity? Why have you not been able to do it?

do?

- 3) When was the last time you did something for the first time?
- 4) How do you deal with stress?
- 5) What was the most surprising situation that happened to you in another country?
- 6) Tell something about yourself that would surprise most people you know.
- 7) Describe an event in your life that changed your value system.

2.2 QUESTIONNAIRES

1. Eating disorder screening questionnaire Eating disorder screening questionnaire | Good Therapy Centre
2. The Fagerstrom Nicotine Tolerance Questionnaire the best-known test to assess the degree of nicotine dependence.
3. MAST an abbreviated version of the Alcoholism Screening Test a screening test that identifies people who may have an alcohol problem.
4. Test for anorexia a very simple test based on ICD-10 diagnostic criteria and intended for adults.
5. Depression test 9-item test to help self-diagnose depression.
6. KUTCHER DEPRESSION SCALE for Adolescents (Kutcher Adolescent Depression Scale) (LeBlanc et al. 2002, Mojs et al., 2015) testdepressionandadolescents - Good to be. (dobrzezejestes.org)
7. Beck Depression Inventory TEST* (Based on the publication of the Polish adaptation of the Beck Depression Scale: Parnowski T., Jernajczyk W. (1977) Beck's Depression Inventory in the assessment of mood of healthy people and people with affective disorders (pilot assessment), Psychiatria Polska, 11, pp. 417-425; Rybakowski J, Pużyński S, Wciórka J. Psychiatria: Podstawy Psychiatrii, t. I;4:456-57) testdepresjimlodziez - Well, that you are. (dobrzezejestes.org)
8. General mood scales, Wojciszke Barilla Emotions Questionnaire 07-08-13.indd (czasopismopsychologiczne.pl)
9. Social Responsiveness Rating Scale Stress Scale to be completed on line
10. CAGE test Praxis Counselling Centre TEST CAGE alcohol dependence risk assessment questionnaire
11. Baltimor test to assess severity of alcohol problem.

2.3 MULTIMEDIA MATERIAL

Title: Relaxation training

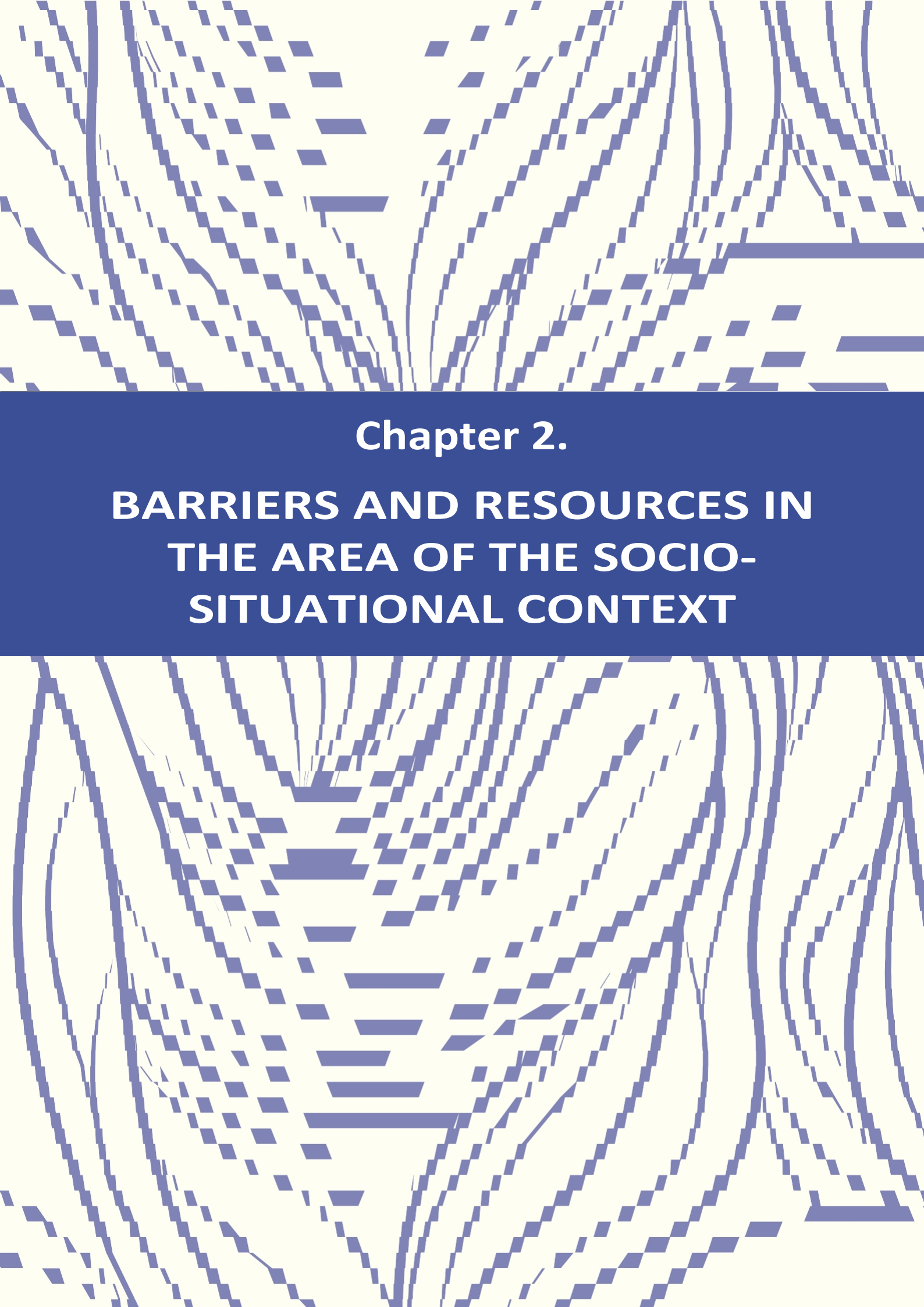
Source: own elaboration

Purpose: to achieve a state of relaxation by relieving physiological and psycho-emotional tensions.

Area: recognition of body signals in the context of emotional and stress management work, development in the **field** of stress management

Content:

- Script of an advisory session - multimedia file
- Support material for the counselling session - multimedia recording
- Supporting material for counselling session - human silhouette
- Supplementary material for the counselling session - theoretical development for the counselling interview

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Chapter 2.

BARRIERS AND RESOURCES IN THE AREA OF THE SOCIO- SITUATIONAL CONTEXT

THEORETICAL PART

1.1 INTRODUCTION

"While young people do not always do the right thing, a society that disrespects and suppresses these young people never does the right thing."

François Mitterand.

Man is a social being. This means that he cannot live outside the society in which he satisfies his needs and has the opportunity to develop. Society is needed by the individual to define his or her life goals, the way he or she functions on a daily basis and the patterns by which he or she is expected to act. At the same time, the individual functions in a specific territorial space and is connected by a network of dependencies and conditions over which he or she has more or less influence. In a sense, he or she is determined by his or her environment, and his or her resources, his or her individuality, determine how to deal with these conditions. It is important for a person to be able to realise his or her needs and seek paths for his or her development in the space given to him or her to live. It is equally important to be able to mobilise one's resources in order to change those elements of one's situation that hinder or prevent self-realisation. It is therefore essential that, on the one hand, the person accepts and understands social conditioning and, on the other hand, is an active participant in society in such a way that external conditioning does not determine his or her choices.

How social and living conditions affect young people is shown by the determinants of NEETs membership. A 2012 study by the European Foundation for the Improvement of Living and Working Conditions found that living in areas away from major cities increases the risk of being in the NEETs group by 150%, with twice the risk for those whose parents have achieved a low level of education. Young people with an immigrant background are also 70% more likely to be part of the NEET population. In contrast, those with disabilities or health problems are 40% more likely to be NEET. Coming from poor, broken families and those experiencing unemployment are also conducive to qualifying for the group¹. Attention is also drawn to institutional and cultural risk factors for being a member of the NEETs group, which include: long-term unemployment in the region, segmentation of the labour market (a stable market of full-time workers and a market of temporary workers, employed on the basis of contracts characterised by uncertainty), inflexibility of the labour market (reluctance to employ graduates without professional experience and at the same time preference for employing students) and the quality of education programmes not adapted to the needs of the labour market, resulting in a competence mismatch between the young and the expectations of employers². The meso level points to factors related to the inadequacy of school institutions, thus emphasising their role in contributing to the occurrence of economic inactivity, while the macro level includes socio-economic factors, among them the tendency for young people to become independent late³.

The above data show that, in addition to the determinants of NEET membership from the micro level,

- 1 S.Saczyńska-Sokół, M. Łojko, Sytuacja młodzieży na rynku pracy, "Zeszyty Naukowe Uniwersytetu Przyrodniczo - Humanistycznego w Siedlcach", 2016, no. 108, p. 99.
- 2 Supporting young people on the Mazovian labour market. Mazowieckie Obserwatorium Rynku Pracy, Wojewódzki Urząd Pracy w Warszawie, Warszawa 2014, s. 36.
- 3 G. Rondon, M. Szczęśniak, The "ani-ani" generation: about young people who do not learn, do not work and do not care about self-education, "Social Psychology" 2011, no. 3, s. 245-248

being a reflection of the personal qualities of the young person, meso and macro factors are also of great and sometimes even decisive importance. The consequence of this state of affairs is the necessity to take into account in designing counselling work with a group of NEETs not only personal factors, but also factors related to the social and living context. Such an approach is also presented by the Icelandic experience, where the process of educational and professional activation of NEET youth is closely linked to the analysis and active, multifaceted impact on the socio-situational context. On the one hand, at the initial stage of working with young people, this context, through cooperation with social workers and support institutions, is diagnosed in detail and analysed in terms of its impact on the situation of the young person. On the other hand, throughout the whole process of educational and vocational activation, the social and situational context is taken into account, so that the young person becomes an active participant in the process.

In this context, one may risk a statement that ignoring this context may be one of the most important reasons for failures in educational and professional activation of NEET young people. In this perspective, there is a need to include in the counselling process analyses of the socio-situational context, taking into account its influence on the situation of the young person and those factors that may hinder or even prevent a change in the educational and professional situation. The counsellor's task is therefore to find adaptable solutions that will contribute to the full integration of young people into socio-economic life. However, in order to correctly answer the question raised, it is necessary to take into account several variables that are relevant to the group being activated. To this end, areas that experts believe may have a significant direct or indirect impact on the situation of NEET young people will be reviewed.

1.2 SITUATIONAL CONTEXT

Material facilities:

As research shows, NEET young people often have a deficit in material resources. Due to the prolongation of education, young people are entering the labour market later and later, which also translates into their financial resources. Dependence on the family to provide basic goods, including housing, scholarships or financial support, has consequences for later independence and employment. Consequently, the material situation of young people is directly linked to the material situation of the family of origin. This implies a mutual coupling: the unfavourable situation of the family influences the way young people pursue their education and how they enter the labour market. In turn, unfavourable conditions of growing up and starting into adulthood affect the lower chances of finding satisfactory sources of income. As analyses show, young people from low-income households are more likely to be NEETs than young people from middle-income households⁴. An unfavourable family situation relegates members of a particular family to the margins of society, as work in the modern world is the "ticket to the world of resources"⁵.

The material situation of a family is determined by the per capita earnings of its members forming a joint household; the living space and its density; the furnishings of the dwelling that facilitate and enrich life; the provision of clothing, footwear and items necessary for study and leisure; the provision of modern communication technologies; the diet; and the participation in paid work and domestic activities of all family members.

With material disadvantage comes housing disadvantage. Housing conditions can be a conflict factor. High density, the clustering of many people in a small space, can have an agitating effect, trigger aggression and adversely affect family members. The organisation of the learning space at home is also important. This includes the shape and height of the desk/table, the lighting and the location of the

4 Young People not in Employment, Education or Training: Characteristics, Costs and Policy Responses in Europe, 2012, pp. 54-54.

5 S. Płusa, Bieda wśród polskich dzieci, [in:] E. Sapia-Drewniak, M. Pogorzelska (eds.), Socio-educational dimensions of exclusion and discrimination. In search of solutions and good practices, Publishing House of the University of Opole, Opole 2015.

for sleep and rest. According to research, pupils who had a fixed place to study at home and shelves for school supplies or books, as well as sufficient quiet, good lighting, room temperature and occasional help from older family members, performed better academically compared to pupils who lacked conditions for learning at home⁶. A poor standard of housing, lack of adequate space for studying, relaxing, developing interests can be factors influencing a child to drop out of school or further education, and vice versa - the better the material conditions of young people, the more often they continue school and choose a longer educational path.

The overall material conditions affect access to various forms of interest development, ways of fulfilling needs and educational opportunities. It also affects the building of educational capital, aspirations and life plans of young people and, consequently, their entire careers.

Another area related to the economic aspect of operating in the labour market is the costs associated with earning an income. This is also a factor influencing how young NEETs cope with the material disadvantage they face. Some NEET young people do have access to work, but this comes at a high cost: it may result in them dropping out of school or taking jobs that are below their capabilities/competences or very low-paid (e.g. jobs with high commuting costs, seasonal work, contract work). Although work is available, the payoff is low.

The problem of NEET young people is low access to a permanent job offering a stable source of income. Young people take seasonal jobs both at home and abroad. In the case of work abroad, the wages received are higher than standard wages, or the length of working time affects the size of the wage. Unfortunately, when this type of work stops, they live off their savings and most often do not look for a permanent job that is less well paid but provides economic stability.

The dominant form of employment for young people aged 15-24 is temporary contracts (about 65% of people), which places Poland in second place in Europe, just behind Slovenia⁷. Temporary contracts are not conducive to the stability of youth employment, and their expiry requires looking for a new job, which often leads to discouragement or adopting such a model of functioning, where after a period of work, there is a period of inactivity and orientation towards other forms of activity.

The guidance counsellor should be aware that the material background significantly influences the functioning of young people. When carrying out a diagnosis of difficulties in educational and vocational activation, the counsellor should carry out an analysis of the material conditions in which the young person functions, what material, housing and material resources he/she has available and how his/her basic needs are met in the environment in which he/she lives. It will also be important to work on the proper orientation of the use of his/her income, so that it leads to breaking the loop of low material status and the loop of casual work. It will also be important for the guidance counsellor to work with the young person on a proper assessment of the material situation. Making them aware that any form of work activity, be it permanent or seasonal, in addition to improving their material situation, builds up a work cult and reintegrates them into society and at the same time is an opportunity to build up their work experience history, which is in many cases a minimum condition for getting a job of a higher standard.

Place of residence

The place of residence is also an important factor in the economic and social inclusion process. Living in areas far from a large city increases the likelihood of being a NEET by 1.5 times. In the context of Poland, this translates as follows:

- Rural areas account for 92% of Poland's territory;
- The countryside is a peculiarity of Poland, with 15 million people living there, accounting for almost 40% of the country's population;
- more young people aged 0-17 live in rural areas than in urban areas, as shown by the data: rural areas 22.1%, city 17.5%;
- Since 2000, there has been an increase in the rural population;
- Depopulation processes are observed in Podlaskie, Lubelskie, Podkarpackie and Świętokrzyskie Voivodeships,

6 E.Trempała, Child at home and at school,[in:] J. Bińczycka, B. SmolińskaTheiss (eds.), Wymiary dzieciństwa, Oficyna Wydawnicza "Impuls", Kraków 2005, p.92

7 M. Pańków, M., Młodzi na rynku pracy. Report from the survey. Institute of Public Affairs. Warsaw 2012, pp. 19-20.

in which agricultural land predominates⁸.

Based on the facts presented above, the following conclusions can be drawn about rural youth:

- 1) Rural youth, compared to urban youth, grow up in less favourable material and socio-cultural conditions, receive a lower quality education and usually enter agricultural schools with an easier access profile, vocational schools or lower ranked general secondary schools,
- 2) The educational aspirations and careers of rural youth are much more likely than in the past, but less frequent than among urban peers, to include tertiary education, which tends to be selected according to the key of greater accessibility,
- 3) Contemporary rural youth represents the greatest mental approximation to urban youth. Their problem is that their expanded life aspirations cannot so far find an outlet either in the Polish economic system or in the countryside. Maintaining poor absorption capacities of the new economy narrows the room for manoeuvre for rural youth and may revive myriad trends, i.e. hidden unemployment, succession of economically weak farms, fragmentation of agriculture.

As shown above, the place of residence may influence a person's educational or vocational history, but it does not necessarily determine how educational and vocational goals are pursued. The guidance counsellor should analyse how the young person perceives the impact of his/her place of residence on his/her educational and professional situation and how he/she has dealt with possible obstacles so far. It is also important to distinguish real difficulties and barriers from passive attitudes, which camouflage in external factors the real reasons for not taking educational and vocational action.

Infrastructure

Infrastructure is one of those factors over which we have no direct control. It consists of public and private physical improvements such as roads, railways, bridges, tunnels, water supply, sewers, electricity networks and telecommunications (including internet connectivity and broadband speeds).

From the point of view of the impact of infrastructure on accessibility to the education and labour market, the most important elements of infrastructure are transport and ICT infrastructure.

Transport infrastructure is important in terms of accessibility to workplaces and educational establishments. On the one hand, Poland has made significant progress in expanding and improving its road infrastructure over the last 20 years: new expressways, bypasses for voivodship and even district towns have been built. On the other hand, there has been the liquidation of many state-owned enterprises responsible for regional connections, resulting in poor accessibility to public transport in many areas of Poland. In the past, local connections were available 7 days a week at various hours, which made it possible to commute to work in different entities and in different shifts. Currently, transport lines are predominantly operated by private operators who only run profitable connections, so that less profitable connections (e.g. on Saturdays and Sundays) are missing. This translates into a more difficult access to the education and labour market and mainly affects people living in rural areas or small towns far from larger urban centres. A whole series of changes in the way public transport is organised and financed has led to the creation of the so-called 'transport exclusion phenomenon', i.e. a situation in which some people have no access to transport at all - neither public transport nor a car and must rely, for example, on help from neighbours. Lack of access to public transport significantly affects the quality of life: it cuts people off from goods, services and networks, prevents them from taking full advantage of life's opportunities and deprives them of opportunities to build social capital.

According to data published by Jakub Szymczak of the OKO.press portal, the problem of transport exclusion is growing⁹. In 2005, the length of regularly operated bus routes across the country was 1.2 million kilometres. By 2020, it had fallen to just 480,000 kilometres. In 1990, on the lines

8 J. Wiklina, Polska Wieś 2012. Główne tendencje, zjawiska i problemy. Synthesis Report. In: [Polska wieś 2012 - główne tendencje, zjawiska i problemy \(bank.pl\)](#).

9 K. Nkielewicz Closer (from) the city in: [Civic Institute Closer \(from\) the City](#)

2.085 billion passengers were carried locally, twelve years later only 470 million. Between 2014 and 2020, the number of routes served by carriers almost doubled. It is estimated that around 15 million Poles are affected by transport exclusion (i.e. around 40% of the population). In Poland, there are ca. 50 cities with more than 10,000 inhabitants, where rail connections have been completely eliminated since 1989. According to the Association of Transport Economics, 20% of towns and cities in Poland are not served by public transport, while the other half have it to a minimal extent (single courses only on school days)¹⁰. According to EUROREG data, the phenomenon of transport exclusion causes difficulties in the fulfilment of daily duties, such as commuting to work or school for more than 6 million Poles. There is also the phenomenon of the so-called "traffic exclusion".

"three-speed transport", showing the apparent stratification regarding modern communication. Modern transport solutions are emerging at different rates depending on where you live. In agglomerations, we have a range of solutions and requirements that allow fleets to be modernised. On the other hand, there are suburban areas where such modern communication does not reach everywhere. Finally, there is a third completely forgotten area: small towns and rural areas, where in order to get to the office, work or school, it is necessary to use one's own car, which is often old and generates high maintenance costs. This situation can cause the problem of transport exclusion to turn into a problem of transport poverty, i.e. a situation in which people are deprived of participation in social life and access to basic services or work, not only because of the lack of availability of public transport, but also because of the increased costs of using combustion vehicles. For such people, for example, commuting costs represent a significant item in the household budget. The group of people at risk of transport exclusion also includes young people, who are often forced to give up various forms of activity if they cannot rely on transport assistance from family or people with their own cars. At the same time, access to transport is one of the key elements shaping the social functioning of young people. This ranges from educational opportunities, to access to culture, sports and recreational offerings, to the formation of social relationships and participation in public life. The lack of transport links affects the ability to choose a school (usually at secondary level) according to individual competences and interests. Choosing the preferred technical or secondary schools often means having to commute to these institutions. The lack of a suitable connection means that some pupils are forced to take advantage of the educational offer by adapting it to their commuting possibilities rather than their own abilities and educational expectations. At the same time, the longer commuting time to school can result in students dropping out of school more quickly. Being cut off from the cultural and sports and recreational offer of young people from rural areas or neighbouring municipalities of large cities is also an element of transport exclusion. This makes relationships with peers difficult and often excludes them. Taking into account the fact that membership in the NEETs group is connected with the place of residence outside large agglomerations, it should be expected that the phenomenon of transport exclusion is one of the factors influencing the situation of this group of young people.

Although access to transport infrastructure is a variable largely beyond the control of the young person, the guidance counsellor should analyse such conditions carefully, seeking together with the young person to overcome obstacles in this area. It seems crucial in this aspect to distinguish between actual communication exclusion and the attitudes of passivity hidden behind this phenomenon. This is because it must be stated that although the phenomenon of communication exclusion itself significantly affects the situation of access to education or the labour market, it is not a factor that completely determines the abandonment of education or work.

Another important phenomenon in terms of infrastructure analysis and its impact is access to ICT infrastructure. The first telephone network was established in Poland in 1992. This information is important as the generation of young people does not remember the times before the mobile phone era. This technology has been known to young people since the proverbial "childhood". Nowadays, the whole country, apart from small areas, is covered by telephony, which is taking on ever new forms and standards. This allows for various forms of electronic communication, access to diverse sources of information and new forms of learning and working. A study by the Office of Electronic Communications (UKE) in 2022 indicated that mobile telephony was used by 97 per cent of Poles and 79 per cent had access to the Internet, mostly fixed-line (69.8 per cent). Television services were used by 87.5 per cent of respondents during this period. Over the years analysed, it was far more common to

10 [How many children in Poland are excluded by transport?, in: UNICEF Poland - we help children](#)

households with children had access to the Internet at home than those without children¹¹. The outbreak of the Covid pandemic accelerated the possibilities of using the Internet in educational and working environments. In this direction, regulations related to the possibility of remote working and adapted forms of teaching have been simplified.

A problem in the perspective of NEET youth work is that the significant development of the Internet network in the country does not affect the quality or increase the competences of young people. Society is struggling to make proper use of the possibilities of the Internet. The education system has not yet adapted its programme to sensitise students to the opportunities, let alone the risks, of using the unlimited resources of the Internet. Young people are reducing their productivity by excessive use of entertainment or even becoming digitally addicted, which is a new phenomenon affecting successive generations of young people, including the NEET group (this phenomenon will be described in more detail in the subsection on leisure time).

The career counsellor is therefore faced with the challenge of the proper use of ICT network resources by young people from the NEET group, in the context of educational and professional activation of NEET youth. In this respect, he or she should diagnose not only the mere fact of access to the telecommunication infrastructure, but also the way the young person uses its resources.

1.3 ENVIRONMENTAL CONTEXT

From the moment of birth, human beings participate in various groups that create an environment that affects them in various ways. Of particular importance are the influences from groups with a dominant role in society. They influence the way in which young people are prepared to function as fully as possible in the structure that has been formed and is in force. The course of such adaptation, related to the influence of different groups on the individual, is called socialisation. For the vocational counsellor, the important elements of socialisation are those that directly or indirectly influence the way young people enter the world of work. The vocational counsellor should be aware of whether the young person is living in an environment that motivates him or her to be active in the world of education and work or the opposite.

Family

The environment that influences the development and socialisation of a young person is primarily the family environment, represented by parents and older relatives. In a proper family environment, a young person is stimulated to positive developmental activities, but there are also environments in which he/she may inherit or assimilate inappropriate attitudes. The strength of the family's influence lies mainly in the fact that it is an institution in which socialisation processes take place exceptionally intensively and continuously¹². As the data show, the family situation and the quality of relationships within the family significantly affect the risk of young people becoming NEETs:

- twice the risk of being a NEET for young people with parents with low education,
- having parents who have experienced unemployment increases the likelihood of being part of the NEET group by 17%,
- divorce of parents results in their children being 30% more likely to belong to the NEET groups¹³

The above data show that the influence of the family on the situation of young people concerns two dimensions: the first concerns aspects related to the socio-economic status of the family, the preferred

11 Information society in Poland in 2020, in: [Central Statistical Office / Subject areas / Science and technology. Information society / Information society in Poland in 2023](#)

12 K. Pujer (ed.), Contemporary family, Szanse Zagrożenia Kierunki przemian, Wrocław 2016, in [Content \(icm.edu.pl\)](#).

13 Young People, op. cit. pp. 54-54.

it values, attitudes towards education and work, while the second concerns the emotional climate within the family and parents' attitudes towards each other.

Considering the influence of the level of parental education on the level of educational aspirations of young people, it is worth describing the phenomenon of a so-called peculiar circle of the "cultural reproduction" of education and the latent strong inter-ethnic conflict in which the chances of advancement of the children of the least educated parents are significantly reduced. The following correlations can be noted here:

- the higher the parents' education, the higher the expectations for their children's education,
- better evaluators and those with relatively high incomes are more likely to choose for their children university education,
- The educational and professional aspirations of urban residents are significantly higher than those of rural residents, and are also differentiated by the size of the locality according to the number of inhabitants,
- The self-employed group has the highest expectations for educational attainment by the next generation,
- the association of peasant and farm-using households with rural residence influences the relatively low formation of their expectations of education¹⁴.

Young people's attitudes towards education and work are also influenced by factors such as the professional roles adopted by their parents, the work model preferred in a given family and the parents' mode of earning an income related to the nature of work, work style or place of work. In the traditional family model, work and family maintenance was the role assigned to the man to provide for the family, while the woman was expected to take care of the home and children. With social and moral changes, others have emerged in addition to the traditional family model. In this respect, it is possible to see a model in which both parents work, and work in the home and childcare is shared (to varying degrees, depending on the family model adopted). It is also possible to encounter situations where, for various reasons, the burden of supporting the family is taken on by the woman. Another aspect is the temporary departure of one or two parents from the family to work for the family. Many families also emigrate entirely for a period of time or settle permanently in another country.

Another issue is the model of work performance of individual family members and their immediate environment. It is possible to notice a model where work and time outside of work are clearly distinguished (e.g. full-time job) and a model where the division between work and free time is not fully specified (e.g. running a business, remote working, working periods filled with breaks related to being unemployed - e.g. seasonal work, temporary labour migration). In many families, occupational traditions are cultivated (passed on from generation to generation). Members of these families work in the same professions or are associated with the same workplaces, and pride and professional dignity and the cult of "good work" become the educational norm in these families¹⁵. At the opposite extreme are families where it is a kind of family tradition to depreciate the value of education or work, not to invest in one's educational and professional development, to remain unemployed, to take casual or seasonal jobs or to earn money based on dubious sources in such families becomes the norm, which is passed on to the next generation. In addition, the perception of education and work is influenced by family stories related to the education and work of individual family members, such as periods of deprivation, self-sufficiency, successes and failures, life changes related to different areas of life, periods of dependence on others, etc., whereby it is not so much the fact that a particular story emerges, but the way it is interpreted by adults and young people that is important. This is because these stories often contain the individual's beliefs about educational and work paths.

All the above-mentioned aspects create, on the one hand, specific expectations of parents with regard to the future of their children, and, on the other hand, are a kind of social baggage that a young person takes over when entering the labour market from his or her family of origin. They are, so to speak, "inherited" patterns of education and work, which cannot remain unimportant in the process of planning and realising an individual's professional career. They may constitute a direct or indirect reason for young people to remain

14 M. Wolska-Długosz, *Aspiracje edukacyjno-zawodowe młodzieży szkół licealnych pochodzącej z rodzin bezrobotnych*, [in:] H. Marzec, M. Pindera (ed.), *Problemy rodziny na początku trzeciego tysiąclecia*, tom I, Wyd. NWP, Piotrków Trybunalski 2007, p. 350-351.

15 U. Szwardzba, *Values - of work, family and religion - continuity and change Socjologiczne studium społeczności śląskich*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2012, in: 197749034.pdf (core.ac.uk)

people in the NEETs group.

Another perspective that gives space for the career counsellor to work on family influences on educational and vocational decisions is the area concerning the so-called family climate in which the young person grows up and related issues, i.e:

- parenting styles (e.g. M. Ziemska),
- Personal role models of parents and family members (e.g. A. Matczak),
- traditions, customs, mores, culture prevailing in the family (e.g. A. Brzezińska),
- The role of parents in securing the child's needs (e.g. A. Maslow)¹⁶.

For the counselling process, it is not so much important to delve into family histories in terms of the aspects mentioned, but rather to analyse those factors that may have a significant impact on the young person's self-esteem and the resulting different attitudes of the young person with regard to their education or entry into employment.

Parenting style is linked to parental attitudes, which M. Ziemska divides them into appropriate and desirable and inappropriate and undesirable. The following table describes the individual attitudes¹⁷.

	Name	Description	Consequences
Right attitudes	acceptance	accepting the child as he or she is, with all his or her physical (appearance) as well as mental qualities	fosters the development of children's ability to form lasting emotional bonds, behaviours based on friendship, trust, courage. Child is persistent, self-satisfied, able to interact and make commitments.
	interaction	the parents are involved and interested in what the child is doing (playing, learning, working) and the child (according to his/her developmental possibilities) takes an interest in the home, family and parental activities and is committed to	
	giving freedom	parents give the child freedom (age-appropriate), but use prudence and act wisely (parents give freedom to the child, but maintain a position of authority that allows them the necessary level of control over the child).	the child develops the ability to interact with peers, socialisation, resourcefulness, courage to overcome obstacles, adaptability to different social situations
	recognition of children's rights	parents appreciate the child's role, are relaxed about the child's activities, respect the child's decisions and choices	nurtures the child's loyalty, solidarity with other family members, fosters the development of a realistic self-image

16 D. Becelewska, Repetytorium z rozwoju człowieka, Państwowa Wyższa Szkoła Zawodowa w Jeleniej, Jelenia Góra 2006, p. 77

17 M. Ziemska, Postawy rodzicielskie, Wiedza Powszechna, Warsaw 2009

Inappropriate, undesirable	an avoidant attitude	parents present an emotional indifference, reluctant to be with their child, and they don't even know what to do with it, how to take care of it. They find it difficult to be with their child	can inhibit the ability to form lasting bonds; cause an inability to make objective judgements, persevere and concentration on learning, fearful behaviour or entering into conflicts and antagonistic attitudes
	an excessively demanding, coercive, corrective attitude	a child, regardless of his or her abilities and predispositions, is forced to fulfil the expectations of his or her parents, to conform to ideals and models that are often beyond his or her capabilities	fosters the child's development of insecurity, timidity, lack of self-confidence, oversensitivity, submissiveness, excitability, inability to concentrate
	an overprotective attitude	parents treat the child as a perfect creation that cannot be criticised. They show exaggerated caring, indulgence, bail out the child and consequently delay and hinder the child's independence	delayed emotional maturity, passivity, lack of initiative, overconfidence, conceit, r o w d i n e s s and entitlement

An interesting perspective from the point of view of a guidance counsellor on parental influences on the way children and adolescents function was presented by Prof. Braun-Gałkowska¹⁸. In characterising the positive and negative tendencies within the family, she pointed to 4 dimensions, each of which can have negative consequences in situations of over- or under-influence¹⁹:

- 1) proximity, which can take the form of excess or deficiency;
- 2) assistance, which can express itself in excess, i.e. overprotection, or deficiency, i.e. lack of support, assistance and care provided to the child;
- 3) directing, or more precisely an excess of it, is conducting, constantly managing the child, whereas a deficiency is condemning the child to his own strength without knowing any rules of conduct...;
- 4) requirements that may be too low or excessive when they are not adapted to the child's abilities and age.

As the above distinctions show, either parental attitudes that are too strict, too permissive or too protective do not have a positive effect on proper preparation for independent functioning in the adult world.

Among the most common parental neglect of children, resulting in future problems in coping with the crisis of adolescence and any subsequent developmental crisis, are:

- 1) the physical abandonment of a child by a parent or other significant adult,
- 2) non-disclosure of parents' own emotions towards their children,
- 3) parental disagreement with the child's spontaneous display of various emotions, especially negative ones (e.g. anger, sadness),
- 4) failing to meet a child's developmental need for dependence, i.e. parenting based on cool detachment,
- 5) physical, sexual and emotional abuse of a child,
- 6) using children to satisfy their own unmet needs,
- 7) involving children in their parents' marital conflicts, expecting children to support them, winning them over and setting them against their spouse,
- 8) hiding the family's shameful secrets and denying them to the outside world so that the children have to protect these secrets in order to maintain the family's equilibrium,
- 9) denying children their time, attention and guidance or assistance,

18 M.Braun-Gałkowska 1991, after E.Szwedo, *Sytuacja rodzinna i szkolna uczniów o różnym poziomie kompetencji społecznych : analiza porównawcza*, Uniwersytet Śląski, Katowice 2021, p. 43 - 46, in: [Szwedo_Sytuacja_rodzinna_i_szkolna_uczniow.pdf](#)

19 dams

- 10) a shameless action that does not recognise its own limitations, i.e. bringing up children by using controversial methods without feeling that this way of influencing them is reprehensible, inhumane, unacceptable, etc.²⁰.

The counsellor, when reviewing the family environment, can also pay attention to parenting styles, e.g. based on Diana Baumrind's concept of parenting styles²¹ :

Educational style	Parents' characteristics	Children's characteristics
Permissive (laissez-faire):	• great freedom • accepting • willing to talk • places almost no expectations and demands on the child • no information about breaking the rules • no penalties for inappropriate behaviour	• immature behaviour • little self-control • timidity • impulsivity • resentment towards parents (teachers, carers)
Authoritarian	• emotional coldness • demand full obedience and compliance • lack of explanation of instructions and justification of requirements • penalties for disregarding instructions • application of the "children have no voice" principle	• quite dependent • locked in • dissatisfied • show little interest in the surrounding reality • lack motivation to achieve • have low self-esteem • very distrustful
Democratic	• influencing the child's behaviour by means of clear rules and standards • high rating for independence and discipline • consistency in the application of educational measures • willingness to discuss instructions with children • emotional warmth despite expectations and demands	• confident in their abilities when tackling new tasks • persistent • have a 'healthy' self-esteem • satisfied • willing to take risks

By reviewing the environment and the family environment from different perspectives, depending on the needs, the counsellor is able to identify those elements to work on, the correction of which may influence the young person's individual situation and develop habits that allow attitudes and beliefs to change. In some cases, this may involve supporting the young person in separating from a disadvantageous family environment, while in others it may involve showing the supportive resources residing in the family (in such cases, the family may be an important part of the support network for the young person in his/her return to the path of educational and professional development).

Peer relations

After the family, peer relationships are the second most influential environment for a young person in terms of attitudes, attitudes, beliefs, relationships. As a young person enters adolescence, peer relationships become more and more important and are an important factor in entering adulthood roles such as relationship building, getting a job, personal development. As the Icelandic Partner's experience shows, working in the area of building positive peer relations is one of the most important aspects of

20 K. Piotrowski, J. Wojciechowska, B. Ziolkowska, *Rozwój nastolatka, Late phase of adolescence*, [In:] A. I. Brzezińska (ed.) *Niezbędnik dobrego nauczyciela*, ser. 1 vol. 2, p. 31

21 J. Bradshaw, *Understanding the family*, Institute of Health Psychology and Sobriety, Warsaw 1994

socio-occupational activation of people from the NEET group. Changing attitudes towards educational and professional activities in most cases was associated with a change in the social relations of the young person. Establishing new, valuable interpersonal, collegial and friendly relations had a direct impact on increasing motivation for educational and professional activities. Therefore, from the point of view of the counselling process towards NEETs, it is important to look at these relationships from different perspectives. It is particularly important to analyse:

- the influence of peer groups on the young person, which includes,
- the quality and extent of interpersonal relationships (depending on the developmental period),
- building peer relationships using social-media (described in a separate subsection).

Each of these perspectives will be analysed in more depth below.

A peer group can be defined as a group of people of a similar age, with direct and personal relationships, distinguished by a particular system of values, beliefs and a specific way of communicating and functioning. A characteristic feature of a group is that it is not the sum of individuals, but a separate entity governed by its own laws (e.g. actions may occur that a person would not undertake acting alone, whether of a positive or negative nature).

The peer group is a space for a young person to play together, be active, exchange ideas or interact. It is a natural way for him/her to socialise and enter **t h e** complex world of social co-existence. Participation in a peer group provides a sense of security in the process of separation from the family of origin, can strengthen self-esteem, stabilise the personality of a young person, shape his/her social competences and define standards of behaviour, indicate norms and role models²². Due to the above functions, the peer group often constitutes for a young person a reference group with which he or she strongly identifies, adopting from its members the way of behaving, dressing, moving, communicating or expressing emotions and views. In addition, the peer group is a source of informational support. It is in the group that a young person often looks for information, advice, tips on how to act and how to live. By identifying with a particular group, young people have a strong tendency to conform to the norms of that group, sometimes to the point of adopting an attitude of conformism, consisting of complete submission to patterns of behaviour. This may involve adopting a specific youth culture, or joining a subculture distinguished by more rigid boundaries and stronger pressure to adhere to certain norms, preferring a particular type of activity or dress.

The peer group, being a reference group for the young person and bringing certain values into their lives, provides stimulation for certain actions. The direction of these influences can be both positive and negative.

Through participation in a peer group, young people can develop their social skills, including the ability to cooperate, communicate, understand others, give and receive support, be assertive or resolve conflicts. In this context, participation in a group prepares them to function in future social roles and to adapt to the rules of society²³.

Sometimes, however, participating in a peer group can develop problematic or dysfunctional behaviour, especially if the person displays a strong attitude of conformity. In some situations, a peer group can become 'competition' with the family or other social relationships (e.g. work relationships) if it shares opposing patterns of behaviour and values. The most destructive form of peer groups are gangs or other groups that are criminal, socially harmful or destructive to a young person's development (e.g. sects, some subcultures). A young person seeking acceptance and a sense of belonging joins such groups, often due to rejection by groups with a higher social status, numerous failures at school, difficult family situation. Such a group, despite its destructive nature, gives the young person a substitute for security and allows him or her to satisfy the need to belong, which is so important during youth. Often, belonging to such a group is one of the most important determinants of NEETs, as the values, manner of

22 M. Przetacznik-Gierowska M., Zasady i prawidłowości psychicznego rozwoju człowieka, [in:] Przetacznikowa-Gierowska M., Tyszkowa M., (red.), Psychologia rozwoju człowieka, t 1, PWN, Warszawa, 2000.

23 M. Bardziejewska M., Adolescence. How to recognise the potential of adolescents? [in:] A.I. Brzezińska (ed.), Psychologiczne portrety człowieka, GWP, Gdańsk 2005.

the actions and goals of such a group conflict with socially acceptable values and activities.

In the perspective of participating in a peer group, looking at the social roles played in the group can also be a helpful perspective. The reasons for the emergence of group roles, should be sought in the characteristics of its individual members and the expectations of the group as a whole. On the one hand, the adoption of a specific social role in a group is a response to the expectations of the group, and on the other hand, to the use of the characteristics and skills possessed by the individual. It can therefore be concluded that certain individuals are to a certain extent predisposed to perform certain roles. The most common roles adopted in groups are contained in the following table²⁴:

Sociometric star	the person who has the most influence on her peers her opinion counts the most the whole group functions around it, as if it were participates in all the group's social events, meetings without her are basically pointless for the group creates fashion, behaviour, views of the group
Grey Eminence	a person orbiting a star like a satellite may not be liked by everyone, but it influences the Star and thus has no small impact on the others
Serial	people who are generally accepted and well-adjusted, as long as they go with the flow of the group, willingly meeting the expectations of the Star and her entourage individuals take on this role without seeing themselves in a leadership role and preferring subordination to leadership, or they participate in the life of the group but prefer to engage in their own, more absorbing interests
Jester	a person with a great sense of humour and a strong need to be noticed distracts from the problem and lightens the atmosphere with their jokes
Kamikaze	a person who is radically open and ruthlessly breaks every taboo of the group arouses anxiety, embarrassment, anger and ends up on the fringes of the group
Isolated persons	people treated like air the group does not direct any interaction to them, e.g. does not invite them to events and completely, omits them from its arrangements
Scapegoat	acts as a punching bag on which group members take out their frustrations and failures is insulted, ridiculed, unfairly blamed
Group conscience	takes care of the scapegoat stands up for the injured party and ensures that no one in the group gets hurt

A higher position in the group gives a person a great deal of freedom to present individual attitudes or views and a greater right to defy group expectations, with less risk of rejection. Peripheral roles, on the other hand, often predispose to conformist behaviour. From the perspective of considering group roles, a particularly difficult experience for young people is the situation of rejection by a peer group. This often involves taking on the role of "scapegoat", i.e. a person whose behaviour attracts the dislike or aggression of others. Such a person pays for belonging to the group by receiving name-calling, being the object of jokes and collecting all the anger of individual group members. Some groups, especially those requiring over-identification, take violence and aggression as a group norm and a determinant of behaviour. They look for people among their group members against whom such violence can be displayed. Among those exposed to peer violence are people with different views, beliefs, who are weaker in some way than others. The consequences of such experiences for young people are multifaceted. Young people subjected to violence experience a range of emotions that are difficult for them, i.e. sadness, anger, loneliness or confusion. They are characterised by low self-esteem and a sense of hopelessness, which can lead to self-aggressive or aggressive behaviour (the so-called "wave of aggression") or anxiety behaviour,

depressive and, in extreme cases, suicidal thoughts²⁵.

From the point of view of educational and professional activation, it is important to look at the situation of a young person through the prism of their participation in peer groups. In this respect, it is important to pay attention to what attitudes or values this group proposes, what roles the person plays in it, to what extent he or she identifies with it and whether there are sources of educational and professional inactivity in the attitudes of these groups.

In addition to participating in a peer group, it is important for young people to focus on establishing close relationships with peers with varying degrees of closeness and intimacy. In this context, friendships are of great importance. Almost 80% of the adolescents surveyed by Zbigniew Izdebski would turn to a friend for help in a problematic situation or in a moment of loneliness²⁶. This means that close relations of a friendly nature satisfy important emotional needs of young people (e.g. the need for acceptance) and provide a safety buffer on the way to emotional independence from parents. At the same time, difficulties in peer relationships are a source of suffering and a cause of lowered self-esteem, feelings of loneliness or social anxiety²⁷. The ability to build close relationships with another person, based on mutual respect and understanding, is one indicator of a person's level of maturity. The nature of the relationship can indicate to what extent a person in a friendship relationship recognises the independence, separateness of the other person, and to what extent he or she builds a relationship of appropriation, symbiosis or excessive control. In adulthood, the network of peer relationships expands to include all adults: co-partners, friends, the social environment of the college, workplace, neighbours, college circles, interest clubs, etc. It is important to what extent a young person opens up to various social influences, whether he or she makes conscious decisions about the choice and quality of building interpersonal relationships on various levels (e.g. taking on new social roles, participating in new groups, leaving the current reference group or separating from specific people). The way of social functioning will reflect the so-called level of social flexibility, which is necessary in the process of entering new social roles (including professional roles). This process is necessary although it may cause moral dilemmas or difficult emotional experiences for the young person related to separation processes from a particular group or person. Failure to do so (e.g. due to excessive loyalty, remorse, possessiveness or fear or indecision) leads to the possibility of further learning to interact socially. It can also be the cause of passivity or difficulties in fulfilling professional roles.

For the guidance counsellor it will therefore be important to analyse the situation of the young person in the context of peer relations, looking for developmental factors on the one hand and diagnosing the causes of difficulties/barriers on the other. Peers have a great influence on the functioning of young people. Just as the environment can motivate, it can also "pull down". The counsellor should identify the importance of peers and propose solutions, which can be radical, even ending with a change of environment. It seems obvious that these steps may not be acceptable to the respondent, but the indication of the destructive influence of peers by a person independent of his or her environment can be a turning point in the young person's life.

Social media

Interactivity in the age of a cosmopolitan world is a tool that is not so much attractive as it is essential in the thinking of young people. Today, the Internet is the natural habitat of young people and young adults. According to Eurostat²⁸, 99 per cent of 16-24 year olds in Poland use the Internet, and 97 per cent of them declare that they do so on a daily basis. The study "Teenagers 3.0." shows that teenagers use the Internet on average more than 5 hours a day on weekdays, and more than 6 hours a day at weekends. In turn, the 2021 study by the Dajemy Dzieciom Siłę Foundation shows that 23 per cent of teenagers are present on social media non-stop, and 69 per cent a few to a dozen times a day²⁹. According to the IQS report Youth World 5 (2019), half of the respondents (50 per cent) aged 16-29 check social media on their phone before they get up³⁰.

25 [Children and young people and violent behaviour Wise Protection \(madraochrona.pl\)](https://www.madraochrona.pl/)

26 A. Wieteska, The role of peers in shaping adolescents' body image, Katowice 2014, pp. 21, [PhD3548.pdf \(sbc.org.pl\)](https://www.sbc.org.pl/PhD3548.pdf)

27 Ibid

28 A. Łaska - Formeister, K. Messyasz, Youtubers creating lifestyles and health of youth. New media as a tool for individualising responsibility for health, [in:] P. Siuda, M. Pluta (eds.) Internet, health and illness - social, cultural and educational links, Bydgoszcz 2020, p. 72 in: [Internet, health and illness - social, cultural and educational linkages \(piotr.siuda.com\)](https://piotr.siuda.com/)

29 [PowerPoint presentation \(fdds.pl\)](https://www.fdds.pl/)

30 A. Łaska - Formeister, K. Messyasz, Youtubers ... [in:] Internet....cyt.ed. p.73

The Internet is a source of information, a channel of communication and a space for entertainment, creating one's image and identity. The most frequent forms of young people's activity online are the consumption of entertainment and cultural content (music, films and series, video games) and communication related to social life (contact with friends, use of social media).

Young people have access to a variety of almost limitless online resources, which they can use in diverse and innovative ways. This is leading to habits and attitudes that are replacing traditional forms of socialisation, education, work and communication. On the one hand, one can observe the phenomenon of smartphoneisation (use of the web understood as the rise of the mobile internet, which allows one to be constantly on line), and on the other hand, the phenomenon of the dominance of social media and large platforms (Netflix, YouTube, Facebook, Instagram, etc.) as the new educators of the young generation³¹. Young people are increasingly adopting being in a hybrid environment as a natural way of functioning, where the real (offline) and virtual (online) worlds are one interpenetrating world for them, without a clear distinction between offline and online. In this context, it is possible to speak of a new way of building a youth community, an environment in which a modern cyberculture prevails, containing a specific system of norms and values that privileges a specific way of life. Social networks have become a kind of stage on which their users play different roles³². By posting various photos, videos, material or comments, young users show themselves, what they do, who they meet and how they experience reality. However, it is not always about an authentic presentation of oneself, but rather about a self-presentation that will interest or impress other participants in the network or that reflects prevailing trends or fashions. This means that young people - users of social networks - are subjected to the phenomenon of social influence. In particular, Facebook and Instagram are places where young users present themselves, but also various information in a way that is imposed by others, while imitating the behaviour of people who are influential and authoritative for the individual.

Another important aspect in the context of social-media is the new way of building social relationships, where establishing and maintaining peer relationships is done through mobile media. This phenomenon has its positive and negative sides. Social networking sites (especially the most popular ones, i.e. Facebook, Instagram and Snapchat) facilitate communication and interaction between friends and people with common passions and interests, perform the functions of maintaining and establishing contacts, as well as keeping up to date with events in the lives of closer and further acquaintances³³. In this sense, they help to maintain social contacts, and this can have many positive effects. As research shows, people who have more friends on Facebook feel stronger social support, lower levels of stress and also have higher levels of satisfaction in their lives, which has a positive impact on their well-being and self-esteem³⁴. The above data show that being active on social networks is an important part of the lives of today's youth and that social media can be a source of good relationships. On the one hand, the virtual world can be a space to establish new peer relationships, especially for shy and withdrawn individuals, while on the other hand, online activity can be associated with experiencing manipulation and abuse from other peers, up to experiencing interactions such as cyberbullying. Due to the anomalous nature and the apparent sense of impunity, it is common to humiliate, harass or intimidate another person online using posts, instant messaging (e.g. by publishing false or ridiculing, aggressive comments, posting photos and videos online without the consent of those involved, or even making public on social media private photographs that should never see the light of day or have been altered in some way). Digital harassment, like any kind of psychological violence, is difficult to identify by those around the victim, due to the lack of physical traces. However, it leaves equally deep wounds in the psyche, which often heal far more difficult than physical violence³⁵. Another danger worth noting is the building of relationships based solely on electronic media. Internet use affects people's mentality and relationships,

31 M.Bochenek and R. Lange (eds.), Teenagers 3.0. Report from a nationwide survey of students, Pracownia Badań Społecznych, Warsaw, 2019, p. 16, in: [RAPORT_NASTOLATKI_3_online.pdf](#)

32 A. Andrzejewska, Youth activity in social media - a personal, social and cultural perspective, 'Society, education, language', 2021, vol. 14/2, pp. 87-100, in: [899-Text article-3221-1-10-20211215 \(1\).pdf](#)

33 A. Andrzejewska, The virtual world as a place to establish and maintain relationships by young people [in:] A. Wrońska, R. Lew-Starowicz, A. Rywczyńska (eds), Edukacja - relacja - zabawa Wieloaspektowość internetu w wymiarze bezpieczeństwa dzieci i młodzieży, Foundation for the Development of the Education System, Warsaw 2019, p.68 - 98, in: [edukacja-relacja-zabawa.pdf \(cyberprofilaktyka.pl\)](#)

34 [Związek-problematyczny-korzystowanie-z-telefonow-komorkowych-i-zmeczenia.pdf \(kcpu.gov.pl\)](#)

35 [Cyberbullying - online harassment Knowledge base Portal Gov.pl \(www.gov.pl\)](#)

because young people have an increasing tendency to glamourise cyber friendships using social media, and many virtual relationships never transfer to the real world.

The huge popularity of social networking sites is creating new idols with enormous power to influence young people. According to a study entitled "Opinion Leaders", conducted by a team of NASK researchers. According to the study entitled "Opinion Leaders", conducted by a team of researchers from NASK, less than three out of four people (74.2%) in the 15-26 age group follow at least one influencer on social media platforms, and more than a third (37.3%) follow more than ten. This puts influencers among the most popular groups among young people, clearly ahead of journalists, scientists or politicians. A Youtuber or blogger becomes a significant person for a young person, influencing their decisions, way of thinking, values or actions. This is particularly important for generation Z, which grew up with the development of the Internet and is virtually unfamiliar with the world before the virtual era. For millennials or Generation Z, web-influencers are now more important and influential than celebrities³⁶. It is also significant that young people are becoming passive observers and are not generating content themselves. Regular viewers of blogs and vlogs are convinced of the significant influence of their idols on themselves, on the popularisation of social and ideological attitudes, and on changes in the world. One in four respondents declared that, thanks to blogs and videoblogs, they have made changes to their lifestyle, e.g. started practising sports or eating healthier³⁷. The results of the NASK study indicate that 33.4 per cent of teenagers have met people on the Internet whom they think are worth following in the real world³⁸.

When it comes to advertising, teenagers are used to almost all brands online trying to entertain them. Increasingly, marketers are realising that in today's reality, "entertaining" a young user is no longer enough, so they are taking it a step further by swapping entertainment for friendship in order to be even closer to their audience. This friendship is provided by influencers appearing in the communication, whom the young like, often admire and form an emotional bond with them. The content tries every time to portray successful people, fulfilled dreams and an affluent life, which is the desire of NEET youth. This state of affairs influences uncritical thinking with regard to the content served to young people on the Internet, and thus the acceptance of e.g. deepfake (fake content), without analysing its origin:

"any content can be suggestive, the important thing is that it is given by a well-known person". This is a cue for the career counsellor to verify the research participant's approach to mass-media content.

Digital amnesia

The development of human civilisation has brought with it a number of negative phenomena that were not encountered before because technology was not as well developed as it is today. Digital life has become our everyday life which has translated into the emergence of both opportunities and threats. Digital amnesia is becoming one of them.

The internet is an indispensable source of information that we use all the time, and smartphones or tablets, as primary carriers, have become a veritable treasure trove of data - from phone numbers to calendar information to passwords or PIN numbers. It turns out that what we store and how we store it can lead to digital amnesia. According to Kaspersky Lab experts, our attachment to electronic gadgets, which can provide us with essential information in just a few moments, is linked to the fact that we remember less and less. Storing data (for example, on a phone), provides an incentive for the brain to delete it from memory. Over time, the information becomes blurred until it finally disappears completely. It is astonishing that more than half of European adults surveyed are unable to recall, without the help of a smartphone, their child's number or place of work. What's more, more than 90 per cent of Americans openly admit that they find the internet a convenient substitute for memory³⁹.

Secondary illiteracy

One phenomenon that is a growing problem in developing societies is secondary illiteracy, also known as functional illiteracy. This phenomenon refers to the partial or total loss of previously possessed writing, reading and arithmetic skills, and is developing most rapidly in countries that recognise

36 N. Hatałska. The role of bloggers and youtubers in the modern world. Raport, Blog Forum Gdańsk / Urząd Miejski w Gdańsku, Gdańsk 2006, p.5, in: [Google Scholar](#).

37 Ibid, pp. 9, 26.

38 M.Bochenek and R. Lange (eds.), Teenagers 3.0. Report ..., cited ed. p. 29

39 <https://www.senetic.pl/blog/2465,lenistwo-pamieci-grozi-nam-cyfrowa-amnezja/>

for the affluent, in some cases already covering 50% of the population⁴⁰. Research by PISA and the OECD shows that one in six Polish MA students is functionally illiterate. Other research results do not inspire optimism either. It turns out that 40 per cent of Poles do not understand what they read, and another 30 per cent of compatriots understand, but only to a small extent. This means that they have problems with, for example, reading train timetables or weather maps. People affected by functional illiteracy usually have trouble understanding instructions, reading graphs and charts, are unable to fill out the simplest official forms and forms or even calculate change in a shop. Despite their education, they are unable to use their knowledge to function efficiently in everyday life.

The development of functional illiteracy is correlated with negative emotions about the education system. In counselling sessions, there is often the opinion "that once my education is finished, I don't have to learn any more". This makes people on the verge of exclusion reluctant to read and learn and leads to a situation where they cannot cope with reading and understanding various leaflets or official letters. The scale of the phenomenon is increasing and starts as early as adolescence.

Free time

Leisure time is time which may (or may not) be used for leisure, and which is closely linked to the sense of freedom of those who use it⁴¹. It serves to renew physical and mental strength, creates the need for continuous improvement and work on oneself, and is a source of contact with the environment and promotes learning, as well as the development of interests, and is a way of socialising the individual, due to spending it in various environments, social groups. In this context, it is important to appreciate the role of leisure time in people's lives and to make proper use of it, so that the above functions can be fulfilled and to avoid leisure time becoming empty time, leading to various risks.

Looking at young people's leisure time should not be seen as a focussed characteristic, as due to the diversity of this group, resulting from life needs or interests, these will be heterogeneous phenomena.

Disadvantaged young people often combine leisure time with securing a livelihood. At the same time, youth with a better socio-economic status may use their potential to fulfil their dreams (e.g. travel at the expense of building material stability, a permanent job). In this situation, there is no common denominator, although we can try to refer to the satisfaction of an individual's most important needs in the context of their personal, educational or socio-occupational development.

Ways of using leisure time are diverse, but the link between leisure and having or not having a job is increasingly noticeable. This is mainly the case for young people who have low socio-economic resources, live in difficult conditions or show discouragement and fear for the future. Young people who are not in work or education are often marginalised, which means that they may face obstacles in accessing attractive leisure activities that most young people today enjoy.

On the one hand, with the technological development which characterises modernity, one can notice more options and possibilities as regards forms of spending leisure time, but on the other hand, the availability of technological forms of leisure "at one's fingertips" (television, mobile phones, social networks and the Internet in general) - makes this form of leisure time the main activity of young people⁴². Young people enter the virtual world first and foremost to satisfy the need for relaxation, contact with others or entertainment. In the Polish ESPAD study, almost all surveyed teenagers spend time using the Internet for pleasure. The vast majority of them do it almost every day (89.3% of 15-16 year-olds and 90.3% of 17-18 year-olds)⁴³. Despite the significant amount of time young people spend in front of screens, not everyone uses media in the same way. Internet use can be an opportunity to broaden one's knowledge, skills, meet new people or cultures, or it can simply be a passive time filler or simply waste time by playing games for hours on end, watching nothing of value to one's life

40 http://autorzy365.pl/czy-grozi-ci-analfabetyzm-wtorny_a6024

41 [234-Text article-867-1-10-20230428 \(1\).pdf](#)

42 M. Frias, A. Alcoforado, L., & Cordeiro, NEET youth - A portrait of a "state of limbo". Daily activities and perceptions of the present moment in life perspective. :Studies in Counselling/Journal of Counsellology, 11", 2022, 57-80 EN; 177. <https://doi.org/10.34862/sp.2022.4>. p.57 80

43 [How do young people spend their free time? Signum Magnum](#)

videos or websites, often with destructive themes.

Teenagers mostly watch TV and video, play games and use social networks. The use of digital media as a device for reading, video chatting or content creation (i.e. writing, artwork or music) remains minimal. We are seeing the emergence of uninformed users of digital tools who use the Internet to satisfy their interests, to escape everyday problems, to entertain themselves rather than to develop productively.

Another problem can be the adoption by young people of forms of time that are socially unacceptable, that are destructive to society or to themselves. Such forms include violent and aggressive behaviour, membership of subcultures, sects or even criminal groups.

It is important for the guidance counsellor to analyse the leisure activities of young people, in terms of the overall activity of the person. It is worth distinguishing which forms they take: passive or active. "People with a passive attitude to leisure time are similar to those who have surrendered more or less consciously to the dreariness of the following days. The weariness of the greyness of life seems to them unworthy of undertaking any activity to enrich themselves. The opposite pole represents people who devote their free time to realising their dreams, developing their talents, taking care of their health, building interpersonal bonds, getting involved in social activities, developing their spiritual life, acquiring knowledge in various fields"⁴⁴.

As the experience of the Icelandic partner shows, one of the most important elements on the way to educational-occupational activation is to be rooted in active leisure activities. In addition to activities of an educational and vocational nature, there are activities of an integrative nature in culture, tradition, sports and leisure activities of a so-called higher order. The vocational counsellor can also look at the choices of young people in terms of the places they visit in their leisure time, especially those stimulating their personal, cultural and civic development, e.g. museums, libraries, cultural and recreational associations.

When learning about the situation of young people, it is worth asking ourselves the following questions:

- To what extent do leisure uses contribute to promoting desirable proactive attitudes or, on the contrary, increase passivity, cause discouragement or attitudes "escape" from reality?
- To what extent does passive use of leisure time, i.e. watching TV or surfing the Internet, block the potential of young people to realise their aspirations or ambitious plans?
- To what extent does the trend towards low participation in active leisure activities hinder opportunities for building positive networking, which is essential for the personal development of young people in the light of their current living situation?
- Is the young person's low activity in terms of organising their leisure time a symptom of a lack of interest or motivation, or is it a symptom of passivity and general passivity?
- What external actions can be taken to stimulate interests, needs, expectations young people? How to transform local spaces to make them attractive to young people and provided additional support to their social and professional development?

The above questions can serve as a platform for reflection on actions for NEETs to increase opportunities for development, lifelong learning and socio-occupational integration. The importance of networking aimed at building favourable development pathways in terms of interests, passions and leisure should be emphasised.

Lifestyle

Lifestyle is one of those categories that is difficult to pin down and define unambiguously. It refers both to a social group and to an individual. Considering the lifestyle of a particular social group, it can be defined as a system of patterns, behaviours and views of social situations developed by the group, which the group uses to cope with life. Individuals' lifestyles, in turn, consist of their standard ways of behaving (actions, practices, activities), which have been formed in the process of interaction with the environment (family peer groups, school, media, etc.). Choosing a particular lifestyle

44 B. Adamczyk, Wychowawcze aspekty czasu wolnego dorosłego człowieka, [in:] M. Banach, T. W. Gierat (ed.), Czas wolny młodzieży szkolnej, Wyd. MTM, Levoca, 2010, p. 36.

depends both on the individual characteristics of the person and on factors in the surrounding social environment. A person's lifestyle can therefore be defined as his or her individual, observable behaviours and choices, concerning attitudes to work, leisure, health, etc., resulting from preferred values and beliefs. In other words, lifestyle can be referred to a wide variety of ways of functioning on a daily basis, related to value systems, relationships and daily practices⁴⁵. In this context, a certain repetition of certain daily activities, even sometimes routine in nature, is important.

For the vocational counsellor it is important to recognise a person's individual lifestyle, his/her everyday behaviour, ways of behaving, specific activities, both in the area of individual action and belonging to a wider community. Although the lifestyle focuses on what is noticeable, observable in everyday life, it will also be important to recognise the psycho-physical and social mechanisms underlying these behaviours (needs, motivations, values) and the decision-making process of adopting this way of life and not another.

From the point of view of an individual's perspective on lifestyle, the typology of lifestyles presented by Andrzej Siciński, based on the concept of a person as making choices in everyday life, may be useful. Pointing to the possibility of making choices, the readiness to use them and the established ways of making them, six basic types of lifestyle were distinguished:

- lifestyles with limited choices;
- lifestyle with avoidance of making choices;
- a lifestyle in which one seeks a way of life;
- a lifestyle in which choices are made with action as the goal;
- a lifestyle in which choices are made with a focus on the conservative outcome of actions;
- a lifestyle in which choices are made with a focus on change⁴⁶.

Another useful insight might be to identify lifestyles based on three categories of variables, as shown in the table below⁴⁷

Activities (A)	Interests (I)	Opinions (O)
Social life Holidays Entertainment Social life Shopping Sport Free time Work Hobbies Social events Membership of clubs	Free time Recreation Media Hobbies Family Fashion Food Achievements	About the present About the future About yourself Social issues Business Economics Education Products Culture

and the identification of the areas of life that constitute this lifestyle. These are: time budget (e.g. the amount and structure of disposable time); the nature of work, the ethos of work, the role of work in life as a whole; the level and nature of consumption; material culture, the way of dressing, furnishing the home; hygiene-related behaviour, health care; participation in culture and education, recreational behaviour; socio-political activity; social contacts, informal ties⁴⁸.

Another valuable way for the guidance counsellor to look at a young person's lifestyle will be to place it against the background of the community in which they function and with which they identify. For example, people from difficult families (where there is poverty, alcoholism, long-term unemployment, violence, among others),

45 M. Jacyno, Lifestyles, [in:] A. Giza, M. Sikorska (ed.), Contemporary Polish Society, Wydawnictwo Naukowe PWN, Warsaw 2012

46 J. Starczuk, Andrzej Siciński's research on lifestyles - a look from a distance, Culture and Society, 2015, no. 3, p. 79, in: [1343-Text of article-2563-1-10-20210511.pdf](#)

47 I. Sowa, The use of lifestyle concepts in the typology of young consumers, "Studia Ekonomiczne. Zeszyty Naukowe, Uniwersytetu Ekonomicznego w Katowicach", No. 303 - 2016, p. 138

48 D. Piotrowska, Styl życia, general remarks, "Zeszyty naukowe Wyższej Szkoły Pedagogicznej w Bydgoszczy, Studia z nauk społecznych", z.13, p. 62, [Styl życia. General comments \(ukw.edu.pl\)](#)

exacerbate their poor living situation by spending money on alcohol or non-essential goods. Women in this group are very often raising at least one child, also citing this as the main reason for not taking up employment. The lack of a regular income leads them to take advantage of social benefits, in the meantime working "in the black" as, for example, a nanny or cleaner, or not undertaking any, even "black", professional activity. Men in this group benefit less from social assistance and also work part-time, but try to conceal their income in order to qualify for social assistance. Such persons often discontinue the programme or work after receiving a salary or other assistance. By not being able to determine their income, it is not possible to collect outstanding maintenance or fines from them. As for the rest of the NEET young people, their lifestyles, although also mainly reduced to meeting current needs, are much less dependent on social assistance. Those working and often living abroad or working in the country without legalisation of their activity (e.g. in the construction sector), when deciding to adopt such a lifestyle, often did not do so intentionally. In the beginning, they treated their current occupation as a side/casual job, which, however, over time became their main source of income. As their current income often exceeds the salary offered by employers, these people are not interested in taking up employment. The requirement to devote "free time" to participate in additional courses/training is approached very reluctantly by young people in this group, and participation is often discontinued when opportunities to earn money arise⁴⁹.

Leisure time, social-media, lifestyle and the resulting negative phenomena such as secondary illiteracy or digital amnesia are concepts that together create a mosaic of the everyday life of NEET young people. The counsellor should point out to the respondent the aspects that have taken over their lives (among other things, young people often do not pay attention to the fact that most of their lives have moved to the virtual world). To this end, the counsellor can suggest the use of an app to measure the time spent in different programmes or social-media, as well as an app to limit the time or indicate the hours of use of virtual tools, in order to initiate actions to plan one's day and responsibilities.

The multifaceted nature of the chapter allows the career counsellor to get to know the motivators and demotivators of the interviewee in the context of his/her immediate environment: family, friends, leisure time. The counsellor can point out factors which the interviewee should strengthen or where to start in order to remodel his/her professional activity and become more attractive on the labour market. The counsellor should point out to the participant alternative possibilities to solve his/her problems or to support the participant's self-confidence in the initiatives he/she plans to undertake or the areas which can help him/her to overcome difficulties in life. In turn, the counsellor can encourage the person to seek help from different types of counselling services: psychological counselling, coaching, career counselling, substance abuse counselling or domestic violence counselling.

Juxtaposing the context of family, friends' environment, lifestyle, the impact of the virtual world will allow the counsellor to diagnose the participant's personality through the prism of his/her submission to influence or self-determination according to his/her own values.

1.4 EDUCATIONAL CONTEXT

Education is a broadly defined process. Nowadays, education does not end with formal/school education, but is constantly evolving. Today every person is a resource and is treated as such by modern companies. A career counsellor should identify the potential, resources or deficiencies of a NEET person so as to present or suggest possible further education pathways whether formal or non-formal. Many companies are willing to send employees to courses and training that they will use, but in return they expect loyalty to the employer.

49 Young people from the group in the Silesian Voivodeship - Diagnosis and possible directions of support, [ce6fd35d-fdb8-4ea5-96c5-6ae7f2b7c3c7 \(praca.gov.pl\)](https://ce6fd35d-fdb8-4ea5-96c5-6ae7f2b7c3c7/praca.gov.pl)

In the context of education, it is worth making a distinction between different forms of education:

- formal education, which is provided by primary, vocational and secondary schools and universities, including other bodies of the higher education system in the framework of programmes that lead to a full qualifications, postgraduate qualifications or vocational qualifications. In the shortest terms, formal education can be said to mean learning at school or university in programmes leading to the acquisition of full or partial qualifications. Formal education includes postgraduate studies and doctoral studies (now doctoral schools), as well as the completion of compulsory schooling by a child in the home education system. Formal education is also sometimes referred to as:
 - school education, academic education,
 - institutional education,
 - formal education system,
 - formal learning.

Non-formal education is education and training provided through programmes that do not lead to a full qualification or the qualifications referred to above. Non-formal education is learning organised institutionally, within programmes that do not fall within the scope of formal education. Learning outcomes acquired through non-formal education can be validated, accumulated and transferred through the acquisition of 'school' and 'academic' qualifications. Qualifications awarded through non-formal education can be included in the MQF (assigned a PRK level). Not all programmes implemented as part of non-formal education must lead to qualifications. The understanding of the term non-formal education adopted in Poland refers to the interpretation of this term given by Eurostat⁵⁰ (2006).

Informal learning is the acquisition of learning outcomes through various types of activity outside formal education and non-formal education. Informal learning can mean:

- independent learning (e.g. foreign language, computer skills),
- learning as a result of other activities - at work, during the performance of duties home, pursuing non-work interests, etc. (the learning outcomes are then the value added activities that a person generally undertakes not for the purpose of learning). The definition refers to both the definition provided by Cedefop (2014) and the definition used by Eurostat⁵¹.

Non-formal education is playing an increasing role and this is an interesting phenomenon because:

- is differentiated at the individual level (as opposed to unified formal education, where everyone in the country gets the same curriculum, lesson length, textbooks, etc.),
- the higher the percentage of useful knowledge and skills is acquired through non-formal education, the greater will be the differences between different individuals,
- The less formal education is a determinant of really useful competences, the more important informal education becomes, which can lead to increasing social inequalities. On education informal is influenced by many factors and the chances of it being of high quality vary.

In the context of the above-mentioned diverse forms of education, especially non-formal education, it is worth making young people aware that the acquisition of knowledge can take place in comfortable settings or situations that we do not at first glance associate with education. Thus, we can mention the following circumstances of acquiring knowledge:

- travel, especially abroad,
- conversations with wise people,
- tutoring,
- training of various types (individual, group, with a trainer),
- participation in extra-curricular activities,
- developing your own project,
- contact with people with similar interests (exchange of experiences),

50 S. Slawinski, Dictionary of the Integrated Qualification System, Institute for Educational Research, 2016, p.16, [ZSK Dictionary \(kwalifikacje.gov.pl\)](https://www.gov.pl/web/kwalifikacje)

51 Ibid

- reading books,
- online courses,
- working in a place where we learn and progress),
- participation in thematic events (conferences, trips),
- language camps,
- use of applications to support competence development⁵².

Examples can be multiplied, as there is a whole range of informal learning activities. At the same time, however, it is necessary to approach the subject with common sense, as each person should have an individual approach, as well as various external circumstances do not allow us to take full advantage of the range indicated above. The impact on education is determined by money, attitude, workplace, environment, responsibilities and amount of free time. It should be emphasised that when the education system does not keep pace with economic change, the opportunity to acquire new skills allows us to respond to market needs on an ongoing basis.

The guidance counsellor should skilfully suggest to his/her client to use all the forms of education that can be used to improve his/her professional situation.

1.5 LABOUR MARKET

When looking at the NEET group through the prism of the labour market, the following attitudes can be distinguished:

- the formally unemployed (the conventionally unemployed) - the largest subgroup, within which the short-term and long-term unemployed can be distinguished;
- unavailable in the labour market (the unavailable), which includes young carers with responsibilities family related to the care of offspring and young sick or disabled people;
- the disengaged (the disengaged) - discouraged young people who are not looking for work or education and those who lead unsafe and antisocial lifestyles,
- the opportunity-seekers - young people actively seeking work or training from the because of their skills and qualifications;
- the voluntary 's' - young people who travel or are involved in other activities, such as: art, music and self-education⁵³.

The labour market is changing dynamically. In the near future, work may become a luxury and an object of desire. Digitalisation and new technologies (e.g. artificial intelligence) will change many professions and the reality of workers and consumers. However, the development policies adopted by the state, as well as the efficiency with which companies seek to increase employee engagement and performance, will be crucial to the future of work and its shape. It may also turn out that every pair of hands of people willing to change their status in the labour market will be very valuable. Let this be evidenced, for example, by labour mobility abroad, where wage rates are attractive to workers who have to travel sometimes thousands of kilometres and, on the spot, have to cover the costs of accommodation, food or transport.

Recent research and expert opinions on, among other things, the challenges of today's labour market have been published in the report REVISIONS: What Poland will be like in 10 years⁵⁴.

It highlights six trends that will shape or are already shaping work in many professions:

- 1) Automation, robotisation, elimination of the human factor will cause many professions to disappear. Companies are looking for solutions to eliminate people, developing robotics and betting on digital solutions. This can be seen

52 <https://samsienaucz.pl/edukacja-nieformalna/>.

53 Young people, op. cit. pp. 47-48

54 REVISIONS: What Poland will be like in 10 years, 2015, pp. 26-31.

in industries such as manufacturing, finance, agriculture, mining - e.g. KGHM is testing an unmanned harvester in its mines, controlled by neural networks. Changes are also taking place in services and commerce, which are also largely being automated: self-service checkouts, self-driving cars, the development of 3D printers will replace unskilled workers;

- 2) Changing nature and transformation of industries, automation, digitisation and cultural change are causing industries to disappear or transform. As a result of the replacement of people in simple and repetitive jobs by machines (drones, A.I.), secretaries, couriers, warehousemen or postmen will lose employment in the administration, transport and logistics sectors. According to the Institute of Labour and Social Affairs, employment in agriculture and food production will fall by 31 per cent, while it will rise in management and finance or security;
- 3) the emergence of new services. With civilisation diseases such as depression (8 million Poles struggling with mental disorders), the demand for therapists, psychologists and psychiatrists is bound to increase. The market for experts supporting working life is growing (3,000 registered coaches, new areas are emerging, e.g. digital skills coaching). The number of jobs in professions related to the care of seniors or - in general - to health is increasing (15,000 jobs for doctors and more than 200,000 for nurses are needed by 2020). Infrastructure development increases the demand for urban management experts. Laicisation is increasing interest in specialists caring for spiritual life - the market for psychics, esotericists is growing, and low trust in public health care (combined with a lack of funds for private treatment) is developing the professions of quacks and healers. Greater awareness is resulting in the development of preventive health and dietary counsellors. Increasingly, we can meet a personal concierge, doing our daily errands for us, organising leisure, travel and entertainment or mentors teaching life planning. There is also a growing market for dog and cat insurance (15 million pets), pet hotels, in-home pet sitters and dog psychologists;
- 4) developing competences of the future connected with: automation, computerisation (e.g. programming), application of neural networks (e.g. in team management), negotiation or persuasion skills, emotional intelligence, care skills, interdisciplinarity, moving in an intercultural environment or data processing. The Foresight Report on Human Resources for Modern Economy, prepared by PARP in 2009, reveals that in Poland, as well as in Europe, in the long-term perspective (10-20 years), apart from the above-mentioned competences, the competences regarding knowledge management, interpersonal communication, knowledge of foreign and professional languages, protection of intellectual property, and use of mobile technologies will be valuable. The importance of lifelong learning competences, encouraging enthusiasm and managing optimism is worth emphasising here. These issues are being discussed between universities and employers;
- 5) increasing employee involvement and effectiveness. The Diagnosis of the State of HR in Polish enterprises, published by PARP, indicates that for employees, the most important factors influencing their involvement at work are: identification with the company's mission, knowledge about their professional future and the possibility of performing tasks independently and acquiring new knowledge. Predictions include a flattening of hierarchies in organisations, an increase in openness and accessibility of management to employees, access to current information, good leadership involving employees in key decision-making, the identification of wider values and the company's commitment to caring for the environment;
- 6) new career patterns, work-life balance (achieving a work-life balance), smart working, flexibility in the workplace, and the possibility to complete tasks abroad. The development of technology (communication and groupware tools, clouds) is changing the ways in which work is delivered (remote working, hybrid working, smart working). Mobile working or part-time working is now the order of the day. Continuity of work and the development of competences in one profession is becoming rarer, giving way to growing models of temporary work. A skilled worker today is someone with the competences to perform smart work anytime and anywhere.

Regarding the unemployment situation by gender, the rate among women was higher than among men (20.9% compared to 12.2%). This is generally related to the more difficult situation of women in the labour market. Despite the fact that they are often better educated than men, employers prefer the male gender as employees. In addition, women may find it difficult to re-enter the labour market due to the interruption associated with the birth of an offspring. This is exacerbated by gender stereotypes and increased social pressure to fulfil the

family roles by women, while for men there was an emphasis on professional roles. In addition, almost three times the proportion of women aged 20-34 compared to men remained inactive in the labour market (not seeking employment) (15.3% versus 5.9%)⁵⁵.

We live in an era with successive socio-economic changes. Cycles of change are becoming more frequent, driven by developments in technology such as AI or digitalisation. And just as more than 150 years ago factory workers were destroying machines for fear of losing their jobs, we are now faced with the uncertainty associated with the replacement of certain professions by artificial intelligence. Behind every such fear, there are entirely new opportunities, including those related to matching the type of work to the needs of workers so that their full potential is realised.

We can distinguish the following employment models:

- permanent based on indefinite contracts. This is the most costly employment model for the employer, as it incurs costs such as recruitment and selection of employees, training Employees, benefits and remuneration, exemptions on the part of the employer,
- variable that takes into account economic and demand volatility, which are constantly changing. The model assumes functional, quantitative and temporal flexibility,
- mixed, where both permanent and temporary workers are employed.

As part of this, the adviser should determine what form or style of work best suits the client. At present, the forms of work vary from employment contracts, to commission work, to management contracts, to hybrid or remote working. The choice is not clear-cut, so it is important to know the client's preferences and predispositions. In addition, the guidance counsellor should have the necessary knowledge to identify the direct and indirect influences on the client and be able to point out to the client the elements that may have a significant impact on their labour market position and situation, for example in terms of public transport and access to educational institutions or workplaces. This diagnosis allows an understanding of external factors through an economic analysis of the young person's life. The counsellor should be able to calculate how much time the young person needs to commute, what costs he/she incurs in relation to working in different places or different workplaces, as well as what living costs he/she will incur if he/she makes a change (e.g. costs related to renting a flat). On this basis, the adviser can calculate the optimal cost-effectiveness for the young person.

1.6 AID INSTITUTIONS

The multi-sectoral functioning of economic and social systems aims to make efficient use of human resources while maintaining their distinctiveness and needs. Each country has its own structures, which we can categorise into main sectors, including: public (central structure and local administration with agencies); private (different varieties of economic activity) and non-governmental (the so-called third non-profit sector, i.e. social organisations whose main aim is to meet social needs and not profit-oriented). Working with a person from the NEET group often requires extensive activities that go beyond the competences and capacities of a vocational counsellor. Therefore, it is necessary for many institutions and actors to work together to support them. In this context, the career counsellor becomes, in a way, the coordinator of support activities, pointing out to the young person the possibilities of receiving support from various institutions. The guidance counsellor should not only be knowledgeable about the possibilities of obtaining support from various institutions, but should also, as far as possible, seek to establish cooperative relationships with various actors in order to increase the effectiveness and relevance of activation interventions. Such an attitude is important, as the young person may not have the knowledge they need about the possibilities of support in different areas or may be reluctant to use the help offered. A career counsellor's attitude showing knowledge and experience in working with different support providers

⁵⁵ E. Subocz, On youth excluded from the education system and labour market - selected aspects of the phenomenon from the European and Polish perspective, "Social Work", 2020, no. 3(35), pp. 147-165.

institutions can effectively support the young person in overcoming resistance. It is good practice for the guidance counsellor to compile a list of institutions and support providers in the local environment, with up-to-date contact details and details of how to contact them. This can also be done together with the young person.

The actors whose role is to support citizens through different tools and in different situations are presented below.

- **Labour Market Institutions** (Provincial Labour Office, Poviast Labour Office)

Tasks:

- tackling unemployment,
- handling of funds from the Labour Fund,
- professional activation,
- labour market research and analysis,
- counteracting the effects of planned redundancies.

- **Social Assistance Centres** - (Municipal Social Assistance Centre, Social Services Centre)

Tasks:

- helping to lead individuals and families to a life of self-empowerment,
- providing income at the level of social intervention,
- integration of socially excluded people,
- care services.

- **Family assistance institutions** - (Municipal Family Assistance Centre)

Tasks:

- helping to lead individuals and families to a life of self-empowerment,
- Providing support to families and individuals in fulfilling their life roles and strengthening their potential,
- providing care and support in functioning for people with limitations.

- **Reintegration entities** (Social Integration Club, Social Integration Centre Facility)
(e.g. the Vocational Activity Centre, Occupational Therapy Workshops)

Tasks:

- preparation for employment,
- holding classes with jobseekers,
- care or employment of people with disabilities.

- **Social Economy Support Centres**

Tasks:

- animating local communities and building three-sector local partnerships,
- training and counselling for people at risk of social exclusion,
- handling grants for job creation in social enterprises.

- **Local Action Groups**

Tasks:

- handling grants for job creation and development,
- business incubator,
- implementation of local development strategies.

- **Voluntary Labour Corps**

Tasks:

- social, professional and economic activation of young people (e.g. education in the working process),
- upgrading or retraining,
- tackling unemployment through employment organisations or international youth exchanges.

- **Trade union organisations**

Tasks:

- protection of workers' rights,
- Socialisation of people working in the same establishment/industry.

- **Employers' organisations**

Tasks:

- organisation of workplace promotion events,
- industry clustering.

- **Social enterprises** (social cooperatives, non-profit companies)

Tasks:

- social and professional reintegration of people at risk of social exclusion,
- creating disability-friendly workplaces.

- **NGOs**

Tasks:

- learning social roles through volunteering,
- organisation of social projects to improve professional competences.

- **Employment agencies/job fairs/recruitment agencies**

Tasks:

- sourcing of job offers,
- employee recruitment,
- labour market analysis.

- **Educational establishments** (private and public)

Tasks:

- enabling the improvement of competences and skills,
- preparing young people to enter the labour market (e.g. apprenticeships and traineeships).

- **Local environments** (parishes, community centres, sports clubs, informal groups, institutions cultural and educational)

Tasks:

- social integration of people at risk of exclusion,
- networking.

- **Health facilities** (mental health, addiction advice centres)

Tasks:

- Diagnosis and resolution of young people's problems,
- the development of adaptive skills to enable them to function properly in society.

- **Social media and job portals**

Tasks:

- providing access to information,
- networking,
- collecting information on educational and employment offers.

- **Local and national media**

The role of the career counsellor does not end with diagnosing the participant, but with developing a comprehensive pathway for them, taking into account their individuality within this diverse group. Each young person classified as NEET has their own unique characteristics, beliefs, attitudes or dispositions. The appropriate development of a support pathway, taking into account external qualities, including environmental influences, can contribute to the successful activation of the client and inclusion in the labour market. An important aspect is to carry out an honest diagnosis based on reliable information provided by the NEET, who understands the questions and is able to answer them. Understanding the external influences that affect her/him will allow the young person to understand the barriers she/he has not been aware of so far, and thus make it easier for her/him to find the right paths both in her/his own development and in building self-confidence. Thanks to the work of the guidance counsellor, the young person has the chance to understand himself and to place himself in the world around him. He/she is able to take into account his/her deficits and shortcomings, but also the advantages and predispositions that can bring him/her success. The young person is not condemned to a lonely struggle, but can count on the support of institutions that will help him/her more easily pass the path of transition and return to the labour market, according to his/her experience and family situation.

This chapter is intended to make the guidance counsellor aware of the fact that every young person who falls into the

to the NEET group lives in its specific environment. This environment may or may not have a determining influence on him/her. Making the participant aware of this situation will allow for self-analysis with the possibility of eliminating negative phenomena in his/her environment, which have influenced him/her and he/she was not aware of them. Through counselling, the young person has the chance to work through the influence of his/her environment on his/her life.

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1.8. SELF-KNOWLEDGE TEST

1. Identify which situational context factors may be a factor increasing the risk of being NEET

Situational context factors		Risk factor	
		YES	NO
1.	Place of residence in a city of more than 100 000		
2.	Parental unemployment		
3.	Negative emotional climate within the family		
4.	Possession of a cat B driving licence by a young person		
5.	Running a parent business		
6.	Low parental education		
7.	Parents' unfavourable financial situation		
8.	Single motherhood		

2. Identify which of the sentences according to the available research is true regarding the impact of the place of residence on the access to education and the level of aspirations of the population

STATEMENT		TRUTH	FALSE
1.	the running of the parents' farms together with with living in a rural area does not affect the relatively low formation of their expectations for their children's education		
2.	educational and professional aspirations of urban residents are as high as those of rural residents		
3.	rural youth grow up in less favourable material and socio-cultural conditions than urban youth		
4.	rural youth receive a lower quality education and tend to enter agricultural schools with an easier access profile, in vocational or lower secondary schools		
5.	educational profiles of rural youth are usually selected according to interest rather than accessibility		
6.	contemporary rural youth presents a mental approximation to urban youth		

3. Match terms and their definitions

CONCEPTS	
1.	Communication exclusion
2.	Digital amnesia
3.	Transport poverty
4.	Functional illiteracy

1

2

3

4

DEFINITIONS	
A.	a situation in which, due to the use of digital and electronic storage media, a person's ability to remember essential data, e.g. telephone number, address, etc., is impaired.
B.	partial or total loss of previously held writing, reading or arithmetic skills
C.	a situation in which someone has no access to transport at all - neither public transport nor a car - and has to rely, for example, on the help of neighbours to do so
D.	a situation in which a person is deprived of social participation and access to basic services or work not only because of the lack of availability of public transport but also because of the increased costs of using combustion vehicles

Question 4.

List at least 5 institutions that can support the NEET group in solving their problems

1

2

3

4

5

Question 5.

Link NEETs to their descriptions

A	the unavailable on the labour market	1.	Young NEETs short-term and long-term unemployed
B	the opportunity-seekers	2.	young people who travel or are involved in other activities such as art, music and self-education
C	voluntary 's	3.	young carers with family responsibilities for caring for offspring and young sick or disabled people
D	disengaged (the disengaged)	4.	young people actively seeking work or training for their skills and qualifications
E	the conventionally unemployed	5.	discouraged young people who are not looking for work or education and those who lead unsafe and antisocial lifestyles

1

2

3

4

5

PRACTICAL PART

2.1 EXERCISES

Exercise 1

Title: Networking

Source: own elaboration

Objective: To analyse the environment, highlighting important places and people that can help change the labour market situation

Area: situational context

Mileage:

The first step in networking is to identify people who can be helpful in the process of changing the current life situation.

Think about and list all the possible people you know, whether they know your current living situation or not:

The participant verifies information from at least the area of the county, i.e. the area of the administrative unit with real influence on the participant. The area is people representing the socio-economic life of the region including potential advisors, employers.

1. List all adult members of your immediate and extended family

2. List close friends and classmates

3. List all current and previous neighbours

--	--

4. List self-employed people you know (e.g. hairdresser, beautician, salesperson, financial advisor, accountant, insurance agent)

5. List the employees of institutions and offices in your area (employee of a social welfare centre, labour office, town hall, bank)

6. List the people who work in educational institutions, cultural institutions and community organisations in your area

7. List all persons working in the business sector

8. Others

Notes for the counsellor: From the exercise, the counsellor is able to determine the participant's awareness of his/her environment. He/she can verify if this is an active attitude and if the person is interested in what is happening next to him/her, or if he/she is a passive person and this allows for the adoption of appropriate activation tools. The conclusion may be that the person surveyed is more focused on using the Internet and then looking for mobile solutions for activation rather than being interested in what is happening in the physical reality.

Exercise 2

Title: How to build your own brand

Source: <https://semcore.pl/budowanie-marki-osobistej-poradnik/>

Objective: to familiarise the client with the concept of "personal brand" and to prepare him/her to build his/her own brand

Area: situational context.

Mileage:

The advisor introduces the client to the subject of personal branding:

Looking for a job is very often a time-consuming process. The activity of sending application documents alone is not sufficient. It is necessary to take such action that one is noticed by a potential employer among dozens, or even hundreds, of candidates. At a later stage, however, it is necessary to present one's candidature in such a way as to obtain the desired position. Anyone who is looking for a job or will be looking for one in the future should take an interest in personal branding. Regardless of the industry, this will be a huge advantage over other competitors applying for the same position. Building your image should be based on an analysis of your skills, character traits and life experiences. In this way, you can identify your strengths and weaknesses that you need to work on. At this stage, you can also build a characterisation of your competitors who have already been successful in a similar industry. This can be one indication of your direction of development. Personal branding is all about what people say about you when you are not in the room" - This is how Amazon founder and chief executive Jeff Bezos defined the concept of personal branding. If you operate online (but not exclusively) under your own name - it is the strength of your personal brand that determines your recognition, authority and the trust that others, including potential employers, have in you. **So what is a personal brand?** Well, a [personal brand](#) is a consistently created public image of a person - anyone who, for themselves, is their most important marketing "resource". All activities aimed at building, promoting and maintaining this image are called a personal branding strategy. In other words, personal [branding](#) is simply self-promotion. The way you promote yourself against others; how you make sense of your business, express your character and allow yourself to be remembered.

A personal brand consists of a whole range of elements such as:

- name (or name if operating under one);
- appearance;
- way of expression;
- personality;
- competence;
- experience;
- the values that guide us;
- reputation and recognition among others.

Someone might say that, in that case, everyone has a personal brand, and indeed they do, but there is a significant difference between having a brand of "some kind" and true personal branding for career building. What distinguishes personal [branding](#) is that the process of creating it should be as conscious and controlled as possible. This is not possible one hundred per cent -

After all, no one has complete control over what kind of people we meet on our way and what they will think of us. However, we can influence this with the help of well-planned communication activities, our own know-how and personality traits. Building a personal brand is a process that basically never ends. Every action we take on social media or in everyday life has an impact on your image. The sooner you realise this - and approach branding like a true strategist - the better chance you have of creating a strong, authentic *brand* that your audience will really believe in.

An effective *personal branding* strategy should consist of three points

1. Defining your own brand

- Before proceeding, it is worth answering a few questions: who do I want to be? In what area am I the best? What makes me stand out? What do I want to be associated with for years to come? What are my weaknesses - and can I turn them into something valuable? In this context, it is worth looking at challenges such as the elevator pitch. Elevator pitch is nothing more than a 'lift speech', a term coined in the United States to describe a short, usually tens of seconds long presentation of a person, company, project, service or product. It involves the following task: imagine that you enter a lift, press a button and..... you share those four square metres with Elon Musk, Steve Jobs, or Jeff Bezos. Or maybe with all three. One of them looks at you and asks: And you, what do you do? You have thirty seconds to present yourself in such a way that you walk out of the lift not only with their adoration, but also a job offer, or at least a few thousand dollars." This is by no means easy, as the following anecdote attests: a member of parliament, congratulating President Wilson on introducing the custom of short speeches, asked him how long he took to prepare his short speeches. Wilson replied: "It depends. If I have to speak for ten minutes, I need a week of preparation. If fifteen minutes - three days. Half an hour two days, and if I have to speak for an hour I am ready at any time." So now you have a job to do: take all the things you want to say about your personal brand and **fashion a three-minute speech out of it**. It should answer the questions "what can you help with" and "why exactly you". This is your *elevator pitch*;
- **what do I want to communicate to my brand audience?** - how what I have to offer can help my target group? What is my **Unique Selling Point**? What is the right way to present a brand? How do you fully convey its unique character - while hitting the needs of your audience? In this context, it is worth addressing the preparation of a 'high concept pitch'. This is **one sentence that will interest your interviewees enough that they want to learn more, that they will become infected by your idea**. Think: what might such a sentence look like in your case?
- **who do I want to reach?** - Who will follow up with me? What does my prospect expect the recipient? Am I able to build an image of myself as a genuine expert in his eyes in the field in question?

In the context of each of these questions, it is also worth considering where your personal brand is 'at this point' - how it is perceived and how far short of its goal it is.

2. Choosing the right communication strategy

Let's assume that you already know what you want your brand image to be. Now you need to develop a strategy for action. For the purposes of today's discussion, we will focus on online brand promotion:

- **social media** - probably the most effective tool to reach to the selected target group. *Social media* today fulfil many of the tasks that we attribute to classic websites (some people use Instagram or TikTok for their entire *personal branding* strategy), but above all, they enable direct contact with the public. This is invaluable if we want to create a credible image. Of course, social media platforms don't just limit you to maintaining your own profile - you can also contribute to industry groups and interact with others in your niche, which again, fosters brand recognition and reputation.
- **Content marketing** - nothing builds an expert image like valuable content. This can be blog articles, guest contributions to podcasts, running your own YouTube channel or the regular creation of content on Instagram. It is important that they are engaging, consistent with your image and... sincere - based on your real strengths.

- **Outreach marketing** - a form of promotion based on good old-fashioned *networking*. Anyone you interact with can participate in promoting your brand - by recommending your services to their audience or sharing related content. The more you get involved in building your network of industry (and other!) contacts, the faster your brand will grow;
- **Google search engine type your name into Google.** What pops up on the first page? If it links related to you, make sure that everyone has your *elevator pitch* or *high concept pitch*. If after typing your name into Google brings up content not related to you, think: what keyword can you associate your brand with?
- **join thematic groups** on LinkedIn, Quora, Reddit - read discussions, recognise important people and... speak up when you know the answer to the question posed. Start following (on Twitter, Instagram or LinkedIn) of people who have something to say on the subject you intend to appear in. Sooner or later there will be an opportunity to have a discussion with them. Familiarise yourself with the tools for "automatic listening" such as [Google Alerts](#) (free) or [Brand24](#) (paid, better). Set alerts on the keywords you are interested in;
- develop anecdotes and 'brand stories'. Collect interesting cases from the market. Write them down, then learn about them tell the story in an engaging way. Also dress up the story with "how I got to this place" - how the boss of the kitchen, who says "since I was a little boy I liked to cook, I used to cook earthworms in the sandbox and make my parents eat with relish". Learn to talk about it;
- let others tell about you: show your skills by helping someone. Take a look around local schools, charities - they will certainly be happy to benefit from your Skills. They don't have the money for professional services, but will be happy to tell you what you did right.

Regardless of which target audience you are trying to reach and which communication channels you choose, four principles should guide your brand development strategy:

- **Brand consistency** should be consistent. This means that it should say the same thing at every point, Where people interact with it. In the case of a personal brand, this means consistency across channels in social media;
- **credibility** - if you want your audience to really believe in your brand - be genuine. Base your brand and its communication strategy on your true strengths and values; otherwise, not only will you fail to maintain your audience's trust, but you will also be "tire" of running it;
- **Consistency** - your brand message should be consistent across all communication channels;
- **regularity** - if you run an online business, you know very well how difficult it is to maintain your audience's attention. Don't let them forget you: publish content regularly, use tools to automation and, if necessary, update your brand image - so that you do not fall behind the competition;
- **Courage** - we talk a lot about consistency, but when developing your own personal brand it is also worth... experiment. For example, with the form of content, the strategy of running *social media* channels or method of communication. The trial-and-error method is useful especially at the very beginning of the business, when the brand image is not yet firmly established.

By showing who you are - what your values and character are - you can really set yourself apart from other jobseekers, while also establishing yourself as a trustworthy expert (we all trust people we know more) and increasing your visibility.

Exercise 3

Title: As they see me, so they write me

Source: own elaboration inspired by the article Autopromocja i autodeprecjacja. Questionnaire of self-presentation styles, Bogdan Wojciszke, Szkoła Wyższa Psychologii Społecznej, Warsaw, and a list of adjectives by L. Niebrzydowski

Objective: to make the client aware of how he/she is perceived by the social environment

Area: situational context.

Mileage:

1. The counsellor introduces the client to the topic of personal branding (based on the information provided in exercise 2), introduces the purpose of the exercise to the client and asks the client to complete the self-assessment sheet below:

SELF-ASSESSMENT TEST - LIST OF ADJECTIVES L.NIEBRZYDOWSKI**INSTRUCTIONS:**

You have in front of you a list of adjectives describing various positive and negative personality traits. Read them carefully and then consider whether and to what extent these traits are present in you. Mark the degree of severity of each trait with a cross in the appropriate box.

Positive features		This trait is present in me to the extent of			
		very high	medium	small	at all
1.	I am resourceful				
2.	I am honest				
3.	I am truthful				
4.	I am verbal				
5.	I am collegiate				
6.	I am kind				
7.	I am fair				
8.	I am understanding				
9.	I am capable				
10.	I am punctual				
11.	I am ambitious				
12.	I am strong				
13.	I am healthy				
14.	I am responsible				
15.	I am modest				
16.	I am resolute				
17.	I am self-critical				
18.	I am frugal				
19.	I am a hard worker				
20.	I am dutiful				
21.	I am brave				
22.	I am physically fit				
23.	I am disciplined				
24.	I am pretty				
25.	I am competent				
26.	I am friendly				
27.	I have a strong will				
28.	Can be liked				
29.	Deserves admiration				
30.	Deserves respect				

SELF-ASSESSMENT TEST - L.NIEBRZYDOWSKI'S LIST OF ADJECTIVES**INSTRUCTIONS:**

You have in front of you a list of adjectives describing various positive and negative personality traits. Read them carefully and then consider whether and to what extent these traits are present in you. Mark the degree of severity of each trait with a cross in the appropriate box.

Negative features		This trait is present in me to the extent of			
		very high	medium	small	at all
1.	I am lazy				
2.	I am careless				
3.	I am unsystematic				
4.	I am dependent				
5.	I am uncomfortable				
6.	I am clumsy				
7.	I am malicious				
8.	I am conceited				
9.	I am distracted				
10.	I am jealous				
11.	I am greedy				
12.	I am vulgar				
13.	I am undisciplined				
14.	I am aggressive				
15.	I am a liar				
16.	I am shy				
17.	I am nervous				
18.	I am ugly				
19.	I am dissatisfied				
20.	I am reckless				
21.	I am physically incapacitated				

2. The counsellor asks the client to do "homework": find two observers in your environment (friends or people you don't know) to describe you according to the following table. Their judgements will be an indicator of how you are perceived by your social environment.

SOCIAL EVALUATION TEST - L.NIEBRZYDOWSKI'S LIST OF ADJECTIVES**INSTRUCTIONS:**

You have in front of you a list of adjectives describing various positive and negative personality traits. Read the list carefully and consider whether and to what extent these traits are present in the person who asked you to complete this test. Mark the degree of severity of each trait with a cross in the appropriate box.

Positive features		This trait is present in me to the extent of			
		very high	medium	small	at all
1.	Resourceful				
2.	Honest				
3.	Truthful				
4.	Verbal				
5.	Colleague				
6.	Courtesy				

7.	Fair				
8.	Forgiving				
9.	Able				
10.	Punctual				
11.	Ambitious				
12.	Mentally strong				
13.	Healthy				
14.	Responsible				
15.	Modest				
16.	Static				
17.	Self-critical				
18.	Savvy				
19.	Busy				
20.	Mandatory				
21.	Brave				
22.	Physically fit				
23.	Disciplined				
24.	Physically attractive				
25.	Competent				
26.	Sympathetic				
27.	On strong willpower				
28.	Can be liked				
29.	Deserves admiration				
30.	Deserves respect				

SELF-ASSESSMENT TEST - L.NIEBRZYDOWSKI'S LIST OF ADJECTIVES**INSTRUCTIONS:**

You have in front of you a list of adjectives describing various positive and negative personality traits. Read them carefully and then consider whether and to what extent these traits are present in you. Mark the degree of severity of each trait with a cross in the appropriate box.

Negative features		This trait is present in me to the extent of			
		very high	medium	small	at all
1.	Lazy				
2.	Careless				
3.	Unsystematic				
4.	Not independent				
5.	Awkward				
6.	Clumsy				
7.	Malicious				
8.	Conceited				
9.	Distracted				
10.	Jealous				
11.	Greedy				

12.	Vulgar				
13.	Undisciplined				
14.	Aggressive				
15.	Lying				
16.	Shy				
17.	Nervous				
18.	Unattractive				
19.	Disgruntled				
20.	Reckless				

3. At the next meeting, the counsellor analyses the results of both descriptions with the client.

Notes to the adviser:

Consider whether to present both scales (a list of positive traits and a list of negative traits) to the client, as some people will find it a very difficult experience to face the self-assessment and external evaluation of their own traits, especially with regard to the list of negative traits. It is then advisable to stop at the list of positive traits.

"List of adjectives" (L.Niebrzydowski) was used to find out the level of self-assessment of the children surveyed. Children, when filling in the questionnaire, were supposed to indicate by means of a cross the extent to which a particular trait was present in them.

There were four degrees of intensity of a feature:

- very high grade
- medium degree
- low step
- lack of the characteristic

A specific number of points was set for each grade, e.g. 3 points for a high grade attribute, 2 points for a medium grade attribute and 1 point for a low grade attribute. No points were awarded for a cross on a missing grade. When calculating the results, the individual points for positive and negative traits are added together. The sum of the points for the positive features is assigned to the corresponding level.

If the examined child in the case of **positive characteristics** obtained:

- over 40 points - showed an overestimation of self-esteem
- 20 - 40 points - demonstrated normal self-assessment
- less than 20 points - showed low self-esteem

In the case of **negative characteristics** if the child has obtained:

- 0 - 30 points - showed an overestimation of self-esteem
- 31 - 45 points - showed normal self-assessment
- over 45 points - showed low self-esteem

The author himself separated the positive features from the negative ones.

Positive properties are:

- qualities that facilitate cooperation with others (camaraderie, diligence, courtesy, fairness, forbearance, politeness, punctuality);
- qualities that facilitate the acquisition of school knowledge (hardworking, dutiful, disciplined, strong-willed);
- positive physical attributes (physical fitness, strength, health, beauty);
- other positive personality traits (ability, intelligence, courage, ambition, responsibility, self-criticism, modesty, firmness, frugality)

Negative properties included those that:

- interfere with satisfactory academic performance (laziness, unsystematic,

negligence, lack of capacity);

- make it difficult to coexist with others (aggression, quarrelling, lying, disobedience, spitefulness, jealousy, vulgarity);
- characterise other personality negatives (shyness, nervousness, lack of ability, greed, recklessness, conceit, absentmindedness);
- physical defects (low physical fitness, lack of beauty, defects in body structure, visual and hearing defects).

The original list of positive characteristics consisted of 24 statements and negative ones of 23.

Exercise 4

Title: Self-promotion - easy or difficult

Source: own elaboration inspired by the article Self-promotion and self-deprecation. Questionnaire of self-presentation styles, Bogdan Wojciszke, Szkoła Wyższa Psychologii Społecznej, Warsaw

Aim: to analyse the client's attitude towards self-

promotion **Area:** situational context, attitudes and

attitudes. Course of action:

1. The counsellor invites the client to jointly analyse their self-presentation behaviour based on the following statements:

1.	I often downplay the importance of my achievements.
2.	I give the impression that I know more than is really the case.
3.	I often emphasise my own merits.
4.	I give the impression of being busy with important matters.
5.	I come off worse than the other person so as not to make them uncomfortable.
6.	I give the impression of being an insecure person.
7.	Certain tasks are undertaken to demonstrate that I can do something.
8.	I emphasise my own skills.
9.	I avoid talking about my successes.
10.	When I get anxious about something not working out, I tell others about it.
11.	I try to appear knowledgeable.
12.	I say sorry, even when it's not really my fault.
13.	I highlight my flaws.
14.	I tell the story of what has worked for me.
15.	I give the impression of being a confident person.
16.	I try not to exalt myself.
17.	When something goes well for me, I try to show my faults as well.
18.	He acknowledges his own helplessness.
19.	I can talk about my qualities.
20.	Even when I can't do something, I act as if I can.
21.	I give the impression of being a competent person.
22.	I act more helpless than I feel.
23.	I tell the story of what went wrong for me.

24.	I make up for it with mine when something goes wrong.
25.	I say in advance that I will not be able to cope with something.
26.	I avoid it to make myself look too good.
27.	When I lack knowledge on a subject, I don't let it show.
28.	I speak in a firm tone even when I am not at all sure.
29.	When I perform well, I convince others that it's a coincidence.
30.	In a discussion, I like to show that I know my stuff well.

2. The counsellor engages in a discussion with the client about which of the above behaviours can support self-promotion/personal branding and which can hinder it.

Notes to the adviser:

The exercise used the Self-Presentation Styles Questionnaire developed by Bogdan Wojciszke. This questionnaire is based on the identification of 2 tactical self-presentation styles, which can be used in a habitual and automatic manner in numerous social interactions. It is also possible to assume individual variation in people's propensity to reveal these styles, and thus to assume that people express this style of behaviour with unequal frequency, and that these differences can be measured by a questionnaire in which people report the frequency with which they reveal different self-presentation behaviours.

The 2 styles highlighted are:

- 1) self-promotion, which is a style of self-presentation that involves presenting oneself as a competent person. Self-promotion is presenting oneself in an overtly favourable light as a competent person, equipped with knowledge **a n d** numerous skills, successful and deserving, confident in oneself and one's worth. It is oriented towards the construction, acquisition, consolidation of some new identity and involves presenting one's own qualities and oneself as a valuable successful person, deserving of recognition and respect from others, as well as taking personal responsibility for the results of one's own actions, with a certain tendency towards self-presentation risk,
- 2) Self-deprecation, which is a style of self-presentation that involves presenting oneself as a humble and incompetent person. Self-deprecation is the presentation of oneself as a humble, helpless and incompetent person, burdened with faults, failures and personal responsibility for them, insecure about oneself and one's self-worth. It is directed at protecting, maintaining or defending an attacked or threatened self-identity and involves countering one's own flaws and weaknesses and avoiding personal responsibility for one's own actions for fear of failure, with which caution and risk minimisation are associated.

According to the assumptions behind the above-mentioned Questionnaire, each person has a habitual tendency to use one of these two styles of self-presentation. The self-presentation style correlates positively with, among other things, self-esteem, narcissism, the need for achievement and the attribution of stereotypically masculine traits and competence; the self-deprecation style correlates positively with the attribution of morality and a chronic tendency to complain, and negatively with self-esteem, narcissism, the attribution of competence and stereotypically masculine traits.

Self-presentation is usually understood as the efforts a person makes to modify the way he or she is perceived by other people, and to control this process so as to make the desired impression on others.

In this context, it is important to distinguish between tactical and strategic self-presentations. Tactical self-presentations are habitual and automated presentations of oneself to an audience that is present in the here and now. Tactical self-presentations are concerned with everyday, 'scripted' situations (routinised and following a repetitive script), can be performed without conscious intention and are probably to a large extent an expression of a person's authentic self, i.e. their actual beliefs about themselves. An example of tactical self-presentation is the greeting smile,

Asking questions about your partner's well-being, showing interest in their statements, or making your own comments in a way that emphasises your knowledge and competence. In contrast, strategic self-presentations are deliberate and planned in advance, aimed at distant effects, i.e. at shaping the image of oneself that some future audience absent from the current situation will create for oneself. An example of strategic self-presentation may be merciless sunbathing to acquire a "healthy", vital look, noticeable long after the holidays, or a sequence of behaviours undertaken before going to an interview with a potential employer (a visit to the hairdresser, tailor, rehearsing aloud the answer to the question: "why do you think our company should hire you?").

Since tactical self-presentations are of a repetitive nature, while strategic ones are of a one-off and more or less unique manipulation, the former seem more suited to be studied by means of a self-report questionnaire.

Exercise 5

Title: Networking as a method for a dream job.

Source: own compilation based on Ellen Tupper, Sarah Ellis, Dream jobs. Create a career you will love, Znak Publishing House, Kraków 2022

Objective: to develop networking skills

Area: situational context.

Mileage:

1. The counsellor uses the following information to introduce the basic principles of online networking to the client, interspersing his talk with a discussion with the client and encouraging him to ask questions:

"Networking is often not treated as an effective way of finding a good and interesting job. Perhaps the reason for this is an anachronistic view of the essence of networking. When people hear the word networking, they often think of terms such as 'fixing up', 'cronyism', misunderstood 'after-the-fact' work, etc. Another obstacle to the conscious use of networking is the inability to conduct conversations with other people in such a way that they result in something useful for one's own career. However, the crux of the matter is to understand the essence of networking correctly: it is simply the **support of different people for each other**. Most people derive pleasure from the opportunity to help others and networking should be approached from this angle. However, in order to build a productive professional network, you need to know exactly what value you are able to give to others and what help you need and from whom. People often assume in advance that networking is the domain of extroverts, or that only they can enjoy it. This is not true. Whether you are an introvert or an extrovert will probably affect the way you build your network, but it is irrelevant in terms of the quality or value of the relationships you make. An introvert may make no fewer contacts but they will turn out to be deeper and more lasting, while an extrovert will feel at ease and get stimulation from talking to a crowd of strangers.

Why is networking important? The ability to network actively and valuably will support your career in 3 ways:

- 1) Significant relationships

It used to be that networks consisted of people you met in person, which meant that although the number of contacts may have been limited, the network could be easily managed. Today, platforms such as LinkedIn and Twitter give us access to a multitude of people with whom we can establish relationships, even though we will almost never meet them. In turn, this significantly increases the scale of the networks we create. However, whether relationships take place in the virtual or physical world, with people we know or with strangers, the principles of establishing valuable relationships remain the same. Just because someone has 2,000 contacts on LinkedIn does not automatically determine the greatness of their network. Quantity will never beat

Quality. The key to creating a network that supports your career is to focus on the people you need and take the time to establish mutually beneficial relationships.

2) Other people's points of view.

Other people are the richest and most accessible source of knowledge. You can significantly accelerate your knowledge of the labour market by spending time with people who have already done more than one thing in their lives. It will help you develop faster and apply your newly acquired knowledge in your own life.

3) Creating your own brand

You will be able to find out about most interesting job opportunities most easily, not from adverts or job centre listings, but from people who know you and understand what you do. Define "Personal brand" is a mental shorthand for understanding who you actually are and what values you represent. Being aware of the impression you want to make and behaving in line with that vision are important aspects of building an authentic brand. In a career context, your brand is one of the constant elements that accompany you no matter what you do or where you work. Establishing relationships with people outside your regular circle of friends can also present you with unexpected opportunities for development. The stronger the bonds you have with people and the better others understand your values and strengths, the more likely it is that these opportunities will turn out to be just right for you. Investing time and effort in creating an extensive network of people who understand you and your brand can bring you exciting new prospects. In this context, I invite you to do a short exercise in which you try to reflect on the kind of mother you would like to build.

2. The counsellor guides the client through the steps of the exercise:

Write down below what you want people to say about you when you are not among them. Then add 3 ideas for how you can work on this image over the next six months.

I want people to say

.....

.....

Steps:

1.....

2.....

3.....

Example:

I will start my own blog on

3. The advisor continues the networking argument:

The difference between a real network and a group of people you have managed to add to your contacts is huge. You can boast a large number of contacts on LinkedIn but this does not translate at all into the active nature of your network. On a similar note, you may know a lot of people by sight but never develop a deeper relationship with them. Dealing with your network of contacts takes time. So you need to realistically assess how much of it you have and how best to use it effectively. An interesting study that hints at how large our network of contacts can be was conducted by anthropologist and psychologist Robin Dunbar, who used data obtained from a study of various primate species to determine the number of maintainable stable social contacts for humans. This number is called Dunbar's number and it determines how many

valuable relationships we are able to maintain at the same time. Dunbar's findings suggest that it is possible to have 150 acquaintances 50 close friends, 15 people we turn to for support and confide in and 5 best friends, often who are members of our family. These relationships are not static, they change over time, they evolve. Although these numbers relate to interpersonal relationships in private life, they are also worth bearing in mind when networking at work. Networking can be compared to gardening, according to which a network of contacts needs to be planted, fertilised and weeded regularly. The vision of 'plucking' people out of your network may seem unpleasant, yet it reflects the need for thoughtful selection of contacts and time. The latter needs to be enough for you to build new relationships, nurture existing ones and consider whether you should spend less time with contacts that are not relevant to you. In this context, we might call 'weeding out' the 'pruning of dormant branches'. It is also worthwhile to ensure that our contacts are diverse. We are usually drawn to people we already know. It is safer and more comfortable that way. The risk is that our network of contacts is then limited to people who are similar to us and with whom we enjoy spending time. However, the more diverse your network is, the more effective it will be. It is therefore important that your network includes people with different types of knowledge and experience, as this will provide you with a flow of fresh ideas and perspectives. You will also gain the opportunity to learn and grow by being exposed to new concepts and people that you would otherwise know nothing about. Therefore, when creating your network, be sure to invite people who think in a different way to you. The vision of spending time with them may seem daunting, but they will be the ones to ask you the questions that will allow you to change your point of view and make you see opportunities to broaden your horizons.

4. The advisor invites the client to the next exercise "Your network today and in a year":

We now turn to assessing your network i.e. considering its current state. One way to assess this is to determine the strength of the 3 sub-networks that affect your professional development:

- 1) sub-network related to your current situation: people who help you to be successful in your daily life;
- 2) sub-network related to future jobs: people who help you see opportunities for the future;
- 3) sub-network related to personal development: people who help you reach your full potential.

Once you have assessed the state of your network today, you can determine what actions you will take over the next year to establish the relationships that are most important from your point of view.

Step 1: start by filling in the diagram below in blue, rating the current strength of your subnetworks on a scale of 0 to 5. Zero means that you think you don't have a network yet, and 5 means that you think it is well developed. Before you start assigning points remember what we discussed previously about Dunbar's number. In this context, unless you treat networking as a full-time job, assigning 5 points in each of the 5 categories will be an unrealistic approach.

Step 2: Now think about how you would like the 12-month score to look. Draw your expectations onto the diagram by painting the relevant boxes red. Naturally, the current state of the network may meet your expectations, in which case the score will not change.

My advice is not to try to fix all 3 subnets at once - it is better to choose a priority vulnerability related to what you want to focus on.

	Current situation					
Current	0	1	2	3	4	5
For the year	0	1	2	3	4	5
	Future position					
Current	0	1	2	3	4	5
For the year	0	1	2	3	4	5
	Personal development					
Current	0	1	2	3	4	5
For the year	0	1	2	3	4	5

In your professional life over the next 12 months, you can devote your energy and time to one

issues or, for example, focus on developing 2 areas, emphasising one of them. Consider which option brings you more benefit at the moment. Identify a priority gap (and a secondary gap, if necessary) by ticking the appropriate term:

PRIORITY GAP IN MY NETWORK:
current situation
future position
personal development
...
A SECONDARY VULNERABILITY IN MY NETWORK:
current situation
future position
personal development
...

5. Now that you know which areas of your network need fixing, it's time to get on with building it. Here are some ideas to inspire you:

- ✓ **sub-network related to the current situation:** most people give themselves the most points here, because this sub-network develops as a result of everyday functioning. However, we often have too limited an approach to developing this type of network. Consider the following steps to make sure you are actively investing resources:

Step 1: We often devote all our energy to the face-to-face relationships needed to perform daily tasks. While this is important and usually a priority, it is important to recognise that there is a vast higher ecosystem of interpersonal relationships. In this context, it is useful for everyone to ask themselves: what relationships do I need to establish in order to be effective?, what relationships do I need to establish in order to follow the path to success?

Step 2: develop external relationships. To build a network of contacts that will allow you to reach your full potential, you must also invest time and energy in meaningful relationships outside your regular circle of friends/family.

Step 3: let others know your 'super-attitude' (an exercise on discovering your own 'super-attitude' can be found in the chapter on 'Competencies'. "Competences" and is worth doing). Your sub-network related to your current situation will become much stronger if people find out what works out great for you. In this way, it is very easy to turn casual chitchat into a concrete conversation that illuminates new and effective ways of using your strengths. You can, for example, talk to people in a proactive way, describing how you draw on your strengths in specific situations and sharing ideas that can help them too. Ask your interlocutors if they can think of techniques for you to use your strengths even better. The benefits of this are twofold: firstly, your strengths will be memorable to them, and secondly, you will learn how to use them more often.

- ✓ **sub-networking related to future jobs:** this type of sub-networking may have received a low rating from you if you are unsure of what you want to do in the long term, or are content with your current situation. However, putting off networking until the last minute, once you have applied for a new job, is a mistake. You need to start investing in the sub-network associated with future positions long before you decide to make your next move.

Step one: share your interests. People can only help you if they know how they can do it. So be specific about what you care about, and the chances of experimenting and learning will begin to

appear one after the other. Make a note of 5 work-related things you are passionate about for example different team management techniques, creative thinking or project management. Then start telling people that you are interested in these areas and ask people if they know anyone you can learn more about them from. This way, your passions will not only leave a lasting impression on your interviewers, but will also help you connect with people who can give you options for development.

Step two: start a side project: over the past few years, creating side projects has become quite popular. A side project is an activity carried out independently of your main earning activity, through which you are able to pay the bills. In recent years, it has become fashionable to be involved in one or more side projects. This translates into a trend in the phrases people now use to describe what they do (e.g. 'copywriter/musician/street food lover', 'marketer/writer/volunteer'). In many ways, performing different functions at the same time is nothing new, to take a classic example: Leonardo da Vinci tried his hand at many things: he was an architect, artist, musician, mathematician, inventor and engineer. The growing awareness, openness and universality of side projects, and the freedom we gain from them, is prompting more and more people to ask themselves: "Should I start a side project?". Side projects can come in a variety of forms and dimensions, and will be driven by a person's personal motivation. There are several common reasons why people create side projects. The most common is to try to solve a problem or an opportunity, test a new idea. Before you create a side project, ask yourself, "Why do I want to start this project, what is my motivation?". To make it easier for you to answer these questions, here are some examples of authentic side projects that had different beginnings:

- Passion side projects: the projects of this group are the closest to a hobby. They give you the chance on investing time in something you are passionate about. Such projects rarely aim to make a profit financially, and their only results are sometimes the very possibility of experimentation and fun;
- problem-solving side projects: sometimes side projects arise as a result of solving a problem or spotting a lower market where customers' needs are not catered for. For example, Hanna organised her wedding and the hen parties of various friends. She could never find the personalised decorations she wanted. She finally bought a machine, cutting out patterns for knitting, and started her side project;
- side projects to test ideas: some side projects have been developed with a view to about testing a business idea. This is a clever method without too much risk to see if your dream company has a chance to make it on the market. The importance of such tests cannot be underestimated, with as many as 42% of start-ups citing a lack of actual demand for their products or services as a reason for failure. Projects of this type, unless they are charitable, are designed to make a profit at some point. This has led, for example, to the Kindeo app, created for families who want to store their stories in one place. One of the company's creators Sep Royce still holds the position of creative director at an advertising agency today, while developing his own business idea. Many now-famous companies were created in this way, for example: Slack, WeWork, Twitter, Groupon or Instagram.

As well as the chance to earn an additional source of income, one of the undoubted benefits of running a side project is the opportunity to establish relationships with new people. In terms of your future career, a side project allows you to experiment, build your profile and reputation and meet people from new areas. Side projects will give you the chance to discuss topics you are passionate about. They will make networking stop being something you force yourself to do and become an avenue for establishing valuable relationships.

Step 3: go where the people are: whether your future career is as a vet or an animator, chances are that there are already physical or virtual networks of people you can join. Belonging to existing networks allows you to look at career opportunities among people who are actively using them. These types of environments are also characterised by lower pressure than job interviews, so people are likely to be more willing to be candid about their company or industry than in formalised contexts. Find out where people interested in the same growth opportunities as you meet. Maybe there are online forums where you can speak, lectures you can attend, or expert profiles that

Can you follow up on LinkedIn? Once you start being proactive you will discover that one thing entails another and in a relatively short period of time you are able to build networks that will support you in future positions.

- ✓ **A sub-network related to personal development:** this type of network requires relationships with people who help you reach your full potential. These people can support you in many ways, challenge you, give you honest feedback and boost your confidence when you need it most. People often worry that personal development relationships can be one-sided, where one party gives something of themselves and the other only benefits. However, this is rarely true. This type of relationship, in most cases, gives both people involved the opportunity to learn and grow.

Step one: create a portfolio of value and ad hoc mentors. A value mentor is someone with whom you build a relationship over an extended period of time, years rather than months. This type of person will support you throughout your career in different roles, in different organisations. You will only have a few value mentors, as such relationships are based on deep trust and require a very high level of commitment from both parties. It is possible for a value mentor to be an ad hoc mentor at first, and then grow into someone more important through the chemistry that has developed between you. Ad hoc mentors, on the other hand, are tied to the need of the moment and specific situations. You seek them out because they can help you learn something in a particular area. It could be about a skill, a type of behaviour, industry knowledge or a combination of these things.

Step two get a sponsor: the biggest challenge with finding a sponsor is that you cannot ask for their support you have to earn it. To do this, there are 2 steps to follow: spot a potential sponsor and think about why you need their support. In every group, you will find people who clearly enjoy taking members of their own team as well as others under their wing. Keep an eye out for these types of people and look for opportunities to work with them together. Sponsors will talk to others about your strengths, so you need to establish with yourself what such talk should be. You need to make sure that your sponsor sees your strengths in practice so that they can take your strengths to the forum.

Step three: look for educational mates, look out for people who want to learn the same things as you and add them to your network of contacts. To do this, you can look for existing groups interested in, for example, learning a new language or drawing et al. Tell others about your priorities in education and ask what they prioritise. This will help you establish relationships with people who share your passions. Learning together strongly supports this process, as it makes education active, two-pronged and more likely to be a lasting learning experience.

Adam Grant's research shows that successful people are united not only by their determined willingness to achieve ambitious goals, but also by their regular support of other people's ventures. Those who are successful in life like to give generously, lavishing their time and knowledge on other people eager for success. By focusing on what you can give, to someone, you begin to accumulate credit among the members of your network. And when you start working on what you can give from yourself, while using your strengths and passions, networking becomes a pleasure. Thinking about it, you might think: I like the vision of people helping each other, but I don't have anything I can give to others. Everyone is capable of sharing something. The trick is to see something in your strengths that can be useful and interesting to others. So maybe you run a side project or have been volunteering for several years? You could use the knowledge you gain from this to create a training series, a blog post explaining how to start a side project or an article describing what volunteering means to you. Or perhaps your passion is computer games? Then your skills and enthusiasm can benefit those who would like to start a gaming adventure, and establish you as an expert in the field. Your strengths and passions provide a good starting point for reflecting on what you can give to others. We will use these reflections for the 'Generosity Generator' exercise.

Generosity generator exercise

The counsellor introduces the client to the topic of the exercise: "You probably have some idea of what you can do well and what you are interested in. Use the table below to list your 3 strengths or areas of interest. For each strength, write down 2 ideas about how you can use it to benefit others. To help you get started here are examples:

My strengths/passions	How can I use this to benefit others?
Copywriting	1. Once a month I will make a blog post explaining how everyone is able to improve their copywriting skills. 2. I will propose to create a newsletter on copywriting.
Good organisation	1. I will ask the organisers of the events I like if they need a volunteer to help with future editions. 2. I volunteer to support my friend in organising team building events at his work.

My strengths/passions	How can I use this to benefit others?

All the activities you have managed to list have one thing in common, they require time and energy. Therefore, you need to decide which ones you want to tackle. You can prioritise based on how confident you feel about a particular strength, how interesting you find a particular idea or how much others will benefit from it. Circle an action of your choice and start implementing it in the coming week.

And now I invite you to do the 'Give and Take' exercise, which will make you realise what kind of help you expect from others, i.e. what you actually want to receive from your network.

Give and take exercise

To start, consider answering the following question: what 3 things do I want to learn in the next 12 months with a view to my professional development? The answer could be knowledge of your profession, methods of developing your chosen skills or how the company you are interested in operates. The more specific you provide, the better. Instead of 'I want to learn how to improve my presentation delivery', write 'I want to learn how to use presentation to engage people in my speeches'. This second sentence has a specific learning objective, plus it mentions why you want to learn. In the left column of the table below, write down 3 learning objectives. Once you have jotted down 3 ideas, think about who could help you to fill the right-hand column. Identifying who these people are can take 3 different forms:

- 1) Talk to people you already know. Don't downplay the usefulness of your existing network. As long as you explain specifically what you want to learn, don't assume in advance what they can and can't do

Different people can help you. You may have no idea with whom your contacts have relationships or what experience they have;

- 2) Conduct an interview, seek out experts. Before you ask anyone for help, have a good look around. There is so much data available nowadays that you can start your search on your own. People are more likely to offer support if they feel that the person contacting them has previously spent some time thinking and gathering information. The value of talking to experts lies in the fact that they can give us something that could not be found elsewhere;
- 3) Ask another to connect the dots for you. Seek out people who have strong networks. Explain to them what support you are looking for and ask them for inspiration or to make contact on your behalf. It is also a good idea to share with such people. The main focus of your study, as this will make them sensitive to people who can be of help to you.

For each learning objective, assign the first person you turn to for help their name noted in the right-hand column of the table.

Learning objectives	Who can help me
1.	
2.	
3.	

Once you have decided who to ask for support, you need to think about how to do it. Here are a handful of tips on making requests and dealing with rejection:

- ✓ **How to ask for help:** act thoughtfully and be clear. Your chances of success will increase many times over if you clearly describe what support you need and why you are contacting the person. Also consider explaining to the interviewer what you have managed to find out on your own so far. This will show that you sincerely want to learn something. Think carefully about when you make your request. If the addressee is currently working on a major project or in finance and you are contacting him/her at the end of the year, he/she may not see it as urgent to give you an answer. And don't make the person guess how they can help you. If you care about the meeting ask for it directly. If you want to talk on the phone say so. Act thoughtfully. Express yourself precisely. Make it easy for someone to give you a positive answer. When you follow the advice above, most people will agree to support you in one way or another.
- ✓ **How to accept rejection:** despite your efforts, there will be times when someone says no. Don't take it personally, because the person probably has reasons for doing so. When someone says no to you, do not react in an angry or offensive way. Instead, give him or her the feeling that you understand and, unless it feels out of place, ask them to recommend someone else to support you. "I understand, thank you for your answer. Can you think of anyone else I could talk to?"
- ✓ **How to accept a non-response:** you may also encounter another type of refusal frustrated by the lack of any response. There are many potential reasons for not responding. It could be that the person is not interested in helping you, they may have missed your request, or they get so many that they feel overwhelmed and are unable to respond to all of them, or they simply read your message but forgot to write back. So wait a few weeks before trying to remind yourself. Sometimes people have a desire to help but have genuinely forgotten or missed a message from you in the heat of a busy week. If you see an opportunity to justify a repeat message, all the better for you. For example, if someone posts a tweet or article online you can refer to it by writing back, such as: "I really liked your recent article on e....., especially the tip to.....A few weeks ago I posted I would like to send you a message because I would be happy to exchange a few words about ideas at If you don't have time at the moment I would be grateful if you could recommend other people I could talk to". The tone of the above message allows for the possibility that someone may be too busy to get in touch with you at the moment, but even if you don't get a response a second time, don't take it personally and don't lose confidence. Focus on the next person in your network who may prove useful.

Exercise My role in the network.

Another issue is understanding your role in the network. As you become more confident about establishing relationships, it is useful to choose the role you want to play in different networks. There are 4 types of roles to choose from:

- 1) **consumer:** as a consumer, you join a pre-existing network to benefit from what you find there. This can be a valuable experience and will probably teach you more than a few things, but the rule of thumb for this model is: "people help you" rather than: "people help each other". The consumer role is not a bad way to boost confidence, as it is the easiest, least pressurised form of networking. However, be careful not to spend 100% of your networking time and energy on it, because in this mode you have a pretty slim chance of establishing career-enhancing relationships;
- 2) **co-creator:** is someone who gives something of themselves to the network. It can be about time, ideas or sharing skills and expertise. When a valuable opportunity arises, as a contributor you become an active member of the network and deepen established relationships. Co-creating a network can come down to, for example, inviting friends to groups you belong to, as you think there can be mutual benefits from doing so. If, on the other hand, you want to contribute more, ask the network creator how you can be useful. Managing a network in any form takes a lot of work and dedication, so in most cases an offer of help will be gratefully accepted;
- 3) **liaison:** liaison officers have a very important function in networks. Indeed, their own networks have grown to the point where they can put other people in contact with each other. Liaisons are like communication hubs and you can often hear people talking about them. There is great satisfaction in the role and seasoned liaisons often relish their position. If you feel like spending some time on it, consider which people in your network you can proactively connect with. Could your current friend learn something from your former friend, could the person you are mentoring benefit? To connect people together, all you need is an email or a message on LinkedIn outlining yourself and your vision of how both people could benefit from the friendship;
- 4) **creator:** this is the most demanding type of networking and involves building up your network from scratch. It requires a great deal of effort, plus things can sometimes get out of hand when you stumble upon something that many people are interested in. The advantage, however, is that you have high visibility compared to the rest of your network, control over the relationships you establish and can shape your network to learn what you want. To take the first step, all you have to do is start acting. Don't think too long, act on a small scale and if you manage to create something interesting, there will be people who want to benefit and give something of themselves as consumers and contributors. The second step is to attract people to help you manage the network. The third is to talk about the network you have created while establishing new relationships. People are often attracted to initiatives we undertake outside of work.

Now that you know the 4 possible roles, write down in the box below the percentage of time you spend on each role. Think about whether you are comfortable with the current proportions, or whether you feel like changing the percentage of any of the roles?

Consumer ____%	Contributor ____%
Connector ____%	Creator ____%

6. Practical tips for networking

Establishing a strong network is key to career development. This process takes time and effort and is never ending. In addition to the activities and exercises described above, it is worth learning some practical tips and tricks to help you spread your networking wings and get people to support each other. Here they are:

1) Advice for the events you will be attending:

- ✓ **look out for someone who doesn't fit in with the rest.** When alone at an event (e.g. a conference) look out for people standing alone or in threes. If someone is standing alone, they're probably just as uncomfortable as you are; and if you spot a threesome, there's probably a person in the threesome whose attention you can draw to you;
- ✓ **get involved.** If you are stressed by the prospect of attending an event alone, invite a friend who might be interested;
- ✓ **interview.** Try to get a list of people attending the event before you turn up. This will ensure that you know some of them maybe even includes someone you fancy meeting. If this is the case, it is not a bad idea to send that someone a message regarding your attendance at the same event.

2) Relationship-specific advice:

- ✓ **Share your knowledge.** Search for articles or books that the person you are interested in might find valuable. Instead of sending her links, take the time to write out specific thoughts, quotes or inspirational passages that might be useful to that someone;
- ✓ **what is the problem?** Consider what issues the person may currently be struggling with and how you can help resolve them. Then make contact to share your ideas;
- ✓ **keep your hand in.** If you want to establish a relationship with a specific person who has much more experience for you than you and is well known in the industry, you can set up a Google Alert linked to their name or company. This way, you won't miss business events that this person attends and, when the opportunity arises, you'll be able to draw them into a fact-based conversation.

3) For the virtual network:

- ✓ **attract attention.** Start commenting, tagging and sharing content from social media profiles that interest you. Over time, this can turn into a dialogue with the people or communities you want to engage with;
- ✓ **encourage feedback.** By sharing an article you've read or a post you've written, ask people for their thoughts, which will become the start of a two-way exchange;
- ✓ **get yourself seen.** Wherever possible, use a portrait photo or video presentation. This will give the impression of a more tangible, approachable person, reducing the gap between physical and virtual interactions.

Exercise 6

Title: Employer list

Source: own elaboration

Purpose: Verification of the economic environment including demonstration of potential employers.

Area: situational context

Mileage:

For the compilation of the list, we accept entities from the area to which we have easy access, corresponding to the participant's predisposition. These do not have to be just companies in the local area, but also from further afield or from abroad. If the participant is able to logically define the process of verification of job offers, plan the logistics of getting to work or living near the workplace, such an offer is not an insurmountable barrier.

1. List employers in the near and distant area where you could potentially work in the future.
2. What steps will you take to make contact with these companies?
 - Search and review the company website (company information and news).
 - Check whether there are vacancy notices on the website of the form of interest to work.
 - Checking company reviews.
 - Search for staff recruitment information on social media and establish a contacts.
 - Telephone contact with the HR and/or Human Resources department
 - Provision of a CV (by email, in person, by application).
 - Personal meeting with the employer.

Employer	Action taken

Notes to advisers:
This exercise allows imaging of the respondent in terms of work experience.

Can the participant plan rationally? Has he/she searched for job vacancies, does he/she have his/her own experience in this area? It is important to refer to the participant's situational awareness. Because the counsellor can suggest a scheme of action for taking up a job or the right steps to get a concrete job offer.

Exercise 7

Title: Influence of the environment on the participant

Source: own elaboration

Objective: to analyse the impact of the environment on the participant's life situation (participant answers questions related to his/her environment including family, peers, lifestyle, socio-economic infrastructure).

Area: situational context.

Procedure: The participant answers questions in several categories indicating the level of answers from strongly disagree to strongly agree. After the survey, a picture of the areas that have a determining influence on the participant will be presented.

Question	I strongly disagree	I disagree	I have no opinion	I agree	I strongly agree
I am susceptible to suggestions from parents, carers, older people about my life					
Do my friends influence the decisions I make?					
Departure from the place of residence is the only chance to get a job					
Working abroad is the only option for me					
Public transport in my area limits my career and educational opportunities (rail, car, air)					
There is a lack of businesses in my area where I could work					
I spend too much time surfing the internet					
I know which public institutions provide assistance to people like me					
Own transport is essential for commuting to work in my situation					
The internet is of great importance in the job search					
My education is insufficient for employment					
My lifestyle does not allow me to take a job					
My professional situation is a consequence of external factors					

Notes to advisers:

The survey must be carried out with the participant's freedom of expression. His/her answers in the individual questions will allow the counsellor to analyse the participant's predisposition in relation to the impact of the environment on his/her life decisions and career activities. The nature of the answers will show which areas are more important and which are not dominant and can be started first in order to change the participant's attitude.

Exercise 8

Title: Map of institutional support networks

Source: own elaboration

Objective: To analyse the environment, highlighting relevant places and people that can help change the labour market situation

Area: situational context

Mileage:

1. The counsellor instructs the client: "Find support institutions that could be helpful to you and write down what help you can get from them and how you can benefit from their support in your situation."

INSTITUTIONS	TYPE OF AID
 My place of residence	
 Labour Market Institutions	
 Social Welfare Centres	
 Family support institutions	

 Reintegration entities	
 Social Economy Support Centres	
 Local Action Groups	
 Voluntary Labour Corps	
 NGOs	
 Social enterprises	

 Employment agencies	
 Educational establishments	
 Cultural and hobby facilities	
 Health facilities	
 Entrepreneurs	
 Social media	

Exercise 9

Title: Physical environment in and around the home

Source: Anna I. Brzezińska, Julita Wojciechowska, Beata Ziółkowska, Aleksandra Kram, Marta Molińska, The toolbox of early adolescence

Objective: to analyse the client's living situation in terms of the resources in his/her environment

Area: situational context

Mileage:

1. The counsellor gives the client a printout of the following material. If necessary, he/she answers the client's questions and/or further explains how to do the exercise.

Physical environment in and around the home			
Source: Anna I. Brzezińska, Julita Wojciechowska, Beata Ziółkowska Aleksandra Kram, Marta Molińska, The toolbox of early adolescence INSTRUCTIONS • Think about where you live. What is your house/apartment like, how are the different rooms in it decorated? • Think also about your near and far surroundings - where can you walk and where can you meet up with friends or hang out? • Pay attention to the objects around you, whose presence gives you a variety of opportunities to act in accordance with your plans.			
SPACE IN THE HOUSE		YES	NO
1.	Do you have a clearly defined place for yourself in the house (room, part of a room, part of the kitchen, attic)?		
2.	Is there any place in the house where you can be alone when you need it?		
3.	Is there a place at home where you can meet with your colleagues, your friends?		
4.	Is the design of your room/your space in the house suited to your needs?		
5.	Do you have a quiet, comfortable place to sleep?		
6.	Do you have a quiet place to study?		
7.	Is the décor of your room/place tailored to your interests?		
8.	Do you have a say in the development, the furnishing of your room (your place in the house)?		
9.	Do your parents approve of how you have decorated your room (your place in the house)?		
10.	Do your parents take into account your comments on decorating the house/apartment?		
11.	Do your parents talk to you about planned renovations, changes in the furnishings of your home (flat)?		
12.	Do you take part in the renovation, the furnishing of the house (flat)?		
SPACE AROUND THE HOUSE		YES	NO
1.	Are there any places near your home that are interesting to you (sports field, community centre, club, cinema, disco)?		
2.	Are there any places of interest to you in the immediate vicinity - but you have to get there - (sports field, language school, community centre, club, cinema, disco)?		
3.	Can you say you know your immediate area well?		

4.	Is the area around your home safe in the evening?		
5.	Is the area around your home safe during the day?		
6.	Do you feel safe moving around your immediate area?		
7.	Do you feel safe further afield (e.g. going to the city centre or to a neighbouring village)?		
8.	Is there public transport, bus or train close to your home?		
9.	Can you walk to various places to do essential errands (shop, clinic, pharmacy, post office)?		
10.	Can you use public transport to get to various important places to run essential errands (clinic, pharmacy, post office)?		
11.	Are there any tourist attractions near your village?		

- The counsellor invites the Participant to reflect on the basis of the completed Questionnaire, taking into account to what extent the physical environment at home and in the local area facilitates/hinders the realisation of goals, undertaking of activities
- Then, together with the participant, the counsellor determines which factors are of particular relevance in the context of educational-occupational activity and in what way
- The counsellor encourages the participant to identify ways to make better, more conscious use of the resources inherent in the environment and, at the same time, undertakes a discussion on how to deal with hindering factors.

Notes for the counsellor: Asking about the housing situation or the local environment may trigger difficult emotions in some participants or reveal passive or demanding attitudes. The guidance counsellor needs to create the right atmosphere so that the Participant does not feel judged, but understood and listened to.

Exercise 10

Title: Here and now vs future

Source: own elaboration.

Objective: to support the client to change his/her housing situation

Area: situational context

Mileage:

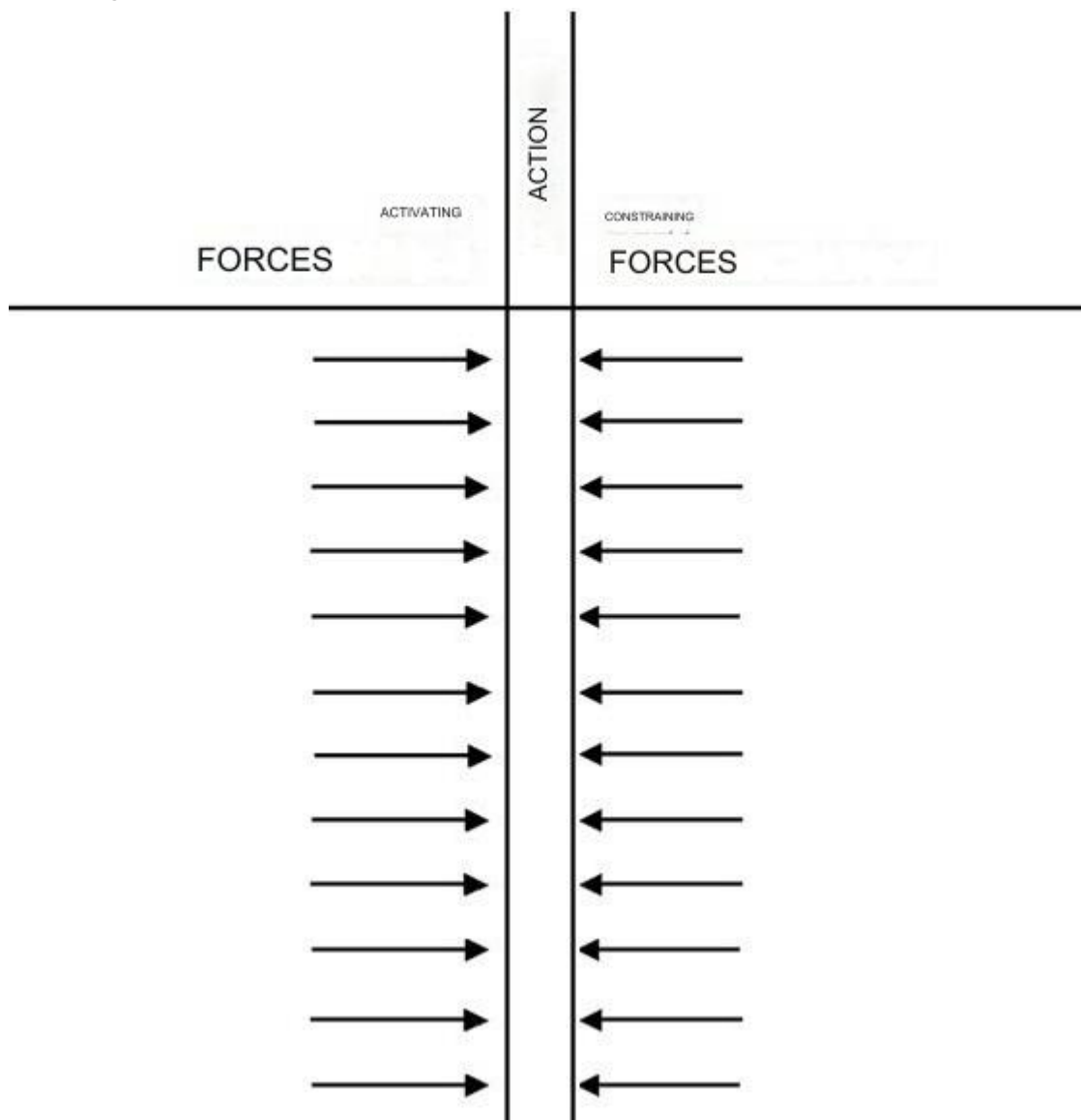
- The counsellor lays out caching cards (e.g. Punctum from the Points of You series), then asks the client to choose between 1 and 3 cards that they associate with where they live.
- The counsellor asks the client to answer a question based on associations with selected cards: "Where do you live?". During the client's answer, the counsellor asks additional questions to clarify what the client has said (e.g. What kind of furnishings are there? What colours surround you? What smells do you smell in there? What is the atmosphere like there? How do you feel there/how does it affect you? What hinders/what helps you with your place of residence? What does your place of residence say about you? Who are you there with? Would I like to change something about where I live? etc.).
- The counsellor asks the client to draw another 1 to 3 cards, this time evoking associations with his/her dream place. One where he or she would like to be.
- The counsellor asks the client to close their eyes and imagine this dream place and then answer the question, "Where would you like to be? Imagine this dream place and tell us about it." During the client's response, the counsellor asks additional questions clarifying the client's

statement (you can use the questions in para. (Questions under point 2 can be used and/or new ones can be added, depending on how the client speaks). Another response option can be used: the client is given a large sheet of paper and coloured markers and draws his/her dream location.

5. The counsellor starts a conversation with the client centred around what can he do to get to his dream place? What will then change in his life? How will it affect him? What will it say about him?

Further part of the exercise - optional (depending on whether the client expresses the will to pursue a change of residence here and now or is willing to plan a sequence of actions to get to the place of his/her dreams in the long term).

6. The adviser encourages the client to name precisely the situation that is about to change. The scale of this situation is irrelevant. It can be a simple situation that is about to change (e.g. renting a flat in a nearby location) or a complex activity (e.g. getting a loan and building a house).
7. The adviser gives the client the form below and describes how to complete it:



Client instructions:

"To fill the Field of Forces:

1. Write the current situation in the middle of the diagram.
2. Enter the target situation below.

3. Identify the stimulating forces and place them on the diagram.
4. Identify the limiting forces and place them on the diagram.
5. Analyse the diagram in terms of the potential for change (potential for influence) of the identified factors to achieve the objective: prioritise enablers (from 3 to 5); prioritise inhibitors (from 3 to 5); identify actions that can strengthen enablers; identify actions that can weaken inhibitors.
6. Determine whether the chosen solution is feasible: if YES - prepare an action plan (precise definition of actions: who? what? what? when? where?), if NO - look for another solution.

Notes to the adviser:

The exercise was inspired by Kurt Lewin's Force-Field Theory and the transtheoretical model of change created by J.O. Prochaska.

Force Field Analysis assumes that every behaviour is the resultant of two types of forces: driving and inhibiting. A driving force can lead to an increase in efficiency, however, in some cases it can cause an increase in inhibitory forces. The principle of the coexistence of inhibitory and driving forces is crucial in the process of change: any pressure to change behaviour is accompanied by natural forces aimed at preserving the status quo and resisting the introduction of new patterns of behaviour. Knowing this mechanism and taking into account its existence is the basis for planning an effective change implementation programme. According to Lewin's model, the stronger the pressure, the greater the resistance. Therefore, the most effective way to overcome resistance is to focus on eliminating, or at least weakening, the fears and reservations of the resisting party. Instead of a plan of "how do I strengthen my argument?" what is needed here is a plan of "how do I get to know and allay or diminish her/his objections or concerns?". The premise of Lewin's model is to guide the change process in such a way that the result is not only superficial behaviour, but also a lasting change in attitudes (internalisation). According to Lewin, most efforts at change fail for two reasons. Firstly, people are unwilling (or unable) to change long-established attitudes and behaviours. Secondly, after a short period of trying to act in a new way, people left to their own devices tend to revert to the patterns of behaviour to which they have become accustomed. The prerequisite for making a change is not only to introduce it, but also to perpetuate it. In this model, three phases are proposed for dealing with the preparation and implementation of change:

1. thawing (of the current situation) - preparing for change, seeing its necessity and acceptance, giving up old ways of doing things, the emergence of the need to change the status quo;
2. Change - the stage of shaping - using various techniques - new patterns of behaviour, beliefs, procedures, structures, etc. Gaining support for change, creating a vision, planning for change, implementing the plan;
3. freezing (at a new level) the consolidation of the introduced patterns of behaviour and attitudes through their positive reinforcement (rewards, praise, showing benefits) and negative extinction of undesirable behaviour. The change starts to work, but it is necessary to consolidate the new situation through supportive and reinforcing mechanisms to avoid short-term effects of change.

The status quo can be thought of as a kind of equilibrium, a thawing of the equilibrium is needed, which means giving up old ways of doing things and the identity held by the recipients of the change. This is reminiscent of the end of a chapter: this is when it is necessary to help people come to terms with potential losses. This can be achieved in one of three ways (Kurt Lewin's theory of forces)¹⁹⁷:

1. by increasing supportive or reinforcing mechanisms that lead to a departure from the status quo;
2. by reducing the inhibitory mechanisms that prevent a departure from the existing equilibrium;
3. by a combination of the first two methods.

The transtheoretical model of change developed by J.O. Prochaska and his team at the University of Rhode Island is based on empirical data. It is currently used in work with addicts, the long-term unemployed, violent offenders and many other areas. The model distinguishes between the following phases

the changes a person goes through when changing a problem situation:

1. the pre-contemplative phase;
2. the contemplative phase;
3. preparing for change (planned);
4. actions;
5. maintaining change.

The transtheoretical model can be used to describe Kurt Lewin's three-stage model in more detail by comparing the stages of change in both models:

A. DISCOVERY

- 1) *Pre-contemplative phase* - the client does not perceive a problem and does not see the need to change. Also shows resistance in response to attempts to make him/her aware of the problem;
- 2) *Contemplative phase* - the client is aware of the problem but does not feel able to undertake change. Experiences ambivalence - on the one hand he is aware of the need to change, on the other hand he does not want to give up his current behaviour.

B. PHASE OF CHANGE

- 3) *Preparation phase* - the client is already ready for the change, he or she intends to take the necessary steps to achieve it, e.g. prepares goals for the change, an action plan;
- 4) *Action phase* - the client commits to a plan to solve the problem, the change in behaviour starts to be noticed by the client and their immediate environment.

C. FREEZING PHASE

- 5) *Maintenance phase* - the client has already made some changes, has been implementing the planned activities for several months and is reaping the benefits. During this time, it is of paramount importance that he or she does not return to the situation from before the change, so he or she must continuously correct any behaviour that could lead to this.

In addition, a relatively common, although not always occurring, phase is:

- 6) *Relapse phase* - there may be a return to the initial phase of the cycle. In practice, unfortunately, the client often returns to bad habits after some time. However, when making further attempts at change, he does not start from the starting point, but usually from the contemplation or planning phase. He or she is also richer in new experiences, which may one day allow him or her to implement the change permanently.

The career counsellor in the perspective of the change manager:

A. THAWING PHASE

1. diagnosis and evaluation

B. PHASE OF CHANGE

2. setting objectives for action
3. development of an action plan
4. implementation of the action plan and monitoring of activities

C. FREEZING PHASE

5. systematic evaluation of activities
6. final evaluation.

EXERCISE 11

Title: SOCIAL ATOM 1

Aim: to direct attention to relationships, connections, dependencies, significant people, important places from our childhood and the emotions associated with them.

Source: based on Iga Stanek - psychotherapy and psychoeducation, <https://www.youtube.com/watch?v=ga1qOx65Dv0>.

Area: identity/situational context

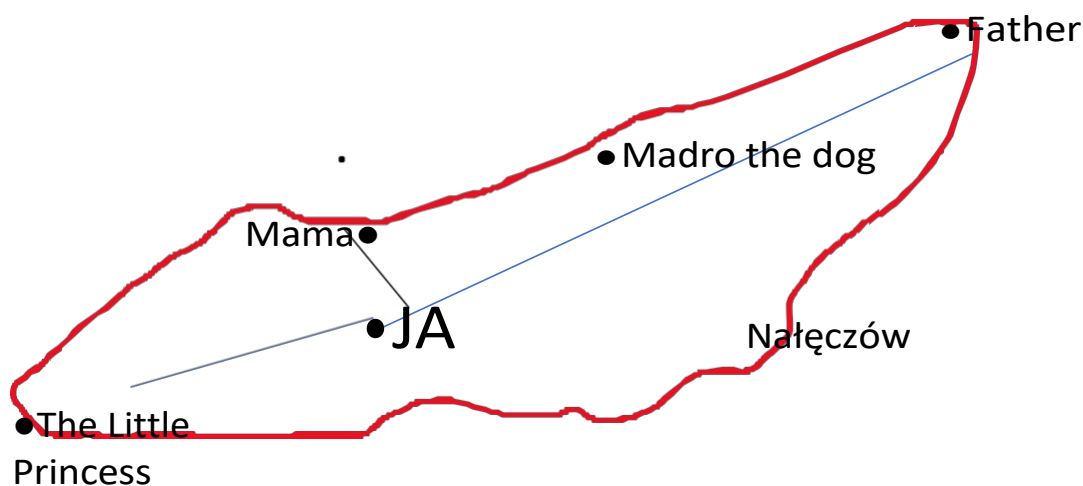
Mileage:

1. The counsellor explains to the client the purpose and focus of the exercise:

"The social atom is the kind of exercise that has the power to transport us to realities that are important to us. Today I want to invite you to move or try to move to your childhood, to locate this social atom in your childhood. This is what we are going to try to do together in a moment. Why do you need to do this exercise? Why do you need it? Why lean into the so-called social atom? What is a social atom anyway? Well, the social atom is a symbolic drawing representation of your childhood. I say "childhood" because today we are going to focus on it, but the social atom can also be done in the context of our current IAM, our current life. In general, the social atom can wander from childhood, to the here and now. The social atom is an exercise to direct your attention to all objects/significant elements that somehow belonged to the world of your childhood, to relationships, certain connections, dependencies, significant people and in general significant objects not only of people, but also other objects, places, animals and other areas.

You will be doing the exercise on paper, onto which you will "pour" your thoughts. When creating your atom, the basic principle is to try to draw it quickly, based on free associations and incoming memories. Don't sit on it. It's not meant to be pretty, artistic or super accurate (e.g. if you have a history of moving house then you may or may not have to write the dates of those moves), because those issues don't have a major function here. Your drawing is meant to be a pure symbolic representation of your childhood, so details like dates are not needed here. The important thing is to work on the atom quickly according to your first associations, using any technique. When making yours you can use whole words, but it can also be symbols, some small drawings, or the first letter of a name if you have on a person and want to put them in the atom. The important thing is that when you come back to this atom after some time, you know what you meant. As you can see, there are no rules here and it is impossible to do this exercise wrong.

I have prepared such an example working and 'abbreviated' atom for you.



As you can see, there is the word IAM in the middle of the atom and IAM is where I started. In your case, the IAM may or may not be in the middle and you don't have to start with it, although this is probably the easiest way and many people intuitively start their work this way. However, don't suggest this. You can start your atom not with the IAM, but with other elements, the only important thing is to go back to the beginning of the drawing after you have made it and think about why it was created this way and not that way. E.g. if you started with your mother, why was she the first person in your drawing and why didn't you start with yourself. Even if you start with yourself in the centre, it is also worthwhile for you to reflect,

Why IAM appeared first. In the example atom I have prepared, we have JA in the middle and this is its nucleus. Around the IAM atom we draw those important elements that were part of the world of our childhood. These are supposed to be things that were important to you during your childhood placed in the drawing based on your memories and free associations. You may wonder: what am I supposed to write here? Well, there are 5 categories that will be a symbolic representation of your childhood world in the atom, they are:

- 1) **People** are the first (and perhaps subsequent) person(s) that come to mind. So in this category are all the people who are significant to you. It doesn't necessarily have to be your family, although we often have this reflex that we start with parents, brothers, grandparents and so on. It doesn't have to be that way for everyone. In this category we include all significant people, so also acquaintances, friends or other people who are not part of the family circle. It could be, for example, your nanny or your teacher, your upstairs neighbour, with whom you may not have had a close relationship, but for some reason he or she, in your childhood imagination, is the person you passed every day on the staircase and who gave you a warm smile that lifted your spirits. The 'people' category will also include your childhood idols, characters from fairy tales, TV series, films, books - these can be both fictional and real characters. Further down the line, they could be your favourite singers, bands, etc., etc;
- 2) **animals** here can be animals that are present in your home or in your environment, and it does not have to be your pet. It has to be animals that have been important to you for some reason. It could be your beloved cat, your grandparent's dog, but also your friend's guinea pig;
- 3) **places** here we have, for example, houses, if you have lived in more than one house. They can also be: a flat, a block of flats, a village. If you have moved house it will be many different places. It could be schools or one of the schools you attended or places where you spent your holidays. There may have been one place that you have fond memories of, such as the one you went back to every year with your family/parents. It could be, for example, the community centre where you developed your passions and spent most of your time during the week, or the church where you went every Sunday or more often. In the example drawing I have prepared there is, for example, Nałęczów as the kind of place where you and your family would return every year for family holidays;
- 4) **books, film and music** that you think somehow shaped you as a child. It could be songs or the type of music that somehow helped you survive your first love disappointment. It could also be a book that made you escape into a fantasy world and dream of being as brave as a Little Princess, or getting a letter from Hogwarts like Harry Potter. It is anything that you feel has played some kind of such significant influence on you;
- 5) **other significant objects** into this category we can "throw" many different things of sentimental value to you, which carry a great emotional charge. It could be, for example, a plane tree growing outside your window, a rose bush planted by your mother, an instrument you inherited from your grandfather, some memento from your grandmother - e.g. some brooch, a bicycle, a car, a scooter. It could also be the first
A "valentine", the first poem you wrote or love letter you kept. Generally anything that had a lot of value for you in your childhood world. Probably every child had their own little treasures: toys, souvenirs from holidays, seashells, teddy bears, a cuddly blanket or a diary. All things that were dear to you and still have a place in your heart;

When drawing your map of important things, you can do it in such a way that you label each element with a dot, or you can connect the different things to each other with a line or a circle, which makes it easier to see how far an element is from the atomic nucleus that is IAM."

2. The client works on the drawing of his/her atom and the counsellor answers his/her questions (if any). The counsellor may also provide the client with printed instructions for making the atom (according to the text above) and give the client "homework" (drawing the atom), and then discuss/discuss with the client the conclusions of the exercise in the next session.
3. Reflecting on the exercise: the counsellor discusses the results of the exercise with the client:

"Once your atom is ready it is time to think and reflect on the finished work. So sit back and reflect on the following: why does the distance/distance of individual objects from IAM look the way it does? (Reflecting on the positioning of the different elements: why is something or someone closer to IAM?

Why is something or someone further away? What might this distance indicate and do you have a more intimate relationship with this someone/something? Or are you in some stronger relationship?);

- What emotions arose in you during and after the exercise? What kind of has emerged in your experience and what emotions you attach to the different elements on this map in relation to people and the rest of things? Think about how it was 'then' and how it is now?
 - What emotions do you feel in a general context when doing this exercise? Do you find it easy to came to draw this map, did you have easy access to your various memories, did you contrary, you had a hard time 'digging out' various things from your memory to put them on paper.
 - Where are they now and what is happening now to the people and things in your drawing? Do you have contact with them?
Do you have a relationship with them or not?
 - The next issue is the symbolism of the chosen characters: this may concern the family but, above all, the significant people (also outside the family): what did they mean to you? What did they associate you with? What did they symbolised? In relation to fictional characters: What were these characters like? What did they symbolise for you (perhaps some of your needs?)? What did they associate with?
4. After the reflection, the counsellor encourages the client to continue working on the social atom. He or she may also work with the client in subsequent sessions to continue creating the atom in his or her current life perspective:

"Once you've immersed yourself in your childhood world, once you've done this exercise and reflected on certain things, then you can go one step further and create this kind of social atom for your current life, for your current situation. Why do it? It's cool to be able to juxtapose these two worlds, these two atoms, and make a comparison between them: to see what's similar in these two worlds and what's different? How have you changed? What significant elements that were part of your childhood have changed over time until now? What do they look like now? The idea is to make a comparison by juxtaposing similarities and differences in the area of your relationships, your behaviours, your interests, your Values. This will allow you to deepen your knowledge of yourself, to look at certain patterns of your actions. When comparing the two atoms, you may find that some patterns of action emerge, e.g. you repeat a pattern of entering into relationships that has stayed with you from your childhood and you repeat it as an adult, or people who are now your current life somehow associate or remind you of those people who were on your childhood map. Maybe they symbolise similar things or you have similar associations?

Notes to the adviser:

1. The exercise correlates with J. L. Moreno's concept of the social death according to which the social atom is understood as the smallest social unit, representing the persons with whom we have affective relations of attraction and repulsion. Interpersonal relationships can be dead or alive, real or imagined, but they are essential to the client's everyday life. If someone emotionally important dies, the social atoms before and after the fact will look different. It is not always possible to replace the deceased person - with their death we lose part of ourselves.
2. When discussing the exercise, it can also point out that if someone emotionally important dies, the social atoms before and afterwards will look different. It is not always possible to replace the deceased person - with their death we lose a part of ourselves.
3. The counsellor can refer to the book "Before the coffee gets cold" by Toshikazu Kawaguchi, which is about the need to go back in time and return to the past, at least for a while, to try to meet people important to the characters in the book, to clarify something, to remedy something, to meet someone, maybe for the last time. If the client has not read the book, the counsellor can recommend it to them.
4. Recommended reading for the counsellor on the issues addressed in the exercise, which she can also recommend to the client, is the book: Anne Ancelin [Schützenberger](#) "Secrets of the Ancestors. The hidden family transmission", which introduces the issue of generational transmission.

EXERCISE 12

Title: SOCIAL ATOM 2

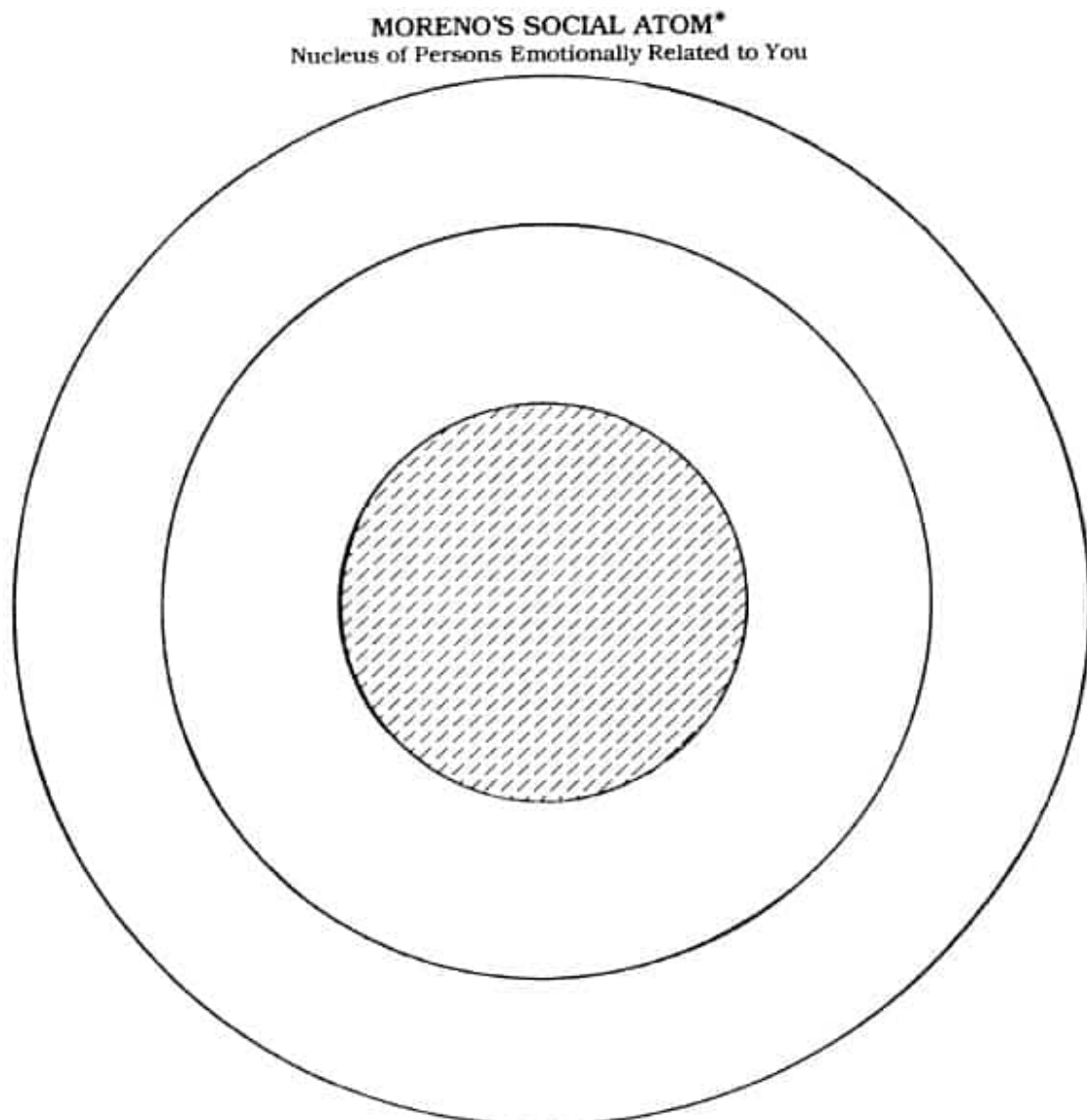
Aim: to direct attention to relationships, connections, dependencies, significant people, important places from our childhood and the emotions associated with them.

Source: © 1999 Treadwell, Stein, Leach

Area: identity/situational context

Course of action:

1. The counsellor presents the following drawing to the client and discusses with them the idea and how to construct a social atom:



*For additional information see J.L. Moreno, *Sociometry, Experimental Method and the Science of Society*, Beacon, N.Y.: Beacon House, 1951, pp. 57-69.

One way of constructing a social atom consists of concentric circles that represent different levels of proximity in a person's social network. The innermost circle represents the person in question. The next circle represents the person's intimate relationships, such as family members, romantic partners and close friends. The third circle represents the person's social network, including friends and colleagues.

2. The counsellor encourages the client to prepare a social atom according to the scheme above.
3. The counsellor provides the client with the diagram(s) below (one or more, depending on the client's individual situation), asking the client to complete the different headings:

PSYCHOLOGICAL QUADRANT

Name:		Date:	
Age:		Gender:	
PSYCHOLOGICAL QUADRANT is defined as the smallest number of significant people, animals or objects that influence your life. For example, family members, cousins and very close friends. These are the people who are closest to you in your life. Include pets, objects and deceased significant people. Write down the names of these people and describe their relationship to you. Rate each person on the two scales listed next to each name. The first scale determines how close you are to each person. For the second scale, put yourself in the place of each person you have chosen and estimate how close you are to each person. A score of 1 on the scale indicates extreme closeness, while a score of 7 indicates extreme distance. There is no limit to the number of people you can name.			
First and/or last name	Relationship to you	How close you are to this person	How close does this person think they are to you?
		Near Distant	Near Distant
1.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
2.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
3.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
4.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
5.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
7.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
8.		1 2 3 4 5 6 7	1 2 3 4 5 6 7
9.		1 2 3 4 5 6 7	1 2 3 4 5 6 7

COLLECTIVE QUADRANT

Name:

Date:

Age:

Gender:

A COLLECTIVE quadrant is defined as: the smallest number of groups to which you belong and which influence your life. The groups included in this quadrant can come from the various 'formal' and 'informal' groups you belong to. For example: Knights of Columbus religious group; Spa/Health Club exercise group; Alcoholics Anonymous support group; Peace Corps volunteer group; Brotherhood/Sorority social service group. Write down the name of each group and describe how it relates to you. Rate each group on the two scales listed next to each group name. The first scale determines how close you are to each group. For the second scale, put yourself in the place of each of the selected groups and rate how close each group thinks they are to you. A score of 1 on the scale indicates extreme closeness, while a score of 7 indicates extreme distance. There is no limit to the number of groups you can name.

First and/or last name	Relationship to you	How close you are to this person						How close does this person think they are to you?							
		Near			Distant			Near			Distant				
1.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
4.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
6.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
7.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
9.		1	2	3	4	5	6	7	1	2	3	4	5	6	7

THE IDEAL DREAM QUADRANT

Name:	Date:
Age:	Gender:

A QUADRANT OF IDEAL DREAMS is defined as the smallest number of 'wishful' people who could make your life 'perfect'. For example, family members, cousins, very close friends and imaginary significant others. These are the people you would like to be closest to in your life. Include pets, objects and deceased significant others. Write down the names of these people, their relationship to you and rate each person on the two scales listed next to each name. The first scale represents how close you would like to be with that person. For the second scale, put yourself in the place of each person you have chosen and estimate how close you would like to feel with that person. A score of 1 on the scale indicates extreme closeness, while a score of 7 indicates extreme distance. There is no limit to the number of people, animals or objects you can name.

First and/or last name	Relationship to you	How close you are to this person		How close does this person think they are to you?	
		Near	Distant	Near	Distant
1.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
2.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
3.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
4.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
6.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
8.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
9.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	

LIST OF SOCIAL NETWORKS INDIVIDUAL QUADRANT

Name:		Date:			
Age:		Gender:			
INDIVIDUAL QUADRANTUM is defined as: the smallest number of people in the collective quadrant with whom you have established friendships. For example, the people included in this quadrant must come from different "formal" and "informal" groups listed in the collective quadrant. The people listed in this quadrant are group members who are trustworthy, reliable, easy to talk to or feel comfortable with. Write down the names of these people, the name of the group of which they are members and rate each person on the two scales listed next to each name. The first scale determines how close you are with each person. For the second scale, put yourself in the place of each person you have chosen and estimate how close you are to each person. A rating of 1 on the scale means extreme proximity, while a score of 7 indicates extreme distance. There is no limit to the number of people who can be named.					
First and/or last name	Relationship to you	How close you are to this person		How close does this person think they are to you?	
		Near	Distant	Near	Distant
1.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
2.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
3.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
4.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
6.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
8.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	
9.		1 2 3 4 5 6 7		1 2 3 4 5 6 7	

4. The counsellor discusses the results of the exercise with the client. For this he/she may use a selection of questions from the SOCIAL ATOM exercise 1.

Notes to the adviser:

1. The exercise can be carried out as a supplement to or introduction to the SOCIAL ATOM 1 exercise or independently of it.
2. Before carrying out this exercise, it is useful to read the SOCIAL ATOM 1 exercise (along with the notes for the advisor therein) to absorb more information on the social atom.

2.2. QUESTIONNAIRES

- [Kimberly Young test Praxis Counselling Centre](#) Kimberly Young test Internet addiction
- Internet addiction risk screening questionnaire by Kimberly Young centrumadhd.gda.pl
- Triggering initiative skills test This questionnaire measures a skill that its author, Ken Blanchard, called empowerment. Empowerment means allowing people to think independently, necessary to fulfil the demands and tasks placed on them. Empowerment is the process of unleashing the power inherent in people's knowledge, experience and motivation, and channelling this power to achieve results. Finally, empowerment is the creation of a climate within the company (family) that develops employees (household members), wings them and frees them to take conscious, adult responsibility for their actions Testy.co.uk

2.3. MULTIMEDIA MATERIAL

Title: Institutional support network for achieving educational and professional goals

Source: own elaboration

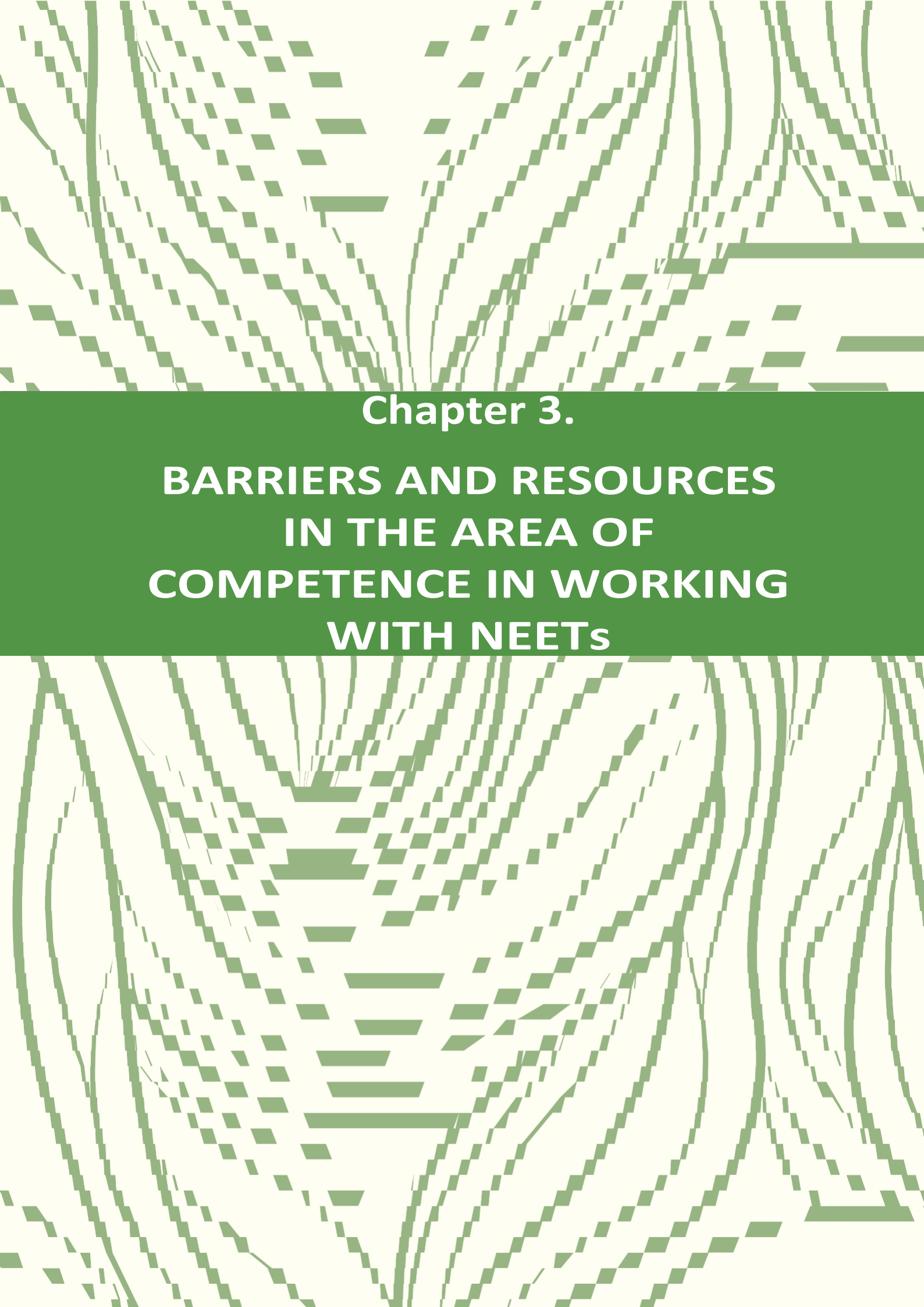
Aim: NEETs to acquire skills in analysing their surroundings with attention to relevant places and people that can help them to change their labour market situation in relation to particular selected goals e.g.:

- educational, professional, development
- acquiring the ability to use institutional support networks
- building a proactive attitude

Area: socio-situational context

Content:

- Script of an advisory session - multimedia file
- Supplementary material for counselling session - theoretical background to the counselling interview - file multimedia
- Sheet MAPA OF INSTITUTIONAL SUPPORT NETWORKS - PDF file

The background of the entire page is a complex, abstract pattern of green and white wavy lines that create a sense of depth and movement. A solid green horizontal band runs across the middle of the page, serving as a backdrop for the chapter title.

Chapter 3.

BARRIERS AND RESOURCES IN THE AREA OF COMPETENCE IN WORKING WITH NEETs

THEORETICAL PART

1.1 INTRODUCTION

One of the main goals of helping a person from the NEET group, according to the Iskandia Model, is to support them in recognising and building competences that are conducive to educational and professional activation. Identifying strengths, adequately assessing the competences one has and developing those competence areas that may be a barrier to educational and professional activation is an important aspect of working with a group of NEETs. On the one hand, the Icelandic Partners pointed out the need to recognise the complex and diverse situation of young people belonging to the NEET group, on the other hand, they attributed an important role in educational and professional activation to work on the development of specific competences. In each of the support programmes presented during the study visit, there was a strong emphasis on working on increasing competences, both hard (professional) and soft (usable in many professional areas).

In the following chapter we will present those competence areas that experts - in the context of the Icelandic experience - believe are particularly important from the perspective of working with NEETs. The career counsellor, after getting to know the situation of the young person, his/her expectations, needs and educational and vocational plans, according to the principle of individualization, can choose from the following catalogue those competences that in his/her opinion may be most beneficial for the educational and vocational development of the person.

1.2 HARD AND SOFT COMPETENCES

It may be noted in the literature that there are many definitions of competence. One of them, an interesting one, can be found in the Dictionary of the Polish Language edited by Professor Witold Doroszewski, where the notion of competence is defined as "a range of powers, authority, scope of action of an authority or other organisational unit, scope of someone's knowledge, skills, responsibility"¹. Interestingly, this rather comprehensive definition quoted above shows that the concept of 'competence', even by linguists in the 1960s, was understood as the sum of several components: knowledge, skills and responsibility (now, in the literature, referred to as attitude).

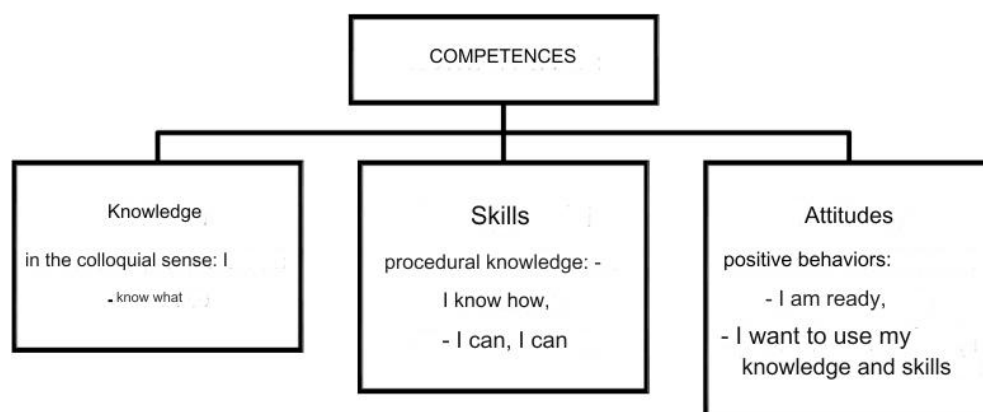
Quite aptly, competence is defined by Jacek Wieczorek. In his view, competences are personal predispositions in terms of knowledge, skills and attitudes of a person, allowing him/her to perform professional tasks at an appropriate level².

Competence is often used interchangeably with words such as skills, qualifications or entitlements, but these are words with different meanings and should not be used synonymously. Either way, competence is a set of three components: KNOWLEDGE, SKILLS and personal POSITIONS³.

1 W. Doroszewski, Słownik języka polskiego, Warsaw 1958-1969.

2 J. Wieczorek, Efektywne zarządzanie kompetencjami - tworzenie przewagi konkurencyjnej firmy, Ośrodek Doradztwa i Doskonalenia Kadr Sp. z o.o., Gdańsk 2008.

3 Ibid.



Source: The role of interpersonal competences in a young person's working life, pp. 101-105⁴

Knowledge is a body of information about a subject. Skills are the procedural knowledge by which a person knows how to do something. In other words, he or she knows how to do something and can do it. Attitudes are positive behaviours that signal a willingness to perform an activity. They are also the willingness to use one's knowledge and skills to perform a given task.

As well as definitions of competences, when it comes to their type, many divisions can be found in the literature. A simplified division of competences useful for work on their development was proposed by Charles Woodruffe. The author divided competences into two groups:

- Hard competences, also known as professional, technical or functional competences,
- soft competences, also known as interpersonal or behavioural competences⁵.

Hard competences (a.k.a. professional, technical, functional) are the set of skills and knowledge needed to perform a specific job. They are measurable to some extent, most often confirmed by documentation (certificates, diplomas, etc.). Their importance determines the knowledge and specialised skills confirmed by experience, courses, training, education, as well as internships and apprenticeships. Hard competences are a set of qualities that a person acquires through formal and informal education and through work in different companies. Examples of hard competences: knowledge of Java programming languages, fluency in English (including certified), very good knowledge of Photoshop, knowledge of Office tools, any of the categories of driving licence, knowledge of the catering industry, knowledge of operating a cash register, knowledge of operating warehouse software Subiekt GT, Comarch, etc.⁶

Hard competences
Specific specialist competences
Content knowledge
They are easy to verify, measure and assess
They are usually linked to a specific profession
Enable you to perform well at work
Relatively easy to train at school, on courses or at work

Hard competences⁷

4 G. Kobuszewski, Rola kompetencji interpersonalnych w życiu zawodowym młodego człowieka [in:] Psychologiczne aspekty zachowań ludzi w organizacjach, Wyższa Szkoła Biznesu w Dąbrowie Górniczej, Dąbrowa Górnicza 2015.

5 C. Woodruffe, Assessment and development centres. Tools for analysing and improving employee competence, Oficyna Ekonomiczna, Kraków 2003.

6 https://interviewme.pl/blog/umiejetnosci-miekkie-i-twarde?utm_source=google&utm_medium=&utm_campaign=16719699561&utm_term=&network=x&device=c&adposition=&adgroupid=&placement=&utm_source=google&utm_medium=permax&utm_campaign=16719699561&utm_term=&network=x&device=c&adposition=&adgroupid=&placement=&gclid=EALalQobChMlgpaz_Zqc_QIVBmEYCh2IRQxWEAAyASAAEGK03fD_BwE

7 Ibid

Hard skills are a necessary, but not sufficient condition for employment. When browsing through job vacancies, you will notice the 'minimum requirements description' that a candidate must have in order to apply for a position. The career counsellor knows very well that what is in the box: "Nice to have", are additional competences that are worth having as they increase the competitiveness of the candidate in the recruitment process. People with professional competences that are satisfactory to the employer, but who are additionally equipped with the 'soft' competences that are most important to the employer, have a better chance of being hired.

Soft competences illustrate a range of skills, an individual's attitude and behaviour in different situations. They provide insight into a person's commitment and level of motivation to acquire knowledge and enter and maintain employment. Thanks to these non-measurable values, an employee is able to develop or climb up the career ladder⁸.

Soft skills
Personal skills (e.g. stress management)
Interpersonal skills (e.g. motivating others to work)
Difficult to verify, subject to subjective assessment
Transferable competences that are useful for different jobs
Help collaborate with the team, supervisors and customers
The process of developing them is more complex and usually more difficult

Soft skills⁹

In the literature, soft competences are divided into personal competences (e.g. stress management, time management, emotional intelligence) and interpersonal skills (e.g. the ability to communicate, build interpersonal relationships, teamwork)¹⁰.

1.3 PERSONAL COMPETENCES

Personal competences are skills that allow an individual's potential to be developed on many levels. They are also the basic building blocks of emotional intelligence and have a strong impact on mental resilience and motivation levels.

Work in the area of personal resource development can be carried out by:

- increasing the resource catalogue, naming these resources;
- identifying individual resources such as talents, competences, learning styles;
- pointing out opportunities to develop particular resources through specific exercises, courses;
- Modelling proactive attitudes towards developing personal resources¹¹.

In an interesting way, personal resources are discussed by Renata Gut, who believes that it is impossible to manage something you do not know about. The author divides resources into four categories (shown below): body, mind, spirit, emotions¹².

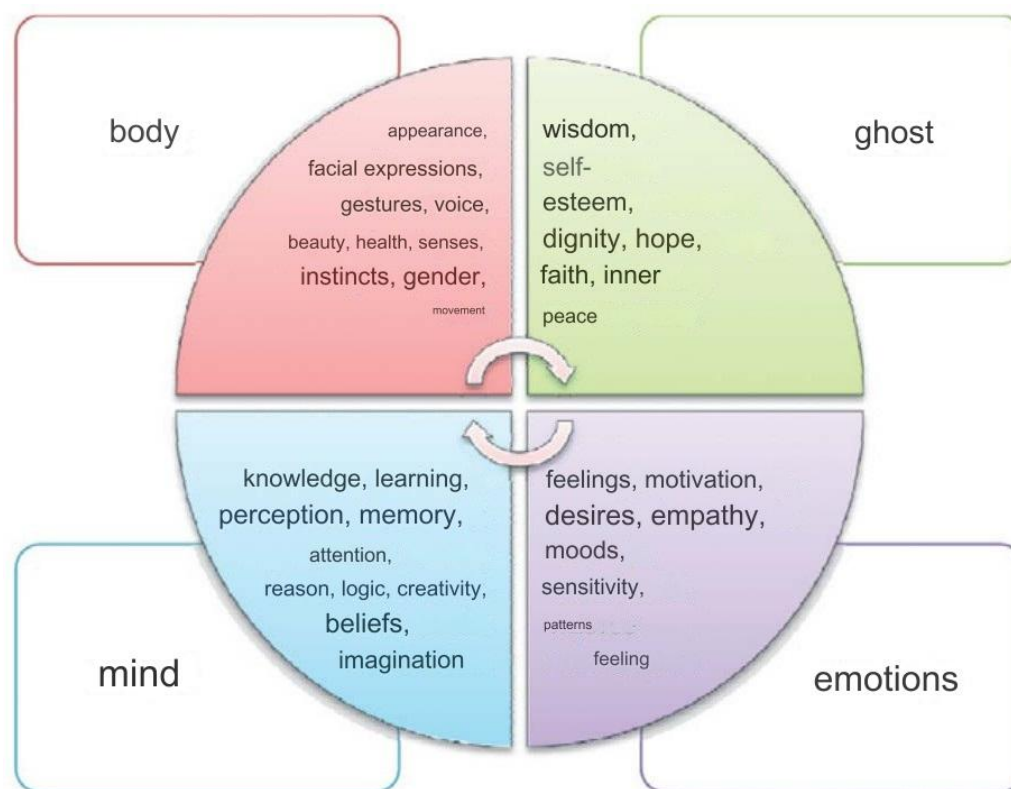
⁸ <https://enterpriseadvisors.pl/kompetencje-miekkie-masz-je-wszystkie/>

⁹ Ibid

¹⁰ [Soft and hard skills: a list of skills for your CV \(livecareer.co.uk\)](https://livecareer.co.uk/soft-and-hard-skills-a-list-of-skills-for-your-cv)

¹¹ M. Rosalska, A. Wawrzónek, op. cit. p. 71.

¹² R. Gut, M. Piegowska, B. Wójcik, Managing yourself. A book on acting, thinking and feeling,



Source: R. Gut, M. Piegowska, B. Wójcik, *Managing yourself*, p. 33

The career counsellor should work with NEETs to learn about all categories of their resources, because although they do not directly relate to the professional sphere, they allow them to cope better in interpersonal relations, to act effectively, to overcome difficulties, to see a broader perspective, and this contributes to development and self-knowledge.

In career counselling it is believed that a rewarding career is the result of well-adjusted individual career preferences and interests. It is therefore important to identify opportunities for their recognition. Interests and preferences are not immutable. Some we grow out of quickly and forget, while others can be developed and nurtured throughout life.

When working with a NEET in the area of personal interests, it is worth asking them to demonstrate their talents and passions, as this can be valuable diagnostic material - better than questionnaires or tests. This does not mean not to use such tools, but rather to look for a variety of opportunities to explore.

Of the wide range of personal competences (personal competences), those that are important for the development of NEETs and those that employers pay particular attention to when looking for employees will be described below: strategic thinking, learning to learn, time management, emotional intelligence, creativity (creative thinking), resistance to stress.

Strategic thinking

Strategic thinking is an individual's way of thinking based, among other things, on an awareness of one's weaknesses, the certainty of one's strengths and a concrete vision focused on maximising personal potential and minimising the risks associated with weaknesses, which is ultimately transformed into a strategy of action¹³.

Simplifying, we can say that strategic thinking is a way of thinking and strategy is a way of achieving a goal.

Strategic thinking is also sometimes defined as an approach to today from a future perspective. In other words, it is an approach aimed at anticipating the long-term consequences of our actions.

13 [Strategic thinking. What is it and how can it help you develop your career? BRIEF](#)

It is a creative, long-term vision focused on achieving specific goals¹⁴. Strategic thinkers are forward-thinking, agile in responding to emerging market trends. They are often referred to as risk-takers who excel at identifying and seizing opportunities.

A strategic thinker is a person who:

- **Knows where he or she wants to go.** It has a clearly defined goal or intention. If he doesn't have one, no strategy makes sense.
- **He knows where he is.** In other words, it has the ability to determine what the current situation is and how far it is from its destination.
- **It knows how to define the path it must follow.** This is the focal point of the strategy, as it includes working out how we will achieve our goals.
- **He knows how to evaluate and improve things.** Strategic thinking requires flexibility to continuously to monitor what is being done and to make changes if necessary¹⁵.

Young people want to succeed, but they are not aware of their strengths and weaknesses, which, in a situation of lack of self-confidence and lack of knowledge of personal potential, can be a barrier to professional development. All these factors prevent a young person from setting effective goals or even block their actions.

A strategic approach to supporting the educational and vocational development of NEETs, should be focused on discovering their interests, passions, talents, helping them to build self-awareness. It is also about promoting a proactive attitude, patience and giving oneself space to make mistakes while learning from failures. This approach can inspire motivation in young people and lay the foundation for their personal success in life.

Today's world relies on people who can adapt quickly to dynamically changing conditions. In this context, the acquisition of strategic thinking skills can have a major impact on the future quality of NEETs.

Young people think strategically when they consider a range of possibilities, both opportunities and threats, before taking a final action. This helps to optimise the plan as it adapts the young person's conception to the dynamic changes in the world around them.

A career counsellor, whose aim is to help young people identify their individual resources or make better decisions for personal and professional success, should take a holistic approach. He or she should not only take into account what is important on the labour market now, but above all must look ahead. Strategic thinking, requires a large dose of realism and the ability to reflect. These abilities do not just appear out of nowhere - they have to be developed through practice. One way to develop strategic thinking can be through playing chess, allowing hypotheses to be made and tested, or project work. In addition, the guidance counsellor may suggest the young person use the following tips:

- be proactive in seeking out and gathering information to help you make decisions in the future. Read magazines and articles for more information. And when something you do not fully understand, ask questions;
- Constantly question your own opinions. How were they formed? What influences them? Are they logical? Keep an open mind to the opinions of others;
- Learn how to embrace conflict and how to use it to find a creative solution. Surround yourself People with different world views. This gives you (and them) the opportunity to learn from each other;
- remember to take cognitive breaks and let your brain rest. Also try to be in different environments. This will help you develop a perspective¹⁶.

Learning to learn

The ability to learn is a universal competence, also listed in the catalogue of key competences. In the 'Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)', it is defined as the ability to

14 [Strategic thinking: how to give purpose to your life Beauty of Mind \(pieknoumyslu.com\)](http://Beauty of Mind (pieknoumyslu.com))

15 [Strategic thinking: how to give purpose to your life Beauty of Mind \(pieknoumyslu.com\)](http://Beauty of Mind (pieknoumyslu.com))

16 [Why you need strategic thinking skills to succeed \(greelane.com\)](http://greelane.com)

consistent and persistent learning, organising one's own learning process, inter alia through effective management of one's own time and of the information acquired, both individually and in groups¹⁷.

The ability to learn is potentially possessed by all people. However, this does not mean that every person is willing and able to learn. A limited or lack of learning to learn competence can be a barrier to achieving personal, educational and professional goals, and thus one of the reasons for being a NEET. A person who does not develop learning to learn skills needs much more time to assimilate specific information, which can be a reason for discouragement. The difficulty in assimilating specific knowledge can affect the sense of agency and lower self-esteem. Young people's reluctance to learn may also result from misconceptions, for example stereotypical thinking about memory resources. Some believe that they are limited. Sometimes young people also believe that certain information will not be useful to them in the future, which can also be demotivating. There is still a perception in schools that the best method is the "learn, pass, forget" method (the so-called "3xZ"). Young people probably use this method because they cannot learn in any other way.

The work of a career counsellor in the area of developing the learning to learn skills of NEETs is all about arousing motivation and finding ways to make young people want to learn how to learn. Showing the real benefits that NEETs can achieve can be an effective method of building learning competences. Pointing out inappropriate learning methods is important. Understanding information makes it much easier and more memorable. There is also a belief among young people that frequent repetition of something is a good way to remember. In reality, however, this only makes that content last longer in short-term (working) memory. Research shows that a better time to repeat content is (when) we start to forget a bit of the material. Recalling after a while is more difficult, but it is this effort that allows us to consolidate the knowledge better. Repetition of exercises of the same type is not a good method for memorisation either, it is better to do exercises with common content. It is worth making NEETs aware of the fact that if they want to develop their knowledge and skills, these should be tasks with a higher degree of difficulty, as the challenges that accompany this influence the persistence and better consolidation of knowledge. It has been proven that content that is learned before going to bed is more memorable. It has been shown that content that is learned before bed is more likely to be remembered. Pleasant emotions promote more effective memorisation. People who are prone to stress may even experience the so-called 'white-spot' phenomenon in memory. Furthermore, learning can be easier and more enjoyable when it is linked to the learner's interests, passions and values.¹⁸

The ability to learn is a process that an individual can shape and improve throughout life. Research shows that people who believe they can learn and grow perform better than those who believe their intelligence is limited. This attitude is called a growth mindset and involves treating mistakes and failures as opportunities to learn, rather than as evidence of a lack of ability. The ability to learn depends not only on individual characteristics, but also on the environment and context. It is worth remembering that there are different learning styles to suit different preferences and needs. Some people learn better by listening, others by watching, and still others by doing. There is no one best learning method for everyone. It is important for a career counsellor to help find the one that will be effective for a particular person.

Building motivation to learn is also an important issue. As the Icelandic experience shows, some people who have 'dropped out of the formal education system' due to learning difficulties have been able to catch up and return to the system. The key is to correctly identify the causes of the difficulties, which can be multidimensional. They are not always due to lower intellectual abilities or difficulties in learning techniques. Sometimes they are a consequence of family or peer relationship crises or conflicts with teaching staff. Whatever the cause, it is always educational problems that lower a person's confidence in their educational abilities. The role of the guidance counsellor in this context is to correctly diagnose the difficulties and to help the young person find the right way to overcome them. Often the way to rebuild a young person's confidence in their educational abilities is to rebuild their teacher-student relationship. Young

17 Magdalena Goetz, 'Learning skills as one of the key competences', in Trends 4/2016, pp.32-35.

18 [Growth mindset is not what you are, but what you can become / Prosperity | Psychology, philosophy and thinking about life. \(sainte-anastasia.org\)](https://sainte-anastasia.org/growth-mindset-is-not-what-you-are-but-what-you-can-become/)

A person wishing to re-enter the education system or complete their education often needs individual support to catch up in specific subjects. The vocational counsellor becomes a companion in this process, supporting in overcoming fears, insecurities, changing wrong attitudes and beliefs and building coping skills, stress management and ways of self-empowerment.

Managing yourself in time

Time management is the **ability to plan tasks and set short-term goals at work**¹⁹. The term has replaced 'time management' because, after all, time cannot be managed.

Lack of time management skills may be one of the reasons why NEETs do not engage in educational and professional activities. The young person may not perceive that effective work is the same as optimal time management. In this respect, the role of the career counsellor in working with NEETs is to make them aware of the importance of time.

D. Goleman emphasises the importance of so-called emotional awareness, which makes up the competence called self-awareness. Self-awareness defines the knowledge of an individual's inner states, preferences, capacities and intuitive judgements, allowing one to choose values and goals to follow. Thanks to this ability, a person can find out whether his or her own health, work and family matters are in balance. It enables him or her to combine the ability to work creatively with personal values and goals.²⁰

Once a person becomes aware of his/her potential, he/she usually achieves better results, both in his/her personal and professional life. A person able to manage his/her time effectively feels he/she is the master of his/her time. He/she is aware of the possibility of increasing his/her effectiveness by using his/her own potential.²¹

Following David Fonta, it is worth noting that the benefits associated with skilful self-management in time are obvious, and the list is long:

- increased efficiency,
- increased productivity,
- more time for oneself (leisure, hobbies, etc.),
- greater job satisfaction (everyone enjoys working as long as the work does not overwhelm them),
- less stress,
- more time to 'switch off' after working hours (after all the work is done; our mind relaxes more easily overnight),
- easier (in advance) to plan long-term tasks, (without haggling, inner emotions; the person has more freedom to look ahead),
- greater creativity (a person is most creative when he or she can indulge in leisurely themselves in dreams)²².

Lothar. J. Seiwert additionally mentions other benefits:

- accomplishing the same tasks with less effort,
- better organisation of their own work,
- greater motivation,
- time to carry out 'higher' level tasks,
- less pressure at work and emphasis on performance,
- fewer mistakes made,
- achieve professional and personal goals faster²³.

The acquisition of effective time management skills by NEETs can make a big difference to the

19 [Managing yourself in time, or how not to waste a day! \(akademiapostepu.pl\)](http://akademiapostepu.pl)

20 D. Goleman, Emotional intelligence in practice, Media Rodzina, Poznań 1999, pp. 86-89.

21 M. Randak-Jezińska, The importance of self-management skills for manager and organizational health, [in:] "Zeszyty Naukowe Politechniki Częstochowskiej. Management", ed. nauk. P. Pachura, No. 2 (2011), Publishing Section of the Faculty of Management, Częstochowa University of Technology, Częstochowa 2011.

22 [sierpińska.pdf\(sbc.org.pl\)](http://sierpińska.pdf(sbc.org.pl))

23 L.J. Seiwert, Time Management, Placet Publishing Agency, Warsaw 2001, p. 17.

their effective educational and professional development. An analysis of the ways in which time is used can be helpful in properly setting priorities and providing adequate time space for their implementation. This is because often the ineffectiveness of educational and vocational activities is simply due to insufficient time devoted to their implementation.

The sense of making the best use of time is aptly illustrated by the maxim of G. Feyler: "Use time for:

- Work - that's the price of your success,
- Thinking - it is the source of your strength,
- Fun - that's the secret of your youth,
- Reading - this is the basis of your knowledge,
- And be kind - it's the gateway to complete happiness,
- For dreams - that's the way to the stars,
- For lovemaking - it is the sheer joy of life,
- And be cheerful - this is the music of your soul"²⁴.

The fundamental role of the career counsellor in working with NEETs in this area is to learn to set priorities, create a flexible action plan and motivate them to implement it consistently. Managing oneself well in time is also about consciously building good habits.

An example of a tool that a career counsellor can use when working with NEETs is the 'Eisenhower square'. In short, we create a list of tasks in four areas (important and urgent, important and non-urgent, unimportant and urgent, unimportant and non-urgent) and assign them to the corresponding quadrants. This way, the person knows which task needs to be dealt with immediately and which can be postponed without affecting personal effectiveness. Another tool is the 60:40 rule, which states that one should not plan all the time, but only 60 per cent of the remaining 40 per cent, leaving it for circumstances we cannot foresee. In practice, this means that when working, for example, eight hours a day, we should plan five hours, keeping ourselves available to manage the rest. A good method for organising one's day, week, month or year, in the case of young people, can be the use of appropriate apps. There are many free apps where you can plan and manage your tasks. These include Todoist, Trello or Google Calendar. Many of these also come in a phone version. These are great tools for NEETs to learn how to manage themselves in time.

Emotional intelligence

Since the publication of the book 'Emotional Intelligence' by Daniel Goleman, this area has begun to be subjected to much scrutiny. In his publication, the author described a trait that makes people successful in many areas of life, healthier and happier. Goleman's proclamations have received a great deal of attention. While there is no complete consensus on the definition of emotional intelligence, there is no doubt that it influences human behaviour, for which there is plenty of research-backed evidence. Some researchers regard emotional intelligence as a trait, others as an ability, and still others as a competence or attitude.²⁵

It is worth consciously developing, especially in NEETs, qualities such as self-awareness, self-regulation, motivation, empathy or social skills, as they affect the quality of life of each individual.²⁶

Emotional intelligence is a particularly important competence that also determines professional activity²⁷.

According to Goleman, emotional intelligence is fundamental to achieving outstanding performance in a career, in almost any position and in any occupation. An individual's performance depends more on their level of emotional intelligence than on their level of general intelligence.²⁸

24 G. Feyler, *Endlich mehr zeit haben*, Heyne Verlag, München 2009, p. 294.

25 Śmieja, M., Orzechowski, J. (2008). *Emotional intelligence. Facts, myths, controversies*. Warsaw: Wydawnictwo Naukowe PWN SA.

26 Goleman D.: *Emotional intelligence in practice*. Media Rodzina, Poznań 1999, p. 40.

27 Czerw A., Borkowska A. (2010). The role of optimism and emotional intelligence in achieving job satisfaction. Implications for creating employee development programmes. *Contemporary Management* No. 1. Quarterly Journal of Academic Environments and Business Leaders.

28 Goleman D.: *Emotional intelligence in practice*. Media Rodzina, Poznań 1999, p. 80.

Observing the labour market, we notice that it has become quite common to use emotional intelligence tests to recruit and evaluate employees. Not only according to Goleman, but also other scientists, the level of emotional intelligence is a better predictor of an employee's effectiveness than the level of general intelligence. Researchers show that with high general intelligence, people get jobs, but they already need to show high emotional intelligence to get promoted. Rational intelligence is subject to developmental constraints, whereas emotional intelligence has no such constraints. Researchers also claim that emotionally intelligent people are more effective leaders, better collaborators and make better decisions.²⁹

Developed emotional intelligence is undoubtedly a resource for every individual, which does not mean that every individual possesses this resource.

Low levels of emotional intelligence are most often recognised in people who did not receive adequate models from their parents (or significant others) in childhood of how to manage their own emotions and relationships with other people. Such people very often have difficulty recognising and naming the emotions they feel. As a result, they have little control over them and may often succumb to them. The inability to recognise their own emotions translates into a failure to recognise the emotions of others. This can result in aggression, conflict, blaming others or social withdrawal.

The lack of developed emotional intelligence can be a reason not only for NEETs not taking up educational or vocational activities, but also affect their social functioning.

Many studies support the thesis that people with higher emotional capacity perform much better in job interviews or at work and are less likely to suffer from emotional exhaustion, leading to burnout. Researchers also show that the level of emotional intelligence has a positive impact on the health of people in managerial positions³⁰.

The level of emotional intelligence undoubtedly determines not only professional activity, but also achievement motivation and self-efficacy beliefs. This knowledge is crucial for professionals supporting NEETs.

Emotional intelligence can be developed throughout life. Here are some tips on how to do this.

1. We should experience our emotions, not run away from them.
2. Express your feelings in a thoughtful way.
3. Get involved in helping friends who are in emotional distress.
4. Develop empathy by trying to empathise with the emotions of others.
5. Learn more about non-verbal communication and try to read the body language of others.
6. Ask others about their emotions if we can't guess them.
7. Use an assertive communication style.
8. Try to listen actively.
9. To fight with ourselves in situations where we take criticism badly.
10. Becoming more social³¹.

Developing emotional intelligence is not an easy task, but with the right level of motivation and support, it is possible. The basis for developing emotional intelligence is to ensure that the person with whom the guidance counsellor is working is able to recognise all basic emotions (joy, sadness, fear, disgust, anger, surprise). The next step is a matter of controlling the different emotions. Once a person has the ability to self-regulate, only then can they move on to more complex issues such as talking about their emotions, listening, comforting others, making conscious decisions and taking responsibility for them, breaking down conflicts, setting priorities and goals in life, or getting involved and giving their time to social needs.

Such a consciously planned process of supporting NEETs in building this competence will allow the young person not only to develop empathy for herself and others, but also to build her character and charisma. It is important that she knows

29 Śmieja, M., Orzechowski, J. (2008). Emotional intelligence. Facts, myths, controversies. Warsaw: Wydawnictwo Naukowe PWN SA.

30 Matczak A., Knopp K. (2013). The importance of emotional intelligence in human functioning. Poznań: Wydawnictwo Stowarzyszenia Filomatów.

31 [Emotional intelligence what is it and how to develop it? \[Features\] \(interviewme.co.uk\)](https://www.interviewme.co.uk/emotional-intelligence-what-is-it-and-how-to-develop-it/)

she not only what is important to her, but also how she should act in a given situation, taking into account social norms, her needs and desires.

Creativity (creative thinking)

The word 'creativity' is derived from the Latin term *creare*, and its equivalents are the English words *creator*, meaning creator, and *creative*, meaning the adjective 'creative'. Creativity is most often defined as:

- ability to create new solutions,
- a mental process resulting in the formation of new concepts, ideas or associations,
- the process of developing and presenting innovative ideas to solve problems or meeting specific needs.³²

Creativity is not only important from the perspective of the educational or professional development of NEETs, but it can also have a major impact on the quality of their functioning in their private lives. Of course, there are some professions in which creativity will be more important than in other fields. However, no matter what activities we do, it is certainly possible to find original and useful ways of solving problems in any job.

In the perspective of educational and vocational activation, creativity is a competence that supports the process of finding new ideas for solving emerging problems, barriers and difficulties. It is a driving force for generating ideas to overcome especially those barriers, those over which the person has no direct influence (situational-social context). Thanks to creativity, he or she can look at his or her situation in a different way and see opportunities for change.

In addition, creativity builds a competitive advantage in the labour market. Nowadays, employers are paying more and more attention to the creativity of the employees they hire. An employee's creative attitude can not only improve a company's profitability, but can also contribute to an organisation's competitiveness. Studies show that teams of employees with creative thinking skills are more productive, make better use of company budgets and find more innovative solutions.

Developing creative thinking in NEETs can increase their chances of entering the labour market, stimulate the desire to acquire new knowledge and contribute to success. In order to develop creativity, the career counsellor can use different methods to stimulate and support creative thinking.

The table below shows the factors that support and inhibit creative thinking³³.

Factors supporting creative thinking	Factors inhibiting creative thinking
Feeling safe, relaxed: if we feel safe and relaxed, we are more open to new ideas and solutions.	Stress and fatigue if we are nervous and we act under the influence of emotion, our brains act instinctively, using old, tried and tested methods.
Diversity: the more diverse our experiences or the environment we are in, the better for our creativity.	Perfectionism Research confirms that people prone to perfectionism are more cognitively closed than those who do not have these tendencies.

32 What is creativity? What fosters creativity and what inhibits it? (businessfinder.pl)

33 What is creativity? What fosters creativity and what inhibits it? (businessfinder.pl)

Limitations: when things are perfect, we make no effort because we see no need to change anything. If something comes too easily to us, our creativity diminishes. So we need constraints that force us to think	If we don't have a mind of our own, we will never be creative. Most of the groundbreaking inventions have come from disagreeing with what is and trying to find new solutions.
Open space: open space encourages creative thinking, but working, in constant contact with other people, can block the creative process, which requires concentration.	A lack of time and a busy schedule does not help creativity to flourish. It is boredom, which we often fear, that opens up space for imagination, which is the breeding ground for creativity.
Walking: the ancient Greeks believed that walking improved the quality and efficiency of their thought processes.	Incentive rewards a promised bonus or a raise after a task has been completed is good on the one hand, but not on the other. This is because rewards cause the enjoyment of the action process to be replaced by a aiming to achieve a goal at the lowest possible cost and as quickly as possible. The result? We do only as much as is required of us
Exercise: it turns out that creative exercise can be learned!	

Coping with stress

Stress can be defined as **the body's reaction** in response to events that disrupt its equilibrium and strain or exceed our ability to cope effectively. These disruptive events are referred to as **stressors**. Sources of stressors can be both physical (e.g. noise, overcrowding, illness, natural disasters) and social (e.g. lack of employment, pregnancy and childbirth, family problems, loss of a loved one, crime).³⁴

Stress does not always have to be associated with negative events. A date, a holiday, a promotion, a wedding or a big win in games of chance are also potentially serious stressors. The essence of stress, then, is not so much the presence of an unpleasant event, but the need to adapt, to adjust to a new challenging situation that requires change in order to recover. The greater the need for adaptive change, the potentially greater the stress. For this reason, stress researchers divide stress into two types, i.e. positive stress called eustress and negative stress called distress. Eustress usually takes on a short-term nature. This type of stress is usually not continuous and is a stimulating force to combat given life situations. The second type of stress, distress, usually has a chronic, long-term character (its consequence is the weakening of the human organism), and it generates serious illnesses of various types. Positive and negative stress are not fundamentally different in terms of physiology, resulting in the activation of an almost identical defence mechanism in the case of 'fight or flight' situations.³⁵

34 [Stress - what is it and how to deal with it? | The Good Therapy Centre](#)

35 Kozłowski, P., Kozuch, K., Kozłowska, M., Cuch, B., Kozłowska, K. Assessment of stress prevalence, accompanying symptoms, causes and ways of coping with stressful situations among learners. *Journal of Education, Health and Sport*, 6(5), (2016), p. 395.

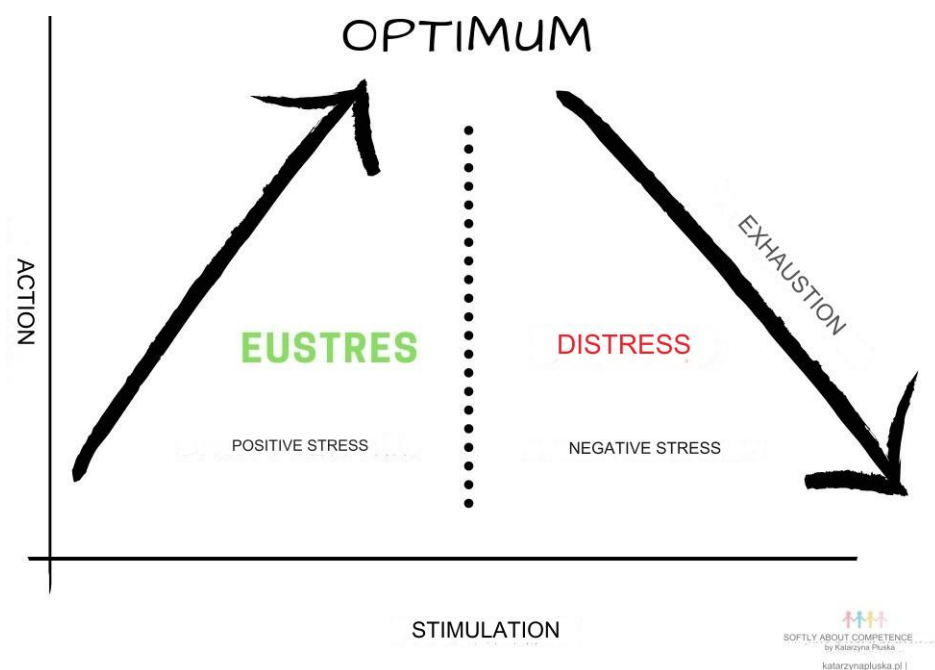


Fig. <https://www.katarzynapluska.pl/czy-stres-moze-pomoc-eustres/>

Long-term high levels of cortisol in a person's blood can have negative consequences for mental and physical health. Two areas of the brain are particularly sensitive to the effects of cortisol - the part of the cerebral cortex responsible for regulating emotions, understanding the consequences of one's actions, and controlling emotional responses - making it harder for a person to control themselves. The second is a relatively small structure that is part of the limbic (emotional) system - the hippocampus. This area has numerous functions, but one of the most important is remembering and retrieving known facts from memory.³⁶

Long-term stress can cause dysfunction in a person, blocking the undertaking of new challenges, including educational or professional activities.

The psychological effects of stress can be many: increased risk of depression (including the risk of suicide or suicide attempts), anxiety, neurosis, phobias, a constant feeling of restlessness, lack of appetite or excessive weight, insomnia, a feeling of constant fatigue, emotional symptoms (anger, crying, worrying, loss of sense of humour, impaired concentration, impaired decision-making ability or worse).

The effects of stress also include behavioural effects such as smoking, drinking alcohol, excessive criticism, loss of desire to learn or take up work, emotional exhaustion, reduced sense of personal achievement or self-esteem.

Among the main styles of coping with stress are:

- active behaviour, i.e. reactions that change the situation;
- cognitive coping i.e. reactions that change the meaning or evaluation of stress;
- avoidance, i.e. reactions that aim to control covered feelings.

The role of the guidance counsellor in working with NEETs in the area of building resilience to stress is to identify sources of stress (stressors), analyse previous ways of managing stress and help them develop a coping strategy that works best for them. It is also important to realise that the very fact of being a NEET will be a highly stressful situation for some of the young people. Several factors contribute to this: being out of work for a long period of time and experiencing related setbacks are among the most stressful life situations. On the Holmes and Rahe stress scale, which distinguishes particularly stressful life events, job loss ranks 8 out of 44,

immediately after, for example, the death of a loved one, divorce, imprisonment or serious illness³⁷. Job insecurity is also treated as a major stressor. It is recognised that the anticipation of a stressful event (in this case, job loss) can be as stressful, and sometimes even more so, than the event itself. One WHO document states that "job insecurity is even more harmful to health than unemployment"³⁸. Another source of stressors is job interviews. Individuals get stressed because they want to perform at their best, because only then do they have a chance of getting a job. The experience of many young people in the labour market is precisely the experience of the repetitive sequence of stressful events mentioned above: job loss - job search - job insecurity. This means that NEETs need support in their ability to cope with stress not only in the perspective of future job tasks, but above all in coping with the uncertainty in the labour market that is a feature of the modern labour market.

1.4 INTERPERSONAL COMPETENCE

Interpersonal competencies, otherwise known as social **competencies**, are abilities used in relationships with other people to achieve expected effectiveness and to initiate and sustain positive relationships with others³⁹.

Without having developed social competences, it is difficult for a young person to find his or her way in both peer and work teams.

This section will describe selected interpersonal competences that are crucial for the educational and professional development of NEETs: communication, assertiveness, teamwork, building interpersonal relationships and influencing others.

Efficient communication (including assertiveness)

When talking about interpersonal communication, it is important to remember that it is a process. It is always formed on the basis of interpersonal relationships and in some social context. It builds new concepts, new knowledge about the world. Communication is dynamic because it requires the recipient to constantly interpret the information that reaches him or her. Communicating is also an interaction because certain relations are generated between its participants⁴⁰.

The process of interpersonal communication involves the verbal (verbal) or non-verbal (non-verbal) transmission of information, while shaping relationships between people. The ability to communicate is the foundation of good collegial, professional and family relationships, allows one to get to know the outside world, teaches one to influence others, and enables one to have fun and enjoy oneself.

The lack of such skills can lead to loneliness and feelings of powerlessness, dissatisfaction in work and disappointment in personal life. These problems can be faced by NEETs who are unable to communicate effectively. This problem is becoming increasingly common, communication difficulties may have different causes, but the symptoms and effects for most young people are similar. The person has difficulty expressing themselves in conversation or in writing, and may not understand what others are saying to them.

In a distorted communication process, it is most often the case that the receiver does not read the transmitted message in the same sense in which it was sent. Such a situation is due to the fact that some distortion has occurred, i.e. the content of the message received is different from the content of the message sent.

37 A. Sienkiewicz, Stress in situations of job loss, p. 1059, in [95-sienkiewicz-agnieszka.pdf \(wspia.eu\)](#)

38 Ibid, p. 1061

39 [Definition of interpersonal skills \(umk.pl\)](#)

40 Dobek-Ostrowska B., Podstawy komunikowania społecznego, Wrocław 2002.



Fig. <http://www.mazowiecka.ohp.pl/>

The reason for this may be that the sender has expressed his or her thoughts, intentions or feelings in a way that is not very clear or understandable to the receiver. In doing so, he or she has distorted the full understanding and content of the message. In order to prevent such communication barriers from occurring, the young person should learn to listen and not just hear. Such a phenomenon is called active listening. It requires a number of conditions to be fulfilled, and these include "love for the other person, distance from one's own ways of thinking, mental balance of the listener, differentiated view of oneself and the world, adequate understanding of oneself, acceptance of the partner's separateness, open listening, proper focus of attention"⁴¹. Active listening is also influenced by paraphrasing and asking questions of the sender to make sure the words are correctly understood, and by feedback. The receiver of the message should listen carefully to the message of the interlocutor every time with attention and patience and focus exclusively on the speaker. When young people interact with adults who see, for example, an adult's dismissive attitude towards them, they will repeat inappropriate attitudes. Therefore, we can speak of a perfect communication process when "this process will result in an identical image in the mind of the recipient to the one created in the mind of the sender, or in other words, when the message received by the recipient will have the same meaning as the message sent by the sender"⁴².

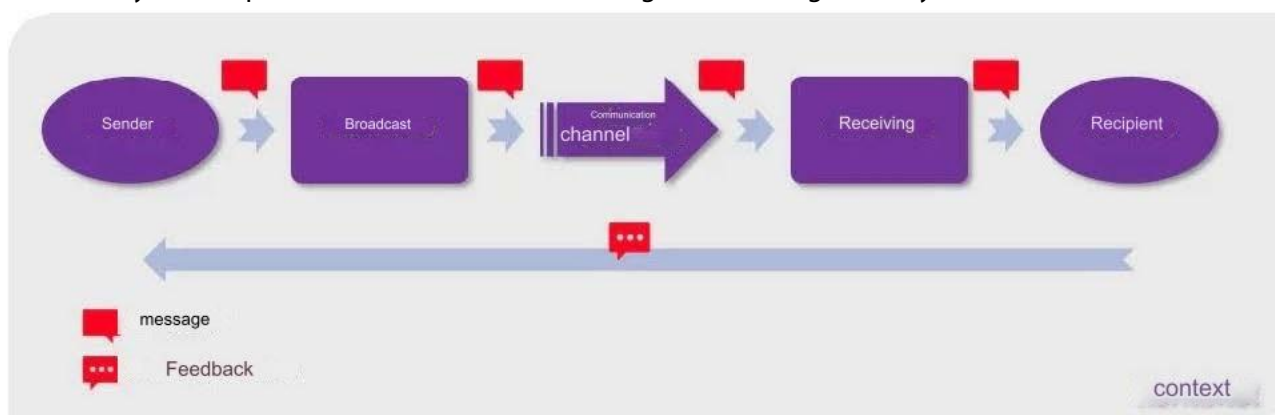


Fig. <https://kuznialeaderow.pl/>

41 Śnieżyński M., *Sztuka dialogu: teoretyczne założenia a szkolna rzeczywistość*, Kraków 2005, p. 29.

42 Siudem A., Proper communication - an important aspect of social work, in: *Poradnik dla pracowników socjalnych*, Zamość 2008, p. 29

Poor communication can generate problems for young people in communicating with peers, family or the environment. These situations most often occur when a young person ineptly expresses his or her needs, does not say what he or she wants, and forces it through manipulation or shouting. Another reason may be a lack of ability to communicate one's own emotions, suppression, hiding, saying "it doesn't concern me". Another barrier is the difficulty in communicating assertively, not knowing how to say no, using crying or shouting as blackmail methods in conversation, not accepting rejection from others, not setting their own clear boundaries or being submissive. This problem can occur in all areas of life. In a situation of disturbed communication, young people follow two patterns: either they are verbally aggressive or they refuse to communicate. By acting in this way, the person does not give themselves the right to express themselves, their needs, their opinions, their feelings, or does so in a way that hurts others⁴³.

The role of the guidance counsellor in working with NEETs, in the area of effective communication, is to identify the reasons for the emergence of communication difficulties, which is not a simple task. It is a complex process that can be related to a person's personal experiences, character structure and personality, lack of emotional maturity, blocked emotions or needs, low self-esteem, lack of self-respect. Difficulties can also be caused by inappropriate patterns brought from the home (e.g. in the family home everything was solved by shouting, so we also shout at others because we do not know how to ask or we believe that asking is ineffective or "for weak people"). Difficulties in communication may also be linked to the young person feeling a range of difficult emotions. The most common are: grief, helplessness, coldness, suffering, rage, nervousness, embarrassment, humiliation, fear, the accumulation of which, because they have not been assertively expressed, can cause verbal aggressive behaviour.

NEETs' lack of so-called assertive communication skills can affect both their educational and professional development. Assertiveness is the attitude according to which we fully express ourselves when interacting with other people. Displaying assertiveness involves directly, honestly and firmly expressing one's feelings, opinions and attitudes to another person, while respecting their rights to express their own feelings, opinions and attitudes. Assertive behaviour sits in the middle of a continuum, the extreme ends of which are submissive and aggressive behaviour. Submissive behaviour means not granting oneself the right to speak directly about what one thinks and feels. Aggressive behaviour, on the other hand, serves to protect one's own rights and pursue personal goals, while disregarding the rights and goals of others⁴⁴.

The work of a guidance counsellor in developing assertive communication skills may consist in making the young person aware of how to communicate effectively without hurting themselves or others. An interesting example of such work can be the method proposed by Marshall B. Rosenberg, which he called Nonviolent Communication (NVC). The author used this method in situations of conflict resolution, intercultural language barriers, but the application of this method of communication is possible in any form of functioning with people. The main idea of this concept is so-called empathic communication, the language of the heart. The role of the career counsellor here is to make NEETs aware of the importance of a relationship with themselves, of contacts based on understanding and respect. An important aspect in this model is also the second assumption, which is to get rid of or change habits that are often imposed on us by culture or upbringing.

Rosenberg distinguishes between two languages of communication in his theory:

Giraffe language, a way of communicating that comes from the heart, as the author says: "Non-violent communication is based on openly expressing one's feelings, needs and wishes and being able to read them into other people's words, regardless of the form in which they are conveyed"⁴⁵.

The second language he calls **jackal language**, is communication that blocks empathy, provokes conflict and creates misunderstandings. It is a form of communication firmly anchored in our culture and mentality, in this language we attribute other people and things to be the cause of our bad state.

Rosenberg listed four stages of building the right message:

1. Observations - facts, concrete situations, observations that have a place in reality.
2. Feelings - what we feel, a detailed definition of an emotional state.

43 <https://psychoterapia.org/zaburzenia-w-komunikacji>

44 <https://www.lscdn.pl/pl/publikacje/publikacje-konsultantow/12253.Rozwijanie-asertywnosci-dzieci-i-mlodziezy.html>

45 Rosenberg M. "Nonviolent communication: the language of life"

3. Needs - real factors or behaviours that can help us.
4. Requests - things that can enrich my life, a request for specific action.⁴⁶

Learning to consciously develop communication promotes trust, respect for the other person and openness to the needs of others, reduces the risk of conflicts and misunderstandings. In order to be successful in communication, a young person needs to break down the barrier of talking about their own emotions and feelings. Rosenberg's communication method can prove to be an effective tool when working with NEETs.

There are many challenges that come with not communicating effectively. The first is not knowing what to say or how to say it. The second is not being able to express one's thoughts and feelings well enough for others to understand. The third is the feeling that one does not know how to express oneself clearly or convey one's opinion to others in conversation.

Efficient communication makes it possible to form satisfying social bonds by satisfying the need for contact with other people, improving this contact and being able to meet the demands of society. It is a process that enables human self-improvement. The process of exchanging information allows a person to better understand themselves, other people and the world around them, and therefore increases their chances of making rational decisions. It also allows one to strengthen one's self-esteem and gain the approval of others.

It is worth noting that efficient communication is particularly important in professions that require contact with other people.⁴⁷

Assertiveness is not something we are born with, but we can learn it. Assertiveness training can be helpful here. The art of assertive NEET communication can also be developed on one's own with the help of various techniques that are quite simple and can be done at home (e.g. practising body language in front of a mirror, entering the state of an assertive person).

Group work

Group work is a type of work organisation that involves a group of people rather than one person performing a specific task. It requires cooperation, coordination of joint efforts and the ability to listen to and support others. Group work provides the opportunity to experience together the joy of a correctly completed task or the bitterness of failure⁴⁸.

Teamwork is nothing more than interrelated skills to work effectively in an organised group with two or more people. It occurs when people work together and use their individual skills to achieve common goals. Such work produces much better results than working alone. Each person brings a different value and variety of skills to the group. In this way, tasks can be distributed according to ability or character, resulting in new, effective ideas⁴⁹.

According to research, the ability to work as part of a team is one of the most important soft competences of the 21st century, enabling you to complete assigned tasks more efficiently and solve problems faster.

When working together in teams, it should not be forgotten that each person may have different personality traits, experiences and predispositions. The essence of teamwork is that it should be based on using the differences of each person to achieve one common goal. The potential of a team will only be used most effectively if its members are complementary in their competences and skills, but also in their personalities.

The ability to work in a group is considered by labour market professionals to be the most important competence, as it allows better results than if everyone worked individually. Working in a group requires the skills of communication, cooperation, trust, respect and responsibility described above. When working in a group, ideas, experiences and knowledge can be exchanged, which fosters creative thinking and innovation. Working in a group also helps with problem solving,

46 <https://agilehunters.com/porozumienie-bez-przemocy/>

47 <https://neurologia-praktyczna.pl/a1300/Komunikacja-zawodowa-jako-umiejtnosc-interpersonalna.html>

48 <https://bookland.com.pl/blog/post/czy-praca-w-grupach-wspomaga-rozwoj-dziecka>

49 <https://pl.indeed.com/porady-zawodowe/rozwoj-kariery/umiejtnosc-pracy-w-zespole>

decision-making and dealing with stress. For these reasons, the ability to work in a team is so highly valued by employers. The ability to work together is also indicative of developed emotional intelligence and the ability to adapt to different situations and people. Working in a group is very beneficial for personal and professional development, allowing you to establish relationships, learn from others and thus improve your own competences.

The list of competences that group work teaches is very long:

- teaches you to listen to what someone else has to say;
- teaches respect for other people and their views;
- learns how to relate to others;
- teaches the expression of one's own reasons and convictions;
- teaches discussion;
- teaches you to wait your turn;
- teaches you to communicate your needs;
- teaches asking for help;
- teaches how to help others;
- teaches compromises;
- teaches coping skills;
- teaches the creation and observance of rules;
- teaches the ability to share with others;
- teaches appropriate work organisation;
- teaches you to evaluate your own work and the work of others;
- teaches responsibility for one's own work as it affects the outcome of the whole group.

Developing teamwork skills in NEETs can result in improved functioning on many levels.

The career counsellor can encourage NEETs to get involved in different projects, take part in team or interdisciplinary initiatives, play team sports or undertake volunteering activities (e.g. helping others or organising cultural events). Another suggestion for exercises that the career guidance counsellor can propose to develop teamwork skills would be to spend free time in an informal group (e.g. by playing games, including board games, escape rooms, etc.).

Building interpersonal relationships

Human beings are by nature social beings and function in a relational space on a daily basis. Every day, he or she establishes or develops relationships with other people. How these relationships are formed depends on the individual characteristics of each person. However, the essential elements of a proper interpersonal relationship are mutual commitment and trust⁵⁰.

In the literature, we can read that interpersonal relationships are various types of social relations that are based on mutual interactions, attitudes and behaviours between two or more people.⁵¹

Thanks to the social skill of building relationships, humans are able to function well in society. Every day and practically everywhere we go we are accompanied by such interactions. We experience them on the way to work, school, on the bus, in the lift, communication on the phone or social networks is also about interacting. The important thing is that every human relationship does not have a neutral perception, relationships are either positive or negative. In an interpersonal relationship, it is necessary to have knowledge about others, but also about oneself. It can be concluded that building and maintaining a relationship with another person is a basic human need and, at the same time, an essential part of family, personal, social, partner or professional life.

50 <https://studiopsychologiczne.com/>

51 <https://ciekawapsychologia.com/2022/02/07/jak-budowac-relacje/>

Relationships with others affect the quality of our lives and make us enjoy and feel more satisfied. A young person who is not able to build relationships with others may become unhappy, feel a lack of satisfaction with life and relationships with other people, which may be the reason for their social withdrawal, not taking up educational or professional challenges and determine their membership in NEET.

Building relationships is one of the basic social skills through which a person can function well. Having this skill allows one to achieve one's own goals and those of others, to satisfy needs such as belonging to a group, and to fulfil oneself in the private and professional areas⁵².

However, this does not mean that every person is able to establish and maintain good relationships with other people. There can be many reasons for an inability to build lasting relationships: low self-esteem, low self-esteem, various types of neurosis, social phobias or depression⁵³.

It is worth noting that the family is the first group that introduces a young person to society. Then, in relationships with peers, the young person experiences the process of full socialisation. Already at this initial stage it should be ensured that relationships are as successful as possible, so that the young person is not afraid and does not avoid contact with others, builds up his or her self-worth through friendships and a sense of belonging to a community. It is not always the case that a child's development goes well and that he or she grows up to be an open-minded person, ready to enjoy life and open to contact with others.

The guidance counsellor, when working with NEETs in the area of building this competence, should first check whether the person has a communication problem, as skilful communication plays a huge role here. Not being able to communicate causes withdrawal from the relationship. Attention should be paid to the well-being, successes, failures and even stresses experienced. All of these aspects, greatly affect the ability to communicate and the way we relate to others.

An important role of the career counsellor in working with NEETs, in the area of relationship building, is first to support the person in building a relationship with him/herself. Only when a person gets to know themselves, accepts and likes themselves will it be easier for them to interact with others. Another important element of working with NEETs is learning to communicate properly, and above all to listen actively. It is also important to make young people aware that if they want to build interpersonal relationships based on good communication, it is necessary to accept the other person as he or she is and try to learn about his or her strengths and weaknesses. It is important to respect each other, to accept the other person's differences and individuality. Relationships are not always perfect, but a relationship is only 'healthy' when both parties feel comfortable. The level of honesty is also an important ingredient affecting the relationship. A good relationship requires us to be ourselves, to drop the masks we can often hide behind. It is worth having the courage to say what we feel and what we think. Another element of a 'healthy' relationship will be the capacity for empathy, that is, the ability to empathise with emotional states and to see reality from the other person's perspective. Focusing only on yourself and your problems will not build a good relationship⁵⁴.

In publications on relationship skills, one author has proposed the '7 steps of good relationships' theory. In working with NEETs this can be taken as a guide.

Among the '7 steps of a good relationship', the author lists:

1. Knowing our basic desires (and realising that we all have the same ones).
2. Listening to others.
3. Refraining from judging and being judgmental.
4. The realisation that everyone has different circumstances.
5. Sincerity of appreciation for others.
6. Concreteness of appreciating others.
7. Shared realisation of self for others⁵⁵.

52 <https://poradnikprzedsiębiorcy.pl/-jak-rozwijac-i-dbac-o-relacje-miedzy ludzkie>

53 <https://psychocare.pl/trudnosci-w-relacji-z-innymi/>

54 [How do you build relationships? | Curious Psychology](#)

55 [How to build good relationships. 7 steps to good relationships. How to teach living with others and working together - How to Act Effectively \(jakdzialacskutecznie.pl\)](#)

People have a great need for relationships with others, but sometimes fail to build them, despite the real opportunities for such bonds appearing. When it is difficult to maintain good relationships, problematic situations often arise with other people. There can be many reasons for such problems. Among the primary ones mentioned are:

Life story

People from dysfunctional families are afraid of building relationships. They suffer because they want deep bonds, yet they don't know how to build them. They have not had the right role models. They grew up in an atmosphere full of tension, misunderstandings, resentment and anger. They don't want this kind of life for themselves, and at the same time, at the slightest signal announcing this way of functioning in a relationship, they simply run away.

Educational system

The family system in which the children were brought up was full of contradictions, unpredictability and tension. Their parents have not consolidated in them beliefs about themselves, the world and the value system they should follow. They feel insecure and afraid of being dominated, of losing their own personality, so they do not want to enter into relationships.

Fear of abandonment

Such individuals are insecure. They have not received a sense of unconditional acceptance, their parents have not built a bond and closeness with them. They did not receive a base from their parents to build a sense of security. The parents were often not interested in the child and his or her needs, so the child did not feel important and accepted as he or she was. They could not count on being supported, cuddled or having their emotional needs met. They are dominated by the fear of being hurt and rejected again. As adults, they run away from the relationship.

Selection

Some people accept the lack of close relationships with others. They choose solitude and to live by their own rules. They fulfil themselves in their chosen fields and consciously choose their solitary lifestyle. Sometimes they have a need to build deeper relationships, but realise that they have chosen this life themselves and suffer the consequences. This is sometimes difficult, but is acceptable in the name of higher values (e.g. spiritual)⁵⁶.

A career counsellor, through interviewing, skilful questioning and active listening, can find out quite quickly what resources and deficits a person has in this area.

1.5 COMPETENCES RELATED TO WITH NAVIGATING THE LABOUR MARKET

Job search

The basic division of job search methods divides them into: active methods and passive methods. Active methods require the jobseeker to take a lot of action, with passive methods the individual's effort is low.⁵⁷

Among the most effective job search methods, working on oneself at home is listed first. This method focuses on finding answers to three questions: What, Where, How. The first question is to get the person to seek answers about their own skills.

⁵⁶ Relationship difficulties with others, problems in building relationships Psychocare

⁵⁷ [Active and passive job search methods \(praca.pl\)](#)

Get her to think about what activities give her joy. This is not a question of which ones a person does best. Rather, it is a question about what he or she enjoys doing the most. The second question is about the working environment. It is intended to make the person think about where they could best develop and work productively. The third question makes the person think about how to get where they are going. Here, knowledge is needed about interesting professions and jobs and the companies and people who recruit for such positions. Another effective method of job search can be to form a 'Job Club' with other people to search for employment together. A self-directed job search can be no less effective. This method involves identifying attractive places, making a list of potential employers and then contacting them by phone or in person to find out about job vacancies. The method of collecting information from others about job vacancies, building up one's own network or support network⁵⁸ is also very effective.

Social media in its broadest sense is also worth mentioning here. The rule of thumb is, the more people know that you are looking for a job, the chances of finding one increase. You can post information about your job search on social media, but you can also use them to search for employers. It is also worth looking directly at companies' websites, as employers often post information about vacancies there. Opportunities for additional earnings, seasonal or casual work are also worth considering. This option gives you the chance to gain new experience and improve your situation not only financially, but also mentally. It is a good way not to be defeated by unemployment. It may not be an ideal job, but it offers the opportunity to learn new skills, make new contacts and build your self-esteem. If the job search period is significantly prolonged, it is worth considering whether the requirements are too high, take a realistic look and verify them. It is worth remembering here that the probability of finding a job increases proportionally to the number of methods used. This does not mean to use all possible ones at the same time, but rather to consider which can be most effective. Less effective job search methods include intermediation by private companies, job agencies, looking for it in newspapers or randomly sending out CVs.

When working with NEETs, the career counsellor should consider the following activities in the area of job search:

- identification of competences (professional predispositions);
- an assessment of a person's professional capabilities (what activities they can do, given their training, entitlements, courses, skills);
- an analysis of the labour market in which the person will be seeking work;
- locating potential employers with whom the individual would like to engage;
- establishing contact with employers;
- helping to present the person's application to potential employers⁵⁹.

It is worth remembering that for an unemployed person, finding a job is secondary. People are primarily looking for HOPE. For an unemployed person, there is nothing more important. In a situation where a person is actively looking for a job, using seemingly effective methods, and the results are not satisfactory, it is worth suggesting to the person to think or to consider together what new strategy could be more effective.

The functioning on the labour market is significantly influenced, often identified in this group, by the difficulty in assessing one's own capabilities, determining the competences one possesses and the profession a person can pursue. Lack of knowledge of one's competences and preferences significantly limits the possibility to adequately plan one's professional future.

The career counsellor, while supporting NEETs in their search for employment, being aware of their often still low professional competences and skills, should focus his/her activities on maximising their abilities and resources. The primary role of the career counsellor is to provide the person with information on both the labour market and education. Helping to identify goals, motivating, creating conditions for recognizing the individual's potential, preparing for job search and job retention. Learning effective strategies for action, thinking

58 <https://doradcazawodowy.eu/recenzja-ksiazki-jakiego-koloru-jest-twoj-spadochron/>

59 [Job search methods | Entrepreneurship in practice \(edugate.pl\)](#)

categories of success, finding social support, expanding personal opportunities, experiencing positive feelings, but also encouraging participation in group activities. Working in a group gives the opportunity to discover strengths related to social functioning, develop teamwork skills and get feedback from group members, important in planning one's own career.

It is also the role of the career counsellor to pay attention to the correct construction of the application documents, to make them unconventional or tailored. A professional, effective CV does not have to be colourful, but creative and distinctive. A career counsellor, when helping a person to create a CV, should consider the form that will be most appropriate. In the case of NEETs, a functional CV seems to make the most sense, as it focuses on the person's qualifications and skills and less on education and experience. The purpose of such a CV is to present the person's strengths and core competencies to the employer.

It is also worth paying attention to the form of delivery of the CV. Today, it is most often sent to the employer's e-mail inbox, where many others go; it may be worth looking for other alternatives and, for example, sending it by post. It is also worth having an account on virtual CV portals, in such a space you can include much more information. Such a space is a good way of networking.

It is also worth noting that not all NEETs are necessarily characterised by a lack of desire to look for work. Some may be discouraged by difficult labour market conditions, lack of relevant qualifications or experience, discrimination based on gender, age, background or disability. They may also have health, family or personal problems that prevent them from becoming economically active. So they cannot all be treated the same.

Vocational guidance support should be friendly and tailored to the needs of young people. It is not enough just to change the way they communicate or offer various forms of support. It is also necessary to change the way we think about and approach young people. Instead of treating them as objects of help or intervention, they need to be treated as subjects who have the right to self-determination, choice and participation in society. They need to be given the chance to express their opinions, expectations and needs, as well as to co-create solutions and programmes addressed to them.

Career counselling in this area should not only be limited to showing effective methods of job search. It is worthwhile for the career counsellor to also pay attention to the social and civic activities of young people. Young people should have the opportunity to get involved in voluntary, cultural, sporting or educational activities, as these can help them to develop as individuals, establish relationships with other people and build a sense of belonging to a community. Such activation can have a positive impact on their motivation and readiness to enter professional roles. With this approach, we can hope that young people will feel more valued and involved in building their professional future.

Self-presentation, personal branding

One definition of self-presentation states that *"self-presentation is the way each of us presents ourselves: our expressions, behaviours, what we communicate non-verbally and, above all, who we would like to be considered as"*⁶⁰.

A self-presentation does not have to be a detailed description of a person. What is important is that the person includes what they want to say about themselves. Thanks to a properly conducted self-presentation, we have control over how we are perceived by others, we can build an image of ourselves which is in harmony with our character, professed values, and at the same time is based on our advantages and strengths⁶¹. After all, the successful people are not those who are the best or know more, but those who are able to create their personal brand appropriately.

The role of the career counsellor in the personal branding of NEETs is to provide them with specialised support; young people often do not yet have this experience and do not know what to expect when meeting an employer. It is worth outlining here the pattern of a job interview, which usually follows certain phases:

1. Introductory phase (greeting, timing it).

60 <https://www.katarzynapluska.pl/autentyczna-autoprezentacja-czy-pamietasz-o-najprostszych-regulach/>

61 <https://szkolenia.avenhansen.pl/artykuly/artykul-autoprezentacja-wystapienia-publiczne.html>

2. Essential phase (questions about motives for applying for the job, previous education, professional competences and skills).
3. Final phase (the candidate can complete his/her statements and also pose questions to the prospective employer)⁶².

It is important to remember that, according to Kolb's learning cycle, we learn through experience. In this theory, the acquisition of competences follows a four-stage cycle: experience, reflection (analysing the experience), theory (drawing conclusions from the analysis of the experience) and pragmatism (testing the new knowledge in practice).⁶³

Public speaking can therefore be learned. The best way to develop a high level of self-presentation skills is to participate in job interviews. However, before a young person gets the courage to go to a real interview, a career counsellor can use the visualisation method and practice it in stages. It is useful to start with the question: Who are you? What have you already done in life? What are your strengths? You can also use the following diagram to analyse your past encounters.

Stage 1 An interview with a company is a specific situation.

Stage 2 Describe in detail the situation you found yourself in: How did you behave? How did you answer the questions? In your opinion, did you make a good first impression?

Step 3 Reflect on why you behaved this way and not the other way. Make a note of what you would do differently next time. Practise your answers to the questions?

Stage 4 Don't give up on meeting employers, even when you are not completely convinced, just to apply the lessons from stage three and start another learning cycle.⁶⁴

It is important to realise that many young people are afraid of job interviews. This may be due to social anxiety, i.e. a totality of inhibitions and internal fears derived from the environment. It could also be a fear of failure or shame, embarrassment or reluctance to talk about oneself due to low self-esteem. It can also be the result of temperamental-personality traits. There are people, i.e. extroverts, who derive their strength from their environment, for them talking about themselves is a natural way of expressing themselves. Introverted people need to put in more work to become competent in the area of self-presentation....

When preparing NEETs for self-presentation, the career counsellor should pay attention to issues such as:

1. Credibility of the person

For a person during a self-presentation to be themselves, to be genuine. She did not lie or embellish artificially.

2. Non-verbal communication

That is, gestures, facial expressions, hand movement, hand movements, body posture. These are the secret weapons, because the presentation is mainly based on them. The content of the speech itself is not everything. Words and gestures should be consistent. If a person contradicts himself, his image will be unclear and even deceitful.

3. Voice

When we get nervous we start talking faster and incoherently. We create an image of a disorganised and chaotic person. It is therefore necessary to speak in a confident but calm voice. Of course, with the right volume, because when we start talking quietly, we come across as a timid person who has nothing interesting to share.

4. Text

A plan has already been mentioned above. A person should be prepared to know what data and what personality traits they want to convey.

5. Facial expression and eye contact. Smile!

When we speak and listen we should look at the face. The face reveals the most about the speaker's state of emotion and mind. Therefore, when speaking, it is worth looking in the direction of the recipient.

62 MINISTRY OF ECONOMY AND LABOUR DEPARTMENT OF THE MARKET OF WORK, Edwin L. Herr, Stanley H. Cramer, Career planning, Zeszyty informacyjno-metodyczne doradcy zawodowego - zeszyt 30 Planowanie kariery zawodowej - część III, Warsaw 2005

63 <http://poradnik.trenera.pl/books/cykl-kolba.pdf>

64 <http://zsg.pila.pl/wp-content/uploads/2018/01/Kompetencje-mi%C4%99kkie-pracownika.pdf>

6. Attitude and physical appearance

It pays to look appropriate to the situation. Be mindful of your choice of clothing and overall good looks. We all have our own beauty and it is worth emphasising this. Through our appearance, we express ourselves and our respect for those around us. Posture is also important; it should be upright but without being tense.

7. They don't know how scared you are

We can betray anxiety with our behaviour, but we can also awaken the inner layers of the courageous part of our personality. Stress in itself is not paralysing, good stress mobilises. A separate important topic is also trepidation and techniques for taming it⁶⁵.

A proper self-presentation can be a success, but you need to prepare well for it.

In order to minimise the young person's anxiety before the interview, the career guidance counsellor can suggest e.g. simulations of job interviews and various exercises. The most common ones include: observing one's presentation in a mirror or recording it and playing it back, which allows one to catch posture or facial expression mistakes, to assess tone and modulation of voice. It is also a good idea to suggest to the young person that they practise their presentation in the company of people close to them, which will also give an assessment of their speech. You could also talk about relaxation techniques and consider what stress management strategies might work for her. It is very important that the stress that accompanies a person during a self-presentation is eustress, i.e. stress that drives one to action and adds motivation.

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65 Authentic self-presentation. Do you remember the simplest rules? (katarzynapluska.pl)

1.7 SELF-KNOWLEDGE TEST

- What division of competences useful in their development work was proposed by Charles Woodruffe, underline the correct answer:
 - Professional and general competences
 - Professional and interpersonal competences
 - Hard and soft skills
 - Inborn predisposition and acquired competence
- Which of the listed competences belong to hard competences and which belong to soft competences, write the answers in the appropriate space in the table:
 - Organisational skills
 - Knowledge of the economic sector
 - Graphic processing of images
 - Ability to think analytically
 - Resistance to stress
 - Knowledge of the English language

HARD COMPETENCES	SOFT SKILLS

- The way of thinking about what is happening today from the perspective of the future is a feature:
 - Abstract thinking
 - Concrete thinking
 - Cause-and-effect thinking
 - Strategic thinking
- Tick which of the following sentences about stress are true and which are false:

	STATEMENT	TRUTH	FALSE
1.	Stress always involves events that are difficult to overcome		
2.	Long-term stress has negative consequences for mental and physical health.		
3.	Stress is the body's reaction in response to events that strain or exceed our ability to cope effectively		
4.	Stress is positive stress		
5.	Stress, both positive and negative, activates an almost identical defence mechanism to the 'fight or flight' situation		

6.	Eustress is long-lasting and is a stimulating force against given life situations		
7.	Stress does not affect the way facts are remembered or retrieved from memory, but increases the time it takes to remember or recall facts		

5. Marshall B. Rosenberg, the founder of the Nonviolent Communication method, distinguished between two languages of communication: the language of the giraffe and the language of the jackal. Below are the different statements, identify which belongs to the giraffe language and which to the jackal language:

	STATEMENT	Giraffe tongue	Jackal's tongue
1.	Again, you left the dishes on the table instead of putting them in the dishwasher!		
2.	You should be more assertive at work, otherwise others will charge you with their tasks		
3.	I'm afraid we're going to be late, so hurry up packing, we have five minutes left to leave the house.		
4.	I can see that this situation has upset you greatly.		
5.	Go out and come back when you've calmed down.		
6.	This is where you work, keep quiet at last.		
7.	Always rushing around, never leaving the house on time.		
8.	When you listen to loud music, I feel angry because I can't concentrate on my work, I need silence to finish my work quickly.		

6. Highlight the benefits at work of being able to manage yourself in time:

		TRUTH	FALSE
1.	Increases operational efficiency		
2.	Builds interpersonal relationships		
3.	Enhances teamwork skills		
4.	Reduces work pressure and stress		
5.	Decides on promotion		
6.	Improves self-presentation skills		
7.	Causes fewer errors		
8.	Counteracts professional burnout		
9.	Enhances creativity		
10.	Influences the way in which long-term tasks are carried out		

PRACTICAL PART

2.1 EXERCISES

Exercise 1:

Title: 'Analysis and development of personal competences'.

Source: own elaboration

Aim: To help participants understand, recognise and develop key personal competences.

Area: This exercise helps participants to understand the importance of soft skills, identify their strengths and plan steps to develop them, which can be a valuable tool in a career counsellor's work.

Instructions: The career counsellor prepares in advance (Flipchart, markers, sticky notes, sound recorder (optional)). The counsellor starts the exercise with a short introduction, stressing the importance of soft skills in working life. He then asks participants if they know what soft skills are and asks them to give some examples.

The career counsellor will ask the participants to each make a list of their strong personal competences in 5 minutes. He will then ask them to share their lists in groups or on sticky notes on a flipchart.

The next step is to analyse the collected personal competences together. Identifying those that are common to many participants. This is followed by a discussion of why these competences are important in the context of work and everyday life.

In the next step, the counsellor asks the young people to choose one personal competence they would like to develop. He then gives them time to think about how they can develop it. This could be courses, training, reading, practice, etc. Each participant should plan concrete steps to develop the chosen competence.

In the concluding phase, the counsellor may ask the participants what they have learnt from the exercise and what concrete steps they will take to develop their personal competences.

Notes for the counsellor: Optionally, if you have access to an audio player, you can also use recordings of short situational scenes where participants will have to use their personal competences in different work contexts. You can then discuss what competences were used in these scenes and how they can be developed.

Exercise 2:

Title: 'Key competences for functioning in the labour market'.

Source: <https://doradztwo.ore.edu.pl/>

Objective: To help participants understand, recognise and develop the key competences necessary to function in today's labour market.

Area: This exercise helps participants to develop their competences at all levels presented in order to function effectively in the labour market.

Course: the career counsellor asks the NEET person to verify the key competences. The instruction reads:

Try to rate each of the competencies indicated on a scale of 1 to 6, where 1 means you still need to work a lot on that competency and 6 means you are really good at it.

Lp.	Type of competence	1	2	3	4	5	6
1	Motivation to work						
2	Reliability						
3	Personal culture						
4	Ability to work with others						
5	Good organisation						
6	Punctuality						
7	Self-presentation skills						
8	Ability to prepare application documents						
9	Integrity						
10	Persistence of purpose						
11	Respect for superiors						
12	Responsibility						
13	Mobility						
14	Flexibility						

Note to adviser:

The competences presented above are not specific to a particular place of employment, they are universal, basic competences. Most of them can also be called transferable, or 'portable' competences. They can be said to be skills that are acquired in the course of performing various activities in life. Not only professional activities, but also various tasks at school or at home. These competences are extremely important when losing a job or looking for a new one, because no job is exactly like the previous one, but in every job a certain set of skills is useful.

Exercise 3

Name: COMPETENCES AND PREFERENCES

Source: own elaboration

Aim: To broaden the self-awareness of NEETs, in order to plan more effective activities.

Area: Determining the assessment of competences and preferences. Competencies that the person enjoys and finds easy. Competencies that the person enjoys doing and finds difficult. Competencies that are easy for the person but not enjoyable and things that the person does not like to do and find difficult.

Course of action: the career counsellor asks the person to fill in the diagram, taking into account that:

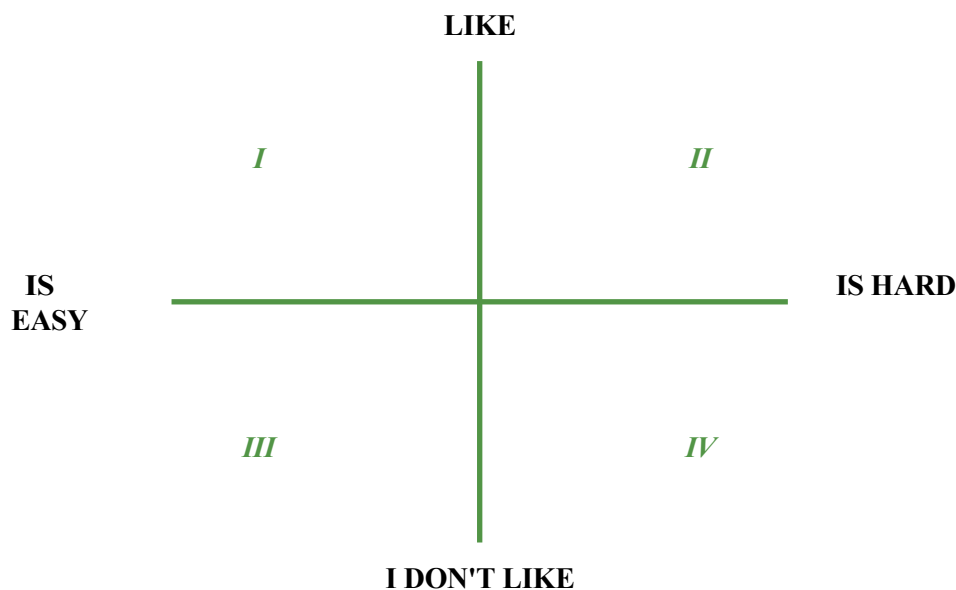
Field I is **YOUR strength**.

Activities that CI enjoys doing or learning are easy for me.

Box II is the **competences that you like to do** or that you like to learn but find difficult.

Field III are **competences that are easy for YOU**, but you don't enjoy doing/learning them, you don't like them.

Box IV is the **competences you dislike** and find difficult.



Notes for the counsellor: The counsellor, in order to do the exercise more effectively, can make the task easier for the person by giving him/her the option of using ready-made passwords.

SUPPORTING COMPETENCES:

- | | |
|--------------------------------------|--|
| ✓ Verbal communication. | ✓ Decision-making skills. |
| ✓ Written communication. | ✓ Knowledge of computer technology. |
| ✓ Problem solving. | ✓ Knowledge of office programmes. |
| ✓ Creativity. | ✓ Ability to use graphics software. |
| ✓ Time management. | ✓ Operation of marketing tools. |
| ✓ Project management. | ✓ Online marketing skills. |
| ✓ Ability to work as part of a team. | ✓ Ability to analyse the market. |
| ✓ Self-discipline. | ✓ Knowledge of foreign languages. |
| ✓ Adaptability. | ✓ Presentation skills. |
| ✓ Creative thinking. | ✓ Financial management. |
| ✓ Ability to negotiate. | ✓ Operation of analytical tools. |
| ✓ Conflict management skills. | ✓ Organising events. |
| ✓ Data analysis. | ✓ Human resource management. |
| ✓ Strategy planning. | ✓ Personal development skills. |
| ✓ Stress management. | ✓ Understanding of industry rules and regulations. |

Exercise 4:

Name: 'Draw an article'

Source: <https://takzdam.pl/>

Aim: To develop the ability to learn and remember textual content through the mind map technique.

Area: Improving the ability to learn and remember content.

Instructions: The career counsellor asks the NEET person to choose any short article from a newspaper or the Internet. They should read it carefully and on its basis draw the most important information in the form of a mind map. The young person should return to the drawing the next day and try to retell the content of the text on the basis of the drawing alone. How much was remembered?

Notes to the counsellor: This exercise is designed to develop focused attention and visual memory skills, which can be useful in many professional fields.

It helps you learn how to process information efficiently and create condensed notes, which can be useful for work and study.

It is worth continuing to practise this exercise in order to hone your ability to create effective mind maps and communicate effectively from them.

You can use this exercise as a tool to develop young people's learning skills and help them to process information from different sources more effectively, which can make them more effective in their studies and work.

Exercise 5:

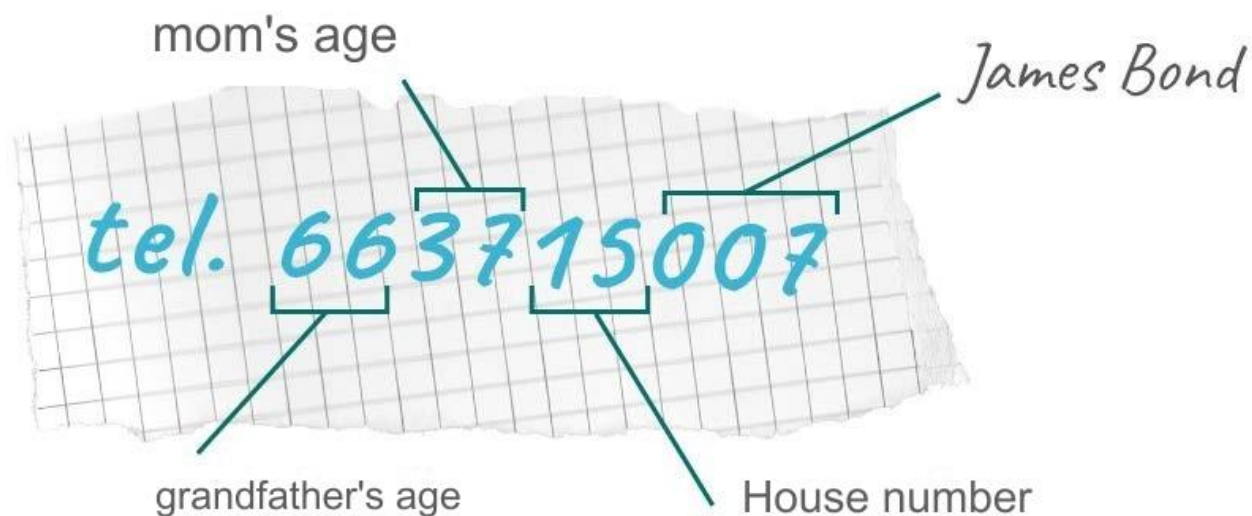
Name: 'Associations'

Source: <https://spkorycin.szkolna.net/>

Aim: To develop the ability to remember information by constructing associations and using imagination.

Area: Improving the ability to remember information and make associations.

Procedure: In this method, everything depends on the young person's imagination. The idea is to break down difficult-to-remember information into chunks and link them to specific associations. For example, a NEET needs to remember a new telephone number for a friend. So, let him divide it into parts. Connect each group of digits in thought with specific objects or facts, e.g.



Notes to the counsellor: This exercise is based on the association technique and the use of imagination, which can help NEETs to remember difficult information.

Encourage young people to break down information into smaller pieces and make associations with objects or facts they already know.

You can use this exercise to develop memorisation skills in young people which can be particularly useful for study, work and everyday life.

This exercise can help develop creativity and imagination.

Exercise 6:

Name: Eisenhower Square

Source: <https://asana.com/>

Purpose: The task helps to find a way to organise tasks according to their urgency and importance, which facilitates effective prioritisation of work.

Area: Improving the ability to organise tasks according to their urgency and importance, setting priorities.

Background: The career counsellor explains that one method for excellent organisation of working time and elimination of useless things, which is worth implementing in one's own life, is the method based on the so-called Eisenhower square. The counsellor divides the square with a vertical and horizontal line into four equal quadrants, which are intended to separate the different types of tasks from each other:

I quarter (I have to do) the most urgent tasks that need to be done as soon as possible, e.g. paying bills, visiting the doctor, handling a customer complaint, preparing a presentation for a training course.

II quarter (I want to do) things that are important but not as urgent as those in quarter I. The tasks in this section are things that mainly concern the realisation of your plans and dreams on which the quality of your life or your career depends. These include, for example, attending a foreign language course, developing an idea for a marketing campaign for a new client, a follow-up meeting with your employees.

III quarter (should do) are those things that we should do. Most of these are tasks from other people, or other people's priorities. Tasks in this quarter are often perceived as shoulds. By taking the time to do them, we want to avoid feeling guilty for not helping someone. These include, but are not limited to: a phone call from a colleague who needs to vent, a request from a work colleague to send an email, a task from a boss that we are not accountable for.

IV quarter (cravings and ideas) are things that are of little importance, neither important nor urgent, and are not related to the achievement of current goals. These are activities such as aimless internet browsing, gossiping, chatting at the coffee machine while working, etc. They are usually an escape from other, more demanding activities. They must not be confused with pleasures.



Notes for the adviser: An excellent tool for putting things in order. Create a list of tasks and allocate them to the appropriate quadrants. This way, young people will know which tasks are to be dealt with immediately and which can be postponed without affecting personal efficiency.

Exercise 7:

Name: 60:40 rule

Source: own elaboration

Purpose: The main objective of this exercise is to optimise the effectiveness of time and task management by taking into account both planned activities and unpredictable circumstances. It also aims to enhance the ability to adapt to changing conditions and situations, which is particularly important in business, professional and personal environments

Area: this exercise is about planning time and allocating it to different activities in a more flexible way. It helps to prioritise and allocate time to tasks in a way that takes into account both planned responsibilities and possible emergencies. In the context of projects, the 60:40 rule helps to adjust the project schedule to accommodate unexpected delays or changes in the scope of the project. This exercise also promotes the ability to think and act flexibly, which can help in dealing with unexpected challenges.

Background: The career counsellor explains what the rule is. When planning our time, tasks, projects or other activities, we should allocate 60% of the available time to the planned and anticipated activities and leave the remaining 40% for possible circumstances that may arise and that were not previously included in the plan. Here is a more detailed explanation of this principle:

60% for planned activities:

In the first stage of planning, the NEET person should focus on identifying their priorities and goals. Select those tasks or activities that are most important and needed to achieve the desired results.

It should then allocate 60% of the available time to these specific, planned activities. This is the time that the masses have set aside to carry out tasks according to a schedule or action plan.

40% for circumstances and unpredictable events:

The remaining 40% of the time is flexible. This means that it has some time reserve to respond to unexpected situations that may arise during the implementation of the plan.

Unpredictable events may include, for example, emergencies, health problems, urgent tasks, unexpected meetings or other issues that cannot be foreseen at the planning stage.

Monitoring and adaptation:

According to this rule, the young person should regularly monitor the progress of the planned activities. If possible, adapt his/her plan to new, unforeseen situations.

Notes to the adviser:

If circumstances do not allow the young person to use the entire 40% for contingencies, they can increase the time allocated to planned activities or use this time for skill development, reflection or other productive purposes.

Exercise 3

Name: Planning the week and SMART goals

Source: own elaboration

Aim: To help the NEET person understand the importance of effective time management and help them develop a concrete action plan.

Area: This exercise can teach you how to plan your activities effectively, how to manage your time, achieve your goals and develop the skills necessary for professional and personal success. It can be

applied in the context of career and professional development, especially when working with people who are NEET, as it helps them to break through inactivity, increase motivation and better understand the importance of managing themselves in time.

Procedure: the occupational advisor divides this exercise into individual steps.

1. **Identification of goals:** The career counsellor talks to the young person to identify their short and long-term goals. These goals may relate to e.g. learning, work, vocational training etc. He or she makes sure that the goals are measurable, achievable, relevant and time-bound (SMART goals).
2. **Planning the week:** The career counsellor helps the young person to develop a plan for the week. They focus on allocating time for activities related to achieving her goals. These activities may include, for example, job search, study, attending courses, developing skills or volunteering.
3. **Creating a schedule:** The career counsellor helps the young person to create a schedule for the week, taking into account time for different tasks and goals. In doing so, they must remember to include time for rest and relaxation.
4. **Monitoring progress:** This step involves the counsellor supporting the NEET person, to monitor their progress in implementing the actions from the schedule. This could include, for example, short weekly meetings to discuss what has been achieved and what needs adjusting.
5. **Adjusting the plan:** At this stage, the career counsellor makes the young person aware that plans can change. The counsellor helps to modify/adjust her plan if new circumstances arise or her existing goals change.
6. **Emotional support:** It is also useful to provide emotional support to the NEET person, helping them to cope with stress, frustration or setbacks.
7. **Intermediate goals:** the career counsellor can help the young person to set intermediate goals that lead to their long-term goals. These can be smaller steps that are more achievable in a shorter period of time.

Notes for the counsellor: In this exercise it is important to tailor the counselling approach to the individual needs of each person.

The counsellor can encourage participants to keep a diary or notes on their progress.

Exercise 8:

Name: 'Simulation of an assertive situation'.

Source: own elaboration

Aim: To develop assertiveness skills and confidence in communication.

Area: Developing assertiveness skills in communication.

Instructions: The career counsellor invites a person from the NEET group to simulate a situation in which he/she has to be assertive. It can be a work situation such as: negotiating for a raise, expressing a different opinion during teamwork.

The career counsellor asks the young person to describe this situation in detail, taking into account the role and the person, in communication, with whom she will have to be assertive.

The guidance counsellor then asks the young person to act out this situation in the form of a simulation, with the guidance counsellor playing the role of the other person (e.g. employer, colleague, classmate).

During the simulation, the guidance counsellor should encourage the fashionable person to express his/her feelings, needs and boundaries in an assertive way. The role of the guidance counsellor is to help find words and tone that express the young person's position in a positive and confident way.

After the simulation, the counsellor should make a short analysis. Ask how the young person felt during the simulation and what could go better in assertive communication. The role of the counsellor is to suggest

NEET person specific assertive communication techniques.

Notes for the counsellor: Exercise for group as well as individual work.

The counsellor should continue working on this exercise until the NEET person starts to feel more confident in assertive situations.

Exercise 9:

Name: ASSERTIVITY MAP

Source: <http://www.zsmielno.pl/>

Aim: To develop assertiveness skills and confidence in communication.

Area: Developing assertiveness skills in communication with others. This exercise will help to check in which situations a NEET person exercises his/her right to assertive behaviour and in which situations he/she finds it difficult to do so. How, in different situations, he/she manages to express himself/herself and to take into account the rights of others. The idea is to find situations that aggravate her mood, reduce her self-confidence. Situations in which she fears, avoids, in which she feels her own helplessness. Or she behaves in a way that does not satisfy her.

Procedure: The career counsellor asks the young person from the NEET group to put an X in the appropriate box, assuming that the first answer means Yes-so and the second No-so.

DEFENDING ONE'S RIGHTS OUTSIDE THE PERSONAL SPHERE	Yes	No- rather not
1) Do you happen to buy something you don't really want, just because you found it difficult to refuse the seller?		
2. do you hesitate to return the goods to the shop, even if they are faulty and unusable?		
3. if someone talks loudly during a film, concert, play - do you ask them to be quiet?		
4. if someone bumps or knocks on your chair at the cinema or theatre - do you ask the person to stop?		
5. If you are bothered by someone smoking a cigarette near you - can you say so?		
6. If a vendor wrongly serves someone without a queue - do you pay attention loudly?		
7. In the event of a breakdown in your flat, do you insist that an administrative staff member make the repairs they are obliged to make?		
8. if the taxi driver - contrary to your intentions - treats the change as a tip do you insist on your money, however small?		
DEFENDING ONE'S RIGHTS IN PERSONAL DEALINGS.	Yes	No- rather not
1. If someone behaves towards you in an unfair or hurtful way - do you give them attention?		
2. if someone has borrowed money or an item from you and is delaying paying it back - do you mention it to them?		
3. if someone asks you for a favour that you find difficult or inconvenient to fulfil - do you refuse?		
4. do you feel that other people tend to take advantage of you or rule you?		

5. do you often find yourself doing something you don't feel like doing, simply because you can't stand up to your surroundings?		
INITIATIVE AND SOCIAL CONTACTS.	Yes	No- rather not
1. are you able to start a conversation with a stranger?		
2. Do you often find it difficult to sustain a social conversation?		
3. Do you find it difficult to maintain eye contact with the person you are talking to?		
4. are you comfortable attending a social gathering where you don't know anyone except the host?		

EXPRESSING AND ACCEPTING CRITICISM AND PRAISE.	Yes	No- rather not
1. When someone praises you - do you know how to behave?		
2. do you happen to praise acquaintances, friends, family members?		
3. when someone criticises you - do you know how to behave?		
4. do you find it difficult to criticise friends, family members?		

EXPRESSION OF REQUESTS	Yes	No- rather not
1. are you able to approach a stranger to ask for help?		
2. are you able to ask friends, acquaintances, family members for favours or help?		

EXPRESSION OF FEELINGS	Yes	No- rather not
1. Can you openly and honestly express warmth, affection, commitment to men?		
2. are you able to openly and honestly express anger, displeasure towards men?		
3. are you able to openly and honestly express warmth, affection, commitment to women?		
4. Are you able to openly and honestly express displeasure and anger towards women?		
5. Do you often find yourself avoiding certain people or situations for fear of embarrassing yourself?		
6. Do you happen to share your feelings with another person?		
PUBLIC SPEAKING	Yes	No- rather not
1. Do you find it difficult to speak in front of a large audience?		

2. do you experience difficulties when speaking in public (speech, talk) to a wider forum?		
EXPRESSION OF OPINIONS	Yes	No- rather not
1. if, when talking to someone, you realise that you have a different opinion - do you usually express your view?		
2. do you often avoid expressing your true opinion on a subject for fear that the interlocutor will get the wrong idea about you?		
3. do you often experience a situation where others attack your opinion and you have trouble defending it?		
4. are you in the habit of reacting with anxiety and tension when your interlocutor has a different opinion from yours?		

CONTACT WITH AUTHORITY	Yes	No- rather not
1. if you have a different opinion from someone who is an authority for you do you openly express your position?		
When dealing with a person who is an authority figure for you, do you happen to give up your interests in favour of that person's interests?		

INFRINGEMENT OF ANOTHER'S TERRITORY	Yes	No- rather not
1. do you happen to finish sentences for other people?		
2. do you tend to use shouting as a way of forcing others to do what you want?		
3. do you make a habit of using triggers and uncensored words when angry?		
4. do you continue to carry on an argument even though the other person has had enough of it for a long time?		
5. do you tend to make decisions for other adults?		

Notes for the adviser: Pay particular attention to those points on the Map where the cross has been placed in a shaded box. The shaded boxes indicate areas with which the young person has some difficulty. Ask the young person to recall what situations from his/her life the NEET was thinking about when answering the question. The counsellor may ask the young person to write down on a piece of paper those situations with which he/she has difficulty, taking into account not only those circumstances, but especially the people affected by the difficulty. Time to plan the change.

Exercise 10:

Name: 'Assertive refusal'.

Source: Bartłomiej Stolarczyk, *TEACH THEM HOW TO TREAT YOU! A PRACTICAL HANDBOOK OF ASERTAINTY*, p.123.

Aim: To develop assertiveness skills.

Area: Developing assertiveness skills in communication.

Instructions: The career counsellor asks the young person from the NEET group to change the following examples of non-assertive refusal into assertive refusal. While doing so, remember to precisely define the area of refusal, briefly and truthfully justify it and offer active support.

Situation	Non-assertive refusal	Assertive refusal
A friend asks you to borrow 300 PLN. However, you are not in the habit of lending money.	I would love to, but I don't have one myself.	
Your boss at work asks you to perform an additional task that is not part of your duties.	I have an awful lot of work to do, why don't you ask someone else.	
A friend wants to use your professional help (repairing a computer, filling in a PIT, writing a CV). But you are simply tired	I'm not very good at it myself.	
A colleague asks you to help him with his work (e.g. the quarterly report) because he values your insights. In practice, you know full well that you will have to do the report as usual for him.	I have an awful lot of work to do, plus I'm not very good at it. I make mistakes myself.	
A friend calls you and informs you that he will be at your place in 15 minutes. You don't feel like seeing anyone.	Well, I'm sorry, but I'm just leaving.	

Notes for the counselor: Examples can be modified, but assertive responses should be analysed, the counsellor can refer to the refusal prepared by the young person yes. He/she can give feedback. Exercise to be done both individually and in groups.

Creativity (creative thinking)

Exercise 11:

Name: HOW TO ACCESS "POGODA SPIRIT" STREET

Source: own elaboration

Aim: To explore the expectations and needs of NEETs. This exercise is about building self-awareness and responsibility for personal choices. It suggests what exercises should be carried out so that these needs and expectations can be met.

Instructions: The career counsellor asks the person to recall different situations from his/her life, problems, difficult situations he/she has faced.

The career counsellor then asks the person to divide the sheet of paper into a half vertical line, on one side write: what I can change that depends on me, on the other side of the line: what I cannot change that does not depend on me. Then he/she asks the person to write out his/her examples and describe them as directed.

When a person has finished writing out examples they are discussed.

At the end of this part of the exercise, the career counsellor talks to the person about the fact that more serenity will be found in life by those people who are able to distinguish between what needs to be accepted because it cannot be changed and have the courage to change what they can change. The road to Serenity Street is a difficult one, which does not mean it is not worth seeking.

Summarising the exercise, the career counsellor may ask the person questions, e.g.:

- ✓ What factors do you influence?
- ✓ What factors are beyond your control?
- ✓ What does it give you to know what you can and cannot influence?
- ✓ Can the knowledge gained be useful in finding the answer to the question 'How do I get to the Weather Street?'

Notes for the counsellor: The above exercise can be used by the career counsellor both for individual work and group work.

Exercise 12:

Name: Desert island

Source: [5 exercises to stimulate creativity and creative thinking \(agnieszkalozinska.com\)](https://www.agnieszkalozinska.com/)

Aim: To stimulate the creative thinking of NEETs.

Instructions: The career counsellor asks the person to imagine he/she is going to a "desert island" for a week. She has 5 minutes to decide what she will take with her. She can only choose four items. He or she is then asked to describe in his or her mind, step by step, how he or she will spend a sample day in this paradise and how he or she will use the items taken with him or her.

Supporting questions:

1. How do you hunt and cook dinner?
2. How do you protect yourself in the event of an emergency?
3. How will you call for help?
4. How do you build a shelter?
5. What will help you buy into the favour of the locals?
6. How will you spend your time there?
7. What else might you find?



Source: <https://pixabay.com/>

Notes to the counsellor: This exercise can also be done by the person on their own, wherever they are: on the bus, during a break at work or at home over breakfast.

Exercise 13:

Name: Will

Source: [5 exercises to stimulate creativity and creative thinking \(agnieszkalozinska.com\)](https://agnieszkalozinska.com)

Aim: To stimulate the creativity and creative thinking of NEETs.

Background: The career counsellor asks the person to solve a riddle:

An eccentric count left an original will after his death in which he bequeathed 21 wieners to his pregnant bitch. According to the will, if Mishka gave birth to a dog, she would receive 7 wieners and the puppy would receive 14 wieners. If, on the other hand, a female dog was born, Mishka would receive 14 sausages and the young female would receive the remaining 7. After the birth, it turned out that Mishka gave birth to one female and one dog. How to resolve the situation according to the will?



Exercise 14:

Title: "What if...?"

Source: [5 exercises to stimulate creativity and creative thinking \(agnieszkalozinska.com\)](https://agnieszkalozinska.com)

Aim: To stimulate the imagination, to show NEET how to use deduction techniques in a creative way.

Background: The career counsellor explains that deductive thinking is thought to be derived from logical thinking, so it is far from creative.

He or she asks the person, activating his or her boundless imagination, to play inventor or philosopher and complete the question "What if...?".

Sample questions:

1. What if flowers started falling from the sky?
2. What if I could fly?
3. What would happen if I got/got a star from heaven?
4. What if it snowed in July?
5. What if there was a deer sitting on your bus?
6. What if I read/read people's minds for a day?
7. What if I could be president for a day?



Exercise 15:

Name: 'Alternative reality'

Source: own elaboration

Aim: To encourage participants to think creatively by imagining alternative realities and generating unusual solutions.

Instructions: The career counsellor has to prepare a set of creative materials such as crayons, pencils, pieces of paper, stickers, newspapers, scissors, etc. He also prepares a large sheet of paper. He then tells the participants that their task is to create an alternative reality. It could be a different world, a different historical era, a different planet, or a completely different, fantastic place. Let them imagine that they are the creators of the new reality.

This is the time when young people should close their eyes and imagine this alternative reality for a few minutes. What does it look like? What are the rules, the laws of physics, the culture, society, nature, the weather? It all depends on them.

In the next step, NEET participants should proceed to create this alternative reality on a large sheet of paper. They can use the materials available to present their ideas. They can create maps, pictures, symbols, descriptions, whatever they think is appropriate.

When finished, each participant presents his or her alternative reality. He talks about its characteristics, its rules, what makes it different, what challenges exist in this reality, etc.

At the end, all participants can discuss the created alternative realities together. What was most interesting? What unusual ideas might have emerged? Do these alternative realities contain any elements that could be used in reality?

Notes for the counselor: The above exercise can be used by the career counsellor both for individual work and group work.

Exercise 16:

Name: 'Diary of emotions'.

Source: <https://opsychologii.pl/>

Aim: The aim of the exercise is to look at NEETs' dominant emotions and their triggers (situations that trigger/prevent them).

Area: working on emotional intelligence.

Instructions: The guidance counsellor asks the young person to divide the sheet of paper into 2 columns - one narrow and one wide. In the first column she/he should write down all the emotions that occurred during her/his previous day at school/work. The counsellor asks her/him to start with her/his first moments in the classroom/office, her/his emotions during morning coffee, meeting colleagues/co-workers or the teacher/employer. The career counsellor then moves on to the emotions that arise in the second half of the day, up to those that the NEET feels when leaving his/her place of learning/work. The career counsellor asks the young person to write the context of the emergence of these emotions in the second column. Did fear arise for her/him only when you realised you were late for an appointment? Was the joy related to the lunch break or rather to the new challenge he/she had been given?

Notes for the advisor: Follow-up questions for the exercise:

- ✓ What emotions dominate his/her working day?
- ✓ What provokes them? Specific people, unannounced situations, memories?
- ✓ If I were to look at negative emotions as a message about my unmet needs, what are my most commonly unmet needs?
- ✓ How can you influence the emotions you feel by changing the situations that condition them (e.g. if her/his irritability is caused by not sleeping, you can probably improve your well-being by getting more sleep)?

Exercise 17:

Title: 'Self-esteem index'.

Source: <https://opsychologii.pl/>

Aim: The aim of this exercise is to look at the factors that influence our confidence.

Area: Stable self-esteem as one of the qualities of emotional intelligence.

Instructions: To do this exercise the career counsellor needs some sketched or printed speed counters. The career counsellor asks the young person to think of important people in their life/work. He/she then asks the NEET person to indicate at what level he/she feels confident with each of these people. It is possible that he/she feels confident around a colleague from the department next door, a colleague from the bench. His/her bravado ends when dealing with a rival classmate from the same department. He/she may also indicate the level of confidence felt in specific events from his/her (school/professional) life. How would he/she describe his/her confidence when he/she received a 5 in a test/promotion, and how when he/she received negative feedback from a teacher/supervisor?

Notes for the advisor: Follow-up questions for this exercise:

- ✓ Is your confidence level relatively constant or is it conversely dependent on external factors?
- ✓ With which people do you feel confident and with whom do you feel worthless?
- ✓ How do successes affect you, and how do failures affect you?
- ✓ When has low self-esteem worked to motivate you and when has it discouraged you?
- ✓ Conversely, when has high self-esteem made you lazy, and when has it been a driver to work even harder?

Exercise 18:

Name: 'Letter to Self'.

Source: own elaboration

Aim: To help the young person cope with stress and emotions in difficult situations.

Area: working on oneself and coping with stress.

Procedure: The career counsellor asks the NEET person to sit down in a quiet place and take time to think about a specific stressful or difficult situation they have faced (e.g. an exam, job interview, conflict at work).

The career counsellor then suggests to the young person that she writes a letter to herself in the form of future support. In the letter she should:

- ✓ Express your concerns, emotional burden and stress about the situation.
- ✓ Remind yourself of your strengths and past successes.
- ✓ Propose the specific steps it intends to take to deal with the situation.

After writing the letter, the counsellor asks the young person to read it aloud to herself. This can help the internal process of calming and reflection.

The career counsellor then asks the NEET person to respond to this letter as his/her future support. In this response, he/she can express support, understanding and optimism towards himself/herself in this difficult situation.

The counsellor can suggest to the young person that they keep this letter and the response to it with them and return to them at difficult times to remind themselves of their strengths.

Notes for the counsellor: This exercise helps to internally calm down and gain confidence when faced with a stressful situation.

Exercise 19:

Name: 'Case study'.

Source: own elaboration

Aim: To develop problem-solving and group decision-making skills.

Area: Developing the ability to analyse professional situations, think critically and solve problems collaboratively.

Background: The career counsellor prepares several different cases or scenarios related to work/learning situations that may occur in the workplace. As a counsellor you have to make sure that the cases are diverse and require different approaches.

The career counsellor divides the group participants into smaller teams (e.g. 4-6 people per team).

He then assigns each team one of the cases to analyse. He gives them some time (e.g. 30-45 minutes) to discuss the cases together, identify the main problems and propose solutions.

Scenario 1: Team conflict

Situation: A conflict has arisen in your work team between two members. One of them accuses the other of a lack of commitment and neglect of duties. The conflict affects the atmosphere in the team and the efficiency of the work.

Scenario 2: Investment decision

Situation: You are a manager in a company that has to decide to invest in new technology. There are two options: the new technology is advanced but expensive. While the other option is cheaper but less advanced. You need to make a decision that will benefit the company and its customers.

Scenario 3: Career choice

Situation: You are a school leaver and have two different career paths to choose from. One is to work in a corporation with a stable salary, but the work is routine. The other option is to start your own business, which carries risks but gives you the opportunity to pursue your own ideas and passions.

Scenario 4: Time management at work

Situation: You are an employee with many responsibilities and often feel time pressure. You have to manage projects, meeting attendance and daily responsibilities. You have difficulty managing your time effectively and setting priorities.

Notes for the advisor: The scenarios can be adapted to the specific needs of the group and the training objectives. During the exercise, the group will have the opportunity to analyse the cases, come to conclusions together and try to find solutions.

Exercise 20:

Title: 'Expedition to a desert island'.

Source: <https://mapakarier.org/> own elaboration

Aim: To develop teamwork, resource management, creativity and problem-solving skills.

Area: This exercise not only develops teamwork skills, but also helps participants to understand what skills and qualities are important in crisis situations, which can be valuable when looking for a job or participating in professional teams.

Background: The career counsellor has to create a fictional scenario in which a group of participants are stranded on a deserted island, after a plane crash. Their task is: survive and return to civilisation.

The career counsellor can divide the participants into groups of 5. They should then be assigned roles or tasks related to survival on the island. Such as leader, food finder, shelter builder, doctor, etc.

Each group is given limited resources such as water, food, tools, building materials and medicines. Groups must work together to develop a plan of action on how to get food, build shelter, maintain hygiene, and solve other challenges such as protecting themselves from wild animals or marking rescue signals.

The counsellor should observe the groups and record their interactions, decisions and how they deal with difficulties during the expedition.

After the exercise, the counsellor should hold a reflection session in which participants discuss their experiences.

Notes for the counsellor: May ask participants the following questions:

What were the most important skills needed for survival? What challenges did you encounter in your teamwork? What lessons can be learned for the actual work situation?

Exercise 21:

Name: 'Common Construction'.

Source: own elaboration

Aim: To develop interpersonal, communication and collaboration skills, which are key in group professional work.

Area: This exercise will allow participants to experience group work, confront difficulties and learn how to communicate and cooperate effectively. Ultimately, it will help them develop skills that are essential in a professional environment.

Instructions: The career counsellor divides the participants into (4-6) groups and assigns each group a specific project to carry out. The counsellor can choose different project themes, such as organising an event, a social project or creating a product.

Each group is provided with a set of basic building materials such as LEGO bricks, pieces of cardboard, sticky tape, crayons, etc.

Groups must elect a leader who will be responsible for organising the work and dividing tasks within the group.

The task of the groups is to construct a project together, using the available materials within a certain amount of time (e.g. 30-35 minutes). All decisions, planning and execution of tasks must be done as a group.

The career counsellor should observe the groups and record their behaviour, such as how they communicate, manage time, resolve conflicts, provide support, etc.

At the end of the exercise, each group presents its design to the rest of the participants and explains what decisions were made during the design process.

The counsellor then initiates the session with a discussion in which participants and the counsellor discuss the experiences and lessons learned from the exercise.

Notes for the counsellor: May ask participants the following questions:

What were the challenges in group work? What action strategies were effective? How could conflicts have been better managed? What skills were most important in this task?

Exercise 22:

Name: 'Active listening'

Source: own elaboration

Purpose: The exercise helps to approach other people more empathetically. The exercise is designed to increase the ability to understand and empathise with others.

Area: counselling practice and professional psychology.

Procedure: the exercise will be performed in five steps.

Step 1: The career counsellor narrates his/her experiences, career goals or problems. During the narrative, the young NEET person does not interrupt, judge or give advice.

Step 2: The career counsellor should, if possible, speak freely for a set period of time without interruption.

Step 3: The young person should be completely focused on the speaker. Push away other thoughts and concentrate on listening. Ask questions only when he/she needs more detailed information about the counsellor's story.

Step 4: After the story, the NEET person summarises what he/she has heard. He or she describes the emotions the counsellor may have and expresses understanding for his or her condition.

Step 5: Finally, the counsellor can give his/her opinion on the quality of the listening and answers the key question: did he/she feel understood?

Notes for the counsellor: The exercise can be done in pairs, the counsellor can only be the facilitator.

Exercise 23:

Name: "Breivik's speeches".

Source: <https://teachjustnow.eu/>

Aim: To sensitise young people to the problems of discrimination against minority groups and to take stimulating action to prevent discrimination. To draw attention to the dangers of hate speech, xenophobia and racism,

Area: Empathy reflection on hate speech in Europe, nationalism and radical movements that spread hatred towards others.

Instructions: The career guidance counsellor divides the group into four smaller groups (approx. 5 people). He asks them to listen to two parts of Breivik's speech in court and write down those sentences/words which are examples of hate speech and discrimination. He asks them to try to describe the type of discrimination. <https://www.youtube.com/watch?v=VVaVfyXbsbo>

Anders Behring Breivik's closing speech, part 1.

6:57 "multicultural experiment in Norway".

7:43 "conservative cultural and youth NGOs received no support".

19:20 "the problem is that we adhere to ideals in Norway today that are harmful to Norway, that will do us great harm in the future."

10:48 "ideally we should have sex with as many strangers as possible".

11:00 "we are focused on solving the nuclear family - with all the problems it brings" **11:44** "now I will move on to neglecting our duty to our families and our nation" **11:57** "women should start having children at 20"

<https://www.youtube.com/watch?v=9bvH1ZOG45o>

Anders Behring Breivik's final speech, part 3.

2:23 "with the great help of the Norwegian media, we allow the Belarusian

asylum seeker, probably of Tatar origin, Alexander Igaravitsj Rybak, to represent Norway at the international finals. It is OK to let an asylum seeker represent us, to show that we are tolerant. But, what happens next? A few years later, another asylum seeker, Nyambura Mwangi from Kenya, wins a tune on her bongo. It was difficult for the Russian Eurovision commentators to explain: what is Norway doing, why are they sending an asylum seeker as their representative not once, but twice in such a short period of time? Is there a shortage of Norwegians in Norway or are they suffering from a problem with their cultural identity? (...) This is a strong provocation towards all Norwegians who are against multiculturalism. What is wrong with Marxists and liberals? The answer is simple: many Norwegians - and I mean these Marxists and liberals - suffer from cultural delusions, identity problems and need treatment. The cure for this disease is called: more nationalism' (...)

The UN supports the deconstruction of European countries because it is dominated by Marxists and liberals, which is not conducive to learning and developing creativity.

After listening to Breivik's speech, the career counsellor encourages the young people to each group to deal with selected sentences/words and assigns a type of discrimination to them. Finally, the NEETs suggest concrete actions that could be taken to combat this form of discrimination. A representative from each group presents the results of the group work to the forum.

Notes for the counsellor: The exercise can be done in one-to-one classes, other video materials can be used.

Exercise 24:

Name: PROFESSIONAL COMPETENCIES WHOLE

Source: [Competence wheel as a tool for competence development - how to develop \(wordpress.com\)](https://wordpress.com)

Aim: To assess the level of NEET competences already possessed and those needed for a person to get a job.

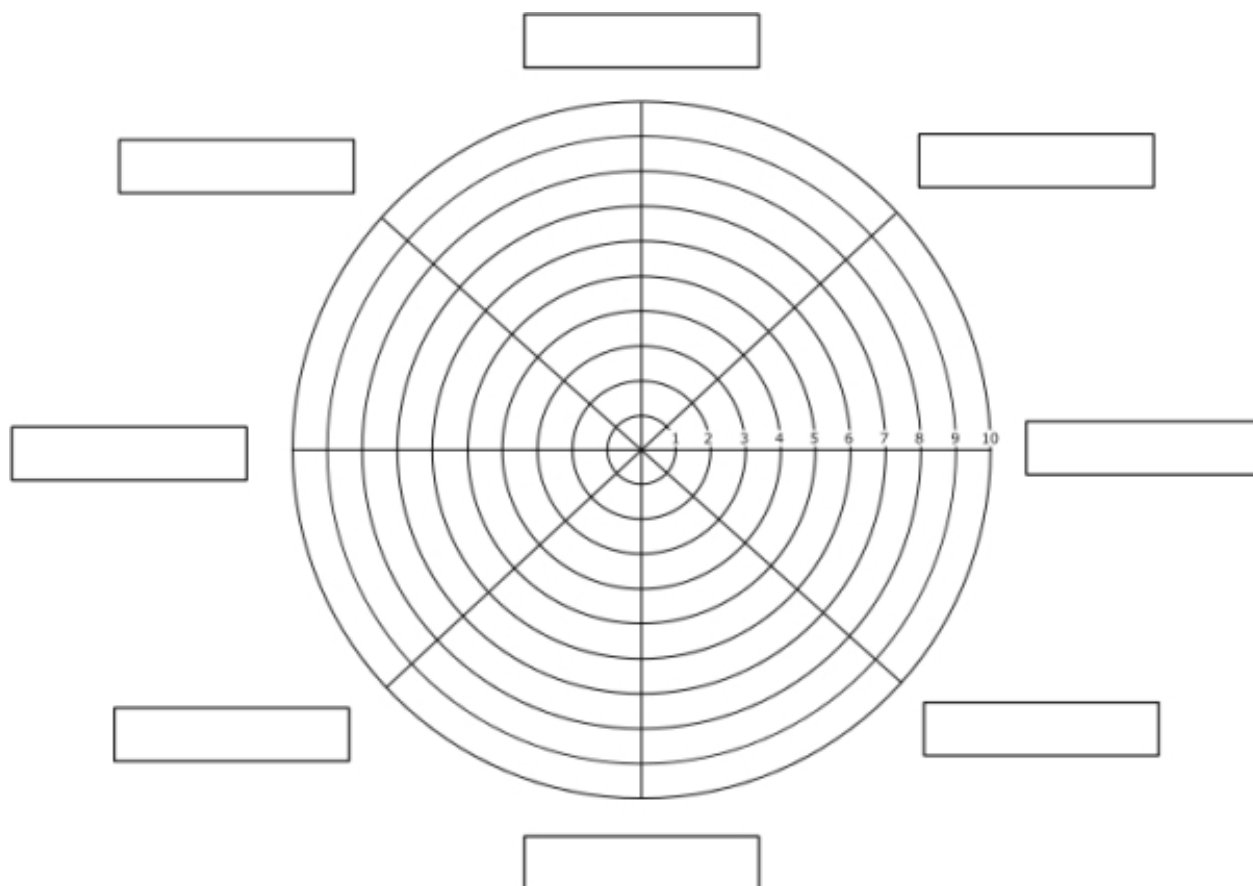
Instructions: The career counsellor using this tool starts by asking the young person to think about what is required for his/her dream job. A list of competences/skills required for different jobs can be found on the Internet, for instance on the website of the Ministry of Labour or in job advertisements.

Knowing a few of the competences required for the job, we can proceed to create a **competence wheel**.

Example of a sequence of questions to be used by a guidance counsellor using the competence wheel in a young person's initial situation.

- ✓ What is your satisfaction/satisfaction with your competencies?
- ✓ Rate them on a scale of your choice (e.g. 1-10, 0 - 100% or other)
- ✓ What do you see when you look at this wheel?
- ✓ Can this wheel go?
- ✓ Which of the listed competences most influences the others?
- ✓ What would you like to change?
- ✓ What level of satisfaction would you like to achieve in each competency?
- ✓ Choose the competence that is a lever for the others (i.e. the one that, if improved, will pull the others along)
- ✓ What goals are you setting for yourself now?
- ✓ What specifically do you want to achieve?
- ✓ How will you know when you have reached your goal?
- ✓ What will change as a result of you reaching your goal?
- ✓ List 5 options / opportunities to develop your chosen competence - levers you can undertake to increase your level of satisfaction.
- ✓ What is in front of you now?
- ✓ What first step do you want to commit to?

Competence wheel, a graphical overview of the competences required for a given job role.



For this exercise, we print out the circle above or take a blank sheet of paper and write the title of the job we want to get at the top of the sheet. We draw a circle in the middle of the page and divide it into 8 parts. In each part of the circle we write down what competences and skills the person in the position should have. We then divide each radius into 10 parts. On the radius next to each competence/skill, we mark a dot on the radius on a scale of 0 to 10 (0 means we currently do not have this competence, 5 will indicate a medium level, 10 means we already have it very well trained). We then connect the dots until we have an asymmetrical shape. This allows us to see which competences are worth practising.

Notes to the counsellor: Which competences will be included in the circle depends on the decision of the career counsellor, who knows the individual situation of the NEET person.

Exercise 25

Name: CHOOSE A VOCATION

Source: <http://www.doradcazawodowy.cba.pl/>

Purpose: Young person's assessment of future career path, analysing needs, opportunities and external aspects.

Area: This activity can teach how to set actual goals, how to plan to achieve them, how to learn to see the necessary opportunities and resources to do so. In each circle you can write your opinions about what the NEET person wants, what they can do to achieve this, what they need for this.

Background: the counsellor asks the young person to state what they WANT, taking into account:

- Interests,
- Dreams,
- Inclinations,
- Aspirations,
- Plans

It should now determine what **it CAN**, given:

- Capabilities,
- Qualifications,
- Personality type,
- Health (including medical contraindications).

Finally, answer the question: **WHAT IS THE NEED?**

E.g. is there demand for this occupation in the labour market? "What is the labour market like?" is data on the industry you want to work in, socio-economic conditions, employment policy trends, wages and career opportunities.

Below are the elements that are worth considering when choosing a profession. Consider which of them correspond to your needs, which to your capabilities, and which are related to the external situation. Then place the elements from the table in the appropriate sets.



aspirations	talents	health	physical fitness	school grades	talents	knowledge
desires	unemployment rate	surplus professions	skills	predispositions	preferences	family situation
ability to work in a team	emotionality	plans	interests	dreams	financial conditions	knowledge of a foreign language
goals	the situation on the European labor market	values	acquaintances	driving license	competences	qualifications

Exercise 26:

Name: 'As they see you, so they write you'.

Source: own elaboration

Aim: The main objective of this exercise is to prepare participants to communicate effectively about themselves in a convincing, authentic and memorable way, which can significantly affect their success in the job search process and in professional and social relationships.

Area: area for the development of personal and professional competences related to self-presentation in order to improve employability.

Procedure: In this exercise, the career counsellor asks the person to think about how they want to be perceived by the recipient?

1. As a sympathetic, confidence-inspiring person?
2. As a knowledgeable, competent person, an expert in some field?
3. As a man with power - could it be political or social?

4. As a man of high social status?
5. Just me, an interesting and memorable person?

He/she informs us that whatever **he/she** chooses, he/she **creates his/her image** not only through the speech itself, the self-presentation, but also through the effect of the first impression.

Do you have a plan?

The counsellor informs the person that self-presentation is the selection of certain information to convey, but it is important that this information is authentic.

Your authenticity.

The fact that you choose certain data for your presentation is not a bad thing, it is worth treating it as an opportunity to convey your best personality traits. It's **worth highlighting what's beneficial and staying true and authentic**.

The counsellor can offer to put together **a speech plan** beforehand, your mini-guide. Preferably natural and truthful. Embellishment and lack of credibility do not win over listeners and supporters. Lying? This is an individual matter and a question of morality. It is also good to **say** the whole thing **out loud**, in a relaxed, serious manner. It's good to hear it, even though you may not like your voice. Focus is also very important, not to get distracted or distracted. Be casual/free.

Notes to the counsellor: In this exercise, the career counsellor plays a key role in helping participants in the exercise to identify how they would like to be perceived by their audience.

Exercise 27:

Title: "Your presentation in 60 seconds"

Source: own elaboration

Aim: To discuss the importance of self-presentation in the job search process.

Area: Developing self-presentation skills in the context of a job search, with an emphasis on communicating oneself effectively in a short space of time and drawing attention to one's own strengths.

Mileage:

The counsellor starts the session by discussing the importance of self-presentation in the job search process. She explains that the ability to communicate information about oneself in a convincing way is crucial when dealing with employers.

The career counsellor tells the participants that you will now do the exercise "Your presentation in 60 seconds".

The counsellor explains that NEET young people have exactly 60 seconds (one minute) to present themselves in a way that would convince a potential employer to be interested in them.

The counsellor gives them 15-20 minutes to prepare. During this time they should consider what is most important in their career, what their strengths, achievements and career goals are.

Each young person should create a short note (for example, on a piece of paper) to help them maintain a focused presentation.

After this time, each participant steps in front of the group and introduces himself or herself within 60 seconds, following his or her pre-prepared note.

During the presentation, other participants and the career counsellor should listen carefully and pay attention to the presenting person's strengths and potential.

After each presentation, the counsellor encourages the other participants to ask questions or give brief feedback.

After all presentations have been completed, the counsellor holds a short discussion on what the participants noticed in themselves and others during the presentation.

The career counsellor can point out specific areas where self-presentation could be improved.

Notes to the counsellor: the exercise can be carried out individually.

Exercise 28

Name: 'Johari Window'

Source: [File:Johari window.png - Encyclopedia of Management \(mfiles.co.uk\)](http://File:Johari window.png - Encyclopedia of Management (mfiles.co.uk))

Objective: The aim of the exercise is to consciously create one's own image.

Area: The exercise is used to gain greater awareness of ourselves, to increase understanding between individuals or groups. It is used in coaching, it is used to build effective teams.

Mileage:

"Johari's window" assumes that every human being possesses unconscious traits in addition to his or her known and conscious personality traits. The people around us also know a certain amount of knowledge about us, but some of the information remains unknown. The model divides people's traits into four areas - the 'panes' - which form a window:

- ✓ **Open area** - characteristics that we know ourselves and that are known to others - 'I know and others know';
- ✓ **the hidden area** - qualities that only we ourselves know, unknown to others - 'only I know';
- ✓ **blind area** - characteristics that are visible to others but which we ourselves are not aware of - "only others know";
- ✓ **the unknown area** - characteristics that neither we nor others know - "nobody knows"

OPEN AREA "I know and others know"	HIDDEN AREA "only I know"
BLIND AREA "only others know"	AREA UNKNOWN "nobody knows"

Fig. [File:Johari window.png - Encyclopedia of Management \(mfiles.co.uk\)](http://File:Johari window.png - Encyclopedia of Management (mfiles.co.uk))

Each of these areas reflects part of our image communicated to others or received by others.

Putting them all together creates a template for perceiving reality⁶⁶. Using the Johari Window, it is useful to start by defining the **open area** - the one that is open and that we share with others. Who I am, what talents, experience, knowledge, qualities, beliefs, values, strengths and weaknesses I am aware of. It is a kind of self-analysis. What do we know about ourselves, what are we proud of, what builds us up and what

are our weaknesses. The more we know about ourselves, the more effectively we can build our authentic image.

Another area to name is the **hidden area** - what I know about myself, but what I don't want to share with others. It's about matching information to the type of relationship being built. Our interlocutor is not always interested in our personal lives, political views, etc.

Now it is time for feedback from others - what can our colleagues or relatives say about us? It is worthwhile for this to be a representative group of people - people who are kind to us and with whom we spend time. People who will look at us objectively. It is worth hearing how others perceive what we communicate to them, to find out if the message is getting through, if our open area coincides with what others see in us. Feedback will also uncover the **blind area** - the one that others know and we are not aware of.

This is an area that can be problematic as it stems from our lack of acceptance of certain traits, from avoiding confrontation with ourselves. In this area, we find out what others see in us based on our unconscious behaviours. This allows us to broaden our perception of our personality and build a more coherent picture. Accepting these traits can allow us to work on them or even turn them into our strengths. The last area is the **unknown area** - the more aware we are of ourselves and the more we accept ourselves, the easier it will be for us to perceive our behaviour, reactions, emotions in new situations, because this is when this area is revealed and it is extremely important in the process of getting to know ourselves.

Notes for the counsellor: The aim of the whole analysis is to develop self-awareness and also to increase the effectiveness of communication, which is the result of increasing the area of openness⁶⁷.

2.2. QUESTIONNAIRES

- Self-assessment test (HOLLAND) <http://www.pedagog-szkolny.pl/>
- Tools and tests for the study of soft skills [Tools for the study of soft skills, including managers Civil Service Service Portal Gov.pl \(www.gov.pl\)](#)

2.3. MULTIMEDIA MATERIAL

Title: Reverse Labour Market Conversation

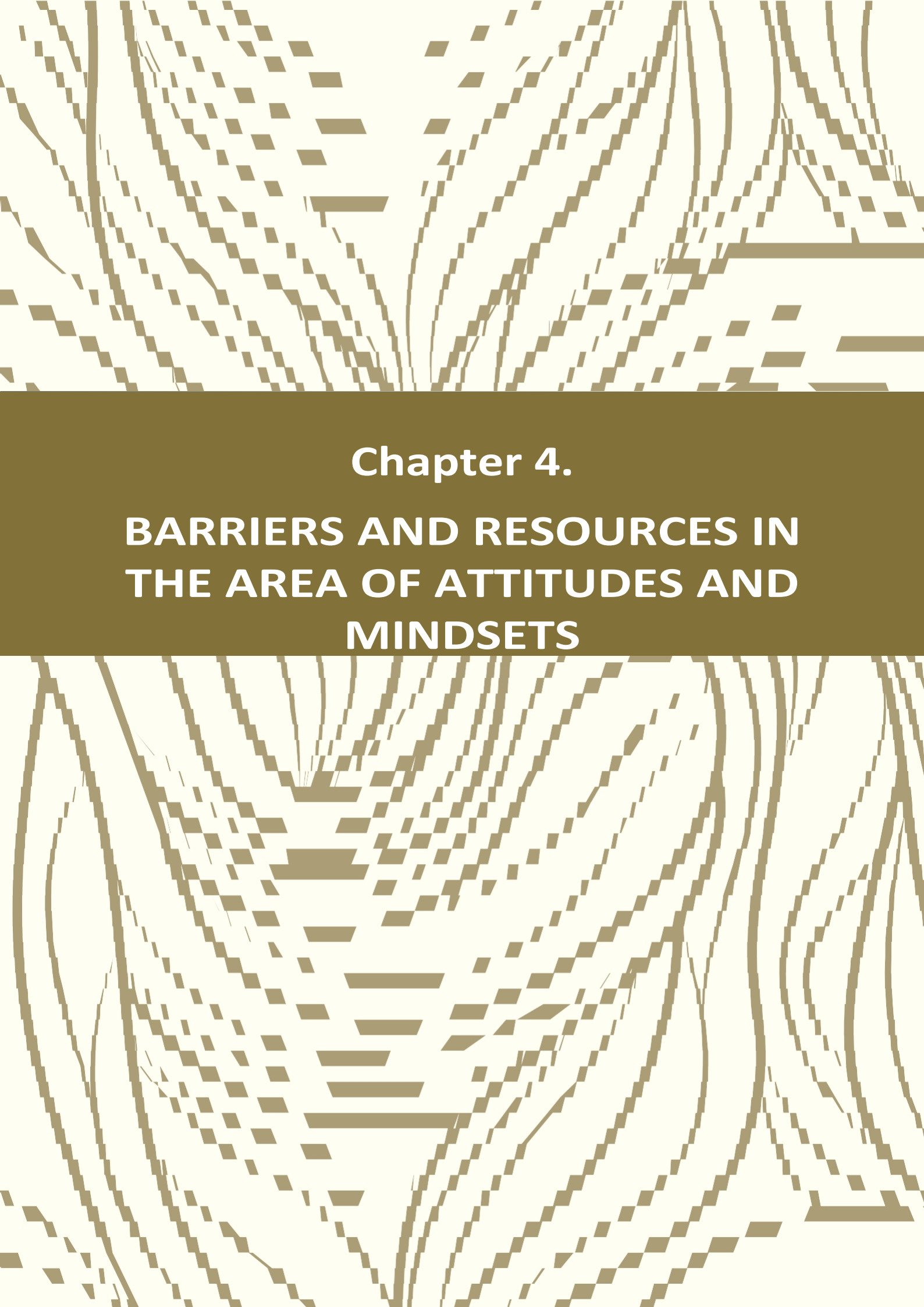
Source: own elaboration

Objective: gaining competences for navigating the labour market **Area:**

development of competences related to navigating the labour market

Content:

- Script of an advisory session - multimedia file
- Supplementary material for counselling session - theoretical background to the counselling interview - file multimedia



Chapter 4.

BARRIERS AND RESOURCES IN THE AREA OF ATTITUDES AND MINDSETS

THEORETICAL PART

1.1 INTRODUCTION

The experience of the Icelandic partner shows that working with young people from the NEET group means working on many levels, including social, psychological, pedagogical, educational, sociological and counselling activities. It is an important challenge for the vocational counsellor, without entering into the competence of other specialists (psychologists or educators), to undertake counselling activities in the field of changing young people's beliefs and attitudes that hinder taking up educational and professional activity. Understanding young people's motivation and action strategies resulting from beliefs and attitudes is essential for effective interventions in the field of educational and vocational change.

On the basis of expert analyses, it was considered helpful in this perspective to refer to the theory and practice of transactional analysis. Particularly noteworthy is the introduction into the field of educational and vocational counselling of working methods based on the concept of transactional analysis concerning ego states, life scripts and life positions. Knowledge and working methods from this area are helpful in understanding motivation, reasons for action, attitudes and attitudes towards self and others. This is reflected in various aspects of life, especially interpersonal relations, which are, after all, fundamental for functioning both in the field of education and work.¹ Young participants in the activities proposed by the Icelandic partner repeatedly emphasised that one of the most important areas of change that occurred in them as a result of participating in various forms of educational and vocational activation was the area of perception of self and others, which influenced a change in the quality of interpersonal relations. This was true for peer relations as well as for the line between the adult (teacher, educational and vocational counsellor, psychologist) and the young person. Openness in relationships, the ability to establish and maintain them significantly correlated with the motivation to be proactive in the field of education and work.

1.2. STATES OF PERSONALITY - STATES OF THE SELF

Transactional analysis, as a method of exploring a person's thoughts, feelings and behaviour, refers to the concept of I-states, which makes it possible to answer the questions, "Who am I?" and "Why am I behaving in this way?". Eric Berne - creator of the concept of transactional analysis - defines I-states as "a coherent pattern of feelings and experiences, directly linked to a corresponding pattern of behaviour"² formed on the basis of what we experienced and how we interpreted it from birth to about 13 years of age. A person draws these early experiences from three sources: from what the adults around us are like, from what we ourselves are like, and from what capacities nature has equipped the human brain with.

Each of these sources is reflected in one of the three States of the Self (ego) that build the structure of the human personality (basic - structural model):

- Me Parent
- Me Adults
- Me Child

1 E. Berne, What people play at. Psychology of interpersonal relations, Warsaw 2001, pp. 21-24.

2 E. Berne, Good morning... and what next?, REBIS, Poznań 2005, p.31

and is manifested in five states of IAM reflected in behaviour and functioning (extended functional model)

- The Normative Parent
- Caring Parent
- Adult
- Adapted Child
- Child Free³

Each of the listed IAM states is briefly described below:

The Parent Self is a personality state that accumulates the observed opinions, values, rules of behaviour, attitudes, beliefs, stereotypes, emotions of parents and significant others. A person in this State of Self reacts according to the catalogue of acquired attitudes, opinions, emotions, values, stereotypes. In this state, at the unconscious level, the person formulates many orders and prohibitions in his/her thoughts⁴. The characteristics of this state manifested in words, voice and gestures are contained in the table below⁵.

	words	voice	gestures
FAME	always never do it this way don't do it you must you should never don't forget remember the rules what people will think in my day let me help you have no fear you are wrong explain yourself don't cry be kind be quiet now listen	critical rulers encouraging ruler comforting raw caring humble	finger lifting sigh of disapproval frowning of the eyebrows harsh hug pat on the shoulder head stroking hands folded nodding butch face, with open palms looking beyond the glasses

State of the Self Parent Normative (controlling, imposing) - A person entering into social relations is equipped with a canon of unwritten behaviours, traditions, norms, values conditioned by culture, custom, nationality, passed on in the process of upbringing and socialisation. This builds a predictable and safe, in the perception of a person, environment in private and professional life. In this state of the Self, the person checks, verifies, requires actions according to established rules, and readily uses plans or schedules. Characteristic, very common phrases in this state of Self are: "should", 'should', 'expect', 'must', 'never', 'always'. This state of the Self is needed to make rules, implement arrangements, stick to plans and evaluate. If too much energy is placed in it, there is excessive control and checking, imposing one's opinion as only right, belittling the ideas of others, criticising, seeing faults and shortcomings above all. Such treatment can be perceived as bullying⁶.

3 E. Berne, Good morning... , op.cit, p.31

4 M. Dawid - Sawicka, E. Stelmach, 13 patterns of good communication and relationships. Transactional analysis in practice. Wolters Kulwer. Warsaw 2023. p.51

5 Educational package to support the work of career counsellors of Academic Career Offices, Szczecin 2015, p.195

6 Educational package, op.cit. p.53 - 57

*Example: In our family you should have a university degree. You have to complete that university degree! What will it look like when your grandparents arrive? They too have a higher education, although in their time it was difficult to achieve. What am I going to say? You have to take responsibility for your choices!*⁷.

State of the Self Caring Parent - the person, when entering into interpersonal relationships, implements the skills observed and learned from childhood in adults important to him or her to care for others, deal with emotional situations, support those around him or her in making attempts, challenges and indicate the potential needed in these activities. Characteristic phrases that come up very often are: "I will help", "it's going to be okay". We need this state of Self to build relationships, to function in teams, to help each other, to care and to count on each other. However, if too much energy is directed towards the Caring Parent state, overprotectiveness occurs, bailing others out, second-guessing the needs of others, taking on too much, which can lead to blocking the development of others' competence and agency. Caring may be perceived as overstepping boundaries and may be a sign of control or meddlesomeness for others⁸.

*Example: I would so much like you to have a higher education. I'll keep my fingers crossed for you to complete that degree! You will make your grandparents very happy. They too have a higher education, although it was difficult to achieve in their time. Show those exams. Maybe I can think of something and help you prepare for the revision*⁹.

Adult IAM - is a personality state based on the skills of the human brain. It manifests itself in logical thinking and objective evaluation of facts or data. There is room for analysis and verification and rational choices. In this state, there is a reference to facts, a focus on the here and now and emotions appropriate to the situation, a search for cause and effect relationships, the adoption of an appropriate strategy and the collection of facts and the resolution of conflicts with respect for the parties. This state is needed to separate facts from interpretations. Being in the Adult Self state, analysis occurs before making a decision: "Who?", "What?", "How much?", "When?", "Where?", "How?" and based on the information obtained propose an action: "I think...", "In my opinion...", "In my opinion...", "What's up", "You don't have it easy", "You can do it, I believe in it". In the Adult Self state, actions are taken independently of the influence of the environment, but based on analysis: "I decide," "I plan," "I intend," "I set a goal," "I anticipate," "I gather materials," "I consider all the pros and cons. Characteristic phrases that appear very frequently are: "I have gathered information that indicates...", "The facts show ...", "Let's analyse ...", "Let's verify ...", "Let's check ...", "Why ...", "After thinking about it ...", "What influences...". If the energy is mostly located in the Adult Self state at any given time, over-analysing situations, distance and coldness in relationships occur¹⁰.

*Example: In our family, everyone has had a university degree for three generations. In my opinion, completing these studies, in your industry, is a prerequisite for doing further specialisation. The results in the latest employment report in Poland clearly show this. My grandparents have an identical opinion on the matter. They graduated in difficult times and they translate this experience to us. What do you want to do in this situation? When do you plan to take the exam?*¹¹

The characteristics of this state manifested in words, voice and gestures are contained in the table below¹².

7 M. Dawid - Sawicka, E. Stelmach, op. cit., p.55

8 M. Dawid - Sawicka, E. Stelmach, op. cit. p.53 - 57

9 M. Dawid - Sawicka, E. Stelmach, op. cit., p.56

10 M. Dawid - Sawicka, E. Stelmach, op. cit. p.56 - 58

11 M. Dawid - Sawicka, E. Stelmach, op. cit., p.57 - 58

12 Package, op. cit. p.195

	words	voice	gestures
ADULT	I believe who what when where how which possibly as often as possible my fault tell me more reasons for what you think reality experience let's find a solution	clean questioning relaxed sensible emotionless harmonious	eye contact nodding upright posture calm gaze questioning interest thoughtfulness consciousness

THE CHILD - is a personality state presenting a way of reacting and experiencing the world characteristic of the child. There is strong emotional experiencing, spontaneity, egocentrism, rebelliousness, but also creativity. The person likes to play, manipulate and avoids any restrictions. Patterns of emotional reactions and feelings are stored in the Child Self state. Expression, openness and the desire to explore reality are located here. From this state of Self, the person draws creative ideas and readiness for change. Fears, anxieties, doubts, unwillingness to take risks are also stored here¹³.

The characteristics of this state manifested in words, voice and gestures are contained in the table below¹⁴.

	words	voice	gestures
CHILD	I feel awful help me fantastically oh dear I want it does not I can super stupid exciting	trembling crying acting flashy excited compliant sensitive artificial	laughter sits huddled embarrassed crying eyes wide open makes faces dancing dismal bitter hangs his head edgy

The Adapted/Submissive Child Self - is a state of adjustment to prevailing customs, rituals, rules, regulations, unwritten rules already instilled in childhood by the adults among whom the person grew up. Meeting expectations is a way to be accepted by others and to be rewarded for one's efforts. Following agreed and binding norms usually results in good relationships, sympathy, understanding. Breaking them, rebelling, can generate resentment, punishment and even cause social alienation. Characteristic phrases, very often uttered in this state of the Self, are: "I understand", "I agree/disagree", "I'm very sorry", "I didn't mean to", "I'll try", "I'll try", as well as: "I won't do it", "Why me?", "It doesn't make sense". A person needs this state of Self in order to function harmoniously in personal and professional life. However, if too much energy is placed in it, there appears a

13 M. Dawid - Sawicka, E. Stelmach, op. cit., p.51

14 Package, op. cit. p.195

there is excessive submissiveness, low self-confidence, a tendency to withdraw into the shadows, procrastination or avoidance of initiative or action, and following the choices and decisions of others. A tendency to avoid direct confrontation and difficulty acting under stress is present. If the energy is mostly located in the Self state, the person may be perceived as someone who will be too submissive or too rebellious¹⁵.

*Example: Most people in our family are trying to have a university degree. Oh mother, I would so like you to graduate from this university. What am I going to tell my grandparents? They always dreamed of us having a higher education. Especially since they worked hard for it themselves.*¹⁶

The state of the Free Child Self is a state of loudly demanding to be cared for, to realise personal needs or to express one's dissatisfaction directly. There is a childhood curiosity about things, unfamiliar phenomena, the appearance of other people, especially those who deviate from generally known standards. There is also room for expressing joy, anger, sadness, enjoying trifles, dreaming up endless ideas, openness to playfulness spontaneity and sometimes a selfish attitude. Characteristic, very common phrases in this state of Self are: "Super", "Crazy/y", "Revelation", "Beautiful", "Why?", "What for?". A person needs this state of Self to initiate change and to be open to it; to bring ideas, to try, to change, to express emotions on the fly, to rejoice in successes and to grieve in failures. However, if too much energy is located in this state, perversity, boundary-crossing, maladjustment and even rule-breaking occur. The person may be perceived as infantile, volatile and unpredictable, who is therefore difficult to trust and entrust with responsible tasks¹⁷.

*Example: Don't overdo it anymore, do that study. You might find it useful one day. You never know. Studying is studying. Don't put your grandparents under pressure. They always dreamed of us having a higher education. Especially since they worked hard for it themselves. I'm sure you'll be able to pass an amendment, or at least pull it off from someone!*¹⁸

Each person has an equal amount of psychic energy, which they locate in particular states of Self. Transactional analysis states that everyone has access to three states of Self - Parent, Adult and Child. At any given time, each person in the community will exhibit any of the ego states: Parent, Adult or Child, while at the same time being able to change it to another. At the same time, usually each person has one or more states of Self in which he or she places too little or too much energy. This is conventionally called under- or over-investment. It is useful to work on lowering the energy in a given state of Self or on strengthening it, starting with the one state that is most important to the person. When you change the energy level in one state of Self, it will also change in the others. The tables below show how you can strengthen or weaken the energy level in a particular state of Self¹⁹.

15 M. Dawid - Sawicka, E. Stelmach, op. cit., p.58

16 M. Dawid - Sawicka, E. Stelmach, op. cit. p.59

17 M. Dawid - Sawicka, E. Stelmach, op. cit., p.60

18 M. Dawid - Sawicka, E. Stelmach, op. cit., p.61

19 M. Dawid - Sawicka, E. Stelmach, op. cit., p.63 - 69

Me Normative Parent	
	• take care to set expectations and rules assertively • ask others and use good practices, tools, case studies, refer to established conditions, schedules, regulations • talk openly about consequences and responsibilities • give and ask for ongoing feedback • check allusions and understatements, • name risks, difficult situations and hazards using facts, • introduce and refer to contact in your activities
	• ask questions before you make a judgement • pay attention to your tone of voice when giving instructions or sharing opinions • ensure that your speeches include elements of praise and appreciation • listen to what others say before you make a decision
Me a Caring Parent	
	• talk not only about work-related topics, even if at first you consider it a waste of time • ask about their motivations, needs and the support they require • take an interest in development plans and directions • encourage and strengthen cooperation and mutual assistance • appreciate ideas, suggestions from others and progress in your work • use constructive criticism, evaluation and monitoring according to specified standards
	• Instead of superimposing your interpretations on the needs of others, ask and check • instead of offering ready-made solutions, give space for the interlocutor's initiative • learn to say no and assertively set boundaries • let others try, test and act
State of Me Adult	
	• separate fact from interpretation • look for and use proven tools, research results, case studies • verify the information and data you wish to use • invite others to speak up and share their knowledge • arrange exchanges of experience • plan and monitor next steps

	• such a situation is far less frequent • usually this state is associated with being responsible, mature in one's choices and decisions • However, there are situations in which the amount of energy accumulated in the Adult Self state is so high that there is a problem with the transition to another Self state. Such a person is then said to be cold, distant, lacking empathy and guided primarily by formal rules. • usually the strengthening of the energy in other states of the Self (Child or Parent) makes it possible to achieve an adequate level of energy in this state of the Self
State of Me Child Adapted	
	• promote adaptation to organisational norms and rules • allow the expression of one's opinion while respecting the opinions and feelings of others
	• focus your attention on what you know and how you can use this knowledge • take stock of your achievements, even if they seem insignificant to you • learn to say no and not agree to actions you do not want to carry out • speak up at meetings, propose solutions and present your point of view • recognise your progress and the positive effects of your actions • ask, paraphrase, clarify to be sure • assume responsibility and define its areas precisely
State of I Child Free	
	• give yourself permission to express your feelings and ask questions • introduce elements of spontaneity into your daily functioning • allow yourself to joke, celebrate, celebrate • answer the question what you want, what makes you happy at work • allow yourself some pleasure after completing a difficult task • seize the opportunity to express yourself with clothes, gadgets in your room or on your desk • look for innovative, creative ways to solve problem situations
	• observe how what you do and say affects others • pay attention and control the way you give feedback • be attentive to your level of spontaneity in business relationships • look at whether the private topics you bring up in conversation make others uncomfortable

Knowledge of states of the Self can help us to understand ourselves, our own reactions and the behaviour of others when interacting with us, as well as to see the fears, imaginary or real obstacles we secretly or publicly put in our way.

Analysing states of the Self and understanding them is important for at least three reasons:

- When working with others, it is useful to know what states of the Self we are in in this relationship,
- what state of the Self we are in leads to certain consequences in the communication process and conditions the

a specific response from those we work with,

- by understanding other people's states of self, it is possible to respond consciously and responsibly supporting development, autonomy and mutual respect²⁰.

Diagnosing states of the Self can be facilitated by analysis through the filter of three criteria:

- observation of oneself and one's own behaviour (so-called behavioural criteria), i.e. spoken words, tone of voice, intonation, outwardly visible body signals,
- observing other people's reactions to our statements and behaviour (the so-called social criterion),
- analysing the sources of our behaviour that lie in the past. This is an area for psychologists to work and therapists. The augmented model allows us to focus our attention on behaviour, i.e. on what we can observe²¹.

It is also an interesting perspective on both the positive and negative dimensions of each state. It is not the case that one state is particularly good and another is completely messy or harmful. It is possible to see both positive and negative aspects in each of the states, and what matters is which of these domains. The table below shows each of the states precisely from both a positive and negative perspective²².

		Aspects	
		positive (+)	negative (-)
Parent	Critical	Provides standards and benchmarks of values	Compels, commands, persecutes, humiliates, creates a sense of low value, rejection
	Care- or	Supports, gives courage, encourages, cares, respects the dignity and freedom of another, teaches tolerance, shows the way to autonomy	It relieves the sense of responsibility, "saves" by bailing out others, prevents the development of the Adult
Adult	Adult	Obtains information, gathers facts, values choices, works with Parent and Child, verifies information, makes decisions, is objective	Cool intellectual, rationalist, excludes Child and Parent states, signals fear of emotionality, lack of capacity for empathy
Child	Spontaneous (natural)	Spontaneity, sincerity, extroversion, authenticity, expression, fun	Egoism, impulsiveness, lack of criticality, susceptibility to injury
	Creative Small professor	Anticipates, uses intuition, is curious about the world, inventive, experiments, explores, is independent and inquisitive	Can be irrational, escapes from the real world into fantasies and confabulations distorting reality, manipulator, tendency to use interpersonal games (for more on games, see Module V)
	Adapted /subordinate	Disciplined, tactful, accepting of social norms and rules, a "diplomat", recognises and respects authority figures, able to achieve his/her goal given social circumstances	Stifled, honed, passive, conformist, with guilt and high levels of anxiety, shifts responsibility to "circumstances" and other people, manipulates (unconsciously) the environment
	Rebellious	Non-conformism, own opinion on every subject, resistance to being forced into patterns, originality, unconventionality, striving for autonomy, opposing totalitarian systems	Violation of all norms, antisociality, psychopathic traits

20 M. Dawid - Sawicka, E. Stelmach, op. cit., p.61

21 M. Dawid - Sawicka, E. Stelmach, op. cit. p.61 - 62

22 T. Samek, Struktura osobowości w ujęciu Analizy Transakcyjnej, "Rocznik Naukowo-Dydaktyczny WSP w Krakowie", 1996, zeszyt 176. p. 61, in: [Struktura osobowości w ujęciu Analizy Transakcyjnej \[in:\] Rocznik Naukowo-Dydaktyczny. Zeszyt 176. Prace Psychologiczne 5 \(up.krakow.pl\)](#)

Transactions

Interpersonal communication that takes place between individual States of Self, e.g.: Adult - Adult, Parent - Child, Adult - Child, is called transactions.

Transactions can be: Parallel Crossed Hidden

Parallel transactions - A parallel transaction occurs when we direct our utterance to a particular State of Self and it is from this State of Self that we receive a response. Communication runs smoothly as long as the transactions are parallel (complementary). Example: Husband - "Have you seen my cufflinks?" Wife - "Yes, I think they are in the top drawer".

Crossed Transactions - A crossed transaction occurs when we address our statement to a particular State of Self, but receive a response from a different State than we expected. Communication is then difficult and may be interrupted. Example: Husband - "Have you seen my cufflinks?" Wife - "Do I always have to remember everything for you?"

Implicit transactions - An implicit transaction occurs when we speak in such a way that we stimulate two different states of the Self - one state at the explicit level and the other at the implicit level. It is a 'I speak differently and think differently' type of behaviour. Example: Cowboy - "Come on, let's take a look at the barn" Girl - "I've loved barns since I was a kid"²³.

1.3 LIFE SCRIPTS AND LIFE ATTITUDES

Indications of how to live, in what direction to go, where to aim, who to be in the future, how to build relationships with others based on perceptions of oneself and others are a consequence of verbal and non-verbal messages transmitted in the first years of life in the immediate socialisation environment (family and immediate social environment). On this basis, usually unconsciously, so-called scripted **decisions** are formed, i.e. specific beliefs, which are often also activated unconsciously in adult life. Initially, they are made to gain approval from the environment (strokes), while later they may be linked to internalised standards, whose function is also self-acceptance. Scriptural decisions are important for the formation of life attitudes (positions), which contain information about how much I am worth to myself and how much other people are worth.

One's position in life, understood as one's attitude towards oneself and others, determines the way one thinks, behaves and experiences various life situations, especially those that are difficult and require change, which is, after all, the situation of being outside the labour market and the education system. In the way we carry out various activities, we often confirm our general beliefs about ourselves, others or the surrounding world²⁴. Therefore, in order to bring about a change concerning a certain way of doing things, it is important to understand and work on more general attitudes and beliefs that are not seemingly related to the action in question²⁵.

Attitudes/positions in life, exemplified by attitudes towards oneself and other people, can be seen as specific dimensions of personality, reflecting self-esteem and the way other people are assessed - the perception of them as trustworthy versus untrustworthy, which determines the motivation to enter into close relationships with them or the tendency to avoid entering into close relationships. Life attitudes are formed in the process of upbringing and socialisation, and are therefore the result of the interactions of basic socialisation agencies, whose social location is important for the quality of these interactions.

In the course of life experiences gained in relationships with other people, a system of scripts develops in the individual, ultimately determining life positions that contain information about how much he or she is worth and how much other people are worth. If we take into account the attitude towards oneself and other people, one can

23 W. Sekulski, Kierowanie zespołu - materiały szkoleniowe, Szczecin 2007

24 M. Dawid - Sawicka, E. Stelmach, op. cit.

25 T. Harris, I am OK - you are OK. A practical guide to transactional analysis, Poznań 2009

distinguish four life positions, the first three of which are formed in early childhood (they are unconscious, based on emotions and imaginations), while the fourth is the result of a conscious and independent self-creative decision made by the individual (it is based on thinking, believing and acting), being the result of the cognitive elaboration of various life experiences (relational)²⁶.

		Attitude to self	
		OK (+)	NO OK (-)
Attitude towards others	OK (+)	I'm OK, you're OK	I'm not OK, you're OK
	NO OK (-)	I'm OK, you're not OK	I'm not OK, you're not OK

Own elaboration

Life attitude - life position - I am OK and you are OK (+/+)

People characterised by this attitude have an adequate sense of self-worth, respecting themselves and at the same time respecting others, seeing value in others. They are able to set clear boundaries and communicate their own needs, respecting the needs of others and their boundaries. They are able to realistically assess the situation, the possibilities and the risks inherent in each side. They anticipate the consequences of their decisions. They give themselves and others the right to make mistakes and expect to learn from them. They seek collaborative partnerships. They trust themselves and others. They involve others in the consultation process when making choices, while drawing on their own knowledge and experience. In conflict situations, they seek a constructive solution. In situations of failure, they are able to admit their mistakes and take responsibility for them.

In relationships with others, a person adopting a "I am OK - you are OK" attitude manifests a trusting style, resulting from a balance between intimacy and individual autonomy. Trusting oneself and seeing others as trustworthy, loving, respectful builds a relationship of trust and acceptance and openness to others without fear of being hurt. The person builds dependency relationships correctly, based on a balance between the need for support (dependence) and autonomy (independence). An attitude of openness to support - an attitude

"taking" and an attitude of responsibility for others - the attitude of "giving" is a natural determinant of proper functioning in the community, which is the basis for its creation ("I co-creating" the community)²⁷.

Life attitude - life position - I am OK and you are not OK (+/-)

People characterised by this attitude recognise their potential and respect themselves, while disrespecting others and downgrading their value. They like to be the centre of attention, are keen to emphasise their own successes and the value of their actions, while finding it difficult to notice the work, effort or success of others. They may exaggerate their own merits or attribute the merits of others to their actions. They strive for control and power, which is a confirmation of their position. They show a lack of trust and criticism in assessing the actions of those around them. Their mode of communication may take the form of a command that does not allow the voice of dissent. In conflict situations, they look for sources of conflict in others. They find it difficult to admit their own mistakes. They often surround themselves with people who are less experienced, which allows them to confirm beliefs about themselves.

In relations with others, the person adopting the "I am OK - you are not OK" attitude manifests a rejection-avoidance style. As a result of negative experiences in relationships with others (mainly parents), the person perceives the social world as threatening, hence the way of relating to others is characterised by a defensive incorporation of aggression (depreciation of 'beyond-I' objects), aimed at protecting oneself from being hurt by them. Rather than fulfilling the natural need for connectedness, the person adopts an attitude of rejection or avoidance of closeness when dealing with others and develops an attitude of self-sufficiency based on a positive self-image and a negative image of other people. Suspicion of other people's motivations for their actions, low confidence in the honesty and good intentions of others leads to building distance in social relationships, reducing the need to

27 M. Dawid - Sawicka, E. Stelmach, op. cit. pp. 16 - 17

26 J. Gózdź, E. Wysocka, Life attitudes of high school students and their selected - socio-demographic - correlates, "Edukacyjna Analiza Transakcyjna", 2013, no. 2, pp. 69-86, in: [EAT_2.cdr.9.per.page.cdr.us.edu.pl](https://eas.2.cdr.9.per.page.cdr.us.edu.pl/)

intimacy in favour of emphasising the need for autonomy and independence ('Self rejecting' community)²⁸.

Life attitude - life position - I am not OK and you are OK (-/+)

People characterised by this attitude have an understated sense of self-worth and fail to see their potential. Instead, they see the value, experience, knowledge and merit of others. They often feel inferior to others. They are guided in their decision-making by the beliefs, ideas of others. They easily submit to the direction of others, giving up their own independence, believing that others know better and will do better. They largely trust others, not themselves. They avoid risks and difficult decisions, fearing that they will not be able to cope. They have difficulty defining and communicating directly their own needs or expectations. They are often unable to set boundaries. They notice and emphasise the successes and work of others, devaluing their own. They see the sources of conflict or failure in themselves and their own actions. They may experience feelings of guilt and take on too much responsibility.

In relationships, others, the person adopting the attitude "I am not OK - you are OK" manifests a preoccupied style. A negative self-image and a positive image of others leads to a dominant sense of helplessness ("I am helpless") in relationships, an attitude of dependence on others (depreciation of the "I") and an over-absorption in relationships with other people. The person seeks care, support, acceptance and approval from other people, who are their source of all gratification. Out of fear of rejection in relationships with others, he or she becomes submissive, dependent and ready to meet the expectations of others ('Self blended' into the community)²⁹.

Life posture - life position - I am not OK and you are not OK (-/-)

People characterised by this attitude are characterised by an attitude of disillusionment with themselves and their surroundings, leading to discouragement, helplessness, apathy and lack of enjoyment of life. Seeing no potential either in themselves or in others, they see no point in taking action. Nor do they take up challenges. Instead, they focus on problems, difficulties or potential threats. They have no confidence either in themselves and their abilities or in their environment, which appears unpredictable and unfriendly. They see the sources of their mistakes, failures or lack of success in the world around them.

In relations with others, a person adopting the attitude "I am not OK - you are not OK" - manifests an anxiety-avoidant style. It is determined by a sense of rejection by others and the inability to count on their support. A negative image of oneself and other people leads to a fear of intimacy and withdrawal from social relationships ("double losers") and even to the rejection in adulthood of all expressions of sympathy from other people (depreciation of the "I" and depreciation of the "beyond-I"). The person being insecure, lacking confidence in himself, similarly perceiving others as untrustworthy, out of a sense of threat related to the fear of rejection, adopts an attitude of defensive withdrawal from interpersonal relationships ("Avoidant Self" of the community)³⁰.

The above four attitudes to life have their manifestations in various aspects of functioning, particularly reflected in words or phrases uttered in thought or aloud. The phrases or words formulated are a kind of litmus test of a particular way of thinking about oneself, others and one's surroundings. At the same time, they underlie the work of changing life positions. Seeing, through life positions, how subjective our perceptions are and what the consequences of this are; noticing how, through demotivating phrases, deproving oneself or others, making unrealistic demands and expectations can be a source of sabotaging one's actions, can be a trigger and a reinforcer of change towards proactivity.

If the dominant attitude is aggression, i.e. I'm OK, you're not OK, there may be many phrases through which the person tries to order, control, put his/her needs above the needs of others, which may lead to the construction of a demanding attitude in dealing with others. If the dominant attitude will be one of deadlock, i.e. I am not OK, you are not OK, there may be a lot of ambiguous phrases, indicating a perception of ill-will in the environment and showing a lack of trust in oneself and others. If the dominant attitude is submissiveness, i.e. I'm not OK, you're OK, there may be many phrases indicating a withdrawal of self-efficacy or a depreciation of one's abilities

28 M. Dawid - Sawicka, E. Stelmach, op. cit. p. 16

29 J. Góźdź, E. Wysocka, op. cit.

30 M. Dawid - Sawicka, E. Stelmach, op. cit. pp. 16 - 17

and achievements. The person seemingly shows a readiness to act, but at the same time assumes failure, does not believe in the success of the actions taken. The words will show doubt, perceive difficulties and obstacles and anticipate failure. If, on the other hand, the dominant attitude is assertiveness, i.e. I am OK, you are OK, then there will be many phrases indicating self-esteem, self-efficacy, trust in oneself and others and perceiving the goodwill of the environment.

The table below shows an example of how the adopted life position can influence the way one formulates, thinks about one's goals or the chances of achieving them in the professional field³¹.

How to formulate a job finding objective.	Living position
I need to get this job. I have all the necessary skills, I can present myself properly, unlike the other candidates waiting here. I can clearly state my financial expectations. Just not sure if the employer will notice this I am not convinced of his competence. Most employers want to take advantage of employees by looking for those who are willing to work almost for free.	Aggressive position - I am OK, you are not OK
I would love to get this position. It has been a dream of mine for a long time. However, I have a lot of doubts. Other candidates have more to offer than me. Little experience works against me. The employer is bound to notice my incompetence; after all, he is a professional in his field.	Submissive position - I'm not OK, you're OK
I would like to get a job already. Maybe I lack a few competences, but where would I learn them. Besides, companies don't usually offer anything interesting either, and there are really many people willing to work. Given what kind of employer it is I think the decision is already a foregone conclusion, so why bother trying.	Stalemate position - I'm not OK, you're not OK
I am ready for the new challenges of starting work. I am aware that it involves new tasks and responsibilities. My skills can be my asset. I lack experience, but with my commitment I can quickly implement myself in new responsibilities. I look forward to a substantive discussion with the employer.	Assertive position - I am OK, you are OK

As the example above demonstrates, looking at one's own thoughts, ways of formulating goals or ideas for one's own action through one's life positions can provide a broader perspective and capture those layers of interpretation that often prove limiting or demotivating³².

Each person tends to be in all four positions depending on the place, time, people and situation, but tends to choose one of the positions as dominant, especially in stressful situations or those involving a difficult task. Working with positions should be oriented towards gaining awareness of the positions taken. The higher the awareness of assumed positions, the greater the chance of developing agency and taking responsibility for one's own actions. In the initial phase of working on changing one's life position, one can identify the one that is most often adopted by the person in different life situations, then analyse what factors influence this and what can be done to increase access to other life positions.

31 M. Dawid - Sawicka, E. Stelmach, op. cit.

1.4 PROACTIVE ATTITUDE

Another perspective through which it is useful to look at the difficulties in young people's achievement of educational and vocational goals is to focus on their attitudes, understood as systems of reference that form the background to the analysis of facts and events. Within the framework of attitudes, it is important to identify the person's willingness/or lack of willingness to become active (active/passive attitude) and his/her attitude. If NEETs have a passive attitude, implementing solutions to help them in different levels of their functioning will in most cases lead to a lack of positive results from the guidance counsellor's actions. An active attitude is one that allows for more effective (though not easier) work with NEETs. It should be noted that young people with an active stance can use it to achieve good or bad goals. If we look at the juvenile leaders of gangs and petty crime groups, we see that they display an active attitude aimed at achieving destructive goals. Here it is necessary to reach for another concept (attitude element): attitude. According to the American Psychological Association, an attitude is formed on the basis of our evaluation of an object, person, group, topic or concept³³. While a person's attitude is predominantly passive or active, his or her attitude in different situations and relationships can change and can be very different. The attitude towards a person, a group, a particular action, can be: positive, indifferent, negative. A positive attitude characterises people who tend to focus on the good aspects instead of the bad. Moreover, they do not see a mistake or failure as an obstacle, but as an opportunity. A negative attitude characterises people who ignore the good and pay attention to the bad. They often engage in avoidant or complaining behaviour, which makes it difficult for them to achieve their goals. They may even blame others for failure. The neutral attitude is that of people who do not pay enough attention to situations or events. They tend to ignore the problem and leave it for someone else to solve. Furthermore, they often do not feel the need to change. Thus, summarising the above-described issues related to attitudes and mindsets, we can distinguish:

POSITIONS:

- passive
- active

BASIS:

- positive
- indifferent
- negative

Which gives the following combination possibilities:

- passive attitude and positive attitude
- passive attitude and indifferent attitude
- passive attitude and negative attitude
- pro-active attitude and positive attitude
- active attitude and indifferent attitude
- a proactive attitude and a negative attitude.

Working on attitudes and mindsets in relation to the NEET group is an important aspect of helping these individuals to change their educational and working situation. Attitudes, in a way, define one's identity, they have a decisive influence on directing one's actions and the way one judges situations and others. Through entrenched attitudes, a person shows a predisposition to judge and react favourably or unfavourably to an event, which translates into the way they interact socially and gain life experience. At the same time, as a learned element in the course of interaction between biological, inherited and environmental factors, it is subject to change. This means that through training and exposure to specific situations, one can

32 M. Dawid-Sawicka, E. Stelmach, op. cit. pp. 25–26

33 [What is our attitude? 15 types of attitudes and their characteristics \(krokdozdhealth.com\)](http://krokdozdhealth.com)

shape and change them. Our predisposition to face challenges and interactions largely determines their outcome. It is therefore very important to cultivate the right attitudes towards life and our environment.

In the perspective of educational and professional activity, it seems necessary to work on a proactive attitude, i.e. one that, prioritises action and always aims at efficiency, both when performing activities and solving problems. Likewise, this mental disposition fosters creativity, the generation of added value and the achievement of goals, and a positive attitude towards life.

1.5 A POSITIVE ATTITUDE TO LIFE

Viewed from the outside, attitude is a way of communicating one's disposition to others. When a person is optimistically disposed and expects good things to happen, he or she communicates a positive attitude and people tend to react in a friendly manner. When a person is pessimistic and expects the worst, the attitude becomes negative and people start to avoid the person. The attitudes mentioned above have their origin in the attitude of mind. It is a way of mentally perceiving the world, an internal mechanism that regulates the mental image of the world, just as with a camera, one can set the mind to what appeals to a person. One can see situations as opportunities or as threats. A winter day can be beautiful or ugly. A meeting can be interesting or boring. Perception - the complex process of perceiving and interpreting our environment - is a mental phenomenon. It is possible, therefore, to focus on selected aspects of the environment, ignoring the others, adopting the image of life that one wants to adopt. Exaggerating the positive and diminishing the negative is akin to looking through a magnifying glass. You can place it over the good news and feel better, or do the same with the bad news and feel depressed. Exaggerating situations can become a habit. If a person constantly focuses their attention on difficult situations, the result will be exaggerated distortions of problems. It is different when, figuratively speaking, a person uses the magnifying end of a pair of binoculars to view positive things, but turns it around (using the other end) whenever he encounters negative elements to make them seem smaller. The basis, therefore, of a positive attitude to life is the ability to shape one's mental images, emphasising the importance of what is good, positive, inspiring in life.

A life attitude is not something permanent. Rather, it is a progressive, dynamic, subtle process of perception of reality. A person needs to be constantly vigilant, because negative factors can infiltrate the worldview anew, causing the mind to be preoccupied with considering difficulties instead of opportunities. Positive thinking, therefore, refers to consciously focusing on the positives of what surrounds us: people, events and situations, while avoiding the negative elements that could disturb this image. It consists of two skills: believing in the positive effect of an action and changing the way we think about and experience unpleasant/difficult events as events for growth and change for the better. The ability to see the positive aspects of a situation is one of the indicators of mental health. It can therefore be assumed that people with this ability will more easily reach a state of mental equilibrium, even under realistically adverse conditions. For example, the loss of a job can be perceived as a difficult negative, traumatic experience, but with a positive attitude it is possible to transform this experience into something positive allowing the person to find meaning in it and motivation to do it again.

"fighting" for themselves, for their needs, for a renewed interest in themselves. It can therefore be said that the winners are those who quickly regain a positive attitude to life. People who do not know how to unwind persist with failure, dwelling excessively on it and reflecting on it, thus missing out on much of what life offers. Keeping a positive attitude does not mean that one ignores problems. It simply means that one tries to make the most of each day. He or she tries to solve problems as soon as they arise, without letting them weigh him down. At the same time, he or she realises that a positive attitude alone will not solve problems or make any difficult decisions. In fact, he or she does not expect this to happen. However, a positive attitude makes him or her better equipped to face problems. Positive

looking at the world gives you the courage to think about problems and take action to solve it before it gets out of hand. The fact that you haven't succumbed to nervousness and absentmindedness can spur you to gather facts, talk to people, make your own choices and ultimately find the best solution. And even if that solution doesn't exist, your attitude will help you look at the problem with a kinder eye, which in turn will neutralise its negative effect. Interpersonal conflicts, both in the professional field and in our private lives, can wreak havoc on our careers and lifestyles. If we allow others to destroy us to the point where we lose our positive approach to life, things have certainly gone too far. What can we do to prevent our positive attitude from being stripped away? Here are three suggestions:

1. Resolve interpersonal conflicts quickly to avoid becoming a victim.
2. It could be an apology you don't feel like making at all, starting a discussion to repair a relationship you'd rather take a swipe at, or momentarily forgetting your own pride. A minor conflict that you allow to grow excessively can eventually cause you to lose your positive attitude.
3. If someone behaves unethically, you be above it and move on. Sometimes we allow someone to bring us out of balance, thus depriving us of a positive attitude. We try to get even with that person and in the process become negative ourselves.
4. Isolate or distance yourself from the person with whom you are in conflict. If you have a relationship with a person who has a depressing effect on you, sometimes the only way to regain a positive attitude will be to withdraw from the arrangement. In the personal sphere, complete withdrawal is usually possible, whereas in the workplace it can be much more difficult, imposing distance and focusing on business arrangements, substantive issues will make it easier for you to deal with the disliked person.

Both positive and negative attitudes are given very quickly. Being in the company of a person with a positive attitude is a wonderful experience. Such a person makes us feel happier ourselves. Working around a negative person is like going on a blind date with someone who is a loser. Such a person can cause your attitude to become negative as well. Harmonious relationships between people contribute to effective performance. This will mean: more production, higher quality and fewer mistakes. When people are relaxed and happy, they have a greater ability to concentrate and make better use of their abilities. An outside observer is always best able to determine the degree of productivity in the workplace from the behaviour of employees. The right atmosphere means that people laugh more, are tolerant of each other, treat work as a challenge rather than a series of boring duties. At the same time, one person with a negative attitude can subvert the harmonious atmosphere and the effective work of the group. A person with a negative attitude will have a depressing effect on the activities of the whole group. A small group of people in a group with a negative attitude can divide the group into factions. Everyone will lose out. It is possible to overcome the negative attitude of one person. But it requires effort.

The above reflections on positive attitudes are extremely valuable in the context of working with NEETs. As the Icelandic experience shows, working on building a positive attitude towards life, optimism in looking at one's future is essential to overcoming difficulties and negative life experiences. There is a need to re-evaluate the way we look at failures and setbacks, so that we see it as an opportunity for growth and change, a platform for drawing out positive experiences and building inner strength.

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1.7 SELF-KNOWLEDGE TEST

1. Match words to personality state according to transactional analysis

1. Parent status
2. Adult condition
3. State of the child

A	B	C
I believe who what when where such as which alternatively possibly often my fault tell me more reasons for what you think reality experience let's find a solution	I feel awful help me fantastically oh dear I want it does not I can super stupid exciting	always never do it this way don't do it you must you should never don't forget remember the rules what people will think in my day let me help you have no fear you are wrong explain yourself don't cry be kind be quiet now listen

2. The following description of the dialogue is an example of a transaction:

A - parallel

B - crossed

C -

hidden

Dialogue:

Husband - "Have you seen my cufflinks? "

Wife - "Do I always have to remember everything for you? "

3. Below are the four life positions, mark in the table which ones show a positive attitude towards themselves and which ones towards people

	Relationship to self	Relationship to people
I'm OK, you're OK	Positive Negative	Positive Negative

I'm OK, you're not OK	Positive Negative	Positive Negative
I'm not OK, you're not OK	Positive Negative	Positive Negative
I'm not OK, you're not OK	Positive Negative	Positive Negative

4. Match the formulation of the objective related to finding a job presented by people representing the following life positions:

- A. Aggressive position - I am OK, you are not OK
 B. Submissive position - I'm not OK, you're OK
 C. Stalemate position - I'm not OK, you're not OK
 D. Assertive position - I am OK, you are OK

- ☐ 1. I would love to get this position. It has been a dream of mine for a long time. However, I have a lot of doubts. Other candidates have more to offer than me. Little experience works against me. The employer will surely notice my incompetence, after all, he is a professional in his field.
- ☐ 2. I need to get this job. I have all the necessary skills, I can present myself properly, unlike the other candidates waiting here. I can clearly state my financial expectations. Just don't know if the employer will notice I'm not convinced of their competence. Most employers want to take advantage of employees and are looking for those who are willing to work almost for free.
- ☐ 3. I am ready for the new challenges of starting work. I am aware that it involves new tasks and responsibilities. My skills can be my asset. I lack experience, but with my commitment I can be quickly introduced to new responsibilities. I look forward to a substantive conversation with the employer.
- ☐ 4. I would like to get a job already. Maybe I lack a few competences, but where would I learn them. Besides, companies don't usually offer anything interesting either, and there are really many people willing to work. Given what kind of employer it is I think the decision is already a foregone conclusion, so why bother trying.

5. Match positive and negative behaviours with IAM personality states (underline the correct answer)

		Positive	Negative
1.	Compels, commands, persecutes, humiliates, creates a sense of low value, rejection	The critical parent Caring Parent Adult Spontaneous child Creative child Child adapted The rebellious child	The critical parent Caring Parent Adult Spontaneous child Creative child Child adapted The rebellious child

2.	Spontaneity, sincerity, extroversion, authenticity, expression, fun	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
3.	Cool intellectual, rationalist, excludes Child and Parent states, signals fear of emotionality, lack of capacity for empathy	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
4.	Supports, gives courage, encourages, cares, respects the dignity and freedom of another, teaches tolerance, shows the way to autonomy	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
5.	Anticipates, uses intuition, is curious about the world, inventive, experiments, explores, is independent and inquisitive	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
6.	Provides standards and benchmarks of values	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
7.	Relieves sense of responsibility, 'saves' by bailing out others, prevents development of Adult	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
8.	Can be irrational, escapes from the real world into fantasies and confabulations distorting reality, manipulator, tendency to use games	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
9.	Stifled, honed, passive, conformist, with guilt and high levels of anxiety, shifts responsibility to "circumstances" and other people, manipulates (unconsciously) the environment	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child

10.	Non-conformism, own opinion on every subject, resistance to being forced into patterns, originality, unconventionality, striving for autonomy, opposing totalitarian systems	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
11.	Disciplined, tactful, accepting of social norms and rules, a "diplomat", recognises and respects authority figures, able to achieve his/her goal given social circumstances	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
12.	Violation of all norms, antisociality, psychopathic traits	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
13.	Egoism, impulsiveness, lack of criticality, susceptibility to injury	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child
14.	Obtains information, gathers facts, values choices, works with Parent and Child, verifies information, makes decisions, is objective	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child	Critical Parent Caring Adult Spontaneous child Creative child Adapted child Rebellious child

PRACTICAL PART

2.1 EXERCISES

EXERCISE 1

Title: A NAME ALSO MEANS SOMETHING. SILLY OR PROFESSORIAL? FUNNY OR NERVOUS?

Source: www.analiza-transakcyjna.pl

Aim: To make the client aware of the impact of the form of name/name he/she was referred to by as a child on his/her self-image and attitude towards actions taken. To support the client in letting go of non-constructive beliefs about themselves.

Area: attitudes and dispositions

Running the exercise:

1. The counsellor outlines the client's assumptions and how to carry out the exercise:

"Do you remember what your parents used to call you most often? What qualities were attributed to you in jokes, family stories or perhaps in a specific nickname? Maybe your parents referred to you as: our little wise guy, a sweet angel, a quiet child or gave you a nickname: Laughing Boy, Silly Boy, Silly Boy, Mugger, Mockingbird, Mouthy Boy, Selfish Susan, etc. Recall what you were called. Or do you remember what qualities your parents emphasised?"

2. The client has a moment to reflect. He then shares his memories with the counsellor. While the client is sharing his/her memories, the counsellor deepens/refinements his/her message through the following questions:

- *Do you remember what nicknames your brother/sister had? And what qualities did their parents call them?*
- *What form of name did your parents use for you and what form did they use for your/brother/sisters - full or diminutive?*

3. The counsellor, on the basis of the information provided under the description of the exercise, discusses with the client the connotations of the nicknames/definitions with which the client was defined in childhood, starting the topic with the following text:

*"You are just now becoming aware of how your nickname defines you and how it manifests itself in your adult life. Now it's worth talking about **what permissions are associated with the terms you were defined by as a child and what potential prohibitions they carry**. Importantly, we subconsciously adhere to these prohibitions, which significantly affects our choices and the way we live our lives."*

4. Once the analysis of permissions and prohibitions has been completed, the counsellor initiates a conversation about the client's resources that may be derived from their nicknames and/or terms:

*"Before you reach for the phone to your parents to make a 'complaint', think about the resources your nicknames/name form/definitions are associated with - these you already have and can develop further. They are worth being grateful to your parents for. If, on the other hand, you notice traits or behaviours that were rather unsupported in your home in relation to you - nothing lost: **you can make a different decision and consciously develop them, based on your resources at this particular moment in your life**. To start with, take a look at your acquiescence: what you already have developed and what is still worth working on and consciously develop the qualities that are important to you."*

5. The counsellor, together with the client, draws up a list of resources resulting from the declarations, followed by a list of

areas to work on. The counsellor can use the other exercises in this chapter to diagnose deficit areas.

Notes for the Advisor³⁴ :

The terms/nomenclatures heard in childhood carry an important message for the child, that is, information about what the parents expect from him or her and what they do not accept. **Thus, certain characteristics are reinforced and others extinguished.** They also give the child "permission" for a certain type of behaviour. By looking at what associations and behaviours are potentially associated with and potentially excluded from our nickname, it is easier to discover the person-specific prohibitions and permissions, and therefore the unconscious messages about what is not allowed (and what kind of person he or she cannot be) and what is allowed (and what kind of person he or she can be). A Laughing Man or a Little Silly Man may be delightful and make company laugh, but no longer necessarily boldly stand up for themselves or take responsibility for important tasks. Intelligence is also unlikely to be associated with such terms. It is a different matter if you are a Wise Woman or a Professor - here there is a strong endorsement of thinking and developing intelligence. However, there is less agreement with spontaneity and simply being a child in these terms. And Gapcio or Oferma? They are quite clearly associated with a lack of capacity for success, resourcefulness. Rather, they indicate the need to be left in the care of others - those more 'encompassing'. **More often than nicknames, the child hears specific terms: clever boy, brave son, cute girl, pretty/sweet daughter.** Sometimes also the negative ones: mouthy, stubborn as a donkey, scatterbrained, sloppy, messy, dirty, nosy child, etc. **Nicknames can be affectionate and warm, but they can also be belittling, unfair or even humiliating.** After all, it's not nice to hear of oneself as a Gammon, a Mazg, a Scrooge or a Dummy, even if the parents add some suffixes to them to theoretically soften the message, such as: Little Gammon, Our Sweet Mazg, etc. **Whether positive or negative, 'nicknames' are associated with some package of traits - they evoke specific behaviours.**

Sometimes a nickname is perceived differently by a child than parents would like. James and Jongeward cite the example of a four-year-old whose dad referred to him by the nickname Shooter. The boy's father had been a talented footballer in his student days. He pointed out that his son also had a strong kick and was proud of it. However, the child started to cause trouble in the kindergarten - he kicked other children and even tried to kick the kindergarten teacher. When the boy's nannies reacted, the toddler said his dad told him he had a great kick. So unknowingly, the parents, by calling their son Sagittarius and praising his kicking, gave him permission to aggressively kick other children. When they stopped referring to the child in this way, the son's behaviour quickly changed.

An interesting aspect related to attributions was pointed out by Tony White, during a webinar on acquiescence and prohibition. **In the family system, everyone has a place, and certain attributes assigned to a child reserve that place for that child.** If there are siblings in the family, presumably different attributes were assigned to each child. If someone 'occupies the place' of the Wise Man, then his brother or sister occupies a different niche. Maybe the brother is a Laughing Man, maybe the sister is a Sweet Angel, but hardly another

"Professor" or "Smart". It's not that the other siblings aren't intelligent, but it is, however, the other attributes that are the differentiator for each child in a family. **We are given certain attributes and occupy places associated with them.** What's more, these attributes manifest themselves later in our lives and in our adult encounters, so it's good to see how these terms are still alive.

The juxtaposition of the epithet with the form of the name that is used for the child also provides an interesting observation. James and Jongeward (1994) point out that different variations of the same name carry specific emotional connotations from the environment and each form carries a different message. Sophie, depending on her mother's mood, for example, may be called Zosieńka or Zośka. Behind each of these forms are different emotions of the mother, which the child learns to read. In this way the child learns what feelings the mother has for him in a certain situation and also what triggers these feelings.³⁵ **Śmieszek, Gapcio or Cukiereczek will more often hear the diminutive form of the name (e.g. Oluś or Oleńka), while Mądralińska or Mądralińska will hear the diminutive form of the name.**

34 www.analiza-transakcyjna.pl

35 K. Doroszewicz, M. Krzemińska, **Name form as a premise for inferring personality.** "Psychological Review", 2007, Vol 50(3), 259- 271

14.	Did the protagonist achieve his goal? If no: how could he have done so? If yes: how could he have done it differently?
15.	How do you imagine your character's life after the fairy tale ends? What happened next? What were the years that followed? How long did he live and how did he die?

2. Once the client has finished, the counsellor continues:

"Just a small point: What you don't remember also matters. So if you feel like it, read a bit about your byline now. Have you missed any details? Or have some characters disappeared from your story? Who were they, what characterised them? Could it be that it is not what you do not accept in yourself, in others or in life?"

3. The counsellor then interprets the information provided by the client, discussing it with the client:

*"So you have your story. **Now see how it reveals your script, and therefore the unconscious message you are carrying out in your life.** You may think it impossible that the fairy tale says anything more about you. After all, it has probably been chosen by hundreds, if not millions of other children. This is true. **What is key, however, is how YOU interpret the fairy tale.** I suspect you would be surprised at how others tell the same fairy tale. This is where the crux lies. Not so much in the fable itself, but in how you tell it. Sometimes, however, the choice of fairy tale itself is also significant. Even as children, we choose a particular fairy tale in which we identify with the protagonist precisely because we interpret it in some way, usually on an unconscious level. **The fairy tale allows us to express ourselves and our story in a childish way, and its echoes are also with us in adulthood.** So take a look at your interpretation:*

- 1) *The place where the action takes place is, so to speak, the decoration of your life. Where do you live it? In a futuristic future, or perhaps in a dark forest? Is it a pleasant place, or is it rather scary? Complete the sentence: I perceive my reality as (insert place from fairy tale here) in such a way that... What does this tell you about how **you perceive your reality?***
- 2) *Your **character defines your identity.** What he is like, how you see him, is a story about you. What do you like him for, and what annoys or saddens you about him? And what is it like for you with these qualities?*
- 3) *Other characters are **important figures for us** - often a projection of **our** parents. They show what roles you cast people in when you enter a new environment. Observe whether you are unconsciously seeking to*

in your environment of similar roles. Perhaps in a new group you are subconsciously looking for a prince to protect you or an evil stepmother to get in the way of your dreams?

- 4) The hero's purpose indicates **your scripted decision** about what you are aiming for and what it should look like. What is central to the hero? What is he or she fighting for? What about you? What is the meaning of your life? How does it manifest in your hero's purpose?
- 5) The hero's tasks help to uncover so-called **parental programmes, i.e. messages from important figures** (usually parents) about how you should act and what you need to do to live your life well. How do your hero's actions fit in with what you think about how you should function? How does this relate to what your parents have said or even passed on without words?
- 6) What your protagonist must be is indicative of the **drivers or otherwise called engines or scripts, and therefore some kind of compulsions to which you succumb in the hope of thereby maintaining a positive self-image**. There are five main drivers/scripts:
 - Be perfect - compulsion for perfectionism; Mr perfect / Ms perfect;
 - Be strong - a compulsion to endure in spite of everything; a cyborg, a lady unmoved;
 - Do your best - a compulsion to constantly do, to exert yourself beyond your means;
 - Make pleasure - the compulsion to put others first, to care for others;
 - Hurry - a compulsion to act quickly, to be constantly on the move and in action.

We all experience each of these to some degree, but some are more distinctive and affect us to a much greater degree. Observe which one is central to your behaviour. How does your character's behaviour point to it? How does it manifest itself in your life?

- 7) An evil power or black magic imagines an important **figure who has imposed some significant prohibition**. Think about who this evil power or figure imagines from your life. Who do you associate with from your childhood?
- 8) Obstacles refer to prohibitions i.e. **negative messages received from an important person** - it prohibits access to acting, thinking or feeling freely in some area, e.g. don't feel angry, don't think, don't succeed. Observe what this evil power in the fairy tale was restricting and how it relates to your life. What was not allowed in your case?
- 9) Facilitators or helpers indicate acquiescence. An acquiescence is a **positive message received from an important person** - unlike a ban, it allows access to your resources and is supportive. It tells you what you can do to live fully, consciously and in harmony with yourself. So what does the protagonist of your fairy tale have permission to do? What about you? What resources do you have free access to?
- 10) When describing your protagonist's friends you are describing **your own friends**. How do you perceive them? What kind of relationships do you have? How do the fairy tale characters reflect your relationships with the close people in your life?
- 11) And this is a **description of your enemies**. Who are they? How do you see them? In what ways do they threaten you? Look at how this reflects your real-life relationships. How do you perceive your enemies? Why are they unsympathetic to you and what causes their actions? What similarities do you see with fairytale characters?
- 12) This magical good power tells you about your **available but unused resource or a possible new decision**. What does good magic make possible? What does it give you access to? It is a subconscious representation of your hidden resources. Note: if there was no such thread in the fairy tale it does not mean that you do not have them. They just didn't show up in the story.
- 13) **The emotions** you attribute to your protagonist are probably very familiar to you, because you **often experience them**. It is possible that they are parasitic feelings, i.e. emotions that substitute for others that are appropriate at the time.
- 14) How your character may have achieved a goal speaks of **new options**. It points to a possible **new decision** you can make using your current resources, built up since childhood. You don't have to run the same story. You have the ability to influence it actively and this part of the story is about that. How might your character have acted differently to achieve their goal? How might it inspire you to take action in real life?
- 15) How does the continuation of the fairy tale scenario tell the story of how you are living and where you are going? How do you see your life going? Do you plan to lead a long and fulfilled life, or do you see it in black colours?

*Or do you not have a decision yet and the ending is open? **It is your decision about how you want to live your life.***

5. The counsellor summarises the exercise:

*"To what extent has looking at your life and decisions through the lens of a fairy tale helped you to discover your own script and unconscious content? **If you are not clear, it may be worth doing this exercise with someone close to you and also attentive, who will kindly guide you in interpreting the fairy tale.** It will show you the areas you do not want to see. Analysing a fairy tale is an interesting introduction to further development work - it allows you to look at beliefs about yourself, others and the world. They are at the heart of our script - our decision about how we want to live our lives.*

EXERCISE 3

Title: THE "DOWN THE HILL" TECHNIQUE

Source: D. H. Barlow , [C. Cassiello-Robbins](#) , [H. T. Boettcher](#) , [H. M. Latin](#) , [J. R. Bullis](#) , K. H. [Bentley](#) , [K. K. Ellard](#) , [S. Sauer-Zavala](#) , [T. J. Farchione](#), Transdiagnostic cognitive behavioural therapy for emotional disorders, Handbook, Gdańskie Wydawnictwo Psychologiczne Sp. z o.o., Sopot 2020

Aim: to support the client in recognising the key beliefs that determine their perception of reality. To support the client in rejecting unconstructive beliefs about themselves.

Area: attitudes and mindsets.

Running the exercise:

1. The counsellor explains the purpose and the exercise to the client: *"Not all our thoughts are in line with the right one, because they are often distorted by our schematic thinking. All our emotions and our behaviour arise from these very thoughts, often unconstructive to us, not fully named, but nagging at us. P. we go to a party and predict in advance how it will go, such as the possibility that we will be ignored or rejected by the other partygoers. This is an example of the so-called "anticipation of the future", which may or may not be true, but most often we do not think of the situation in terms of an alternative (I don't know what it will be like: they may welcome me "with open arms", but it could also be the other way around), but we adopt "automatically" one anticipated scenario, and often a negative one (driven by negative thoughts). The tool we are going to try out now will help you analyse the dependent sequence of processes that lead you to design the events at the event cited above in this way and not in another way. To do this, try answering the questions I will be asking you and we will see where we get to. So imagine a situation where you are getting ready for an event. The adviser asks questions and the client answers them:*

What is the first automatic thought that pops into your head?

Customer's first automatic thought:

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Client's basic automatic thought:

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Client's basic automatic thought:

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Client's basic automatic thought:

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Client's basic automatic thought:

2. After completing the STRING DOWN technique, the counsellor discusses with the client the validity of the automatic assumptions/conceptions by asking questions:
 - What premises, evidence or logical arguments do you have that this is the case?
 - What is the genesis of the thought that made you apprehensive about going to the event?
 - Do the same assumptions also apply to other people? What does it depend on that individuals make different assumptions?

Notes to the adviser:

The aim of the downward arrow technique is to get to the final conclusion of a negative thought or event, i.e. the client's core beliefs. The counsellor can use this technique to analyse different situations, e.g. an upcoming job interview. Below is an example of a hypothetical situation - going to an event - 'analysed' using the 'STRING DOWN' technique:

Situation 1: I am considering going to a party.

Automatic thought: 'I don't want to go there'.

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Basic automatic thought: I'm not going to enjoy myself

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Basic automatic thought: others are always cheerful and chatty and I am not.

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

Basic automatic thought: nobody likes me, I suck.

Situation 2: I was fired from my job.

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

The basic automatic thought: "Since I've been sacked, that means I've failed."

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

The basic automatic thought: 'Since I've failed at this job, it means I'm good for nothing'.

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

The basic automatic thought: "Since I was sacked once, no one will want to hire me again."

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

The basic automatic thought: "Since the boss didn't like me, that means I'm repulsive to everyone."

If this were true, what would it say about me? Why is this important to me? What would happen if this were true? What would happen next?

The basic automatic thought: "If people don't like me, it means I'm worthless."

Situation 3: A friend invites me to go to the swimming pool and I don't really know how she feels but I know I don't want to go there.

Why don't you want to go there?

Because a friend will see my stretch marks

Why is this a problem?

He'll think I'm a flunky.

What's in it for you?

She will not like me.

What will it mean for you?

That I am hopeless and nobody will like me

Does anything else come out of this for you?

That I will always be alone, I will die alone.

Sometimes in the course of using the 'ARROW' technique it can happen that we start to *go* round in circles (we come across the 'HORRIBLE ARROW DOWN'), e.g.: *why don't I want to go to the pool* ⇒ because I'm ashamed ⇒ *why* ⇒ because I have stretch marks ⇒ *what does that mean for me?* ⇒ that I am ugly ⇒ *and what does that mean?* ⇒ that I don't want to go to the pool. In such a situation, we need to change the way we ask questions and ask follow-up questions such as:

what does this say about me as a

person? what does it say about the

world?

what does this say about my life?

what does this say about other

people? what does this say

about my future?

Robert L. Leahy considers the obstacles when using the downward arrow technique in that some people stop recognising negative thoughts before they reach the most basic belief. The client stops at the thought: "I'm going to fail the exam" and does not go deeper. He states: "Failing is already a scary enough thought" or "After all, I don't really believe I will fail". In such a situation, we ask the client to try to reveal the 'deeper' or 'worst' conclusions of the initial thoughts. Often we find that thoughts of failure or rejection are associated with visions of dire and catastrophic consequences. These underlying 'worst fears' fuel the anxiety generated by the earlier thought.

EXERCISE 4

Title: LIFE POSITION SCALE

Source: Boholst, F. (2002). *A Life Position Scale*. Transactional Analysis Journal, Vol 32 (1), Jan 2002, 28-32; analiza-transactional.co.uk.

Aim: to make the client aware of the beliefs that determine our reactions. To support the client in rejecting unconstructive beliefs about themselves.

Area: attitudes and mindsets.

Running the exercise:

The counsellor gives the client a printout of the form below, asking him/her to fill it in. He/she then instructs the client how to calculate the results and provides an interpretation of the result obtained by the client, entering into a discussion with the client about the impact on his/her life of the attitude (I OK - YOU OK, I OK - YOU NOT OK, YOU OK - I NOT OK, I NOT OK - YOU NOT OK).

LIFE POSITION SCALE

Author of tools: Fredrick A. Boholst

Source: Boholst, F. (2002). A Life Position Scale. Transactional Analysis Journal, Vol 32 (1), Jan 2002, 28-32.

The author has given permission for free use of the scale, noting, however, that he encourages users to further research and establish culturally and environmentally appropriate standards.

In each table, mark next to each statement how often you can relate it to yourself. Then count the number of times in each column and multiply the result by the number indicated. Count the total from the table.

PART I	ALWAYS	FREQUENT LY	HALF TO HALF	TIMES	NEVER
I like myself.					
I am proud of who I am.					
I feel confident					
I am aware of my advantages.					
I believe that I am generally good.					
Add up the marked answers and recalculate:	x 5 = _____	x 4 = _____	x 3 = _____	x 2 = _____	x 1 = _____
SUMA					

PART II	ALWAYS	FREQUENT LY	HALF TO HALF	TIMES	NEVER
I don't feel good about myself.					
I feel helpless.					
I would have preferred not to have been born.					
I feel that I will not realise my dreams.					
I think others don't like me.					
Add up the marked answers and recalculate:	x 1 = _____	x 2 = _____	x 3 = _____	x 4 = _____	x 5 = _____
SUMA					

PART III	ALWAYS	FREQUENT LY	HALF TO HALF	TIMES	NEVER
I appreciate others easily.					
Others are generally good.					
Most people can be trusted.					
People can do a good job.					
I am happy when I get to meet other people.					
Add up the marked answers and recalculate:	x 5 = _____	x 4 = _____	x 3 = _____	x 2 = _____	x 1 = _____
SUMA					

PART IV	ALWAYS	FREQUENT LY	HALF TO HALF	TIMES	NEVER
I wish/wish some people were dead.					
Other people irritate me.					
I don't trust people.					
I am suspicious of people's intentions.					
I am impatient with other people's mistakes.					
Add up the marked answers and recalculate:	x 1 = _____	x 2 = _____	x 3 = _____	x 4 = _____	x 5 = _____
TOTAL					

Apply the totals from the individual tables to the table below:

ITEM	RESULT
JA scale: Add up scores from parts I and II	
YOU scale: Add up the scores from Parts III and IV	

Score for the JA scale:	RESULT
Under 38 - the "I'm not OK" position	Under 36 - the item "you are not OK"
Above 38 - "I'm OK" position	Above 36 - the "you are OK" position

Notes to the adviser:

Many people do not see how much their thoughts and what they believe shapes their reality. The consequence of our thoughts is what we believe and this determines what we do. Thoughts influence our decisions by shaping our reality. The power of our beliefs can destroy and build depending on what we are convinced of. Recent discoveries and research confirm that the most important determinant of how we are is the information flowing from the environment to the cell, and thus to the whole organism, and how we respond to it. Our reaction, in turn, is in accordance with our beliefs, attitudes - those we consciously identify with and those we are unaware of, because they were formed during our 'unconscious', i.e. in the early stages of our existence. These beliefs are formed on the basis of experiences - those consciously experienced and those experienced outside of consciousness, as well as through inheritance. The beliefs we carry within us have an impact on our entire life, on the choices we make: who we befriend and who we dislike, which life partner we choose, where we live, what profession we have, how many children we have, how we eat, how we spend our leisure time and even - how we look. This is why it is worth getting to know, one's position in life and the life script (motor/driver) that is characteristic of us, because these parameters, among others, are important for our perception of reality.

A life position is a psychological attitude towards ourselves and others that we develop in childhood. It is derived from core beliefs developed in our early years and is used to justify our decisions and behaviour. One can observe the life position by analysing our general statements about ourselves (e.g. *I am likeable, I am stupid, I am the best*, etc.) and others (e.g. *People are basically fine, People cannot be trusted, This world is brutal - everyone fights for their own*, etc.). These boil down to decisions: 'I am OK' or 'I am not OK' and 'you are OK' or 'you are not OK'. So we decide how we perceive ourselves and others: OK or not OK. This allows for four possible combinations:

I'm OK - You're OK: this position, abbreviated as 'OK-OK', is considered a healthy life position for recognising one's own and others' resources and maintaining a generally positive outlook on the world. It is linked to the concept of assertiveness, and concerns the recognition of both one's own and other people's rights to express oneself and act according to one's needs, in mutual respect, without submissiveness or aggression towards others. It is characterised by a willingness to interact with others.

I'm not OK - You're OK: a position in which one does not recognise one's resources and ability to adequately act and meet one's needs, while others are perceived as having the resources and ability to act. A person with this position feels inferior to others and, at an unconscious level, makes choices that lead to unpleasant feelings that confirm their presumed low value. This can manifest as a lack of confidence in one's own abilities and capabilities and a belief that it is others who know better what to do in a given situation.

I am OK - you are not OK: this is a position in which we do not recognise the resources and capacity to act adequately in others, while we see such capacity in ourselves. A person with this position feels superior to others and tries to make it so in different situations. He or she adopts a defensive position and may be perceived as

aggressive, insensitive, apodictic. The position can also take a more subtle form - rescue. Person "The 'helper' acts on the assumption that she knows better how to help someone, and therefore attributes to herself the ability to think and act adequately ('I am OK'), taking it away from others ('you are not OK'). This position often serves to cover the much deeper lying 'I am not OK - you are OK' position, acting as a defence, as it were, against admitting to oneself that one sees oneself as 'not OK'.

I'm not OK - you're not OK: an impasse, a position in which one does not see resources or opportunities for adequate action either in oneself or in others. A person in this position is convinced that the world and people are good for nothing, just like him/herself. It is characterised by helplessness.

Our life script (unconscious script for life) is built on the basis of our life position, so one of them is most characteristic for us. It is worth adding that our life position can change over the course of our lives.

The above life position survey tool was created by Fredrick Boholst and published in the Transactional Analysis Journal. The author's premise was to create a tool to estimate which of the above four life positions we are closest to. The author has given permission for free use of the scale, noting that he encourages users to further research and establish culturally and environmentally appropriate norms.

EXERCISE 5

Name: MY ROLE IN THE GROUP

Source: own compilation inspired by the analiza-transakcyjna.pl portal.

Aim: to make the client aware of the beliefs that determine our reactions. To support the client in rejecting unconstructive beliefs about themselves.

Area: attitudes and mindsets.

Mileage:

1. The counsellor asks the client to choose one of his/her most characteristic behaviours in the group

*"I invite you to look carefully within yourself and decide **whether in a group you are most often a participant, a passenger, an opposer or a prisoner**, and to consider **what your role says about your position in life**. Recall and tell me please, how do you behave when working in a group? Are you an active participant in its activities, not withdrawing or imposing your point, but rather setting yourself up to work together to achieve something good for the group? Or do you just look at what the group produces and use it without making a contribution, rarely speaking, passively listening, perhaps even flicking through your phone or making plans for another time? Or perhaps another option: you often question the views of others, are fully convinced of your ideas and are convinced that you know best how the group should work. There is another option: you have the feeling that what you are doing makes no sense and at the same time nothing can be done about it. You don't want to get involved, but you also don't feel the space to leave the group in question. You may whine sometimes, but you are unlikely to take any action to change things. This may be accompanied by a feeling that you can't do it, others will make everything difficult again, or they will be against you, so it generally doesn't make sense. Where are you in all this? What optics are you adopting?"*

2. After analysing the characteristic behaviour with the client during the group work, the counsellor provides an interpretation of the type of behaviour and the characteristic life position, as described below:

Participant³⁶

When you actively participate in what is being worked out by the group with respect for yourself and the other members of the group, you present your opinion but also listen to others. You do not withdraw or impose your opinion, but rather work together to achieve something good for the group. In doing so, you take care to express your opinion constructively. However, there is a clear difference in presenting your opinion and imposing it. At the heart of the participant's position is mutual respect: for each other's reasons, for each other's needs,

competences, as well as to the rationale, needs and competences of the other participants.

When you participate in this way, you are in a position of 'I am OK - you are OK'. This is a life position in which **you recognise your resources and needs and take care of them adequately, just as you recognise the resources and needs of the other party and accept the right of others to take care of themselves.** You then seek, together with the other participants in the group, a good solution. This is the essence of engaging with the group from an OK-OK position. If you generally have such experiences from your presence in different groups (professional or private), you are probably often in the position of "I am OK - you are OK".

Passenger³⁷

A situation where you passively watch what the group develops indicates that you are in the role of a passenger. You could say that you are a "stowaway", because you are benefiting from what others have developed, without making a contribution of your own. When you function as a passenger in a group, you rarely speak, you listen passively, perhaps even engaged in browsing your phone or making plans for another time. Internally you feel that there is no point in speaking up - eventually others will work something out and you will respond (or not, you'll see, maybe you'll just nod to get it over with).

This is linked to the 'I'm not OK - you're OK' life position. Why? Because **you refrain to some extent from speaking up, taking care of your needs and using your resources,** handing over decision-making to others and, as it were, involuntarily following them. Even if, in the end, you do not decide to accept the solution worked out by the group, by not participating actively you put yourself at a disadvantage, you disengage yourself from the decision-making process, perhaps feeling that your opinion would not be taken into account anyway. If you often observe yourself in the role of a passenger in various groups (at work, but also among friends), you are probably often in the position of "I am not OK - you are OK".

Oppositionist

When you switch on opposition mode, you often question the views of others. After all, you have a great proposal and others should take it on board, you just need to prove that other ideas are not as good. You may have complete conviction in your idea and there is nothing wrong with that. However, if this is followed by a belief that you know better and a tacit (or explicit) desire to be in opposition to the idea being presented - this is not an OK-OK position. It doesn't have to manifest itself in open conflict and shouting; it could just as well be a 'game' of 'yes, but' or 'yes, at the same time'. The effect is the same: challenging the opinion of others.

This is linked to the 'I'm OK - you're not OK' life position. Why? Because **you invalidate others and their needs, assuming that your opinion is the best one.** But there is no real discussion in this, even if you seem to invite it, because deep underneath is the need to prove others wrong and win the 'discussion' or at least point out others' mistakes. If this is a familiar attitude to you, you may also feel somewhere deep inside that you are annoyed by people gaining more popularity in the group and may therefore feel like pointing out their mistakes or pointing out that they have not quite taken everything into account, for the sheer satisfaction of demonstrating this.

Prisoner³⁸

When you feel a prisoner of a group, you feel that what you are doing makes no sense and at the same time nothing can be done about it. You don't want to get involved, but you also don't feel the space to leave the group in question. So you are stuck with a growing sense of hurt and hopelessness. You may whine sometimes, but you are unlikely to take any action to change things. This may be accompanied by a feeling that you can't do it, others will make everything difficult again, or they will be against you, so it generally doesn't make sense.

This is linked to the 'I'm not OK - you're not OK' life position. Why? Because you **do not see the possibility of solving the problem either in yourself or in others.** You assume in yourself a lack of ability to initiate change or take care of your own needs, while at the same time you perceive other members of the group as unsupportive, incapable of changing or perhaps even hostile. You may feel hopeless ("I don't have the strength, nothing can be done here, nobody will listen") or even frustrated.

37.Op.cit.

38 . Op.cit.

(*'there's no point in talking to them, they don't understand anything'*) or even hostility (*'there's nothing I can do, everyone is against me'*).

3. The advisor continues to talk to the client: *"You might be thinking to yourself: 'OK, I haven't wanted to talk to my friends about going away together lately. Does that mean I am generally in a non-OK life position?' No, it's definitely not about drawing conclusions from an individual situation. However, you know yourself enough to know what role you choose most often. I encourage you here to observe carefully and be honest with yourself. We would probably all love to see ourselves in a group of active participants. However, observing group work usually shows otherwise. Being in a group is a great opportunity to see what is also triggered in us on deeper levels. So think especially about how you see yourself in the group:*

1) What do you think of your resources and competencies?

- **What influence do you have over what will be worked out?**
- **How do you take care of your needs in the group?**
- **To what extent do you express your opinion?**

2) And how do you see the other participants in a given group?

- **What do you think of their resources and competencies?**
- **What influence do you think they should have on what will be worked out?**
- **To what extent do you feel they can take care of their needs?**
- **How willing are you to listen to what they have to say?**

*Also ask yourself **what role you are in when you are not in the OK-OK position**, i.e.: when/what situations/groups do you not engage with the group from the OK-OK option? What do you do then? Do you withdraw into passivity, do you resist the suggestions made, or do you persist in powerlessness? **This will show you what positions in life you most often take precisely when you lose your ability to be in the OK-OK position.***

EXERCISE 6.

Title: MY TALK ABOUT MYSELF

Source: own elaboration

Objective: to make the client aware of hidden beliefs about himself, other people and the world. To enable the counsellor to quickly observe which driver characterises the client. To support the counsellor in supporting the clients effectively according to their appropriate drivers.

Area: attitudes and dispositions

Materials: coaching cards (e.g. Points of You - Punctum, Coaching Game, Synapsa) or illustrated cards (e.g. DixIT)

Running the exercise:

1. The counsellor asks the client to choose the card that interests him the most and illustrates his life ("the story about me"). The counsellor then asks the client to present a story about his/her life based on the associations he/she has made with his/her chosen card.
2. On the basis of the following information, the counsellor presents the purpose and theoretical basis of the exercise to the client, and together with the client interprets the story in terms of the client's beliefs behind it:

"Let me tell you Kinga's story. Kinga had always dreamed of being accepted to work for a security company. When it turned out that they were looking for someone just for her dream position, she applied straight away. However, she went to the interview very nervous. Thoughts were rattling around in her head that she didn't have enough experience and didn't have anything to compete with better than herself, that she was a girl and guys in this kind of job were better than her, etc. She supposedly wanted the job, but under her skin she felt that she wasn't going to get it anyway. And because she felt that way - she was so upset that she performed much worse at the interview than the other applicants for this job.

What blocked her success was her beliefs. If she could change one thing - her beliefs

- things could have turned out very differently. Beliefs are nothing more than your thoughts about something. They are formed under the influence of other people and life experiences, mainly during childhood. We can divide them into several categories:

- 1. Beliefs about myself - what I think about myself, how I judge myself.*
- 2. Beliefs about other people - e.g. how I perceive certain social groups or people in a certain position.*
- 3. Beliefs about the world - whether I find the world a welcoming place or one full of dangers.*

It is important to address beliefs in the non-supportive category, although it must be admitted that this is quite demanding work. First of all, you simply have to 'catch' them, notice them. Most of us, unfortunately, have a tendency to blacken our minds, so fighting beliefs can be harder because of this too. Like in Kinga's example, thoughts like "I don't have enough competences". "I'm sure I won't get the job because there are a million better people than me". determine our actions and, as it were, produce adverse effects for us. In the example cited above, the effect was that Kinga was not accepted for the job. The story you told served to 'catch' these beliefs, so now we will try to decipher it together."

- 3.** Based on the following information and involving the client in the conversation, the counsellor interprets the client's story in terms of "catching" negative beliefs or scripts that distort our view of reality and may hinder the client from realising our intentions/desires.

Notes to the adviser:

Transactional analysis is one psychological theory that explains, among other things, the motives behind human behaviour. It coined the term 'driver' to describe the phenomenon of unconscious messages pushing us to think and act in a certain way. In short, these are our inner urges, the fulfilment of which makes us feel "OK". If we don't fulfil them our mood lowers, our self-esteem decreases and we become irritable and annoyed. It all starts with an inner **MUST!** I have to be strong, I have to be perfect, I have to hurry, I have to do my best, I have to give pleasure. In the sense of scripted transactional analysis, we often live under the pressure of 'chasers' (drivers). The genesis of the chasers are the strict injunctions of the Parent, which express the conditional life position of 'being OK' on the principle: "You are OK if...". This "if" refers to certain conditions that we must fulfil in order to feel "OK" and are contained in the 5 main imperatives (drivers) that guide us: "Be Perfect" (Be Perfect), "Be Strong" (Be Strong), "Please Others" (Please Others), "Try Hard" (Try Hard) and "Hurry Up" (Hurry Up). Mostly it is the case that one of these is dominant in each of us. Sometimes two or three of them evenly dominate our behaviour. More often, however, they only complement the dominant one to a weaker degree. For this reason, we usually have no problem pinpointing the one that is crucial in our case. Each imperative not only influences how we behave, but also defines our working style. Each has a positive as well as a negative face. Each one also has a 'permission' that we can give ourselves to negate its dominance somewhat, but even so, especially in stressful situations or when we go into 'autopilot' mode when tired, our characteristic driver is bound to make itself known. It is useful to know your imperative, but also to be aware of the imperatives of our relatives or friends/co-workers in order to understand their motives for action. Sometimes it is also useful to know the 'acquiescence' that can put them off in that injunction.

Below are characteristics of the 5 basic drivers and descriptions of the behaviours characteristic of those representing each driver:

DRIVER BE STRONG³⁹

Description of the exercise behaviour: the person with the dominant driver "be strong" finds the exercise frivolous and impractical. He or she goes into it to avoid drawing attention to himself or herself. However, he or she may give expression to his or her scepticism ("And now we are going to play instead of training?"; "These cards are supposed to say something about us? I thought this was serious training, not fortune-telling fun."). He feels relieved when the exercise is over. Often cuts off emotions and feelings by talking a bit about them (e.g. "This is scary" instead of "I'm scared of this"). He also uses general terms instead of talking about himself (e.g. "People usually

39 Op.cit.

don't like this kind of behaviour" instead of *"I don't like it"*; *"Someone might find it stupid"* instead of *"I think it's stupid"*). In the narrative, he refers to strength - weakness; coping (*'there is no point crying over spilt milk'*; *'you have to pick yourself up'*); fulfilling responsibilities, childishness (*'it's not serious'*). He does not use gestures. Facial expressions are severely limited, the face remains expressionless. Expression is strongly blocked, hence behaviour will tend to be calm, balanced, without much spontaneity or free play.

Characteristics:

Alienated, independent, unavailable and reliable. Reluctantly accepts help and finds it even more difficult to ask for it. Likes to manage on his own. He keeps his distance from people and finds it difficult to let them get close to him. This is how we most often see a man whose dominant driver is Be Strong. But what lies deeper?

Description of behaviour

Driver Be strong is a defence against the fear of rejection. The person characterised by it avoids rejection by shying away from entering into close relationships at all. He or she tries to cope on his or her own as much as possible. He or she talks about feelings, but does not show them. This is especially true when expressing sadness or weakness in front of others. She sees people who show their emotions directly as boring or unreasonable. Those around her see her as reliable, trustworthy and able to handle difficult situations. However, aloofness and self-reliance are only a mask whose donning protects her from forming intimate relationships with others, preventing rejection at the cost of losing intimacy altogether. She repeats to herself the lie she wants to believe: *"I don't need anyone"*. She declares that she does not believe in love, even though deep down (often unconsciously) she really wants it.

She considers her lack of susceptibility to the opinions of others and her declared lack of need for external support to be her strengths. In reality, however, she firmly believes (although this may not be realised) that she is not worth loving. She assumes that entering into deeper relationships will end in rejection anyway. She may choose to be in a relationship with someone who is in great need of support or who expects (even demands) full devotion in order to continually try to merit love in that relationship. She puts her own needs in the background by focusing on satisfying others in order to deserve their affection. Believes she is not worthy of love and therefore does not ask for strokes and rejects the strokes she receives. When praised or noticed (positive strokes), she questions the sincerity of her intentions. A paradox emerges here: because she both tries to earn them and rejects them, she is left with the conclusion that she is unappreciated.

Resources

Excellent and reliable in crisis situations. Keeps calm and acts effectively. Disciplined: need to get up at 6:00 for a hike in the mountains? No problem. Not only does she get up, she prepares and checks everything in advance. It is not uncommon that she will go on this hike alone. After all (in her narrative) she doesn't need others. She does not complain, regardless of the circumstances. She works hard and is recognised as a good worker and companion who can be relied upon. She usually lives a healthy life to avoid weaknesses, including in the body. Reliable and willing to support others. Attentive to the needs of those around her, as she (consciously or not) tries to earn appreciation (which she will, however, reject anyway). Eager to help those in need and intercede on behalf of those in trouble.

Cost

The biggest cost that a person with this driver pays is emotional loneliness. Even if there are people around her - she fences herself off from them with a wall. In her narrative, she is self-sufficient and proud of it. She often cannot see her true needs, which can make working towards change difficult. She is afraid to expose herself, hence she rarely establishes deep relationships.

Genesis

Driver is characterised by children brought up in homes where the expression of emotions is blocked, sometimes in very subtle ways. Parents then show affection with restraint. They are unlikely to hug or kiss their children, and more or less explicitly discourage them from showing this kind of affection. Often this is done in a playful, subtle way, which the child, however, perceives as a lack of permission for this

a form of showing emotion. Negative emotions, especially painful ones, are also met with disapproval. These children learn not to pay too much attention and to regulate their emotions on their own. As children, they are never carefree, amused and spoilt children, they do not tend to get along with themselves.

The driver may also be the child's response to feeling unneeded in the face of a self-sufficient, closed and symbiotic relationship between parents, whether happy or unhappy. The child then believes that he does not have the qualities to be loved. He or she withdraws and opts for solitude and self-sufficiency.

It is also typical for one parent to be narcissistic and focused on their inner Child and for the other parent to focus on their Child's demands. Neither parent has the energy to address their own child's Child anymore. In this situation, he or she often steps into the role of Rescuer vis-à-vis the parent who is in the role of Victim in their marriage. Parentification of the child (adult child) then occurs - the child is in the role of Parent to his own parent, caring for and giving support to the parent. There is no longer any space for his or her own Child.

The need to become an 'adult' too quickly as a result of external factors, such as being in a boarding school, can also be a cause.

Approach: how to build a relationship

If you want to build a relationship with a person with this driver, it is worth praising them for their consideration, kindness and reliability. It is also important to fulfil the promises made, not only the big ones, but also the small ones, such as coming to the agreed time. It is worth appreciating the effort they make to please the other person and respond appropriately, e.g. by reciprocating with something nice. It is also necessary to understand that he or she needs privacy and a moment alone from time to time. It's good to give strokes in the form of irony rather than directly - she will appreciate them more. Do not force an expression of sadness or loneliness on her. She is likely to deny it and shut down even more by refusing to enter into an intimate relationship, which may negate the results achieved so far. It is also not advisable to shout or behave hysterically - she will adopt a silent, indifferent attitude towards such behaviour and may also be insensitive.

In a relationship, he needs to receive expressions of devotion, but in behaviour rather than words. However, it is worth patiently searching for appropriate words for the feelings to be received. A person with this driver very much wants to be sure that she is loved and needed, and that her partner feels loved and happy in the relationship with her. When she has this reassurance she can dare to expose herself and risk entering into an intimate relationship.

Possibility to change

In order to reap the benefits and minimise the costs that a driver gives, the person she is characterised by must dare to enter into relationships with others and experience both being rejected and accepted, which is a natural process in building relationships with other people. It is also important for her to understand that she also has needs and the right to have them met. She is not less important than others. The first step will be to realise and name the needs, which can be difficult in people with this driver. It is necessary to reinforce the Free Child and respond to her needs. This, too, may not be easy at first, because a person with the Be Strong driver learns from early childhood to ignore the needs of their Child.

Summary of driver information Be strong⁴⁰ :

Scriptural decision	"I am unappreciated" "I am unworthy of love".
Emotional rocket	fear of rejection
Antiscrypt	extreme vulnerability to the influence of others, boredom

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Defensive driver target	avoiding rejection by not asking for anything
Resources	Self-sufficiency, attentiveness to the needs of others (pays attention to them in order to deserve love), dependability, flexibility (resilience)
Costs	loneliness, coldness, aloofness, low susceptibility to the influence of others (which also has a negative dimension - lack of interaction)
Permission obtained	reliability, flexibility (resilience), self-sufficiency,
Behavioural symptoms	not asking for help ("thanks, I can do it!"); low susceptibility to the influence of others; speaking in general rather than about oneself (avoiding the phrase "I"); downplaying the importance of feelings offered by others; not showing affection, reserve in behaviour; overly upright posture; seemingly completely in the Adult, but really in the Adapted Child
Causes as a child	upbringing in a home where the expression of emotions is blocked (especially pain and sadness), so that the child learns not to show emotions and presents a "I can handle it" attitude the child's response to feeling unneeded in the face of a self-sufficient, closed, symbiotic relationship between the parents (happy or unhappy) - the child believes that he or she does not possess the qualities to be loved and responds with a decision to be alone and self-sufficient Parentification of the child (adult child): the child takes on the role of Parent in relation to the parent who is in the role of Victim in their marriage (usually in a relationship with a narcissistic partner) having to become an 'adult' too quickly as a result of external factors (e.g. boarding school)
New consent needed	accepting love from others and risking rejection by others - accepting to be rejected sometimes in order to be accepted another time asking for and taking for oneself instead of constantly giving to others developing and expressing the free child

DRIVER BE PERFECT⁴¹

Description of the behaviour during the exercise: the person with the dominant driver "Be perfect" at the instruction stage tries to understand the rules as well as possible, often asks (e.g. "*I only choose one card, yes?*"). During execution, he or she tries to perform the task as well as possible. Often uses interjections (e.g. "*as I have already said*") and doodles that do not, however, carry additional information ("*you can say; 'possible'; 'certainly'*"). In a narrative, it can refer to the fact that something is valuable - worthless; that one should or should not do something. He uses emphasis ('*exactly*', '*properly*'), refers to himself ('*for me*', '*personally*') and to guilt ('*it's my fault*'). Does not like to be interrupted. He uses gestures such as enumerating on his fingers, rubbing his chin, squeezing his lower lip between his index finger and thumb. He directs his gaze upwards (to one side) during a pause in speech. He may then also tense his lips. Occasionally grunts (paying attention to what he is saying). Behaviour tends to be calm, balanced, without much spontaneity or free play.

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Characteristics:

Meticulous, perfectionist and extremely organised. He can be irritating in his accusation of others' standards being too low, but we usually admire him for being extremely organised and managing his career and his environment. This is how we most often see a man whose dominant driver is Be Perfect. However, what lies deeper?

Description of behaviour

Driver Be perfect indicates a structured lifestyle. It may or may not be associated with strong religiosity. Even if the person possessing this driver is not a believer (in the sense: they do not follow any religion) they have a somewhat religious lifestyle: their rules are a religion to them. These people create a distinctive order and strict rules that they impose on themselves.

A person who has the dominant driver Be perfect is intolerant but fair - they stick to their values. In doing so, however, he or she may manipulate arguments so as to defend his or her principle - not for his or her own benefit, but because of a deep conviction that he or she is right. She often "clings" and moralises. She is meticulous and pedantic, and her behaviour lacks spontaneity and joy. Good/proper or bad/inappropriate - this is her first thought when dealing with a new person, theory or thing. She takes an evaluative approach to reality and verifies that the people, concepts, new things she meets fit into her system of values and principles. She seeks order and absolute certainty, for which she pays the price of limited creativity, which is linked to the acceptance of the risk of making mistakes. She prefers to do everything herself rather than accepting help, because then she has the confidence that it will be done properly. In reality, however, she is not satisfied with the results of her work because she has excessive expectations of herself. She is looking for confirmation for the assumption that she is not good enough. In the religious variant, she may believe that she is a worthless sinner. For this reason, she often feels guilty or anxious. She regards stability and certainty as her highest value.

Driver Be perfect is characteristic of intelligent people. Rigid adherence to self-established rituals and elaborate argumentation, including sophisms, require intellectual prowess. This person is often overqualified and is seen as very professional by those around him. She does not like to be interrupted. When she speaks she often enumerates and punctuates using her fingers or whole hand to gesture. She can be overly authoritarian with others. She finds it difficult to understand that other people do not aspire, and often do not even want to aspire, to the standards of performance she considers appropriate. Her expectations often clash with reality, especially if she works with or manages people, and as a result she can sometimes become frustrated. Others, on the other hand, are sometimes tired of her remarks and sometimes resent her because of it. She is not malicious and can be generous to people she considers valuable. However, if she judges someone to be useless or excessively frivolous, she will be petty towards that person and sparing in expressing positive emotions.

Profit

She has a clear vision of how she wants to live her life. She is characterised by her morals and high personal standards. She is an excellent organiser. She is very responsible and can be relied upon. If you commission her with a specific job to be done, you can be sure that everything will be done with the utmost care and, in addition, you will receive a summary report with an indication of further recommendations. She also has great intellectual potential. If she directs it along with her perfectionism and organisational skills to the important things, without grinding on all the issues of life, she has a great chance of succeeding in them.

Cost

She is overly focused on details and perfectionism in every aspect of life. In practice, she wastes time on unimportant things and can be tiresome to those around her in doing so. May be perceived as authoritarian, clinging and moralising. She can be a nuisance to co-workers, especially as a supervisor pointing out the smallest mistakes. Often worries, which can lead to depressive behaviour. In the extreme, driver traits can manifest a tendency towards obsessive-compulsive behaviour, as well as alcoholism and anorexia.

Genesis

Driver is characterised by children brought up in homes where there was too much and/or too rigid structure in childhood. It is very often associated with strong religiosity of both or one parent, especially if the religion practised was restrictive. The driver-consistent behaviour type often manifests itself in children between the ages of 6 and 12. They often display ritualistic behaviour during this period, secretly believing that they will die (or something bad will happen) if they do not behave in a certain way. Some manifestations of this can be behaviours such as walking on the pavement so as not to step on the lines connecting the tiles, or only stepping on the lines and not on a single tile. Rituals help to manage fear and give meaning. In a person with the Be Perfect driver, they are adopted as a way of life.

Approach: how to reach

If you want to build a relationship with a driver, it is worth reassuring her that she has nothing to worry about if she focuses too much on unimportant things. When things don't go her way, reassure her that it's not her fault, as she has a tendency to (explicitly or implicitly) take responsibility for things going wrong. It is also a good idea to honour commitments, even small ones, such as arriving on time for an appointment. To loosen her perfectionism a little, it's worth teasing her in a friendly way by pointing out her excessive focus on detail (*"My dear, why don't I get you a ruler so you can line up those cups in the cupboard at a perfectly even distance?"*). Listen and try to understand her concerns, don't belittle or downplay them. Help her overcome her anxiety. Remember that although she can justify her position (and consequently her cognitive rigidity and intolerance) logically and morally, you need to gently but firmly and gently but firmly confront her with her beliefs. Express your differing values and expectations clearly and with confidence in your voice. Give examples of how a degree of risk-taking is necessary for creative achievement. Show that benevolence is a greater virtue than rule of law, especially if people hate her rigid thinking and dogmatism. If you subtract this rigidity, dogmatism and excessive adherence to rules (often artificial and for show) from her behaviour, she is a wise and good person.

Possibility to change

A person with this driver is unable to celebrate success. As soon as he or she achieves a goal, he or she immediately sets another goal, often more ambitious according to the belief "You can do better". As a result, this person has achievements that he or she does not enjoy and immediately moves on to the next ones, which he or she thinks of in terms of a challenge until he or she achieves them - then they become the new basis from which to achieve further goals. This attitude is linked to a lack of enthusiasm and encouragement from the parents who, although genuinely interested in the child's achievements, do not express their satisfaction towards them, and the bar is set ever higher. A person with a dominant Be Excellent driver should learn to notice and tolerate other people's right to different (often lower) standards of performance on certain things. Not everyone needs to be equally concerned about details. It is also important that she recognises other people's right to behave in accordance with their values, and that she appreciates the diversity that comes from differing attitudes.

He will benefit if he learns to let go. Not everything in life is of equal importance and not everything has to be done to the highest quality. If he identifies the things that are important to him and concentrates his energy on them, and lets go of caring too much about things that are in fact unimportant, he will succeed in the really important areas and bring more freedom to those that don't need as much attention.

It is useful for her to explain her expectations of others in a calm, humorous way as her quirks. Others often do not realise that details can be so important to her. Nor do they have a need to complete a task at such a high level. For her, however, it is important and communicating this, in a gentle and non-judgmental way, is often enough for others to start paying attention to these aspects that are important to her.

It is vitally important that she makes space for her spontaneous behaviour and a bit of risk-taking without planning what needs to be done on a given day and creating a to-do list, or even a list of to-do lists, and allowing herself to feel satisfied with her achievements.

The assumptions behind the 'Be Perfect' drive are: "I am OK if I always fulfil tasks perfectly". If I do not fulfil them - a feeling of "I am not OK because..." is born. This feeling leads to despondency or anger. To prevent these negative feelings in the future, I will be even more perfect, I will try to solve the next problem even better. In this way, one falls into a vicious circle from which the

one can only break free by replacing the driving forces with acquiescence. Instead of trying to be perfect at all costs, I allow myself to not feel guilty when a series of successes is followed by a setback. Instead of constantly rushing forward, I allow myself five minutes of inactivity and simply "being".

Summary of driver information Be excellent:

Scriptural decision	"I am not good enough" "I am worthless". In the religious variant: "I am a worthless sinner".
Emotional rocket	guilt and/or fear
Antiscrypt	making a complete mess
Defensive driver target	reduction of anxiety
Resources	wisdom, expediency, high moral standards and other
Costs	depression, anger, criticism, autocracy, dogmatism
Permission obtained	organisation (in the sense of: organising various matters)
Behavioural symptoms	precision, over-qualification, meticulousness, pedantry; detailing and numbering points while speaking; clearing the throat (breathing); scoring with finger and hand
Causes in childhood	too much and too strict a structure in daily life in childhood; parental strictness and/or religiosity or other overly structured environment in childhood
New consent needed	tolerance, self-mockery, spontaneity, general risk-taking and agreement to appreciate the diversity of positive human qualities and values

DRIVER HURRY⁴²

Description of behaviour during the exercise: the person with the dominant driver "Hurry up" starts the exercise even before listening to the instructions to the end, is impatient, rushes others. In the narrative, he often refers to movement and haste ("*come on, let's fly*"; "*let's go*"; "*time is running out*"), but also to fatigue and annoyance ("*it's pointless*"). He says "I" but avoids saying "we". He speaks quickly, interrupts others, calls for something. Gestures emphasise the passage of time and impatience: he stamps, taps his toes, wiggles his foot, fidgets, frequently glances at his watch. He changes the direction of his gaze frequently and quickly.

Characteristics:

At first glance lively, active, spontaneous and constantly on the run. Deals with a million things at once, usually at the last minute. He often gives the impression that he needs to leave immediately to attend to other important matters. He finds it difficult to sit still. He is enthusiastic about new acquaintances and has many friends. This is how we most often see a man whose dominant driver is Hurry. But what lies deeper?

Behavioural description: period of time, during the

Perceived at first glance, however, activity, spontaneity and a positive disposition towards others is a façade. Underneath it is the fear of life, which is perceived as frightening. Constant activity allows you not to have time to think about it. Indeed, Driver Hurry is a defence against the fear of life. The person it characterises assumes that the world is generally hostile. She finds it difficult to attain a state of satisfaction and contentment. She seeks timeless and unconditional love with the hope that it will negate the pain of existence, which leads to inevitable, constant failures in this regard. As a result, she becomes suspicious and distrustful of other people. These individuals see love as something that will be taken away after a short

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when the pain afterwards is so great that it is better not to receive love at all than to pay the price. Consequently, they go through life pursuing a 'no love' script while craving love and positive attention from others. They also declare that it is love that they crave, but paradoxically they behave in such a way that they end up being spurned by others. In the end, they prove to themselves that the unconditional love they crave does not exist. Often these people are then hateful towards people who do not give them what they want.

They don't like to be alone, yet when they are in company, it seems they would rather be somewhere else. They find it difficult to sit still, often tapping their fingers on the tabletop, wrinkling their brows as if they don't understand what someone is saying to them. These people are on the run for their entire lives. They seem to care about not having time to sleep. They fight for everything, but end up with nothing.

People with this driver often use the words: "hurry", "time", "fast", "anxiety", "energy", "fatigue", "no sense". They usually say 'I' rather than 'we'. Their tone of voice is exhorting, demanding, but also fast and interruptive (staccato). They speak quickly and often interrupt others. They are impatient and anxious. They often drink too much alcohol and drive in a risky, brash manner and engage in extreme sports.

When a person with this driver comes to terms with the fact that he or she will not achieve unconditional, timeless love, begins to see himself or herself and others as generally good, and decides to value conditional love (the kind that has to be earned) he or she can draw on his or her resources. She will then be a positive, spontaneous person who enjoys adventure and living life to the full.

Profit

The resource available to the person with the Hurry driver is speed and efficiency. Need to modify the plan quickly and improvise? No problem, we fly with the theme. Speed, readiness to adapt to change, ease in relating to others, openness to adventure and exciting challenges are a kind of gain from having this driver.

Cost

The biggest cost that the person with this driver pays is the dissonance between the desire to be loved and the perception of others as hostile people who cannot be trusted. As a result, he or she feels anxious, tense and, as a precaution, hostile towards others themselves. Self-destructive behaviour is also a major risk: bravado driving, alcohol or drug abuse, life-threatening extreme sports. All of this is linked to greed and an inability to let go, with a desire to experience everything quickly and intensely.

Genesis

The development of the Driver Hurry is related to the experience of abandonment taking place up to the age of 3. The child, on an unconscious level, assumes that it is his fault. He has been rejected by his inner 'evil'. The parents and the world would have been happier if it had not been born. It is also typical for this driver to occur in children who grew up in families where they were expected to immediately obey their mother's or father's commands. They did not feel a sense of belonging. The atmosphere in these families was often tense, with family members arguing and shouting at each other. The home was chaotic and terrifying (to the child) unpredictable. No one had time to notice the child, and if they did, it was more likely to be negative signals (anger). The child was treated by the parents more as an object they were tripping over. They often acted as if they should get out of their way and out of their sight, so that they did not have to pay attention to them. Typically, people with this driver have a vague memory of being loved as children, but also experience sudden, shocking rejection between the ages of 18 months and 3 years. This results in a growing mistrust towards any form of love that is offered to them.

A moderate intensity of the Driver Hurry is noticeable even in the happiest families when there is a separation of the child from the mother/principal carer before the child is able to understand the significance of the separation. This occurs, for example, in the case of hospitalisation. Even a relatively short separation, e.g. a week in hospital without the presence of the main carer, is significant here.

Approach: how to build a relationship

If you are in contact with a person with this driver praise them for their efficiency and enjoy their spontaneity.

Also assure her that she has plenty of time. Don't let her intimidate you with her outbursts and excessive demands. Instead of giving in to them, put up a boundary: quietly but firmly inform her that you are leaving her for a while, assuring her, however, that you will return to listen to her and talk calmly and rationally.

Possibility to change

In order to reap the benefits and minimise the costs that the driver gives, the person being characterised must learn to love life and be willing to earn the love he or she desires. Unconditional love is something that children receive from their parents. It cannot be made up in adulthood. Choices that somehow legitimise the key position of 'outsider', such as living near the city so as to commute to work, can be helpful. Ideally, work or other life activity will allow one to be on the move. Above all else, however, a person with this driver, needs to learn to stop from time to time. To sit down, think calmly and not take action until he or she has carefully planned it. This will help to bring order to the chaos. To-do lists and generally introducing a bit of structure into daily life can help. Equally important for the person with this driver is to learn that other people also have their own needs that they want to pursue. It is worth giving them time and space to do so, without expecting them to conform, and to interact with a positive attitude instead of distrust and suspicion.

Summary of driver information **Hurry up**

Scriptural decision	"Life is meaningless and full of pain. If I want something, I can only get it for a short while, and then it will be taken away from me forever. So it is better to reject people before people reject me".
Emotional rocket	panic, inability to think, fatigue
Antiscrypt	lateness, immobility
Defensive driver target	justifying an ongoing existence by frantically searching for someone to love unconditionally and eternally
Resources	openness to adventure, ability to find oneself in different situations quickly and positively, sensitivity to the feelings of others
Costs	anxiety, hostility, passive resistance, greed, self-destructive behaviour
Permission obtained	efficiency
Behavioural symptoms	Constant hurry, life on the run, no time for sleep; (apparent) positive disposition towards novelty and other people
Causes as a child	– separation from mother at the age of less than 3 years (even a few days) – upbringing in a home where the child "bothered" the parents, was expected to get out of their sight and not bother them
New consent needed	readiness to deserve the love of others readiness to love life as it is

DRIVER DO NOT SPARE ANY EFFORT/EFFORT⁴³

Description of behaviour during the exercise: the person with the dominant driver "Try" enters the exercise with enthusiasm, but quickly tries to change something in the exercise, to add new rules, e.g. takes two cards. She may also choose one card and try to come up with the best possible story for it, after which she starts looking at other cards and changes the chosen one, or changes the invented story (which is more difficult to observe, but sometimes she will say so herself). She often uses question phrases ('what?'; 'can't I?'; 'huh?'), various forms of 'try to' ('I'm just trying to tell you that...'; 'I'm trying to explain....'). The sense of the utterance is that one will try to do something, rather than actually doing it. In the narrative here refers to success and failure, happiness and unhappiness, compares himself to others ("I'm not as good as him"). He uses sarcasm. Asks more than

One question at a time. Body language indicates trying: wrinkles forehead (trying to understand); holds hand close to eye (trying to see) or ear (trying to hear), may have clenched fists. Face often expresses interest, irritation, concern. He puts his elbows on his knees, rests his head (chin) on his hand.

Characteristics:

Passionate about important issues, fighting for his opinion, compassionate to those in need. Carries out many projects at the same time, but rarely finishes them and achieves his goals. Under the mask of aggression in defence of his opinion, he hides an inferiority complex, which he does not admit. He often compares himself with others, and as a result, he becomes jealous of them and experiences frustration. This is the most common way to describe a person with a dominant Try. But what lies deeper?

Description of behaviour

The aim of the strive driver is to prevent the fear of failure. People with this driver vacillate between conflicting aspirations: helpless passivity and angry pugnacity. They resolve this conflict by trying to achieve success. This "trying" does not lead to the desired results. These people put a lot of energy into activities that are not successful, and they procrastinate a lot. Mavis Klein gives the example of a person who floats in place - they stay afloat by putting in a lot of effort, but at the same time they are not going anywhere.

Success and failure, better and worse, happiness and unhappiness - these are the categories with which they most often judge themselves and others, and they refer to these terms in their statements. Anger and sarcasm can often be heard in their voice, and facial expressions indicate intrigue, irritation or worry. They have a tendency to ask more than one question at a time and to not answer the question put to them. They may stammer and show impatience. Their attitude can be varied: fearful or arrogant (and sometimes fluctuates between the two). However, a careful observer will notice that behind one attitude there is also the other (behind timidity there is arrogance, or arrogance covers up timidity). These people often confuse assertiveness with aggression, which they use to compensate for the fear and shame they feel, especially towards those who are in some degree of authority for them. They do not understand why, as a result, they are the ones who are constantly 'put in their place'. Driver most often manifests itself in conceit or envy and bitterness. These individuals also often feel hopelessness and powerlessness. They tend to belittle others or question their opinion using sarcasm. This is due to the frustration and bitterness experienced in the knowledge that they are not reaching their full potential. These, in turn, cannot develop due to the prohibition received from their parents. As a result, they oscillate between impotent envy and admiration of others, and between arrogant pugnacity and humility that belittles their own worth. Mavis Klein emphasises here the difference between envy and jealousy. While jealousy is a mixture of love and hatred and, in its unexaggerated intensity, is a natural and healthy expression of our desires, envy is connected only with hatred and is not a healthy manifestation. Envy is based on two false assumptions:

- (1) If only I had what the other person has I would certainly be happy;
- (2) another person who has what I consider important to be happy is certainly happier than I am.

In his or her mind, the person with Driver Try is constantly competing and comparing himself or herself with others. She also tends to believe in luck, i.e. explaining that she was not lucky while others were and hence the difference in outcomes. The scripted withdrawal that this competition tends towards is: *"I am not as good as I think I am"*. In reality, the person holding this driver is neither as good as they think of themselves, nor as incapable of achievement as they experience it.

A person with this driver starts a lot of projects and does not finish them. She also seeks the company of people who "try" even harder than she does, so that she can look down on them. However, she also wants to be close to some people who she thinks are better than her. The most difficult thing for holders of this driver is to understand (rather than just declaring that they understand) that everyone has areas where they are better than others and areas where they are worse. They want all or nothing and end up with nothing as a result.

Profit

Committed to important causes, she courageously stands her ground and defends the vulnerable. Works zealously and tirelessly for an idea she believes in. Skilful with a sharp wit and able to use it to

to lighten the atmosphere. She also stands up for her own opinion no matter how difficult it may be, even if everyone else has already given up. Even if others disagree with her opinion, they admire her passion and commitment.

Cost

She shows hostility and aggression, arrogance and blames external circumstances for her own failures. As a result of her attitude, she is prone to headaches and stress-related illnesses such as ulcers.

Genesis

The cause of driver's onset is being brought up in a family where the parents (one or both) were resentful or bitter about the fate that befell them and blamed others or society as a whole for not getting what they expected from life. Their children were not allowed to feel self-satisfied. If they dared to achieve something, they got the message: *"Who do you think you are?"*. The driver is a response to a strong prohibition to compete with the mother or father ('let you fail'). The parent is stifling the child's development in one way or another due to his or her low self-esteem and consequent fear of allowing the child the natural and healthy developmental need to measure up to parental authority. Consequently, the child experiences a limbo between going against the parent and achieving his or her goals.

Approach: how to build a relationship

If you want to reach out to a person who is characterised by this driver ignore the competitive taunts she conveys in her comments. Instead, show that you enjoy her successes while retaining the right to enjoy your own - without jealousy or bidding on who has more or who knows better. Remember, too, that these people have a deep-seated fear of being shown their faults, including in minor matters. For this reason, they avoid predicting the expected results of actions. After the fact, they can thus say that they knew beforehand that something would happen or something would fail. Therefore, if they were right and emphasise this with the message: *"I said so and you said otherwise. You were wrong and I was right."* it is worth ignoring the competing form and politely acknowledging.

Do not release them from the arrangements you have made. By doing this you show that you have as low expectations of them as they have of themselves. Instead, constructively express anger if they do not keep their promise. By doing so, you show that you have faith in their ability to perform and hence are angry that they have not performed it. This is essential in a relationship with a person with this driver - it allows them to overcome their own barriers to success. Of course, the person will complain that you are a heartless bully - not a grateful task. However, letting go is an acknowledgement of ineptitude - the lack of demands only confirms low self-esteem.

Possibility to change

The challenge faced by a person with the dominant driver Try is to fully accept the responsibilities and importance of adulthood, and thus to fulfil one's ambitions. The first step is to become aware of the mechanism of this driver and its consequences. It is important for her to realise that people have the freedom to perceive reality positively or negatively, regardless of the life circumstances in which they live. She should stop making excuses for the failures and bitterness of her parents, which will allow her to stop making excuses for herself and her failures as well, and instead achieve her own healthy self-esteem through persistent action. This will also allow her to look with pleasure at the performance and self-esteem of others, without envy or admiration, but as equals.

Instead of constantly 'trying' and 'striving' - he has to face the parental prohibition with the assumption that he has the opportunity to succeed. How is she supposed to do this with the knowledge that if she fails, the parent may triumph, which will block her willingness to continue? Mavis Klein suggests that one should not reveal one's plans to parents or others, but rather carry them out, thus avoiding disappointment and humiliation in the event of temporary failures.

It is extremely important for a person with this driver to stop comparing themselves with others. He or she should create his or her own standards - without reference to other people. This is not about abandoning the issues in which the person is involved, but about a change of attitude. Energy should be invested in enthusiastic involvement that encourages others to interact and enables success, rather than hostile competition that arouses resistance.

others and contributes to failure.

Summary of driver information Try to:

Scriptural decision	"I am a failure" "I am not as good as I think".
Emotional rocket	fear of failure
Antiscript	The belief "I could if I wanted to" or "I don't do it because I don't think it's worth doing".
Defensive driver target	lack of resolution in terms of success/failure due to the failure to complete the action taken (success would mean defeating the parent, and failure would mean fully conceding to him and his triumph over the child)
Resources	passion, commitment, concern for those in need, standing up for yourself
Costs	hostility, aggression, arrogance, blaming external circumstances for failure
Permission obtained	perseverance (stubbornness)
Behavioural symptoms	in speech they refer to value judgements in terms of success and failure, better and worse, happiness and unhappiness; anger is often heard in the voice and sarcasm, and facial expressions indicate intrigue, irritation or worry; tendency to ask more than one question at a time and not to answer the question asked; stuttering and expressions of impatience may be present
Causes as a child	upbringing in a family where the same-sex parent believes that he or she has been unfairly treated by fate and has not had the opportunity to fulfil himself or herself in the way he or she wanted, and then communicates to his or her child (usually unconsciously) the prohibition "let you fail"; the child is suspended between fear of arousing envy in the parent (which would be the same as losing him or her) and the desire to achieve his or her goals - as a result, he or she tries but fails to achieve them
New consent needed	willingness and agreement to achieve both success and failure willingness and agreement to be better than a parent of the same sex

DRIVER TRY TO PLEASE/PLEASE EVERYONE⁴⁴

Description of the exercise behaviour: the person with the dominant driver "Pleasure" wants to do the exercise as well as possible. He pays attention to the advisor's dissatisfaction, tries not to take too much time with his speech. In the narrative, he/she uses a "positive message - negative message" construction, e.g. *"great exercise, but I don't know if I can use it in my work"*; *"I really like this form of work, but I think we waste too much time on it"*. Often uses question forms: *"well?"*; *"do you agree?"*, *"yes?"* and a questioning tone of voice. He avoids responsibility, in the story often attributing it to someone else. When gesturing, he or she usually nods in agreement, smiles in a stiff manner (tense smile), presents open hands, may comb or pat his or her hair. He or she looks at the interlocutor with the face tilted downwards and raises the eyebrows. This can lead to the development of horizontal wrinkles on the forehead.

Characteristics:

Decent appearance, impeccable manners, focus on the needs of others. She cares about good relationships with those around her and her home is the epitome of hospitality. She supports those in need and remembers small kind gestures. Despite the cordiality offered, however, she is emotionally unavailable. This is how we most often perceive a person whose dominant driver is Make Pleasure. Giving pleasure to others is associated with blocking the expression of one's own needs and expectations. Moreover, this person tries to

to please others by acting in the way that is expected of her. Instead of trying to please everyone, she should give herself the following permission: I will finally think of myself and say no to someone without feeling remorse about it.

Description of behaviour

The purpose of the Pleasure driver is to prevent fear of responsibility. A person with this driver chooses to 'please' others with the expectation that they will in return 'please' her. It is a bonded transaction. The aim is to satisfy one's needs through manipulation. In doing so, the person gives the impression that he or she is not so much seeking something as that it has simply happened to him or her. Consequently, he or she also takes no responsibility for it. In such situations, others generally feel that the person is manipulating them, but the matter is so delicate that it is difficult to prove it to them directly. She often does not know herself what she wants and for this reason likes others to tell her what to want. When she is asked directly about her expectations, she excuses herself with some obviousness or a platitude. This involves a rejection of autonomy and independence. The reward in this situation is release from responsibility. If something goes wrong - it is someone else's fault. The person with this driver is overly accommodating. He feels obliged to have only pleasant emotions and feelings and to behave correctly. At the same time, he demands this from others. He or she often thinks about what others will say (*"This is wrong, what will the neighbours say?"*). At the same time, she can be nosy. The paradox is that this person tries to please everyone, and in fact rarely really pleases anyone, because she does not pay attention to the real needs of different people. She often assumes she knows what others will say or what they need, although in reality she does not listen to their needs or respond to them. The desire to be loved by everyone is a straightforward route to a lack of genuine affection from anyone.

The person with the dominant driver Make Pleasure has great difficulty distinguishing between responsibility and affection. Here, Mavis Klein gives as an example what her care of a capricious relative looks like. The person requires herself to show kindness towards the relative and at the same time considers it her responsibility. She has difficulty saying 'no'. Although she tries not to express objections directly, she sometimes forgets that she agreed to something. She secretly harbours resentment and collects it until it explodes. The one who has the misfortune to be closest will then be inundated with numerous accusations. This can take the form of projection: *"Give me a break! It's you who's angry, not me."* Persisting in the driver's position and giving pleasure to others requires effort. It is not possible to maintain this state continuously. Therefore, violent outbursts from a blaming position are inevitable. This is usually associated with rudeness and disregard for others while justifying one's behaviour on the grounds that others are taking advantage of the person or do not appreciate their friendly gestures.

A key issue for the person with this driver is the answer to the question *"Am I good or not good?"*. It moves between dimensions such as guilt and innocence, parenting and being parented, control and being controlled. Free expression of emotions is inhibited in the name of emotional security. Despite this, the person is never sure if he or she is 'good enough' to not be rejected by others. He tends to say "we" instead of "I". This avoids autonomy and responsibility. She uses terms that refer to pleasing and agreeable, as well as indicating uncertainty and providing an opportunity to withdraw (*'sort of', 'a bit like that', 'I suppose so', 'you didn't understand me'*). Interestingly, the use of the phrase 'please' is not related to this driver. When asking for something, we express our expectations, and this is what the person with the Make Pleasure driver avoids. Her tone of voice is often asking (to the point of pathetic), excusing, questioning. She often avoids looking directly at the other person and nods repeatedly when someone is speaking. She also has a tendency to check that she looks good in the mirror, smooth her hair, and enhance her outward appearance.

In their actions, a person whose dominant driver is Make Pleasure seeks confirmation for the assumption: *"No matter what I do, others are not satisfied anyway."* or *"No one gives me what I want."* or *"No one allows me to be myself."* The driver's defensive goal is to avoid being rejected. As such, it must be correspondingly 'good'. He therefore considers conformity to be the greatest virtue. She tries very hard to maintain her sense of self-innocence. Other social goals are subordinated to this. The person rarely delves into issues of self-development on the assumption that if everyone is nice and decent to each other no one will have any problems. The blemish on this ideal is her own outbursts and related rude behaviour, but she justifies them to herself with the abnormal behaviour of others and her right to show her displeasure about it.

Profit

She is warm and helpful, especially towards those in need. She gets involved in charitable activities. She takes care of small heartfelt things, such as sending Christmas cards or birthday wishes to friends and relatives. She enjoys socialising, is hospitable and takes generous care of her guests. She effortlessly adapts to the relevant norms and behaviour expected under the circumstances. She establishes relationships easily and ensures that they are pleasant.

Cost

She tends to behave in a passive-aggressive manner in relation to blocking the fulfilment of her expectations. Disregards the real, individual needs of others and is convinced of her own infallibility. Tends to have problems with indigestion - this is somatisation having to do with stifling 'incorrect' emotions.

Genesis

This driver is characterised by people brought up in homes where sincere emotions are considered troublesome. This is especially true of emotions and feelings such as jealousy, anger, desire for revenge. Authentic emotions are met with the comment "*That wasn't nice!*". Parents in these homes often treat children objectively - they are supposed to be proof of how the family is arranged. Children are taught to feel and do what parents think is right. For this they are rewarded, as 'good children'. The parents' boundless love is closely linked to obedience, and this is linked to the child's lack of independence and responsibility.

Mavis Klein also points to the emerging idealisation of the opposite-sex parent in the person with this driver and excessive attachment to them. This can make it difficult in the future to find a life partner who is perceived as worth loving wholeheartedly. This is due to the child experiencing from the opposite-sex parent a feeling of love that is stronger than that of their partner, i.e. the same-sex parent as the child. As a result, the child feels a mixture of guilt and resentment towards the same-sex parent. Guilt stems from a sense of unauthorised victory over that parent in competition for the affection of the opposite-sex parent. Resentment, on the other hand, stems from the feeling that this parent was not strong enough to arrange the relationship properly and, as it were, beat the child in this competition. Relative to the parent of the opposite sex, the child usually feels admiration. However, he or she may realise that the relationship is limiting and may begin to view it negatively.

Approach: how to build a relationship

If the person in this driver has done something for you - thank them politely. Stay on a shallow level in your conversations, without referring to deep issues such as emotions or needs. Overly bold words or revealing deep feelings may embarrass her, which she will blame on you. If the person behaves unpleasantly towards you - express your anger clearly, but in a controlled and polite way. If you also explode and are unpleasant, the person will focus on your bad behaviour while justifying their own. Even when expressing anger constructively, she may still refuse to take responsibility and make excuses for having been misunderstood. However, she will have to face the reflection that something in her behaviour triggered the anger. If she lies outright and you are sure that she is aware of the lie - do not fall into the trap and accuse her of lying. She will then try to wriggle out. Instead of words, choose a meaningful silence combined with looking directly into her eyes. This will be a silent accusation from which you can no longer so easily wriggle away with slippery arguments.

Possibility to change

The challenge, for the person with the dominant driver Make Pleasure, is to accept her own responsibility for what she encounters and to accept that she will sometimes cause pain to others. The attitude that he or she usually manifests towards people can be a resource for superficial and transitory interactions with others, where we do not build deep relationships but rather care about their propriety. However, manifesting it towards close people is actually hurting them, because it also includes answering their sincere questions with platitudes and obviousness. Genuine commitment requires intimate contact and therefore implies responding in accordance with one's emotions and not based on the idea of being polite and correct. It requires flexibility and real relationships, not a superficial

conformism. The person must therefore learn to respond unequivocally and according to his or her own needs and not his or her own conviction of how he or she should respond. Responding with the phrases "as you prefer", "I have no opinion" is not at all an expression of politeness, but an avoidance of responsibility.

It is worth seeing if she can sometimes break the prohibitions she has received, such as 'don't feel what you feel - instead feel what I tell you to feel', 'don't leave me', 'don't grow up', 'don't express bad emotions', 'have no knowledge of what you want'. She must dare to be a sentient, autonomous individual.

Summary of driver information Make it fun:

Scriptural decision	"No matter what I do, others are not happy anyway." "Nobody gives me what I want." "No one allows me to be myself."
Emotional rocket	shame / embarrassment
Antiscrypt	intentional lack of concern for others combined with experienced resentment
Defensive driver target	avoidance of being rejected
Resources	providing a pleasant atmosphere; taking into account the wishes of others; generosity
Costs	Passive-aggressive behaviour; lack of consideration for the individuality of others; self-confidence; manipulation of others to achieve one's own goals
Permission obtained	flexibility - ability to adapt
Behavioural symptoms	nods repeatedly when someone is speaking; tends to check that it looks good
Causes as a child	Upbringing in homes where outspoken emotions are considered troublesome and children are expected to be polite and a showcase for the family; a symbiotic relationship with the opposite-sex parent
New consent needed	accepting her own responsibility for what happens to her and accepting that she will sometimes cause pain to others

When identifying a driver, it is necessary to find several consistent indicators. Each of the signals discussed, out of context, can be presented by any person, regardless of their dominant driver. It may also happen that people with a given driver do not behave in a typical way under certain circumstances, e.g. a person with the driver Be strong, who is working on himself and is in a trusted circle may talk about feelings directly and willingly enter into developmental exercises. The exercise presented allows initial, cautious conclusions to be drawn, but these need further confirmation.

EXERCISE 7

Name: LITTLE SCRIPTURE QUESTIONNAIRE

Source: "Managing yourself and others. Psychology for managers", Karl Kälin, Peter Müri, Publishing House of the Professional School of Business, Krakow 1998

Objective: to identify the customer's dominant driver/small script

Area: attitudes and dispositions

Running the exercise:

1. The counsellor generally introduces the client to the topic based on the information provided in the notes to the counsellor and gives them the following questionnaire to complete.

SURVEY ON A SMALL SCRIPT

Assign a score to the following questions by circling the number of points selected in the appropriate box next to each question, according to the following rule:

statement corresponds to my behaviour: fully

= 5

fairly well = 4 a

little = 3 not at all

= 2 not at all = 1

1.	Whatever I do, I do it thoroughly.	5	4	3	2	1
2.	I feel responsible/accountable for making those who deal with me feel comfortable.	5	4	3	2	1
3.	I am constantly on the run.	5	4	3	2	1
4.	I am reluctant to expose my weaknesses to others,	5	4	3	2	1
5.	When I rest, I rust,	5	4	3	2	1
6.	I often use the phrase 'It is difficult to say exactly'.	5	4	3	2	1
7.	I often say more than is actually necessary.	5	4	3	2	1
8.	I find it difficult to accept people who are inaccurate.	5	4	3	2	1
9.	I find it difficult to show affection.	5	4	3	2	1
10.	My motto is: "Just don't let go".	5	4	3	2	1
11.	If I speak my opinion, I try to justify it.	5	4	3	2	1
12.	I fulfil my wishes immediately.	5	4	3	2	1
13.	I only hand in my assignments/work after I have checked them repeatedly.	5	4	3	2	1
14.	I am annoyed by people who constantly complain.	5	4	3	2	1
15.	It is important to me that others accept me.	5	4	3	2	1
16.	I do have a hard shell, but a soft core.	5	4	3	2	1
17.	I often try to find out what others expect of me so that I can adapt to those expectations.	5	4	3	2	1
18.	I find it hard to understand people who live carefree from day to day.	5	4	3	2	1
19.	In discussions, I often interrupt others.	5	4	3	2	1
20.	I solve my own problems myself.	5	4	3	2	1
21.	I complete tasks as quickly as possible.	5	4	3	2	1
22.	When interacting with others, I try to keep my distance.	5	4	3	2	1
23.	I should handle many tasks even better.	5	4	3	2	1
24.	When more than one person is doing the job, I am also personally concerned about secondary things.	5	4	3	2	1
25.	Success does not fall from the sky: I have to work hard at it.	5	4	3	2	1
26.	I am not very forgiving when it comes to silly mistakes.	5	4	3	2	1
27.	I appreciate it when others answer my questions quickly and concisely.	5	4	3	2	1
28.	It is important for me to learn from others whether I have done my job well.	5	4	3	2	1
29.	Once I have undertaken a task, I bring it to completion.	5	4	3	2	1

30.	I give up my wants and needs for the sake of other people.	5	4	3	2	1
31.	I'm often hard on others so they can't hurt me.	5	4	3	2	1
32.	I often drum my fingers impatiently on the table.	5	4	3	2	1
33.	When explaining a state of affairs, I like to use a clear calculation: firstly..., secondly..., thirdly....	5	4	3	2	1
34.	I am convinced that most things are not as simple as many people think.	5	4	3	2	1
35.	It makes me uncomfortable when I have to criticise someone.	5	4	3	2	1
36.	During discussions, I often nod in agreement.	5	4	3	2	1
37.	I put a lot of effort into achieving my goals.	5	4	3	2	1
38.	I have a rather serious expression on my face.	5	4	3	2	1
39.	I am nervous.	5	4	3	2	1
40.	Nothing can shake me easily.	5	4	3	2	1
41.	Others have nothing to do with my problems.	5	4	3	2	1
42.	I often say: 'Come on, get to work'.	5	4	3	2	1
43.	I often say: 'Just so', 'Exactly so', 'Clearly', 'Logically'.	5	4	3	2	1
44.	I often say, 'I don't get it'.	5	4	3	2	1
45.	Instead of saying: "Could you try it" I rather say: "Couldn't you at least try it?".	5	4	3	2	1
46.	I act in a diplomatic manner.	5	4	3	2	1
47.	I strive to exceed the expectations attached to me.	5	4	3	2	1
48.	During phone calls, I browse to the side for a newspaper, book, documents or other.	5	4	3	2	1
49.	"Clench your teeth". - this is my motto.	5	4	3	2	1
50.	Despite tremendous efforts, many things do not work out for me.	5	4	3	2	1

BE PERFECT									
1	8	11	13	23	24	33	38	43	47
Total									
ALWAYS ACT QUICKLY									
3	12	14	19	21	27	32	39	42	48
Total									
SPARE NO EFFORT									
5	6	10	18	25	29	34	37	44	50
Total									
TRY TO PLEASE EVERYONE									
2	7	15	17	28	30	35	36	45	46

Total									
BE STRONG IN EVERY POSITION									
4	9	16	20	22	26	31	40	41	49
Total									

2. The counsellor asks the client to transfer the totals from each driver to the diagram below to graphically illustrate how each driver contributes to the client's behaviour. If any driver exceeds a value of 40 on the scale, it can be assumed with high probability that its influence on behaviour is significant.

	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
BE SUFFICE																									
ACT FAST																									
SPARE NO EFFORT																									
TRY TO PLEASE EVERYONE																									
BE STRONG																									
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50

3. The counsellor gives the client a printout of the following descriptions of the individual drivers and discusses the results of the questionnaire with the client. The discussion can be enriched with the information on the characteristics of the individual drivers contained in exercise 6.

Driver Be perfect

This precept creates people who are perfect and ideal. They will stand on their heads and harry themselves just to achieve the bar they set for themselves. Their reports are effusive. Their events are striking in their virtuosity and attention to detail. There is no room for coincidence or any simplification here. They are very careful and structured. They create detailed action plans and task lists. At the same time, however, they are sometimes inflexible in their actions. They often make exorbitant demands not only of themselves but also of others and are perpetually dissatisfied with them. They do not allow themselves to make mistakes, and when they do, they cannot cope with the situation. The compulsion of perfectionism takes away their ability to enjoy life, and everything in it is zero-sum. Either perfect or disastrous - there is nothing in between. Many things and issues take up a lot of their time because they have to check them thoroughly. It is also hard for them to make quick decisions, because all aspects have to be carefully verified to avoid making a mistake. An inner voice tells them constantly: 'check', 'correct', 'achieve perfection', 'watch out for mistakes' Permission: You are OK here and now. You are good enough as you are.

Driver Try

This is a case somewhat similar to the above, except that here the emphasis is not on speed, but on quantity and complexity. "Followers" of this order most often have a number of tasks started, but are still constantly looking around for something new. One more project, one more task is no problem for them. They are eager to delve into the nuances and multifaceted nature of an issue, even when they were supposed to perform a simple and straightforward task in this regard. Creativity, innovation and multidirectional thinking are their trademark. They take on everything with enthusiasm and energy, which they share with others.

Such comprehensive and multifaceted thinking often results in a lack of focus on the performance deadline itself. People with this imperative often take on too many responsibilities and tasks. They work more than others, but this workload does not translate into results. Even the example of simply making sandwiches for children can turn into a creative and time-consuming task of cutting faces out of cold cuts, cheese and vegetables. What drives these people's actions is the subconscious message of 'try to make them appreciate you', 'since you get more tasks, it means you are important', 'new is interesting', 'prove yourself'. Permission: you are entitled to a limited number of tasks so that you finish them in peace and comfort.

Driver Pleasure

This precept shifts attention from oneself to others. People in whom it predominates are excellent at sensing and guessing other people's moods and needs. At the same time, they try to respond to them before anyone asks them to do so. They give small gifts, do kind favours and take care of the good atmosphere. They are usually warm and devoted to others. They value harmony and the absence of conflict. Sinking into this devotion to others, they often forget themselves or relegate their needs to the background as unimportant. They are unable to say no, be assertive or enforce commitments or promises to others. They care about simply 'being cool'. They lose their personality by trying to please everyone. They are unable to fight for their own. In their heads they are constantly told to: "take care of others", "do good to them", "sacrifice yourself for others", "the welfare of others is more important than your own". Permission: You have the right to take care of yourself, you are important too. This is good and develops you.

Driver Be strong

People with this precept are excellent at dealing with difficult situations and time pressure. They are able to keep a cool head in crisis situations. They are persistent and hard-working. They do not give up in the face of setbacks. They give others a sense of security through their behaviour. One gets the impression that they stand firmly and tenaciously at their post, that they can always be relied upon. At the same time, these people are reluctant to ask for help, even in situations where it would be strongly recommended, because they have the conviction that they have to handle everything themselves. This is particularly dangerous in complex projects, as they will not signal risks or dangers sufficiently in advance. Instead, they will try to deal with it themselves by intensifying their work. They are often perceived as emotionally cold people who do not show their feelings. This is all because they have a constant preoccupation with "I have to be able to cope", "I have to push to get ahead", "I have to show that I'm strong even if I'm not", "I have to show that I'm calm even if I'm really scared" and, finally, the classic "I can always do it. If not me, then who?" Permission: You have the right to be tired and to ask for help. You have the right to express your needs - they are not a weakness. They only show that you are aware of yourself.

Driver Hurry

People with this prevalent imperative are constantly in a hurry, constantly optimising something and constantly thinking of how to do even more things in the same time. When they have a lot on their plate, they feel a surge of energy and look for the cleverest solutions to finish the activity. An endless list of tasks and being under-timed is standard for them. The action is to be quick, without considering too many options. All that matters is to tick them off as quickly as possible and move on to the next one. A moment's downtime or inaction is a failure and a waste of time. Leisure, is a completely unnecessary whim and an unproductive extravagance. Unfortunately, in their case, haste often results in poor quality performance. The multitude of simultaneous activities means that they do not fully experience any of them and are not 100% committed to any of them. Sometimes, it can feel as if their thoughts are somewhere else than here and now, because they are already thinking about their next tasks. An inner voice gives simple and unambiguous instructions: "faster", "more", "hurry up". Permission: You have the right to rest and recuperate. You have the time to complete the task quietly.

Notes to the adviser:

Life script analysis enables us to understand the 'life script' by which an individual acts. We make many decisions guided by a subconscious plan for life that was formed in our childhood, influenced by our upbringing. For a young child, the precepts, prohibitions, rules and regulations of parents are absolute. As mature individuals, we are still subconsciously guided by the beliefs instilled in us during childhood. Often these act in a positive way - these are above all those acquired from a supportive parental "I" of our parents (e.g. *"You don't have to hurry"*), others limit and burden us - primarily those coming from the critical parental "I" of our parents and others (e.g. *"Only those who work hard can succeed"*). The aim of the script analysis is to become aware of the aggravating and limiting norms, rules etc. and to critically check with the adult self whether they are justified on a day-to-day basis, in a specific situation, and - where necessary - to free oneself from them as much as possible in order to learn to be independently and autonomously responsible for one's own behaviour.

To a certain extent, each person can find out for himself which principles have taken over and which still limit his decisions and actions by answering the following questions:

- What expectations and fears did my parents have of me ? (e.g. *"May you not become like your uncle Brand"*).
- Which life-rules were often repeated? (e.g. *"Work first, pleasure later"*).
- Which direct behavioural injunctions I took to heart (e.g. *"Don't brag"*).
- Which curses and wishes for happiness I gave credence to (e.g. *"Nothing good will grow out of you"*)
- Which cruel provocations I have fulfilled (e.g. *"Achieve what I have failed to achieve"*)
- What patches I have accepted (e.g. *"You are and will remain a messy person/body"*).

In their book, Kahler and Capers (1974) identify 5 basic demands made on children by parents. These demands are referred to as 'driving forces'/drivers.

'Be perfect at all times' or 'Make no mistakes'. This driver/driver demands perfection, excellence and accuracy in everything I do. I also tend to expect similar behaviour from others. The slogan is a challenge to continually exceed the goals set and, at the same time, a warning against lack of accuracy.

"Always act fast" or in other words **"Hurry up"** or **"Always look ahead"**. This drive/driver is the reason for hectic errands, fast talking, fast eating. In sum: it is a call to act in a constant hurry, to escape the present, and often a warning against getting into closer relationships with other people.

"Always make an effort", "Make an effort", "Don't spare any effort", "In the sweat of your brow" or "Give your best". Those who are driven by this drive/driver make almost the work of the century out of every job and even try to force others to do their best together with them. Whoever is under the influence of this driving force/driver follows the principle: "For nothing in the world give way!". This also includes a warning against self-indulgence.

"Always try to please everyone", "Always be nice/polite/courteous". With this motor/driver, another person is always more important than oneself. Those who are under its influence want everyone around them to feel good. He reaches out to others because he wants to win their respect and affection. This motor/driver urges us to be kind and live in harmony with others. At the same time, it is a warning against conflict as well as an admonition not to make our own claims.

"Be strong in every situation" or "Tighten your teeth". This driving force/driver says: you must not allow yourself moments of weakness, you must always be an example and a role model for others, and it is best to survive everything by yourself, without expecting help from others, according to the principle: "we solve our problems ourselves". This driving force/driver is a call to adopt a heroic attitude and a warning against showing one's feelings too much, especially against allowing oneself to feel sad.

EXERCISE 8

Title: EGOGRAM

Source: 'Managing yourself and others. Psychology for executives', Karl Kälin, Peter Muri, Publisher

Professional Business School, Cracow 1998

Aim: to identify in the client the dominant among those mentioned in Transactional Analysis. 'Self' state.

Area: attitudes and dispositions

Running the exercise:

The guidance counsellor generally introduces the topic to the client, based on the information in the notes for guidance, and gives the client the following questionnaire to complete. Once the client has completed the questionnaire, the adviser discusses the results with the client based on the information in the notes to the adviser.

SURVEY ON STATES OF THE SELF

Please answer the following questions as honestly as possible. For answers with which you tend to agree, mark the symbol "+", for answers with which you tend to disagree mark the symbol "-". The meaning of the "*" symbol will be explained later; in the meantime, do not draw attention to it.

SCALE I

- | | | |
|---|------|--|
| + | -1. | I can listen well. |
| + | -*2 | . I tend to set the tone in a group. |
| + | -*3 | . I feel that I am easily contradicted by others. |
| + | -4 | . I tend to side with the vulnerable. |
| + | -5 | . No work, no pay. |
| + | -*6 | . When I am unexpectedly backed into a corner in some dispute, I tend to react with anger. |
| + | -7 | . I agree with the statement that all true love is based on respect. |
| + | -*8 | . You can do what you want - a person's character cannot be changed. |
| + | -*9 | I tend to take the lead in confusing, complicated situations. |
| + | -10 | I find it easy to comfort others. |
| + | -*11 | . I find fault with others more often than I would like. |
| + | -12 | . Most people want someone to guide them. |
| + | -13 | . I consider those professions where you help people to be the most valuable. |
| + | -14 | . I show a lot of understanding to those who have serious problems. |
| + | -*15 | . I have my firm convictions and do not change them easily. |
| + | -*16 | . I often catch myself lecturing others. |
| + | -17 | . Real change will only happen when someone with a strong personality takes the matter into their own hands and pushes it forward. |
| + | -*18 | . In life, I tend to put my trust in tradition and tried and tested solutions. |
| + | -*19 | . I tend to get annoyed at people who challenge tried and acknowledged patterns of thought and behaviour. |
| + | -*20 | . In my opinion, people should be pointed out their mistakes. |
| + | -21 | .* I have rather precise views on what is good and what is bad. |
| + | -22 | . I consider the idea that people should be humane to be correct. |

- + -23 . Others often ask me for advice.
- + -*24 . The problem, which still seems to exist, is that there are too few people who want to work and too many who want to govern.
- + -*25 I agree with the proverb : "What Johnny does not learn, that John will not know".
- + -*26 . Many people do not realise enough that if you want to succeed, you have to - especially in your professional life - be very feisty.
- + -27 . There are times when people need to be forced to do things that are good for them.
- + -*28 . I am convinced that our society would be healthier if offences against the law were more severely punished.
- + -*29 . they often draw my attention to my commanding tone.
- + -30 . I have the impression that I trust my fellow human beings more than others.
- + -31 . It is easier for me to give orders than to obey them.
- + -32 . The biggest bad luck that can happen to someone is losing patience.
- + -*33 . harsh punishments inflicted on offenders would deter others from committing offences.
- + -34 . I always provide help no matter who needs it.
- + -*35 Parents are bullish today.
- + -36 . I derive great satisfaction from supporting others in their development.
- + -*37 . The work of the mass media (TV, press, etc.) should be better controlled.
- + -*38 . In management, it must always be clear who the supervisor is.
- + -39 . One of the reasons why advertising is so successful is that people like to be told what to buy.
- + -*40 . In my opinion, maintaining discipline on a daily basis plays a very important role in the management of a company.
- + -41 . A patriotic attitude towards one's own country will carry more weight than the idea of a global society.
- + -42 . People should identify more with certain ethical and legal principles.
- + -*43 What is cheap is worthless!
- + -44 . When I see someone having difficulty doing a job, I am happy to do it for them.
- + -*45 . management needs to increase, not decrease, control.
- + -*46 . I am of the opinion that certain professional traditions should remain within the family.
- + -*47 A manager with a strong personality can, alone, without the help of others, make decisions.
- + -48 . I generally live well with everyone.
- + -*49 . I am of the opinion that children should show respect to their parents.
- + -50 . I feel sorry for people in trouble.
- + -51 . Compared to others, I work more overtime/more involved in work.
- + -52 . I tend to join the majority opinion.
- + -53 . It is important to me that cooperation with others is as conflict-free as possible.
- + -54 . "The world repays gratitude" - I have already experienced this often.

- + -55 . Instead of wasting time explaining something to someone, I prefer to sort it out myself.
- + -*56 It's surprising how people can sometimes be stupid.
- + -*57 I tend to tell others what is wrong with them.
- + -58 . People should not avoid responsibility.
- + -59 . If you don't expect too much from people, you don't experience disappointments too often.
- + -60 When someone gets angry with me, I try to calm them down .

SCALE 2

- | | | |
|---|---|---|
| + | - | 61. I seem to be a much better observer than other people. I usually keep my |
| + | - | 62. cool when others withdraw or give up. |
| + | - | 63. My parents and educators were very happy when I was learning on my own or doing research or experiments. |
| + | - | 64. Before I act, I gather information and make a plan. I rarely or |
| + | - | 65. never blush at all. |
| + | - | 66. I am happy to speak at public events. I cry rarely or not |
| + | - | 67. at all. |
| + | - | 68. I have a greater willingness to take risks than most of my friends. I don't mind being |
| + | - | 69. alone. |
| + | - | 70. My parents/carers valued being guided by reason rather than feelings. |
| + | - | 71. I am not driven by preconceptions and am able to remain objective and detached when a situation causes excessive upset in others. |
| + | - | 72. I favour problem-solving behaviour over haggling and making compromises. |
| + | - | I am easily in control of my feelings. |
| + | - | 73. When I'm planning a project, I'm keen to include those people who will contribute solidly to |
| + | - | 74. the work. |
| + | - | I have firm convictions and I give them expression, but I react positively to reasonable |
| + | - | 75. arguments from the opposing side and I can change my mind. |
| + | - | Although some people, by making compromises, try to suppress interpersonal conflicts, |
| + | - | 76. cover them up or alleviate them, I try at all costs to find out the causes of these conflicts. |
| + | - | I remain calm in stressful situations. |
| + | - | 77. I tend to analyse the degree of risk before making decisions. |
| + | - | 78. I try - to a greater extent than many people I know - to seek out ideas, opinions and attitudes that differ from my own. |
| + | - | 79. People who work with me would say that I enjoy making decisions and that I am decisive. |
| + | - | 80. I can handle setbacks well. |
| + | - | I resolve interpersonal conflicts during a private conversation with the persons concerned. |
| + | - | 81. |
| + | - | 82. |

- + -83 . I am convinced that effective management encourages and mobilises employees to give their best.
- + -84 . I believe that what others feel and think is important.
- + -85 When I was a child, my parents encouraged me to express my own views without fear of punishment or of appearing ridiculous.
- + -86 . I am interested in the results of scientific research.
- + -87 . I seem to have developed the ability to think for myself and independently, rather than fitting in with the opinion of others.
- + -88 . I believe that people are capable of self-direction and self-control, and through this, of developing themselves.
- + -89 . Most errors are due to misunderstandings rather than carelessness.
- + -90 . I seem to have learnt to face the world with a relaxed, confident and positive attitude.
- + -91 . I am a member of associations, clubs or other organisations.
- + -92 . As a rule, it is useful to be honest and open with others.
- + -93 I tend to act logically and rationally when solving problems and am not subject to undue emotion .
- + -94 I can remain outwardly calm despite everything boiling inside me .
- + -95 . I attend courses, trainings, seminars, lectures more often than most of my friends.
- + -96 . I have a reputation for honesty and objectivity.
- + -97 I tend to enforce what I want from others .
- + -98 I can explain things to others in a clear and lucid manner .
- + -99 . The success I have achieved in my life lies in my ability to suppress my true feelings.
- + -100 . During discussions, my arguments are usually the best.
- + -101. I am convinced that people are inherently good.
- + -102 . I place importance on being as perfect as possible.
- + -103 . I read one or two newspapers every day/listen to one or two podcasts on history or current events or to improve my knowledge.
- + -104 I have a fairly clear idea of what I want to achieve in five years' time, both in my professional and private life.

SCALE III

- + - *105 Although many do not want to accept it, I believe that feelings are a decisive factor in 90% of life decisions.
- + -106 . I seem to feel sorry for myself more than others.
- + - 107.If a higher-profile figure takes responsibility for a certain difficult decision, I will cooperate in its implementation, even if I am not entirely convinced of its rightness.
- + - *108 I use life at all times.
- + - *109. It often happens that I daydream in broad daylight.

- + -*110 . I often shop spontaneously.
- + -*111 . I find it difficult to persevere with a weight-loss programme, stop smoking, etc.
- + -112 . I don't mind doing a task, but I'm happy to put the management of it in the hands of others.
- + -*113 I often use phrases such as: "great", "hellish", "crazy".
- + -114 . I tend to withdraw in tense situations.
- + -115 . Modesty is perhaps the greatest virtue.
- + -*116 I am happy to tell jokes.
- + -*117 I always have a head full of new ideas.
- + -118 I have no difficulty following instructions .
- + -119 . Following orders comes easier to me than giving them.
- + -*120 I am often impulsive .
- + -121 . I prefer, for the sake of sanity, to agree with others rather than continue to debate with them.
- + -122 . I try very hard to win the applause of others.
- + -123 Sometimes I catch myself laughing or talking too loudly .
- + -124 . I often say to myself: 'There's no point in getting involved'.
- + -125 If someone has touched me to the bone, I generally don't tell them about it.
- + -*126 I find it difficult to understand why so many people take life too seriously.
- + -127 . I often don't give away my ideas if they seem insignificant to me.
- + -*128 . My parents respected that I gave full expression to my feelings, such as joy, sadness, anger and others. They even encouraged me to do so.
- + -129 I seem to be able to put my best foot forward as often as I would like.
- + -130. I prefer to accept a position with less responsibility, less competence and less respect.
- + -131 Perhaps my parents instilled in me a fear of the world rather than showing me the positive side of it.
- + -*132 I have more interests and hobbies than most people I know .
- + -133. For some unknown reason, I often fail.
- + -*134 . One Friday evening you are sitting with friends, emptying a few bottles of wine. Suddenly, someone comes up with the idea of going to Paris for two days. Will you be going too?
- + -*135 I am more attracted to fantasy-based solutions than logical ones.
- + -*136 There are times that I cry in the presence of others and I am not ashamed of it.
- + -*137 . I adopt a joyful attitude towards sex, my body, intimacy, etc.
- + -138 . Important personalities must always be obeyed.
- + -*139 There are times when I allow myself exceptional joys and pleasures
- + -140. I feel uncomfortable in unusual situations.
- + - *141 Often, when I find myself in the middle of trouble, I ask myself how I got into it again.
- + -142 . In many situations I just feel helpless.
- + -*143 When I say something, it often happens that I make a gaffe.

Results and discussion of the survey:

Add up first all the "+" signs you have circled in questions 1 to 60 (SCALE I), then all the "+" signs in the questions marked with an asterisk in questions 1 to 60 (SCALE I). The value obtained determines the contribution of the parental self (2) to your personality. By subtracting this value (2) from the total sum (1), the share of the supportive/caring parental self (3) in your personality is calculated.

The sum of all the '+' marks in questions 61 to 104 (SCALE II) gives an adult 'self' rating (4).

Now calculate the sum of all the '+' signs in questions 105-143 (SCALE III) and then all the signs "+" in the questions marked with an asterisk (natural/spontaneous child self) (6). If this value (6) is subtracted from the total (5) one obtains the proportion of the child's adapted self.

Based on the table below, we will convert these absolute values (2) - critical parental self, 3) - supportive/protective parental self, 4) adult self, 6) natural/spontaneous child self, 7) adapted child self) into scale values.

Scale I

(Questions 1-60)

Sum of all "+"	=		(1)
Sum of "+" answers to questions with an asterisk (critical parental self)	=		(2)
(1) subtract (2) (parental supportive/caring self)	=		(3)

Scale II

(Questions 61-104)

Sum of all "+"	=		(4)
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Scale III

(Questions 105-143)

Sum of all "+"			(5)
Sum of all "+" for questions with an asterisk (natural/spontaneous "childish self)	=		(6)
(5) subtract (6) (adjusted child self)	=		(7)

Below are the conversion tables from which the calculated absolute scores (2) (critical parental self), (3) (supportive/protective parental self, (4) (adult self), (6) (child's natural/spontaneous self), (7) (child's adapted/adapted self) will be converted into scale values.

SCALE I				SCALE II		SCALE III			
The critical parental self		Supportive parental self		The adult self		Children's natural self		The child's adapted self	
Absolute value (2)	Scale value	Absolute value (3)	Scale value	Absolute value (4)	Scale value	Absolute value (6)	Scale value	Absolute value (7)	Scale value
2	0	2	0	13	0	1	0	1	0
3	5	5	5	14	5	2	5	2	5
5	10	7	10	16	10	3	10	3	10
7	20	10	20	18	20	5	20	5	20
9	30	12	30	21	30	7	30	7	30
11	40	14	40	23	40	8	40	8	40
12	50	16	50	26	50	9	50	9	50
14	60	18	60	29	60	10	60	10	60
16	70	20	70	31	70	12	70	12	70
18	80	22	80	33	80	13	80	13	80
20	90	25	90	36	90	15	90	15	90
21	95	28	95	38	95	17	95	17	95

The scale values transferred from the table will give an egogram:

Parenting "critical self"	Parenting "critical self"	The adult self	Children's natural self	The child's adapted self
100	100	100	100	100
80	80	80	80	80
60	60	60	60	60
40	40	40	40	40
20	20	20	20	20
0	0	0	0	0

Notes to the adviser:

There are no good or bad egograms just as there are no good or bad states of self. Each state has its advantages and disadvantages. The egogram indicates how a person's energy is distributed among the various states of the self and how strongly they are developed.

The more the scale increases, the more strongly the respective self-state is developed (a scale value of 50 is the average of three thousand German-speaking people surveyed). If one self-state outweighs the others by more than 15 scale units, this means that the behaviour resulting from the respective self-state dominates primarily in coercive situations - in such situations it is extremely difficult to abandon this self-state, and its dominance leads to a selection of perceptive abilities. This means that at any given moment I only perceive what justifies my attitude. I do not hear or see anything else.

Small differences between the states of the self indicate a rapid transition from one state to another.

It is worth adding that the energy of the 'I' made visible in the egogram can change, for example as a result of different kinds of experiences. In turn, long-term observations of different people's egograms have shown that they change at different stages of life.

Since each person needs such a distribution of psychic energy in states of the self that satisfies both his needs and those of those around him, there is no ideal egogram. An artist will distribute his energy differently from a lawyer, and a nurse differently from a manager.

Basic information on states of the self:

State of I-Parent

The I-Parent originates from the parents, or their substitutes, e.g. grandparents, older siblings, teachers, superiors, people in authority from whom we adopted manners when we were still young and encoded them in our brains as if on a tape recorder. The I-Parent punishes and rewards, criticises and emboldens, is responsible for upbringing, traditions, values, ethics and conscience. The I-Parent is necessary for culture and civilisation to survive.

The I-Parent condition is divided into: The Parent-Caring **Parent** and the **Parent-Critical or Controlling Parent**. The Nurturing Parent has all the characteristics of a caring protector, his functions include nurturing, protecting, praising, supporting, helping, feeding, teaching and caring - in a word, everything a mother does with her newborn. The caring parent often uses the following expressions: "to care", "to look after", "to advise", "to encourage", "to allow", "to rescue", "to protect", "to help".

From the Critical Parent, on the other hand, come all the manners of behaviour characteristic of those with authoritative attitudes, i.e. criticising, commanding, bossing, belittling, punishing, maligning, controlling and caring for order.

The state of the Controlling Parent is indicated by the following manners of behaviour: drawn-down eyebrows, a look that evokes fear in others, impatient nodding of the hand or leg, a raised finger, pouting of the lips, looking down and with some contempt, hands placed on the hips with a wide stance or crossing the arms on the chest.

A person who acts from the position of the Critical Parent uses the following terms 'must', 'command', 'forbid', 'should', 'always', 'never', 'no', 'duty', 'ridiculous', 'absurd', 'childish', 'idiot', 'donkey', etc.

The State of I-O-Rose

In this state of Self, our action can be compared to that of a computer. Thanks to the state of Self-Orientation, we perceive and evaluate reality objectively. The Self-Oriented state is the sober part of our personality that, using our senses, collects information and facts about our environment and ourselves, processing them according to the laws of logic and finally drawing the appropriate conclusions. Thanks to the state of the I-Oriental, we act independently of our feelings and moods, which is an important condition for objective knowledge of reality. The Self-Adult, however, can influence other states of our Self. If the Self-Adult receives insufficient or false information, it cannot assess reality correctly. The Self-Oriented state can be recognised in the purposeful movements of the body, the focused gaze. The face is directed straight ahead, the head neither tilted nor raised.

State of I-Child

The I-Child state is essentially a way of behaving and feeling that originates from childhood. The Self-Child manifests itself throughout our lives as the familiar phenomenon of the 'child in woman' or the 'child in man'. In our I-Child we find all our wishes, desires and feelings. We act, think and feel as we did during our childhood.

The I-Child state is divided into: Child-Adapted and Child-Free or Natural. In the Adapted Child there are attitudes formed by the social environment, mainly the family. Such characteristics include: obedience, giving way, guilt, sulking, politeness, following the authority of others. The child-natural plays, gets happy and angry, explores the environment with interest, finds something new, laughs and cries, is spontaneous, does not reckon with the laws of morality and ethics. Thus, the Natural Child reacts spontaneously, without caring about the reactions of the social environment. The following are characteristic of the Adapted Child: lowered head and eyes, raised or drawn back shoulders, all kinds of feelings of anger expressed by appropriate gestures learned from the parents, stubborn stamping of the feet, bowing, standing at attention, glances cast surreptitiously (e.g. in the case of a shy girl waiting for a dance partner), but also raising the hand up to ask permission to speak, waiting at red lights, taking into account the presence of others, a sense of tact.

Some examples of the advantages and disadvantages of strongly or weakly developed states of the self:

The critical parental self	Strongly educated	Poorly educated
Pros:	• can make quick decisions in critical situations • attaches importance to traditions and norms	• does not give the impression of being authoritative • is flexible • is not a "stiff" • is open to other opinions and views
Disadvantages:	• tends to reject novelty • is intolerant • is overly critical • discourages • reacts with anger, sometimes violence and aggression	• ineffective • provokes manipulation • vague
Supportive parental self	Strongly educated	Poorly educated
Pros:	• creates a sense of security • shows understanding • listens patiently • supports • is caring	• requires autonomy from others • allows others to act • delegates the execution of tasks to others
Disadvantages:	• overprotective • "only wants the good for others" • makes others dependent on themselves • hinders or prevents the independence of others	• shows little understanding • rarely praises • relates everything to itself • often feels lonely
The adult self	Strongly educated	Poorly educated
Pros:	• asks a lot of questions • investigates the reasons • attaches importance to logic • resolves conflicts through effective cooperation	• the poorly developed adult self has no advantages

Disadvantages:	• seldom shows his feelings • overly controlling • works like a robot • has a tendency towards excessive perfectionism	• does not learn from experience • is variable • is unpredictable • has low self-esteem
The child's natural self	Strongly educated	Poorly educated
Advantages	• imaginative • gives the impression of being witty • gallant • spontaneous • open • shows affection • enjoys life	• gives the impression of being calm • holds firmly to the ground
Disadvantages	• impulsive • loses his temper • absolute • chaotic • contradictory • choleric	• does not often show affection • keeps to himself • dry • has a tendency towards depressive states • gives the impression of not being very lively
The child's adapted self	Strongly educated	Poorly educated
Advantages	• includes others • can make compromises • follows standards, laws and guidelines	• says what he thinks • goes its own way • defends its opinion • is incorruptible • disregards others
Disadvantages	• overly tailored • withdraws easily • is afraid of making a mistake • quickly gives up • gives way easily	• lacks diplomatic skills • is unable to make compromises • rude • "Some know me, others can kiss me somewhere..." • not very cooperative

How to strengthen individual underdeveloped states of the self?

Strengthening the adult self:

- I will take responsibility for my own life;
- I will look at reality as it is, not as I would like it to be;
- I will see myself as I am and not as I would like to be;
- Instead of going straight to action or complaining, I will reflect and ask;
- Instead of asserting something, I will listen and ask questions;
- Instead of waiting, I will still take the first step today;
- I will say if something bothers me.

Strengthening the child's natural self

- I become aware of my own feelings, accept them and express them - if appropriate;
- I will do things that really give me pleasure, as long as they do not lead to self-destruction;
- I will enjoy the moment instead of complaining and being intolerable to others;
- I will enjoy the little things and the big things;
- I will learn to be surprised again.

Strengthening the child's adjusted self

- Instead of focusing on 'I can't' I will focus on 'I don't want to';
- I will replace 'must' with 'decides to';
- I will be clear about what I want;
- I will learn to say no and take the consequences.

Strengthening the supportive parental self:

- I will show understanding for the way others behave;
- I will show support and interest in others and accept support from others;
- I will start actively listening.

How to undermine a child's strong adjusted self:

- Instead of focusing on 'I can't', I will focus on 'I don't want to';
- I will replace 'must' with 'decide';
- I will be clear about what I want;
- I will learn to say no and take the consequences.

How to undermine a strong critical parental self:

- I will learn to ask instead of claim;
- I will learn to listen to others;
- I will wait, instead of getting straight down to business;
- I will question my own beliefs: "Is this really the case?"

EXERCISE 9

Title: LIST OF CHARACTERISTICS**Source:** *"Born to Win"*, Muriel James, Dorothy Jongeward, REBIS, Poznań 1999**Aim:** to make the client aware of tendencies/repeating patterns in their behaviour.**Area:** attitudes and dispositions**Mileage:**

1. The counsellor gives the client a printed sheet with a list of character traits (template below) and asks them to fill it in.

LIST OF CHARACTER TRAITS	
Read the list of characteristics given quickly. Tick off (✓) those which you think characterise you. Mark with a cross (+) those that do not apply to you and with a question mark (?) those you are not sure about.	
I like myself	
I am afraid of people or feel hurt by them	
you can trust me	
I make a good impression	
I generally say the right thing	
I am not happy with myself	
I fear the future	
I am mainly counting on the ideas of others	
I'm wasting my time	
I use my skills well	
think for myself	
I know my feelings	

I don't understand myself	
I usually say the wrong thing	
I like the company of others	
I don't like my own gender	
I feel discouraged about life	
I do not like the company of others	
I have not been able to develop my own skills	
I am satisfied with my gender	
I often do what should not be done	
I feel blocked	
I use my time well	
people avoid me	
I don't care about the problems of my community	
I like to work	
I like nature	
I don't like working	
I am committed to addressing the concerns of my community	
people like being with me	
I perform my job/tasks well	
I can control myself	
I love life	
I can't control myself	
I don't like myself	

2. The counsellor together with the client analyses the questionnaire filled in by the client, using the information provided in the notes for the counsellor under this chapter: *"Look now at the marked characteristics:*
 - *Do they form a pattern of behaviour?*
 - *Are these characteristics of a winner or a loser, or perhaps both trends?*
 - *Which qualities would you like to change in yourself?"*
3. Once the counsellor has finished analysing the questionnaire, he gives the client a sheet with a printed satisfaction axis (according to the template below) and asks the client to mark the appropriate place on the axis:

Guided by your sense of personal satisfaction with what you have accomplished in life and your relationships with other people, mark your place on the continuum below. Imagine that one end of it describes a person tragically losing and the other end describes a person winning, achieving what they want.

Are you satisfied with yourself?

Are you satisfied and happy with what you have achieved in life?

Losers

Winners

Are you satisfied with your relationships with others?

Losers

Winners

Are you satisfied with your place on the continuum?

If not, what would you like to change?

Notes to the adviser:⁴⁵

Each of us comes into the world with the ability to win life. In his or her own unique way of looking, listening, touching, tasting and thinking, each person realises his or her own potential, his or her own abilities and limitations. He or she can acquire values, think independently, be creative and self-conscious, in a word - he or she can win life.

The words 'winner' and 'loser' have multiple meanings. For the purposes of the exercise described above, we assume that

"A 'winner' is someone who responds authentically, who is trustworthy, who is vulnerable and genuine both as an individual and as a member of a larger community. A 'loser' person, on the other hand, is someone who is unable to express themselves authentically. Few of us are 100% winners or losers, however, it is important to maintain the right proportions.

WINNER

The essence of winning is not success, but authenticity understood as experiencing oneself realistically, with self-knowledge, sensitivity and the ability to inspire confidence. These qualities are accompanied by the ability to reveal the uniqueness of one's own personality and to accept the individuality of others.

Winners don't spend their lives pursuing something they think they should be - they are themselves and don't waste energy playing comedy, keeping up appearances and taking advantage of others. They show others their true image without changing it to suit other people's preferences. They do not need a mask. They reject exaltation and humiliation. They are not frightened by autonomy.

Everyone has moments of autonomy, although sometimes they are very fleeting. The winners know how to sustain and strengthen them. They may lose ground at times, suffer defeats, but nevertheless retain a fundamental belief in themselves.

Winners are not afraid to think for themselves and use their own knowledge. They are able to distinguish between facts and opinions and do not need to have all the answers. They listen to others, respond to their views, but are able to draw their own conclusions. While admiring and respecting others, they do not feel diminished, limited, dependent

45 J. Muriel, D. Jongeward, Born to Win, REBIS Publishers, Poznań 1999, pp. 21-28.

nor intimidated by them.

The winner does not play defenceless and does not shift the blame to others. He takes responsibility for his own life. He reacts appropriately in a variety of situations. His or her reactions are an appropriate response to the stimulus and protect the personality, wellbeing and dignity of others.

The winner knows that there is a time for everything: for aggressiveness and for passivity; for being together and for being alone; for fighting and for loving; for working and for playing; for presence and for withdrawal; for words and for silence; for hurrying and for waiting.

Time is precious to the winners: they do not lose it, but live it here and now. Living the present does not mean forgetting the past or ignoring the future. The past is known and taken into account, while the present is lived consciously, with a realistic and confident attitude towards the future.

Winners learn to recognise their own feelings and limitations without being afraid of them. They are not blocked by internal contradictions and conflicts. They are aware of their own anger and rage and are able to understand the anger of others. They know how to love and be loved.

Winners can be spontaneous. They do not have to react in a pre-planned, rigid way and when the situation demands it, they flexibly change their plans. They know the taste of life, enjoy working, playing, eating, loving, respect others and value nature. They enjoy their own successes without embarrassment and do not envy the successes of others.

They know how to enjoy themselves freely, but they also know how to wait, to push back pleasure, to limit themselves now in order to increase enjoyment later. They are not afraid to take what they want, but do it appropriately. They do not seek a sense of security in controlling others and do not enter into situations that are doomed to fail.

Winners have a sense of community with the world and humanity. They are no strangers to human issues or world problems. They are attentive and seek ways to improve the quality of life. They do not feel powerless in the face of national and international problems - they seek to work for a better world.

OVERVIEW

However human beings are born to win life, they are vulnerable and dependent on their surroundings at birth. Winners successfully move from total vulnerability and dependence to independence, and from independence to interdependence. Losers fail to do this. At some point, they begin to avoid feeling responsible for their own lives.

As mentioned earlier, there are few people who completely win or lose. Most win in some areas of life, while losing in others. The ability to win and lose is a result of the conditions of their childhood. Lack of response to dependency needs, poor nutrition, inadequate nurturing, brutality, disturbed emotional relationships, repeated disappointments and traumatic events all contribute to losing attitudes. Experiences of this kind interrupt, discourage and impede normal development towards autonomy and self-realisation. In order to cope with difficult experiences, the child begins to try his/her hand at manipulating others, putting pressure on others and himself/herself. Over time it becomes increasingly difficult to give up the techniques that have been mastered and are effective in their own way. Thus, they become permanent, tried and tested patterns of behaviour. The winner works to free himself from them. The loser clings to them.

Some losers say of themselves that they have succeeded but are anxious, blocked, unhappy. Others see themselves as defeated, aimless, incapable or bored with life. Often they do not realise that it is they themselves who have built the cage in which they have locked themselves, and it is they themselves who have caused the difficulties they are experiencing.

The loser rarely lives in the here and now. Rather, he tries to kill time by focusing on memories or on expectations of the future. He lives in the past, dwelling on the good old days or personal experiences. With nostalgia and attachment, he thinks about what has gone before or complains about bad luck. He laments himself and shifts the responsibility for his own disappointments onto others. Accusing others and self-justification are games often played by losers. They live in the past and complain: "Oh, if I had met a different girl..."; "If I had gone to a different school..."; "If I had had a different job..."; "If I had been

more beautiful..."; "If my father hadn't saw...."; "If I were richer..."; "If I had better parents..." etc., etc.

Those living in the past often hope for a miracle, after which they will surely 'live happily ever after'. They make no effort to change their lives, but wait for a magical rescue. Life will be miraculous when: "Finally, a miraculous prince on a white horse or the perfect girl will arrive..."; "I will finally graduate..."; "I will already get that new job"; "I will go to that new school..."; "It will be my turn...".

Others live in constant fear of what is to come, of impending disaster. They invent all sorts of possibilities: "What if I don't find a job..."; "What if I lose my head..."; "What if I break my leg..."; "What if nobody likes me..."; "What if I'm wrong...".

When thinking about the future in this way, losers constantly feel anxious. They worry about the future - real or imaginary - about exams, bills to be paid, love adventures, crisis, illness, etc. People prone to fantasising fail to see the real possibilities of the present moment. They fill their heads with eventualities that have a tenuous connection to the current situation. This anxiety distorts reality. As a result, they are incapable of seeing, feeling, tasting, touching and thinking for themselves.

In their inability to mobilise their full mental potential in the immediate situation, losers receive false or incomplete information. They see themselves and others in a distorted mirror, so to speak. Not surprisingly, their ability to cope with the demands of reality is greatly reduced.

Losers spend a lot of time playing comedy, pretending, appealing to others and perpetuating childhood habits and attitudes. They waste a lot of energy maintaining a mask that shows the often inauthentic facade of their personality. For someone who plays comedy, appearances, presentation, often matter more than reality.

Losers suppress their own ability to express their emotions spontaneously and the associated spontaneous behaviour. They are often unaware of the existence of other possibilities or choices that would change their lives to be richer and fuller. They are afraid of the new, preferring to keep the familiar status quo. They repeat not only their own mistakes, but often the mistakes of their parents, their family and their own culture.

Losers find it difficult to show affection and establish close, intimate, honest and direct relationships with others. They try to use people to make them function according to their wishes, which consumes much of their energy.

Losers do not use their intellectual capacities. They misuse them to intellectualise every event, every feeling. They find arguments to give credence to their actions and flood others with a torrent of words. In this way, a huge part of their capacities remains dormant, unrecognised and unrealised. Like the frog-prince in the fairy tale, the loser is forced to live life against his true nature.

EXERCISE 10

Title: FAMILY SCRIPT - PERSONAL SCRIPT

Source: "Born to Win", Muriel James, Dorothy Jongeward, REBIS, Poznań 1999

Aim: to make the client aware of tendencies/repeating patterns in their behaviour.

Area: attitudes and dispositions

Mileage:

1. The counsellor introduces the client to the situation (verbally describes the situation) and then asks the client to answer a question: *"Imagine you are going back in time. What were your ancestors like 75 or 100 years ago? Think about the dramatic patterns of your family. Is there anything in it that you are also recreating today? Is there something you have changed? Does your cultural heritage (e.g. the fairy tales you listened to) influence you and how? (e.g. in your gender roles, in your work, in your educational plans?)"*
2. The counsellor then invites the client to continue the exercise: *"Imagine you are a child again and recall the words spoken by your parents at that time. What were they saying about your values, your abilities, your morals, your gender, your intelligence, your appearance, your health and your future? Summarise in one sentence what*

According to you, each of your parents thought about you. Does your own assessment of yourself today bear any relation to your parents' assessment of you?"

Notes to the adviser:

Every person has a psychological script and lives in a culture with a specific script. The psychological script contains the programme of the individual's life plan. It goes back to the roots of the messages the child has received from the parents. These messages are constructive, destructive or unproductive. It also goes back to the roots of the psychological attitudes taken on by the child from the parents and relating to people or to persons of one sex. Messages not adapted to the child's natural capacities and will to survive, suppressing and limiting its potential, suppressing its natural 'I'. Conscious people are able to determine their own life plan and rewrite their scenario according to their actual personality traits. They are able to become aware of the possibilities of their own I AM and reject what forces them to live within a limited framework that is not their own, but for many people this is not easy. The first step to begin the process of becoming oneself is to become aware of the genesis of one's own limitations, and this is what this exercise serves to do.

EXERCISE 11

Title: T-SHIRT

Source: own elaboration based on "Born to Win", Muriel James, Dorothy Jongeward, REBIS, Poznan 1999

Aim: to make the client aware of trends in their behaviour.

Area: attitudes and dispositions

Mileage:

1. The counsellor instructs the client: *"Are you sending messages telling others that you are a wolf with sharp fangs, a proud peacock, a cow, a camel, that you are as stubborn as a donkey, as strong as a bull, as a fish out of water, as intrusive as a fly, as angry as a rabid dog, as sly as a fox, as cheerful as a bird, as nimble as a pinkie, as gentle as a lamb or as clumsy as an elephant in a china shop? If this is the case, how do you create this impression? What postures, gestures, facial expressions, tone of voice, etc. do you use?"*
2. After discussing with the client their answers to the above questions, the counsellor moves on to his second, "homework" part: *"And now I'm going to give you homework to do: when you get home, ask at least 5 other people how they perceive you in terms of: colour, country, type of food, music, famous character, weather, breed of dog, body part, clothing, literary genre, furniture. At the next meeting we will talk about the results of this experiment."*
3. At the next meeting, the counsellor asks the client about his/her impressions after doing the "homework" and the results. Then, in discussion with the client, they draw conclusions from stages 1 and 2 of the exercise. The counsellor chimes in: *"Please analyse the information you have gathered. Now think about the answers to the following questions in their context:*
 - *What messages are you sending to others if they perceive you in this way?*
 - *Which of these messages are invitations?*
 - *Which may alienate others from you?*
 - *Which of these are ways of devaluing the environment?*
 - *Do you have a whole collection of T-shirts used for different occasions, in different places and for different people?*
 - *Are these the transfers you want to send?*
 - *If not, think about what you could be doing differently?"*

EXERCISE 12

Title: CAN I CHANGE MY CONDUCT?

Source: "Managing yourself and others. Psychology for managers", Karl Kälin, Peter Müri, Publishing House of the Professional School of Business, Krakow 1998

Aim: to initiate a process of change in the client and strengthen motivation to achieve the goals set.

Area: attitudes and dispositions

Mileage:

The guidance counsellor introduces the topic and purpose of the exercise and gives the client the printed form below, asking him/her to fill it in. As the client fills in the fields of the form, the guidance counsellor answers any questions and clarifies any doubts.

CONTRACT WITH YOURSELF

Eric Berne - the founder of Transactional Analysis - was once to say (English, 1982): *"Treating oneself is akin to when one wants to cut one's own hair - it is certainly difficult to get to all the places on one's head, although with enough patience and the use of a mirror, one may eventually succeed."*

If you want to change something in your behaviour and your inability to make a decision is a problem for you, it is important that you make some kind of deal with yourself to make the goal of change binding. The form below is taken from James and Savary's book 'A news elf' (1977)

The form outlined below should make it much easier for you to be consistent in your goal.

The following things I would like to do better:

More specifically, I have the following objective
(whether this objective is achievable, reasonable and measurable. If not it should be reformulated)

To achieve this, I could
(whether it is achievable, reasonable and measurable. If not - it should be changed)

The capabilities, attitudes and value systems that facilitate the fulfilment of this contract are:

What superstitions, behavioural patterns, traditions, messages from childhood support, or perhaps sabotage, this agreement?

The aspects that my inner child self finds appealing or hard and threatening in this contract are:

I can measure the degree of goal achievement by:

Those supporting this agreement are:

Those who oppose this agreement are:

The personal change I am aiming for in this agreement will be recognised by others:

If someone bothered me to fulfil this agreement, I could/would:

In order to receive support in completing this contract from others, I could

If this agreement does not live up to its name, even though I am putting a great deal of effort into it, I will consider that:

The worst that could happen in not fulfilling this agreement is:

Returning to my answer to the first question, I see the following problem:

When I think about it I feel thatand I decide that having recognised my purpose from different points of view and taking into account its feasibility, reasonableness and measurability, I would like to rephrase it in the following form:

Place, date signature

EXERCISE 13

Title: DECISION TO CHANGE

Source: analiza-transakcyjna.pl

Aim: to initiate a process of change in the client and support them in making it a reality.

Area: attitudes and mindsets.

Mileage:

1. The counsellor describes the objective and gives instructions on how to perform the exercise to the client:

"How many times have you resolved to make some kind of change in your life ("this time it will be for sure!"), but again you failed? I'm thinking of all the well-known "I'm going on a diet", "I'm going to stop smoking", "I'm going to learn a language regularly", but also the less obvious contracts we make with ourselves. The best example, of course, are our New Year's resolutions, which we rarely manage to put into practice for long. Why is this the case? After all, you want this change, you make agreements with yourself, you often even communicate your intention to your friends to add motivation. It is not uncommon to

You start to put it into practice and for a while it somehow goes, but... Well, that's exactly it, there is a 'but'. Motivation drops, deviations start to occur, until eventually the whole commitment becomes just a memory. Do you feel like taking a look at why this happens? If so, I invite you to do the exercise. Think of something you want to change in your life and look in your head for the answers to the following questions:

1. *What do I want?*
2. *Why do I want it?*
3. *What do I need from others to achieve this?*
4. *What do I need to do to achieve this?*
5. *How can I sabotage my actions to avoid achieving this?*
6. *When do I start?"*

2. The counsellor gives the client the above questions on a piece of paper and gives the client time to think about them and give a written answer.

1. Once the client has finished, the counsellor continues:

"Ok, so you have your resolution worked out based on the above questions. Let us then see what threats to your contract with yourself may arise. I therefore invite you to analyse your answers."

2. The adviser reviews with the client the answers given, based on the information provided in the notes for advisers under this chapter.

Notes to the adviser:

The following shows how to analyse a customer statement:

WHAT DO YOU WANT?

Possible pitfalls: stop contract, contract to change someone else, magic contract.

Glance at your answer and assess whether you want to start doing something ('I will find a new job', 'I will improve my English') or stop doing something ('I will stop eating fast food', 'I will stress less'). **If your contract with yourself is that you will stop doing something (the so-called 'stop contract') - reframe it as a positive one, i.e. specify what change you will make.**

When you focus on not doing something - you are actually focusing on that very issue all the time. You are probably familiar with the famous "don't think about the pink elephant". What automatically comes up is precisely the image of the pink elephant in our imagination. When we use a negation, we first evoke an image of what we want to deny. This is why "I won't eat sweets" (what do we hear? eat sweets!) is worth rephrasing as, for example, "I will make sure I eat healthy".

This is also related to your motivation, discussed in the next question. More often than not, stop contracts are linked to an obligation to change ('I have to stop doing this') and therefore to a state of I-Parent, which is not conducive to real change. This is not always the case, but it is worth being attentive here.

Also make sure that your resolution is about you and not someone else. "I want to find a job for a friend" is not really your contract. Also be wary of veiled contracts to change others like "I want to have a better relationship with my father". What exactly does this mean: that you will take care of it or the other party, or maybe both?

What you can contract with yourself is all about you, so it is more like 'I will work on a better relationship with my father' or 'I will support a friend in his job search'.

Also assess how realistic your resolution is. "I will become Miss World" or "I will be a millionaire in a year" may not be completely impossible, but only under certain conditions. If you do not currently meet these conditions, do not set an unrealistic goal. The slogans promoted by some motivational speakers, such as "you can do anything", "the sky is the limit". - often bring more frustration than good. **Yes, you can achieve a lot - but it requires realistic steps.** If you want to be a millionaire and are currently without a job or savings, then set a realistic goal for the near term and raise the bar later.

WHY DO YOU WANT IT?

Possible pitfalls: the contract from the state of the I-Parent

Here **we are looking at motivation and this is the crux of the analysis**. From what state of the Self do you conclude your contract with yourself?

If you say to yourself "I should/should change this", "I need to start/stop doing x" - this is a contract made out of a duty, a sense of obligation. Look **carefully at all the "I need to take care of myself", "I should exercise regularly", "I should quit smoking" and related ones. What you are saying then is actually: "I feel the pressure to do it"**. This pressure is imposed by you personally. Put this way, it is actually the opposite of the motivation we are after. You **have to, but do you want to?**

Even if your goal does not contain terms like 'must', 'should', 'should', 'should', see **what emerges in response to the question: why do you want this? Even if the** specific words are not there, see what energy is in your argument: do you want this change, or do you feel you need to make it?

Contracts made from the I-Parent state will be sabotaged because the motivation from the I-Child state is different. This is why "I need to lose weight" from the I-Parent state most often loses to "but I like cookies so much" from the I-Child state, because sooner or later there will be "one, small one won't hurt, or ten, because it's been a difficult day".

If you want to make a change because you think it is logical, makes sense in your situation - you make your contract from the Self-Adult state (e.g. "I will spend 10 minutes every day learning English - it makes sense because I can carve out that kind of time and improving my language skills is a good decision for my career"). This is usually a good enough contract and has a chance of success, but it may lack energy if it is not supported by motivation from the I-Child state.

The contract from the state of the I-child is the most likely to succeed. It is about what you want, what you feel like doing (e.g. "I'm going to put away 10% of my paycheck every month - I want to go on my dream holiday!"). **This is where the energy and motivation to change is at its core. The** I-Child state will always find a way to fulfil its needs - if not positively, then negatively. If the contract from the I-Parent state is limiting the needs from the I-Child state, it is likely to be sabotaged until the needs from the I-Child are addressed.

This is why giving up stimulants such as cigarettes, alcohol, drugs (but also sugar!) is so difficult - the addict (if he or she is at this stage of consciousness) knows that they have to be given up because they affect his or her health, family, environment badly, but at the same time he or she wants to be influenced by them. From a state of I-childhood, he or she looks for opportunities to satisfy this urge.

See the difference in motivation to lose weight:

Me-Parent: I need to lose weight because I just look bad already. I should/should take care of myself. It's terrible the state I've put myself in. Something has to be done about it. I should look good on the beach.

Me-Adults: I lose weight because it's good for my health. It's good to maintain an optimum weight - it reduces the risk of various diseases and keeps me fit.

Me-Child: I want to shed so that I can hike up mountains without getting out of breath. And I feel like wearing my beloved clothes again, which I haven't fit into for a while. Besides, I like to look cool.

If your answer to the question about your motivation for change includes elements from both the I-Adult and I-Child states, then your contract has the best chance of success, because you both want it to be implemented and also consider it sensible in your situation.

However, if your answer to this question comes from a state of Self-Parenting, focus on your needs, see what's "sitting there" in your Free Child and think about how to encourage them to cooperate so that it's a willing and cooperative change, rather than a sense of duty or obligation, because then you'll sabotage the realisation of the goal in one way or another.

WHAT DO I NEED FROM OTHERS TO ACHIEVE THIS?

Possible pitfalls: need to change others.

Take a look at what you have written down and **determine on a scale of 0 - 100% how realistic it is that you will achieve it. If the chance is very low, clearly your expectations of others need to be changed or reformulated.**

If change is dependent on others, yet you estimate the chances of support from them to be a few to several per cent, then check to what extent your goal is not nevertheless linked to a veiled contract to change others.

WHAT DO I NEED TO DO TO ACHIEVE THIS?

Possible pitfalls: stop contract, contract to change someone else, magic contract

Here, as in question one, the pitfalls are that you may be planning to stop doing something (instead of starting to do something), you need to change someone to achieve your goal (instead of focusing on changing yourself) or you may be assuming unrealistic actions.

HOW CAN I SABOTAGE MY ACTIONS SO THAT I DO NOT ACHIEVE THIS?

Possible pitfalls: sabotage from the state of the Adapted Self or the state of the Adapted Self in general.

We have a natural desire to change, motivated by our I-Child Free state. Our Adapted Self-child state, however, usually says 'I don't want change', hence we all sabotage our change to some degree, even if the contract is generally from the Adapted Self-child state. It is worth recognising how we do this.

How do you usually make it difficult for yourself to achieve your intentions? Perhaps you take on too much to make you fail? Or do you look for excuses to put the responsibility for failure on someone/something else? Or are you perpetually dissatisfied with a less than perfect result, getting frustrated and abandoning your intention? Each of us has some of our own ways. To discover them, analyse your previous resolutions and see what got in the way - it's very possible you'll discover a recurring pattern.

Importantly, if the contract is made from the I-Parent state, it is usually at odds with the needs from the I-Child state and we can expect attempts at sabotage - our inner child will look for opportunities to fulfil their, often different, goals.

WHEN WILL I START?

Possible pitfalls: avoiding specifics (sabotaging the first step)

Do you have a specific deadline here or has 'I don't know', 'it depends', 'I still need to think about it' come up?

If you don't have a deadline, then see what the reason is: perhaps your goal needs to be broken down into smaller goals and deadlines set for them. However, if you're putting off starting because you don't feel ready yet, it's worth looking at your goal in terms of where your motivation is coming from and what tendencies you see to sabotage your resolutions.

EXERCISE 14

Title: IN CONFORMITY WITH OURSELVES

Source: own

Aim: to initiate a process of change in the client and support them in making it a reality.

Area: attitudes and mindsets.

Mileage:

1. The counsellor describes the objective and gives instructions for the exercise to the client: *"The current popular trend is self coaching, according to which each of us - on our own - can carry out a process of personal development (self-training), get to know ourselves, develop skills and achieve set goals, focus on ourselves and our needs. Through our own work, our own "self-discovery", we can manage our lives effectively and efficiently, adapt to changing situations and solve problems, achieve goals in our work and private life. I would like to invite you to try a little self-coaching, which I hope will give you a deeper insight into yourself and be the first step towards change in your life."*
2. The counsellor gives the client the following questions on a piece of paper and encourages them to think about them and look for the answers:
 - What can I START doing?

- What can I STOP doing?
- What can I do MORE of?
- What can I do LESS of?
- What can I do differently?
- What DO I DO NOW?'

EXERCISE 15

Title: WHAT DO I WANT TO SEE?

Source: [bardzo-krotki-poradnik-pozytywnego-myślenia-2017.pdf \(duszasierusza.pl\)](#)

Objective: to build positive thinking

Area: attitudes and mindsets.

1. The counsellor provides the client with a printout of the following materials and gives instructions: "I have for you
"homework". Take 10 - 15 minutes of your time each for a few days and write sentence endings:

About the venues:	Where I am (living, living) may like the following things....
	The good thing about the here and now is ...
	This allows me to
	If I wasn't here I couldn't ...
About the situations:	In the situation in which I now find myself, a good one is ...
	This allows me to ...
	In the future, it will make it easier for me to...
About the past:	Among the things that happened to me , good for me was
	It taught me ...
	With this now ...
About the future:	The following good things (people, events, etc.) may happen to me in the future ...
About the people:	What I like most about the people around me is....
	What I like about them ...
	Meeting them gives me...
	If I hadn't met/meet them....

About myself:	What I like most about me ... It makes it easier for me to ...
	I could/could develop even more in myself....
	I want to thank myself for...

2. The adviser provides the client with a set of guidelines based on the following information:

Pay attention to your thoughts

Our thoughts form our private instruction manual to ourselves and the world. In general, we cannot even hear our own thoughts. This inner voice of ours is constantly with us. We have become accustomed to it and do not wonder what it whispers to us. Sometimes this voice says: "Look how good it looks. You've done it great. You can be proud of yourself". Sometimes, however, that whisper does us a disservice: "Look how bad it looks. You've done it poorly. Shame on you. You suck." We then feel bad - sad, angry, powerless, exhausted. It is worth remembering that what we think is only our perception of reality, not a description of it. A description of reality amounts to statements such as "Look how it looks. This bike was supposed to be red and it is 90% red. The wheel is only left green. Do you want to repaint it?". When you think like that you will feel calm - you will give yourself a chance. You will go on to do what you think is right for you in this situation. Our minds sometimes take shortcuts - they give meaning to a situation faster than we realise it. This is when so-called errors in thinking (cognitive errors) happen. It's like when you write something blurry and with mistakes when writing quickly. You can stop - look at what you have written/written and write it again. Similarly, you can stop, look at your thoughts and change them. It is YOUR decision what you think. And YOUR decision how you will feel/feel about those thoughts!

When an unpleasant emotion arises in you, think: "What has happened? What are the facts? Am I making a cognitive mistake? What do I think about this? What does it do to me? Do I want this? How can I think differently? Why do I need to think this way? How is it worth thinking about?".

3. The counsellor gives the client the following table on examples of how to change thinking and asks him to fill in the missing fields. The aim is for the client to practise the skills involved in transforming negative thinking into positive thinking. If necessary, the counsellor supports the client in filling in the blanks which cause difficulties:

	You can think like this (negative thinking)	Mechanism destroying positive thinking	You can also think like this (positive thinking)
1.	"If what I've done isn't admired by everyone, then it's good for nothing."	Thinking in terms of "all or nothing"	"Only some people were delighted with what I did. I'm happy with it. For the others you can see something else is important."
2.	"I said something unkind to her. Now I'm sure she'll take offence. She will never want to talk to me again. And I'm sure she'll also tell everyone how unkind I am and they won't talk to me either. No one will ever talk to me again. I will be left alone."	Catastrophisation - "Out of a needle and a fork"	
3.	"So what if I did it right. But everything else I did wrong." "Even if I am successful now, I will definitely fail in the future."	Disregarding or omitting positive information	
4.	"I'm clumsy", "I'll never learn it", "I'll always break something".	Labelling	

5.	"He croaked. I'm sure he doesn't like what I'm saying. He probably thinks I'm stupid."	Mind reading	
6.	"Today I nearly caused / I e d t o an accident. I'm just not paying attention and my reflexes are too slow. I'm clumsy / clumsy a n y w a y . Not only in this. In everything I do I'm dangerous / threatening to those around me. I am good for nothing..." .	Overgeneralisation	
7.	"This man was unkind to me - apparently I did something wrong. I probably deserved it."	Personalisation	
8.	"I have to be nice/pleasant". "I should keep my cool."	Misuse of imperatives	
9.	"Everything I do has to be perfect. If i t ' s not, then I'm good for nothing".	Striving for excellence	
10.	"He croaked. Is it worth my while to wonder for what reason he did that? Maybe his teeth hurt? Maybe he r e m e m b e r e d he hadn't locked his car? I can ask him that. If I want to. I can also choose not to ask him. It's his business altogether."		

An example of a change in thinking:

- ✓ "I said something unkind to her. It happens . It can only affect the relationship between her and me. It may also not affect it. We'll see."
- ✓ "I did it well. I am proud of myself," she said. " "Now I have been successful, I can be successful in the future too."
- ✓ "Sometimes something will fall out of my hand. Sometimes I have difficulty learning something. Sometimes I mess something up - it's not at all indicative of what/who I am."
- ✓ "Today I nearly caused/ led to an accident. It was hot, there was a lot of traffic and I was / in a hurry. This is not at all indicative of what/ I am".
- ✓ "This man was unkind to me. Maybe he's in some kind of trouble, or maybe he just lacks good manners."
- ✓ "I can be nice if I think I want to and/or that it's worth doing".
- ✓ "What I do can be good enough. Making a mistake is not indicative of the whole / entire no but only of the behaviour in this one particular situation"

EXERCISE 16

Title: Do you know your story about the world? Find out what you tell yourself about yourself, other people and your life

Aim: to make the client aware of their assumptions/conceptions about themselves, people, life.

Area: attitudes and mindsets.

Mileage:

1. The counsellor introduces the client to the exercise by providing the following information:

"Each of us has deeply ingrained beliefs about ourselves, other people and generally about life and the world around us. We build them in early childhood based on our experiences at the time. We reproduce them unconsciously in adulthood, especially under stress. They underlie our attitudes towards ourselves, others and life in general. They thus project onto our thoughts,

feelings and behaviour, form our story of life - a story that we tell ourselves and constantly affirm. I invite you to look at the story you tell yourself and how it affects you. On the attached sheet you will find a description of the situation and questions for analysis. We will then interpret your story together and I will explain the assumptions behind this interpretation."

2. The counsellor gives the client a piece of paper, with the following information:

Imagine (and get into this situation) that you are going on a train journey. Moments before, something urgent has fallen through, so you pack in a hurry, at the last minute. It's already nerve-wracking, but if you spring for it, you make it in time. You order a taxi, finish packing on the run, get into the car and throw to the driver: "Please go to the station, only as quickly as possible, because I have little time." The driver does indeed set off quickly, but a moment before the station he gets into quite a traffic jam. Accident. You see broken-down cars on the road, all okay, but the passage of other cars is severely slowed down. There is considerable congestion, vehicles are moving in slow motion, time is running out.

Stop at this point.

- What do you feel?
- What do you think at this moment about yourself, about others and about life, the world?

Give yourself time to observe emotions and thoughts and write them down on a piece of paper.

If you find it difficult to follow the suggested story, think of the last stressful situation that happened in your life. Replay the story in your head and also answer the questions above.

3. Once the client has followed the instructions on the sheet, the counsellor provides additional clarification while detailing and interpreting the information written by the client in discussion with him/her:

When we are stressed, we recall our scripted beliefs and feelings. You may have thought to yourself: *It's normal for me to get stressed and annoyed in a situation like this. What to watch here?* First and foremost, what emotions and beliefs you trigger, and towards whom, and in what order. The nuances here are important, so it is worth writing down your thoughts and observations to analyse them later.

What do you say about yourself? What emotions do you have about yourself and what do you repeat to yourself about yourself? Do you think of yourself as not being OK in some way? Do you attack yourself for a poorly planned trip? Or do you reassure yourself because, after all, it's other people's fault? You probably know these words well - you often say them to yourself in different circumstances. Are they supportive or limiting? How do they change over time: where do your thoughts about yourself start and where do they end up after a while? These are your beliefs about yourself that have their roots in early childhood. In many people, these beliefs are negative. If this is also the case for you, it is worthwhile for you to learn to treat yourself with more understanding and care, because at the root of the attacks on yourself are deeply rooted, negative beliefs about yourself, which make it difficult to get in touch with your needs and, as a result, to function freely. In all likelihood, you will unconsciously organise different situations (or interpret neutral situations in this way) in such a way as to confirm these beliefs to yourself.

What do you say about others? What emotions do you have towards other people and what do you tell yourself about them? Do you think of them as not OK in some way? Do you think they are at fault, or perhaps they do not have an important function in your story? How do your emotions and attitudes towards others change over time: where do you start and where do you end up? You probably know these feelings and words well too, because they accompany your perception of others in various stressful situations. This is your story about others. Do you see them as supportive or threatening? Many people see other people in a negative way, as inferior, stupid, obstructive, etc. If the same is true for you, consider how you can look at others in a slightly warmer way. Here, as with thoughts about yourself, negative thoughts about others stem from (often unconscious) beliefs that limit building full and satisfying relationships with others, and therefore meeting your needs in this regard. By telling yourself a negative story about others, you automatically set yourself up to be combative or defensive - it is difficult to build valuable relationships with this attitude. In all likelihood, you will unconsciously organise different situations in such a way (or interpret neutral situations in such a way) that you confirm to yourself that this is how it is with other people.

What do you say about life? And what is your story about the world, life in general? Are there any generalised beliefs about how it is or what your life is like? Or how the world is organised? This is your story about whether the environment in general is supportive or not. Observe what you think about life and the world in situations that are difficult for you - these are your beliefs that you will confirm to yourself over the course of your life, and even strive unconsciously to play out the situation in such a way that you say this to yourself. In all likelihood, you will unconsciously organise various situations in such a way (or interpret neutral situations in such a way) that you confirm to yourself that this is already the way things are in life.

Your story. What you tell about yourself, others and the world in stressful situations are your beliefs that support the realisation of your life script - your unconscious script for life. The emotions you feel at that time are often surrogate emotions, i.e. emotions that replace authentic, natural emotions. They are probably your 'favourite emotions', i.e. emotions that you trigger often and know well, even though they most often do not serve you, i.e. they do not help you realise authentic needs that are hidden deep down.

Your beliefs manifest themselves in the form of behaviours (emotional expressions, words, gestures), bodily signals (somatisations, different kinds of feelings from your body: pain, tightness, etc.) and fantasies. They are reinforced by memories (so-called reinforcing memories), i.e. stories from your life that you tell yourself in order to support your beliefs, to make them more valid.

4. As the client recounts his or her beliefs, the counsellor asks the client if he or she knows any similar stories from his or her own life - usually he or she knows plenty of them, because, in a sense, he or she is collecting them in order to confirm for himself or herself this perception of self, others and the world. Interestingly, we often do not remember (or it does not come easily to recall) different stories - ones that do not confirm our beliefs.
5. The counsellor introduces the client to the theoretical framework of the exercise on the basis of the following information:

The above exercise is based on a complex mechanism that Transactional Analysis calls the script circuit - *"a self-reinforcing, distorted system of feelings, thoughts and behaviours, sustained by an individual bound by their life script"* (after Stewart, Joines; 2016). The model presented below was created by Erskine and Zalcman to illustrate this mechanism.

CIRCULATION OF THE SCRIPT

A SELF-PERPETUATING MECHANISM

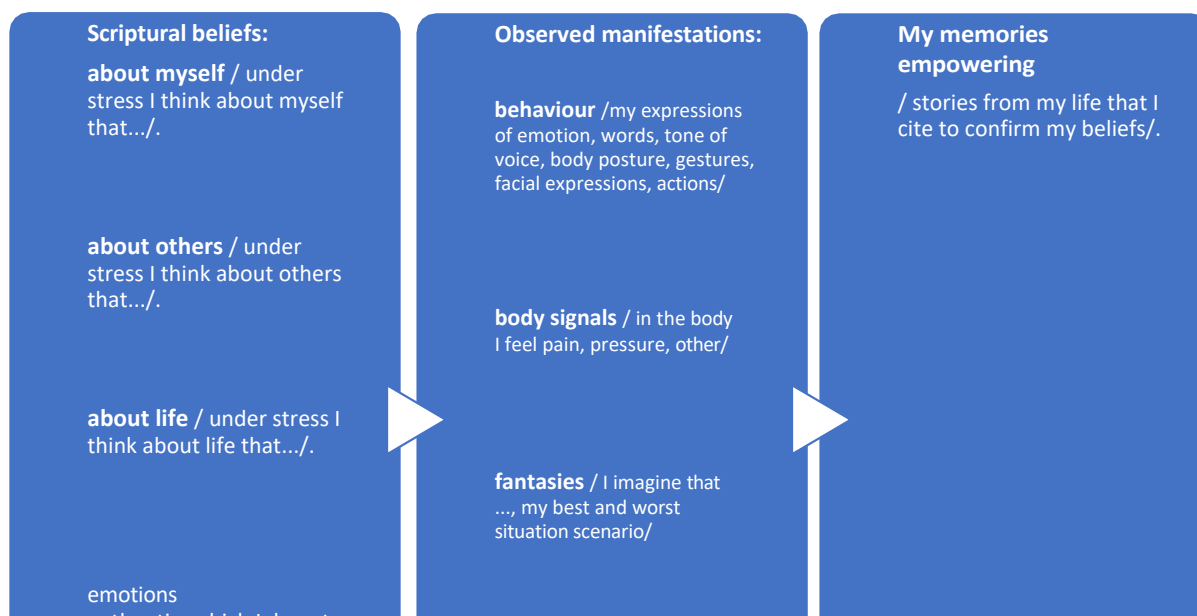
"Oh it turned out again... - or how we organise ourselves to repeat certain stories over and over again in our lives to confirm our own beliefs"



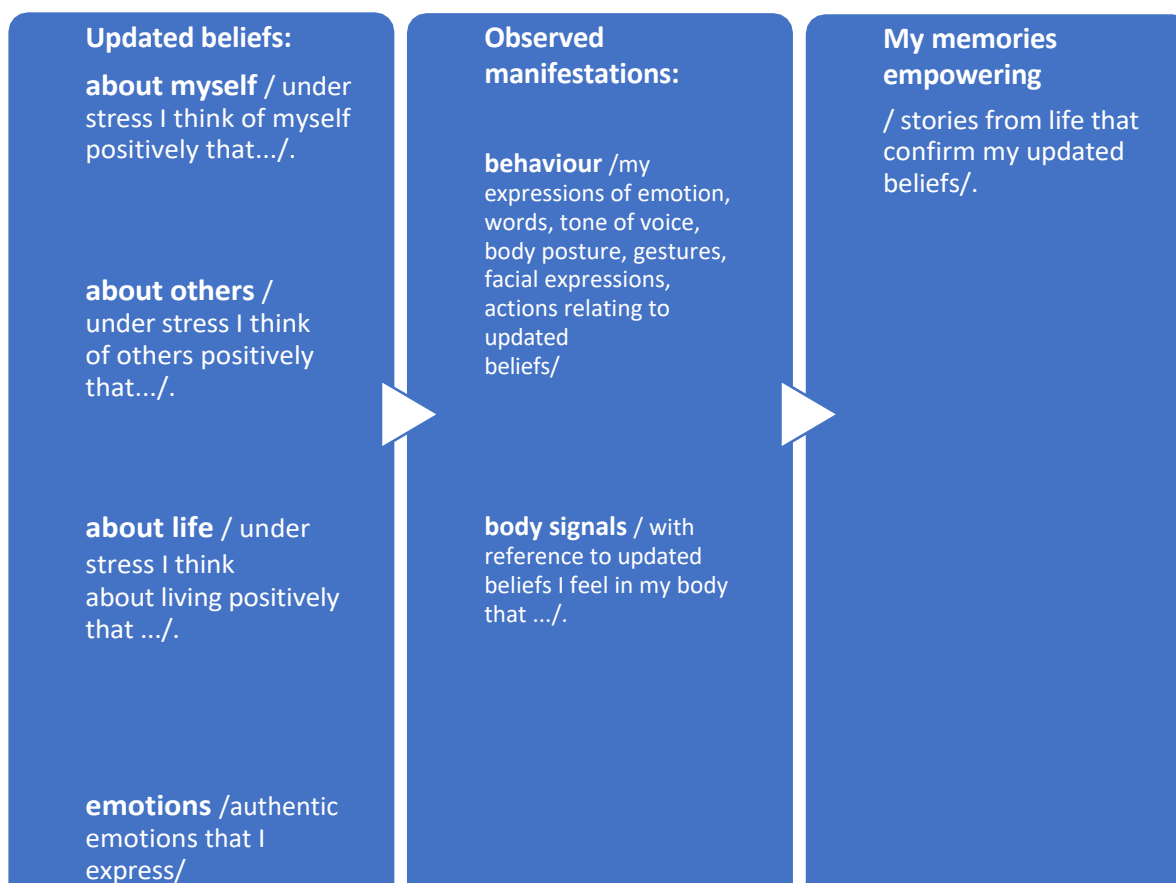
6. The counsellor explains to the client: "It is worth discovering and observing what this mechanism looks like for you and reflect on the possibility of making positive modifications. Take a look at the diagram below showing the flow of the script and write down what the different elements look like for you. Then go to

scheme where you decide to make changes - the autonomy circuit. Write down positive, empowering beliefs about yourself, others and life and recognise what authentic emotions you notice in yourself in this situation. Then think about what your behaviour and body sensations would look like with these updated beliefs. At this point we are no longer concerned with fantasies, as they are an integral part of our script circuitry. Finally, recall your experiences of positive beliefs: when you perceived yourself, people and/or life in a positive way.

CIRCULATION OF THE SCRIPT



AUTONOMY CIRCULATION



7. The advisor concludes: Change is possible, and becoming aware of your circulation is the first step to start working from. Importantly, changing one element causes a change in the whole system. So if you are finding it difficult to work out your autonomy circuit at some point now - concentrate on developing the element that is most accessible to you.

Bibliography:

R. Erskine, E. Zalcman E. (1979). **The Racket System: A Model for Racket Analysis**. "Transactional Analysis Journal", 1979, Vol 9(1), pp. 51-59

I. Stewart, V. Joines, **Transactional Analysis Today**. Dom Wydawniczy REBIS, Poznań 2006

Exercise 17

Title: My attitude towards my life and the world

Source: Questionnaire of intrapersonal, interpersonal and attitudes towards one's own life and the world - for high school students, Author Ewa Wysocka, Ministry of Education, Kraków 2011

Objective:

Area: attitudes and dispositions/situational context

Mileage:

1. The counsellor suggests that the client completes the Questionnaire of Intrapersonal, Interpersonal Attitudes and Attitudes towards their own life and the world, so that they can better understand some of their beliefs.

Questionnaire on intrapersonal, interpersonal attitudes and attitudes towards one's own life and the world

- for high school students

Author: Ewa Wysocka

Instructions:

Read each of the following statements carefully. Please rate how much you agree or disagree with each statement by circling the appropriate number. Please answer honestly, as there are no "right" or "wrong" answers, every answer is good if it is true. Sometimes you may feel that you can't give an answer because none of them fits you, so try to choose the one which is closer to your beliefs.

You have a choice of the following answers and the ratings assigned to them:

I agree.....4

I rather agree3

I rather disagree.....2

I disagree1

Try to respond according to what you really think, not how others think you should think. People are entitled to different views and beliefs, which cannot be valued as better or worse - they are just different. Try to work quickly, responding according to the first impression you get.

Check at the end whether you have responded to all the statements!

1.	I think that overall I can be satisfied with myself.	4	3	2	1
2.	I usually think to myself that I am intelligent.	4	3	2	1
3.	I think my outward appearance is usually OK.	4	3	2	1
4.	I usually think of myself as trustworthy - if someone trusts me they will not be disappointed.	4	3	2	1
5.	I am not persistent in my endeavours - I get discouraged when various difficulties arise.	4	3	2	1
6.	Other people rarely tell me that I am an important person to them.	4	3	2	1
7.	Sometimes it happens that other people make fun of me.	4	3	2	1
8.	I like to hang out with my classmates outside of school as well.	4	3	2	1
9.	It happens that when someone I don't like fails at something, I laugh at them.	4	3	2	1
10.	The world around us is difficult to understand - it is impossible to predict what will happen and most events cannot be explained in a meaningful way.	4	3	2	1
11.	People tend to have good memories of the past.	4	3	2	1
12.	If I try, I can solve most of the problems I experience in life myself.	4	3	2	1
13.	No one is able to get me off balance.	4	3	2	1
14.	If it were possible I would change almost everything about myself.	4	3	2	1
15.	Mostly, I do well with different tasks because I have a lot of abilities.	4	3	2	1
16.	I can do various physical exercises at least as well as others.	4	3	2	1
17.	I believe that I am honest - honesty is very important to me.	4	3	2	1
18.	I can afford to courageously defend my views if I consider them right.	4	3	2	1
19.	Usually when I have some problems, I can't rely on other people to help me.	4	3	2	1
20.	Others often make me feel that they are better than me.	4	3	2	1
21.	When I discover something interesting or new I share it with others.	4	3	2	1
22.	Even if someone behaves inappropriately (maliciously, for example) towards me, I do not repay them.	4	3	2	1
23.	The world is good, even if people are not always well off.	4	3	2	1
24.	I am able to pursue my goals consistently - I do not get discouraged, even if I encounter various difficulties.	4	3	2	1
25.	I often feel that I am in a situation from which there is no way out.	4	3	2	1
26.	I always courageously stand up against any injustice.	4	3	2	1
27.	I have many reasons to be proud of myself.	4	3	2	1
28.	I believe that if I do something, it is usually innovative and creative.	4	3	2	1
29.	I can't do various physical exercises because I am too weak.	4	3	2	1
30.	I can be affectionate in my dealings with other people.	4	3	2	1
31.	I am often afraid to express my beliefs if they are unpopular in my environment.	4	3	2	1

32.	When someone attacks me in some way, such as laughing at me, I can usually count on the support of my colleagues/colleagues.	4	3	2	1
33.	It sometimes happens that someone mocks me when I fail at something.	4	3	2	1
34.	I rarely invite my peers into my home.	4	3	2	1
35.	If I don't like someone, I behave in such a way that they find out about it.	4	3	2	1
36.	The world is organised according to certain rules - 'justice will reach anyone who breaks them'.	4	3	2	1
37.	People rightly feel that in today's world you cannot count on the favour of others.	4	3	2	1
38.	I am a resourceful and imaginative person, which allows me to find solutions to situations that occur to me for the first time.	4	3	2	1
39.	I don't usually participate in various competitions or contests because I won't win them anyway.	4	3	2	1
40.	I don't happen to feel anxious.	4	3	2	1
41.	I tend to think of myself as a person of value, at least as much as other people.	4	3	2	1
42.	I think I'm not as smart as I'd like to be.	4	3	2	1
43.	I am physically fit.	4	3	2	1
44.	I can be relied on because I am loyal to others (I usually follow the group rules).	4	3	2	1
45.	I have a sense of humour.	4	3	2	1
46.	There is always someone I can talk to when I need it.	4	3	2	1
47.	I am not afraid to go to school because nothing unpleasant happens to me here (for example, taunting, extortion, fights, teacher reprimands).	4	3	2	1
48.	When someone has a problem, I try to help them solve it.	4	3	2	1
49.	Sometimes I gossip about other people if they 'deserve' it (for example, they upset me with their behaviour).	4	3	2	1
50.	Things are happening in the world whose causes cannot be determined.	4	3	2	1
51.	Everything that happens to people is essentially good - although people don't always know it.	4	3	2	1
52.	Even if the task at hand is very difficult, I will manage to complete it if I put in enough effort.	4	3	2	1
53.	If something has failed for me before, I don't believe it can succeed in the future.	4	3	2	1
54.	I am a person who is always satisfied.	4	3	2	1
55.	I often think that I have far more negative qualities than positive ones.	4	3	2	1
56.	I usually associate different facts very quickly, for example, if someone poses a problem, I can quickly find a solution.	4	3	2	1
57.	Playing sport makes me feel like I'm in my element.	4	3	2	1
58.	When dealing with others, I sometimes find it difficult to say openly and honestly what I like and what I don't like.	4	3	2	1

59.	I am shy in situations that are new to me, e.g. I am not able to ask if I don't know something, ask for something I need, approach someone I would like to talk to.	4	3	2	1
60.	If I don't know how to solve a problem, I can rely on help from, for example, my parents.	4	3	2	1
61.	Often others give me the impression that they don't like me.	4	3	2	1
62.	I am able to enjoy and appreciate the successes of my colleagues.	4	3	2	1
63.	If others irritate me with their behaviour, I sometimes react with harsh criticism.	4	3	2	1
64.	If something bad happens, something good can come out of it for a person.	4	3	2	1
65.	Every problem can be solved in many ways, you just have to think a little.	4	3	2	1
66.	In lessons I was afraid to speak up so as not to ridicule myself.	4	3	2	1
67.	Nobody speaks ill of me.	4	3	2	1
68.	If I do something, I usually do it at least as well as my peers.				
69.	I can observe the world - I can see things that others often don't.	4	3	2	1
70.	Usually, when I look in the mirror, I don't like myself.	4	3	2	1
71.	I happen to renege on a promise I made to someone.	4	3	2	1
72.	I am usually optimistic about life - cheerful.	4	3	2	1
73.	If I get ill and am not at school, it is difficult to find someone to help/help me catch up.	4	3	2	1
74.	It doesn't happen/happened that the teacher, maliciously criticised me.	4	3	2	1
75.	I don't like to share my stuff or knowledge because others won't appreciate it anyway.	4	3	2	1
76.	For the injustice suffered, I do not seek 'revenge'.	4	3	2	1
77.	You can always lose what you have gained, even though there are no specific reasons for it - the world is like that already.	4	3	2	1
78.	There is a way out of every situation because there will always be a solution - someone will help you or the situation will change for the better.	4	3	2	1
79.	Regardless of adversity, I believe that I will manage to find a way to achieve what I want.	4	3	2	1
80.	What the teacher explained in class was usually incomprehensible to me.	4	3	2	1
81.	I know what I should do in any situation that confronts me	4	3	2	1
82.	It often happens to me that I think I'm good for nothing because nothing works out in my life.	4	3	2	1
83.	I am a person who is very interested in what is around me.	4	3	2	1
84.	I can take care of my appearance (e.g. dress elegantly and fashionably, do my make-up, exercise and run to 'model' or maintain a nice figure).	4	3	2	1
85.	If he/she performs a task, together with the group, he/she feels responsible for its completion.	4	3	2	1

86.	I try to be cultured - I take care not to offend others with my behaviour.	4	3	2	1
87.	If I have a problem understanding an assignment, colleagues are happy to help.	4	3	2	1
88.	I can speak openly among colleagues about my own ideas because I am not afraid that someone will laugh at them	4	3	2	1
89.	If we are doing a task in a group, I comply and do the work assigned to me.	4	3	2	1
90.	I happen to be actively involved in various arguments.	4	3	2	1
91.	The world makes sense, even if people feel lost in it.	4	3	2	1
92.	It is worth relying on fate, it usually favours us.	4	3	2	1
93.	If I train (work) hard, I can win sporting events (competitions) that I care about.	4	3	2	1
94.	Even if I take some action, I do not believe that I will achieve the desired result.	4	3	2	1
95.	Adults never shout at me because they have no reason to.	4	3	2	1
96.	I often think badly of myself.	4	3	2	1
97.	I usually remember very quickly what I learn.	4	3	2	1
98.	I have so many complexes that at discos I usually prefer to stay in the shadows so that others don't see what I look like.	4	3	2	1
99.	Others are not afraid to entrust me with various tasks, as I usually try to be responsible/responsible and get the job done regardless of the circumstances.	4	3	2	1
100.	I am resourceful in life - I can find different solutions to seemingly hopeless situations.	4	3	2	1
101.	If I am sad, there is always someone who notices this and tries to cheer me up.	4	3	2	1
102.	Sometimes I am the object of gossip - others talk about me behind my back.	4	3	2	1
103.	If my colleagues have different ideas to mine, I listen to their arguments and allow myself to be convinced.	4	3	2	1
104.	When someone 'steps on my toes' I can refrain from offensive words.	4	3	2	1
105.	Everything that happens to us in life is by chance, we are at the mercy of the "changeable and capricious fate".	4	3	2	1
106.	Only people who do nothing have reason to believe that the world is evil and unjust.	4	3	2	1
107.	I can succeed, it depends mainly on my effort and the work I put in to achieve it.	4	3	2	1
108.	I am afraid of new places, tasks or situations because I don't believe I can handle them.	4	3	2	1
109.	In principle, I am always met with kindness and approval.	4	3	2	1
110.	There are many reasons that entitle me to believe that I am OK.	4	3	2	1

111.	I think I am smart - I usually come up with solutions to various tasks and puzzles faster than many of my peers.	4	3	2	1
112.	I think my body is far from ideal.	4	3	2	1
113.	Sometimes I break the rule "do not do unto others as you would have them do unto you" when dealing with my peers.	4	3	2	1
114.	I am prudent - I do not make hasty decisions - I analyse all the 'pros and cons' first.	4	3	2	1
115.	When I look attractive, my colleagues appreciate it.	4	3	2	1
116.	If I had any comments about what was going on in the school, I was able to talk about it honestly with the teacher or my classmates.	4	3	2	1
117.	I accept criticism from others if they have factual arguments and it serves to "the common good".	4	3	2	1
118.	It is not often that I suspect others of things they have not done.	4	3	2	1
119.	It is worth dreaming and fantasising about what and how you want to achieve in life.	4	3	2	1
120.	People rightly have reason to believe that nothing good will happen to them in life.	4	3	2	1
121.	When I want to do a task, I focus on the opportunities and possibilities, not on the obstacles.	4	3	2	1
122.	I often feel that many of my actions are doomed to failure in advance.	4	3	2	1
123.	I don't happen to feel unhappy.	4	3	2	1
124.	Sometimes I think I'm not good for anything and am completely useless.	4	3	2	1
125.	I often run out of ideas on how to solve various tasks.	4	3	2	1
126.	I usually think of myself as handsome/beautiful enough.	4	3	2	1
127.	Whatever the situation, I try to be kind to other people.	4	3	2	1
128.	I am an ambitious person, I set high expectations for myself because I want to achieve a lot in life.	4	3	2	1
129.	Others often turn to me for advice, recognising me as a knowledgeable person.	4	3	2	1
130.	Sometimes I am the object of taunts from my peers.	4	3	2	1
131.	I prefer to carry out various tasks alone rather than with others.	4	3	2	1
132.	Sometimes I cannot contain my feelings of anger - others irritate me by their very presence.	4	3	2	1
133.	If you plan something, something is bound to happen that makes it impossible to realise those plans.	4	3	2	1
134.	If you play, you have a chance to win - fate is not malicious.	4	3	2	1
135.	Most of what I achieve is the result of my efforts.	4	3	2	1
136.	I don't feel like taking on new tasks because I usually don't manage to complete them as I would like/need to anyway,	4	3	2	1
137.	Nobody ever resented me because they had no reason to.	4	3	2	1

Key for calculating the results and description of each diagnostic category to download:

http://www.wybieramzawod.pl/public/poradniki/Podr_NIIS_ponadgim.pdf

2.2. QUESTIONNAIRES

- Positive Orientation Scale P-Scale - used to measure positive orientation as a basic tendency to notice and attach importance to positive aspects of life, experiences and oneself - source: [Laguna Oles Filipiuk 2012.pdf \(kul.pl\)](#)
- Action Orientation Questionnaire - [Action Orientation Questionnaire - Source: Infor.pl](#)
- Life Orientation Questionnaire - the questionnaire measures a sense of coherence, or orientation life comprising three correlated components: a sense of intelligibility, a sense of Resourcefulness and sense of meaningfulness - Source: [Life Orientation Questionnaire - Psychologia.net.pl](#)
- Satisfaction with Life Scale (SWLS) - this test aims to measure the overall level of satisfaction with life. This can help identify whether the respondent has a positive or negative attitude towards of your life - source: the [Satisfaction with Life Scale \(SWLS\): how to use this tool? - Beauty of the mind \(pieknoumyslu.com\)](#); [SWLS Polish KSJ.pdf](#); [Satisfaction with Life Scale \(SWLS\) \(eztests.xyz\)](#)
- Diagnosing the personality development of socially maladjusted adolescents. The authors of this the studies are: Wojciech Błażek, Urszula Sajewicz-Radtke, Magdalena Błażek, Aleksandra Lewandowska-Walter, Bartosz M. Radtke, publisher: Pracownia Testów Psychologicznych i Pedagogicznych, Gdańsk. (for psychologists)
- Work Attitudes Questionnaire (KWP) - this test aims to measure the level of motivation and attitudes towards work. Respondents' answers help to identify whether they have positive or negative attitudes towards work (for psychologists)

2.3 MULTIMEDIA MATERIAL

Title: Changing attitudes in small steps **Source:** own

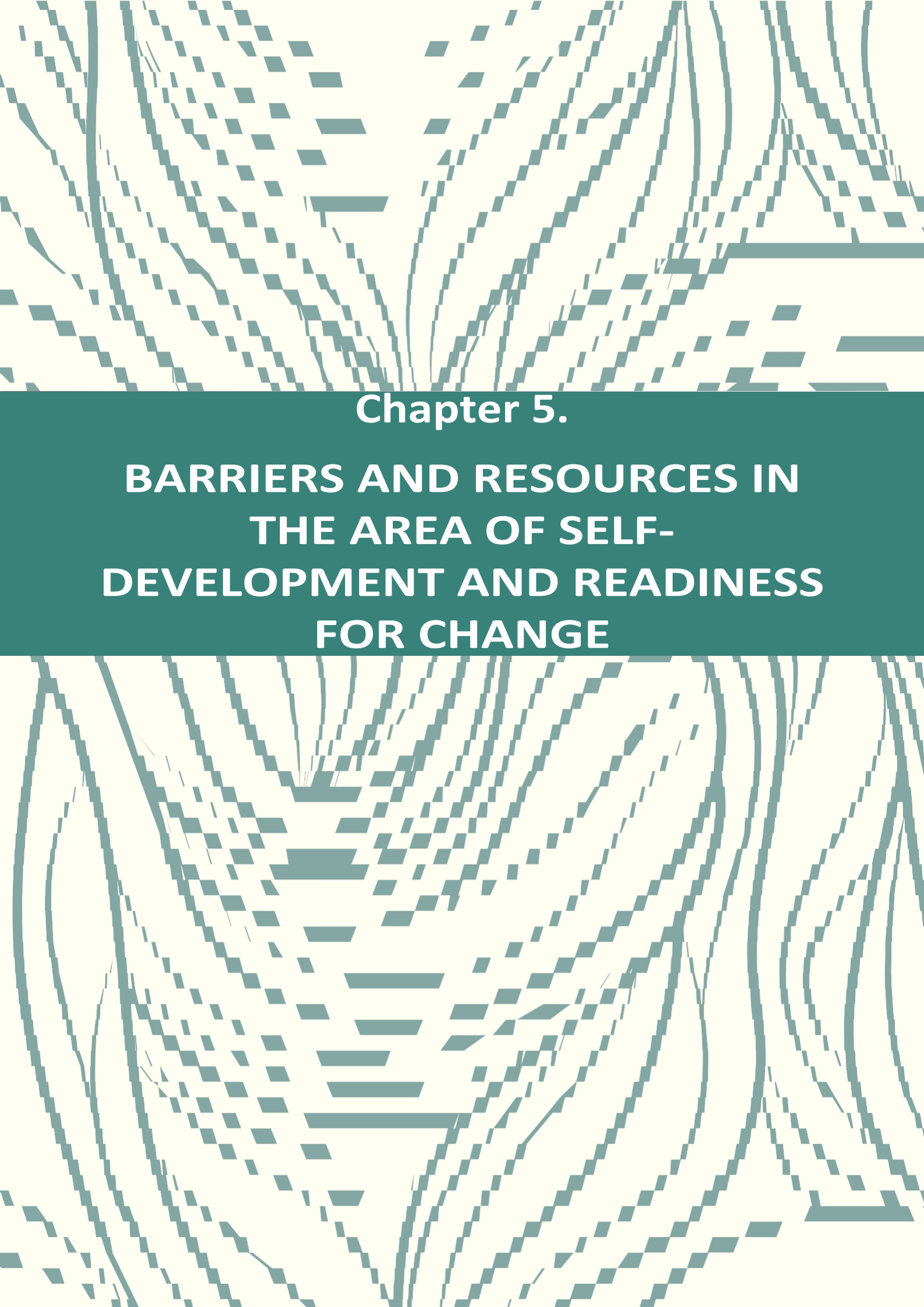
elaboration

Objective: to develop a proactive attitude leading to positive changes in life, to encourage small changes and to slowly consolidate habits

Area: attitudes and dispositions

Content:

- Script of an advisory session - multimedia file
- Support material for the counselling session - multimedia recording
- Supplementary material for counselling session - theoretical background to the counselling interview - file multimedia

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Chapter 5.

BARRIERS AND RESOURCES IN THE AREA OF SELF- DEVELOPMENT AND READINESS FOR CHANGE

THEORETICAL PART

To ask:

What kind of career is best and possible for me is to ask:
How should I live my life?
(R. Vance Peavy, 2002)

<http://www.sociodynamic-constructivist-counselling.com/>

To ask:

What kind of career is possible for me
is to ask:
How should I live? (R.

Vance Peavy, 2002)

<http://www.sociodynamic-constructivist-counselling.com/>

It is the opportunity to fulfil dreams that makes life so fascinating.

Paulo Coelho *The Alchemist*¹

1.1 INTRODUCTION

As Joanna Minta writes "*contemporary career construction counselling aims to: (...) to support people in their lifelong learning and to accompany them in the many transitions between successive personal, educational and professional experiences*"². In this role, the career counsellor focuses not only on the client's vocational activity, but examines all areas of the counsellee's life, including the issues raised in this chapter related to the counsellee's value system, dreams, obstacles to achieving set goals, readiness and attitude to change. Such a comprehensive approach to career counselling is presented by Mark Savickas' career construction theory, Vance Peavy's sociodynamic counselling or John Krumboltz and Al Levin's contingency planning theory, among others. This module is largely based on the sociodynamic approach developed by Vance Peavy, so the following section will introduce some elements of his theory.

Peavy proposes a holistic approach to the roles taken in life by counselees and creatively stimulating their opportunities for individual development. According to him, people should have the skills to design their life, including their career path, according to their dreams, needs and expectations. Therefore, one of the tasks of a vocational counsellor is to help a young person identify what is most important to him or her and what is in line with the "real" him or her, in isolation from the obligations and judgements imposed by the environment. In this respect, career counselling is defined as **supporting the counsellee in the construction and creation of the self**³, which results in the following assumptions, among others:

- there is no single, objective reality, since each person creates the content and manner of his or her personal meaning;
- people are always embedded in some socio-cultural context in which they 'construct' their lives;

¹ Coelho P., *The Alchemist*, Drzewo Babel Publishing, Warsaw 2024

² Minta J., *Od aktora do autora*. Supporting young people in constructing their own careers, KOWEZIU, Warsaw 2012, , p. 19.

³ Górka Barbara, Hildebrandt-Mrozek Anna, Miller Piotr, Mrozowska Olga, Załuska P., *New methods and techniques in vocational guidance*, Zeszyt Informacyjno-Metodyczny Doradcy Zawodowego nr 59, Ministry of Family, Labour and Social Policy, Warsaw 2017, p. 8

- people give meaning to their history, i.e. they co-create themselves and the world through interpretation, critical self-reflection and an active attitude.

With this approach, the role of the counsellor in giving an individual definition to the concept of career is highlighted. The counsellor **helps** the client to **deepen his or her insight** and is definitely not a directive "alpha and omega" or all-knowing expert who knows better than the client what is good and right for him or her. The co-responsibility of the counsellor and the client for the construction of the adviser's career in a broad sense leads to an important reflection - in this relationship both are experts: the client is an expert on his/her life, on his/her narrative, on planning for the future, while the counsellor is an expert on creating optimal conditions for effective career guidance. Emphasising the primacy of career **construction** over career choice also points in the direction of joint action and focus on equipping the client with the skills to guide the development of his or her individual career path relatively independently. Central to sociodynamic counselling, the model of the autobiographical self is characterised by voices and metaphors, stretching from the past, through the current life space, to the imagined future. It encompasses memory, imagination, expectations and linguistic tools to create one's 'I' and one's life. The autobiographical 'I', speaking and visualising, uses memory, observation and imagination to create and re-construct its own 'I' and its own future.

In this context, career counselling is treated as an "interpretative system" providing the counselee with recommendations for making sense of life. This approach to career counselling is in line with the practice of supporting NEETs in Iceland, which was presented by the Icelandic Partner during the study visit of Polish experts (the Polish experts visited, among others, a centre for supporting young people who have dropped out of the classical education system, and in this centre the Polish experts visited a centre for supporting young people who have dropped out of the classical education system. This approach is in line with the practice of supporting NEETs in Iceland, which was presented by the Icelandic partner during the study visit of Polish experts (Polish experts visited, among others, a centre supporting young people who dropped out of the classical education system, and at this centre they had the opportunity to try different types of activities/professions, and they decided themselves which activities they wanted to participate in and for how long), and at the same time corresponds to the specificity of young people in developmental periods (adolescence and early adulthood), when the main developmental task is the search for one's own IAM/construction of identity.

In this context, it is important for the counsellor to move away from guiding the client in the cyclical acts of choosing a career path to equip them with the ability to continuously plan and monitor their lifelong career and to increase their reflexivity. This means increasing the client's insight into him/herself and developing the analytical skills necessary to consciously create his/her development path. Thus, the overriding value is to focus on the developmental potential of the person being counseled and to move away from classifying clients, and instead to support them on the path to fuller self-discovery and the construction of a career path that is satisfactory for the individual, encouraging a broad view of the spectrum of potential opportunities, to create parallel development plans.

This approach to counselling can be linked to the concept of empowerment, which was first used in the field of social work by Barbara Solomon in 1976. In her book *Black Empowerment: Social work in oppressed communities*, the author pointed out the problems associated with social work in black ghettos: based on her own observations and research, she concluded that holistic programmes were not needed for people with very diverse problems, experiencing marginalisation and life difficulties, and that offering the same help and the same support to all was ineffective⁴. Instead, she suggested thinking about help and support in a way that is based on a sound recognition of the deficits of a particular person, group or wider community. She stated that first and foremost, it is useful to recognise what a person or group lacks in order to be able to solve their problems independently and constructively. This way of thinking and acting can be useful in career counselling aimed at NEETs. In this respect, empowerment can be understood as:

- NEET's state of growth, sense of agency, sense of power and possibility, exercise of control;
- the process of restoring strength, dignity, control, empowerment, skills development of NEETs;
- the purpose of broadly defined educational and counselling interventions aimed at NEETs.

In this view, the overarching aim of empowerment is to restore a sense of power, agency and possibility and not to make the client dependent on the counselor. Where possible, the guidance counsellor should teach the client techniques for analysing and evaluating their resources in the context of the task at hand,

4 Herriger N., *Empowerment in der Sozialen Arbeit*, Stuttgart-Berlin-Köln 2002, p. 19.

of empowerment in guidance, we can use Norbert Herringer's definition of empowerment as: the ability to choose from a range of possible options life solutions that are optimal for the individual and to create the conditions so that the person:

- made an independent autonomous decision about her own life,
- had the ability to "meet" one's own needs, interests, wishes, desires and disconnect from the limiting expectations of others,
- had the willingness and ability to face the aggravating problems of her own life,
- had the power, the ability to think critically and reject the paralysing ballast of everyday life, habits.

Empowerment is primarily aimed at empowering and restoring the strength of the individual, at making him or her intrinsically controllable, self-reliant, responsible for himself or herself.

Career planning is a lifelong process, however, the developmental stage in which people from the NEET group find themselves is a special stage in this process, because the decisions made at that time largely determine the further life, educational and professional fate of a person. For this reason, the guidance of a career counsellor should be aimed at strengthening the decision-making competences of NEETs, which includes knowing oneself (including one's own value system), setting goals and priorities, planning and organising activities aimed at achieving them. Awareness of one's own aptitudes and interests is not enough for a young person to make rational decisions. The way one perceives one's own opportunities and resources in the context of professional challenges determines to a large extent attitudes and motivates or discourages action. The counsellor should support the NEET to recognise their beliefs and broaden their perspective of thinking about the future, including their professional future. Pointing out the meaningfulness of designing complementary life goals (educational, professional, personal, family, financial) helps to rationalise choices. The majority of people in the NEET group are most often undecided and do not have precise educational and professional goals. In this group there are also people (although in the minority) who have made a decision about their professional future, but in the context of specific developmental conditions it is worth verifying and assessing it, as it may turn out that the main role was played by parents or friends/colleagues. Hence, this module focuses on clarifying a person's real individual dreams and goals in life, education and career and on bridging the obstacles to achieving them.

In the context of the above considerations, the design of this module reflects a logical sequence of the counselling process, starting with a self-analysis of the current life situation of the NEET person in the context of areas of his/her life that he/she considers satisfactory and those that need correction/repair (Chapter 1 Life Map). The next step is to 'self-examine' the personal world of values so that, when planning the next steps in their life, the young person is aware of what is most important to them (Chapter 2 Values). Then it is the turn of the young person to follow their dreams and turn them into realistic and clearly defined goals (Chapter 3 Dreams and Goals). Finally, it is necessary to work on the young person's awareness of and attempt to overcome the various kinds of limitations that may hinder following dreams and achieving goals (Chapter 4 Enchanted by frogs - internal saboteurs that hinder getting there).



Finally, it is worth mentioning that the accepted understanding of career counselling addressed to NEETs requires taking into account in the counselling process the specificity of work resulting from the dynamics of broadly understood development, i.e. taking into account the common developmental tasks of young people described in this handbook in the module "Specificity of work with NEETs due to developmental periods" and differentiated methods of work in relation to problems arising from the individual situation of a given person from the NEETs group (e.g. from the situational and family context in which he/she lives, the consequences of random events, deficits or experiences, his/her individual attitudes and attitudes, or the competences he/she possesses). The NEETs should be able to work with different methods in relation to the problems arising from their individual situation (e.g. the situational and family context in which they live, the consequences of random events, their specific resources, deficits or experiences, their individual attitudes and attitudes, or their competences).

1.2 THE MAP OF LIFE

A key tool of the support process in the sociodynamic concept is the creation of a life-space map relating to the present and, further, the mapping of the future to help with making plans, defining goals and making decisions. The life-space map, created jointly by the vocational counsellor and the client, is an exploration of the present situation - the client's starting point. It helps to identify the client's significant themes, ways of doing things, resources and interactions. The context is analysed in order to understand what the counselee has to deal with, what resources they have and what limitations they have. In relation to the life-space map, Vans Peavy refers to Kierkegaard:

"We must first take the trouble to find the other person where they are, and start from there. Therein lies the secret of the art of helping others. Anyone who does not master this skill is deluding himself when he offers to help others.⁵"

Peavy emphasises that mapping during the counselling meeting enables both the career counsellor and the counselling client to explore and understand the significant elements of the client's life space. In the process of mapping the client's current life situation or mapping his or her future career, these are revealed:

- relationships that take place in his life;
- significant roles for him;
- the characteristic features and elements of its living space;
- obstacles emerging in it;
- the strengths and weaknesses of his life;
- its needs and expectations⁶.

Life-space mapping consists of a visual representation of the client's current situation, including significant phenomena in his/her life, done jointly by the counselor and the adviser. In this respect, mapping helps to comprehensively capture phenomena: the client's experiences and the connections between them are visible/pictured, while the counsellor, in collaboration with the client, has the opportunity to analyse the client's situation. All this provides knowledge about the client's personal space and results from his/her individual beliefs, perceptions, attributed meanings, interactions, actions taken and the whole material world around him/her. The client's personal space consists of personal experiences, systems of meaning, objects subject to the person's perception, all forms of social activity (areas: worldview, health, work and education, relationships and play - the main sources of meaning for the individual).

In a broad sense, mapping serves:

- clarification and simplification of complex situations;
- making new insights into the problem at hand;
- identifying the client's strengths and weaknesses;
- the development of an initial action strategy;
- identifying different impacts and patterns in the current NEET situation;
- noting important relationships and connections;
- the discovery of their own self by NEETs;
- creating meaningful descriptions of actions, feelings and interactions.

In this context, the map depicting the NEET's living space seems to be an important starting point for the analysis of the resources he or she has accumulated so far (what can be used in the future), as

5 Peavy V. R., Sociodynamic counselling. A practical approach to making meaning, Bielsko Artistic Association "Grodzki Theatre", Bielsko-Biala 2014.

6 Peavy, R. V., Sociodynamic counselling. A practical approach to making meaning, Bielsko Artistic Association "Grodzki Theatre", Bielsko-Biala, 2014.

and catching wrong decisions/choices/actions (descriptions of such situations allow us to perceive, among other things, ways of coping with change, stress, loss, to learn about the client's adaptation strategies, and to get closer to the client's values and past goals). In this way, at a later stage, the client will be able to build a map of the future, in which he or she will use the resources accumulated so far and, where possible, eliminate the mistakes made previously. Creating a Life Map is a journey that prompts self-reflection and reminiscence and the awakening of consciousness, so that one can find one's way to oneself, rediscover and understand oneself and others, and is a way of self-discovery⁷. For this reason, the Life Map is an important starting point for further work on the NEET career project.

1.3 VALUES

There is a value behind every behaviour and each person has his or her own individual value system. The world of values is one of the basic references in the life of every human being and expresses both his or her aspirations in a certain direction, as well as indicating the areas he or she should avoid⁸. Values are a factor that dynamises human actions and differentiates aspirations and, in a sense, sets the standard for the choice of an individual's life path and the well-being achieved, in its various areas. Thus, these values, in addition to the NEET's personality traits, demographic factors and external conditions, guide his or her behaviour and underlie many decisions.

For a young person searching for his or her identity, it is extremely important to be able to answer the questions: Who am I?, Why do I do what I do?, What is important to me and why?, For what purpose do I get out of bed in the morning?, For what purpose do I go to work?, For what purpose do I meet up with friends? etc. Underlying the answers to these questions are the person's preferred values, for it is these, as written above, that have a decisive influence on life choices, satisfaction and self-realisation, both professionally and personally.

The importance of values in people's lives is demonstrated by a number of psychological experiments, which have shown that thinking about one's values helps to function in difficult situations, when we feel rejected by others, are affected by social disapproval, receive negative feedback. This is when we tend to withdraw or become defensive, unless we reflect on what is important to us in life.⁹ Numerous studies show that, in different areas of life, being able to formulate and express one's values makes difficult situations more bearable. Here are some experiments that confirm the above assumptions:

- Dr David Creswell, a psychologist at Carnegie Mellon University, led research with his team on the role of the self-affirmation in stressful situations in the context of professed values. The researchers were interested in, whether thinking positively about oneself and one's values can alleviate both physiological and psychological reactions triggered by stress. In a research experiment, the researchers asked college students to complete questionnaires about their values - they were to identify what was important to them in life in order: success in school, family, friends, money. Then, randomly selected participants gave written reasons as to why the number one value chosen by each of them was important to them. Finally, all participants were asked to complete a task requiring a high degree of creativity, under time pressure. The study found that participants who had been living under constant stress for the past month only solved 50% of the task. In contrast, participants who had the opportunity to reflect on their own values before completing the task completed it successfully. This means that even under high stress, it is possible to solve problems creatively and effectively if there is space to reflect on what is important to us;

7 M. Sulik, *Biographical map of life as a way of finding one's way to self and others - andragogical contexts*, in: *Discourses of Young Andragogists*, T. 7, 2006, s. 127-135.

8 Hornowska, E., Paluchowski, W., A technique for studying the validity of work. Theoretical model and preliminary results. in: J. Brzezinski (ed.): *Psychological and psychometric problems of psychological diagnostics*, Wydawnictwo Naukowe Uniwersytetu Adama Mickiewicza, Poznań 1993, pp. 105-119.

9 <https://web.swps.pl/strefa-psyche/blog/relacje/18663-dlaczego-wartosci-sa-tak-wazne-w-zyciu?dt=1715691975694>, accessed 15.01.2024.

- Psychiatrist Dr James Abelson and colleagues came to similar conclusions. In one experiment, he asked participants to take part in stressful job interviews, during which they were evaluated by other people. Prior to the task, half of the participants were able to focus on the values that were important to them and how they could realise these values in their future work and how they would their occupation could improve the well-being of other people. The control group was not given such a task. Those who affirmed values not only performed better, but also endured stress better physiologically and were rated higher as employees.

According to the socio-dynamic theory, helping the client to deepen his or her self-insight (and the value system is one of the elements of this insight) is one of the basic tasks of a career counsellor. At the same time, becoming aware of one's own value system is important from the point of view of the developmental tasks facing a NEET, for whom finding an answer to the question "who am I?"/defining one's identity is crucial and constitutes an important condition for moving on to the next stages of development. For these reasons, during individual meetings with NEETs, the counsellor should include working with values.

There are many theories describing values in the context of careers, and the basic assumption of most of them is that people seek a job that corresponds to their values¹⁰ and, therefore, values have an important influence on an individual's choice of a particular occupation.

In the literature one can find many definitions of values and equally many interpretations of their role in human life. In the psychological study of the issue of values, two main approaches can be distinguished: values are defined either as the object of a person's aspirations and desires or as criteria for the choices made by the individual.

One of the more well-known concepts of values in the context of careers, is the proposal of E. Schein, according to whom values are an important element of "career anchors", including: they guide, constrain, stabilise and integrate an individual's career¹¹. In his conception, Schein puts career in a developmental perspective, emphasising the role of values and needs in people's working lives. He accepts that both people and organisations function in a complex environment and interact with each other. Both are in dynamic interaction with each other. Both the effectiveness of the individual and the success of the organisation in which he or she works depend on the fit between the values and needs that change in this interaction¹². Schein presented his theory of career anchors based on the results of a longitudinal study conducted between 1961 and 1973 among management graduates in the United States. The cited research included questionnaire questions relating to the values and attitudes of the respondents and a detailed interview on the career paths of the subjects. The researchers were particularly interested in the reasons behind their career choices. After analysing the results of the research, the conclusion was drawn that, although the individuals undertook different career activities over the 10-12 years covered by the study, the reasons behind their choices and the feelings accompanying these choices remained the same. On the basis of the research described above, Schein concluded that each individual's career choices are guided by a dominant, unchanging motive - the career anchor, i.e. the value that guides, constrains, stabilises and integrates his or her career. On this basis, he concluded that there is a close relationship between the type of career a person chooses and his or her motivations and needs, declared value hierarchy and perceived skills and abilities¹³. He also found that most people's self-image centres around five categories reflecting their core values, motives and needs, which he called 'career anchors', these are:

2. technical and functional competence,
3. leadership competences,
4. autonomy and independence,
5. security and stability,
6. entrepreneurial creativity.

10 Furnham, A., *The psychology of behaviour at work*, Psychology Press, London 2005.

11 Schein, E., *Career anchors: Discovering your real values*. San Francisco: Jossey-Bass/Pfeiffer 1990.

12 Schein, E., *Career dynamics: Matching individual and organizational needs*. Massachusetts: Addison-Wesley Publishing Company 1978.

13 after: Zygierewicz Anna, *Career management (3) : Planning and development*, in [Personnel, 1998, no. 5](#), pp. 18-19

In the 1980s, the research was repeated among several hundred representatives of various professions at different stages of their professional development, allowing 3 additional 'career anchors' to be identified:

- service or dedication to a cause,
- The challenge,
- lifestyle.

According to Schein, initially a person is not able to determine what his or her career anchor is (this is the situation a NEET person is in), as the self-image is built up over many years, based on self-insight. Greater self-awareness is gained as a person gains experience, when they have the opportunity to confront the knowledge they have about themselves with reality. The self-image formed in this way functions as a stabilising force/anchor/guidepost, which constitutes the motives and values that the person will not give up when making subsequent, diverse choices. In turn, becoming aware of one's own motives and needs becomes possible by evaluating oneself in real-life situations, as well as on the basis of feedback from others. As a result of the processes of forming a mature self-image, according to E. Schein, one of the career anchors begins to dominate in each individual.

Schein has developed a test popularly called 'Schein's Anchors' (available on many websites for free download), after completing which you can calculate the results yourself and 'discover' the right career anchor value for you and its relevance to your career choices, and so:

- people for whom autonomy and independence are the most important values, have the need to work on a independent position, on their own terms, how they want and when they want;
- Professionalism is the career anchor of those who aspire to be an expert in a particular field;
- people whose career anchor is leadership have a need for leadership roles;
- security and stability act as a career anchor for people for whom the most important thing is to job security. Not only are they loyal employees, but they are also willing to undergo the leadership of others;
- people whose predominant career anchors are creativity and entrepreneurship, strive above all to implement new ideas, to come up with something innovative, to find solutions to the challenges posed problems or setting up your own business;
- The anchor of a career of service and dedication to others predominates in people whose main aspiration is to work for others, to sacrifice for a cause or an idea;
- people whose career anchor is a challenge, like to take risks, try something new, as well as overcoming difficulties and proving themselves with others;
- lifestyle is characterised by individuals who wish to maintain a balance between their personal and professional lives, value spending leisure time with family and friends¹⁴.

An example of the test can be downloaded via the following link, among others: http://www.ckzkk.pl/gallery/file/TEST_OTWICE_SCHEINA-AKTIVE-pdf.pdf (accessed 15.09.2023).

Another concept that raises the issue of values is Super's theory, according to which "values and interests arise from needs. Need leads to action, and action determines modes of behaviour, the goals of which, when general, are referred to as values, and when specific, as interests. (...) Values, on the other hand, are the goals (objects) that an individual seeks in order to satisfy a need".¹⁵

In turn, according to Bogdan Wojciszke, "a value system is a set of personal values organised into a hierarchy by preference. It is the preference of a given value that determines its position in the hierarchy". Values that are placed higher in the hierarchy have a greater influence on an individual's behaviour, but the same values can be realised in completely different ways by individuals¹⁶.

J. Koziński distinguishes five types of values that differentiate the totality of human behaviour:

- Dionysian values - man's highest goods are consumption, comfort, a comfortable life that guarantees joy and contentment;

14 Paszkowska-Rogacz, A., Warsztat pracy europejskiego doradcy kariery zawodowej, Krajowy Ośrodek Wsparcia Edukacji Zawodowej, Warszawa 2002.

15 Hornowska E., Paluchowski W. J., D. E. Supera's work validity test technique, [in:] M. Strykowska (ed.), Współczesne organizacje - wyzwania i zagrożenia. Perspektywa psychologiczna, Poznań 2002, p.268

16 after: Paszkowska-Rogacz A., Doradztwo zawodowe: wybrane metody badań, Warsaw 2009, p. 165.

- Heracleian values - the pursuit of superiority, importance and significance, dominance over others, the acquisition of power and fame;
- Promethean values - man sees himself as part of the community, the highest value is to fight against the evil and suffering, pro-social and altruistic actions;
- Apollonian values - man attaches the highest importance to creativity, cognition of the world, the development of science, technology and the arts; a focus on innovation and change in the external environment;
- Socratic values - man's highest good becomes self-knowledge and self-understanding, self-improvement.

He obtains the greatest satisfaction through continuous development, self-education and self-improvement¹⁷.

The hierarchy of life goals and values is an individual matter. It includes the importance of individual goals and values and their interrelationships. The hierarchy of goals related to areas such as personal life, lifestyle (leisure and recreation, culture, work, self-fulfilment), the sphere of ideology and values (religion, spiritual life, politics), social status (promotion, material issues, power) significantly affects the course of an individual's life, as well as how his or her career is arranged¹⁸. Although everyone has their own structure of values, it is possible to create a list of the most important ones, encompassing values that are similar in most people. Such a list, including seven main values and life goals, was created by Marek Suchar based on his own research. These are:

1. personal life (family relationships and relationships with other close people);
2. self-fulfilment (deepening of knowledge, creative and artistic activities, development of interests, striving for self-knowledge and self-improvement);
3. leisure and recreation;
4. Religion and spiritual

development; Work-related values:

5. politics and social issues;
6. social and wealth status;
7. work¹⁹.

The value system that is formed, together with the worldview based on it, builds the concept of one's own life, is a criterion for the formulation of life goals and the choice of measures to achieve them. During individual meetings with NEETs, the counsellor should include working with the client's values. He or she can give them a broader meaning and identify with the client the areas of values related to work and career. This will allow a more accurate planning of the direction of change and the use of the client's value structure in the work situation. The exercises/tools presented in the PRACTICAL PART of this chapter can be used by the counselor to describe work-related values.

1.4 DREAMS AND GOALS

Human beings differ from other animals in that they are able to dream - to create in thought and imagination something that is not yet there, but which could be. Colloquially, dreams are inner desires and goals that reflect what we most want to achieve or experience in life. They are an important part of the human psyche because they motivate action, help us to strive for a better future and are a source of inspiration. In a practical sense, dreams serve as a kind of mental map that helps to determine where to

17 Koziński J., *Koncepcje psychologiczne człowieka*, Państwowy Instytut Wydawniczy, Warsaw 1995, pp. 203-205.

18 Suchar M., *Career models: predicting the next step*, C.H. Beck Publishers, Warsaw 2010, p. 26

19 Suchar M., *Career and professional development*, ODDK Publishing House, Gdańsk 2003, p. 33

we want to aim for in life, and what we want to achieve. They also help us get through difficult times by giving us something to strive for and focus on, especially when reality becomes too overwhelming. Dreams also encourage personal growth, helping us to set goals and map out a path to achieve them. In this way, they are a key element in the process of self-realisation and personal growth.

The Dictionary of Polish Language provides two definitions of the term "dream":²⁰

1. any random association of ideas, fantasising, dreaming;
2. mental image of something desired, object of desire and aspiration, striving, desire.

On the basis of the above-mentioned definitions, without going into their psychological meaning, it can be seen that the first one refers to a mental process, a certain kind of mental activity, and the word 'dreaming' is used here in the form of the name of a verb action. In English this meaning would correspond to the word 'daydreaming'. The second meaning refers to the content of the dream, i.e. what the person dreams about, in the sense of what they would like. In English we would define this with the word 'daydream' or simply 'dream'. Most of the literature on the phenomenon of daydreaming refers to the first meaning of the word describing some kind of mental activity and placing more emphasis on the form of the dream, the styles, genesis and function, and less on the content. In colloquial language, on the other hand, the word

"Dreams" is used more often according to the second dictionary meaning.

From a psychological point of view, we can say that dreams are imaginative processes with an emotional basis, as well as involuntary contents that appear in our consciousness. A good word to describe these processes is the English daydreaming. Eric Klinger talks about three ways of defining daydreaming: the first is the aforementioned imaginative processes, understood as unrealistic escape fantasies that are not always pleasant, which distinguishes them from the colloquial understanding of daydreaming as something we desire and which

- if it comes true - it will change our lives for the better; the second way defines dreams as a stream of consciousness, the activity of shifting attention from the external world to internal sensations. They are images, visualisations, memories, thought processes, working thoughts, internal comments and dialogues with oneself - a kind of film that appears in our head when we take a break from reality; a third definition speaks of dreams as content that appears in the mind automatically and involuntarily: when we 'drift off', we are reminded of something, we associate it with something. It is a non-intentional, i.e. effortless and spontaneous mental activity, a kind of wandering of the mind. So dreams are: either imagination, or stream of consciousness (everything we think about but which is not related to current reality), or that part of consciousness which we do not control.²¹

From a psychological point of view, dreams can be considered on several different levels, depending on the context:

1. as dreams occurring during the REM phase²²,
2. as aspirations and goals,
3. as products of the imagination.

Each of these aspects plays an important role in understanding human psychology and behaviour, so it is worth taking a closer look:

1. **Daydreams** - occur mainly during the REM phase. It is believed that daydreams are the product of processing and consolidating information acquired during the day, which the brain transforms during sleep, integrating it with existing memories, and which it can use to solve problems. Dreams can serve as a way of expressing and processing emotions: often daydreams reflect our worries, desires, fears or longings, which can be difficult to express in everyday life. For some people, daydreams may be a way of processing traumatic experiences and may appear as an attempt to understand and work through difficult events. Some theories also suggest that dreams may have an adaptive function, helping us to prepare ourselves

20 Słownik Języka Polskiego T.2., PWN, Warszawa 1998

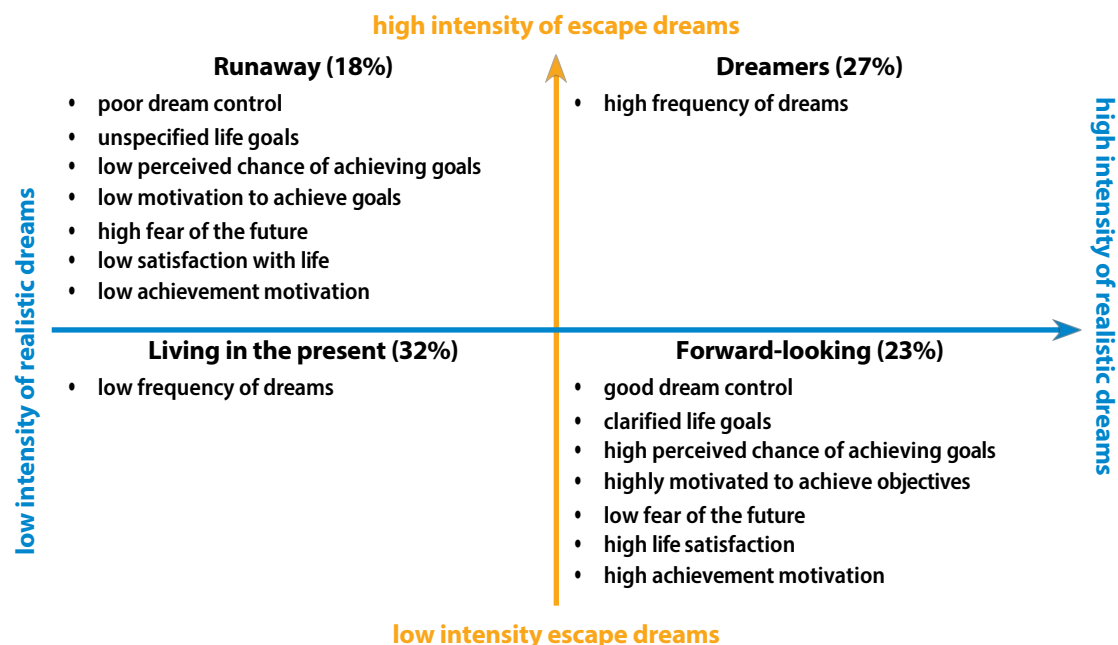
21 Czakon M., How to act effectively i.e. acting wisely, effectively in personal and social life, Doctorate in Dreaming, <https://jakdzialacskutecznie.pl/doktorat-z-marzycielstwa/>, accessed 15.5.2023.

22 Cartwright R., The Twenty-four Hour Mind: The Role of Sleep and Dreaming in Our Emotional Lives, Oxford University Press, 2012

to different life situations, training our mind to react to different events. In this respect, dreams can be a form of mental training, helping to develop coping strategies for different life situations;

2. **aspirations and goals:** dreams, understood as aspirations and goals, are part of human motivation. Motivation theorists, such as Abraham Maslow with his hierarchy of needs, point out that the realisation of personal aspirations is crucial to achieving self-fulfilment. These goals can range from short-term aspirations to long-term dreams and ambitions. They drive action, influencing a person's choices, decisions and life directions. In this context, dreams can range in form and size from simple, short-term goals (e.g. learning a new skill) to long-term goals (e.g. running for president). In this respect, dreams guide the actions we take, influence our choices and decisions, and determine our development and life paths. In the context of motivation theory, dreams play several key roles: they act as a source of inspiration, stimulating creativity and innovation (when we have clearly defined goals, it is easier to find the motivation to take actions that bring us closer to them); they can serve as a regulation mechanism: they help to prioritise and manage resources such as time and energy more efficiently, and they have a significant impact on our sense of purpose and identity (by pursuing our aspirations, we not only achieve specific goals, but also develop our self, shaping our own identity and self-esteem in a dynamic process of self-realisation. As we achieve one goal, new dreams emerge, leading to continuous development);
3. **dreams as products of the imagination** - in this respect, dreams allow for the exploration of alternative realities, solutions to problems, or creative thinking. Imagination makes it possible to visualise different scenarios and possibilities, which is the foundation of creativity and innovation. In this context, dreams are a tool for adaptation to a changing world, personal and professional development.

In the context of considering dreams in relation to NEETs, it is worth asking the question: how many young people can dream? An interesting study on this question was conducted by Dr Michał Czakon. The topic of his doctoral dissertation was the **relationship between dreams and the properties of life goals**. In order to obtain reliable data, he and his team conducted research on the relationship between goals and dreams among 413 young people in Poland (15-19 years of age). As a result of this research, he distinguished 4 groups of people characterised by specific properties, which are presented in the following chart developed by the author.²³



23 Czakon M., How to act effectively i.e. acting wisely, effectively in personal and social life, Doctorate in Dreaming, <https://jakdzialacskutecznie.pl/doktorat-z-marzycielstwa/>, accessed 15.5.2023.

Analysing the results of Dr. Michał Czakon's research in the context of professional counselling addressed to the NEET group, it can be concluded that with high probability the professional counsellor in his/her work may have to deal with people who have high intensity of escape dreams (Escapists and Dreamers) and/or low intensity of realistic dreams (Escapists and Those Living in the Present), which may result in difficulties in defining goals and plans for their life and professional future. It should be added that only 23% of the young people surveyed by Dr. Czakon were characterised by a high intensity of realistic dreams and a low intensity of escape dreams (Futurists). In view of the above, it is worth considering what a career counsellor can do to support young people on their journey to dream and on their journey to set and achieve goals. In this respect, it may be useful to answer the questions: what makes it sometimes difficult to dream? What makes someone incapable of dreaming and setting goals? As research shows, the inability to dream can be a complex problem, stemming from various psychological barriers, these include:

- emotional blockages, including, for example, anxiety, depression and surviving trauma, which can limit the ability to imagine and plan for the future. Research in psychology indicates that negative emotional states not only affect mood and behaviour in everyday life, but can also have long-lasting effects on the ability to create and follow dreams, change the way the person processes information and how they imagine the future, tend to focus on negative scenarios instead of opening up to new possibilities and positive outcomes. In the case of this type of emotional blockage, it is worthwhile for the career counsellor to convince the young person to seek appropriate therapy and only return to work on creating a Dream Map and defining the client's life and career goals;
- low self-esteem: people with low self-esteem often encounter difficulties in dreaming and setting goals for themselves. This is primarily due to a lack of confidence in their ability to make it on their own implementation. Social psychology emphasises that the ability to see the future in terms of multiple possibilities and the drive to create it is determined by the way one perceives oneself. Self-esteem, the judgement an individual has about themselves, influences many aspects of life, including motivation, aspirations and actions. Low self-esteem causes people to see themselves in a negative light, and this directly affects their beliefs about what they are capable of achieving. They may feel that they do not deserve success or happiness, or that their efforts will fail anyway. This negative self-image limits their ability to dream of a better future, and the dreams themselves are often seen as something out of reach or unattainable. In addition, social psychology indicates that the way we perceive our capabilities has a significant impact on our behaviour and the actions we take. People with low self-esteem may avoid challenges or new experiences for fear of failure. This further limits their ability to achieve their dreams. This vicious circle of negative self-perception and risk avoidance can lead to a perpetuation of beliefs about one's own inadequacy and inability to succeed. In relation to these types of barriers, the guidance counsellor should work with the client to raise their self-esteem, for which, among other things, they can use the exercises in this Handbook. In this respect, the work on self-esteem should precede the work on the Dream Map and the goals set should be of a short-term nature and focus more on the completion of specific tasks. The counsellor can also encourage the client to celebrate even small successes (e.g. offer to do the "Success jar" exercise in the practical part of this chapter);
- a lack of aspiration to dream, which can be caused, for example, by the monotony of daily tasks or by passive entertainment and, as a result, perhaps an impoverished imagination, a reduced capacity for creative thinking, difficulties in dreaming and imagining a future that goes beyond immediate experiences and limitations. Of particular importance is the depletion of imagination, as imagination allows the exploration of alternative life scenarios, dreaming of achievements and setting goals that motivate and lead to personal and professional development. In such a situation, the guidance counsellor can stimulate the client to seek inspiration for his or her dreams by discovering new interests, reading books that broaden horizons, travelling or talking to inspiring people, which will help to break him or her away from a passive existence in the "here and now";
- fear of failure - this is the fear that dreams will not be realised, which can significantly limit the ability to dream and pursue one's aspirations. It can cause, that the client avoids taking the risks and challenges that are inherent in achieving important life goals. It is a defence mechanism rooted in the natural human tendency to avoid

pain and disappointment. The fear of failure can be so intense that a person prefers to take no action rather than risk a potential failure. This fear of failure is often compounded by social and cultural expectations of success, which can sometimes lead to perfectionism and excessive self-criticism. In this situation, the career counsellor can work with the client on his or her beliefs (see Module IV of this Handbook for exercises in this area).

Man has two types of dreams: the first are realistic dreams, i.e. dreams that turn into goals; the second are escape dreams, which need not be fulfilled at all, although they are theoretically achievable. According to evolutionary psychology, individuals who have developed the ability to imagine probable events have gained an advantage over individuals without this ability. As can be inferred from this, humans have an evolutionarily developed deficiency in life satisfaction, i.e. a belief that they can be happier than they currently are and a belief that this can happen.²⁴ From this point of view, dreams are a space for creating visions of a better future. Vague, fuzzy in nature, the dreams that swirl around in our heads before we make a decision or take an action have a profound meaning because, while being thoroughly subjective, they inform us of what is important to us. Dreams allow us to meet our true deepest desires. They are the source of motivation. For this reason, working on dreams is one of the most important areas of work with NEETs. In the context of the developmental period in which NEETs find themselves, it is worth noting that dreams evolve as circumstances and the young person themselves change. At the same time, dreams are only an enclosure of permanent desires, so it is worth asking the client the question: why are you dreaming about this now - in the answer to this question, the counsellor can find a clue as to whether this is really the case, whether what the young person wants flows from him or herself, or whether it is a response to temporary fashion or environmental pressure.

In the context of goal-setting, it is useful to look at dreaming as a preliminary planning phase, allowing the search for possibilities of realisation, which is guided by the 'logic of feeling' rather than the 'logic of reasoning' that will be inherent in planning. In this respect, dreaming can have an emotionally stimulating function, which can make a difference in the pursuit of a desired goal.

Between the dream and its fulfilment there is a space that can be variously called: motivation, efficiency, project management. On the other hand, this same space can also be called procrastination, straw enthusiasm, powerlessness or even disillusionment, resignation, regret, depression. Many young people consider various options for their future, but do not even attempt to put them into practice. The exercises in this chapter, when used in an appropriate way by a vocational counsellor, can help in this path. Their aim is to support the young person in his/her endeavours, to give strength in overcoming his/her limitations, to discover realized and unconscious resources and possibilities, to help to see what is favourable and what is threatening.

1.5 ENCHANTED FROGS - INTERNAL SABOTEURS WHO MAKE IT DIFFICULT TO ARRIVAL AT DESTINATION

"Each of us has a life story, an inner narrative - the continuity of which, the meaning of which, is our life. It could be said that we each construct and live our 'story', and this story is our identity."

Oliver Sacks, [The man who mistook his wife for a hat](#)

24 Czakon M., How to act effectively i.e. acting wisely, effectively in personal and social life, Doctorate in Dreaming, [https://
jakdzialacskutecznie.pl/doktorat-z-marzycielstwa/](https://jakdzialacskutecznie.pl/doktorat-z-marzycielstwa/), accessed 15.5.2023.

The previous chapters dealt with what areas can support a young person on the way to a "bright future". This chapter deals with what can hinder a young person (and what has probably hindered them so far that they have fed into the NEET group) from fulfilling their potential and realising their dreams. These "saboteurs" may take the form of an internal or external voice saying bad things about us, ordering or forbidding us to do something, trying to discourage us from acting, undermining its sense and our "power to do something", or the behaviour of others depreciating our needs and ourselves.

In the early years, the child picks up patterns of good and bad behaviour from parents and significant others and internalises beliefs related to the regulation of social relations. Adherence to these rules serves the purpose of establishing and maintaining constructive relations with the environment. He or she also hears a lot of opinions about himself or herself (often negative) expressed by significant others and encounters their response to his or her needs (including their nullification). All of this "creates" all sorts of "obstructionist-saboteurs".

Vance Peavy defines life as a story and says that 'we live the stories we tell'.²⁵ At the same time, he points out that, as social beings, we are constantly influenced by other people and give meaning to their 'voices' in our biography. In his view, if help-seekers are to move towards life goals that are valuable to them and thus expand the scope of personal freedom, in the course of the counselling dialogue professional counsellors need to pay attention to, among other things, whether there is a social order that supports the client in using his or her abilities. If there is a negative answer, blockages or obstacles to the development of the individual's abilities, i.e. restrictions on his/her personal freedom, should be identified. In this respect, the career counsellor should analyse the system of interrelationships in the client's immediate social environment and identify with the client the relationships that significantly affect the client's opportunities for self-realisation. Thus, he/she can start by making a list of all the obstacles, challenges, tasks and problems the client experiences. These may include external conditions over which the client has little influence (these issues are described in this Handbook in Chapter II, "Barriers and resources in the area of the social and situational context in working with NEETs") and buy into the "hindrancers-saboteurs" that are the subject of this chapter.

The first of the categories of 'obstructor-saboteurs' discussed are the 'spells' heard in childhood, as described by the authors of the book *Trapped in the Words of Parents. How to free ourselves from the spells cast on us in childhood*²⁶, who state: *"The word creates and shapes us when we are at our most vulnerable and sensitive. With words we are given an identity, with words we clothe a person either in strength and self-esteem or in social expectations that stem from fear of being judged. With words we dress the other person either with armour for struggle or lightness of action, or with fear that immobilises, fear that stops the intention to act, to grow, to discover the new. What we say to a child gives them an identity that is a reservoir they will use in their adult life. (...) We can look at it as a situation where we were once clothed in clothes that are not ours, and we still wear them because they have been pressed so tightly onto us, because they have grown into our skin so much that we don't even see them as something alien to us. It's possible that they are tight, that they bite a little, or that they are short. We cling to them because they have become like a second skin to us. Only, underneath them is the real us! Underneath these clothes is the real skin, our real contact with ourselves and the world. What we are dressed in is not the truth about us. (...) It is important to note that these clothes are not ours, that despite the sentiment, they should be discarded and space made for new ones."*²⁷

According to the quoted paragraph, these 'incantations, Dr Agnieszka Kozak and Jacek Walewski write about, are the words heard in childhood that 'create and shape us when we are little and bigger children - creatures, most vulnerable and defenceless against the messages from parents, grandparents, caregivers in kindergarten and school' and that give us an identity, dressing us up either with strength and self-esteem or with social expectations that stem from fear and immobilise us. These words "create patterns of thought and action with which each of us unconsciously goes through life". There are 2 types of cuss words, they are²⁸:

25 Peavy, R. V., Sociodynamic counselling. A practical approach to making meaning, Bielsko Artistic Association "Grodzki Theatre", Bielsko-Biala, 2014

26 Kozak A., Wasilewski J., Trapped in our parents' words. How to free ourselves from the spells cast on us in childhood, Onepress Sensus Publishing, Gliwice 2022

27 Op. Cit.

28 Op. Cit.

- command spells that harness us to an invisible wheel in which we begin to turn in circles, seeing no way out. We do what the spell tells us to do, even though somewhere, deep inside us, we feel that it does not serve us. These are formulas: you have to cope (cope alone), be polite (conform), what people will say (be like others), because the Lord will take you away (give in), try to more (meet expectations), don't be like your father (disappear, be someone else);
- prohibition spells that stop us in mid-step, freeze us, make us freeze as if in a plaster cocoon. These are formulas: girls don't get angry (don't show your emotions), boys don't cry (don't feel), don't make trouble (don't want to), father knows better (don't have an opinion), don't tell anyone what's going on at home (don't disclose violence), life is not a game (don't have pleasure), it's just jokes... (you can't defend yourself).

The 'spells' described above, **ordering** the individual what to be and how to behave, and **forbidding** him to be himself and feel what he feels - model, build, shape him, but also distort his perception of himself and the reality around him. When the individual does not obey the orders and prohibitions - he or she comes face to face with the condemning adults - their providers (in the first instance) and with the inner critic, also known as the 'gremlin', who focuses on the deficits, condemning and punishing the person, looks to the past and reproaches old mistakes and thus sabotages what the true autonomous IAM would like to do and how it would like to think. This leads to a habit of criticising, especially of oneself. The individual can be critical of his or her own body, behaviour, own feelings and thoughts.

This voice of the inner critic appears in the form of an inner dialogue - an inner narrator who constantly harshly assesses, criticises and judges the individual, often highlighting any mistakes, failures and inadequacies. The inner critic is often linked to low self-esteem, lack of confidence and a negative way of thinking about oneself. It often stems from negative experiences, traumas, social expectations, and the influence of negative statements or past events. It can be an internal manifestation of internalised negative opinions of others or social norms. The effects of the inner critic can be detrimental to the individual, leading to lowered self-esteem, depression, anxiety, perfectionism and limiting self-concept. The inner critic can also make it difficult to take action, explore new possibilities and develop one's full potential.

The voice of the inner critic becomes much clearer during adolescence, the developmental phase in which NEETs find themselves. This is a time of identity formation, accompanied by great uncertainty and fear of rejection. For adolescents, what their peers think of them becomes most important:

"How do they perceive me? Do they like me? Do they like me?". Young people react particularly sensitively to criticism from those around them because it confirms their worst fears: "So I really am hopeless/, I don't belong, I don't fit in...". One of the most important factors determining the strength of the voice of the inner critic during adolescence is the bond with parents. If it is based on respect, acceptance, kindness, love - it is easier for a young person to get through the storm of the adolescence stage. The reactions of other family members, peers, teachers, coaches also have a huge impact. If a teenager experiences a devaluation of his or her person in interaction with them, this will certainly intensify self-criticism

There is no one-size-fits-all version of the inner critic. Among its different 'varieties' can be distinguished:

- "inadequate self" - when an individual fails to achieve a goal, makes a mistake or encounters obstacles, this type of criticism severely admonishes her. It can bring back memories of other mistakes and affect self-esteem, triggering thoughts like: "Something must be wrong with me if nothing ever works out for me!";
- The "hated self" - is an inner voice that reacts with hostility and even disgust. It judges inappropriately harshly for what the individual has or has not done. It addresses it in a vulgar and abusive manner, despises it.

American psychologist **Jay Earley** has divided internal critics into seven types, based on certain specific traits and types of 'pretension'. Although there happens to be a version that combines all traits, usually a critic can be assigned to one of the following types:

1. **Perfectionist** - according to him, everything should be done flawlessly. He will always find an excuse to reproach you for not living up to his expectations, for not being good enough. The Perfectionist Critic is demotivating because it is difficult to take action on the assumption that you will not create a perfect work;

2. **Controller** - primarily criticises repetitive activities and creates feelings of guilt (e.g. when trying to quit addictions or restricting food). The Controller Critic usually resents you for "You never..." or that "You always...";
3. **Tasker** - tries to motivate you to try harder and work harder. Relaxation is his greatest enemy. You can be sure that if you try to relax, the Task Critic will see you as a lazy person who achieves nothing;
4. **Underminer** - his/her main job is to tell you that you are not worth anything, so it is better to take no action than to fail. The Undermining Critic will reassure you that all your ventures are just a waste of time;
5. **The destroyer** - the worst of all. His sole purpose is to lull you into feeling that your life has no meaning. The Critic Destroyer induces remorse and a strong sense of shame by claiming that you are worthless and bring dishonour to those closest to you;
6. **Blamer** - whether you have made a decision or not, he or she will try to blame you for the consequences. The Blame Critic always claims that 'you will regret it';
7. **Shaping Critic** - will 'watch' to ensure that you fit within a certain social framework and meet the expectations of others. There is a chance that the Shaping Critic will keep quiet if you keep your head down.

A growing body of research points to a link between internal criticism and a range of psychological difficulties. Psychologist Dr Holly Parker describes a longitudinal study which found that those who judged themselves most harshly at age 13 were less engaged in learning in high school, and by age 31, it was not uncommon for them to have social and emotional problems and to have educated themselves for a shorter period of time than those who were more lenient to themselves in their teenage years.

An interesting concept regarding 'life traps' was proposed by Jeffrey E. Young and Janet S. Klosko, authors of the book *"Life Change Programme. Freeing Yourself from Psychological Traps"*²⁹. A life trap is "a pattern that develops during childhood and has a significant impact throughout life. It is shaped by experiences acquired in relationships with immediate significant others and with peers. Traps. They become part of ourselves, long after we have left the family home we recreate the situation of our childhood, allowing ourselves to be mistreated, ignored harmed, over-controlled and, although we try hard, we fail to achieve our goals. The life trap determines the way we think and feel, behave or relate to others. It activates intense feelings of anger, sadness or anxiety even when we seem to have it all: a social position, an ideal marriage, the respect of loved ones, professional success. In adulthood, we recreate those childhood experiences that were most damaging to us."³⁰ The life trap is self-destructive, destroying one's sense of self, health, relationships with others, work, happiness, mood - it affects every aspect of life. Young and Klosko identified 11 life traps (description of traps after: Young J.E., Klosko J.S., *The Life Change Programme. Freeing yourself from psychological traps*, Green Tree Publishing. Institute of Health Psychology PTP, Warsaw 2012), these are:

Traps that refer to the lack of safety and security in childhood.

1. **Abandonment and relationship instability** - the core of this trap is the feeling that the people you love will leave you and you will be alone forever. The fear of loneliness grips you every time you imagine that people close to you will die, leave the family home forever or abandon you because they prefer someone else. Because of this belief, you are able to cling strenuously to those closest to you, but by behaving in this way, you push them away.
2. **Suspicion of being abused and hurt** - the trap is linked to the belief that people will hurt you or take advantage of you - deceive you, abuse your trust or hurt you in some other way. If you have this pattern, you protect yourself by hiding behind a wall. You never let people get too close, you are suspicious of others' intentions and allow for the worst. You expect

29 Young J.E., Klosko J.S., *The lifestyle change programme. Freeing yourself from psychological traps*, Green Tree Publishing. Institute of Health Psychology PTP, Warsaw 2012.

The people you love betray you. You avoid relationships or form superficial relationships where you never really open up, or you get into relationships with people who treat you badly. Then, in turn, you become angry and want revenge.

Traps that relate to the ability to function independently

3. **Dependence and incompetence** - if you are a prisoner of this trap, you believe that you are unable to cope competently with everyday life without the help of others. Others are your mainstay and you need their constant support. When you tried to demonstrate self-reliance as a child, you were given to understand that you were clumsy. As an adult, you seek out strong figures on whom you become dependent and let them decide your life and work; you try to avoid acting independently. Of course, acting in this way only inhibits and limits you.
4. **Vulnerability to danger and injury** - caught in this trap you live in constant fear and anxiety that misfortune will happen. Whether it be a disaster, accident, illness or bankruptcy, you generally don't feel safe in the world. As a child, you had the impression that the world was a dangerous place. It is likely that your parents were overprotective. Your fears are excessive and unrealistic, but you let them control your life and spend energy checking that you are safe. Feelings of anxiety may centre around a possible panic attack or physical illness. You may also relate to financial disaster, bankruptcy, homelessness. Your hyper-vigilance may relate to other situations, such as a plane flight, a robbery or an earthquake.

Traps regarding the quality of emotional contact with others.

5. **Emotional deprivation** - this involves the belief that your needs for love will never be adequately met. You feel that no one really cares about you or will understand how you feel. At the same time, you are attracted to people who are cold and unapproachable. You also happen to be like this yourself, which causes you to form relationships that are unsatisfactory in advance. You feel cheated and oscillate between feelings of anger and hurt. Consequently, your anger pushes people away even further, confirming further deprivation.
6. **Social isolation** - refers to bonds with friends, peer group et al. It involves feeling isolated from the rest of the world and being different. If you have this pattern, then as a child you felt rejected by your peers, you were not part of the group. Perhaps you were rejected because there was something about you that other children did not accept. As a result, you felt socially undesirable as an adult. You feel that you are ugly, repulsive with low social status, unable to communicate with others, boring and otherwise run-of-the-mill. You recreate your feelings of rejection from childhood by reacting from a position of being inferior in social interactions.

Traps relating to self-esteem.

7. **Incomplete and shame** - this trap makes you feel deeply flawed and unattractive. You know that someone who got to know you truly would never love you, and your flaws would be exposed. Even as a child, you were not respected for who you were, but were constantly criticised for your mistakes. You constantly blame yourself, you feel unworthy of love, you are afraid of love, you find it hard to believe that those close to you can appreciate you, so you constantly expect rejection.
8. **Failure conviction** - this is the belief that you are a failure in areas of your life such as study, work, sport. You believe that you are inferior compared to your peers. As a child you heard constantly that you were weaker in some area than others. Maybe you had a disability, or struggled to master important skills such as reading - other children were always better. As an adult, you continue your trap by exaggerating your own failures and behaving in such a way that you unwittingly confirm your core beliefs.

Traps relating to the ability to express oneself, one's desires and needs.

9. **Subjugation** - by being stuck in the trap of subjugation, you sacrifice your own needs and desires to appease and satisfy the needs of others. You allow others to control you. You act in this way either

out of guilt that you will hurt others if you put yourself above them in front of them, or out of fear that you will be punished or abandoned if you resist. As a child, someone close to you, probably a parent, dominated and exerted control. Now as an adult, you are constantly entering into relationships with dominant, controlling people and submitting to them, or entering into relationships with needy partners who are unable to give you anything in return.

- 10. Ruthless personal standards** - this trap makes you strive constantly to deliver on the tasks you set for yourself. You place particular emphasis on status, money, achievement, beauty, order and fame, in exchange for happiness, pleasure, a sense of purpose and satisfying relationships. You probably apply your own standards to others, towards whom you are highly critical. When you were a child, you were expected to be the best. You learned that everything else was a failure. Nothing you did was good enough.
- 11. Claims and beliefs of special entitlement** - this trap is linked to the ability to accept real limitations in life. People who have this trap feel special, persisting in the position that they have the right to do, say or have everything immediately. They disregard what others think is reasonable, which takes time and patience and costs others. They have difficulty with self-discipline. Many people who develop this pattern were coddled as children, not required to exercise self-control or accept the restrictions placed on other children. As adults, they feel anger when they don't get what they want.

A test examining the intensity of each trap can be found in Young J.E., Klosko J.S., Life Change Programme. Freeing yourself from psychological traps, Green Tree Publishing. Institute of Health Psychology PTP, Warsaw 2012.

The guidance counsellor, when working with a NEET person, should take into account that their failures (e.g. dropping out of school, inactivity, etc.) may be the result of one of the "saboteurs/obstructors" which, **together with the** particularly difficult period of adolescence, may be a serious barrier to change. For this reason, each case should be considered on its own merits and efforts should be made to explore the real reasons that cause a young person to 'join' the NEET group. In this respect, it is useful to start working with a young person on changing their situation by making the client aware of the impact of 'barriers-saboteurs' on their current and future life.

1.6 SELF-KNOWLEDGE TEST

1. How does Vance Peavy define career guidance? Tick the correct answer.
 - a) are services and activities designed to help people make educational, training and career choices and to manage their professional development
 - b) is to support the counselee in the construction and creation of himself/herself
 - c) is the provision of educational and vocational information
 - d) is the use of tools to assess, or self-assess, professional competence.
2. Which of the following statements about career guidance is appropriate for a sociodynamic approach. Mark the correct answer.
 - a) vocational guidance is an interpersonal process that aims at: accompanying an individual in planning and developing a career that brings the individual satisfaction and professional success
 - b) Vocational guidance consists of long-term, conscious and purposeful educational activities stimulating development towards the right choice of profession, learning a profession, getting to know it and practising it.
 - c) people are always embedded in some socio-cultural context in which they 'construct' a

their lives. People give meaning to their story, that is, they co-create themselves and the world through interpretation, critical self-reflection and active

- d) One of the tasks of vocational guidance is the transfer of vocational information, which means inducing the client, through the transfer of vocational information, to get to know the world of occupations: the tasks and vocational activities carried out in the occupations most indicated for the client.

3. What is the role of the counsellor according to the sociodynamic approach? Tick the correct answer.

- a) the counsellor helps the client to deepen his/her insight into him/herself
- b) the counsellor provides assistance, in the form of group and individual career guidance, to young people and adults
- c) the counsellor supports the choice of profession, education and training, taking into account the psycho-physical possibilities and the life situation of the client as well as the needs of the labour market and the possibilities of the educational system
- d) The counsellor helps you to make educational, training and career choices and to manage your professional development.

4. How can empowerment be understood in career guidance aimed at NEETs? Tick the correct answer.

- a) as a process of involving NEETs in organisational decision-making and empowering them to take responsibility for their actions
- b) as a basis for personal and servant leadership
- c) as self-efficacy, i.e. the feeling of having abilities and competences, *self-determination*, i.e. the feeling of being able to decide for oneself, *personal consequence*, i.e. the belief in one's ability to influence, *meaning*, i.e. the feeling that what one does is valuable, *trust*, i.e. the feeling of security
- d) as: a state of growth, NEET's sense of empowerment, sense of strength and possibility, exercising control, a process of restoring strength, dignity, control, empowerment, developing NEET's skills, the goal of broadly defined educational and counselling interventions aimed at NEET.

5. What is Norbert Herriger's definition of empowerment in career counselling? Tick the correct answer.

- a) this is the initial stage of vocational guidance, which consists in familiarising young people with: the characteristics of various professions and the requirements to be fulfilled in order to practice them; the structure of vocational education, types of vocational schools and opportunities to learn a profession; the current and prospective labour market demand for individual professions and their importance for the national economy.
- b) it is the opposite of powerlessness and is both the process of reaching a certain state of empowerment and this state itself, i.e. the goal of the empowering action
- c) the ability to choose from a range of possible life options solutions that are optimal for the individual and to create the conditions for the person to make an independent autonomous decision about his or her own life, to have the ability to "meet" one's own needs, interests, wishes, desires and to cut oneself off from the limiting expectations of others, to have the willingness and ability to face the aggravating problems of one's own life, to have the power, ability to think critically and to reject the paralysing weight of everyday life, habits
- d) Empowerment can apply to individuals, groups and whole communities. At the individual level, it aims to empower individuals so that they can regain control of their own lives and meet their needs independently. In the structural dimension, on the other hand, it concerns the removal of barriers and restrictions that cut off certain groups from access to goods and opportunities.

6. What elements of the living space are revealed during the mapping of the living space? Tick the correct answer.

- a) relationships that occur in the client's life; significant roles for the client; distinctive characteristics

and elements of the client's living space; emerging obstacles; strengths and weaknesses in the client's life; needs and expectations of the client

- b)** the client's predisposition; significant roles for the client; characteristics and elements of the client's life space; obstacles arising; strengths and weaknesses in the client's life; the client's needs and expectations
- c)** the employment history of the client, the failures and successes experienced by the client in his/her work
- d)** the client's contract with himself in which he specifies what he intends to achieve in his key areas.

7. What conclusions were drawn from the research on value affirmation carried out by psychiatrist Dr James Abelson? Tick the correct answer.

- a)** those who affirmed values performed better in tasks requiring long-term planning
- b)** those who affirmed values not only coped better, but were also physiologically better able to cope with stress and were rated more highly as employees
- c)** those who did not affirm values were more successful in achieving their goals because they were more consistent in their actions
- d)** those who did not affirm values endured the stress of attending interviews more easily.

8. In his conception, how does Schein define the role of values and needs in people's working lives? Mark the correct answer.

- a)** accepts that both people and organisations function in a complex environment and interact with each other. Both are in dynamic interaction with each other;
- b)** accepts that all needs should be satisfied in accordance with a socially accepted value system. If a person cannot satisfy a need in accordance with the social value system, he or she should give it up
- c)** accepts that if there is no way to satisfy a need in accordance with a social system of values, a person is allowed to do so against that system
- d)** accepts that there are basic needs and higher needs, as well as values. It is clear that certain needs in life must be satisfied in order for a person to engage in self-improvement.

9. According to Schein, what guides an individual in their career choices? Tick the correct answer.

- a)** their aptitudes and competences, known as career anchors
- b)** an analysis of the labour market in correlation with one's skills and work experience, known as career anchors
- c)** a dominant, invariable motive - the career anchor, i.e. the value that guides, constrains, stabilises and integrates the career
- d)** their needs and value system, called career anchors.

10. According to Schein, most people's self-image revolves around categories that reflect their 'career anchors', these are:

- a)** professional competence; ability to organise work; soft skills, e.g. teamwork; security and stability; entrepreneurial creativity; service or dedication to a cause; challenge; lifestyle
- b)** Technical and functional competence; leadership competence, autonomy and independence; security and stability; entrepreneurial creativity; service or dedication to a cause; challenge; lifestyle
- c)** technical-functional competences; leadership competences, hard competences; soft competences
- d)** Professional interests; value system; unmet needs.

11. What is the relationship between values and interests and needs according to Supper's theory? Tick the correct answer.
 - a) needs, interests and values affect each other in the same way
 - b) values take precedence over needs and interests
 - c) interests take precedence over needs and values
 - d) values and interests are driven by needs.
12. How does Bogdan Wojciszke define the system of values? Tick the correct answer.
 - a) a value system is things and matters that are important, valuable, desirable, life's signposts, maps, standards of our thoughts, attitudes and behaviours that say who we are, how we live and how we treat other people.
 - b) the value system represents what we consider important and what gives us a meaning in life
 - c) A value system is a set of personal values organised into a hierarchy by preference. It is the preference for a particular value that determines its position in the hierarchy
 - d) A value system is personal beliefs, shaped by personal experiences, education, family and the culture in which we grew up.
13. What types of values differentiating the whole of human behaviour does Józef Koźielecki identify? Mark the correct answer.
 - a) individual values; societal values
 - b) Dionysian values; Heracleian values; Promethean values, Apollonian values; Socratic values
 - c) ultimate (autotelic) values, the most important, the goals of human life; instrumental (basic) values
 - d) utilitarian values; moral values.
14. What values were included in the list of core life values created by Mark Suchar? Tick the correct answer.
 - a) authenticity, close relationships, honesty, respect
 - b) Personal life, self-realisation, leisure and recreation; religion and spiritual development; politics and social issues; social and wealth status, work
 - c) nobility, gratitude, fidelity, freedom
 - d) family, truth, fidelity, helping others, justice, nobility.
15. List 3 ways of defining dreams as discussed by Eric Klinger. Mark the correct answer.
 - a) Imaginative processes, understood as unrealistic escape fantasies; 2)stream of consciousness, i.e. the activity of shifting attention from the external world to internal sensations; 3)content that appears automatically and involuntarily in the mind
 - b) creation of ideas about oneself and one's world; 2)future states not yet experienced; 3)loose projections
 - c) a sequence of images and thoughts reflecting desires; 2) a sequence of images and thoughts arising during dreams; 3)a projection of ourselves into the future waiting to be realised
 - d) affectively saturated cognitive concepts that relate to our life goals; 2)the simple result of a person's psychological freedom to decide, and initially plan, for themselves; 3)connecting the heart (feelings) with the head (reason).
16. On which levels from a psychological point of view can dreams be considered depending on the context? Tick the correct answer.
 - a) as ideas about what one wants, as goals to be achieved, as unspecified needs
 - b) as an imaginative-thought activity whose object is the satisfaction of desires, aspirations, intentions for one's own life; as an inner lack of bodily and spiritual restraint

- c) as a state of conviction about what an individual 'can' do; as the release of the inner layers of human reason; as the general form of an individual's life defining what is most important to him or her
- d) as dreams occurring during the REM phase, as aspirations and goals, as products of the imagination.

17. What psychological barriers stand in the way of dreaming? Tick the correct answer.

- a) Dependent personality; unspecified life goals, low life satisfaction; low achievement motivation
- b) high fear of the future; neurotic personality; dissatisfaction with the status quo
- c) Emotional blockages; low self-esteem; lack of aspiration to dream; fear of failure
- d) Mental illness; predominance of the I FAMILY state in the personality structure; extremely rational approach to life.

PRACTICAL PART

2.1 EXERCISES

EXERCISE 1

Title: Map of Life Space

Source: Peavy R. V., Sociodynamic counselling. A practical approach to making meaning, Bielsko Artistic Association "Grodzki Theatre", Bielsko-Biała 2014.

Objective: to reflect on one's own identity and level of satisfaction with one's life, to build motivation to make changes in life

Area: identity development/readiness for change

Handout: Printable map of the living space



The tool described is used in a sociodynamic approach. Mapping is a tool for the client to reflectively deepen their insight into themselves and to more effectively interpret the meaning they give to aspects of their life. The tool is about exploring meaningful elements of the life space by drawing, using symbols, images, metaphors, icons, words - relationships, context, change, visualising the current life situation or future), clarifying critical life experiences (transitions). The joint analysis of the client's life space, carried out jointly by the career counsellor and the client, is a source of strength and capacity building. The concept of space

Life-space refers to all the influences: both psychological and outside of us, that affect us at any point in our lives. We all have knowledge of our personal space, which results from: individual beliefs, perceptions, attributed meanings, interactions, actions taken and the entire material world around us. Personal living space consists of: personal experiences, systems of meaning, objects subject to our perception, all forms of social activity and the individual sphere of solitude.

Running the exercise:

1. The counsellor prepares white sheets (preferably A3 size) and coloured markers/ pens. The counsellor invites the client to describe visually selected aspects of his/her reality. These can be areas chosen by the client e.g. relationships with the social environment or resources, but the narrative can also be spontaneous. The following example of a conversation with a client is a transcription of an extract from a counselling dialogue between Professor Vance Peavy and his client³¹:

"Peavy: Okay, then I'll say what it means to me so that you know what to expect today. My job is to try and help you describe and talk about what you would like to do something about in your life. That's my job."

"I'll listen carefully and we can create pictures, maps about your problem and your job is to try to tell me as best you can what you're thinking about, what you're thinking about, what you'd like to do, etc., and I'll help you bring it out. As you can see, we both have work to do. I'd like to emphasise that from my perspective I'm not here to give you advice, because I know almost nothing about you, I'm only going to learn something about you and your life today, but we are here to achieve the results of our work together, ok?"

Janet: Ok, I understand - I have some responsibility in that as

well. Q: I'm guessing you thought a lot about your situation

beforehand, is that right? J: Yes, I did think a lot.

Q: So we could draw a map of your situation like this - do you agree? J: Of course, let's give it a try.

Q: So I'll give you this marker and ask you to draw a big circle on the page. J:

On the whole page?

Q: Yes, and now let's try to see what important elements are in your situation and what you want to do with it, what important things. This circle is your life, your living space, where you live now mentally and physically. Place yourself somewhere in this area, draw a little figure - this is your world, put yourself in it..."

2. Aspects of life that can be analysed during the mapping (the following list illustrates the five areas of the living space that are interdependent):

- 1) **Work and education:** habits/experience/skills/work system of the whole family/plans/education/employment/permit/finances.
- 2) **Health/body:** food and nutrition/medical care and medication/views of disease and health/gender-related behaviour/personal hygiene/social care.
- 3) **Relationships:** family organisation and childcare/adolescence/the role of seniors/relationships with police, teachers, residents, social care, other employees, employers, members of important groups, friends.
- 4) **Creativity, recreation, leisure, fun:** art activities, music, instruments, crafts, sports, family activities and games, cooking, eating, gardening, theatre, acting activities, television, travelling, collecting, walking and other recreational activities, reading, learning.
- 5) **Spirituality/life philosophy/world view - world view:** religious activities, prayer, meditation, reading and studying, listening to inspiring people, philosophical discussions personal development activities, caring for others, studying other cultural ideas and customs, ascension

31 Footage from the project "A new perspective on career counselling"

to a religious or spiritual organisation, sharing stories from one's life to illustrate philosophical ideas, contemplating icons and other religious symbols, writing down philosophical or religious ideas for further consideration, singing at religious ceremonies.

3. The counsellor asks questions to support the creation of the map. Examples of questions that can also be used to create an appropriate map³²:
- Who else is related to your problem in any way?
 - What do you think this relationship is about?
 - What are you currently thinking and/or doing about your problem?
 - What impact do you think this problem is having on your life today?
 - What do you think your life would be like if you didn't have this problem?
 - What do you think is stopping you from finding an effective way to solve this problem? What constitutes an obstacle?
 - If you had the opportunity, what would you most like to change to improve your situation?
 - Which of your skills could you help you to improve your situation? What could you learn in order to provide yourself with the skills necessary to overcome the problem?
 - Who else could help you?
 - If someone else had a problem like yours and was in an identical situation, and you were playing the role of an observer, what would you say to that person to help them find a solution? Imagine that you come from a completely different background and this issue does not concern you directly. What could you say to this person?

EXERCISE 2

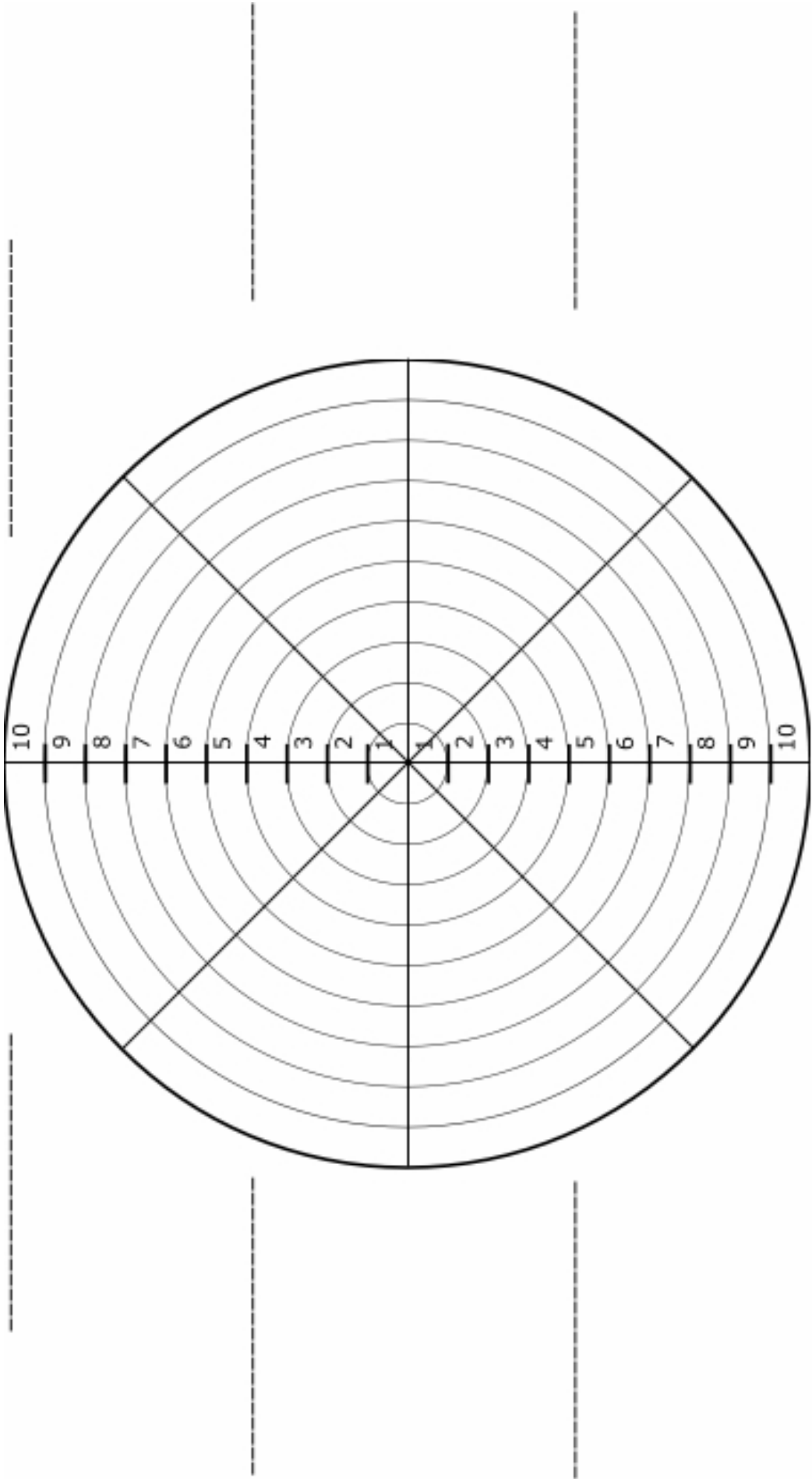
Title: Wheel of life

Source: Adaptation [Circle of Life - coaching tool \(coaching, personal development\) \(annadobosz.pl\)](http://annadobosz.pl)

Objective: to reflect on one's own identity and level of satisfaction with one's life, to build motivation to make changes in life

Area: identity development/readiness for change

Handout: Wheel of Life printable



Mileage:

The exercise consists of determining the key areas of life or values and then plotting them on a circle. The client then assesses the designated items, so that an analysis of his/her life situation can be carried out. Do this by answering **coaching questions** posed by the counsellor. The main objective is to determine how balanced the client's current life is, which can be a trigger for the client to determine the extent of the changes they would like to make in their life.

On the printed Wheel of Life, the client places the areas of life that are important to him or her. Their number is not important. Usually 8 or 10 areas important for leading a fulfilling and balanced life are placed. These could be categories such as:

- Family
- Finance
- Professional life/career
- Personal development
- Relaxation and entertainment
- Friends and acquaintances
- Health and fitness
- Spirituality
- Independence

The variety of categories can be much greater: in addition to the above, sense of security, religion, sense of values, leadership, service to others, achievement, prestige or others - as defined by the client - can also be considered. The final range of categories to be included in the Wheel of Life is determined by the client himself (he chooses the areas that are most relevant to him).

1. The counsellor asks the client to identify 8 - 10 selected categories that are important to him/her in life (he/she can offer a ready-made form with the categories highlighted, but it would be better if he/she created these categories himself/herself).
2. The counsellor asks the client to rate, on a scale of 1 to 10, how satisfied he/she feels in each of the areas on the Wheel, assuming that 1 is unsatisfactory and 10 is the most satisfactory. The counsellor can help the client clarify the "content" of each area by providing the following list of sample areas for reflection:

1) Health and fitness.

Example areas for reflection:

- Are you in good contact with your body? Do you feel and respond to your body's needs?
- Are you in good health? Are you eating healthily?
- Do you spend time outdoors?
- When something hurts, do you check why (e.g. when going to the doctor)?
- Have you spent even an hour in the last week looking after your own health?
- Do you accept your illnesses (if you have them) or are you able to accept them (if they would have to come)?
- Do you know someone who cares about your health?
- Are you enjoying your body's capabilities?
- Are you treating your body well?
- Are you aware of your impact on your own condition?

2) Family and friends.

Example areas for reflection:

- Are you able to introduce yourself and meet new people freely and naturally?
- Are you able to maintain relationships with the valuable people in your life?
- Do you know at least one person you qualify as part of your family?
- Have you spent at least one hour in the last week nurturing relationships with loved ones?
- Is your relationship with your family going well?
- Do you have people with whom you can talk openly in full honesty?
- Do you have a sense of closeness, of love in your family?
- Do you talk to your loved ones on a daily basis?
- Do you care for your family?
- Does your family care about you?
- Are there things you like to do together with your family?
- Do you talk to your family about your difficulties?
- Does your family share your difficulties with you?
- Do you talk to your family about your successes?
- Does your family talk to you about your successes?
- Are there people outside the family who know that they can always talk to you?
- Do you enjoy contact with other people?
- Do you have friends you can fully trust and with whom you can openly and honestly talk?
- Do you find time to meet up with friends?
- Have you taken at least an hour in the last week to nurture a friendship?
- Do you talk to your friends even when you have no problems?
- Do you have someone to celebrate your successes with?
- Are there people whose successes you enjoy and are keen to celebrate?
- Do you know why friends are important to you?
- Do you have a good rapport with the people you meet along your career path?
- Do you know people you admire?

3) Partner/spouse.

Example areas for reflection:

- Do you feel loved and do you share your love with others, especially through building a happy relationship with your other half, but also through satisfying relationships with other people?
- Can you name at least one person you love?
- Do you love yourself?
- Do you recognise which actions of others make you feel loved?
- Do you recognise actions in yourself that confirm that you love yourself?
- Have you spent at least an hour this week nurturing love towards others?
- Have you spent at least an hour this week cultivating love towards yourself?
- Do you talk to the people you love about your needs?
- Do you talk to the people you love about their needs?

4) The physical environment - that is, the environment in which you live.

Example areas for reflection:

- Are you satisfied with the place where you live (e.g. condition of the flat, staircase)?
- Do you have a sense of security where you live/other places, in which you are staying?

- What is your aesthetic and emotional experience of the place(s) you are in?
- How does the fact that, for example, you live with your parents/parents-in-law or in a place located on the remote or central or in exile?

5) Finance.

Example areas for reflection:

- Is your income enough for everything you need? Are you earning at a fully satisfactory level?
- Do you feel that your financial situation is stable?
- Do you have full confidence that your earnings will steadily increase?
- Do you accept your financial situation?
- Do you accept the financial situation of your loved ones?
- Do you accept that someone has more money than you?
- Have you spent even one hour in the last week improving your financial situation?
- Do you like the way you get your money?
- Do you approve of the way your partner/your partner/your loved ones get their money?
- Do you think there is enough money in the world to meet everyone's needs?
- Do you have savings?
- Are you comfortable talking to others about money?

6) Career.

Example areas for reflection:

- Do you know what you would like to do in life, including professionally?
- What kind of work would give you satisfaction and a sense of purpose?
- Are you involved in the things in your life that interest you?
- Have the activities you have undertaken so far (including education) been related to what you want to do in your life (e.g. if you want to be an entrepreneur, have you taken steps in this direction, etc.)?
- Do you have a clear vision of your future career path?
- Is a career important to you?
- Have you spent an hour in the last week developing professional skills?
- Are you opening yourself up to an influx of cash?
- Are you looking for ideas to solve specific problems or implement new things?
- Do you get on well with people at school/work? You get along well, you can talk to each other?
- Are there people around you from whom you can learn, relationships are inspiring?

7) Life energy/motivation.

Example areas for reflection:

- Do you have full life energy, feeling very good every day?
- Are you fully motivated to take action, do you want to get up in the morning, take on challenges?
- Are you coping well with life's difficulties without being overwhelmed by them? Do you have the strength and power to coping with the biggest obstacles?

8) Personal development (intellectual, spiritual).

Example areas for reflection:

- Are there activities that you always perform with enthusiasm?
- Do you feel that you are maturing, growing as a person? Do you know yourself better and better?

- Do you feel good about yourself? Do you like yourself, appreciate yourself and accept yourself fully?
- Can you manage stress, time management and emotions?
- Do you open yourself up to the tide of knowledge on a daily basis?
- Do you know what area of knowledge interests you?
- Have you spent at least one hour in the last week expanding your knowledge?
- Do you do what you enjoy on a daily basis?
- Is there at least one thing you know you always do right?
- Have you spent at least an hour in the last week improving a skill?
- Do you know people who work in the field you are interested in and learn from their experiences?
- Do you recall 10 facts from this area that you are certain of?
- Can you remember at least one success from the last year that you are proud of?
- Do you act on a daily basis to develop yourself in a field you enjoy?

9) Time for leisure/relaxation/entertainment.

Example areas for reflection:

- Is your body regenerated and full of strength?
- Do you have enough time to sleep and relax?
- Do you have enough free time, entertainment and pleasure in your life?

10) Spirituality

Example areas for reflection:

- Do you have a sense of gratitude for who you are, what you have, who you have in your life?
- Do you know your life path, are you following it?
- Do you have confidence in yourself, in life and in higher wisdom?
- Do you feel that your life has meaning?
- Do you have the will to live every day?
- Do you nurture family ties?
- Do you have a code of your own values and stick to it?
- Do you practice meditation, prayer or anything else that allows you to calm down and look at the life from a distance?
- Do you share your spiritual experience with anyone?
- Do you reflect on who you actually are and strive to become the best version of the yourself?
- Do you have your authority on spirituality?

3. The counsellor asks the client to look at the drawing and answer the following questions (the questions are for the career counsellor to help. It is important that the discussion of the drawing is a coaching conversation):

- What do you feel and think about your life when looking at the Wheel?
- Which areas are you most excited about and why?
- Did anything surprise you?
- Which areas need the most attention?
- What would a score of 10 in each of the areas in the field give you?
- What happens if you don't make any changes?
- In which areas would you like to make the fastest changes?
- In which areas can you make the fastest changes?
- What is preventing you from making a change?
- Who could help you make the change and how?

- Where can you start?
- When will you start?

4. The counsellor summarises the exercise with the client and agrees with him/her what specific actions to increase satisfaction with his/her life he/she can do in the near future.

Notes to the adviser:

- It is a good idea, after completing this exercise, to invite the client to complete another exercise entitled. "What can you do to achieve your goal?", which follows later in the chapter.
- The original concept of the Wheel of Life is attributed to Paul J. Meyer, founder of Success Motivation Institute in 1960, Paul J. Meyer was a leader and pioneer in the coaching industry. He built many programmes to help people achieve their goals, manage their time and be better leaders. There are now many versions of this technique and it is used for many purposes. The Wheel of Life allows us to visualise the level of satisfaction in the most important areas of life. With this popular coaching tool, we can work with the values that are important to the client at any given time. For this reason, it is also called a **coaching value wheel**. The value system and the expected level of satisfaction in achieving them in life can change and, in extreme situations, a complete re-evaluation of the value system can occur.
- It is a visual exercise that coaches like to use in their very first sessions, as it allows you to determine the direction of your work with the client. Re-implementation of the exercise after time has elapsed makes it possible to check if and how a person's value system and level of life satisfaction has changed. The exercise is used in the coaching process, but can also be done in career counselling.

You can find downloadable forms with already defined categories on the internet, but it is worth encouraging the client to create their own - important to them - categories. Care should be taken to ensure that the customer names the categories in a way that best suits his or her feelings (e.g. 'Money' or 'Funds' may be used instead of 'Finance'. It is important that the customer is comfortable with the chosen category names and feels their importance to themselves.

In most cases, the Wheel of Life will be 'uneven' because of the difference in judgement between categories. The journey through life on such an uneven wheel is probably not pleasant or easy. In order to function satisfactorily, a state of balance has to be brought about so that no aspects important to the person are neglected.

The actual part of working with the Wheel of Life involves the client answering the coaching questions. Care should be taken to ensure that when answering, the client does not rush and takes as much time as needed to answer in order to get a real picture of the situation and direction for appropriate change.

The tool provides a quick, visual insight into important areas of life. The scores assigned to each allow one to see in which areas the client feels satisfied and which ones they need to work on. With a relatively small amount of time, the Wheel of Life makes it possible to identify the sources of problems and chart directions for change. The effectiveness of this technique can be seen, for example, in its popularity.

The main advantages of using this technique are:

- is a simple and well-liked tool,
- makes it possible to determine the level of customer satisfaction in the various spheres of the customer's life,
- enables the identification of priorities and directions for change in the client's life,
- raises awareness of conflicts in the client's value system,
- enables you to get to the heart of the client's problem,
- mobilises the client to make changes,
- fosters work-life balance in the client's life,
- enables the client's attention and time commitment to be shifted from one area to another,
- assists the client in making important life decisions,
- reinforces and defines the direction of change in the client's life through self-awareness.

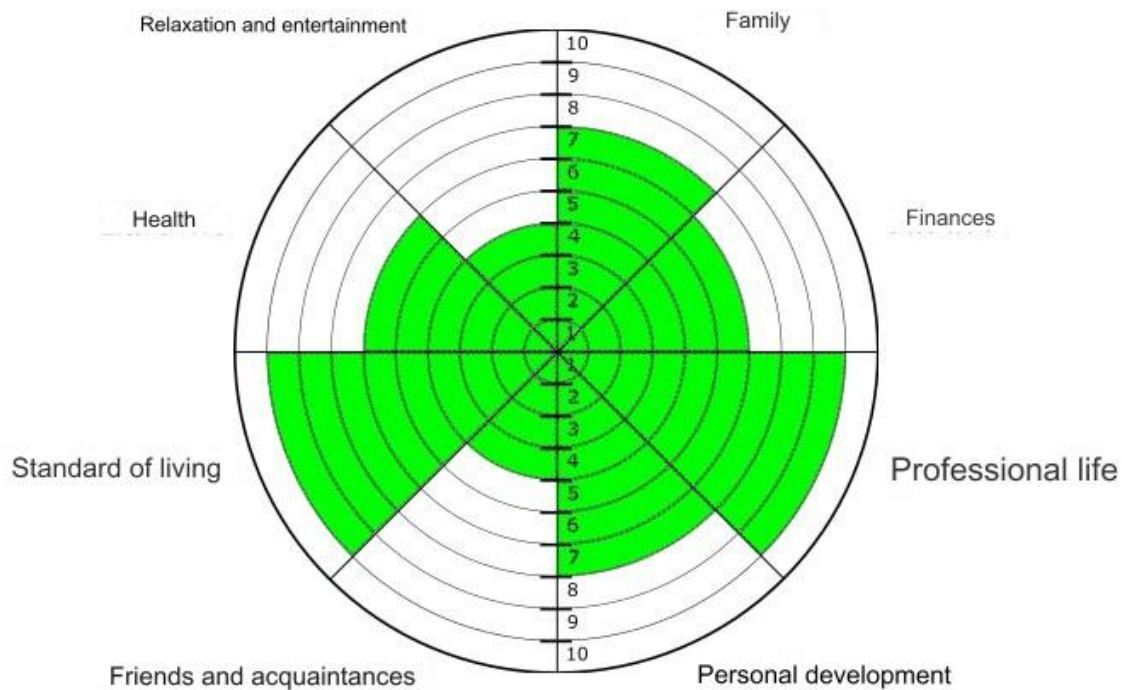
Areas to which the Wheel of Life can be applied:

- experiencing a conflict of values,

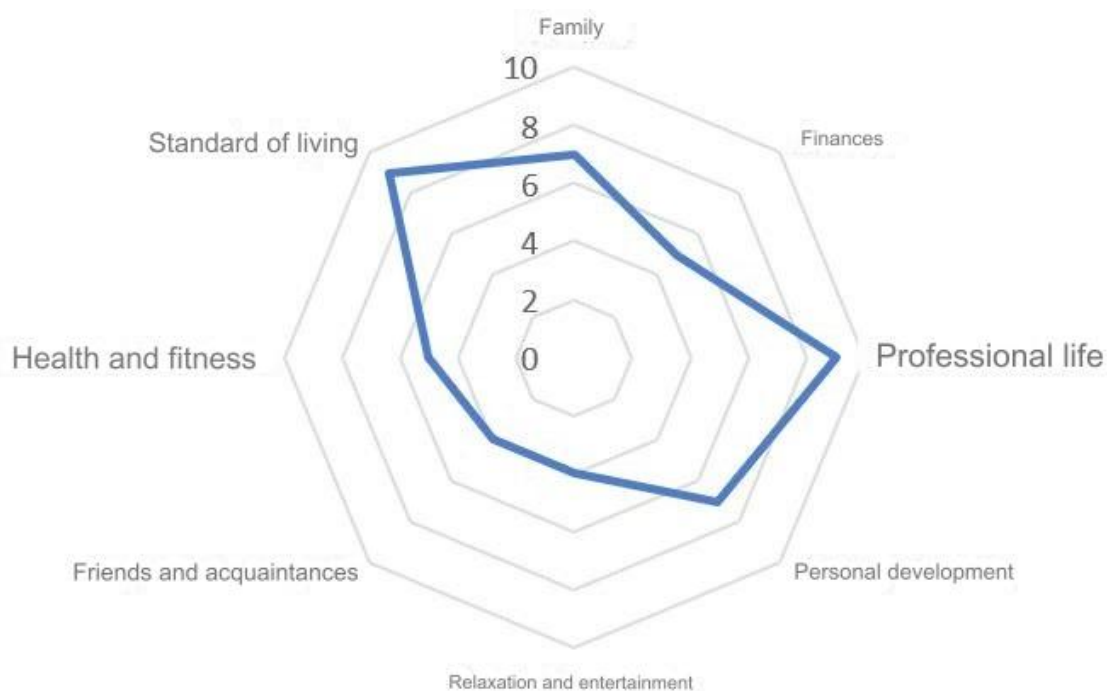
- the need to make an important life decision,
- desire for personal development,
- the desire to understand yourself, your needs and your values,
- problems in relationships, work or other areas,
- defining how one lives and how one would like to live,
- difficulties in keeping a job.

As far as the drawing style of the circle is concerned, the tool usually comes in two variants:

Circular (cake) style - whole sections of the circular sections for each level of the spheres are painted. Visually, the diagram resembles a cake divided into pieces or a pizza.



Radar (spider web) style - point values for individual areas are connected in sections, resulting in a graph similar to a spider web.



The style of the exercise is not important, choose the one that appeals more to the client or is easier to perform.

EXERCISE 3

Title: Value Choice Card

Objective: to support the client in gaining insight into their preferred values

Source: Paszowska-Rogacz A, Tarkowska M., [Methods of working with groups in vocational guidance](#), National Centre for Vocational Education Support, 2004; based on Weiss, Dawis, England, Lofquist, 1965, and inspired by Kirk and Kirk, 1995

Area: values

Mileage:

The counsellor introduces the client to the topic of values based on the information provided in the theoretical part. He or she then gives the client a *Values Selection Card* printed according to the template below and instructs him or her how to fill in the Card:

"From the following values, choose the 7 that are most important to you in your work situation and mark your choice in box 1, next to it in box 2 rank your chosen values from most important to least important, giving them the corresponding numbers (1 most important, 7 least important).

Values selection card			
Lp.	Values	1	2
1.	Utilising talents at work		
2.	Ability to perform a variety of tasks		
3.	Opportunities to test my own methods at work		
4.	Good pay/performance ratio		
5.	The possibility of being someone		
6.	Be able to make their own decisions		
7.	To have a sense of fulfilment		
8.	Having good working conditions		
9.	Ability to work independently		
10.	Recognition for a job well done		
11.	Working with a competent boss		
12.	Opportunity to help others		
13.	Ability to stay busy all the time		
14.	Creating opportunities for advancement		
15.	Not to be forced to perform tasks against one's conscience		
16.	Having partners who can work as a team		
17.	Providing opportunities for team leadership		
18.	Having a permanent job		

Notes to the adviser:

After the task, the counsellor talks to the client about the value of work. He or she may also try to identify the type of career the client prefers, initiating reflections on power, money, the feeling of freedom in a work situation, the position held, the desire for promotion (e.g. have you ever dreamt of being the boss of a big team?). Ask the client to choose one value that is currently, at this moment, the most important for him. How is it being realised in his or her life, or what steps would he or she like to take to realise it? When the client knows his/her values, he/she can plan his/her own professional development in harmony with it.

EXERCISE 4**Title: What is important to me**

Objective: to support the client in gaining insight into their preferred values

Source: Paszowska-Rogacz A, Tarkowska M., [Methods of working with groups in vocational guidance](#), National Centre for Vocational Education Support, 2004; based on Weiss, Dawis, England, Lofquist, 1965, and inspired by Kirk and Kirk, 1995

Area: values

Mileage:

1. The counsellor introduces the client to the topic of values based on the information contained in the theoretical part.
2. The counsellor asks the client to reflect on the following questions and write the answers in the table below.

What is important to you:

- 1) in the people you work/live with?
- 2) the work you do/would like to do?
- 3) the institution you would like to work for?
- 4) the environment you are in?

What is important to you in:	
People	
Work	
Organisation	
Environment	

3. After the client has given an answer, the counsellor discusses with the client what has been written and 'reworks' the individual 'validity' into values.

EXERCISE 5

Title: Mathematics at the service of values

Objective: to support the client in gaining insight into their preferred values

Source: own elaboration based on: Tupper H., Ellis S., Dream jobs. Skills you need to succeed. mark nova, Kraków 2022

Area: values

Mileage:

1. The counsellor introduces the client to the topic of values based on the information contained in the theoretical part.
2. The adviser can carry out the rest of the exercise in 3 ways:
 - 1) carry out the "Value Selection Card" exercise for the first stage - the client's choice of 10 values (without prioritising the chosen values in stage 2);
 - 2) give the client a printout of the table below and ask them to select and tick the 10 values that are most important to them:

Acceptance	Loyalty	Exaggeration	Tolerance
Ambition	Wisdom	Guidance	Integrity
Authority	Learning	Friendship	Deed
Security	Independence	Pleasure	Moderation
Curiosity	New	Affiliation	Skill
Excellence	Obligation	Rationality	Courtesy
Spirituality	Retrieved from	Joy	Recognition
Discipline	Responsibility	Development	Knowledge
Excitement	Reciprocity	Equality	Image
Exploration	Mastery	Diversity	Vision
Enthusiasm	Openness	Sense	Authority
Harmony	Leniency	Modesty	Freedom
Honour	Room	Justice	Selection
Intelligence	Help	Stability	Forbearance
Unity	Order	Success	Challenge
Control	Obedience	Respect for others	Wealth
Creativity	Privacy	Self-respect	Health
Logic	Forgiveness	Boldness	
Space for your values, which are important to you and which are missing above			

- 3) use the table below with the list of values. Bear in mind that this version of the exercise will take much longer than the versions described in (1) and (2), due to the much larger number of values included in the table.
3. Depending on the option chosen for the exercise, the counsellor proceeds as follows:
 - If options 1) and 2) are chosen, the adviser asks the client to complete the order below:

Review the results of your work done for the previous exercise and create a list of the 10 words that most strongly attract you as potential values (the 10 words that currently seem most relevant to you). If your list proves to be too long, try grouping similar words together, e.g. buzzwords such as 'learning, development,

'knowledge' indicate the same area, so you can use the cluster 'learning, development, knowledge'. Enter your 10 words in the left-hand column below the table:

Potential values		Priority of values
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- in the case of option 3), the adviser gives the client a photocopy of the table below:

Potential values	Priority of values	Potential values	Priority of values
Acceptance		Exaggeration	
Ambition		Guidance	
Authority		Friendship	
Security		Pleasure	
Curiosity		Affiliation	
Excellence		Rationality	
Spirituality		Joy	
Discipline		Development	
Excitement		Equality	
Exploration		Diversity	
Enthusiasm		Sense	
Harmony		Modesty	
Honour		Justice	
Intelligence		Stability	
Unity		Success	
Control		Respect for others	
Creativity		Self-respect	
Logic		Boldness	
Loyalty		Tolerance	
Wisdom		Integrity	
Learning		Deed	
Independence		Moderation	
New		Skill	

Obligation		Courtesy	
Retrieved from		Recognition	
Responsibility		Knowledge	
Reciprocity		Image	
Mastery		Vision	
Openness		Authority	
Leniency		Freedom	
Room		Selection	
Help		Forbearance	
Order		Challenge	
Obedience		Wealth	
Privacy		Health	
Forgiveness			

4. The rest of the exercise will run in a similar way regardless of which of options 1), 2) or 3) the adviser has chosen.

The counsellor gives the client instructions on how to "count" the values, which will allow the values most important to the client to emerge mathematically:

Look at the first 2 words in your table and consider which one is more important to you. In the example below, the question would therefore be: "Which do you value more: freedom or energy?". Mark your answer with a bird in the column to the right of the value you have chosen as more important. Then repeat the exercise, asking yourself, is the first or third word more important? In the example below, it would be 'freedom' and 'development'. Again, mark your answer. So if 'freedom' wins again - you will already see 2 birds to the right of this word. Continue to determine which word is more important to you: first or fourth, fourth or fifth and so on, until it is your turn to compare the first word with the tenth. Now tackle the second word (in the example below, 'energy') and start the process again. This time try to work out whether the second or third word ("energy" or "development") is more important to you, Mark the answer and compare the second word with the fourth, the second, with the fifth, the second with the sixth and so on until you have dealt with the last pair. Start the comparison again, this time juxtaposing the third word with the fourth and subsequent words, then repeat the whole process with the remaining words until you are faced with the final question: "Which is more important: word nine or word ten? (or in the case of option 3) seventy-second or seventy-third)". At the end of the exercise you will have a list resembling the one below, if there were 10 words on the list - there should be 45 'birds' on it.

Potential values		Priority of values				
1.	Freedom	✓	✓	✓	✓	✓
2.	Energy	✓	✓	✓	✓	✓
3.	Development	✓	✓	✓	✓	✓
4.	Achievements	✓	✓	✓	✓	✓
5.	Optimism	✓	✓	✓	✓	✓
6.	Recognition	✓				
7.	Friendship	✓				
8.	Relationships	✓	✓	✓	✓	✓
9.	Openness	✓	✓			
10.	Success	✓	✓	✓	✓	✓

EXERCISE 6

Title: Know your values

Objective: to support the client in gaining insight into their preferred values

Source: https://swiadomakariera.pl/wp-content/uploads/2022/10/Zadanie2_M2.pdf, accessed 17.12.2023

Area: values

Mileage:

1. The counsellor introduces the client to the topic of values based on the information contained in the theoretical part. He/she can complete the content of his/her speech according to the following text:

It is surprising how often we make decisions in life that we don't really want to make. We choose a school that we don't really want to go to. We dedicate ourselves and develop ourselves in a job we don't really like. We spend our free time in front of the TV or with people when, deep down, we want to do something completely different with someone completely different. These are just a few examples of bad choices, often resulting from a lack of awareness of what is most important (i.e. the de facto hierarchy of values) in one's life. **This is because we often only think we want something.** When we take a better look, we may find that we are only masking our true desires. This is often seen in people who are overly dedicated to their work: they spend most of their time during the day working because it gives them some value (e.g. a sense of security or self-fulfilment). But in fact, their biggest dream may be to meet love or explore the world, which they themselves may not be aware of. Our deeply ingrained habits of thought and beliefs can effectively mask what really matters to us and in such a way that we do not realise it. In this way, we can even spend a lifetime moving in a direction we don't really want. Therefore, the earlier we define what really matters to us, the sooner we get on the right track. A hierarchy of values helps you to establish what really matters to you, and once you have established this - you can define your goals and resolutions in such a way as to follow the path of your true desires.

2. The counsellor informs the client that it is time for him to define his value hierarchy. To do this, the counsellor gives the client a list of 90 different values, related to different areas of life, and asks him/her to look at them.

Authenticity	Acceptance	Security	Richness	Close relations
Patience	Curiosity	Cleanliness	Sensitivity	Delicacy
Pride	Discretion	Spirituality	Excellence	Flexibility
Effectiveness	Enthusiasm	Dignity	Harmony	Honour
Hedonism	Intuition	Consistency	Creativity	Comfort
Competence	Loyalty	Dreams	Love	Mission
Wisdom	Hope	Independence	Responsibility	Courage
Openness	Environment	Passion	Adventure	Perfectionism
Beauty	Integrity	Helping others	Cheerfulness	Friendship
Prestige	Truth	Humility	Simplicity	Pleasure
Family	Joy	Development	Prudence	Risks
Entertainment	Balance	Self-awareness	Fame	Spontaneity
Justice	Happiness	Firmness	Success	Honesty
Generosity	Calm	Stability	Respect	Nobility
Tolerance	Caring	Creativity	Integrity	Gratitude
Knowledge	Education	Convenience	Freedom	Fidelity
Forbearance	Support	Sensitivity	Credibility	Faith
Trust	Resourcefulness	Health	Satisfaction	Commitment

3. The adviser gives the following instructions to the client in turn:
 - Cross out the **15** values you feel are least important to you at the moment (there should be 75 left);
 - plot another **15** values (there should be 60 left);
 - again plot another **15** values (there should be 45 left);
 - for the last time, plot another **15** values (there should be 30 left);
 - delete another **10** values (there should be 20 left);
 - delete a further **5** values (should remain 15);
 - cross out **4** more (should remain 11);
 - Finally, delete the last 3. This is the most difficult part of the exercise, as you now have to choose between the values that are most important to you. You should eventually be left with 8 values. If you come to the moment you have to choose between two values that are equally important to you, it is worth considering whether one value follows from the other (e.g. love may be the impetus to start a family, so the former may be more important to many people) or consider which situation related to each value is more important to you, e.g. at a given moment you have the choice between going for a walk with your family or fulfilling your mission by volunteering to help the homeless - which will you choose?

4. The counsellor encourages the client to reflect on the results of the exercise:

Now turn your attention to your feelings after this exercise - think about how you feel when you look at the values that are most important to you in life? Think to what extent are you realising them at the moment? What can you do to take better care of them? Write down your most important values on a small piece of paper and carry them with you at all times. Remind yourself of them regularly. By consciously realising them, you will move in the direction that is important to you.

Think about each of your values individually and try to answer the following questions:

- To what extent (on a scale of 1 to 10) is the value of X important to you? (e.g. Love 7, Personal Development 4, etc.).
- To what extent are you implementing it now?
- To what extent do you want to implement it? What do you need to do to reach your intended level on the scale?
- What will help you realise yourself in it? What will be your first step? Set one goal that will help You develop in it.

EXERCISE 7

Title: White paper - or how to efficiently set a goal with a client who doesn't know what they want.³³

Objective: customer insight

Source: Górka B., Hildebrandt-Mrozek A., Miller P., Mrozowska O., Załuska P., Nowe metody i techniki w poradnictwie zawodowym, Zeszyt Informacyjno-Metodyczny Doradcy Zawodowego nr 59, Ministerstwo Rodziny, Pracy i Polityki Społecznej Departament Runku Pracy, Warszawa 20177

Area: dreams and goals

Mileage:

1. The counsellor puts a blank sheet of paper in front of the client asking him to draw a vertical line in the middle dividing the sheet into two parts. The counsellor asks the client to title the left side of the sheet "WHAT I DON'T WANT" and to write there ALL the things, situations (antecedents) he does not want in his life. The counsellor then asks the client to title the right side of the sheet "WHAT I WANT" and write there what he wants.
2. The counsellor asks the client to try to reverse-engineer the anti-targets, turning them into goals, or to type in those goals that may have already appeared in their mind.

Notes to the adviser:

33 Górka B., Hildebrandt-Mrozek A., Miller P., Mrozowska O., Załuska P., New methods and techniques in vocational guidance, Zeszyt Informacyjno- Metodyczny Doradcy Zawodowego nr 59, Ministry of Family, Labour and Social Policy Department of Labour Market, Warsaw 2017

Often the NEETs that the career counsellor works with feel lost in life, and instead of being fulfilled and satisfied, they struggle with many everyday problems. Starting the support process with the questions what do you want? what do you dream of? seems not to be the right approach, because what the client is facing at that moment is the need to solve a problem as soon as possible, not "wasting time on pipe dreams that have little to do with reality". What can we do then, what questions can we ask to get the client to enter into a vision of his or her life, so that he or she can define a goal and identify with it? This question is answered by this simple exercise, which allows the client to "letting the air out" of the emotional balloon and taking a "black and white" look at the situation at hand and moving from negation to a constructive thought process.

EXERCISE 8

Title: Return of the child

Objective: client's insight into self - recall of childhood memories

Source: Coaching Extra 1/18, 10 workshops by Dr Ewa Mukoid; Burda Publisching Polska Sp. z o.o.

Area: dreams and goals

Mileage:

1. The counsellor introduces the client to the topic of the exercise: "Children can dream. They do it spontaneously. In dreaming, the child sees himself as if the future were already the present and as if he himself had already been transported into it. Children's dreams are bright, cheerful and good. They seem obvious. Their realisation seems within reach. What then happens to our childhood dreams? Is the fact that we abandon them as adults a natural process, our achievement or our neglect? Do we become wiser and more reasonable? On the contrary, do we deprive ourselves of a certain access to our inner wisdom - the wisdom of our inner child? So allow yourself to return to it from time to time. Hear your inner child! Recall in your mind the image of the child you were before serious school duties began. It may take effort, it may be difficult, but it is certainly not impossible - try! Best of all - close your eyes, and see, hear, feel.
2. It is a child - you:
 - What do you look like, what do you do, how do you play, where do you hang out?
 - Who is with you, who is beside you, who is near you?
 - What is the colour of the surroundings, what sounds can be heard?
 - What is the temperature of the air, its smell?
 - What do you touch, what do you feel, how do you feel about it?
 - Feel yourself - a child.
3. You're a few years old, the world is a big surprise:
 - What do you dream about now that you are alone? Invoke that dream, see it, feel it, check how you feel about it and in it.
 - Immerse yourself in the dream of yourself - a child: with attention and tenderness - as for a child; with seriousness and courage - as for a child; with freedom and carefreeness, allow yourself to indulge in these dreams for as long as you wish.
4. Open your eyes and write down the dream of your inner child as quickly and accurately as possible.
5. The child grows up. After some time, revisit your child's dream and continue it - but this time as an adult who remembers well the child she was, values and respects her. Treat your childhood dream with care and tenderness, but also with seriousness and courage. Realise how much you can now compared to what a child could. Think about what you already have, what you have already achieved. Remind yourself of something you thought you would never be able to do, and yet you did. Think about how many more days are ahead of you, how many more opportunities could present themselves. And now feel - even if only forcibly - that surge of freedom which fosters creativity Allow yourself a moment of carefreeness - a state of being able to see many more possibilities than usual Now write down the continuation of the dream of the child you still are, even if you are an adult.

My adult child's dream:

EXERCISE 9

Title: What animal is this

Purpose: client's insight into self, following of ideas, change of perspective

Source: Coaching Extra 1/18, 10 workshops by Dr Ewa Mukoid; Burda Publisching Polska Sp. z o.o.

Area: dreams and goals

Mileage:

1. The advisor addresses the client:

For a moment, forget reality, everyday life, what surrounds you, what limits you, what hinders you. Imagine that for one day of your life (for example tomorrow) you are to change into an animal. This will only last for one day, then you will return to your normal form again.

Answer:

- What kind of animal would that be?
- What would it be like to be him for one whole day?
- What would you do then?
- How would you feel?
- How would other animals react to you?
- What would be the best thing about that one day of being that animal?

2. The end. The day has passed, you are you again. But this is not the end of the exercise. You have had the experience of a day spent as

Think now and answer:

- What would your feelings be after such a day?
- What will you remember for longer?
- What from this experience would be worth transferring to your daily life?
- How can you start implementing this in your life right now?
- What will it change about you and your life?
- How do you feel about this resolution?

EXERCISE 10

Title: Like in a movie theatre

Goal: client's insight into self, following dreams, changing perspective

Source: Coaching Extra 1/18, 10 workshops by Dr Ewa Mukoid; Burda Publisching Polska Sp. z o.o.

Area: dreams and goals

Mileage:

1. The advisor addresses the client:

Imagine that for one day of your life (tomorrow, for example) you can move into the action of a film. It would only last for one day, you wouldn't risk much, you could bravely choose the best film for you (then you would return peacefully to your life).

Answer:

- What would a film be like?
- Why did you choose this particular film?
- What would you do there?
- How would you feel there?
- What characters surrounded you? What were your relationships like?
- What did you enjoy most about it? What dream of yours could you have realised in this film?

2. A film day passes quickly. You're at your home again, in surroundings you know well. But this is not the end of the exercise. You have had the experience of a day spent in a film of your choice. Think back now and respond:
- What do you take away from such an experience?
 - What dream did you realise in this film of yours?
 - And how do you implement them in your daily life?
 - What can you start doing now to better realise this dream?
 - What will then change in you and in your life?
 - How do you feel about this resolution?

EXERCISE 11

Title: A day given

Goal: client's insight into self, following dreams, changing perspective

Source: Coaching Extra 1/18, 10 workshops by Dr Ewa Mukoid; Burda Publisching Polska Sp. z o.o.

Area: dreams and goals

Mileage:

The advisor addresses the client:

All of us often have the feeling that we have to do something. I suppose it happens to you too. Even if what "Have to" you don't do (because you can't, don't like it, forget it), it's likely that this "have to" hangs over you like a burden and prevents you from enjoying your day. Imagine that you have been given one whole day off. It's not on the calendar. It is a day that is completely unusual - just for you. It will disappear immediately if you don't use it in a way that brings you immediate joy. On this day you are to enjoy every moment. The past or the future does not exist. You have no responsibilities and no obligations, no obstacles. Everything is possible. You are only to feel the joy of this day.

- How will you spend such a day?
- What will you be doing?
- Where will you be staying?
- Who will you be staying with?
- What will be the greatest thing about this day?

The magical day given to you ends, night comes and you remember it. Reflect and respond:

- Who were you on that day?
- What took up the biggest part of the day?
- What did you run out of time for?
- What memory do you take away from this magical day?
- What from this day can you begin to incorporate into your daily routine?
- How do you feel about the idea?
- What don't you want?
- And what do you want?

EXERCISE 12

Title: Dream Map (version 1)

Objective: client's insight into self, following dreams, designing goals

Area: dreams and goals

Materials needed: optional newspapers with colour photographs, markers, scissors, glue or sticky tape

Mileage:

The counsellor provides guidance to the client on the next steps of the Mapping exercise:

1. Write down your dreams - what do you want in your life, what do you want to achieve, change, experience? You can use the Wheel of Life you made earlier for this and take inspiration from the areas of life described in it (e.g. Health, Comfort of Life, Travel, Development, Relationships, Career). In the category "Health" you may think of a well-groomed figure, "relationships" may refer to a good bond with your parents but also trusted friends or a supportive partner, "development" may result in the discovery of forgotten dreams of painting, dancing or other artistic realisation. Be as specific and detailed as possible. Divide your map into as many parts as there are dreams, e.g. one dream for each of the 8 areas.
2. In the centre of the map you can put a picture of yourself (or draw a portrait of yourself), where you are happy or having fun, but it can be the most important dream - for example, a symbol of love to be discovered or money to be won. The centre of the map can consist of several elements. It is important that you think about what is most important to you and link the images of your dreams to the image of your fulfilled, happy self.
3. Relate a dream to an image. Draw, cut from newspaper and paste, find and write down the quote that best represents your dream. Fill in the parts of the map with your creative activity - illustrate each dream with the images that most speak to you. You can paste pictures, draw or paint your dreams. If you dream of a happy relationship - paste a picture of the two of you in love. If you desire unforgettable travels - use a photo of the place that attracts you most. Allow yourself to be imaginative and creative.
4. Hang a dream map in a prominent place for you and look at it every day, at least morning and evening. Feed your consciousness with your aspirations.
5. With the Dream Map, your dreams have been made real and are circulating in your consciousness. Also, the process of creating the Dream Map itself is very important - for an hour or two or more you will be actively involved in your dreams, and as you draw, paint or paste and decorate your Dream Map, your brain will rework and visualise your dreams. As a result, you will be more likely to see opportunities to realise them coming up around you.
6. The next step is to think about what **needs** you allow your dreams to meet. This approach has several benefits. Firstly, you will see that one dream probably satisfies several needs that are important to you. Secondly, you may find that some dreams meet the same needs. And thirdly, getting to the underlying needs that underlie dreams opens us up to a different way of fulfilling those needs - sometimes equally or more satisfying, yet one that we wouldn't have thought of while remaining at the dream level. Again, being aware of these needs enables us to see emerging opportunities to meet them. Based on the List of Needs, think about what your needs are satisfied by each dream.

LIST OF NEEDS		
PHYSICAL NEEDS		
Air	Food	Waters
Sex	Dream	Physical activity
Rest	Shelters	Touch
SECURITY		
Calm	Care	Supports
Security	Shelters	Stability (including material)
Conveniences		

AUTONOMY AND SELF-FULFILMENT		
Freedom	Spaces	Independence
Spontaneity	Realising your potential	Choosing one's own dreams, goals and values
Choosing ways to realise dreams, goals and values	Deciding for oneself	Personal development
Exceeding one's own limits	Challenges	Learning
Brightnesses	Awareness	Competence
Creativity	Integrity	Growth
Self-expression	Privacy Commissioner	Sense
A sense of empowerment and influence over one's life	Cohesion	Stimulation and stimulation
Self-confidence	Celebrating satisfied needs, satisfied dreams and plans, mourning unsatisfied needs	
LOVE AND BELONGING		
Intimacy	Being important and needed	Affiliations
Societies	Support	Communities
Acceptance	Touch	Proximity
To love and be loved	Contribute to enriching the lives of others	Concerns
Ties	Contact with others	Sharing your thoughts and feelings, knowledge and achievements
Comments and being taken into account	Honesty	Empathy
Interdependencies	Equality	Being seen
To understand and be understood	Trusts	Warm
Cheers	Cooperation Committee	Reciprocity
RESPECT AND APPRECIATION		
Respect for self and others	Appreciation and recognition	Achievements
Prestige	Authority	
ENJOYMENT OF LIFE AND CONNECTION TO THE WORLD		
Games	Humour	Joys
Ease of use	Adventures	Diversity
Inspiration	Simplicity	Physical and emotional well-being
Hope	Beautiful	Harmony
Order	Peace	Cohesion
Contact with nature		

LIST OF FEELINGS AND EMOTIONS		
When our needs are met		
Joy		
Satisfaction	Amusement	Cheerfulness
Boldness	Inspiration	Happiness
Enchantment	Fulfillment	Satisfaction
Pleasure	Enthusiasm	Delight
Delight	Pride	Elevation
Euphoria	Ecstasy	Mania (pathological form)
Calm		
Mute	Relax	Relief
Bliss		
Love		
Acceptance	Kindness	Trust,
Courtesy	Sense of proximity	Retrieved from
Worship	Blinding	Openness
Affection Friendship		
Comfort		
Satisfaction	Satisfaction	Relax
Security	Carefree	Rest
Refresh		
Rest and energy		
Relax	Energetic	Power
Weather	Freedom	Stimulation
Verve	Revival	Winging it
Passion		
Gratitude		
Appreciation	Happiness	Building
Inspiration	Shrug	Delight
Unravelling	Coverage	Moving
Beaming		
Inspiration		
Interest	Curiosity	Excitement
Excitement	Fascination	Intrigued
Inspiration	Encouragement	
Neutral emotions (depending on the context)		
Surprise		
Astonishment	Stunned	Stunned
Astonishment		

When our needs are not met		
Anger		
Fury	Fury	Anger
Trauma	Outrage	Reluctance
Frustration	Annoyance	Discontent
Undermining	Irritation	Agitation
Disruption	Anger	Bitterness
Hostility	Hate and rage (pathological figure)	
Sadness		
Regret	Sorry	Melancholy
Discouragement	Depression	Misery
Solitude	Concern	Bitterness
Suspense	Breakdown	Depression (pathological form)
Fear		
Anxiety	Concern	Concern
Doubt	Nervousness	Concern
Consternation	Mixing	Concern
Intimidation	Poisoning	Shattering
Fearfulness	Panic	Shocking
Terror	Panic	Phobias and anxiety attacks (psychopathological form)
Repulsion and contempt		
Disregard	Unfriendliness	Disgust
Disgust	Distaste	Aversion
Shame		
Guilt	Embarrassment	Embarrassment
Remorse	Humiliation	Regret for what has been done
Shame		
Fatigue		
Exhaustion	Drowsiness	Dementia
Weakness	Overwhelming	No energy
Apathy	Markness	Numbness
Wrap-up	Lethargy	Nailing
Blackout		
Discomfort		
Embarrassment	Abasement	Clip
Announcement	Anguish	Embarrassment
Lack of inspiration		
No interest	Boredom	Void

EXERCISE 13

Title: Dream Map (version 2)³⁴

Goal: following dreams, readiness to change, setting goals **Source:**

<https://www.klaudiatolman.pl/myslenie-wizualne/mapa-marzen/> **Area:** dreams

and goals

Additional materials:

- large anti-frame (minimum A3),
- coloured small envelopes with cards inside,
- A3 size white paper.

Mileage:

1. The counsellor introduces the client to the exercise: imagine you get a great car, latest generation, brand new and it's just for you. You don't have a driving licence, you don't know the city, you don't know where to go, which direction to go. You get in it and drive off ahead - without any plan.... The adviser asks the customer:
 - What might happen?
 - Where can you go?
 - How long will it take you to get back to the same place, or to get home - if you don't even know the way, and in fact you don't even have a plan to go back there....

Conclusion: when we can't formulate the goal we are aiming for - at least for a given moment in our lives - we can very easily get lost. We have been given life, we are healthy, we are unique, but when we do not have a set goal, we can very easily lose it, waste it.

2. An advisor tells the story of an experience: "In 1953, a famous study was conducted at Yale University. The graduates of this university were asked if they had clear, written goals and plans for their future lives. It was found that only 3% of the graduates had written down their goals, 13% had goals but had not written them down, 84% had no goals at all. After 20 years, it was found that those 3% with written goals had more money than the other 97% combined. In 1979, a similar study was conducted at Harvard University. Students were asked the same question: how many of you have clearly written goals and plans after graduation? The results were identical. After ten years, it was checked how the graduates were doing in life. Again, this small group of people with defined goals had ten times more money than this huge group without written goals. CONCLUSION: only living with a consciousness of purpose can bring success and fulfilment. In the study described above, wealth (money) was used as the measure of success because it is the most measurable. It is not that success is wealth. Success is about living according to one's values, living according to one's conscience, realising one's dreams and feeling fulfilled in different spheres of life. It is about having a dream and being able to plan to achieve it. A dream is, in fact, a goal with a date to achieve it, which is why it has to be treated as a task.
3. The counsellor describes to the client what the Dream Map is and how to make it: The Dream Map is a simple yet amazingly effective method to help dreams come true. Its prototype was probably the mind map. From the point of view of science, specifically psychology, it is a projection test. A dream map is a technique that works on our subconscious through images or words. It serves to programme our consciousness to fulfil our dreams, and in fact our brain through this encodes the tasks it has to perform. In this way, we practice focusing on the goal in front of us. You can make a map of your dreams for the coming year very simply - in the form of a collage of clipped magazines and newspapers, illustrations, titles, hand-drawings that symbolically represent what you dream about. You can also limit yourself to handwritten slogans and your own drawings. Ideally, the map should be in colour. As you work, you organise your thoughts and dreams, separate the important from the unimportant, formulate goals, focus on them and make them achievable. By doing this kind of work, you are writing your own unique story about your dream future.

34 <https://www.klaudiatolman.pl/myslenie-wizualne/mapa-marzen/>, accessed 15.09.2023

After completing the Dream Map, at the very top of a new sheet of paper you write your chosen dream in capital letters and draw another map - this time a map leading from point A (i.e. the here and now) to point B (i.e. the state when the dream becomes a reality). At the bottom of the sheet mark I AM HERE. Then enter the successive points you need to reach in order to finally reach your destination - simply divide your dream into stages. When climbing a ladder, you can't get to the last rung straight away either. On every expedition, different things happen along the way: you sometimes have to ask someone for help, learn something, etc. It is the same here. On the sides of the sheet of paper, along the route, write down the answers to the questions:

- What do I need to do to achieve this dream?
- What can I not do to succeed in this goal?
- What stages do I have to go through along the way?
- What do I need to learn?
- What next steps do I need to take?
- What specifically will I need?
- How to get it?
- Who can I ask for help?

4. The counsellor continues to talk to the client: once you have made your Dream Map, you can display it in a prominent place - it will act as a visualisation. By looking at it, you will feed your subconscious with what you want. Plus, you won't forget the goals you need to achieve for the dream to come true.

EXERCISE 14

Title: Dream Map (version 3)³⁵

Purpose: following dreams, readiness to change, setting goals

Source: <https://mapamarzen.info/>

Area: dreams and goals **Additional**

material:

- magazines with a large number of photographs,
- optionally, photographs brought by the client showing himself and/or other persons from his Surroundings,
- cardboard or large sheet of paper,
- crayons, markers,
- glue, adhesive tape,
- coloured newspapers,
- coloured paper, tissue paper,
- glitter, ribbons, stones, etc.

Running the exercise:

1. The counsellor introduces the client to the subject of the exercise: A Dream Map is a visual representation of our dreams and plans. We can also look at it as a contract with yourself, in which you specify what you intend to achieve in your key areas (e.g. career, relationship, health, personal development, knowledge, money, hobbies, relaxation). You won't be able to make a good personal map of your dreams and goals if you don't think about what is important to ME, who in MY life is important, where I WANT to be in a year or ten years and so on.

A Dream Map is a visual representation of your plans and goals for the coming period. Your Map is a square divided into 9 equal fields which cover the most important areas of your life. Each of these areas is separate, but at the same time they are closely interconnected, so it is important to remember that the fields of your Map are like connected vessels. When creating your Map, you fill each field with graphic symbols of your dreams in different areas of your life, using any technique: drawing, painting, pasting, collage, computer graphics.

2. The adviser shows the client a printout of the following table, which serves as a template for the thematic areas to be included in the Map:

Money Richness Revenue/Expenditure Prosperity/success Abundance/prosperity Money management Financial intelligence Welfare Balance	Fame/recognition Reputation/own brand Social life Social and professional standing Group position Respect/acceptance Self-acceptance Influencing yourself and those around you Social Media	Love Love Proximity to Intimacy Commitment Passion Partnership Relationships Sex
Family/parents/siblings Relatives/relevant persons Traditions/ customs Superiors Authorities/Mentors Physical health Mental form Mental form Healthy eating	I and the things that matter most to ME Purpose for life Energy and courage for life Self-esteem Internal consistency Positive thinking Proactivity/self-confidence Willingness to live Needs/values	Children Relationships with children Creativity New ideas New starts Inspirations Innovation Creativity Hobbies/Passions
Knowledge/Science Skills Meditation/Spirituality Wisdom/Intuition Personal development Awareness Self-awareness Time planning "Wrapping up" the day	Jobs/Careers Career path Me in 1, 3, 5, 10 years Professional development Professional vocation Way of life Harmony A concept for life Vision/Mission	Friends/acquaintances New acquaintances Relationships with people Helpful people Customers Employees Associates Travel/holidays Guardian Angel

3. The counsellor introduces the client to the principles of creating a Dream Map:
- to start creating your Map, divide a large blank sheet of paper into 9 squares, each corresponding to the corresponding square shown on the printed sheet I have given you.
Of course, if you want to change any subject area and replace it with something that is not in the 9 squares on the printout - feel free to do so;
 - fill in every field of your Map: draw and select those images that put you in a positive mood, that which make you relaxed and which make you happy. Be guided by your intuition;
 - If a voice in your head says: "You can't draw", "What you create will be imperfect" - shove it away immediately. This is supposed to be your representation and it doesn't have to look perfect. The important thing is that you know what you want to communicate;
 - in the realm of dreams, be guided by your desires, not by the expectations of others. These are supposed to be your dreams, not those of your parents, husband/wife, friends or other people;
 - when selecting and pasting photos, pay attention to details: does everything fit, do you feel the symbolism of the image, its message, e.g.: scenery, gestures, people's facial expressions, their positioning in relation to each other, etc.
 - The areas you have to illustrate are:

- ✓ **I, health, well-being** - the most important square and start preparing your Dream Map with it. Paste the picture (or draw your self-portrait) where you like yourself best, where you are happy, content, relaxed. Then draw/paste anything you want to achieve in terms of health and vitality, e.g.: healthy meals, balanced diet, fit body, etc.
- ✓ **Wealth, money** - in this square, in addition to bags of money, gold or dollars, also add things you want to spend your money on.
- ✓ **Fame, wisdom** - this is the place to paste your idol, your field of expertise (e.g. if you are related to gastronomy - a culinary authority). This is also the place for a symbol of wisdom. What does it mean to you to be an expert in your field?
- ✓ **Relationship, love** - anything romantic, warm, that you associate with a good relationship, with a healthy partnership, but also an intimate relationship. There can be symbols of love or pictures of two people in an affectionate gesture. It is important that this image reflects your desire.
- ✓ **Parents, authorities** - this square symbolises our origins, the parents who brought us up, the authorities on whom we model ourselves. It is worth asking ourselves here about the relationship with our roots, what they gave us, what we can still take from them, what we can give back to them, and what we can pass on.
- ✓ **Babies, hobbies** - this is where not only babies are born, but also ideas. If you're planning a baby, you can paste a photo of the baby boomer with the parents. If not, focus on entertainment, fun (concerts, literary meetings, bungee jumping). What are your dreams for your leisure time?
- ✓ **Knowledge, learning** - learning does not only involve courses, books, more studies. It can also refer to learning to skate, baking a cake, a climbing course or crocheting. This area is dedicated to expanding your knowledge and learning new skills. Draw, paste elements that symbolise this area of your life.
- ✓ **Work, career** - what do you want to achieve in the professional field? What is your destination? What will you need to be able to fulfil yourself professionally? What does the word career mean to you? How do you see it progressing? Look for images that inspire you in this area and answer the questions that are most important to you.
- ✓ **Friends, travel** - this square is reserved for dreams about travel, far and near, places you want to see, visit, feel - put pictures of specific places, a map, a globe here. In terms of friends - both people and animals can appear here - you will work better with 'my expectations/my declaration' about mutual inspiration, support, more time spent together.

4. Once the client has completed the Map, the adviser continues:

If you already know what you want, if you have defined and defined your dreams and goals - only then can a plan be born on how to realise them. It is good to think about your dreams and goals. It's good to confront them with how you are, at what point in life you are, what your financial, emotional, family capabilities are at the moment, how much strength you have. Think about what might work. Also think about the potential consequences, what will happen if you succeed and what if you don't. If you identify unrealistic dreams or goals for yourself, you will not believe in them, so you will not take action to achieve them. Your thoughts will not be focused on finding solutions to make them come true. Dreams and goals that we believe in and identify with have the power to make things happen. When we create the map in the right and correct way, our subconscious starts to work. Above all, it is ourselves, once we have done the work of defining our dreams and goals, arranging them, drawing them out into the light of day, separating what is ours from what is not, what we want from what our partner, mum or teacher might want, that we begin to see the picture. The image of our desires. We look at it and begin to believe that it is possible to achieve. We look and think: yes, it will happen. It will happen.

Notes to the adviser:

After completing the exercise, the counsellor can offer the client an analysis of the chosen dream, using the Walt Disney method as described in the exercise "Technique for generating and evaluating ideas using the WALT DISNEY method, found in this chapter.

EXERCISE 15

Title: Dream Map - My dream professional future and possible options for my future

Objective: client's insight into self, following dreams related to career choice

Source: Gorka A. (2015), Summary report of the project "A new perspective on career counselling", www.poradnictwo-socjodynamiczne.pl

Area: dreams and goals

Mileage:

1. The counsellor asks the client to draw several circles. He then explains that each circle represents a possible variant of his professional future. The counsellor encourages the client to write in the circles the names of the professions that will describe them, e.g. if the client is thinking of being a hairdresser or a poet, he/she writes the name of the profession in one of the circles. The client should choose and describe at least three options.
2. The adviser asks the client to consider each option and try to answer the following question (for each option):
 - To what extent is it possible to achieve this?
 - What do you need to get there?
 - What do you need to learn or practice?
 - Does anything bother you about this?
 - Which of your strengths can help you achieve your goal?
 - How realistic is this for you?
 - If you persevere, what will your reward be?
 - What do you have to sacrifice when travelling 'out there'?
3. The adviser asks the client to choose the option he strongly prefers. He/she asks him/her one by one questions and instructions: Why do you prefer this option of the future? Write a name for your dream future. Think about the milestones you will pass on the way to it. What resources and strengths do you have (internal and social). What are the obstacles you face? What can you do to make progress? Name some of the main actions you will need to take (include a time perspective, indicate specific deadlines for tasks).

Guiding questions during future mapping that a counsellor may ask:

- Some people imagine several options for the future, while others have only one in mind. What do you think about (dream about) when thinking about the future you would like to have?
- Somewhere in your living space (or personal world), write or draw something about your future (one or more options).
- If you have several options in mind, which one attracts you most?
- Who are the people in your life who could help you strive for your dream future? Place them somewhere in a circle.
- What will your life look like once you get where you want to be? Describe it in your personal world.
- What are the important milestones on the road towards your future?
- What could be stopping you from pursuing your dream future?
- Are there things you need to do or learn if you want to move in the direction of your of your dream future? Describe it in your personal world.

EXERCISE 16

Title: [The Walt Disney Method - Technique for generating and evaluating ideas](#)

Source: [The Walt Disney Method - Technique for generating and evaluating ideas](#)

[\(annadobosz.pl\)](#) **Objective:** to learn a realistic approach to a plan and project

Area: dreams and goals, change

Mileage:

1. The career counsellor asks the client to tell what project he/she would like to work on. He/she then invites the person to take three perspectives in thinking about the project as described below:

Step 1: Dreamer

The dreamer is the first to get to work by presenting an idea, a vision and as many creative solutions as possible. It is important not to limit yourself and to think only in terms of possibilities. Do not focus on limitations, disadvantages or weaknesses. The reserves of creativity, positive thoughts and fantastic visions should be activated to the maximum. Let's feel like Walt Disney when he was working on his designs!

It is suggested that questions are asked aloud and answered. At this stage these could be the following questions:

- What is your dream?
- What is your main objective?
- What do you want to achieve?
- What benefits do you plan to gain?
- What difference does it make to you and others?
- How are you going to do this and where are you going to start?
- What action will you take?
- When will you start?

Step 2: Realist

The realist then presents his thoughts. He should analyse the feasibility of the solution. Attention should be paid not only to the benefits, but also to the constraints, the chances of implementing the plan and issues such as available resources or costs.

A realist might ask questions, for example:

- How can you make your dream a reality?
- What are the main elements of the vision?
- What steps should be taken?
- What should be done in turn?
- What is the necessary workload?
- What resources will be needed for implementation?
- What are the criteria for assessing the success of the project?

Step 3: The critic

The critic is the last to provide his perspective. His task is to look at the idea from the perspective of threats, risks and limitations. He or she should assess whether visions, dreams and ideas have flaws that disqualify the whole project.

Sample questions from the critic:

- What are the weaknesses of the plan?
- What is missing from the plan?
- What problems might occur?
- What are the risks and hazards?
- Will you have the resources and the appropriate budget?

Step 4: Repeat steps 1-3

After listening to the arguments of the three sides, steps 1-3 are repeated, i.e. the dreamer, the realist and the critic take the floor again. Armed with the new information gained in the previous step, each role reiterates its point of view while retaining the mindset appropriate to its position.

Step 5:

We repeat the stages until we reach a final decision to implement or abandon the idea.

2. The counsellor, together with the client, summarises the exercise and draws conclusions about the planned venture

Notes to the adviser:

The method was developed in 1994 by Robert Dilts based on an analysis of the way the visionary, entrepreneur and creator of the cartoon characters Walt Disney worked.

As Dilts established, Walt Disney used three types of thinking - daydreaming or fantasising, planning and constructive critical thinking. While it is true that many people use these approaches unconsciously, they most often do so in a simultaneous manner, making the thinking unclear, confusing and most often resulting in the premature rejection of an idea. Sequentiality and separation of thinking type promotes a positive evaluation of creative ideas.

The Walt Disney Method is a tool used to assess the feasibility of both business and personal projects and ventures. By playing the roles of dreamer, realist and critic in turn, we can look at our intentions from different perspectives. Due to its simplicity and effectiveness, this method is also often used in coaching.

The Walt Disney Method enables a decision to be made to pursue or not to pursue a contemplated project or venture by taking into account the arguments for and against, as seen from different perspectives. In order to maintain objectivity in decision-making, the arguments for and against are presented by people playing three roles:

- the dreamer - responsible for vision and creative ideas,
- realist - responsible for a factual assessment of the feasibility of an idea,
- critic - responsible for identifying risks and determining weaknesses in the project.

Analysing the issue from the perspective of the three roles (dreamer, realist and critic) provides objectivity in examining the arguments and a balance so that the person or team making the decision does not view the project too optimistically or pessimistically. The Walt Disney technique works best for creative projects where the vision seems too bold, too innovative or impossible at first glance. This method can be used in organisations, companies, work groups, but also in private planning. It is also a method often used in coaching.

Walt Disney's strategy requires looking at an idea from three perspectives to evaluate it. Particular care should be taken to identify as much as possible with the role being played at any given time. To do this, we need to recall situations in which we were emotionally in states most similar to the roles we are playing. So, when playing the role of the dreamer, we can recall moments when we were positive, optimistic, everything seemed simple and within reach. In the role of the realist, let's recall situations where we were able to keep a sober mind and take a factual approach to assessing the situation. Let's bring back memories of moments when we successfully planned something. Conversely, as a critic, let's recall a state in which we were able to critically assess a situation in the past, demonstrating the significant risks and flaws in the plan being analysed. By evoking the right emotional states, we will be able to evaluate the idea or plan adequately for the role we are playing. If there are opportunities, to reinforce the role played and to mentally and emotionally separate, each role can present its point of view in a different part of the room or on a different chair. You can also distinguish the parts through different colours and gadgets appropriate to the role.

This method has the following advantages:

- allows an objective assessment to be made by looking at three perspectives,
- fosters the precise definition of dreams, visions and creative ideas,
- allows a realistic approach to the plan and project,
- allows risks, threats and vulnerabilities to be identified,
- can be used in groups and individually,
- is one of the essential coaching tools,
- is an improved version of the brainstorming technique,
- it can be used to evaluate plans for private life,
- prevents the mixing of perspectives, which often leads to hasty decision-making, and by Disney's strategy can be avoided.

The Disney strategy is used, among other things, in group or individual coaching, e.g. in relation to personal plans. A career counsellor can use this method to work on transforming a vision and an educational and vocational project into a real venture. It is important when working with the Disney method to apply the principles of coaching work.

The coach's job is to make sure that, when playing the various roles, one limits oneself to the current perspective. For example, if the dreamer starts to clip their wings by focusing on the flaws or problems, the coach should remind them not to limit themselves. The focus should then be on the vision, dreams, outcomes and benefits. This is an important task for the coach, as we naturally tend to see issues broadly and may unintentionally go beyond the perspective desired at the time. The coach may also pay attention to the posture of the person in the perspective. For example, an open body position and relaxation are conducive to creative thinking. So the dreamer should not hunch over or adopt a so-called closed position.

Many plans or ventures fail not because they are too unrealistic or fanciful, but because of inadequate thinking and planning. If we use a vague approach, the venture may seem overwhelming and may be abandoned because of this. However, if we use the Disney strategy to think things through strategically and systematically, the vision and plan will be easier to manage and turn into reality and success.

EXERCISE 17

Title: Jelly Baby Tree - Creating a career development plan

Goal: client's insight into self, following of dreams, readiness for change

Source: <https://blogs.qub.ac.uk/digitallearning/2021/01/29/jelly-baby/>, accessed 10.11.2023

Area: dreams and goals

Additional materials: printed drawing with "jelly people" (below, coloured pens/flat pens)



Mileage:

1. The counsellor gives the client a printed drawing of a tree and 'jelly folk'.
2. The counsellor asks the client who is developing his/her career plan to look carefully at the picture and use one colour to circle the folk that represents where the client sees himself/herself now, and another colour to circle the one that represents where the client would like to be in one/five years/10 years (or different colours for the short-term and long-term goal).
3. The counsellor asks the client to describe why he/she chose each of the coloured jellies and how he/she interprets each picture/situation of the chosen folk. It is important that the counsellor refrains from his/her own opinions or comments just to listen to the client's thoughts without judging.
4. The counsellor asks the client what he or she would have to do to achieve the position occupied by his or her chosen folk.
5. The counsellor asks the client to see the exercise as a starting point for setting goals and making plans to gain new experiences to help them progress.

EXERCISE 18

Title: What can you do to achieve your goal?

Goal: follow your dreams, be prepared to change

Source: adapted from publication: Kamila Rowińska, 7 steps to achieving ambitious goals

Additional recommendations: it is advisable (although not necessary) to do the "Circle of Life" exercise, which is also included in this chapter, before doing this exercise.

Area: dreams and goals

1. The counsellor starts the conversation with the client by introducing the subject of the exercise and giving instructions on how to do it:

Today I want to talk to you about what you can do to achieve what you dream of, what is important to you. Of course, in life you can't have it all at once, but it is often possible to have what is most important to us at any given time, even though it requires, for example, changing some of our actions or taking steps that we are not used to taking. This can be difficult for us, so we often get caught up in a whirlwind of excuses, which are great and good-sounding excuses for our life not meeting our expectations. What kind of excuses might these be? E.g. "I could have a better job, but there's a crisis right now", "I want to earn more, but it's unrealistic", "I'm not happy in my relationship, but I don't have time to deal with it", "I'm really keen to learn English, but I can't afford the course right now", "I want to have a fit figure, but the gym is too far away, I get home too late, I have no one to exercise with", "actually, I can do a lot, but...". With these excuses we convince ourselves and our surroundings, justifying our inactivity. What's most interesting, however, is that most people genuinely believe in the veracity of their excuses. To find out if you too "have it this way", I invite you to do an exercise. Please fill in the table below and take responsibility for the quality of your life (the counsellor gives the client a printout of the table below):

YOUR EXCUSE

YOUR IDEAL OF A RELATIONSHIP/MARRIAGE		
YOUR IDEAL FAMILY		
YOUR DREAM PASSION		
YOUR IDEAL CAREER/JOB		
YOUR IDEAL STATE OF FITNESS, IDEAL EATING HABITS		
YOUR IDEAL PASTIMES, LEISURE TIME, THE LIFESTYLE YOU WANT TO LEAD		
YOUR IDEAL FINANCIAL SITUATION		

2. The advisor continues:

Once you have a list of your excuses drawn up, ask yourself which ones do you still want to function with, and which ones will you set about eliminating later today? Also consider the following:

- What are you missing out on because of excuses? What are you missing out on?
- What do you gain from these excuses?
- What will you actually do and what efforts will you make to realise your plans?
- What will you do more of and what will you give up in order to achieve the ideal state for you?
- What kind of life do you really want?

If a client has previously done the Wheel of Life and is now doing the 'excuses' exercise, they already have knowledge of what they want their ideal life, relationships, relationship, family, health, career, finances, leisure, passions and habits to look like.

3. The counsellor proceeds to stage 2 of the exercise:

You already know more or less where you are going. We usually set goals on the spur of the moment, without thinking carefully about where we are now and where we are actually going. We set goals in the dark

and surprised to come to the conclusion after time that the motivation to achieve the goal - has disappeared. Interestingly, most people usually know what kind of life they do not want to lead, whereas they do not have a clear answer to the question "What kind of life do you want?". What is at stake here is a concrete answer, not the generalisation "I want to live a happy life". They live a life completely devoid of a concept for life. The intention of this exercise is to encourage you to make reflections in this direction.

Now look at your excuses chart and look at the description of your dream life. Dream of family relationships, marriage, work, career and all the things you have written down. The collection of these things is the LIFE YOU WANT. It is the result of the sum of what YOUR ACTUAL LIFE looks like and the CONSEQUENT ACTIONS you choose to take. See what this looks like in the drawing (the counsellor shows the client the drawing below):



Now please fill in the space between point A and point B. Write down what actions you need to take consistently to move from your current life (point A) to the life you want (point B). The counsellor gives the client a printout to complete, following the template below:

The 10 consistent actions that will lead me to the life I really want are:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

4. The counsellor proceeds to stage 4 of the exercise by instructing the client:

You are now left with the final stage of the exercise. Think about and try to answer honestly the question on the sheet (the counsellor gives the client the printout according to the template below):

DEFINITION OF REALITY

How do you feel about your current situation? Juxtapose what is currently there with what you want to achieve, which is your goal.

.....

.....

.....

What steps have you taken so far to change your situation in your target area?

.....

.....

.....

Notes to the adviser:

1. The counsellor does not have to apply the exercise in its entirety, he/she may choose to have the client complete selected steps.
2. The exercise refers to the game "Yes, but...", which is one of the interpersonal games described in transactional analysis (for a description of the psychological concept of transactional analysis, see module I of the manual "Specificity of work with NEETs due to developmental periods". "Specificities of working with NEETs due to developmental periods").

The game "Yes, but..." can take place both during a very short interaction (example situation: a patient comes to the doctor and asks: Doctor, do you think I will get better? The doctor replies: certainly. Patient: But I still feel bad. Why are you so sure?), but it can also last for years, such as the intrigues of alcoholics or drug addicts. Examples of 'Yes, but...' games:

- many people often say: "I could/should have a better job, but now there is a crisis", "I want more to earn money, but I don't know how to do it", "I'm not happy in my relationship, but I don't have a time to take care of it", "I really want to learn English but I can't afford a course right now", "I want to have a fit figure but the gym is too far away, I get home too late, I don't have anyone to exercise with", 'actually, there's a lot I can do but...'
- the boss calls his colleagues to a conference to hear proposals for improving the efficiency of the plant. Many different ideas are floated. For each one, the boss has Every proposal fails for one reason or another. In the end, nobody has the courage to make a proposal anymore and the boss angrily states: I have to do everything myself. At the same time, "between the lines" the boss says: I don't need your help, I know more than you. He thereby draws the attention of others to himself and diminishes their value as unnecessary and stupid,

while accentuating its greatness³⁶;

- a favourite marital game: e.g. when it comes to holiday plans, one makes suggestions, the other has something to complain about each time and in the end they both lose the desire for that holiday³⁷.
- Characteristics of the course of games (based on: Ian Stewart, Vann Joines, Transactional Analysis Today, Dom Wydawniczy REBIS, Poznań 2022):
- the same games are repeated. Each person has a favourite game, repeatedly over a long period of time, the other players and circumstances may change, but the pattern of play remains the same;
- games are played without awareness of the IAM Adult state (for a description of the different IAM states, see the in module I of the handbook entitled. "Specificity of working with NEETs due to developmental periods). Although people repeat the same games over and over again without being aware of it. Sometimes, at the final stage of the game, the person playing asks themselves: how did it happen that the same thing happened to me again? However, even at this point, people usually do not realise that they themselves have contributed to playing the same game once again;
- games always end up with players experiencing vicarious feelings;
- games allow the exchange of hidden transactions between players. In each game at level psychological something different is playing out than what appears to be happening at the social level;
- Games always have an element of surprise and confusion. At some point, the player always has the feeling that something unforeseen has happened;
- games vary in intensity: most people play a number of selected favourite games with different people and of varying degrees of difficulty and intensity. The most intense games are in marital or family relationships: the closer the emotional relationship, the greater the intensity of the games.

Games are learned ways of behaving, which can be recognised by a constantly repeated stereotypical course Berne defined a game as follows: a game is a series of hidden transactions leading to a well hidden but predictable payoff³⁸. Why do people play games?

Although transactional analysis theorists have given many different answers to this question, they all agree on one thing - we use old behavioural strategies when we play. Games were one of the tools we used as children to get what we wanted from the world, and now as adults we repeat them using similar patterns. Games satisfy all the basic types of 'psychological hunger', structure time, and reaffirm our basic existential stance. The only problem is that they have negative effects in adult life.

Each game brings both positive and negative payoffs. Play is an expression of the best children's strategies for getting something for themselves from their environment. When we play as adults, we are trying to satisfy a child's actual need, but the way we try to do this is outdated and manipulative. The positive payoff comes right after the negative payoff in the game formula. For example, what is the positive need of the child that we satisfy by playing 'kick me'? Each time after playing and collecting the bad feelings associated with the negative payout, we repeat to ourselves from the IAM Child state: "Er, thank God I now have some time and space for myself".

Examples of well-known games³⁹:

- ✓ Yes, but... (described above);
- ✓ "I have you at last, you swine": the wife asked her husband to warn her if he could not come punctually for dinner. One day, when he was very busy, he forgot about it and when he came home, his wife greeted him with the words: "It's already eight o'clock. Why didn't you call? Now prepare your own food". Eventually, the woman found her husband's 'offence' and was able to take revenge, for example, for what he had done to them a year ago. Later, however, she felt sorry for her husband the very next day and greeted him with a hearty breakfast;
- ✓ "Look what you've done": in this game, the partner accuses the other of a mistake he or she has made himself or herself and exploits the

36 Rogoll R., To be oneself, PWN Scientific Publishers, Warsaw 1995

37 Op. Cit.

38 For: Ian Stewart, Vann Joines, Transactional Analysis Today, REBIS Publishing House, Poznan 2022.

39 Rogoll R., To be yourself, PWN Scientific Publishers, Warsaw 1995.

his reaction (self-justification or rejection) as proof of his innocence; in this way he can again collect talons for a just, guilt-free externalisation of his anger.

- ✓ "If you weren't there": this is a game used especially in marital relationships. The wife accuses her husband of imposing his methods on her when doing his work. The accusation, supported by logical arguments, seems valid. Meanwhile. Her IAM Child state secretly asks her husband to continue to deal with her in the same way, because she (her IAM Child state) fears that otherwise she will not be up to the task. This is how the game primarily serves to place the responsibility for one's mistakes of failure, inadequacy, inequality and imperfection on someone else. "If you, (partner, family, neighbours, children, workmates, superiors, etc.) weren't there, what could I do if I didn't have to get married..., if I could do this job, I would have been promoted a long time ago, I wouldn't have to work so hard, I wouldn't have varicose veins, I could enjoy life....

EXERCISE 19

Title: Goal setting

Objective: to follow dreams related to the choice of profession, to support the client in achieving goals, to build the client's motivation to achieve goals

Source: own compilation based on publicly available sources on the Internet

Area: dreams and goals

Mileage:

The exercise provides guidance to the career counsellor on how to work with clients to achieve goals:

1. The most important thing is to look at the client's personal 'I', his beliefs, values, needs. Challenging his status quo. Asking questions:
 - ✓ Why do you do what you do?
 - ✓ Why are you looking for work?
 - ✓ What will change when you find it?
 - ✓ What will you get out of it then?
 - ✓ What will you not have once you find it?
 - ✓ How will your life change if you undertake this?
 - ✓ What will your life look like if you don't [subtract this?

By asking, the counsellor provokes the client to confront their own reality, themselves, without feeling judged, and ultimately to take responsibility for taking action or not.

2. In a situation where there is doubt in the client about what decision to make (to pursue or not to pursue a particular goal), or where there is little chance that the client will actually take action towards the stated goal, it is useful to ask the client so-called Cartesian questions. What Cartesian questions help with:
 - ✓ in the appropriate formulation of objectives,
 - ✓ in the prioritisation of objectives,
 - ✓ in exploring the ecology of the target,
 - ✓ in uncovering blockages and limiting beliefs,
 - ✓ in uncovering fears that can lead to self-sabotage,
 - ✓ in resolving internal conflicts,
 - ✓ in explaining the lack of motivation.

Examples of Cartesian questions:

- ✓ What happens if you do?
- ✓ What happens if you do NOT do this?
- ✓ What will NOT happen if you do this?
- ✓ What will NOT happen if you do not do this?

Example questions in the context of a goal such as changing jobs:

- ✓ What might happen in your life when you change jobs?
- ✓ What might not happen once you change jobs? What won't happen once you change jobs?
- ✓ What might happen in your life if you don't change jobs?
- ✓ What won't be in your life if you don't change jobs?

Answering these four questions very much confronts the client with the problem he has addressed to the career counsellor. It shows him his goal in four different mirrors. Each of these questions the counsellor can deepen with a short "what else ...?" so as to motivate, encourage the client to go deeper into a perspective that is not natural for him/her.

3. Questions a counsellor might ask in the different stages of a goal conversation (based on the GROW model)⁴⁰ :

Step 1: Questions of purpose

- What do you want to achieve by meeting with me?
- What do you expect?
- To what extent do you have influence over this?
- What will change when you reach your goal?
- How will we measure your progress? How will you know if you have achieved your goal (that the meetings were meaningful)?
- What would you like to change in three months, six months (or any other timeframe of your choice)?
- What your goal sounds like, the one that depends solely on you (not others).

Step 2: Exploring/questioning reality

- You mentioned that ... (e.g. You mentioned that you were expelled from school ...). What led to this situation?
- You mentioned that you feel ... (e.g. You mentioned that you feel tired). What is the reasoning behind this?
- I can see that it is important to you ... or I can see that it is important to you that ... You can say something more? For what reason?
- What have you tried so far in the context of your objective?
- What does it look like today?
- What led you to this place?
- What is most important in this situation?

Step 3: Options

- What could you do to get closer to your goal? What opportunities do you have?
- What other options/possibilities come to mind?
- Let's work out five potential opportunities. What else could you.....?
- What if you had influence over everything? What if you had unlimited possibilities?
- How else can you do it?
- What would you never do?
- What have you done in similar situations in the past? (Here we draw on the past as a client resource. We focus on situations when he has met a goal, achieved success).
- What are the advantages and disadvantages of the solutions mentioned?
- Who could help you?
- What could help you?
- What risks and what benefits do you see from these solutions? What obstacles or temptations do you see to

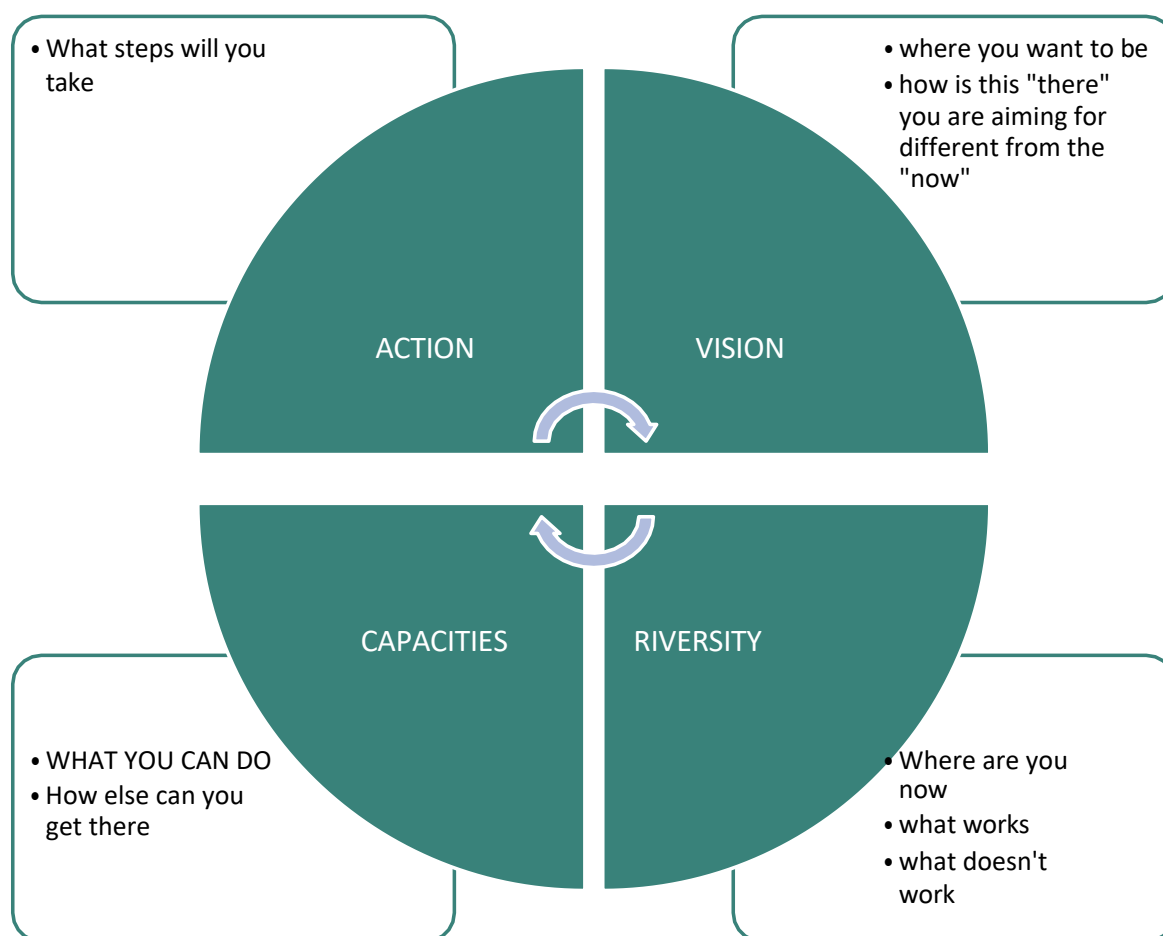
on the way to achieving your goal? How can you avoid or counteract them?

Step 4: Decision and commitments

- The possibilities you have listed are: ... Which one do you choose?
- Which is the easiest? Which is the most difficult?
- Which will get you to your destination the fastest (whether easy or difficult)?
- Which option do you choose?
- What are you leaving today's meeting with?
- What do you want to commit to?

Step 5: Action

- What specifically will you do? What will be your first step?
- What will you do and when?
- How realistic is this plan? Should we discuss any obstacles?



EXERCISE 20

Title: Parable of the Eagle

Objective: to gain insight into the client's self, to stimulate the client to reflect

Source: own compilation based on Parables of the Eagle by Anthony De Mello.

Area: dreams and goals

Mileage:

1. The counsellor introduces the client to the Parable of the Eagle⁴¹ or the Tale of the Forester and the Eagle according to the following texts:

41 De Mello A, Awakening, Zysk i S-ka Publishers, Poznań 2015.

The parable of the eagle

*"A man found an eagle egg.
He took them and put them in the chicken nest in the enclosure.
The eagle hatched with a flock of
chicks and grew with them.
All his life the eagle behaved
like a backyard hen, thinking he was a
backyard rooster. He scratched at the
ground looking for roundworms and
worms.
He was quailing and clucking. He
could even flutter his wings
and fly several metres in the air.
After all, isn't that just how roosters fly?
Years have passed and the eagle has grown old.
One day he spotted a magnificent bird high
above him in the clear sky.
It flowed magnificently and
majestically among the air currents,
barely moving his powerful golden wings.
The old eagle looked up stunned.
- What is it? - He asked the hen standing next to him.
- This is an eagle, the king of birds," replied the hen. - But don't think about it.
You and I are different from him.
So the eagle thought no more about it.
And he died believing he was a rooster in a pen."*

The tale of the forester and the eagle

A man went into the forest and found a chick which he took home. As he felt sorry for the chick, which turned out to be a young eagle, hence he put it in a pen between the hens. The eagle ate the hens' food, burrowed in the ground and even sometimes tried to fledge a little, as the hens did. After 5 years, a forester visited the man once. As they walked together through the yard, he called out: "That bird is not a hen, it's an eagle! What is he doing here?"

"Yes, you see," said the owner, "that's right. I found him a few years ago and he could fly in the skies, except that he was raised as a hen. He is no longer an eagle because of this, although his wings are three metres wide." "No, said the other one, he is an eagle because he has the heart of an eagle that makes him fly up into space."

"No, no," said the man, "he has become a chicken and will never fly like an eagle."

However, they decided to give it a try. The forester took the eagle, lifted it into the air and said

with emphasis: "You who are an eagle, who belong to heaven and not just to this earth, spread your wings and flap!" The eagle sat on his outstretched hand and looked around. Behind him he saw the hens pecking at the grain and jumped down to them. The farmer said:

"I told you it was already a hen." "No, said the other, he's an eagle. I'll try again tomorrow."

The next day he climbed onto the roof of the house with the eagle, lifted it up and called out: "Eagle, you who are the king of birds, spread your wings and s w o o p !" But the eagle again l o o k e d at the hens rummaging in the ground, jumped down to them and rummaged with them. Then the man there said: "I told you it was a hen now!" "No, said the other, he is an eagle and still has the heart of an eagle. Let me try it one more time; tomorrow I will encourage him to fly."

The next day he rose early in the morning, took the eagle and carried it out of the town, far from the houses, to the foot of a high mountain. The sun had just risen and was glazing the top of the mountain; all the peaks were ablaze with the joy of a lovely morning. The forester raised the eagle high and said to it: "Eagle, you are the eagle, the king of the birds. You belong to heaven, not just to this earth. Spread your wings and fly!" The eagle looked around, trembling all over, as if new life had entered it - but it did not fly away. Then the forester turned him around so that he could see the other eagles that were just gliding by. And suddenly the eagle spread its mighty wings, soared with the cry of an eagle, flew higher and higher and never returned. He was an eagle, although he had been raised like a hen and tamed!

And who are you? Are you who you wanted to be?

2. The adviser asks the client questions:

- How do you feel after reading the text?
- What wisdom comes from this fable for you?
- What do you want to take from it for yourself?
- What situation from your life can you compare this story to?
- Who are you in your life? What do you use and what don't you use?
- What strengths, resources do you have?
- What are the areas that need work?

EXERCISE 21

Title: Motivators

Objective: customer insight, building customer motivation

Source: own elaboration

Area: dreams and goals, readiness to change

Mileage:

1. The counsellor gives the client a printout of the table below, then introduces the exercise and explains how to do it.

Words - motivators are different for different people. Some will be encouraged to act when they hear that they should do something, others will be provoked by a statement that they can't do something. Do you know what your motivational words are? Can you use them appropriately to enhance your motivation? I suggest the following experiment: imagine that you are told to get into the shower in your clothes. This command can be said in many ways, it can be a request, a threat, an encouragement, a challenge. Decide how likely you are to actually get into that shower when it is phrased this way or that way:

Task: Stepping into the shower in your clothes. You say to yourself:	Likelihood of implementation				
	Zero	Small	Medium	Large	Huge
I can do it					
I want to do it					
I should do it					
I have to do it					
What if it were to be done?					
It is my duty to do so					
I will do it in spite of everyone					
I can do it					
I will prove that it can be done					
Let me see what it's like to do this					
It will be something extraordinary, so I will do it					
Anyone can do it, so I'll do it too					
Nobody has done it before, I will					
I will test myself to see if I can do it					
Others expect it of me					
A person important to me needs it					
I will do it and post it on YouTube					
I'll just do it for myself					
I'll do it for fun					
I will do it if it makes more sense					
I will do it if I am not alone in this					
I hope to do this					
I'll probably do it					
I will do it for....., I will do it to					
I can make quite a bit of money from this					
I have everything I need to do this					
My supervisor/parent requires it of me					
If I decide - I will do it					
I'll do it right away to get it over with					
I'll do it when I feel like it					
Honour demands it					
.....					
.....					
.....					

2. The advisor continues:

Look at the results. From now on, start using your motivator words consciously and avoid words that demotivate you. It is worthwhile for you to realise that the words you say about/to yourself have enormous power. They are also performative words which means that they affect you, what you do, how you feel, how you act. Try to carefully observe yourself from this angle for at least 3 days. Keep a record of your observations. Draw conclusions from your observations: do you speak to yourself with words that strengthen you, words of appreciation, gratitude, tenderness? Are these words - "strokes"? Or on the contrary

- you weaken yourself by talking about yourself in a way that no one would want to be talked about.

EXERCISE 22

Title: I must, I should, I want

Objective: to gain insight into the client's self, to build the client's motivation and readiness to change

Source: own elaboration

Area: dreams and goals, readiness to change

Mileage:

1. The counsellor introduces the client to the subject of the exercise: a huge percentage of people, when asked why they do what they do, reply: because I should go and get it done, I have to do it. The source of their motivation is external, they live in obligation and compulsion. They are least likely to use other formulations in their lives, such as: I choose to..., I want to..., I really want to.
2. The counsellor asks the client the question: what dominates your life, and what do you want it to dominate? Should I, Must I or Choose I, Want I, Very I?
3. The counsellor offers the client a task: Make a list of things that:
 - You should be doing...
 - You have to do...
 - You can do...
 - You choose to do...
 - You want to do...
 - You really want to do...Find out what dominates:
 - The counsellor asks the client the question: What do you want to change? If you could move to a parallel world that could be the way you want it to be, what specifically would you choose to change?

EXERCISE 23

Title: Inner Critic

Objective: insight into the client's self, the client becoming aware of his "saboteurs"

Area: readiness to change

Mileage:

1. The counsellor presents the information related to the internal critic to the client according to the following text:

In many stressful situations, we get angry at ourselves, but a series of self-inflicted grievances usually only further throws us off balance, shatters our composure, interferes with sober judgement and undermines our self-confidence. In many cases, this self-criticism gets out of hand and, instead of facing adversity and trying our hand at new areas, we are convinced from the outset that it is not for us and repeat in our minds the meaningless mantra that we are not up to anything. According to psychologists, a negative inner voice,

which robs us of our strength and courage, is most often a reflection of the way we have been criticised in the past

- most often in childhood or adolescence. Behind our inner critic may be an overprotective mother who instilled in us a fear of any risk, however small, or a teacher who reacted to ignorance with rage and depreciation of our intellectual abilities. The inner critic is a stern adult who treats us like a child by 'lecturing' us for 'bad' behaviour. Over time, this external gaze is also overlaid by our personal vision of the world. Obviously, the more pessimistic we are, the more inclined we are to blame ourselves for any failures, and to apply the principle that if something has gone wrong once, we assume that the failure will be repeated. It's an attitude reminiscent of the character Eeyore from 'Winnie the Pooh', who is never surprised when something bad happens to him. For people who clip their own wings, a similar lack of optimism is often characteristic, which translates into a lack of hope. It is this that can sometimes be crucial in taking action that can help us when we find ourselves turning a corner. Curt Paul Richter studied the behaviour of rats thrown into the water - if, just after being in the tank, the animal was given a stick, after which it was able to get out, when placed in the water again, it swam continuously for several dozen hours. Rodents that were not taken out of the water for a while would give up and drown after only a few minutes. The cause of death was not, as one might assume, a stress-induced heart attack, but an insufficient will to fight due to a lack of hope. What if our situation is difficult and no

A "hopeful stick" not on the horizon? What remains is a rationalisation of effort. If a non-basketball player wants to hit a basket from 15 metres, the chances of that happening on a single attempt are slim (although still better than if the person decides not to shoot at all). With 50 repetitions, they increase incomparably - we already know how to aim, and just trying becomes a habit. And what about a hundred throws? When the rationalisation of endeavour fails, the question remains how we can, in a tricky situation, get ourselves a bit of optimism that won't let us go down. In situations where our inner critic takes over the reins of how we perceive ourselves, and often our emotions as well, the frustration we want to vent on someone most often speaks through us. We usually end up taking it out on ourselves.

2. The counsellor suggests that the client takes a test for the presence of an inner critic.

INTERNAL CRITICISM TEST

Read each sentence and choose one of the options below. Mark the number next to the sentence that represents your answer

	Never	Rarely	Sometimes	Often	Always
1. I set myself high standards.	0	1	2	3	4
2. I feel terrible when my eating habits are out of control.	0	1	2	3	4
3. I have to work hard to be able to achieve my goals.	0	1	2	3	4
4. When I think about trying something new and taking on a challenge, I give up before I start.	0	1	2	3	4
5. I do things to people that I feel guilty about.	0	1	2	3	4
6. I am ashamed of myself.	0	1	2	3	4
7. I feel bad when I don't follow the way my parents brought me up.	0	1	2	3	4
8. I put a lot of effort and energy into trying to control my impulsive eating.	0	1	2	3	4
9. I do not believe that I can succeed.	0	1	2	3	4
10. I feel that I am completely useless.	0	1	2	3	4

11. I find it difficult to start working on new projects because I don't allow myself to make mistakes.	0	1	2	3	4
12. I feel crushed by my sense of worthlessness.	0	1	2	3	4
13. My list of tasks I have to do is endless.	0	1	2	3	4
14. I tell myself that if I were a good person, I would take better care of my loved ones.	0	1	2	3	4
15. I have rigid rules about what and how much I can eat.	0	1	2	3	4
16. I am of the opinion that it is safer not to try than to fail.	0	1	2	3	4
17. When things don't work out the way I want them to, I criticise myself a lot.	0	1	2	3	4
18. At a deep level I believe that I have no right to exist.	0	1	2	3	4
19. I feel ashamed when I do not meet the expectations of others.	0	1	2	3	4
20. I feel bad because I am too lazy to do something good for the world.	0	1	2	3	4
21. I have a nagging feeling that I am morally wrong.	0	1	2	3	4
22. I feel bad because I cannot be the way my family expects me to be.	0	1	2	3	4
23. I am strongly ashamed of my certain habits.	0	1	2	3	4
24. I spend more time than necessary on a project because I want it to be the best it can be.	0	1	2	3	4
25. I try hard to overcome my tendency to avoid doing tasks.	0	1	2	3	4
26. feeling bad because I don't have what it takes to succeed	0	1	2	3	4
27. I am troubled by something I have done that I cannot forgive myself for.	0	1	2	3	4
28. I know who I should be and reproach myself when I behave differently.	0	1	2	3	4

SUMMARY OF RESULTS

Sentence 4 + 9 + 16 + 26	SUMMARYUNDERSINKER/UNDERCUTTER
Sentence 5 + 14 + 21 + 27	SUMA OBVIOUS
Sentence 7 + 19 + 22 + 28	SUMA CONFORMIST
Sentence 3 + 13 + 20 + 25	SUMA TASER
Sentence 2 + 8 + 15 + 23	SUMA CONTROLLER
Sentence 1+11+17+24	SUMA PERFECTIONIST
Sentence 6+10+12+18	SUMA DISCLAIMER

A score above 9 for a particular critic means, there is a high chance that it causes major problems in life.

A score of 7-9 means that the critic's performance may be problematic.

A score of 7 or below means that the critic in question is unlikely to cause problems.

UNDERSHOOTER/UNDERCUTTER

His job is to clip your wings so that you don't take any challenges, so that you protect yourself from the risk of failure. Before you start, he already knows you will fail. He fears that if you act and show yourself to the world, the world will reject you, laugh at you, criticise you, and that hurts - he knows this because he has been there for you every time you have experienced disappointment or been unfairly judged. He tries to spare you from suffering again at all costs and this is his motivation, so he paralyses you and takes away your will to act. The underminer lowers your self-esteem and self-worth, resulting in paralysis and inaction, telling you that you are worthless and that nothing will work out for you.

Undermining usually says...

- *"You are not worth anything."*
- *"Don't even try because you won't succeed anyway."*
- *"It doesn't make any sense. Don't even try."*
- *"Let it go, why waste time?"*
- *"Don't even bring it up."*

OBVIOUS

This inner critic blames you for what you did or did not do. Its job is to blame you for certain actions and decisions you have made (or not made) in the past. Often this involves harm that you have done, consciously or not, to other people (especially those who are important to you). The blamer does not forgive mistakes. He keeps going back to the past and dwelling on what cannot be undone anyway. His intention is to prevent you from making more mistakes. He wants to do the right thing, he just has ineffective ways of doing things. He thinks that if you never forgive yourself for the mistakes you have made and if he keeps reminding you of them, you will not make new ones. The blamer is most likely modelled on someone close to you who could not forgive you for your mistakes. Or on someone who, during your childhood, attributed to you opportunities and responsibilities greater than those you realistically had as a child.

The blamer usually says...

- *"How could you do that?"*
- *"You will regret this for the rest of your life."*
- *"He will never forgive you for that."*
- *"You won't forgive yourself for that."*
- *"That can't be undone."*

CONFORMIST

This critic guards the boundaries of your comfort zone. He or she will push you into rigid social, familial and cultural frameworks and make sure you don't stick out from them too much. He praises you when you are like others and implement external, top-down standards, and attacks you when you put on individualism. It aims to make you fit into a certain social framework so that you don't 'stick out'. It shapes you to fit into family values and cultural rules. It attacks you when you don't fit into the pattern, praises you when you are in tune with it. The conformist protects you from rejection, so he convinces you to do only what is acceptable and tells you to conform at all costs. Unfortunately, this price is the loss of yourself, of your authenticity. If the expectations of those around you are different from who you really are, this critic will tell you that there is something wrong with you, that you don't fit in, you are an outlier. And again: he knows what it was like when you tried to go your own way - when you wrote off the family taboo at the family dinner table and said your grandmother cooks badly or you dressed for school differently from 'everyone else'.

The conformist usually says...

- *"Don't make a fool of yourself."*
- *"Everyone does it."*
- *"Keep your head down!"*
- *"Do what you are told."*

- *"What will others think of you?"*
- *"Adapt."*

TASER

These are the beliefs you have formed at times when you were only seen and appreciated when you did something. If, in your family home, it wasn't important how you felt, what you were like, but what you did for others and how useful you could be, it's very likely that this type of internal critic is prevalent in you. It will do everything to make you work as hard as possible. This inner critic motivates you by telling you that you are lazy, that you won't achieve anything, that you lack competence and that his motto is "I do so I am". It's all those voices inside you that, despite being tired, tell you to work more and more often, that ignore your body's signals and won't let you rest until you've completed all the tasks on your list. And, following the motto above, the list cannot end. It often gets into a battle with another part of your personality - the Procrastinator (who puts off work until later).

The taskmaster usually says...

- *"You're just plain stinking lazy."*
- *"Get on with it!"*
- *"Rest is for the faint-hearted."*
- *"You won't achieve anything in life if you don't start working hard."*
- *"You'll rest when you're done, just a minute more..."*
- *"No work, no pay".*

CONTROLLER

It's those beliefs of yours that include thinking that only if you do a certain thing a certain way will it be right. That you are supposed to be a certain way. That your behaviour is supposed to be 'appropriate', outcomes clearly 'defined', relationships arranged. In turn, anything that runs from this vision carries the risk of suffering, rejection, pain. This attitude may be related to your parents' beliefs about how your life should be, it may include your friends' ideas about you which, although they have little to do with you, give you the false hope of someone else's approval. It may also be your 'screws' about yourself that you have created for yourself during your personal development, assuming that a conscious person is, for example, one who does not have crises, is always in control, etc. The function of this inner critic is to control impulsive behaviour by blaming and criticising.

The controller usually says...

- *"You did it again... You should be ashamed of yourself!"*
- *"You don't have an ounce of willpower."*
- *"You'll never get away from it again!"*
- *"You don't have an ounce of self-discipline".*

PERFECTIONIST

It's all those voices in your head that say that until you start doing something perfectly, you can't do it at all. The perfectionist wants you to do everything perfectly and flawlessly. He has very high standards and when you don't meet them he attacks you and says that your actions are not good enough. He often makes it difficult to start a project at all by saying that you will definitely not be able to do a certain thing in the right, required way.

The perfectionist usually says...

- *"Try harder!"*
- *"You'll never get it right."*
- *"You're not going to leave it at that, are you?"*
- *"Your work is worthless!"*
- *"Is that all you can afford?"*

- *"I know you can do better".*
- *"This is not good enough, correct it".*
- *"You have to be the best".*

DISCLAIMER

The main strategy of this type of inner critic is to shame and humiliate you. He convinces you that you are fundamentally worthless and that you shouldn't be here at all. No matter what you do or how you do it, he will still conclude that you are worthless. This is the strongest of the critical voices, and is often backed up by early rejection or the love trauma of a disrupted relationship with your mother. This inner critic attacks your self-esteem by telling you that you should not exist. It creates a strong sense of shame. At the same time, paradoxically, sustaining these voices gives you an illusory sense of bonding with your toxic parent. Something like "my mum is no longer around, but as long as I think of myself the way she thought of me, some part of her is still with me". It is important to understand where these voices are coming from. This type of critic is convinced that it is safer not to exist, because being always involves pain and suffering. The destroyer usually says...

- *"You should never have been born!"*
- *"You are one big failure."*
- *"You are worthless."*
- *"It would be better if you disappeared."*
- *"You are good for nothing."*
- *"Others are better off without you."*

COMPARISON

This inner critic is constantly comparing you to other people, always to those who have, know and can do more. It always knows someone who is further along, who is smarter, more beautiful, etc. Whatever you do, it will only be a substitute compared to other people's successes. He builds on your low self-esteem and will always invent someone you are tiny next to. It is very likely that he has learnt this from your loved ones, from a parent who did not congratulate you on your A's but only asked you about your peers' grades, and by now he thinks that comparing you with others will motivate you to do anything.

The comparator usually says:

- *"You will never be like him."*
- *"This is nothing compared to her achievements."*
- *"If you were like him."*
- *"See, she does it much better."*

EXERCISE 24

Title: The inner critic - how to recognise and tame it⁴²

Objective: insight into the client's self, the client becoming aware of his "saboteurs"

Area: readiness to change

Mileage:

1. The counsellor introduces the client to the concept of the internal critic:

The inner critic is very often the internalised voices of our parents, or otherwise important adults to us. They are the various lies about us, untrue ones, that we have been 'sold' and that are in our heads. That is to say, these are the phrases we used to hear from the outside, which we could say have recorded themselves in our heads like records. On a daily basis, we very often do not realise them, and some of us are even happy with them. They might be phrases such as: I can always do more; I can do better;

42 Sokolowska A., Kozak A., <https://www.youtube.com/watch?v=sQxWcTF008k>, accessed 13.12.2023.

If I don't do my best, I'll end up badly; I can afford to do more; others do it better and I do it worse. So you could say that these are the kind of voices we heard because our adults wanted to develop us. And this is the first function that the inner critic performs that is - the developmental function. Many people say: "but I'm happy that I'm working so much on myself, that it makes me ambitious, I'm even happy that it was demanded of me". But unfortunately in adulthood this has its negative consequences because it often takes away the joy and causes tension when acting, because it can always be even better, or even if you succeed once you don't know if you will succeed a second time. This does not allow us to enjoy what is there at the moment and causes fear of failure, of loss, we do not give ourselves recognition despite success, we feel constant tension, fatigue and dissatisfaction, we put pressure on ourselves: I have to do more, I should do more, I should try harder - we are violent towards ourselves. Violent inner voices also happen. If one has suffered physical or psychological abuse (evaluative words) it can be crushing and leave one with the belief that I am hopeless, I am stupid. How can we identify that we have a toxic inner critic, rather than critical thinking that is positive in our lives? We can identify by how we feel emotionally and physically (e.g. shallow breathing, pouring sweat, balling up, picking our fingers, scratching our heads and more). Try to track the thought: what was it that I was thinking/thinking before I started feeling worse? It's also worth asking people if they perceive me as a person who can give myself something good (express appreciation, be happy, etc.). Am I being/am I happy with myself and how often? What do I feel when I say about myself that I am cool? What would happen if you thought that?

2. Task for the client: write down on a piece of paper each day which critic has spoken that day, then observe in your body how you react to the critic's voice (e.g. through excess tension) and draw the people this voice embodies.

EXERCISE

Title: Success jar.⁴³

Objective: to raise the client's self-esteem

Source: <https://julitahabet.pl/sloik-sukcesow>

Area: readiness to change

Mileage

The adviser explains the 'jar idea' to the client:

With the success jar, the idea is that every time you have a success, write it down on a piece of paper, and put it in the jar. What constitutes success for you is an individual matter. Each of us has a different value system and these determine what is and is not perceived by us as success. It is important to appreciate yourself for the little things too and to document all your achievements. This could be, for example, baking a delicious cake, talking to a teacher/educator, etc. Only you decide what is and what is not a success for you. Once you have such a jar, and it gradually fills up, then in moments of crisis, in moments of doubt, you go up and look at it. So much and so much! You look at this physical sign of your successes, your joys, your achievements, how much you contribute to the world and how valuable your life is. You can pull out a piece of paper at random and remind yourself of the things you have accomplished. Very often just knowing that the success jar is there, that it exists, is very supportive. It is best to put it in a prominent place so that it is noticeable even if only out of the corner of your eye.

43 Kulesza S., How to silence the inner critic; <https://zapiskiaurory.pl/wp-content/uploads/2020/01/Jak-uciszy%C4%87-wewn%C4%99trznego-krytyka.pdf>, accessed 13.12.2023.

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Footage from the project *"A new perspective on career counselling"*

2.3. MULTIMEDIA MATERIAL

Title: Designing your future based on values - scenario for an advisory interview

Source: own elaboration

Objective: to design one's future based on knowing one's preferences, values, dreams - to build motivation to undertake life changes

Area: readiness to change

Content:

- Consultative interview scenario - multimedia file
- Supplementary material for the counselling session - theoretical elaboration for the counselling interview - filemultimedia

The background of the page features a complex, abstract design. It consists of numerous thin, wavy, light blue lines that sweep across the page from the top and bottom edges towards the center. In the middle of the page, there is a rectangular area with a white background, which contains a grid of small, dark blue squares. The overall effect is a sense of movement and depth, with the central grid acting as a focal point.

**QUESTIONNAIRE - MAPPING THE
CLIENT'S SITUATION IN THE
CONTEXT OF ACHIEVING
EDUCATIONAL AND
VOCATIONAL GOALS AND IN THE
CONTEXT OF THE EDUCATIONAL
AND VOCATIONAL GUIDANCE
PROCESS**

INTRODUCTION TO THE QUESTIONNAIRE

According to the experience of the Icelandic partner in working with NEETs, difficulties in undertaking educational or vocational tasks by young people are linked directly or indirectly to their functioning in different spheres of life. These spheres correlate with each other in different ways, and awareness of these relationships can be helpful for the career counsellor in finding effective ways of working with the young person using career counselling services. This will allow the search for individualised working methods.

The following questionnaire is a tool for the guidance counsellor to reflect on the functioning of the client in different areas and allows him/her to take stock of the NETT person, that is to say, to identify the areas on which the guidance counsellor can "build" (resources) and those on which he/she should work together with the client (weaknesses). In particular, it makes it possible to identify:

- possible resources of the client/client that can support him/her to develop and achieve his/her educational and/or professional goals;
- the possible causes of the client's difficulties in developing and achieving his/her educational and professional goals

PRINCIPLES OF THE QUESTIONNAIRE

The questionnaire has no diagnostic purpose - it is hypothetical only.

It is the vocational counsellor's subjective evaluation and self-reflection on areas which may in some way affect the young person's situation in the educational and vocational field. The assessment of specific areas can help the guidance counsellor to better understand the needs of the young person and to place the career guidance process in a broader context. It can also serve as one of the tools for setting individual directions and forms of work with the client, selecting appropriate methods or seeking support from other professionals or institutions.

The tool contains a number of areas relating to different spheres of a young person's life.

The guidance counsellor may complete the whole questionnaire or only some parts of it (depending on the needs and the information available). The order in which the guidance counsellor assesses the different areas is free. The tool can be consulted at different points in the guidance process and can be updated with new information.

The tool consists of two parts: the first concerns the assessment of the young person's functioning in different areas of life, and the second explores risks that require the inclusion of support from other professionals or institutions in the counselling process.

The tool also includes space for entering comments or planned/proposed actions.

HOW TO USE THE QUESTIONNAIRE

Below is a list of areas that may have an impact (direct or indirect) on how the advisory tasks are carried out.

On the basis of meetings, discussions, observations, tests and exercises carried out, please specify which areas you think have an impact on the counselling process and how they correlate with the client's fulfilment of educational and vocational tasks.

Please specify the dimensions in the different areas according to the following scale

0 - Lack of influence on educational and professional tasks

1 - very low impact

2 - low impact

3 - moderate impact

4 - major impact

5 - very high impact

Attention:

- If the career counsellor does not have information in a certain area or dimension, he/she does not enter any figure. The career counsellor can do the analysis again (at a different stage of the counselling) - then again completes the questionnaire;
- the questions in the questionnaire refer to all the areas included in the handbook, as the authors believe that these are the key areas for supporting NEETs in their "journey" to the market work. At the same time, we would like to point out that it is not necessary for the counsellor to ask the client all the questions in the questionnaire, as many conclusions can be drawn from a casual conversation, observation or exercises with NEETs;
- The intention of the authors of this handbook is that this tool should serve throughout the cycle of meetings with the client in such a way that the counsellor, during or after each counselling session, can systematically complete the individual fields of the Questionnaire. The tool can also be used to mark the client's/young person's progress, if any, in a particular area on an ongoing basis.

[illegible]

PERSONAL AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Health situation	What is your current health situation? What are your strengths in relation to your health and what are your weaknesses? Do you suffer from any chronic diseases (e.g. asthma)? How does your health situation affect other areas of your life?	
Taking care of yourself and your health	Are you aware of your body's capabilities and limitations? Are you physically active? Do you know your biological rhythm of the day? Do you know how to use your energy resources? How much time in a day do you devote to sleep and how much to rest? What do your meals look like/do you take care to eat sensibly? Do you do any sport/are you physically active? How long do you sleep? Do you have any sleep problems/sleep disorders? Do you self-monitor your health? Do you undergo preventive examinations? Do you use psychoactive substances? Do you engage in risky sexual behaviour? Do you happen to engage in violent behaviour? Do you smoke cigarettes/drink alcohol? Do you have nutritional problems ('eating out' of stress, eating at night, eating too much/too little)? Do you worry about your weight/how much you weigh?	
Lifestyle	Please tell us about your day: what does it look like, how do you organise it? What thoughts do you have about entering adulthood? How do you see this time? What challenges are you currently facing? What concerns accompany this? Is there anything you find difficult? Do you know what a healthy lifestyle is? What elements from it do you apply in your life? Is your lifestyle self/people/world oriented?	
Free time	How do you spend your time? ☐ Mainly at home, e.g. watching TV, playing on the computer, surfing the web ☐ Getting together with friends (e.g. parties, discos, etc.) ☐ Playing sport ☐ I read books, magazines ☐ I get involved in the religious life of my church/association ☐ I travel ☐ I am active on social networks ☐ I take care of my family (e.g. child, elderly person) ☐ I go to cinema and cultural events ☐ Volunteering ☐ I go to sporting events ☐ Other, which? Do you participate in extracurricular activities? If yes, in which ones? Do you have a hobby with which you have plans for the future? Which ones? How do you spend your free time? Describe your typical day/week in this respect. How much time during the day do you have to pursue your interests/hobbies? How important is the virtual world/social networks to you, ?How often and how much time do you spend in the virtual world? How often and with whom do you go to the cinema/go out with? Where do you get your leisure funds from?	

SITUATIONAL AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Living situation	What is your current living situation? Are you in a stable relationship? What are your current main responsibilities/tasks in life? Do you care for dependents (children, parents)? If so, what does this look like? How do you manage your care? Do you have people supporting you in your responsibilities? In what way? What factors influence your living situation? What is your marital status? ☐ Single ☐ Married ☐ In a civil partnership ☐ Divorced ☐ Widowed	
Housing situation	Place of residence ☐ Rural ☐ City of up to 20,000 inhabitants ☐ City of 20 to 50,000 inhabitants ☐ City with 50 to 100 thousand inhabitants ☐ City with more than 100 thousand inhabitants Where will you live? Describe how you see your place of residence. To what extent are you satisfied with your place of residence? How does your place of residence affect your current educational and professional situation? Have you ever thought about changing your place of residence? Justify why? If you had the full opportunity to choose your place of residence, which would you choose? Why such a choice? What difficulties/privileges are associated with your place of residence?	
Financial situation	What is the approximate monthly household income (net) including income of all household members (e.g. income from employment contract, contract of mandate, contract for specific work, pension, pension, business, real estate and securities)? Up to £1000 ☐ £1001-1500 ☐ £1501-2500 ☐ £2501-4000 ☐ £4001-6000 ☐ Above £6000 What do you do for a living? Whose dependents are you (parents, partner, extended family, friends)? Where do you get your livelihood from?	
Family situation	Number of members in the household..... To what extent do the following statements define your family situation? ☐ Difficult employment situation (unemployment) ☐ Low economic status (poverty) ☐ Health problems (physical and mental) ☐ Low social status ☐ Disability ☐ Low level of education ☐ Alcohol problems ☐ Homelessness ☐ Domestic violence problems ☐ Multitude What is your current family situation? With whom do you live on a daily basis? Do you live alone, with your parents, with your partner? Do you have people you particularly need to look after? If so, how do you organise care for these people? Who helps you? How much time do you take up with your responsibilities for caring for these people? How do you assess your family situation in terms of employment/entry into education?	
Communication situation	What means of transport do you use to fulfil your goals/duties/needs? Do you have a driving licence/car? If so, do you enjoy driving it? Do you use your own transport or public transport? What is the IT infrastructure like where you live? What resources do you use and to what extent?	
Support network	Each of us sometimes needs the support and help of other people or institutions. Who can you turn to when do you need help/support? Do you benefit from the help/support of any Institution/people? If so, which ones? How do you assess the way in which this help is provided? To whom do you give support/assistance? Who can count on your help? Are/were you involved in any forms of helping others? If so, in which ones? How did you feel in this role? What are the Support Institutions in your area?	

SOCIAL AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Relationships interpersonal	Do you like having lots of people around you or do you prefer more individual relationships? How would you rate your relationship skills? What is easy for you in building such relationships, what is difficult? What helps and what hinders? What do you value in others in interpersonal relationships?	
Relationships peers	How do you spend your free time together with your friends? What topics of conversation are discussed most frequently when meeting friends? Are there people close to you - friends, colleagues - who support you in achieving your goals? What views on work - further education do your friends have? What is your friends' working/educational life like? Do you keep in touch with people who are in a similar situation to you? Do you have friends? How many? What are interpersonal relationships for you? Are you able to build close relationships? Which groups/subcultures do you identify with? Are you able to act differently from your friends? How much autonomy do you have in your relationships with your peers? What roles do you take on in your peer group? Do you prefer to be a leader/conflict mediator/organiser/rule keeper/executing the instructions of others? How would you describe your relationships with colleagues?	
Family relations hips	How do you define your relationship with your parents: do you have autonomy/dependence? What kind of relationship do you have with your family? Do you experience a strong bond? Can you confide in them about your problems and Are you getting support? Do you feel your family's concern for you?	
Relationships with adults	Does anyone in your immediate environment impress you professionally or work in a profession that you don't necessarily want to do, but that you like in some way? What do you know about the professions these people do, is there an aspect of their work that you like or don't like at all? How much do you submit to authority? Are you able to express your opinion during discussions? Do you usually follow social norms or do you rebel against them? In what ways does this manifest itself? What position do you take in a dispute situation: do you give in/withdraw/fight for your position/negotiate/seek compromise?	
Roles Social	What social roles do you have in your life? Which roles take up the most and least time? Which roles are the most engaging? Which roles give you the most satisfaction and which give you the least? How do you combine the responsibilities of your social roles? Are there areas related to your social roles that are conflicting? How do you deal with these? Are there social roles that you would like to take on? What do you need in order to engage in them? What inspiring professional roles do you see in your environment? Do you observe any consequences of taking on different professional roles (e.g. social prestige, work o unusual times etc.)?	

EDUCATION AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Education	What education do you have ☐ Incomplete primary ☐ Primary ☐ Lower secondary ☐ Basic vocational education ☐ Incomplete secondary education ☐ Secondary education (high school) ☐ Incomplete secondary technical ☐ Secondary technical ☐ Incomplete tertiary ☐ Higher bachelor's degree, engineering ☐ Higher master's degree ☐ MBA, doctorate	
History of education	What subjects/areas of knowledge interested you during your education? Which ones now? What subjects and fields of knowledge would you like to explore further in your education or career? For what reason are you currently not in education/training? When you think about your education then..... What you liked best about your school (when answering, consider different elements: learning, teachers, classmates, atmosphere, school subjects, rules/regulations, etc.). Mark your five most distinctive characteristics as a student: ☐ Systematic ☐ Spontaneous ☐ Creative ☐ Prepared ☐ Confused ☐ Disciplined ☐ Rebellious ☐ Curious ☐ Asking questions ☐ Getting into trouble with peers ☐ Getting into trouble with teachers ☐ Fidgety ☐ Not interested in learning ☐ Having a social life ☐ Shy ☐ Social ☐ Inquisitive ☐ Not interested ☐ Quiet ☐ Absent Was/is there anyone who helped/can help you with your studies? How often have you needed help with your studies? ☐ daily ☐ occasionally ☐ not at all What has had the greatest impact on your achievements/failures at school? What memories do you have of your education?	
Expectations of education	Are you currently considering further learning, training? What would motivate you to undertake further learning? What are the reasons you have interrupted or are not continuing your education and vocational training? What are reasons for this? ☐ I have completed my education to a satisfactory level and see no need to continue at present ☐ Did not meet my expectations ☐ Family problems (e.g. caring for a sick person, death in the family) ☐ I see no need for further education and training ☐ Personal health problems (accidents, illnesses, etc.) ☐ Stay in prison ☐ Motherhood/paternity ☐ Lack of means of subsistence/learning/not finding suitable free courses for themselves ☐ Distance of school from home ☐ Lack of schools with the right direction/profile in the place of residence ☐ Influence group - my friends do not learn ☐ Lack of motivation ☐ Psychological/emotional ☐ Others, which ones? Do you intend to undertake an education or training process in the near future? If yes: what type of activity do you intend to undertake?	

	☐ I intend to study at a secondary school ☐ I am going to enrol in an adult evening/intermediate school (high school) ☐ I intend to complete an apprenticeship ☐ I intend to do work placements ☐ I intend to pursue higher education ☐ I intend to undertake postgraduate studies ☐ I intend to receive specialised training ☐ Other, which? Do you intend to undertake an education or training process in the near future? If not: for what reasons do you not intend to undertake educational activity? ☐ I am satisfied with the education I currently have ☐ I am short of money ☐ It's of no use to me, it's a waste of time ☐ Among my friends, no one learns ☐ I have no motivation ☐ I lack time, I have to look after my family ☐ Due to a declared disability ☐ Due to health reasons (mental and physical) without declared disability ☐ Other, which? What do you need to complete your education and/or develop your competences? ☐ A wider range of specialised training. Which ones? ☐ Money to invest in learning ☐ Internships/work placements organised by employers so that I can gain experience ☐ Psychological assistance ☐ Career guidance ☐ Social support for my family so that I can devote time to my studies ☐ Other, which? Why are you not currently in education, training? What are the reasons for this? What difficulties did you encounter in the educational process? Which ones did you manage to overcome and which ones were too difficult? How was your attendance at school? What did you find most difficult to learn?	
Expectations towards the institutions training and education	How would you rate the school, educational institutions with which you have had contact? What do you think was positive about these institutions and what was missing? How do you assess the current education system? What are its strengths and what are its weaknesses? If you could change the education system in Poland, what changes would you make? What could help people with educational difficulties to overcome these difficulties? What kind of support would you expect from training institutions? What do you think helps an effective education process? Do you know of any training, educational institutions that you could benefit from? Which ones?	

PROFESSIONAL AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Experience professional	What is your professional experience? ☐ I have never worked ☐ I have worked for less than 6 months (total) ☐ I have worked for 6 to 12 months (total) ☐ I have worked for 1 to 3 years (total) ☐ I have worked for more than 3 years (cumulative) What kind of work have you done so far? ☐ Simple physical work, e.g. cleaning ☐ Simple service work, work ☐ Office work, e.g. bookkeeping, etc. ☐ Heavy physical work, e.g. construction Acquisition ☐ People management ☐ Teaching others ☐ Caring for children and/or the elderly ☐ Self-employment, business activity ☐ Protection of property ☐ Other, which? What form of employment have you had to date? ☐ Employment contract ☐ Self-employment (self-employment) ☐ I was working without a contract ☐ Contract of mandate/task-specific contract	
Employment history	How long have you been unemployed? ☐ up to 3 months ☐ from 3 to 6 months ☐ 7 to 12 months ☐ 1 to 2 years ☐ Over 2 years What is your work experience - have you ever worked, if so for what reason did you leave your job? What did you like or dislike about it? For what reason are you not working? ☐ I do not have sufficient training and competence to do the job I am interested in ☐ Due to economic reasons - no means to look for a job/no internet access/no means to get to the Job Centre which is far from where I live, etc. ☐ Due to social reasons (e.g. the influence group - my friends are not working, in my environment a permanent job is not "popular", lack of motivation, etc.). ☐ Due to institutional reasons (e.g. not finding suitable offers at the Employment Office, not receiving or finding it difficult to access career counselling, etc.). ☐ Due to psychological reasons (e.g. lack of belief in success, pessimistic view of chances of finding a job, frustration, resignation, apathy, isolation from surroundings, seeking psychological help, diagnosis of e.g. depression, etc.). ☐ I don't feel like it ☐ I have other sources of income ☐ I am waiting for a great job ☐ There is no job for me in my area ☐ I have no way of getting to my workplace (no car, no transport links) ☐ Due to a declared disability ☐ I have enough money not to work ☐ Due to health reasons (mental and physical) without declared disability ☐ I have to look after a child, an elderly person or a sick person ☐ I do not feel the need to do so ☐ It is fine the way it is ☐ Addiction problems ☐ High unemployment in my region ☐ Due to homelessness ☐ I am dependent on my family ☐ I am waiting for the job of my dreams ☐ The wages offered do not satisfy me ☐ I travel a lot and do not have time for a permanent job ☐ They don't want to hire me because of my criminal past ☐ They do not want to hire me because I am an emigrant ☐ For reasons of reluctance of employers towards people of different sexual orientation ☐ No industry or other large employers in my region	

	☐ As long as I am young I prefer to play, there will always be time for work ☐ I am not interested in working as an employee, I plan to start my own business	
Job expectations	Do you have any concerns about starting work, adjusting to a new workplace? Which ones? What kind of job are you looking for? What do you want to do, what do you want to be involved in? Are you interested in a job for which you have a background, or do you want to change your profession? Maybe you need to upgrade your qualifications? Which company do you want to work for? Do you want to work for a state-owned company, a private company, a large enterprise or a small family business? Maybe you want to be an employee of a foreign-owned organisation? What industry do you want to work in: retail, services, banking, administration? How long do you want to work? Do you want to work full-time and dynamically develop your career, or do you need a part-time job because you want to study in the evening/study part-time/have a young child/care for an elderly or sick person/family member? Do you like to work alone or in a group? Do you want to work on your own or do you need others to work with you and then you work more efficiently? How much time can you spend commuting to work? Do you need a job that is close to where you live because of, for example, a family situation, can you look for a job further away, or is moving to another location an option in your situation? Do you want to bring work home? Can work permeate your family life? Can you bring some of your work home? How much do you want to earn? Realistically assess your capabilities and the attractiveness of your offer to the employer. Also consider what minimum amount is involved and what specific amount will be below your cost of living. What elements in job advertisements do you pay particular attention to? What is important to you? What concessions would you be willing to make in order to find a job? What is most important to you in doing your job? What jobs would be interesting for you? What would you identify as the main reasons for being unemployed? What makes it difficult for you to find a job? What are your financial expectations of the job? Did you encounter job offers that met your financial expectations? What do you think is decisive in terms of finding a job? For what reason are you unable to find a job/ undertake education?	
Expectations of labour market institutions and career counsellors	What do you know about the activities of authorities, offices, institutions, foundations supporting young unemployed people and are they adequately adapted to your needs? Do and which institutions reach your needs, are the current programmes/activities adequately communicated and do they reach you or your friends? What could help you find a job? What forms of support would be relevant to you? ☐ economic (e.g. support for young business start-ups, funding for training, education, etc.). ☐ social (actions on social networks to encourage people to take up work, actions among employers to encourage the employment of young people, etc.). ☐ Institutional (e.g. a change in the law forcing all companies (including private ones) to publish vacancies at the labour offices ☐ Internship and apprenticeship databases/lists, increase in the number of free careers advisors available, ☐ Other, which? Where are you looking for help in finding employment, in which places/institutions? What experience have you had working with a career counsellor? What kind of support would you expect from a career counsellor? What activities do you know of authorities, offices, institutions, foundations supporting young unemployed people and are they suitably adapted to your needs? What forms of labour market support would you expect for yourself - from authorities, offices, institutions ?	

COMPETENCE AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Hard competences	What skills did you acquire as a result of the work you did? What did you learn on the job? What qualities, skills did you need to fulfil your professional responsibilities? What skills do you have in relation to your leisure activities, interests? What qualities do you need in order to pursue your interests/hobbies? What competences/skills do you think you lack in order to change your educational and professional situation? What can you do well?	
Competence in modern technology	How would you rate your skills in using modern technology? Which areas related to new technologies do you find easy and which areas are difficult? What devices and applications do you use? Do you interact with new technologies on a daily basis, if so which ones? How do you assess the development of modern technology in relation to the labour market? What opportunities do you see, what threats?	
Personal competences - skills in terms of teaching get	How would you rate the teaching methods in the school(s) you attended? How did you learn at home? What learning methods do you know? Which ones have you used? Which ones worked well for you? How much time did you spend in a day studying? In your opinion, too much/too little? How do you assess the effectiveness of your learning? What did you find difficult to learn and what did you find easy? What is your current family situation?	
Personal competences - self-management in time	Please tell us about your day: what does it look like, how do you organise it? Please tell us about any situation in which you had to organise something? What did it look like? How did you deal with the situation? Do you enjoy organising your time? What do you think is important in organising your time? What techniques do you use to organise your time? Please recall any situation in which you completed work on time? How did you handle the situation? What was decisive in organising your time? What did you do to fit in the deadline? How did you organise your work? Do you plan your day, your week, your month? What methods do you use to plan? Please tell us about a situation in which you achieved a goal you had set. What	
Personal competences - emotional intelligence	Do you express your emotions easily? How do you deal with difficult emotions? What helps you and what hinders you in controlling your emotions? Do you notice your own emotions easily? Do you easily notice the emotions of others?	
Personal competences - creativity	Do you like to come up with new solutions? Are you more willing to look for new solutions or do you prefer to stick to tried and tested methods of operation? Please come up with 20 new uses for a teaspoon. Was it easy and you enjoyed it, or was it difficult? How do you react to implementing unconventional ideas? Are you happy to engage with tasks that require creativity and ingenuity?	
Personal competences - coping with stress:	How do you deal with stressful situations? What situations do you find stressful? Does stress motivate you or does it take away your motivation and drive? What techniques do you use to cope with stress?	

Personal competences - working in a team	What groups did you belong to? What tasks did you perform in that group? If you had to describe your role, the tasks in each of them, what would they be about? Please recall an event in which you performed a task together with others. What was the process of completing this task like, what role, attitude did you take? What did you find easy about the task and what did you find difficult? was it difficult? Do you interact easily with people? Which form of work do you prefer /individual or team/? Have you participated in community service for your school/class/group/community? If so, describe your actions.	
Personal competences - communication	Does it come easily to you to express your needs, your emotions? How do you respond to conflict situations? Do you interact interpersonally with others easily? Are you a communicative person or rather shy and secretive? Are you willing to listen to others? Are others willing to turn to you for help, support? How do you show support, help to others?	
Competences related to navigating the labour market	How have you looked for work so far? Which job search methods are you familiar with, which ones have you used? Which methods do you consider effective in your job search? How do you mainly look for work? ☐ I am not looking for one. If so, for what reason? ☐ I am waiting for proposals from the employment office ☐ Through family and/or friends ☐ Through companies and employment agencies ☐ From newspaper and online advertisements ☐ I advertise for employment myself ☐ Other which:	
Building a personal brand	What strengths do you have and what weaknesses would you point out? of a potential employee do other people see in you? How do you see situations in which you have to present yourself? What elements of your image do you consider to be your strengths? What do you find most stressful about public speaking? Tell us about a situation in which you had to present yourself or your work? How did you feel at the time? What were you satisfied with and what would you change? What was easy for you and what did you find difficult? What sets you apart from other people? What do you think they might say about you/how they characterise you/what qualities they attribute to CI: ✓ colleagues in your group ✓ colleagues outside your group ✓ former schoolmates ✓ former colleagues ✓ former teachers ✓ former employers	

attitudes and attitudes area - supporting questions for the questionnaire		RESPONSES / COMMENTS
Beliefs	You are a person who: ☐ Optimistic about the future ☐ Always achieves the goals and targets it has set itself ☐ Copes well with stressful situations ☐ Perceives rather positive sides of the situation ☐ Believes in his/her own abilities and competences ☐ Is resistant to failure Did your actions/characteristics cause you to achieve what you set out to do? Which beliefs about yourself support your development and which are limiting for you? What do you think is critical to achieving life/professional success?	
Attitude to self	What can you say about your wellbeing? Are you satisfied with your life, do you feel Happy, do you have a sense of security, do you feel lonely, do you have a sense of hurt? What is your self-esteem?	
	In your opinion, it is decisive in achieving life/professional success	
Attitude life	What attitude do you have towards yourself and others? How do you respond in crisis situations? What do you think about others and yourself in relation to building interpersonal relationships? What is important to you in interpersonal relationships? What do you find difficult about interpersonal relationships? What attitudes do you have towards life, your past and your future?	
Proactive attitude	Do you like new challenges, change? Do you often take on new challenges? What motivates you to do so? How do you react to new situations? What makes it difficult for you to take on a new task? What do you depend on to change your educational and professional situation?	

PERSONAL AND PROFESSIONAL IDENTITY AREA - SUPPORTING QUESTIONS FOR THE QUESTIONNAIRE		RESPONSES / COMMENTS
Values	The most important things in your life are/are What could you not live without? ☐ Money ☐ Family ☐ Career ☐ Peaceful ☐ life ☐ Religion ☐ Entertainment ☐ S ☐ spiritual development ☐ Health ☐ Safety ☐ Helping ☐ Friends ☐ Honesty ☐ Mutual trust ☐ others ☐ Knowledge, learning	
Dreams and plans for the future	Please describe your childhood dreams. Please describe your current dreams What is your image of yourself in the future? Imagine yourself at the age of 30 and tell us what your life is like then. Imagine a situation in which you have been in the job market for several years and have had time to fulfil certain life goals: ✓ where do you live - in Poland or abroad? ✓ You already have your own house in the suburbs of Warsaw or perhaps a small apartment in Paris, or perhaps a "ranch" on the villages? ✓ do you have a family, children? ✓ do you own your own business or are you in a senior management position? ✓ you work in a corporation, in a posh office building or run a surf hostel on the oceanfront in Portugal? ✓ are you a valued expert in a specialised field? ✓ you have turned your passion into a job and run a small cake shop with artistic cakes or a workshop handicraft?	
Career management professional	What would your dream job look like? What steps have you taken to realise your career plans? What plans do you have for your professional future? How do you see yourself in the perspective of work in 5 years' time? What would have to change in your life for you to take up employment? What motivates/demotivates you to work? What are your current goals, what would you like to achieve? What is currently important to you? What goals do you set for yourself? Do you know what you would like to achieve in the near future or do you need time to think about your goals and intentions? What actions should you take to achieve your goal? What barriers might you face on the way to achieving your goal? How do you evaluate your actions so far concerning changing your educational and professional situation? Which of them have been successful in your opinion, and what would you like to do differently? Tell us about a situation in which you achieved a goal. What action did you take? What led you to achieve your goal? What skills did you use? What difficulties did you overcome? In your opinion, is it decisive in achieving life/professional success?	

SELF-KNOWLEDGE TEST - KEY

Chapter		Question number
1	A - 2,5,6,9,10,11 B - 1, 3,4,7,8,12	
2	1 - D 2 - C 3 - F 4 - A 5 - G 6 - B 7 - E	
3	1 - A and B nothing selected 2 - A- nothing marked, B - X 3 - A - X, B - nothing marked 4 - A - X, B - X	
4	1 - D 2 - C 3 - B 4 - E 5 - A	

II	1	1 - NO 2 - YES 3 - YES 4 - NO	5 - NO 6 - YES 7 - YES 8 - YES
	2	1 - false 2 - false 3 - true	4 - true 5 - false 6 - true
	3	1 - C 2 - A	3 - D 4 - B
	4	Check that the Institutions/places you have listed are included in the list below: • Public Employment Services (Provincial Labour Office; Municipal Labour Office; Poviast Labour Office; institutions supporting the affairs of the Minister of Labour and other provincial offices, indicated in the Act, for the implementation of labour market activities) • Social Assistance Centres - (Municipal Social Assistance Centre, Social Services Centre) • Reintegration entities - (Social Integration Club, Social Integration Centre, Occupational Activity Centre, Occupational Therapy Workshops) • Social Economy Support Centres • Local Action Groups • Voluntary Labour Corps • Trade union organisations • Employers' organisations • Social enterprises (social cooperatives, non-profit companies) • NGOs • Employment agencies/recruitment agencies • Educational, education and training institutions (secondary schools; academic and vocational colleges; higher education institutions providing postgraduate studies; continuing education institutions; centres for further education and training; post-secondary schools; secondary schools for adults; vocational schools for adults; training companies; youth sociotherapy centres; special education and training centres; special education and training centres for children and young people requiring the use of special organisation of learning, working methods and upbringing) • Local environment institutions (parishes, community centres, sports clubs, fitness clubs, informal groups, cultural, artistic, sports and hobby institutions) • Health facilities (mental health clinics, addiction counselling centres, psychiatric centres, rehabilitation counselling centres, specialist counselling centres, psychological-educational counselling centres, psychotherapy centres, etc.) • Crisis Intervention Centres • Telephone support services (Helpline for children and adolescents; Helpline for parents and teachers on child safety; Helpline of the Children's Rights Ombudsman; National Helpline for Victims of Family Violence "Blue Line"; Helpline for Adults in Emotional/mental Crisis Ombudsman Helpline; Police Helpline Against Family Violence; National Helpline "Drugs - Drug Addiction; Toll-free support line for bereaved; Helpline for Victims and Perpetrators of Sexual Violence) • Disability Assessment Boards • Social media and job portals • Local and national media	
	5	A - 3 B - 4 C - 2 D - 5 E - 1	

1

C

2

HARD COMPETENCES	SOFT SKILLS
B, C, F	A, D, E

3

D

4

	STATEMENT	TRUTH	FALSE
1.	Stress always involves events that are difficult to overcome		x
2.	Long-term stress has negative consequences for mental and physical health.	x	
3.	Stress is the body's response to events that strain or exceed our ability to cope effectively	x	
4.	Stress is positive stress		x
5.	Stress, both positive and negative, activates an almost identical defence mechanism to t h e 'fight or flight' situation	x	
6.	Eustress is long-lasting and is a stimulating force against given life situations		x
7.	Stress does not affect the way facts are remembered or retrieved from memory, but increases the time it takes to remember or recall facts		x

III

5

	STATEMENT	Giraffe tongue	Jackal's tongue
1.	Again, you left the dishes on the table instead of putting them in the dishwasher!		x
2.	You should be more assertive at work, otherwise others will charge you with their tasks		x
3.	I'm afraid we're going to be late, so hurry up packing, we have five minutes left to leave the house.	x	
4.	I can see that this situation has upset you greatly.	x	
5.	Go out and come back when you've calmed down.		x
6.	This is where you work, keep quiet at last.		x
7.	Always rushing around, never leaving the house on time.	x	
8.	When you listen to loud music, I feel angry because I can't concentrate on my work, I need silence to finish my work quickly.	x	

6

		TRUTH	FALSE
1.	Increases operational efficiency	x	
2.	Builds interpersonal relationships		x
3.	Enhances teamwork skills		x
4.	Reduces work pressure and stress	x	
5.	Decides on promotion		x
6.	Improves self-presentation skills		x
7.	Causes fewer errors	x	
8.	Counteracts professional burnout	x	
9.	Enhances creativity		x
10.	Influences the way in which long-term tasks are carried out	x	

	1	1 -C 2 -A 3 -B			
	2	B			
				Relationship to self	Relationship to people
		I'm OK, you're OK	Positive Negative		Positive Negative
I'm OK, you're not OK		Positive Negative		Positive Negative	
I'm not OK, you're OK		Positive Negative		Positive Negative	
	I'm not OK, you're not OK	Positive Negative		Positive Negative	
IV	4	1 -B 2 -A 3 -D 4 -C			
	5	1 - negative critical parent 2 - child spontaneous positive 3 - adult negative 4 - caring parent positive 5 - positive creative child 6 - critical positive parent 7 - custodial parent negative 8 - negative creative child 9 - negatively adapted child 10 - rebellious child positive 11 - positively adapted child 12 - negative rebellious child 13 - spontaneous negative child 14 - adult positive			
V		1 b 2 c 3 a 4 d 5 c 6 a 7 b 7 a 8 a 9 c 10 b 11.d 12 c 13 b 14 b 15 a 16 d 17.c 18 a 19 c			