

Mentoring Module

Guidance Approaches and Counselling Techniques

SKPKR

Joint Staff Training

Prague, November 6 - 8, 2018



- Introduction
- Clarifying expectations



Agenda

- Introduction, Clarifying Expectations (25 min)
- My own Counselling Style (30 min)
- Theoretical Background of my Practice (75 min)
- Counselling Basics (40 min)
- Action Planning (50 min)
- Discussion, Reflection (20 min)

(4 hours altogether)



Activity - My own counselling style

AIM:

- to start conversation about the topic Guidance Approaches and Counselling Techniques
- to reflect one own's counselling style

DURATION: 30 min

SOCIAL SETTING: individual - work in pairs

SOURCES:

- Thomas Diener experiments: Navigation in a search of profession



Theoretical background of my practice

AIMS:

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

SOURCES:

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

Peavy, V. (1997). Sociodynamic Counselling. A Constructivist Perspective. Trafford. Available:

https://www.taosinstitute.net/Websites/taos/images/PublicationsFreeBooks/Peavy_SocioDynamicCounselling_lr.pdf



Theoretical background of my practice Activity

SOCIAL SETTING: Individual work - discussion in small groups - plenary presentation - individual learning

DURATION: 75 min inc. the theoretical background

- Which factors (internal and external) are influencing career development of your clients?
- Which theories are relevant to the factors of career development which were discussed?
- Presentation of possible theories relevant for practice.

WORKSHEET



Theoretical background of my practice

- sources for
further study

Influences on career development - Authors

Source: Patton & McMahon (2006). Career Development and Systems Theory. Connecting Theory and Practice. Sense Publishers.

<u>Influences</u>	<u>Authors (examples)</u>	<u>Other sources</u>
<u>Intrapersonal system</u>		
<u>ability</u>	Parsons, Dawis and Lofquist,	
<u>aptitudes</u>	Parsons, Dawis and Lofquist	
<u>interests</u>	Parsons, Holland, Lent et al., Roe,	
<u>gender</u>	Lent et al.,	
<u>age</u>	Ginzberg, Super,	
<u>skills</u>	Dawis and Lofquist, Krumboltz et al.,	
<u>ethnicity</u>	Lent et al.,	
<u>sexual orientation</u>	Fassinger,	
<u>beliefs</u>	Krumboltz et al.,	
<u>health</u>	Roe,	
<u>disability</u>	Krumboltz et al., Roe,	
<u>values</u>	Dawis and Lofquist, Bordin, Brown, Roe,	
<u>world of work knowledge</u>	Parsons, Holland, Super, Gottfredson, Krumboltz et al.,	
<u>personality</u>	Holland, Five factor model (<i>Big Five</i>), Bordin, Brown, Savickas, Roe,	
<u>self-concept</u>	Bordin, Super, Savickas, Miller-Tiedman and Tiedman, Gottfredson, Krumboltz et al., Lent et al.	
<u>physical attributes</u>	Krumboltz et al., Roe,	
<u>Social system</u>		
<u>family</u>	Bordin, Krumboltz et al., Vondracek et al., Roe,	



Counselling basics - The Process

Activity I

AIM: to support reflexion of counsellor's counselling process

SOCIAL SETTING: individual work - reflection

DURATION: 20 min inc. the theoretical background

WORKSHEET



Counselling basics

Brief Tour of the Counselling Process

Vance Peavy - Sociodynamic Counselling	Essential Elements of Career Counselling - Norman E. Amundson...	Thomas Diener - Training in Navigation in the Search of profession	Tron Inglar - Learning and Counselling
Entry to the client's Life Space with the aim to negotiate the working alliance	Negotiating the Career Counselling Relationship	Deconstruction of the Labor Market Images	The phase of contact
Client's Life Space Mapping with the aim to understand his/hers relationship to the problem which he/she is experiencing	Defining the Clients Career Concerns	Self evaluation (collecting)	The phase of contract
Planning, Decision Making and Co-Construction of the Client's Personal Projects	Exploring the Problem: Understanding the Self	Development of new perspectives (cooking)	The phase of preparation
Evaluation and Agreement on the Future Cooperation	Exploring the Problem: Contextual and Labor Market Options	Realization	The phase of implemetation
	Action Planning		The phase of evaluation
	Evaluating clients Progress		The phase of closure



Counselling basics - The Strategies

Brief Tour of the Counselling Approach

Guiding	Mentoring
This strategy is characterised by the doing of a legal adviser or a guide in a museum, who shows you the right way to do things. The emphasis will be on guiding the client in how to reason and act, giving advises based on the advisors knowledge, experiences and values, the advisors practice-theory.	This strategy may be characterised by the actions of a social worker that aims at locating the clients learning needs, making the client aware of it, and helps him to take responsibility. The emphasis is to help the client develop in a way he wants to. The relation should be based on cooperation in a symmetric way.
Gestalt	Reflective Counselling
An example of counseling following this strategy is about a teacher in computing. One of the students asks what will happen if she presses a specific button on the panel. The teacher says: Nothing will happen if you press the button. The emphasis of the gestalt-oriented strategy is to help the client to learn through discovery. The gestalt counsellor has a greater faith in clients abilities to act and to learn from experience than a mentor.	This strategy may be characterised by the chess player who analyses his own and the other players possible moves. Both the counsellor and the client think many steps ahead; think about usual and unusual possibilities etc. In addition the reflective player also may think about other consequences of the game. Often, a reflective counsellor tries to put the ongoing situation in a larger, societal perspective.



Counselling basics - The Approach (Strategies) - Activity II

AIM: to support reflexion of counsellor's counselling strategies (counselling approach)

SOCIAL SETTING: 3-member-group work

DURATION: 20 min inc. the theoretical background

WORKSHEET

SOURCES:

Tron Inglar



Action Planning

Brief Tour of the Action Planning

DOTS model - dynamic relationship between four components

Decision Making

Opportunities

Transition

Self-awareness

SOURCE:

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



Action Planning

How to set SMART goals?

Specific: Identify a clear outcome that you want to achieve

Measurable: How will you know when you've done it?

Achievable: Is it feasible within your time frame?
Are you motivated to complete it?

Relevant: Is it relevant to your career aims?

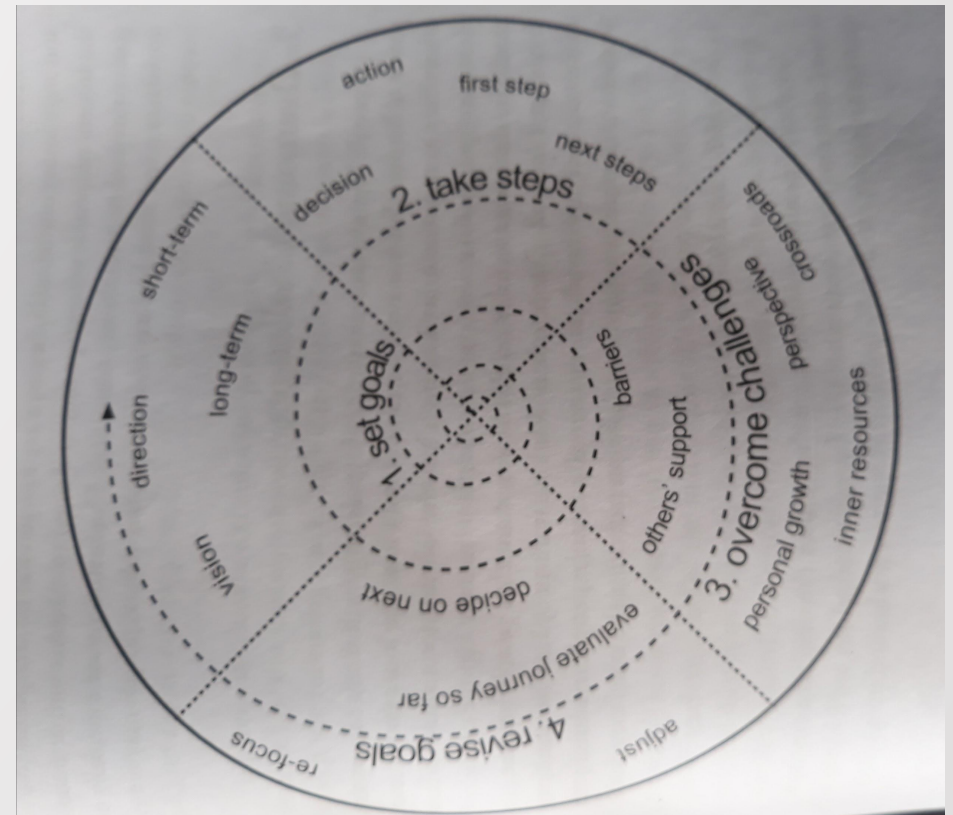
Timed: When will you complete this by?



Action Planning

Brief Tour of the Action Planning - Inspiration
by Norman E. Amundson and J. Krumboltz

Positive Uncertainty
Planned Happenstance



Action Planning

Activity - My Action Plan

AIM: Set your SMART professional development goal. Start to create your own action plan for your professional development
- Define First small step

SOCIAL SETTING: individual work, work in pairs, presentation in a plenary

DURATION: 50 min inc. the theoretical background

WORKSHEET My Action Planning

SOURCES:



Sources

Tron Inglar, Ellen Bjerckness, Reidun Lappen, Tov Tobiassen, *Learning and Counselling*.

R. Vance Peavy, *SocioDynamic Counselling. A Constructivist Approach*.

Wendy Patton, Mary McMahon, *Career Development and Systems Theory*.

Norman E. Amundson, *Active Engagement. The Being and Doing of Career Counselling*.



Thank you for attention!

Alice, Katerina, Lukas and Andrea

