COUNSELLING IN ADULT EDUCATION

MODULE 5 - BOOKLET

CAREER COUNSELLING
This Booklet was developed as part of the ACCED project „Continuing Education Designed for Counsellors Working in Adult Education”, project number: 225646-CP-1-2005-1-RO-GRUNDTVIG-G1.1, within the Socrates Programme of the European Commission, coordinated by the Romanian Institute for Adult Education (IREA) – Timisoara, Romania. The main responsible for the Booklet 5 has been the Romanian Institute for Adult Education itself and the University of Bucharest (UB), Romania. The content does not reflect the position of the European Commission.

Copyright © 2007 Project Partnership
Project Coordinator:
Dr. Anca Munteanu, Romanian Institute for Adult Education (IREA),
West University of Timisoara, Romania

Partners:
Austria “die Berater”, Unternehmensberatungs GmbH,
Vienna
Denmark University College of Greater Copenhagen
(CVU Storkøbenhavn)
Lithuania Vytautas Magnus University, Centre of Educational
Studies, (VMU), Kaunas
Romania Center for Rural Assistance (CAR), Timisoara
University of Bucharest (UB), Bucharest
Spain Centre of Research and Theories and Practices that
Overcome Inequalities (CREA), Barcelona –
Booklets Editor
Sweden Swedish TelePedagogic Knowledge Centre (STPKC),
Nykoping

Contributions:
Romania Anca Munteanu (IREA)
Simona Sava (IREA)
Ionela Clipici (IREA)
Mariana Crasovan (IREA)
Crenguta Oprea (UB)
Emil Paun (UB)

English reviewer: Jacqueline Vaida
Sara Losa
Mhairi Fiona Bain

Graphic designer: Laura López
Mugur Mocofan
Index of Contents

GENERAL INTRODUCTION..............................................7
BOOKLETS PRESENTATION .............................................9

PART 1: GENERAL INTRODUCTION................................. 11
INTRODUCTION................................................................ 11
OBJECTIVES .................................................................... 11
COMPETENCIES: ........................................................... 12
HOW TO PREPARE FOR EVALUATION ............................ 12

PART 2: ACTIVITIES ...................................................... 13
Activity 5.1.1: Posters of counselling related theories 13
Activity 5.1.2: Posters of the career development
theories and models...................................................... 18
Activity 5.1.3: SWOT analysis of the change process . 29
Activity 5.1.4 (I): Small drama identifying barriers to
career development................................................... 33
Activity 5.1.4. (II): Describe barriers to career
development.................................................................. 36
Activity 5.1.5.: What is computer-based career
planning? ...................................................................... 37
Activity 5.1.6. (I): Identify the types of
educational/training opportunities and resources....... 40
Activity 5.1.6. (II): Planning and simulating career
guidance sessions for disadvantaged people.......... 41
Activity 5.1.7.: Local labour market study ............... 44
Activity 5.2.1.: Finding your path thought the obstacles 46
Activity 5.2.2.: Clock of questions and answers ........ 47
Activity 5.2.3.: Talk- Show ............................................. 48
Activity 5.2.4.: The masks game .................................... 49
Activity 5.2.5.: Assessing progress in counselling
process. ........................................................................ 51
PART 3: CASE STUDIES.................................................. 53
PART 4: ARTICLES.......................................................... 55
PART 5: BIBLIOGRAPHY.................................................. 57
PART 6: INTERNET PAGES AND LINKS.............................. 59
PART 7: EVALUATION...................................................... 61
General Introduction

Aiming to go beyond the national specificity of the partner countries and to provide a feasible material all across Europe, “Continuing Education Designed for Counsellors Working in Adult Education” – ACCED, project number 225646-CP-1-2005-1-RO-GRUNTDVIG-G1.1, adopted the same competency framework developed within the DPPC project – “The Development of Psycho-pedagogical and Professional Counselling Services”. This framework was used for developing and providing a structured Training package, contributing in this way at the compatibilisation of the counsellors’ education and training.

The project aim was to offer a coherent training course, compatible at the European level, designed for career counsellors/practitioners working in adult education (AE) institutions.

The main project objectives were:
- To design the training course concept;
- To develop useful didactical materials/resources (Training package);
- To test the outputs for validating and improving them;
- To provide two Grundtvig 3 courses for all professionals interested at national and European level;
- To disseminate and exploit the ACCED products at European level.

The direct beneficiaries of the outputs are the career counsellors/other staff working in AE institutions/ counsellors’ trainers or other adults that are trying to improve their professional development. The ultimate target group will be all adult learners, particularly unemployed people over 40 and young job seekers (16-25 years old) at risk of social marginalisation.

The didactical approach used in elaboration of the Training package was based on the principles of linking theory with practice, respecting the principles of the constructivist approach on learning at adult age, of providing examples of good practice. The Training package
was designed in an attractive, interactive, practice oriented way, helping the practitioners to find solutions for concrete job situations, to reflect on their own experience and practice, to learn by doing etc.

The Training package consists in 6 booklets and a Trainer’s guide.

The 6 didactical booklets/ course supports (one for every training course module) were designed on the base of the DPPC products. More concretely, the two main outputs of the DPPC project were elaborated on the modular principle. The Training materials from DPPC were further developed, more detailed, aiming only the practical part of the training: practical activities, study cases, examples of good practice, designed for developing specific counselling competencies etc.

The trainer’s guide, designed to be used by the teachers and trainers who will provide the training course, include various suggestions for raising the efficiency of the teaching activities, reflection points, evaluation tools for trainers and teachers.

The Training package is a complex training tool, the booklets being complemented by the Trainer’s guide that gives the trainers methodological hints for putting into practice the explained activities.Designed in a modular perspective, the Training package could be used selectively regarding the development of a specific competence in counselling.

All information about the Training package can also be found (on line version) at http://acced.euproject.org. The tools should not be used without the copyrights or the acknowledgements of the authors.

We hope you will find this Training package useful in your professional field we are looking forward to receive your advised feedback after using it in training sessions for validating the materials and gaining credibility and sustainability of the Training package.
The ACCED Booklets, as well as the training material on career counselling, were developed as part of the ACCED project, which aimed at ensuring an educational provision for career practitioners and people who want to work in that field respectively. While the Trainer's Guide is directed especially to the Trainer of the training process, the Booklets are tools created as complement material for the learners and give specific information and instructions for the development of the activities.

As a complement to the ACCED trainer's guide you will find six booklets that contain the practical part of the training and the detailed explanation of the activities that complement the theory. Every booklet refers to a specific Module of ACCED Trainer's Guide, Module 1 to 6, and follows the same themes and structure as the theoretical part, which is to say:

- **Module 1** - Introduction, General Aspects
- **Module 2** - Professional Behaviour
- **Module 3** - Interpersonal competencies
- **Module 4** - Facilitating Individual and Group Learning
- **Module 5** - Career Counselling
- **Module 6** - Information and Resource Management

**Booklet 1** has a structure that is different from the others and consists in a more theoretical definition of key concepts and theoretical approaches on counselling as well as a bibliography that complement Trainer's Guide First part. **Booklet 2 to Booklet 6** follow a same structure that consists of:

- a **General Introduction** that details the specific objectives and competences of the Module;
- a **part** dedicated to the **activities** in which for each activity the duration; description, procedure and complementary worksheet(s) (optional) are presented;
- a **part** dedicated to case **studies** adapted to the specificity of the Module's theme;
- a **part** that contains **articles** related to the Module's theme;
- a **Bibliography** related to the Module's theme;
The activities proposed in the Booklets are based on a constructivist idea of learning, that is to say, learning as an active social process performed deliberately and reflexive. As explained in the Trainer’s Guide the content of teaching is not directly transmitted by the teacher but rather self constructed by the learner according to his/her perception, former experiences and knowledge structure which can express freely and in a creative way during the activities proposed in the Booklets.

All the activities have been imagined to make the learning process as constructive at the same time that entertaining as possible. We hope you will enjoy.

CREA
PART 1: GENERAL INTRODUCTION

INTRODUCTION

The training materials presented in this section aim to develop a better understanding of some of the core concepts related to career counselling, also to develop and improve the core competencies you should have as a career counsellor.

These training activities are conceived as being additional tools for the framework developed for core and specialised competencies which you should have when working in the adult education field as a career counsellor. For each competency presented in the beginning of this booklet on “Career counselling” there is one proposal for a specific training exercise.

As potential career counsellors who aim to work in the adult education field you are the envisaged target group for this training material and the material aims to improve and update your competencies in this field.

The following methods are used in these training activities: short exercises (for individual and group work), brainstorming, role play and group discussions, critical thinking, conversations, learning through drama, and lectures. If in a training session the group specifics are different than the ones provided, then the training co-ordinator should choose the most appropriate method which needs to be used in that specific context.

OBJECTIVES

- To develop the core competencies for carrying out career counselling;
- To develop communication and teamwork skills;
- To expand knowledge of the career plan development process;
- To develop efficient tools and techniques to help counsellors to plan their career;
- To create a co-ordinating strategy and the necessary tools for the counselling process for adults in a specific situation.
COMPETENCIES:

The training activities proposed in this booklet are based on the Canadian Framework of Competencies of Career Counsellors, and the overview of the unit is as follows:

**Explaining the main theories and models involved in counselling.**
- Competence: Explaining the main theories and models involved in career development.
- Competence: Explaining the main theories and models involved in change and transition.
- Competence: Describing the barriers to career development.
- Competence: Describing computerised career planning systems and information resources.
- Competence: Describing types of educational/training opportunities and resources.
- Competence: Working with labour market information.

**Demonstrating Method of Practice in Interaction with Clients**
- Competence: Developing a method of practice which builds on established or recognised ideas.
- Competence: Establishing and maintaining a collaborative relationship with clients.
- Competence: Exploring issues.
- Competence: Developing and implementing a process for achieving the client’s goals which is consistent with your own method of practice.
- Competence: Monitoring the progress.

**HOW TO PREPARE FOR EVALUATION**

At the end of module 5 on Career Counselling, you will have to present a portfolio which consists of solving a given case study. You will have to produce material containing the steps which need to be taken to solve the case study. In this situation you will be able to evaluate yourself and the level of competencies you have achieved, after studying the exercises and activities in module 5.
Activity 5.1.1: Posters of counselling related theories

Duration of the exercise

2 hours.

Description

This activity aims to familiarise you with counselling related theories. In order to achieve this goal it is suggested which activity is carried out in small groups.

After you are put into groups, the trainer will give a short presentation on the theories and models which are involved in the counselling process and you will also be offered paperwork which will help you to learn (10 minutes).

Each group will receive a worksheet with one counselling theory on it. The group will have to carefully read the material, synthesise it and write the main ideas on a poster. The group should then create a pictorial representation of each theory and when the poster is finished one person will be chosen to present the posters to the other groups (1 hour).

In the last part of the activity the trainer will initiate a discussion on it, and will offer additional information and highlight some of the key learning aspects which you can ask questions about or make remarks on (50 minutes).
BEHAVIOURAL COUNSELLING

This theory uses the principles of classical and operand conditioning to modify the client’s behaviour. Behaviour is seen as the product of a learning process, a process in which people can develop appropriate or inappropriate behaviour. Generally, personal and interpersonal problems are seen as resulting from the failure to learn appropriate behaviour or from learning inappropriate behaviour; the aim of the counselling intervention is to help people to adapt effectively to their environment by increasing desirable behaviour and decreasing undesirable behaviour.

The key concepts of this approach are as follows: classical and operand conditioning, reinforcement, extinction and contingencies. Specific to this approach there is the behavioural assessment which takes representative samples of the client’s behaviour and its dynamics in particular settings under specific circumstances. This process is followed by a functional analysis of the client’s personal and interpersonal problems in an attempt to discover the relationship between changes in stimulus and changes in behaviour. These changes are analysed in terms of the conditioning process using the ABC model (antecedents, behaviour itself, and consequences). The behavioural approach involves different roles for counsellors, such as: undertaking behavioural analyses and assessments, being a person who moulds and reinforce through behaviour rehearsal and drawing up a behavioural contract.

The following techniques and strategies are specific to the behavioural counselling approach: contingency management, positive reinforcement, shaping, a contingency contract, rapid exposure or flooding, systematic desensitisation, assertiveness and social skills training.
COGNITIVE-BEHAVIOURAL COUNSELLING

This theory offers an integrated perspective of thought and behaviour, stating that thinking affects people’s behaviour and that the thinking process can be monitored and changed; the changes produced at a behavioural level can occur through changes in thinking processes. Cognitive-behavioural counselling is constructed on certain key concepts, such as: information processing through which people develop attitudes and beliefs about themselves and others, automatic thoughts usually associated with some negative thinking and irrational beliefs.

Cognitive-behavioural guidance generates a number of further theoretical developments, such as:

The problem solving approach (advocated by Goldfried and D’Zurilla) orientated based on how problems are perceived or appraised as a problem, what they are attributed to, the level of perceived personal control, and the time and effort perceived as necessary for problem solving.

The self-management approach is divided into three areas: the self-efficacy approach based on the attribution retention process (Bandura A.); the self-instructional training approach which emphasises the process of adopting positive self-statements (Meichenbaum D.) and the feedback-loop based on a self-monitoring process, self-evaluation and self-reinforcement (Kanfer F.)

Rational emotive behavioural therapy (Ellis A.) is based on the idea that client’s behaviour is affected by some rational and irrational beliefs and it highlights the tendency to use an absolutist type of thinking which impedes personal development. The model used for analysing client’s problems is the ABC model which is constructed on the following premises: an activating event can lead to some emotional or behavioural consequences, mediated by the client’s beliefs.
**Cognitive therapy** (Beck A.) focuses on identifying and assessing specific patterns of thinking or the schemata which underlie client’s emotional problems and cognitive errors.

The most frequently used cognitive-behavioural guidance is rational emotive behavioural therapy (Ellis A.) and cognitive therapy (Beck A.). In the counselling process built upon these approaches some specific techniques are used, such as: changing irrational, erroneous or unrealistic thinking.

**THE PSYCHODYNAMIC COUNSELLING APPROACH**

This approach was developed based on Freud’s key concepts, and it proposes an original approach to people’s behaviour, viewing it has being determined by subconscious processes; and that people’s problems arise from some unresolved conflict originating in early childhood. This conflict prevents people from having fulfilling personal and interpersonal relationships in later life.

There are some key concepts which are specific to this approach, such as: structural concepts – id, ego, superego, libido; psychosexual developmental stages; the subconscious, counter-transference; defences; the Oedipus complex. The aim of the counselling intervention is to interpret the transference, resistance and defences displayed by the clients.

The problems will be reduced or solved by the client achieving insight or by increasing the strength of their ego. In this respect a special set of techniques is used: use of transference and counter-transference, interpretation of resistance and defences, dream analyses or free association. Generally, psychodynamic interventions address people who have long-term problems spread over many years, close relationships with other people, dysfunctional relationships or people who have developed resistance to communication, or are driven by contrary impulses and demands but have a willingness to co-operate with the counsellor in a long term relationship.
**Person-centred counselling** (Developed based on C. Rogers original work)

This theory gives increased importance to the subjective experiences of the individual in relation to his or her environment; it also underlines the fact that individuals are entirely responsible for the usage of the internal resources they possess in order to ensure harmonious personal growth and development.

This approach is based on certain *key concepts*, such as for example: self-concept (the idea which people have of themselves), conditions of worth (conditions generated by others which allow a person to think and feel that he or she is accepted), the organic self (the true self which is aware of its need for personal development), the self-actualising person (a person who has an internal locus of self-evaluation), emotional conflict (generated by an impoverished self-concept which leads to unhappiness), perceptual distortion, denial and conditions for personal growth.

The guarantee of personal growth and development provided by the counsellor-centred approach depends upon certain conditions and the counselling relationship is constructed in accordance with them. These conditions function as fundamental intervention *techniques*, namely: the congruence or authenticity which allows one to open up one’s own feelings and initiate the challenge of being authentic as well as creating empathy and positive unconditional acceptance.

**Eclectic-integrative counselling approach or the skilled helper model** (developed by Egan)

This theory aims to include the valuable aspects provided by other theoretical approaches, such as the social influence theory (Strong) or the learning theory (Bandura), and to connect the counselling activity to the needs and evolutionary tendencies of individuals. The *key concepts* in the skilled helper model are the following: the model of a person (people are seen as active interpreters of the world, who initiate actions and develop decision-making processes), high level functioning helpers, social influence and learning, goal setting, and skills deficit.
The aims of the counselling process, according to this approach are the following:

- Establishing an appropriate relationship based on warmth and acceptance;
- Assisting the client in establishing an action plan;
- Activating the inner resources of the client and emphasising the client's responsibility;
- Assisting the client to transfer the newly gained skills and knowledge into new life settings.

Three stages of Egan’s helping model, based on empathy, respect and genuineness, do not necessarily follow a linear pattern. The first stage involves looking at the client’s existing situation in order to develop an assessment process and to assist the client to set priorities and develop action plans. The second stage involves helping the client to establish goals and objectives and to explore different options by using techniques such as: brainstorming, divergent thinking, a balance sheet approach and force field analysis. The third stage focuses on helping the client devise strategies; identify personal resources, challenges, and potential barriers or social support networks.

**Activity 5.1.2: Posters of the career development theories and models**

**Duration of the exercise**

2 hours.

**Description**

This activity aims to familiarise you with career development theories and models. In order to achieve this, the activity should be carried out in small groups.
In the beginning you will be offered a worksheet with a short description of a theory related to career development and you will have to follow the evaluation grid (10 minutes).

In the second part of the activity you will be organised into small groups and each group member will give his or her evaluation of the chosen theory. After this each group will create a poster with all the career development theories on it and will need to find two more evaluation criteria for the theories presented in order to synthesise it and to write the main ideas on the poster. One person will be chosen to give a presentation on the poster to the other groups (1 hour).

In the last part of the activity the trainer will initiate a discussion, in which he or she will offer additional information and will highlight some of the key learning aspects which you can ask questions about or make remarks on (50 minutes).

Worksheet “Posters of the career development theories and models (I)”

THE TRAIT-FACTOR CAREER COUNSELLING APPROACH is the oldest theoretical approach to career development, and its first variant was the development of the model proposed by Parsons (1909), which involved matching people to jobs.

The aim of this counselling approach is to provide objective information on the clients or the world of work and to create a type of cognitive development which allows for better self-understanding, followed by true reasoning about oneself and one’s career. Once the stable psychological characteristics of individuals are taken into consideration, special attention is paid to goal setting and action planning activities.

The most eminent trait-factor theory is Holland’s (1985) theory of occupational personalities. Starting off from six occupational environments, Holland introduces six occupational personality types, as follows: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
Holland demonstrated that these occupational types form a hexagon in the following sequence: RIASEC, in which the scores obtained in any dimension, tend to be strongly correlated with the adjacent ones and weakly correlated with the opposite dimension.

The model was criticised and characterised as being “three interviews and a cloud of dust”, mostly because of the assumption that the characteristics measured are more or less invariable over time and due to the test and indication device. The recent criticisms of this model (Krumboltz, 1993) point out that the trait factor theory oversimplifies the complex process of dealing with different types of career problems. In spite of these weak points, the model continues to be widely distributed and used due to its simplicity, economy and ease of use (Jayasinghe, 2001) and assists the development of a great number of computerised self-assessment tools.

**Analyse the TRAIT-FACTOR THEORY using the following criteria:**

<table>
<thead>
<tr>
<th>Trait-factor career counselling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the content</td>
<td>Emphasis on the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point in time decision</td>
<td>Developmental / Longitudinal goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic format</td>
<td>Experiential format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation due to other reasons</td>
<td>Self-selected participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased information goal</td>
<td>Increased internality goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive counseele / counsellor</td>
<td>Active counseele / counsellor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling as treatment</td>
<td>Counselling as stimulus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present orientated</td>
<td>Future orientated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive emphasis</td>
<td>Affective emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ameliorative effort</td>
<td>Preventative effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific outcome</td>
<td>Non-specific outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE DEVELOPMENTAL CAREER COUNSELLING APPROACH extends the decision-making process through the maturity gained over a lifetime and is based on some core hypotheses (Savickas and Walsh, 1996), such as:

- Development is a self-constructed process;
- A person’s activity has both structure and function;
- A person functions as a unified system and new subsystems of action emerge from old subsystems of action but in a different form.

The most prominent developmental theory, is the one developed by Super (1957), which by adopting a clinical approach introduced the concept of self as being central to career decision-making. Using theoretical concepts of human development as a starting point, super presented the five stages of development of the vocational self-concept throughout a person’s life span: growth, exploration, establishment, maintenance and decline. In accordance with these stages nine major life roles were presented, as follows: a child, a student, a leisurely person, a citizen, a worker, a spouse, a homemaker, a parent and a pensioner, a person’s career being a combination of these roles played by individuals throughout their lifetime.

The main contribution of Super’s model to career theories consists of attributing the locus of concern to the individual, instead of to society or the economy; and reciprocally relating job roles to social roles. Referring to Super’s theory in terms of its weak points, it is frequently interpreted as being fragmented, and parts of it are often viewed as being relevant to clients only at a particular time or stage in their lives.
Analyse the DEVELOPMENTAL CAREER theory using the following criteria:

<table>
<thead>
<tr>
<th>Developmental career counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Emphasis on the content</td>
</tr>
<tr>
<td>Point in time decision</td>
</tr>
<tr>
<td>Didactic format</td>
</tr>
<tr>
<td>Participation due to other reasons</td>
</tr>
<tr>
<td>Increased information goal</td>
</tr>
<tr>
<td>Passive counselee / counsellor</td>
</tr>
<tr>
<td>Counselling as treatment</td>
</tr>
<tr>
<td>Present orientated</td>
</tr>
<tr>
<td>Cognitive emphasis</td>
</tr>
<tr>
<td>Ameliorative effort</td>
</tr>
<tr>
<td>Specific outcome</td>
</tr>
</tbody>
</table>

THE PSYCHODYNAMIC CAREER COUNSELLING APPROACH views work as a way to sublimate instinctive drive, and career problems related to wishes and defences. The aim of counselling intervention is to reduce neurotic conflict in career decision-making and to induce positive personality changes, and the intervention is especially helpful for indecisive and unrealistic clients, difficult clients, mid-career changers and displaced home-makers (Savickas and Walsh, 1996).

Although psychodynamic counselling is not a mainstream approach in career counselling, having been criticised as being pseudo-scientific, due to its methods, such as: structured interviews, projective techniques, and autobiographical techniques it fills the gaps and offers an alternative to the entirely rational, cognitive career approach.

One of the strong points of the psychodynamic approach is that it offers adequate intervention for aspects which go beyond people’s cognitive awareness and contaminate the rational decision making process, aspects such as: unconscious forces, drives, instincts etc.
Analyse the PSYCHODYNAMIC CAREER theory using the following criteria:

<table>
<thead>
<tr>
<th>Psychodynamic career counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Emphasis on the content</td>
</tr>
<tr>
<td>Point in time decision</td>
</tr>
<tr>
<td>Didactic format</td>
</tr>
<tr>
<td>Participation due to other reasons</td>
</tr>
<tr>
<td>Increased information goal</td>
</tr>
<tr>
<td>Passive counseele / counsellor</td>
</tr>
<tr>
<td>Counselling as treatment</td>
</tr>
<tr>
<td>Present orientated</td>
</tr>
<tr>
<td>Cognitive emphasis</td>
</tr>
<tr>
<td>Ameliorative effort</td>
</tr>
<tr>
<td>Specific outcome</td>
</tr>
</tbody>
</table>

THE COUNSELEE-CENTRED CAREER COUNSELLING APPROACH is based on Rogers’ original psychology work and it aims to create a safe climate in which the client can establish adequate vocational goals by exploring and developing personal and work related identities.

The counselling interventions are guided in a non-directive, non-judgmental manner, the main focus being concentrated on the face to face interaction which can generate the client’s self-disclosure, the locus of control being confined to the client at all times.
Although this counselling approach is not based on an intense testing activity, some testing procedures can be identified, and carried out in agreement with the client. In spite of the fact that the *counselling interventions* specific to this approach are *non-directive*, the counsellors have to possess adequate knowledge and skills for gathering and presenting relevant career information. Most of the criticisms of this approach are mainly focused on the commitment and competencies held by each practitioner and the possibility that this approach may vary in practice.

Analyse the COUNSELEE-CENTERED theory using the following criteria:

<table>
<thead>
<tr>
<th>Counsee-centred career counselling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the content</td>
<td>Emphasis on the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point in time decision</td>
<td>Developmental / longitudinal goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic format</td>
<td>Experiential format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation due to other reasons</td>
<td>Self-selected participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased information goal</td>
<td>Increased internality goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive counselee / counsellor</td>
<td>Active counselee / counsellor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling as treatment</td>
<td>Counselling as stimulus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present orientated</td>
<td>Future orientated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive emphasis</td>
<td>Affective emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ameliorative effort</td>
<td>Preventative effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific outcome</td>
<td>Non-specific outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE SOCIAL LEARNING CAREER COUNSELLING APPROACH** *(Krumboltz, 1996)*, is a relatively new theoretical framework, partially developed according to the concept of self-efficacy formulated by Bandura.
It is mainly based on a cognitive-behavioural model, being especially interpreted as **counsellor centred orientation**. The **role of the counsellor** is to help clients obtain a set of decision-making skills, set up appropriate career-exploration learning experiences and evaluate the consequences at an individual level. Within this context the clear formulation of some career related objectives becomes extremely important, such as: verbal and behavioural reinforcement by the counsellors and the use of some modelling techniques for guiding clients in their information seeking and behavioural exploration which will produce changes within the client’s general self-observation.

The social learning approach provides answers to some relevant **issues related to careers**, such as: the locus of control, career barriers, job search knowledge and motivation, professional advancement or retirement planning. As this approach is orientated mainly towards altering behaviour, the use of psychometrics is not one of its strong points.

**Analyze the SOCIAL LEARNING theory using the following criteria:**

<table>
<thead>
<tr>
<th>Social learning career counselling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the content</td>
<td>Emphasis on the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point in time decision</td>
<td>Developmental / Longitudinal goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic format</td>
<td>Experiential format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation due to other reasons</td>
<td>Self-selected participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased information goal</td>
<td>Increased internality goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive counselee / counsellor</td>
<td>Active counselee / counsellor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling as treatment</td>
<td>Counselling as stimulus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present orientated</td>
<td>Future orientated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive emphasis</td>
<td>Affective emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ameliorative effort</td>
<td>Preventive effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific outcome</td>
<td>Non-specific outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE NARRATIVE CAREER COUNSELLING APPROACH (Collin and Young, 1992) arose as a direct response to cognitive approaches to investigation, and tried to redirect theorising based on the following question “how do people construct meaningful careers?”.

This approach is a practice-based theory constructed in post-modern society as a response to the changing framework for understanding social reality, and the meaning being developed in career pathways. The social space is not determined by statistics, given in static terms any more. The emphasis is put on the transition between sets of role expectations, and careers are conceived of as being double-sided: as objective expressions of social organisation and as the subjective set of meaning constructed by individuals within the sense-making process in their lives (Killeen, 2000).

In this respect, the narrative approach has a subjective loom which emphasises meaning and the meaning-making process, achieving a situation where there is a continuous process of future representation, moving from relative disorder to order, from explanation to crystallisation in which the meanings are stabilised (Cochran, 1997).

The concept of a career becomes subjective and self-invested; being the framework through which people tell stories about themselves, and the counsellor sustains the collaborative interpretation of these stories through shared meaning, enabling clients to develop more suitable frameworks for their experience. Approached in this manner, career counselling cannot be prescribed, but the creative process of joint sense-making and narrative pattern finding is an important contribution towards an eclectic career counselling model.
Analyse the NARRATIVE CAREER theory using the following criteria:

<table>
<thead>
<tr>
<th>Narrative career counselling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the content</td>
<td>Emphasis on the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point in time decision</td>
<td>Developmental / longitudinal goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic format</td>
<td>Experiential format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation due to other reasons</td>
<td>Self-selected participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased information goal</td>
<td>Increased internality goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive counselee / counsellor</td>
<td>Active counselee / counsellor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling as treatment</td>
<td>Counselling as stimulus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present orientated</td>
<td>Future orientated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive emphasis</td>
<td>Affective emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ameliorative effort</td>
<td>Preventative effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific outcome</td>
<td>Non-specific outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Worksheet “Posters of the career development theories and models (II)”

Main approaches to career development theories:

<table>
<thead>
<tr>
<th>Trait-factor</th>
<th>Developmental</th>
<th>Psychodynamic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client-centred</td>
<td>Social learning</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

**Potential**

**Test usage**

**Interview**

**Techniques**

**Individual/ Group activity**
## Activity 5.1.3: SWOT analysis of the change process

### Duration of the exercise

| 2 hours. |

### Description

This activity will help you to realise the impact of the change process both in your own and your client’s personal and professional life in the future. In the beginning you will be split in groups of five people.

Each group chooses a worksheet with the description of a situation which involves change.

The individual stage: each participant should carry out a SWOT analysis of the situation involving change (10 minutes).

Group activity: the SWOT analyses should be discussed within the small groups and a shared group analysis should be decided upon. The group representative presents the results obtained during the group work (1 hour).

Collective work: From the analyses given, some conclusions are drawn regarding the situations involving change which arise both in day-to-day life and in career development (50 minutes).

In the second part of the activity you will be asked to regroup and will choose a weak point from the SWOT analysis given and a dangerous element and you will have to find practical solutions for each chosen element which can help to transform them both into a strong point and an opportunity respectively.

The conclusions from this activity will be given at the end.
Worksheet “SWOT analysis of the change process (I)”

**Situation 1**

Robert has recently graduated from a Business Academy and now he is looking for a job. As it is late in the summer, he has decided to start a family in two months time along with his fiancé. Finding a good job offer in his field has facilitated his decision. In order to get the job a key condition was to undergo specialised training in the field abroad for six months.

**Situation 2**

A large company in the pharmaceutical industry is going through a renewal process, some of its subsidiaries have shut down, and new trading areas are envisaged. Mrs Brighton from the financial department now has to make a tough decision because her department is being restructured and in the new human resource plan, her job does not exist. After looking at her professional profile, the company’s staff manager offered her a new job but in a lower position.

**Situation 3**

Ben and Alice are old friends; they went to school together, got married on the same day and work together in a company which specialises in personnel selection and recruitment. In the next few months the company is going to open a new branch in another city. They were both selected to organise the move to the new branch. In order to fulfil this task they have to move to the new town along with their families, even though they don’t have any friends there or any accommodation for their families.
Situation 4

Ann has recently had her dream come true; she now has a PhD in the foreign affairs field after a long and exhausting writing period.

Due to this new specialisation, the head of her department has offered her a new position, as deputy head of department. Ann is indecisive: on the one hand she is flattered by the offer and by the opportunity of putting her new ideas into practice, but on the other hand, being a single mother, she is seriously thinking about the time resources which she would have available for her son if she took the job.

Worksheet “SWOT analysis of the change process (II)”

Analyse the situation involving change presented in the selected worksheet, following the instructions for the SWOT analysis activity:

Square 1 – strong points/ the inherent advantages of the situation
Square 2 – weak points according to the situation
Square 3 – the opportunities provided by the external environment
Square 4 – threats generated by the external environment
<table>
<thead>
<tr>
<th>SITUATION</th>
<th>POSITIVE ASPECTS (+)</th>
<th>NEGATIVE ASPECTS (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) STRENGTHS</td>
<td></td>
<td>(2) WEAKNESSES</td>
</tr>
<tr>
<td>SITUATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) OPPORTUNITIES</td>
<td></td>
<td>(4) THREATS</td>
</tr>
<tr>
<td>EXTERNAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.1.4 (I): Small drama identifying barriers to career development

**Duration of the exercise**

2 hours.

**Description**

First of all you are invited to think about the different barriers which you have come across in your career development and then to share this with the colleague on your right. In pairs, you will discuss all the barriers which you have discovered and you will be asked to choose just one of them (10 minutes).

The next step is to get into groups of six people. Every pair group from the six people group will present to the others the barrier they've chosen. It will be chosen in the end one barrier per each group of six people (20 minutes).

The next step within the groups is to create a situation having in mind the chosen barrier which can hinder career development and to put which situation into a short drama. In order to fulfil this task, every member of the six people group will have a role: one person who is responsible for the overall scenario, one director, and four actors. After establishing all the details each group will perform the short drama (1 hour).

During the performance of the short drama, the other groups will take on the role of observers. Afterwards, a discussion will be held, which aims to identify the type of barrier the group has dramatised, its impact on people's career development, as well as the way the problem was approached within the short drama, as well as providing other potential solutions (30 minutes).
SITUATION 1

Claudia S. finished high school two years ago. She did some courses after high school, and obtained a degree in accountancy three months ago. She has been looking for a job ever since. She went to a job fair, and she regularly reads the advertisements in the newspapers. She sent her CV and a covering letter to seven companies, and was selected for an interview four times. She was not successful in any of the interviews. Even though it was not mentioned directly, Claudia S. felt, through the observations made by the interviewers, which the companies preferred to employ men. Disappointed by these failures, Claudia S. decides to consult a career counsellor.

SITUATION 2

Andrew M. is 43 years old and has been working in a small printing company for more then 10 years. In the next few months the technical equipment in the company will be modernised, which implies the usage of computer technology. Andrew is intimidated by computers, and does not know how to deal with the situation, or whether he will be able to keep his job. In order to deal with this difficult time, Andrew M. decides to opt for career counselling.

SITUATION 3

Michael C. is 25 years old and is a computer programmer. He was employed for a probationary period in a multinational company. For Michael C. this is not the first time he has experienced this, as he was already employed for a similar probationary period in another company a year ago. He did not accept the permanent position they offered him there, because he believed that he was overqualified for the tasks offered to him. The position he is in now is much more interesting, but the hierarchy levels are very strict.
Michael C. is concerned about whether or not he will manage to follow these strict rules, whether he will be able to prove his capabilities and whether he will have a chance to build a career within the framework offered by this company.

SITUATION 4

Susana P. has worked in a clothes factory for more than 20 years, and it is the only place she has worked in ever since she completed vocational training for the electricity industry. Due to restructuring in the factory, Susana P. lost her job and became unemployed. She hopes to find a new job in the same field or – in her most daring moments – she dreams of opening a small tailor's workshop. Although the second alternative sounds more promising for the future, she thinks that she is unable to manage her own business.

SITUATION 5

Cristin T. graduated from the Department of Languages this summer. She would like to continue her studies for deepening her knowledge, but she would also like to become more independent from her parents from the financial point of view – which is why she has thought about looking for a job. The only possibility she has at the moment is to accept a position as a foreign language teacher at a school in rural environment. But commuting would take up much time and she would lose a part of the courses of the master study she would like to join. She does not know what decision to make.

SITUATION 6

Peter B. is 45 years old. He worked in construction until three years ago when he had an accident in the workplace. After a long period of sick leave he retired due to his injury. At the moment, after his process of recovery, he would like to go back to work. He does not know how to find a job he can do and which also makes him feel less useless.
Activity 5.1.4. (II): Describe barriers to career development

Duration of the exercise

2 hours.

Description

Firstly, along with all the other participants you will have a brainstorming session in order to identify barriers to career development. All the new ideas should be written on the flipchart, and afterwards you should all select only eight of the main barriers from all the ideas generated (10 minutes).

This part is called the **Lotus Technique**.

This exercise involves starting off from the **central theme (barriers to career development)** and working outwards, using ever-widening circles or "petals." The central theme leads to ideas which themselves then become central themes, and so forth. There are four steps involved in the **Lotus Technique**:

1. Write down the central problem (**barriers to career development**) in the centre of the diagram (5 minutes).

2. Write the eight significant barriers in the surrounding circles labelled A to H surrounding the central theme (5 minutes).

3. Eight groups should work separately on these eight new themes in order to discuss and describe the impact of these barriers (40 minutes).

4. Continue the process until the lotus blossom diagram is completed including all the ideas developed around these eight barriers. After all the circles and boxes are completed, the participants have a discussion about the work together and conclusions about the fact which barriers have multiple components (1 hour).
Activity 5.1.5.: What is computer-based career planning?

Duration of the exercise

3 hours.

Description

This activity is a computer based one and will help you to identify COMPUTER-BASED CAREER PLANNING systems, through the following steps:

- You will be asked to browse the Internet and make a list containing some of the available computer-based career planning systems (20 minutes).
- You will be given worksheets with short descriptions of various computer-based career planning systems and you will be asked to carefully read the worksheets and give some examples of computer-based career programs for each handout (40 minutes).

The second part of the activity will be carried out in small groups and the task will be to sort out the programs presented in the handouts using specific criteria and to propose concrete links between the established categories. At the end of the activity a representative from each group will present the program their group has identified and the specific criteria they have used on the flip chart (40 minutes).

At the end a group discussion will be initiated by the trainer, the model will be presented and the group models will be brought to the participant’s attention, by emphasising its strong and weak points (20 minutes).
**Worksheet “What is computer-based career planning?”**

**Self-assessment profiles** based on professional interests questionnaires produces profiles in terms of job families.

Examples:

**Informational retrieval systems** comprise databases on education and training opportunities, the main examples are ECCTIS, MICRODOORS and TAP.

Examples:

**Business games and other work simulations**, which are limited to a small number of professions, enable users to explore specific job areas in an experiential way.

Examples:

**Matching systems** are the most popular applications in the career counselling field; they match the profile of the individuals against the profiles of job opportunities and produce lists with the most closely matched opportunities. Examples of this: CASCAID, JIIG-CAL and GRADSCOPE.
Examples:

**Decision aids** are database programs which help users work out their own perceptions of the relative desirability of the potential jobs.

Examples:

**Job-seeking instructional programs** are designed to help people acquire the skills involved in interviews and making job applications.

Examples:

**Dedicated word-processors** contain programs which allow the user to write a CV or complete application forms.

Examples:

**Dedicated word processors** comprise programs which allow the user to write a CV or complete application forms.
Examples:

*Psychometric tests* which are on-line adaptations of paper and pencil tests, and which measure abilities and aptitudes, as well as personality traits, etc.

Examples:

---

**Activity 5.1.6. (I): Identify the types of educational/training opportunities and resources**

**Duration of the exercise:**

1 hour and 30 minutes.

**Description:**

In this pyramid method there are six steps to be followed:

1- Introductory step: the instructor describes the topic (10 minutes);
2- Individual work: the participants work individually to discover educational/training opportunities and resources (10 minutes);
3- Working in pairs: the participants should work in pairs and share ideas (10 minutes);
4- Group work: the participants will be asked to create two large groups to discuss the results from working in pairs and answer the potential questions (20 minutes);
5- Whole group work: all the participants analyse, compare, adapt or change the results and make a list of the best results (20 minutes);

6- Conclusion: the trainer evaluates the results and makes conclusions on the group activity (20 minutes).

| Activity 5.1.6. (II): Planning and simulating career guidance sessions for disadvantaged people |
| Duration of the exercise | 2 hours 10 minutes |
| Description |

After forming the groups, the group task is to discuss the topic of career planning for people coming from the disadvantaged group represented in the situation described in the chosen card (10 minutes).

Based on the group discussion, each team will be asked to outline a career development plan for career counsellors. (20 minutes).

The groups should choose two representatives who will play the following roles: one will play the role of the career counsellor and the other will play the role of the client in need. They will simulate a career counselling and guidance session in which the counsellor has to suggest a client self-directed career planning guide or a career project model to his client. The other participants will be split in two big groups, one group will be asked to observe the counsellor’s behaviour during the counselling session and the other group will be asked to observe the client’s behaviour (1 hour).

At the end the observers should write the positive and negative aspects of the observed behaviour of both parties on a flipchart and provide some solutions in order to avoid the negative aspects in another similar situation. The conclusions of this session will then be drawn (30 minutes).
A - SELF-DIRECTED CAREER PLANNING GUIDE


I. Introduction
- Identifying the barriers which can halt career development activity
- Assessment of needs

II. Discover yourself
- Ideal profession
- Study areas
- Interests
- Work related values
- Abilities and skills

III. Exploring options
- Professional background
- Decision making process and the development of an action plan
B - CAREER PROJECT MODEL

(Developed within a Phare 2000 Program entitled– Social and economical cohesion, Development of human resources in the industrial development context).

I. Self-knowledge information

- Identifying aptitudes, abilities, capacities and transferable skills
- Identifying your professional interests
- Identifying your work related values
- Identifying some core personality traits
- Individual SWOT analysis matrix

II. Professions

- Ideal profession
- Core aspects

III. Labour market

- Employers expectations
- Employees expectations
- Unemployment

IV. Career plan

- Ideal – Mission
- Life dimensions
- Problem solving and decisions related to a person’s career
- Action plan
V. Ego-marketing aspects
- Methods on finding job opportunities
- Work search steps
- Correct reading of a job advertisement
- Writing a thank you letter, a cover letter, and a CV etc.
- Providing the documents which are necessary for a response to a job offer
- Preparing for an interview
- Wage negotiation

Activity 5.1.7.: Local labour market study

Duration of the exercise
1 hour 50 minutes.

Description
This activity will be carried out in small groups of 4-5 people. You will have to firstly think, about some specific situations concerning disadvantaged people who are looking for a job or trying to develop their career path (10 minutes).

Afterwards, each small group will be asked to create a local labour market study for the group of beneficiaries previously mentioned, by following the steps presented in the worksheet below. The study has to end with a job offer conceived of as being an integral part of the career planning process (50 minutes).

Each group has to design a poster with their job offer on it using advertising material (30 minutes).

A jury made up of members from each team will establish the selection criteria and evaluate the job offers (20 minutes).

The trainer draws the conclusions from this activity at the end (10 minutes).
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target group:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Where to get information from:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessing information obtained:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How to use information with clients:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.2.1.: Finding your path thought the obstacles

Duration of the exercise

1 hour and 30 minutes.

Description

First of all you will be asked to watch a tape with a recorded counselling session on it (30 minutes).

Then you will carry out an analysis based on (30 minutes):

- The situation the client is in:
  - Exploring their career
  - The development of vocational training
  - Finding a job
  - Keeping the job
- The questions the counsellor asked his client;
  - Verbal, non-verbal and para-verbal behaviour of the counsellor and of the client;
  - The way the counsellor organises and develops the counselling session;
  - What directions the counsellor gave to his client?
  - What are the positive aspects of the counselling session you watched?
  - What are the negative points of the counselling session you watched?
All of your observations will be shared with your other colleagues and the results of your teamwork will be presented using the "Tour of the galleries" technique (flip chart sheets are glued onto the walls, one sheet per observation) (20 minutes).

In the second part of this activity, each group member will have to give at least one alternative to the counselling session shown (what they would have done in the counsellor's place) (10 minutes).

**Activity 5.2.2.: Clock of questions and answers**

**Duration of the exercise**

1 hour.

**Description**

This activity will help you to communicate better in the future (with regards to asking questions, active listening, answering questions) you will be asked to form a circle and each participant will answer the question that the person standing next to him or her has asked him or her (moving from left to right clockwise) and then asks another question using the previous answer as a point of reference. It is recommended that the questions are open questions and the answers should be formulated in such a way so as to be able to create a new question from them. This question-answer game will be played until the issue is revealed in from all different sides and all the participants have asked a question as well as answered one. (40 minutes)

Throughout the game, two participants will write down all the questions and the answers on 2 flipcharts so that by the end of the exercise everyone should have a clear vision of the issues discussed.

The trainer, helped by you and your colleagues, will summarise and draw some conclusions regarding the initiation and maintenance of an active dialogue with future clients (20 minutes).
Activity 5.2.3.: Talk-Show

Duration of the exercise

1 hour 30 minutes

Description

This is a role-play activity and you will have to play one of the following roles: being a moderator of the talk show, the employer, the counsellor in adult education or one of 2 unemployed people over the age of 40 with a medium level of studies (one man and one woman). The topic to be discusses should be one taken from the local newspaper – related to the situation of unemployed people in the area. The objective of the discussion is to try and identify the problems which unemployed people over 40 and who have a medium level of studies experience and to find some solutions to those problems (40 minutes).

Your colleagues or perhaps you yourself will play the role of the public. The public has an active role and will have the opportunity to intervene in the discussion by asking questions and trying to give their alternative solutions to the problems which are raised and identified or even share some personal experiences on the chosen topic.

Afterwards the trainer will summarise and draw conclusions which encourage a positive attitude which is open to finding solutions (20 minutes).
### Activity 5.2.4.: The masks game

**Duration of the exercise**

| Duration | 2 hours |

**Description**

Firstly a group role-play will be held.

The trainer will assign a role to each person in the group, which will either be:

- a *client*, whose task involves thinking about a vocational problem she or he has had in the past. He or she will be asked to present the problem clearly in front of his or her team mates, demonstrating at the beginning of the counselling process where the problem is located within that process (20 minutes).

- 2 *counsellors* whose task involves listening to the client’s problem and asking ten strategic questions which they will use to discover the counselling situation:

  - What is the main problem? (Identifying and clarifying the problem)
  - What are the objectives which have to be met? (Finding out what the client wants to accomplish in a short period of time, in the medium term, and in the long term)
  - What are the resources needed for the counselling process o?
  - What are the main steps to follow in the counselling process (following the five steps in the counselling model)
    - I. Defining and clarifying the problem.
    - II. Opening up the perspective/view.
    - III. Defining the general objectives.
    - IV. Drawing up an action plan.
    - V. Evaluation and revision.
- One person is an observer/moderator/speaker, and is also responsible for the timing and will present the team’s results in front of the whole group.

The group will reunite for each team’s verbal presentations. The responses from the observer /moderator /speaker from each of the four teams will be written down on the four flip charts. After that, the observer will provide the conclusions reached by each team, taking into account the responses written on the flipcharts (20 minutes):

a-The identified problem
b-The objectives which need to be obtained at the end of the counselling process
c-The key areas of the counselling process
d-The implementation strategy (methods, instruments, techniques)
e- Impediments
f- The success indicators

The whole group will then be asked to analyse each team’s presentation, especially the strategies for the implementation of the counselling process. Conclusions will be drawn at the end of this process (20 minutes).
Activity 5.2.5.: Assessing progress in counselling process.

Duration of the exercise

1 hour

Description

You will have to think about a counselling situation which is frequently experienced and to carry out a role-play based on this situation (for example young unemployed graduates, unemployed people over the age of 40 etc.). After deciding upon the situation it the people who will be involved in playing a role and the role they will play will be decided (either a counsellor or a client or one of two evaluators) (40 minutes).

The “What I know, what I want to know, what I’ve learned, what can it be used for” technique will be used by the counsellor and the client, and the evaluators have to establish some evaluation criteria in order to measure the efficiency of the counselling process.

At the end of this session the trainer will oversee the whole group presentations, while pointing out the evaluation criteria. After all the presentations are finished, he or she will summarise this activity and draw the conclusions (20 minutes).
PART 3: CASE STUDIES

**Case study 5.1.: Starting a business**

R.B. is a young man who is a recent graduate from the Computer Technology Department. He has been looking for a job in the same field for few months. He could not find a satisfactory job from both a financial and a career development point of view. R.B. has very good communication skills in his native language as well as in English and French. He is actively involved in his community. He is thinking about starting a small digital printing business, since he also has financial support from his brother who is working in another country.

He came to see the career counsellor because he is concerned that he will not be able to create a profitable business, as he does not believe in his own abilities as a businessman and he does not know how to start a business.

**Case study 5.2.: A big change**

M.N. is a hard-working man who is almost 49 years old, is a former oilman, and is married with two twin children, a girl and a boy, who are teenagers, and he also has a mortgage to pay to the bank. His wife is a company secretary, who earns a medium salary and spends a lot of time away from home. M.N. lost his job because the oil company left the country, due to not having enough oil resources to extract.

He is convinced that he cannot do anything else apart from extracting oil, this is the one job he has been doing for his entire life and he is also convinced that he cannot learn to do something else, especially at his age.
He is very depressed about not having a job and not being able to help his family, also about being in a difficult age group for finding jobs, so his wife advised him to see a career counsellor to help him find a job and to overcome this difficult period in his life.

Case study 5.3.: Looking for a job

D.I. is a 35-year old-divorced woman, with a child. She has been a housewife for about 10 years. Her former husband did not allow her to go to work, believing that her place was to raise the child and cook, therefore she does not have any work experience. Now that she is divorced and having to raise a child by herself, she needs to find a job. She graduated from a theoretical high school and she doesn't have any specialisation. She sent her CV to several companies in different fields but every time she got the same answer: “You don't have any work experience.” One day, on the way to nursery school with her child, she saw an advertisement for an adult education school, where there are specialised career counsellors and she decided to pay them a visit, thinking that perhaps one of these people could help her to find the job she needs.
PART 4: ARTICLES

ARTICLE 1

Reference
Arnundson, N. (1995) - Pattern Identification Exercise, Publisher: ERIC Clearinghouse on Counselling and Student Services Greensboro NC., Canadian Guidance and Counselling Foundation Ottawa (Ontario).

Abstract
Career exploration typically involves investigating personal factors such as interests, aptitudes, values, and personal style, along with labour market considerations (Amundson, 1989). This investigation can take a considerable amount of time, particularly if each factor is investigated separately through qualitative or standardised measures. Given the time limitations of most counselling situations, and the desire to be efficient and comprehensive, there is a growing need for new methods of career assessment. One such approach is the pattern identification exercise (PIE), which has been used effectively in both individual and group career counselling (Amundson & Cochran, 1984; Amundson & Stone, 1992). The PIE begins with past experiences and through an in-depth questioning process seeks to identify personal patterns, which are relevant for establishing career pathways.

REFERENCES


ARTICLE 2

Reference

ARNUNDSON, NORM, (1995) – A Centric Career Counselling Model, Publisher ERIC Clearinghouse on Counselling and Student Services Greensboro NC. Canadian Guidance and Counselling Foundation Ottawa (Ontario).

Abstract

The centric career counselling model was developed for use in employment related counselling (Amundson, 1987; 1989). This approach takes psychological, social, and economic factors into account; work is viewed as one part of a complete life-style.

REFERENCES


PART 5: BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Internet Pages and Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.career-dev-guidelines.org">http://www.career-dev-guidelines.org</a></td>
</tr>
<tr>
<td><a href="http://www.ucalgary.ca/counselling/career/decisionmodel.htm#5">http://www.ucalgary.ca/counselling/career/decisionmodel.htm#5</a></td>
</tr>
<tr>
<td><a href="http://www.drjudith.com/">http://www.drjudith.com/</a></td>
</tr>
<tr>
<td><a href="http://www.anunda.com/therapy/on-line.htm">http://www.anunda.com/therapy/on-line.htm</a></td>
</tr>
<tr>
<td><a href="http://www.eric.ed.gov">www.eric.ed.gov</a></td>
</tr>
<tr>
<td><a href="http://www.careerguidance-development.net">http://www.careerguidance-development.net</a></td>
</tr>
<tr>
<td><a href="http://www.careers-by-design.com/">http://www.careers-by-design.com/</a></td>
</tr>
<tr>
<td><a href="http://www.careerccc.org/resourcesuccess">http://www.careerccc.org/resourcesuccess</a></td>
</tr>
<tr>
<td><a href="http://www.mncareers.org">www.mncareers.org</a></td>
</tr>
<tr>
<td><a href="http://www.deed.state.mn.us">www.deed.state.mn.us</a></td>
</tr>
<tr>
<td><a href="http://www.mnworks.org">www.mnworks.org</a></td>
</tr>
<tr>
<td><a href="http://www.careerbuilder.com">www.careerbuilder.com</a></td>
</tr>
<tr>
<td><a href="http://www.iseek.org">www.iseek.org</a></td>
</tr>
<tr>
<td><a href="http://www.ajb.org">www.ajb.org</a></td>
</tr>
<tr>
<td><a href="http://www.acinet.org">www.acinet.org</a></td>
</tr>
<tr>
<td><a href="http://www.CareerOneStop.org">www.CareerOneStop.org</a></td>
</tr>
<tr>
<td><a href="http://www.trainingreference.co.uk/resources/links.htm">www.trainingreference.co.uk/resources/links.htm</a></td>
</tr>
<tr>
<td><a href="http://www.acrnetwork.org">www.acrnetwork.org</a></td>
</tr>
<tr>
<td><a href="http://www.euroguidance.org.uk">http://www.euroguidance.org.uk</a></td>
</tr>
<tr>
<td><a href="http://www.europa.eu.int/ploteus">http://www.europa.eu.int/ploteus</a></td>
</tr>
<tr>
<td><a href="http://www.guidanceforum.net">http://www.guidanceforum.net</a></td>
</tr>
<tr>
<td><a href="http://www.crcccanada.org/">http://www.crcccanada.org/</a></td>
</tr>
</tbody>
</table>
PART 7: EVALUATION

EVALUATION / SELF ASSESSMENT OF MODULE 5
ACTIVITIES - FEEDBACK QUESTIONNAIRE

DURING THE COURSE

<table>
<thead>
<tr>
<th>Please, Mark</th>
<th>++</th>
<th>+</th>
<th>0</th>
<th>-</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The atmosphere was very pleasant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The trainer gave us very good quality information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I was able to express my opinions, attitudes, ideas, problems, and questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The module’s objectives were very clear to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It was hard work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I was given the useful indications I needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The trainer supervised the activities during the training course module well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I very much liked the methods used during the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I received good opinions and indications from my colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I achieved the competency level in career counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION OF YOUR LEVEL OF ACHIEVED COMPETENCIES

At the end of module 5 on Career Counselling, you have to present a portfolio which consists of solving a given case study. You will have to produce materials demonstration the steps which had to be taken to solve that particular case.