



QUALIFY

IO2 A1 Version 3

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



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WEEK 4: Additional Competences, Continuation of Personal Growth and Career Circles™

1. Objectives

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

- Explored the additional competences for career professionals
- Explored personal growth
- Participated in a Career Circle™
- Reflected on the Career Circle™
- Evaluated the Career Circle™
- Learned about the importance of Branding

2. Introduction

Learners will explore and evaluate the Career Circles™ with a view to implement in their practice alongside other learning and theories identified in previous sessions. Learners will have a taster of the “Circles™” experience and then discuss how this could enhance personal growth for themselves and their clients.

3. Main Teaching

3.0 Lesson Plan

Hours: 3 (180 MINS)

	Theme	Time	Description	Resources
3.1	Introduction and Recap	10 mins	<ul style="list-style-type: none"> – Welcome back, meet and greet – Recap: ask if the programme has influenced learners' professional practice and how learners are progressing outside of the session. – Today's Objectives 	<ul style="list-style-type: none"> – Attendance List – PPT Slides 1-3
3.2	Icebreaker	10 mins	<ul style="list-style-type: none"> – Effective Branding 	<ul style="list-style-type: none"> – PPT Slide 4
3.3	Introduction to Career Circles™	10 mins	<ul style="list-style-type: none"> – What is a Career Circle™? – Self-Efficacy – Albert Bandura – Methodology Approach – Challenges – Feedback – Further Information 	<ul style="list-style-type: none"> – PPT Slides 5-13
3.4	Using NLP to Ask Questions	10 mins	<ul style="list-style-type: none"> – The NLP Communication Model 	<ul style="list-style-type: none"> – PPT Slides 14-21 – Handout 1 – Using Questions
BREAK (15 mins)				
3.5	Career Circle™	75 mins +20 mins if needed	<ul style="list-style-type: none"> – Exercise: Career Circles™ 	<ul style="list-style-type: none"> – PPT Slide 22
3.6	Keeping It All Going	10 mins	<ul style="list-style-type: none"> – Stating Motivated, Staying Positive – Turning Negatives into Positives 	<ul style="list-style-type: none"> – PPT Slides 24-26
3.7	Certificates	10 mins	<ul style="list-style-type: none"> – Certificates: Celebration of Learning – Ideas for Maintaining Contact and Implement Learning in Practice – Group Discussion: What will you do differently? 	<ul style="list-style-type: none"> – PPT Slide 27
3.8	Soft Skills Assessment	10 mins	<ul style="list-style-type: none"> – Soft Skills Assessment – What is Next for QUALIFY? 	<ul style="list-style-type: none"> – PPT Slide 28-29 – Handout 2 – Soft Skills Assessment (end) – Handout 3 – Using a Computer - Self Assessment
3.9	Evaluation	15 mins	<ul style="list-style-type: none"> – Session Evaluation Form – Final Evaluation Form – How to maintain contact – More about the QUALIFY project 	<ul style="list-style-type: none"> – PPT Slides 30-31 – Handout 4 – Session Evaluation – Handout 5 – Final Evaluation

3.1 Introduction

Duration:	10 mins
Materials Needed:	Attendance List PPT Slides 1-3

Welcome learners back.

Give a recap of last session, share any examples of putting last week's session into practice.

Group Discussion

Ask learners if the programme has influenced their professional practice and how learners are progressing outside of the sessions.

3.2 Icebreaker

Duration:	10 mins
Materials Needed:	PPT Slide 4

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

Effective branding: Discussion about some of the top brands and why they are remembered.

3.3 Introduction to Career Circles™

Duration:	10 mins
Materials Needed:	PPT Slides 5-13

Career Circles™ are based on the innovative Circles™ Methodology developed by Inova 2001. We can use the term 'Career Circles™' for the duration of the QUALIFY project. However, as it is a trademarked product, it cannot be used beyond the lifetime of the project, instead, consider replacing it with 'Career Coaching'.

The Career Circles™ provide a facilitated space where individuals have a dedicated time slot to present their issues, problems and opportunities. Through questioning, the group members help them to gain more insight into their situation; the aim is to help them find ways forward in taking purposeful action. The method works because it places the learner at the centre of the situation; it works in real time on live issues of importance to the individual. It integrates any theoretical learning with real experience; its about action and implementation.

The benefits of this action learning approach areas are as follows:

- It enables learners to generate more insight into the situation they are facing, perhaps helping them to generate more options and solutions.
- It tests assumptions on which plans are built.
- It enables learners to reality check plans, ideas and solutions; are they appropriate, comprehensive and appropriate to the context?
- By bringing more brain power to look at issues, learners have more opportunity to spot issues which they haven't already thought of; it can help expose blind spots. Circle™ colleagues may help learners look at potential consequences or outcomes; they may help learners to generate more innovative and creative ideas or find new ways to approach situations.
- It offers a way of constructively challenging ideas, in order to help learners, maximise chances of success.

Generally, Circles™ are followed up with more sessions and each time the participant brings new issues to the table whilst also feeding back on action that has been taken. For the QUALIFY project only one Circle™ is part of the course and this is to give participants experience of it them in practice. They should be encouraged to meet beyond the end of the training to continue the process. They will be asked to implement at least 2 Career Circle™ meetings with their unemployed clients.

The General Process of What Happens in a Circle™

Each Circle™ has a trained facilitator who helps shape the sessions. You meet for 3-4 hours. Each person has allocated time to use to explore an issue they are facing. The facilitator helps participants to develop action plans to go forward and test out new ideas or implement solutions. Participants then bring issues back to the Circle™ next time it meets. Circle™ colleagues can help hold participants to account, giving them confidence to push themselves out of comfort zones.

3.4 Using NLP to Ask Questions

Duration:	10 mins
Materials Needed:	PPT Slides 14-21 Handout 1 – Using Questions

The NLP Communication Model

The way we experience the world through our senses is filtered through our past experiences and affects our behaviours.

NLP Meta model says that when people speak 3 processes happen naturally; deletion, distortion and generalisation. This allows us to explain our experiences in words more easily – otherwise we would be very long winded!!

Rather than are usual reaction which is to give advice – such as just ignore her or have you tried buying her a coffee, using NLP to ask questions rather than offer advice gets to the root of the problem. The woman in question does not hate the speaker she is just in a bad mood because she hates driving through all the traffic.

Give out HANDOUT 1 – Using Questions. Learners can use this as examples when doing the Career Circles.

3.5 Career Circle™

Duration:	75 mins
Materials Needed:	PPT Slide 22

Each participant to take turn whilst others listen and then offer support. Peer support, peer mentoring. Each learner has 5 minutes to prepare, 5 minutes to present and 5 minutes for peers to offer support.

Note for Facilitators: We have left 20 minutes extra for this time. Sometimes, you can have more participants than you expect. Sometimes learners can get emotional during the Circle, and you do not want to stop them mid-way through. If you find 75 minutes enough, you can have extra time at the end for learners to network with each other or leave early.

3.6 Keeping it All Going

Duration:	10 mins
Materials Needed:	PPT Slides 24-26

Staying Motivated, Staying Positive

Turning Negatives into Positives

3.7 Certificates

Duration:	10 mins
Materials Needed:	PPT Slides 27

Certificates of attendance and celebration of learning

Ideas for maintaining contact and implementing learning in practice.

Group Discussion: What will you do differently?

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

3.8 Soft Skills Assessment

Duration:	10 mins
Materials Needed:	PPT Slides 28-29 Handout 2 – Soft Skills Assessment (end) Handout 3 – Using a Computer – Self-Assessment

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.

Note: 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.

What is Next for QUALIFY?

Agree how the learning will be cascaded to low skilled unemployed and how this can be evidenced (taking into account GDPR)

Facilitator to discuss the sustainability of QUALIFY – the website, IO3

Give out **HANDOUT 3** – Computer Self-Assessment test, to be used to assess learner's competences for IO3.

3.9 Evaluation

Duration:	15 mins
Materials Needed:	PPT Slides 30-31 Handout 4 – Session Evaluation Form Handout 5 – Final Evaluation For

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)

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 – **Handouts 4&5**.