



QUALIFY

Facilitator's Guide

DESIGN OF INNOVATIVE COACHING INTERVENTION
PRACTICES FOR CAREER GUIDANCE PRACTITIONERS
DEVELOPED BY INOVA CONSULTANCY



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Background Information and Introduction to the QUALIFY Project

The QUALIFY project will implement a specialised training programme for career guidance practitioners (private/public) to become innovative Career Coaches, supporting low skilled adults to improve their employability skills. In total between 20-40 career advisors or career professionals in the field of employment will be trained. The impact of this training will spread amongst their clients and peers and will support the long-term sustainability of this exciting innovative project. This intervention will aim to increase the employment opportunities for the long-term low-skilled unemployed. It aims to provide them with a more personal proactive model when accessing career services in the partner countries. It is also anticipated that this new approach will cascade across the profession giving extended long-term benefits and support the sustainability of the QUALIFY project.

Taken from the application:

'In order to ensure that the programme is later embedded in the culture of the organisation for long term sustainability of the project, participants need to ensure the following conditions:

- 1) *identify the need to change;*
- 2) *want to implement a coaching style*
- 3) *can set clear and measurable objectives.*

Division of Work for IO2: March – November 2018

- IO2/A1 – Design of the coaching programme
- IO2/A2 – Coaching sessions with guidance practitioners (in each nation)
- IO2/A3 – Validation of the coaching programme
- IO2/A4 – Guide on coaching strategies for Guidance Practitioners

As part of IO2 INOVA will support the partners project activities and lead IO2 'Design of Innovative Coaching Intervention Practices'. All partners will deliver the pilot training with 5-10 guidance professionals.

Aim of the QUALIFY Project

The aim of the QUALIFY project is to produce the following results:

To provide guidance practitioners in each participating country with the latest, more effective and individualised methods and tools to support low-skilled unemployed adults to gain new skills, confidence and to be more job ready.

Research

As part of IO1, initial research was conducted by all partners to establish what is currently available for unemployed low-skilled adults accessing career services. This was followed by in-depth surveys with both career advisors and low-skilled unemployed. The outcome of this research and the report produced by Coremsa has supported the development of the QUALIFY training and its content. The report identified key competences and topics to be included in the training.

Additional aims as identified in the project application, include:

- 1) *To support and empower low-skilled unemployed, helping to change their mindset by discovering their strengths, skills and interests through the most appropriate training and by helping them develop a set of skills to unlock their career potential.*
- 2) *To promote European networking between private and public entities dealing with unemployed adults with holistic collaborative approaches to support and guidance as well as to develop methods and create conditions for tailored and personalised trainings, thus increasing adults' individual opportunities for the future*
- 3) *To improve the level of participation of adult learners from a lifelong learning perspective*

The QUALIFY team consists of 4 partners, CARDET, Coremsa, EuroPersonel, and Inova. All partners recognise that finding employment can be a daunting prospect, especially for low-skilled adults and even more so for those who have been long-term unemployed. The QUALIFY team have worked together to produce a course that meets the needs of this target group and meets the needs of career advisors/ professionals who are willing to try new innovative ways of working.

Inova has developed a unique group mentoring process which will be embedded as part of the QUALIFY training, by way of Career Circles™.

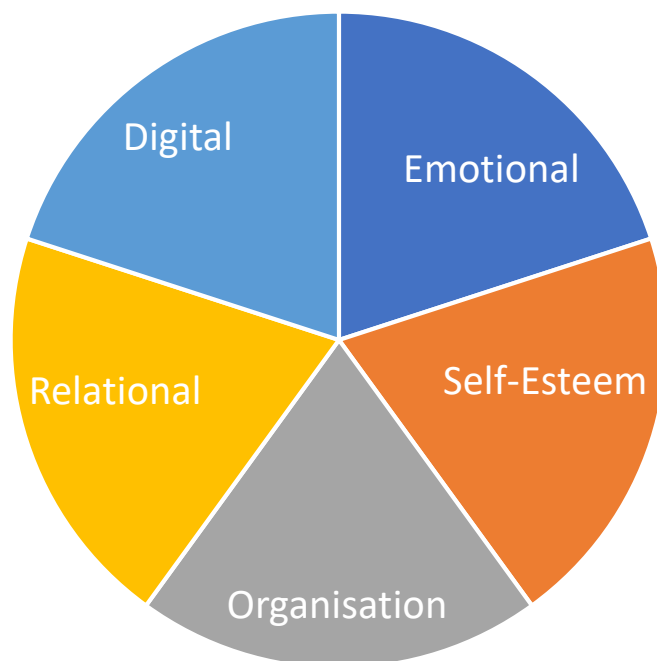
Circles™ use skilled facilitation and action learning techniques, coaching and mentoring, combined with self-reflection and action planning for career progression. The training will support the daily practice of career guidance practitioners, empowering and up-skilling the unemployed by exploring new ways of working which will include mentoring and Career Circles. The materials will be easy to adapt for use in daily practice. It is suggested that the training for professionals will be delivered as 4 half-day workshops, delivered by each partner organisation. The training will be a mix of action learning, information, group work, individual work and lectures. There will be a mix of tools and resources, some that have been developed for the programme, others that have been established as effective learning tools. The training will use creative tasks, worksheets, group and individual work, videos and PowerPoint presentations. Learners will be encouraged to undertake homework tasks and be provided with additional resources to support the tasks.

As part of IO1, a competence framework for career coaches was created and highlighted 5 key competences that are necessary when supporting low skilled adults (see Wheel of Competences

on next page)

- 1) *Emotional Competence Motivation and Learning to learn*
- 2) *Self-esteem – to be covered with a module on Peer Coaching and mentoring*
- 3) *Organisation (and Action Planning)*
- 4) *Relational Competence and Professionalism*
- 5) *Digital Competence*

Wheel of Competences



An additional 5 supporting competences were identified as important for personal and self-development and include hard and soft skills, for example, Computer Skills and Social Media, Confidence, Change-focused and Networking.

This training includes 4 detailed lesson plans and identified resources to support the delivery of the QUALIFY training programme. The training will be delivered in each partner country to between 5-10 career guidance practitioners (20-40 in total).

In addition, the learning will explore the following:

- Exploration of the competences identified as needed to be innovative career coaches
- Learners to examine their own thinking about career coaching
- Explore and examine new ways of working based on the results of the QUALIFY research and the competence framework

Recruitment of Career Advisors for the Training

It is envisaged that the Career Advisors who registered interest in the project at the research stage will register to the training, as many have already shown interest in further involvement in the project. In addition, the QUALIFY is being widely advertised and disseminated, supporting recruitment to the learning.

What will the Training Involve?

The QUALIFY training will include 4 modules (totalling 12 hours) that will address the key competences that career coaches need when engaging with their unemployed clients. By listening to participants, QUALIFY partners have been able to create a course that meets the needs of both the professional and the client. The training will be delivered face-to-face in a class environment and the total duration of the training is expected to be 12 hours. The target group is career advisors or career professionals who are looking to make positive changes to their practice. It is imperative that the professionals are willing to implement the new ways of working.

Proposed Titles for Each Session

The following are the proposed titles for each session:

- 1) *Emotional Intelligence and NLP*
- 2) *Motivation, Learning to Learn and Action Learning*
- 3) *Relational Competence, Brand You and Professionalism*
- 4) *Personal Growth and Career Circles*

Each session will begin with an introduction to the session and an icebreaker (tutors can choose their own or use the ones recommended). Icebreakers were discussed at the 2nd partner meeting in Malaga in June 2018 and partners discussed how they can be varied but also can link to learning outcomes – for example engaging in group discussion. Conducting a soft skills assessment at the beginning of the learning and then again at the end of the learning will support the evaluation and show progress achieved by individuals. The learning will be a mix of group work, individual worksheets, videos, creative tasks and PowerPoint presentations. Each session will end with an evaluation and confirmation of the next session.

WEEK 1: Emotional Intelligence and NLP

1. Objectives

At the end of this week, learners' will have:

- contributed to a group agreement and collaborated with peers
- engaged in group discussion and active listening
- understood the background to the QUALIFY project and curriculum
- understood the skills they themselves need to improve their work as career coaches
- understood the importance of positive psychology
- been introduced to emotional intelligence and NLP
- completed own soft skills assessment
- explored positive communication skills
- explored reflective practice

2. Introduction

Week 1 aims to provide the student with a basic knowledge of NLP (Neuro Linguistic Programming) and introduce them to Emotional Intelligence. Emotional Intelligence is shown as a key competence required by career professionals and by the unemployed. Introducing Emotional Intelligence and NLP to career professionals/advisors will have the added benefit of supporting them to feel confident in cascading this to their clients. The first lesson begins with an introduction to the subjects and a brief background. A mix of videos, PowerPoint presentations, and exercises/worksheets will support the understanding of the subject. Learners will explore how the tools can support positive thinking and how this supports career progression. The lesson will explore how employment opportunities can be improved, barriers overcome, and ambitions and goals achieved.

3. Main Teaching

3.0 Lesson Plan

Hours: 3 (180 MINS)

| | Theme | Time | Description | Resources |
|-----|---|-------------------------|--|--|
| 3.1 | Introduction | 10 mins s9.30 - 9.40 | <ul style="list-style-type: none"> – Today's Objectives – Introduction to each other – Introduction to the QUALIFY project – Introduction to facilitators – Qualify Programme Agreement – Discussion of Group Agreement | <ul style="list-style-type: none"> – Attendance List – PPT Slides: 1-8 – Handout 1: QUALIFY Programme Agreement |
| 3.2 | Icebreaker | 10 mins s9.40 | – | – PPT Slide: 9 |
| 3.3 | Soft Skills Assessment | 10 mins s9.50 | – Exercise: Assessment of learners' soft skills at the beginning of the training | <ul style="list-style-type: none"> – PPT Slide: 10 – Handout 2: Soft Skills Assessment (start) |
| 3.4 | – Introduction to Emotional Intelligence: being in tune with your feelings and thoughts | 25 mins s10.00 | <ul style="list-style-type: none"> – What is Emotional Intelligence? – Exercise: Feelings Exercise – Group Discussion: <ul style="list-style-type: none"> – How did you feel doing the exercise? – Were you surprise how it helped you to understand and get to know others by understanding how they feel at this moment in time? – Could you use this exercise with your clients? – 5 Elements of Emotional Intelligence – Gorman – Group Discussion: <ul style="list-style-type: none"> – Why is Emotional Intelligence and emotional competence important for Career Coaches? – Why is emotional competence important for people looking for work? – Emotional Competence and Feelings – Exercise: How Emotionally Intelligent Are You? | <ul style="list-style-type: none"> – PPT Slides: 11-18 – Learners' Pack – Handout 3: Feelings Exercise – Handout 4: How Emotionally Intelligent Are You? |
| 3.5 | Introduction to NLP | 25 mins 10.25 | <ul style="list-style-type: none"> – What is NLP? – 4 pillars of NLP – Exercise: Listening and Drawing | <ul style="list-style-type: none"> – PPT Slides: 19-23 – Learners' Pack – Handout 5: Listening and Drawing Exercise |
| 3.6 | Emotional Intelligence and NLP in the Workplace | 25 mins 10.50 | <ul style="list-style-type: none"> – Group Discussion: <ul style="list-style-type: none"> – How can we use Emotional Intelligence in the workplace? – How can we strengthen our emotional competence? | – PPT Slides: 24-26 |

| | | | | |
|------------------------------|---|------------------|--|---|
| | | | – Changing Perceptions, Changing the Way you work with Clients | |
| BREAK (15 mins) 11.15 | | | | |
| 3.7 | Understanding Paradigms and Production of Meaning | 25 mins 11.30 | <ul style="list-style-type: none"> – Understanding Paradigms and Production of Meaning – Exercise: Perceptions – Your Two Minds – Old Lady, Young Lady – Presuppositions of NLP – Neuroplasticity – Exercise: Brain Exercise | <ul style="list-style-type: none"> – PPT Slides: 28-38 – Learners' Pack – Handout 6 – Brain Exercise |
| 3.8 | Reflection and Learning Log | 20 mins 11.55 | <ul style="list-style-type: none"> – Importance of being Reflective – for practitioners and the long-term unemployed – Learning Log – Exercise: How Good is Your Goal-Setting? – SMART Goals | <ul style="list-style-type: none"> – PPT Slides: 39-54 – Learners' Pack – Handout 7 – Learning Log – Handout 8 – How Good Is Your Goal-Setting – Handout 9 – Goal Setting |
| 3.9 | Putting into Practice | 20 mins 12.15 | <ul style="list-style-type: none"> – Group Discussion: How could we use some of the tools discussed with your clients? – Homework: Think about how you could use some of the tips and tricks and share with the group at the next section (facilitator can use a flipchart and write up what learners say) | <ul style="list-style-type: none"> – PPT Slides: 55-57 – Flipchart/pens |
| 3.10 | Evaluation | 10 mins 12.30 | <ul style="list-style-type: none"> – Session Evaluation Form – Tutor to advise of time and date of next session | <ul style="list-style-type: none"> – PPT Slides: 58-59 – Handout 10 – Session Evaluation |

3.1 Introduction

| | |
|--------------------------|--|
| Duration: | 10 mins |
| Materials Needed: | PPT Slides: 1-8 Attendance List Handout 1 – QUALIFY Programme Agreement |

As this is the first session of the QUALIFY Training Programme, some time has been devoted to a presentation of the facilitator(s). Facilitators are free to use the following information or make up their own.

The QUALIFY Project

The QUALIFY project develops coaching and mentoring among support workers to help them support long-term unemployed people.

The QUALIFY project aims to revolutionise professional guidance and explore coaching as a tool to support low-skilled unemployed people to reflect on blocks and obstacles to their decision making, identify patterns of behaviour from the past that may impact future choice and work as catalyst in helping them define their own way forward.

The project will implement a specialised training to provide guidance practitioners with the latest, most effective and individualised methods and tools to support low-skilled unemployed adults to gain new skills, confidence and to be more job ready.

The Facilitators

Personal introduction will probably include:

- Your name
- Personal history, how you got to where you are in life
- Fields you have worked in, career trajectory
- Professional qualifications if relevant, credibility to be able to facilitate
- How you like to work, anything in particular that you value e.g. openness, honesty, sharing
- Explain your role – process expert rather than technical expert

QUALIFY Programme Agreement

Give out **Handout 1 – QUALIFY Programme Agreement**. This sets out the learners' commitment to the partner organisation and their commitment to the learner. This has been designed to encourage retention, and ensure learners continue to go every week to every unit.

Note to Career Practitioner: You may want to come up with your own agreement, stating your responsibilities to them and the learners' responsibility to you.

Group Agreement

Week 1 should set a group agreement which can be partially pre-prepared if time is an issue or if learners initially lack confidence to participate. Slide 8 can be deleted, instead you can come up with your own group agreement as part of a group discussion. Some suggestions include:

- respect people's confidentiality
- be non-judgemental
- be patient when others are speaking
- respect other's opinions
- work according to the scheduling
- work to understand cultural and professional differences
- everyone has the right to be listened to
- to have fun and enjoy the course
- to make mistakes
- to be respected
- to share ideas
- Be active!
- Be positive!
- Be creative!

Note to Facilitator: In the light of the GDPR we also recommend making learners aware of how you will use their data and refer them to your privacy policy. You should also discuss taking photographs, photographs are needed by the NA as evidence the trainings took place. However, be considerate to the fact that not all learners will be comfortable with having their picture taken. If this is the case, it may be better to take pictures from behind the learners' heads, so their faces cannot be seen.

Make learners aware of any other necessary information including fire exits and where to congregate in the event of a fire.

3.2 Icebreaker

| | |
|--------------------------|---------------------|
| Duration: | 10 mins |
| Materials Needed: | PPT Slide: 9 |

Facilitators are encouraged to use their own icebreakers, you can find some examples [here](#).

Example 1: Two Truths, One Lie

Ask learners to arrange themselves in a circle. Instruct each learner to think of three statements about themselves. 2 must be true statements, and 1 must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

Example 2: Icebreaker Questions

- If you could have an endless supply of any food, what would you get?
- If you were an animal, what would you be and why?
- What is one goal you'd like to accomplish during your lifetime?
- When you were little, who was your favourite super hero and why?
- Are you a morning or evening person?
- What's your favourite thing to do in the summer?

The learning outcome of the icebreaker is for learners to feel more comfortable and to engage in group discussion.

3.3 Soft Skills Assessment

| | |
|--------------------------|--|
| Duration: | 10 mins |
| Materials Needed: | PPT Slide: 10 Handout 2: Soft Skills Assessment (start) |

Soft skills are important requirements in today's job market. In addition, low-skilled adults will need support to develop key skills, for example computer skills, maths skills and language skills. These are key skills that employers will require and may ask to see evidence of this by way of certification. By supporting unemployed to develop soft skills such as confidence and motivation, career coaches can then support them to move forward positively with their learning.

Soft Skills Assessment

Following on the administrative aspects, all participants are expected to fill in a Soft Skills Evaluation sheet (see **Handout 2 – Soft Skills Assessment (start)**). The sheet contains 24 different soft skills with a grading system from 1 (= poor) to 5 (= excellent). Learners are given the instruction to grade themselves for each soft skill mentioned.

The purpose of this exercise is to visualise participants' learning curve; at the end of the final training session (Week 4) they will fill in the exact same evaluation sheet and can then compare their results. This self-assessment technique is highly effective in visualising the changes participants will experience throughout the programme.

Note to Facilitator: Remind participants that they should do this based on their gut feeling; they should not think about their answer for too long but rather go with the grade they feel fits with their skills best based on their intuition. This will be a first step to teach participants to be more in tune with their own self-awareness.

Note to Career Practitioner: For the low-skilled employers remove soft skill: 'knowledge about training others'.

3.4 Introduction to Emotional Intelligence: Being in Tune with your Feelings and Thoughts

| | |
|--------------------------|--|
| Duration: | 20 mins |
| Materials Needed: | PPT Slides: 11-18 Learners' Pack Handout 3: Feelings Exercise Handout 4: How Emotionally Intelligent Are You? |

What is Emotional Intelligence?

Emotional intelligence is the ability to recognise your emotions, understand what they're telling you, and realise how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, you will be able to manage the relationship more effectively.

People with high emotional intelligence are usually successful in most things they do. This is because they're the ones that others want on their team. When people with high emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

Exercise: Feelings Exercise

Give out **Handout 3 – Feeling Exercise**

Group Discussion

- How did you feel doing the exercise?
- Were you surprised how it helped you to understand and get to know others by understanding how they feel at this moment in time?
- Could you use this exercise with your clients?

Note to Facilitator: If time allows, you could link this exercise to the Johari Window theory. The Johari window is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955. <https://www.communicationtheory.org/the-johari-window-model/>

5 Elements of Emotional Intelligence – Daniel Gorman (1995)

Refer Learners to the **Learners' Pack**, this includes information about the 5 elements of Emotional Intelligence and How to Improve Your Emotional Intelligence.

In his book titled "Emotional Intelligence – Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. SELF-AWARENESS

People with high emotional intelligence are usually very self-aware. They **understand their emotions**, and because of this, they don't let their feelings rule them. They're **confident** – because they **trust** their intuition and don't let their emotions get **out of control**.

They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas, so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

2. SELF-REGULATION

This is the ability to control emotions and impulses. People who self-regulate typically don't **allow themselves** to become too **angry** or **jealous**, and they don't make impulsive, careless decisions. They **think before they act**. Characteristics of self-regulation are **thoughtfulness**, comfort with **change**, **integrity**, and the ability to say no.

3. MOTIVATION

People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for **long-term success**. They're highly **productive**, love a **challenge**, and are very **effective** in whatever they do.

4. EMPATHY

This is perhaps the **second-most important** element of emotional intelligence. Empathy is the ability to **identify** with and understand the **wants**, **needs**, and **viewpoints** of those around you. People with empathy are good at **recognising** the **feelings** of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing **relationships**, **listening**, and **relating** to others. They **avoid stereotyping** and judging too quickly, and they live their lives in a very **open, honest way**.

5. SOCIAL SKILLS

It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically **team players**. Rather than focus on their own success first, they **help others** develop and shine. They can **manage disputes**, are excellent **communicators**, and are masters at **building** and **maintaining** relationships.

Group Discussion

- Why is emotional intelligence and emotional competence important for Career Coaches?
- Why is emotional intelligence and emotional competence important for people looking for work?

Emotional Intelligence can support relationship-building and is now seen by many employers as a key skill required in the job market.

Note to Facilitator: – [article](#) on the importance of Emotional Intelligence at work.

“According to emotional intelligence, or EQ, success is strongly influenced by personal qualities such as perseverance, self-control and skill in getting along with others.”

Emotional Intelligence is increasingly recognised by employers as a key competence needed in today's workforce. It is very much about an individual's resilience, ability to cope and social skills. In

addition, someone with good emotional intelligence will have good soft skills. Many career coaches, career professionals and life coaches are beginning to use NLP and Emotional Intelligence to support their clients and to support their own career progression.

Many low-skilled adults often have poor soft skills, including low confidence and self-esteem. Including Emotional Intelligence learning as part of the QUALIFY programme will ensure that the project meets the criteria of innovation and creativity. Emotional Intelligence can be used to make others feel more comfortable and at ease not only with others but with themselves. It is about having self-confidence, self-belief and positivity. You will support your unemployed clients to feel at ease and comfortable and give them your time and attention. It is important for career advisors to show empathy with clients and offer emotional as well as practical support. This will help the client to think more positively about their situation. As part of the QUALIFY research a key comment made by both the unemployed and the career professionals was about “timeslots” being insufficient for example.

Emotional Competence and Feelings

So, following on from the research by Gorman and the links already made between Emotional Intelligence and NLP, it is clear that Emotional Competence is a key skill needed in today’s job market and for everyday life. It is clear that emotional competence is also linked to feelings. If you have negative thoughts and negative feelings about yourself then you will find it more difficult to find a job. If you are positive and optimistic and have positive feelings towards yourself and positive thoughts this will support your job search, you will be more enthusiastic and more motivated. You will also continue to develop this skill which will contribute to improved mental and emotional wellbeing and your happiness and contentment levels. Developing the skill of emotional competence has many positive impacts and helps build good healthy relationships as you also develop the skill of recognising how others feel.

Exercise – Self Assessment: How Emotionally Intelligent Are You?

Give out **Handout 4 – How Emotionally Intelligent Are You?** This includes 15 statements for learners to answer. It gives learners the chance to self-evaluate and see areas where they are strong, and areas which are weaker and can be worked on. The end of the **Handout** gives tips for learners to improve on each element of emotional intelligence.

3.5 Introduction to NLP

| | |
|--------------------------|--|
| Duration: | 20 mins |
| Materials Needed: | PPT Slides: 19-23 Learners' Pack Handout 5: Listening and Drawing Exercise |

What is NLP?

NLP (Neuro-Linguistic Programming) was developed by Richard Bandler and Dr John Grinder in the 1970s. Bandler, a master's level student of Information Sciences and Mathematics, and Grinder, a professor of Linguistics, studied those who they considered to be excellent communicators. NLP is linked to emotional intelligence and positive psychology.

For facilitators – a simplified version of NLP is available [here](#).

- **Neuro** – Our nervous system through which we gather and process information via our 5 senses:
 - Sight – Visual
 - Hearing – Auditory
 - Touch – Kinaesthetic (although Kinaesthetic also refers to emotions)
 - Smell – Olfactory
 - Taste – Gustatory
- **Linguistic** – Language and other non-verbal systems by which we give meaning to our Internal Representations (IRs). We can have:
 - Pictures / Sounds / Feelings / Smells / Tastes / Words (self-talk)
- **Programming** – patterns, programmes, strategies. Behaviours we run internally to achieve our outcomes.

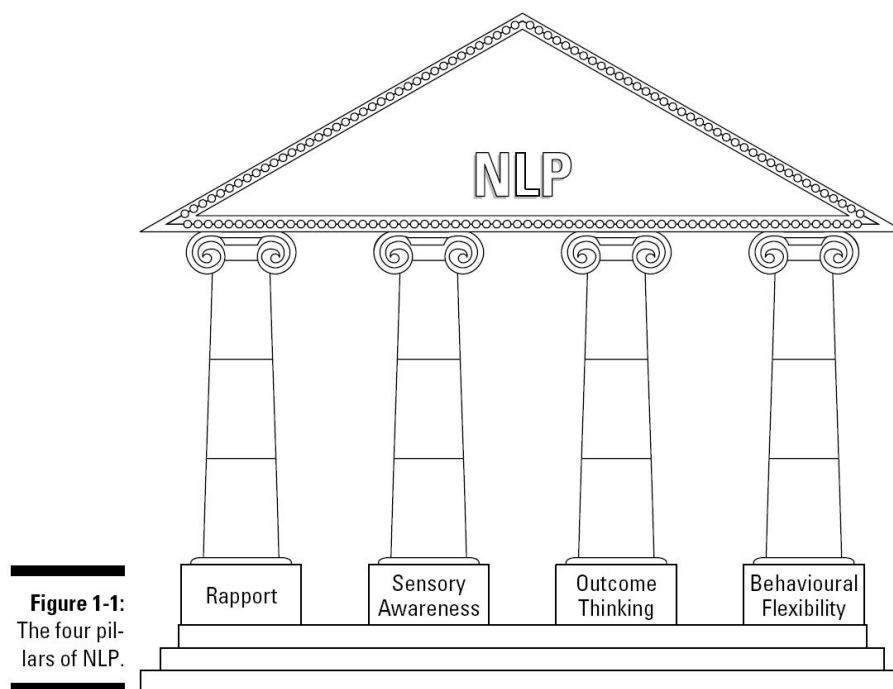
NLP is about our internal programmes – like a computer we are programmed from an early age in how we see the world – through environment, parents, early experiences etc. NLP helps us to recognise these programmes – 'set ways' of thinking so we can be more aware of our pre-conceived ideas and how they may be affecting our behaviour.

4 Pillars of NLP

Refer Learners to **Learner's Pack**

The first thing to understand is that NLP is about four things, known as the pillars of NLP. These four foundations of the subject can be described as follows:

- **Rapport:** how we can get on with other people. We have good rapport with our friends and partners (usually!), the people we want to spend time with. If we can build rapport with others, in a work environment it can help us achieve better results.
- **Sensory awareness:** similar to Mindfulness, being more aware of what's happening around us and using all our senses to be more aware of what other people are thinking/feeling
- **Outcome thinking:** focus on what we want to achieve/get rather than our current problems
- **Behavioural Flexibility:** being able to see things from new perspectives or approach a problem in a new way instead of being stuck in our normal patterns – Think about a child trying to do a jigsaw – they just try out all the pieces until they find one that fits!



Exercise: Listening and Drawing Exercise

Give out **HANDOUT 5** – Listening and Drawing (Chicken) Exercise

Note to Facilitator: You can choose whether to use the handout yourself and read it out to all participants or get learners can get into pairs – one person will read out the instructions while the other draws. Don't let the learners know that they are supposed to be drawing a chicken or show them the picture of the chicken as this defeats the object of the exercise!

Group Discussion

The learners should have drawn a chicken (see handout)

If not, why not? Discuss the exercise with your partner/the group – was it their listening skills? A lack of understanding? Were the instructions clear? How did it make you feel?

3.6 Emotional Intelligence and its Relationship to NLP

| | |
|--------------------------|--------------------------|
| Duration: | 20 mins |
| Materials Needed: | PPT Slides: 24-26 |

Group Discussion

- How can we use Emotional Intelligence, NLP and emotional competence in the Workplace?
- How can we strengthen our emotional competence?

Note to Facilitator: give examples of how we can strengthen our emotional competence– such as stepping outside our comfort zone, improving our self-belief.

Group Discussion: Changing Perceptions, Changing the Way you work with Clients

- Do you currently use coaching as a tool in your profession?
- Do you have enough time with clients?
- Do you know how your client feels on the day and time you meet with them?
- Do you know your clients dreams and ambitions?
- What areas of your guidance work could you change to improve results?
- What are the benefits of making changes to the way you work for you?
- What are the benefits of making changes to the way you work for your client?

Note to Facilitator: Explore the skills of a life coach. What skills are you using already? What are the barriers?

3.7 Understanding Paradigms and Production of Meaning

| | |
|--------------------------|---|
| Duration: | 25 mins |
| Materials Needed: | PPT Slides 28-38 Learners' Pack Handout 6 – Brain Exercise |

Paradigms is very much about understanding a set of standards and theories. For example, the profession of career guidance will have paradigms, a set of standards based on research and theories. Paradigms is what give the meaning and purpose and understanding paradigms for any profession is important. However, being creative and looking beyond concepts, boundaries or evidence allows for progress and change, whether in a career or in life.

Exercise: Perceptions Exercise

In small groups, each describe something that you see (the view out of the window perhaps).

- How do each of your descriptions differ?
- Why?
- We all see things differently depending on our own life experiences.

Notice that people's descriptions are individually tailored by their own experiences. The information filtration process is influenced by your values and beliefs, memories, decisions, experiences and cultural social background; it allows in only what your filters are tuned to receive.

Your Two Minds

The conscious mind contains all the thoughts, memories, feelings, and wishes of which we are aware at any given moment. This is the aspect of our mental processing that we can think and talk about rationally. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness.

The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behaviour and experience, even though we are unaware of these underlying influences. The unconscious can include repressed feelings, hidden memories, habits, thoughts, desires, and reactions.

Freud likened these levels of mind to an iceberg. The top of the iceberg that you can see above the water represents the conscious mind. The bulk of the iceberg that lies unseen beneath the waterline represents the unconscious.

Source: <https://www.verywellmind.com/the-conscious-and-unconscious-mind-2795946>

Old Lady, Young Lady

We usually start seeing one dominant image and often get 'stuck' to only being able to see that one thing! This can be the case in everyday life, where we are so used to seeing the world from our own point of view that we forget to see things from other perspectives. It takes flexibility to see both images in the picture and, in the same way; we need to keep our minds open to other possibilities and options in the real world. This flexibility can be developed through reflection exercises and other NLP techniques.

Presuppositions to NLP

NLP is based on several 'presuppositions' or 'convenient beliefs' – those who practice NLP adopt these beliefs to help ease their journey through life. The idea being that if you always keep these in mind, everyday problems which may get other people down will not affect your state of mind.

- | | |
|--|--|
| 1) Everyone has a unique model of the world. | 10) Everyone has all the resources they need to succeed & to achieve their desired outcomes. |
| 2) Respect other peoples' models of the world | |
| 3) The map is not the territory. | 11) The person with the most flexibility of behaviour has the greatest influence on others. |
| 4) People are not their behaviour. | |
| 5) The meaning of all behaviour is dependent upon the context it appears in. | 12) There is no failure, only feedback. |
| 6) All behaviour has a highest positive intention for the individual. | 13) Everyone is in charge of their mind and therefore their results. |
| 7) The most important information about a person is their behaviour. | 14) The meaning of your communication is the response you get. |
| 8) Everyone is doing the best they can with the resources they have. | 15) Resistance in a person you are communicating with, is a sign of a lack of rapport. |
| 9) There are no un-resourceful people, only un-resourceful states. | |

When we initially meet people, who see the world differently to us it gives us 'cognitive dissonance' – the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioural decisions and attitude change. If we recognise and accept the fact that everyone sees the world differently – it will bother us less.

Neuroplasticity

neuroplasticity: the brain's ability to reorganise itself by forming new neural connections throughout life. Neuroplasticity allows the neurons (nerve cells) in the brain to compensate for injury and disease and to adjust their activities in response to new situations or to changes in their environment. ([Medicine Net](#))

Scientific evidence shows the brain has the ability to change during a life time and that it can be like elastic – it can strengthen or weaken depending on what areas of the brain are being used. It was previously thought that the brain was fully developed by age 3 and would not change after – You can't teach an old dog, new tricks! Now, it is known that this is not the case. The brain can always develop and is moulded throughout life by our experiences.

Neuroplasticity does not consist of a single type of morphological change, but rather includes several different processes that occur throughout an individual's lifetime. Although plasticity occurs over an individual's lifetime, different types of plasticity dominate during certain periods of one's life and are less prevalent during other periods. In addition to genetic factors, the brain is shaped by the characteristics of a person's environment and by the actions of that same person – Brain training!

Exercise: Brain Exercise

Give out **HANDOUT 6 – Brain Exercise**.

Just as we have to exercise the muscles in our bodies we also have to exercise our brain! Brain exercises can help strengthen key areas of the brain.

3.8 Reflection and Learning Log

| | |
|--------------------------|--|
| Duration: | 20 mins |
| Materials Needed: | PPT Slide: 39-54 Learners' Pack Handout 7 – Learning Log Handout 8 – How Good Is Your Goal-Setting? Handout 9 – Goal Setting |

Importance of Being Reflective for practitioners

Reflection allows you to grow and to assess how you could do things differently next time. It allows you to grow in confidence and to address any changes you need to make and can be applied to your professional life and your personal life. Reflective practice is very important in the teaching and nursing professions and is becoming increasingly important in many other professions too, especially those offering support to others.

Importance of Being Reflective for long term unemployed

Many people who go to the job centre report having to keep a job log, which is more a list of jobs they have applied for without any real reflection of what happened, how they applied for it, their feelings regarding the job, their confidence with regards to the application, interview etc

Learning Log

An independent record of your own learning. The Learning Log can produce positive changes associated with self-reflection. It helps you become more aware of how you learn and achieve changes

Give out **HANDOUT 7 – Learning Log** and ask participants to fill it in

Note for Facilitators: Ask career practitioners to fill in everything in the Handout – Learning Log. Alternatively, they can write a small reflective paragraph on their learning.

Note for Career Practitioners: Ask your unemployed clients to fill in a couple of the questions in the Handout – Learning Log each time you meet. They can pick the questions they feel they can answer and feel are relevant to them. Alternatively, they can write a small reflective paragraph on their learning.

Exercise: How Good Is Your Goal-Setting

Note for Facilitators: Only do this if you have time. You could also use this in another session as a follow up to learning about SMART goals.

Give out **Handout 8 – How Good Is Your Goal-Setting?** This includes 18 statements for learners to answer. It gives learners the chance to self-evaluate and see areas where they are strong, and areas which are weaker and can be worked on. The end of the Handout gives tips for learners to improve their goal-setting abilities.

SMART Goal-Setting

Refer learners to **learners' pack**.

SMART goal setting brings structure and trackability into goals and objectives. Each goal or objective, from intermediary step to overarching objective, can be made S.M.A.R.T. and as such, brought closer to reality.

| | |
|--|---|
| Specific S | Defines exactly what your focus/goal is. |
| Measurable M | Your goal is capable of being measured and has a clear outcome described. |
| Attainable/Agreed A | Your goal is achievable. |
| Realistic R | Expresses a goal which is achievable, but which may have some element of stretch and challenge. |
| Timed/Time-specific T | Specifies an end date or a date by which the objective will be achieved. |

Exercise: Your SMART Goals

1. Introduce and Explain the Exercise to Learners

To reach your goals, these need to be realistic. The SMART method will help participants with this and can be applied in all areas of life, be it in a professional or non-professional setting. It brings clarity to what it is you want to achieve and how you can achieve this.

Without setting goals, no matter how big or small, life can quickly turn into a chaos and you will find your productivity and efficiency levels drop. Accomplishments like sending someone to the moon, developing the first electric car and finally having enough money saved to buy yourself a new laptop are all the result of a goal that was set at some point. A vision that was charted and realised.

2. Use Handout 9 provided, ask learners to set the goals for the training. Ask them to write 2-3 goals and discuss, if they meet SMART goals setting criteria in all 5 aspects.

3. Discuss how SMART goals setting can be used during QUALIFY training.

If you write your goals down, you have a higher chance of achieving them. Visualising goals furthermore helps to make them come alive. Before participants start writing down the goals they

would like to focus on throughout the QUALIFY programme, ask them to think about the following questions:

- What time do you have available?
- What's your energy and appetite for achieving this goal?
- What level of knowledge does it require?
- Will you need any new knowledge?
- How are you going to achieve your goal?
- Can you estimate the effort required in relation to the value of the likely outcome (= valence)?
- Is it a very large goal that needs to be split into sub-goals?
- What is the timescale?
- Are there any quick wins?
- Do you need to gain support to achieve your goals? Who from – colleagues, your partner, staff?
How will you do this? Can you organise goals into a timeframe – Short term, Medium term, and Long term?
- Do you know other people who have achieved goals like this – can you learn from them and model your behaviour according to their success?
- Are you able to write your goals using the SMART-format?

3.9 Putting into Practice

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|--------------------------|-------------------------------------|
| Duration: | 20 mins |
| Materials Needed: | PPT Slides: 55-57 Flipchart/pens |

Group Discussion

- How could we use some of the tools that we have discussed with your clients?

Note for Facilitators: Option to write what learner's say on a flipchart board.

Homework

Think about how you could use some of the tips and tricks and share with the group at the next section.

3.10 Evaluation

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|--------------------------|--|
| Duration: | 10 mins |
| Materials Needed: | PPT Slides: 58-59 Handout 9 – Session Evaluation Form |

Ascertain what people have learned in the session. What have they learned about themselves and about their problem or issue? Have they learned anything from others? What were the most useful questions? What impact did they have? This helps participants to have time to reflect on the outcomes of the session prior to completing the evaluation forms. This step will take place at the end of each session. Evaluation forms should be completed at the end of each session (see Handout 9).

1. Ask learners to summarise their actions and comment on any learning for the session.
2. Explain any arrangements for encouraging group members to hold one another to account. You may decide to ask people to allocate a 'chasing buddy' to their left around the table. This person chases them up, asks about progress and generally checks informally on their success in between meetings. This can also help to build relationships more strongly within the group.
3. Refer participants to further learning opportunities. Remind them of the homework to complete by the next meeting.
4. Ensure everyone has the date of the next meeting in their diary and has venue information.
5. Confirm any action you as a facilitator will take, e.g. emailing the ground rules agreed.
6. Close the session by asking people to complete the relevant evaluation form – **Handout 10**.