



Theoretical basics / Action Planning

Duration	Topic	Activity	Social Setting	Used media
20 min	Introduction Clarifying expectations	<ol style="list-style-type: none">1. Introduction, technical and organisational information2. Choose 3 cards illustrating:<ul style="list-style-type: none">• who you are,• your current professional situation,• and the expectations you have.	Plenary	Flipchart Storytelling cards for clarifying expectations
30 min	Icebreaker My own counselling style – reflection Starting discussion on the topic Guidance approaches and counselling techniques	Style and Antistyle (Thomas Diener) Practitioners are asked to describe their own style by using 5 adjectives and to try to find opposite to those adjectives. In pairs they will play the role, using the opposite style in the counselling session.	Individual work - work in pairs	Blank paper Document “Worksheet_Theoretical basics_ My style” See Appendix 1 & 2
75 min	Micro-Module 1: Theoretical Basis <ol style="list-style-type: none">1. Activity – Theoretical basis of my own practice2. Brief Tour of Theory	<ol style="list-style-type: none">1. Practitioners are asked to think about factors influencing career development of their clients.2. Presentation of the STR model to the group.3. Discussion small groups (á 3-4 people) about theories relevant to the factors of career development which were discussed.4. Participants may also refer to theories according their background.5. Finally, each group will present one theory they were discussing to all participants of the training.	Individual work, discussion in small groups, plenary presentation, individual learning	PPT Slides “PPT_Theoretical basics_Technique” Document “Worksheet_Theoretical Basics_Theoretical background of my practice” Document “Worksheet_Theoretical basics_Systems”



		<p>6. Then, counsellors will receive a list of possible theories relevant for the factors they have been discussing.</p> <p>7. In the end, trainer will refer to the concept of Vance Peavy - counselling as a bricolage - there is value in the individual style of counsellor growing from different sources.</p>		See Appendix 3
40 min	<p>Micro-Module 2:</p> <p>Counselling Basics</p> <ol style="list-style-type: none"> Activity - The Process Brief Tour of the Theory Brief Tour of the Theory - The Approach Activity – The Approach (Strategies) 	<p>Participants are asked to describe how do they usually work with the clients? Then they reflect their own counselling process</p> <p>Theory - counselling process, counselling strategies (Tron Inlgar)</p> <p>Participants are asked to develop questions according to Tron Inlgar counselling strategies.</p>	<p>Individual work – reflection</p> <p>3- member group work</p>	<p>PPT Slides</p> <p>“PPT_Theoretical basics_Technique”</p> <p>Document</p> <p>“Worksheet_ Theoretical basics_Approach”</p> <p>Document</p> <p>“Worksheet_ Theoretical basics_Process”</p> <p>Document</p> <p>“Worksheet_ Theoretical basics_Strategies”</p> <p>Document</p> <p>“Worksheet_ Theoretical basics_Technique”</p> <p>See Appendix 4 & 5</p>
50 min	<p>Micro-Module 3</p> <p>Brief Tour of the Theory – Action planning</p> <p>Activity – Action Planning</p>	<ol style="list-style-type: none"> Introduction to action planning and new approaches Practitioners will be asked to develop their own action plan <p>Presentation of the action plan</p>	<p>Work in pairs</p> <ol style="list-style-type: none"> Individual Learning Plenary 	<p>PPT Slides</p> <p>“PPT_Theoretical basics_Technique”</p> <p>Document</p> <p>“Worksheet_ Theoretical</p>



	1. Brief Tour of the Theory 2. Activity - My Action Plan			basics_Action Planning” See Appendix 6
20 min	Discussion Reflection	Questions, comments, feedback. Choose one card illustrating how you are feeling now at the end of the Module.	Plenary	Emotion cards



Appendix

1. Self-reflection and transfer

SOURCE: Verbund Regionaler Qualifizierungszentren (RQZ) „Bildungsberatung & Kompetenzentwicklung“; Modul 3

AIMS: First step: transferring the lessons learned to one's own daily working practice

FORM: small groups and plenary session

DURATION: 30 min and 10 min

MATERIALS: paper, pencil

STAGES:

1. Stage: The trainees form small groups (3 or 4 persons) and discuss the following questions:

At the beginning of our session, you had an opinion on the relationship between marketing und counselling.

- Have you changed now your mind? Why or why not?
- What is important to you?
- What impact does that (your opinion?) have for the marketing activities of your organisation?

2. Stage: in the plenary session one participant of each group presents the most important results from the work in his group

SUMMARY: Preparing the next steps after the workshop

2. My own counselling process

SOURCE: Thomas Diener experiment

AIMS: To start conversation about the topic; to reflect one own's counselling style

FORM: work in pairs - individual learning

DURATION: 20-30 minutes; 20-30 minutes; individual learning up to the counsellors

MATERIALS: Papers, pencils, documents "Worksheet_Theoretical basics_My style"

STAGES:

1. Individual work: practitioners are asked to think about own style – how they interact with their clients, what is important for them while they're working and what their unique qualities are in 5 minutes.



2. Work in pairs - discussion - one is counsellor, one is listening; counsellors are asked to find 3 – 5 adjectives (e.g.: sympathetic, playful, slow, etc.) describing their counselling style, and then think of opposites to the adjectives. (e.g.: sympathetic – neutral, slow – fast, etc.) - 5 minutes

3. Work in pairs - role play -now participants enter the role of their anti-style. What is the body position face expression, movement, look and stance of a person who embodies these (opposite) adjectives? With the participant in pair they can now use their anti-style in counselling - 10 minute

Describe a counselling process which did not go optimally, where you reached your limits. (A dead end). Think of and potentially enact how you would approach this situation using your anti-style. Are there any aspects in your anti-style that could be useful in certain counselling situations?

4. Change the role

SUMMARY:

Practitioners may reflect own style. Within the discussion they will learn about other possibilities they can use working with clients. They can practise in pairs the skill to change the style if “the old one” does not work. Finally, at groups they will discuss own experiences.

3. Theoretical basics of my own practice

SOURCE: Patton, W. & McMahon, M. (2006). Career Development and Systems Theory. Connecting Theory and Practice. Sense Publishers.

AIMS:

- to support reflexion of counsellors’ theoretical background;
- to encourage counsellors in continuous learning;
- to provide list of theories relevant for practice.

FORM: Individual work - collective discussion - group discussion - presentation for group - individual learning

DURATION: 20-30 minutes; 20-30 minutes; 20-30 minutes; 15 minutes; individual learning up to the counsellors

MATERIALS: Papers, pencils, crayons, flip chart/board, document “Worksheet_Theoretical basics_Theoretical background of my practice”

STAGES:

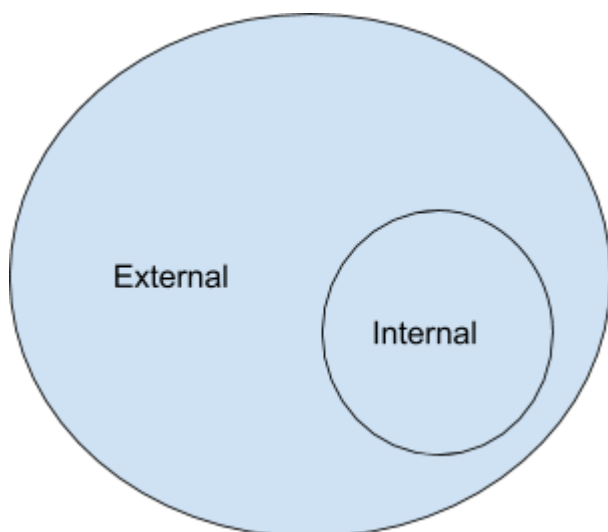
1. Practitioners are asked to think about factors influencing career development of their clients. Therefore, they will draw a *map of influences* of career development based on their own experience with clients. If needed, counsellors may also think about their own career development and its influences.

2. Trainer will ask about influences mentioned in the individual maps of practitioners. Answers will be presented in the following scheme (inspired by the STR model (McMahon, Patton, 2006):

- Internal: connected with the client.



- External:



3. When all influences mentioned by the practitioners are captured on the board, trainer presents the STR model to the group. Then, practitioners are asked to discuss in small groups (á 3-4 people) whether they know any theories relevant to the factors of career development which were discussed. Participants may also discuss their personal theories connected with factors influencing career development. If there are differences among participants in their level of expertise and knowledge, the groups may be arranged in order to pair practitioners with less experiences with those with more knowledge in the field or to pair practitioners with different educational background (e.g. psychology, social work, pedagogy, etc.) as participants may also refer to theories according to their background.

4. Finally, each group will present one theory they were discussing to all participants of the training.

5. In the end of the session, counsellors will receive a list of possible theories relevant for the factors they have been discussing. Trainer may refer to the concept of Vance Peavy - counselling as a bricolage - there is value in the individual style of counsellor growing from different sources.

SUMMARY: Practitioners may reflect their understanding of career development and its influences. Within the discussion they will learn about other possible influences they may have not reflected yet. Finally, at groups they will discuss theories that are used as a source for their work and they will receive materials for further self study.

4. Counselling process

AIMS: to support reflection of counsellor's counselling process

FORM: individual work – reflection

DURATION: 20 min inc. the theoretical background

MATERIALS: Document “Worksheet_Theoretical basics_Process”

STAGES:



Briefly describe the situation and reflect on it: how do you usually work with the clients?

1. How do you usually start and end your session?
2. What do you always do with the clients?
3. Which skills do you use? - f.e. building working alliance and trust, evaluation ...
4. What are you worried about?
5. Briefly describe the phases of your counselling process.

5. Counselling approach

SOURCE: Learning and Counselling (Tron Inglar, Ellen Bjerknes, Reidun Lappen, Tov Tobiassen; The Project ECCE - Education of Career Counsellors around Europe, 2002)

AIMS: to support reflection of counsellor's counselling strategies (approach)

FORM: 3-member-group-work

DURATION: 20 min inc. the theoretical background

MATERIALS: Document "Worksheet_Theoretical basics_Approach"

STAGES:

Imagine you are a career counsellor providing the counselling interview for a mother of 15 year old boy. The son is facing the decision making process what kind of secondary school he should choose. However, his motivation to think of the issue and make the right decision is very low. The mother is upset and visited the counsellor to gain any support from him.

Write 4 short interviews according the Tron Inglar counselling strategies you have just learned.

Counselling Strategies (Approach): Guiding, Mentoring, Gestalt, Reflective Counselling.

The 1st sentence of the interview which has to be continued:

- I'm worried about my son. Could you help me how to motivate him to be more engaged in the decision making process?

6. My Action Plan

SOURCE: <http://www.graduate-careers.org/2016/03/21/dots-model/>

AIMS: to get overview about action planning theories, to set smart goal and start building own action plan

FORM: presentation, individual work – reflection

DURATION: 50 min inc. the theoretical background



MATERIALS: Document “Worksheet_Theoretical basics_Action Planning”

STAGES: 1. Brief Tour of the Action Planning; 2. My Action Plan - set SMART goal, first step in Action Planning