



Partner: IEKEP

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| UC TITLE CAREER COUNSELING & GUIDANCE | Workload 25h00 |
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OBJECTIVES The aim of this Unit is to provide the professionals with the required skills and knowledge in order to be able to assist their beneficiaries gain self-knowledge, goal setting skills, decision making skills and creating and following an action plan. The aim is for the professionals to be given all the qualifications needed in order to be able to identify and make the first remarks about the needs of their beneficiaries and to guide the individual by taking into account the realistic conditions of his/her life to make his/her first choices and prepare them for a successful integration into the labor market by preparing an individual action plan taking into consideration their needs and their potentials.

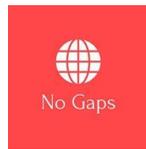
LEARNING OUTCOMES

Upon completion of this unit the learner will be able to:

| ACTIONS | PERFORMANCE CRITERIA | KNOWLEDGE | SKILLS | RESPONSIBILITY AND AUTONOMY |
|---|--|---|---|---|
| Apply career counselling principles properly in order to (re)orient beneficiaries regarding their career and entrance in labor market | <p>Providing career counselling and development processes to diverse populations.</p> <p>Assist beneficiaries in career planning</p> | <p>Identify beneficiaries' biases toward work based on gender, race, and cultural stereotypes.</p> <p>Assess personal characteristics such as attitude, achievement, interests, values, and personality traits</p> <p>Needs assessment and evaluation techniques and practices.</p> <p>Adherence to ethical codes</p> | <p>Collaborate with beneficiaries in identifying personal goals.</p> <p>Establish and maintain a productive consultative relationship with the beneficiaries</p> <p>Recognize own limitations as a career counsellor and to seek supervision or refer beneficiaries when appropriate</p> <p>Assess current strengths,</p> | <p>Apply to the setting of future development or career goals</p> <p>Apply information sourced when setting future goals</p> <p>Apply action plans to future personal and professional development opportunities</p> <p>Develop an Action Plan with and for the beneficiary</p> <p>Use the "SMART" concept in order to support the setting of appropriate</p> |



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| | | <p>and standards relevant to the profession of career counselling</p> <p>Current ethical and legal issues which affect the practice of career counselling with all populations</p> <p>Recognise the significance of achievements and interests to own development</p> <p>To understand the meaning of motivation and develop an awareness of personal interests, skills and abilities</p> <p>Understand the processes involved in setting and achieving personal goals</p> <p>Recognise and use the phases from the coaching interview</p> | <p>weaknesses and areas for development</p> <p>Develop an action plan to support the achievement of goals</p> <p>Run Counselling Interviews</p> | <p>aims and goals</p> |
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EXTERNAL RESOURCES computer with an internet connection to access the online material (worksheets and articles) indicated in the training programme.



Unit of Competence 1: Career counseling & guidance

The main goal of career counseling is to assist individuals to believe in themselves and their own strengths so that they can gain confidence and they can do it either by continuing education or by training and finding a job. Sometimes, these individuals have to show other kinds of achievements which they underestimate and do not think of as a starting point for acquiring skills. The counselor needs to help all the skills, inclinations and strengths of each one emerge and to support them based on the positive points of each one and not the shortcomings that may exist.

| Workload | |
|---|------------------------------|
| Face to face learning | 08h00 |
| Online learning | 15h00 |
| Evaluation/Self-assessment | 02h00 |
| Sub-unit 1 | |
| 1. Title of the sub-unit: Goal planning | Total duration: 03h00 |
| <p>2. Objectives of the sub-unit:</p> <p>It is intended with this subunit that the trainer/counsellor, through a set of practical techniques, activities and theory, support the beneficiaries on how to:</p> <ul style="list-style-type: none"> • Set SMART goals and find meaningful career aims. • Understand the importance of setting career goals. • Apply techniques that have as an initial aim to set long-term and short-term goals. | |
| <p>3. Content</p> <p>The aim of this sub-unit is to provide trainers and counsellors with the knowledge and the skills required in order to be able to assist their beneficiaries to set achievable career goals. Setting goals and find meaningful life goals is also associated with a sense of coherence and is considered as a health-promoting factor. Goal planning is a powerful process for thinking about your ideal future and for motivating yourself to turn your vision of this future into reality. If the beneficiaries know, which their goals are, they will be more motivated to do what is required to achieve the goals that they have set. By knowing precisely what their goals are, the beneficiaries will be able to know how they can concentrate their efforts. They will also be able to quickly spot the distractions that can, so easily, lead them astray. By setting sharp, clearly defined goals, beneficiaries can measure and take pride in the achievement of those goals, and they'll see forward progress. The goals that planned must be realistic and achievable. The planning process helps the beneficiaries, through the steps of defining, to build a developing strategy to achieve these goals. The point is, to determine the beneficiaries' values and goals and state them clearly and understandable. Also, goal planning</p> | |



helps the beneficiaries to get a realistic view of their current strengths and weaknesses, which can affect the process. Finally, after understanding the beneficiaries' goals, the trainers will be able to put them in an action plan, monitoring and recording the process.

4. Resources:

1. SMART goals worksheet
2. Setting short term and long term goals tailor made exercise
3. Theoretical material in Ladies First!!! Handbook (Erasmus+KA1 project)
4. Activity "Bucket list" from the Ladies First!!! Toolbox.

5. Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| Knowledge | Skills | Autonomy and Responsibility |
|--|--|--|
| <p>Advanced knowledge on:</p> <ul style="list-style-type: none"> • Different methods for designing training frameworks dedicated to goal planning. • Methodologies and techniques related to goal planning skills. | <p>Select relevant elements for a specific training framework for goal planning.</p> <p>Integrate relevant methodologies and techniques in the training action plan for enhancing the beneficiaries' goal planning skills.</p> | <p>Be responsible for the implementation, evaluation and planning of specific tasks related to the goal planning topic.</p> <p>Act in compliance with the training framework dedicated to goal planning.</p> |

6. Methodological approach

After identifying the beneficiaries' needs and taking into consideration the various aspects of their lives, it is important to set career goals. Goals are classified into two categories: short-term goals and long-term goals and it is of a high importance for a career action plan to include both. In order for the beneficiaries to achieve each long-term goal, they need first accomplish a series of both short-term goals and additional long-term goals. When setting goals, it is important to identify and recognize if these goals are SMART (**S**pecific, **M**easurable, **A**chievable, **R**elated, **T**ime-bound) in order to be able to achieve them. First of all, we need to consider if our goal is specific regarding what you want to accomplish. To do so, we have to answer to the five Ws questions:

Who – who do we need to involve in order to achieve the goal?

What – What are we trying to accomplish?

When – We need to set a time frame



Where – This question applies when it comes to a location

Why – What is the reason for the goal?

Secondly, a goal needs to be Measurable which means that we should suggest an indicator of progress in order to make our goal more tangible. Moreover, it needs to be Achievable. We need to consider how to accomplish this goal and if we have everything that is required to do so. If not, we need to consider what it would take to attain them. A goal needs also to be Realistic which means we need to state what results can realistically be achieved. Last but not least a goal should be Time-Bound. It is important to specify when the results can be achieved while if our goal lacks realistic timing, there is a possibility that we are not going to succeed. Providing a target date for deliverables is imperative. For a long-term goal it would be useful to define what should be achieved half-way through the process. After setting SMART goals, the trainers/counsellors will be able to assist their beneficiaries regarding goal planning and creating an effective action plan.

7. References

https://en.wikipedia.org/wiki/Goal_setting

<https://jamesclear.com/goal-setting>

Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. 70 (11): 35–36.

Robertson, D.W. (1946). "A Note on the Classical Origin of 'Circumstances' in the Medieval Confessional". *Studies in Philology*. 43 (1): 9.

Recommended films:

Why the secret to success is setting the right goals | John Doerr

<https://www.youtube.com/watch?v=L4N1q4RNI9I>

8. Evaluation

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|---|---------------|-------------------------|-----------------------------------|----------------------|------------|
| ... acquired basic knowledge about setting SMART goals. | | | | | |
| ... understood how the trainers can help the beneficiaries in setting career goals. | | | | | |
| ... resources (links, articles, videos) for | | | | | |



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| further reading. | | | | | |
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Sub-unit 2

1. Title of the sub-unit: GUIDE FOR THE INTERVIEW FOR VOCATIONAL (re)ORIENTATION

Total duration: 5h00

2. Objectives of the sub-unit:

It is intended with this subunit that the trainer/counsellor, through a set of practical techniques, activities and theory, will be able to:

- Identify and make the first remarks about the needs of the individuals
- Guide the individual by taking into account the realistic conditions of his/her life to make his/her first choices.
- Prepare a successful integration into the labor market
- Develop an individual action plan

3. Content

The preparation for successful integration into the labor market, which is today demanding and competitive, requires professional behavior based on the acquisition of knowledge, skills and attitudes at a professional level. This means that the counselor needs to emphasize the all-round development of individuals and to support them in order to gain a positive image and attitude for their work and their role as employees.

The envisaged procedure provides for a first orientation phase during which people can get information on different occupational domains, carry out an educational and psychological assessment and then focus on the area in which their professional skills will be better exploited. In order not to leave them alone, the counselor follows them in a comprehensive manner, with references to family issues, social problems, learning difficulties, behaviors, past observations and plans for the future.

The first session includes the acquaintance of the counsellor with the person. At this session the counsellor is given the chance to explore and record the person's history. This History Exploration Guide is a useful tool that enables the counsellor to identify and make the first remarks about the needs of the young individual by dividing them into three levels, basic needs, social needs and occupational needs. The counsellor is helped by the career guidance interview form that includes an account and a choice of goals in three levels, professional, family, and educational level. The counsellor is called upon to guide the individual by taking into account the realistic conditions of his/her life to make his/her first choices.



4. Resources:

1. Printed papers of the counselling interview
2. Access to a computer

5. Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| Knowledge | Skills | Autonomy and Responsibility |
|---|---|--|
| <p>Assess personal characteristics such as attitude, achievement, interests, values, and personality traits</p> <p>Recognise the significance of achievements and interests to own development</p> <p>Understand the meaning of motivation and develop an awareness of personal interests, skills and abilities</p> <p>Recognise and use the phases from the coaching interview</p> | <p>Assess current strengths, weaknesses and areas for development</p> <p>Develop an action plan to support the achievement of goals</p> <p>Run Counselling Interviews</p> | <p>Apply action plans to future personal and professional development opportunities</p> <p>Develop an Action Plan with and for the beneficiary</p> |

6. Methodological approach

The specific tool-questionnaire will be useful to the career counselor only as a guide. Depending on the person and the relationship that has been created, the counselor can choose which questions to use. An individual action plan follows. The trainees/ counselors will be introduced to the History Exploration Guide which is a useful tool as it enables the counsellor to identify and make the first remarks about the needs of the young individual by dividing them into three levels, basic needs, social needs and occupational needs. It includes an account and a choice of goals in three levels, professional, family, and educational level. The counsellor is called upon to guide the individual by taking into account the realistic conditions of his/her life to make his/her first choices. After that, an individual plan of action is needed to be developed in order to to formulate specific goals and steps that the target group should follow to have a clear and realistic plan that



they will try to accomplish in order to achieve the goals they set with the counselor.

The individual action plan is the key to the whole process. It is the downfall and the design of the concrete steps the individual needs to do. At this point, there is a comprehensive account that stems from the investigation that has been carried out with the help of the counsellor: what the person likes, what he / she is interested in, what is he/she good at, what profession he / she likes to do, what are his / her goals - personal and professional - in which areas he/she thinks he/she can improve. Then the individual action plan is established that concerns the utilization of the services offered by the program and it identifies which steps and with which series of priorities can be made: to monitor the empowering lab, if the person decides which training program offered in his/her area will join, if he/she will join an enterprise to gain work experience or will be placed directly for work. The action plan, after being carefully designed in cooperation with the counsellor, is signed by both of them thus forming a kind of contract signifying the agreement and the commitment of the individual to proceed with its implementation.

7. References

All Different All Equal (1999). Education Pack. Ideas, resources, Methods and Activities for Informal Intercultural Education with Young People and Adults. Strasbourg: European Youth Centre, Youth Directorate.

https://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_1007.htm

http://main.ekke.gr/projects/sem/resources/others/Kales_praktikes.pdf

8. Evaluation

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|--|---------------|-------------------------|-----------------------------------|----------------------|------------|
| ... acquired basic knowledge about running counselling interviews. | | | | | |
| ... understood how the trainers/counsellors can help the beneficiaries in developing an action plan. | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |