QUALIFY
TRAINING PACKAGE

WEEK 4:

ADDITIONAL COMPETENCES, CONTINUATION OF PERSONAL GROWTH AND CAREER CIRCLES™

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WELCOME BACK

WHAT DID WE LEARN LAST WEEK?

TODAY'S OBJECTIVES

At then 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

INTRODUCTION TO CAREER CIRCLES™

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WHAT IS A CAREER CIRCLE™?

- Methodology developed by Inova Consultancy (UK) in 2001

- Innovative methodology which combines the benefits of one to one mentoring with those from working with a group of peers.

- A combination of action learning, coaching and mentoring – provides mentees with support, inspiration for idea generation and greater creativity in problem-solving.

- Delivered in more than a dozen European countries

- Developed by Occupational Psychologists, Coaches, Human Resources Experts, Organisational Development Consultants & Female Entrepreneurs
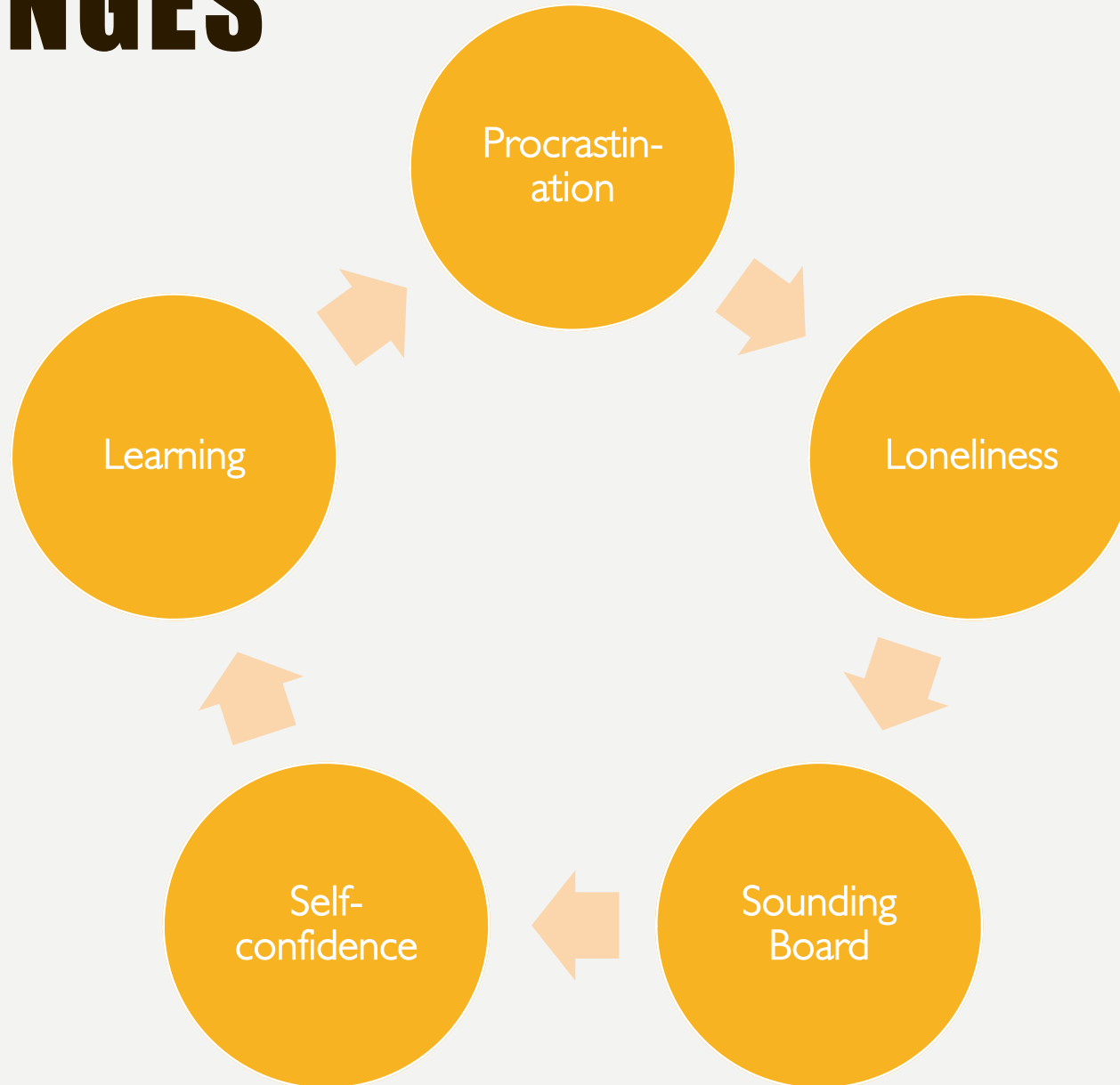
SELF-EFFICACY

Improved self-efficacy:

- ''Self-efficacy is the measure of the belief in one's own ability to complete tasks and reach goals''

- ''Self-efficacy affects every area of human endeavour. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviours affecting health''. *Albert Bandura*

METHODOLOGY APPROACH

- **Performance accomplishments:** Helping you to re-visit past occupational successes, completing self appraisals and occupational exploration activities.

- **Vicarious learning:** Observing and learning from other people in the group and learning from the facilitator.

- **Emotional arousal:** Using relaxation training and adaptive self-talk, i.e. learning to be aware of negative self-talk.

- **Verbal Persuasion/encouragement:** Facilitators/peers provide positive affirmations and encouragement to learners.

CHALLENGES

Procrastin-ation

Loneliness

Sounding Board

Self-confidence

Learning

METHODOLOGY APPROACH

Mark learning, draw conclusions, define learning from experience

Start: Present challenge/ issue/question

Peers question you constructively to challenge views and understand perceptions

Bring results back to group – what worked/didn't work? Why?

Test out taking action in your own life

Insight? New understanding, ideas on taking action

FEEDBACK

"Finding support in the circle enabled me to stretch my wings."

"Great to share ideas, advice and support. Very useful networking."

"It's been a great experience; I look forward to be a part of others like this."

"The most worthwhile thing was sharing ideas, seeing how others approached things and bouncing ideas off people."

"I am so much more confident now and I have a clearer vision for my business"

FURTHER INFORMATION

http://inovacircles.org.uk/

"The end of learning is action, not knowledge"
Peter Honey
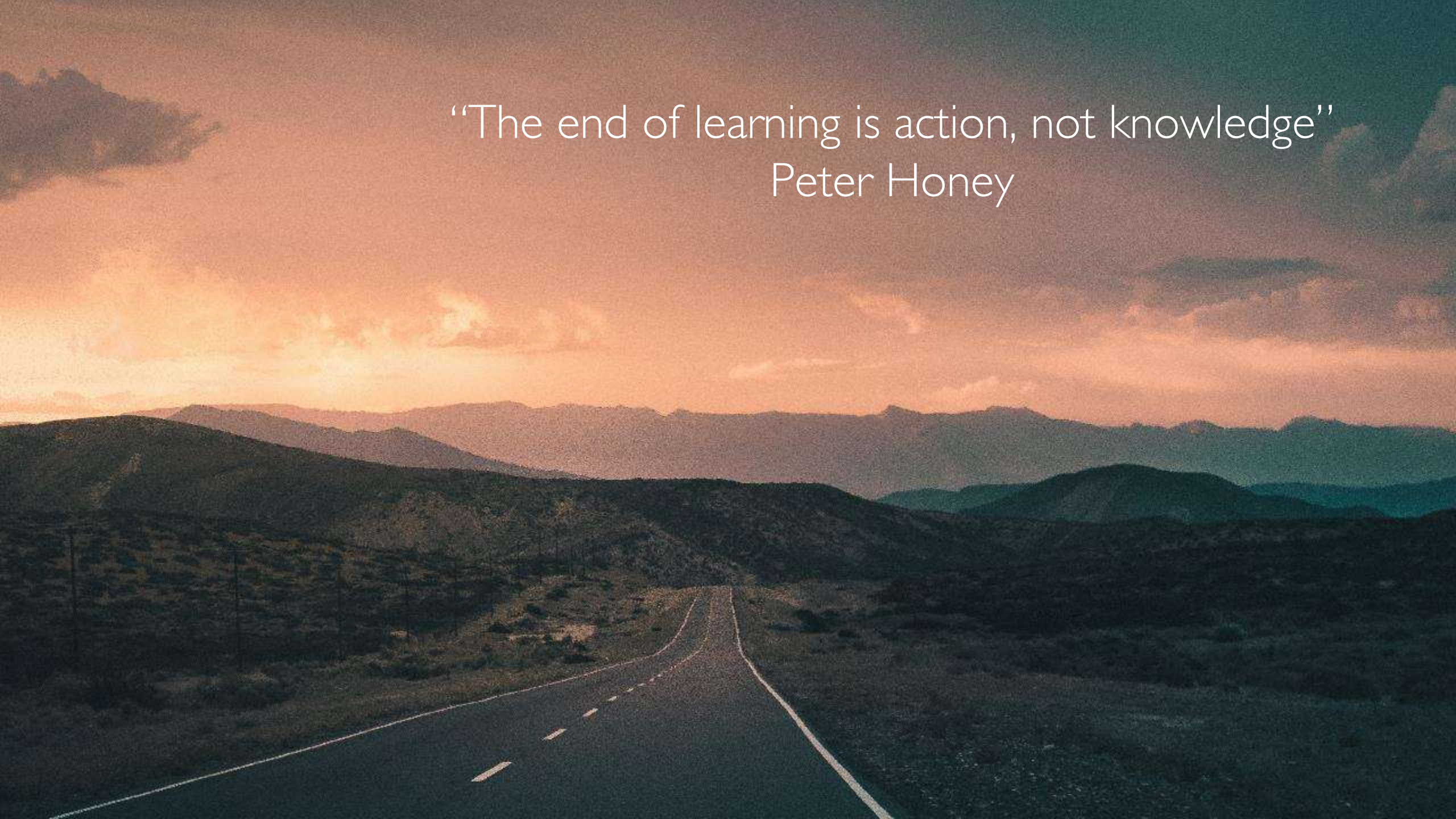
USING NLP TO ASK QUESTIONS

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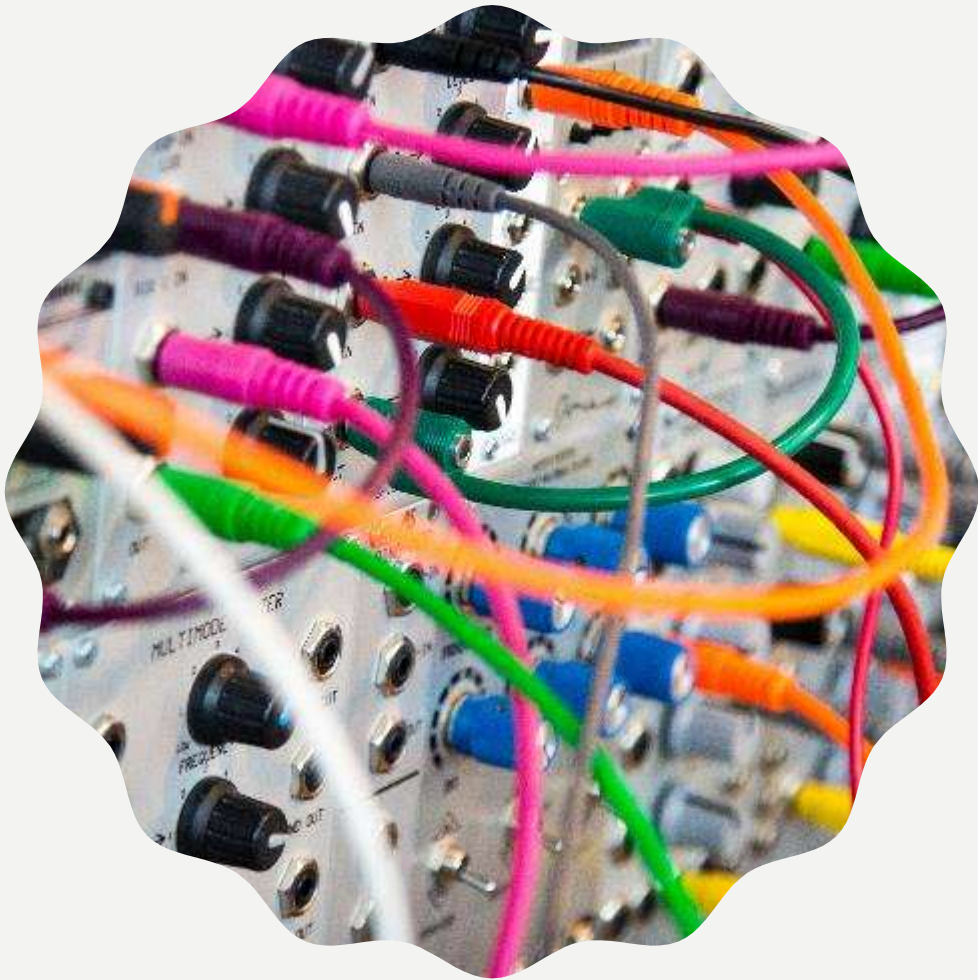
THE NLP COMMUNICATION MODEL

THE NLP COMMUNICATION MODEL

INTERNAL REPRESENTATION

5-9 chunks

FILTERS
Generalise
Distort
Delete

5 Senses

2 million bits of info

EXTERNAL EVENT

STATE

Metaprograms
Values
Beliefs
Decisions
Memories

PHYSIOLOGY

BEHAVIOUR
(What we do)

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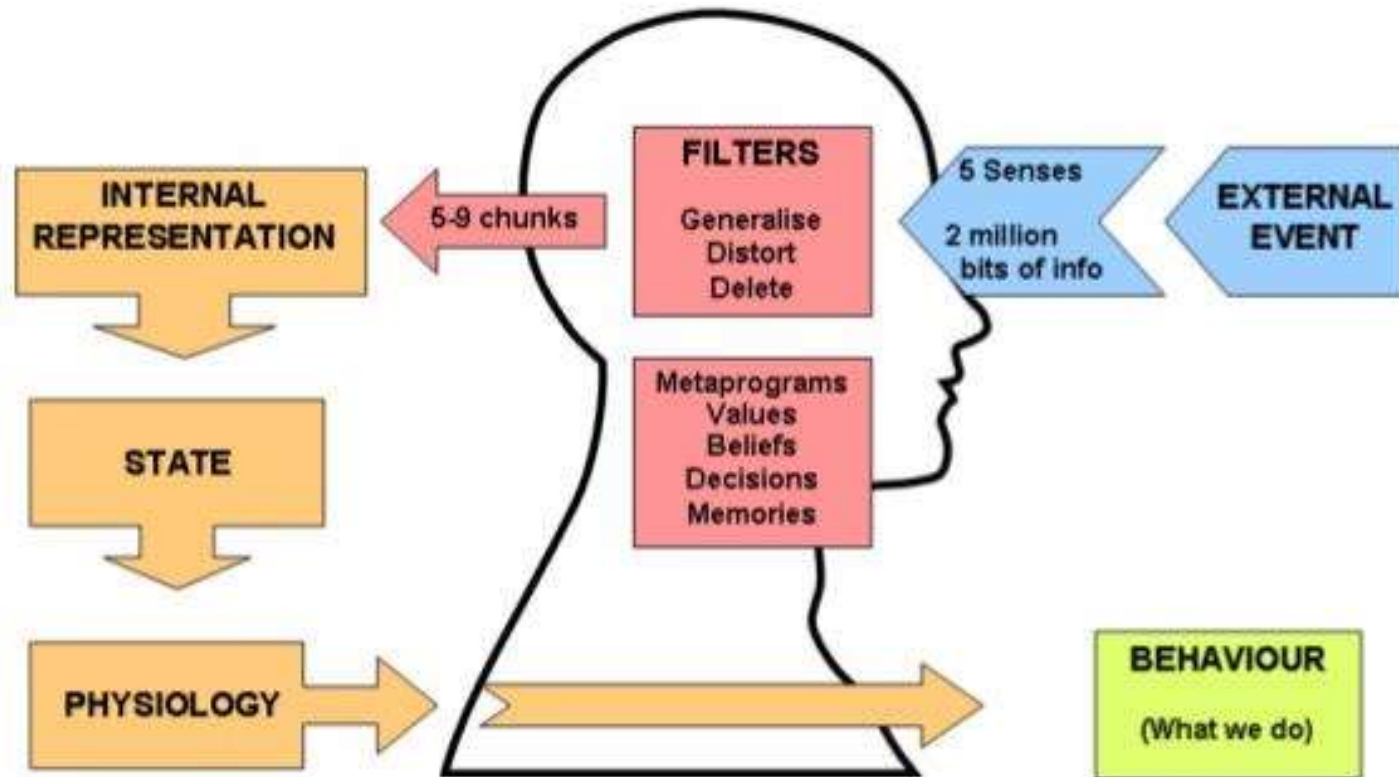
The way we experience the world through our senses is filtered through our past experiences and affects our behaviours.

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!!

Surface Structure	Question/ Deep Structure	
Mind Reading (knowing someone's internal state – but not saying how) e.g. "She doesn't like me"	How do you know she doesn't like you?	Recovers the source on information
Lost Performative (Value judgements – where the person doing the judging is left out) e.g. "It's bad to be rich"	Who says it's bad? According to whom? How do you know it's bad?	Gathers evidence criteria Recovers missed info
Cause – Effect (A>B) Where Cause is wrongly put outside self e.g. "He makes me mad"	How does what he's doing cause you to choose to feel mad? Or – How specifically?	Recovers choice

DISTORTIONS AND CHANGING MEANING

Surface Structure	Question/ Deep Structure	
Complex Equivalence (A=B) 2 experiences are interpreted as being synonymous e.g. ''She's always yelling at me, she doesn't like me''	How does her yelling mean she doesn't like you? Have you ever yelled at someone you like?	Gives a counter example
Presuppositions: e.g. ''If my husband knew how much I suffered, he wouldn't do that.''	How do you choose to suffer? How is he reacting? How do you know he doesn't know?	Put back at Cause What does he do? Bust the mind-read

DISTORTIONS AND CHANGING MEANING

Surface Structure	Question/ Deep Structure	
Universal Quantifiers: All, every, never, everyone, no-one etc. e.g. "He never talks to me"	Exaggerate the universal quantifier … Find counter examples… Never? What would happen if he did?	Recover counter example – effects outcome
Modal Operators e.g. "I have to work hard." e.g. "I can't stop smoking"	What would happen if you didn't? …Or? What prevents you? What would happen if you did?	Recover effects/outcome Recover causes

GENERALISATIONS

Surface Structure	Question/ Deep Structure	
Nominalisations: Process words, verbs – turned in to nouns e.g. "We have a problem with our communication."	Who's not communicating what to whom? How would you like to communicate?	Turns the verb back in to a process, recover the deletion.
Unspecified Verbs: e.g. "He rejected me."	How specifically did he reject you?	Specify the verb
Comparative Deletion: e.g. "That's expensive!"	Compared to what?	Recover comparison

DELETIONS

USING QUESTIONS IN NLP

Example: Using Questions in NLP

"I don't think she likes me."

"Why do you think she doesn't like you?"

"Because every time I smile at her and say Good Morning she just ignores me."

"Has this always been the case?"

"Yes"

NON NLP RESPONSE:

"She sounds really difficult, so just ignore her. I used to have a friend like that, have you tried getting her a cup of coffee or something in the morning?"

USING QUESTIONS IN NLP

"Does she say "Good Morning" to anyone else?"

"No,"

"So what does this tell you?."

"That I am not the only one"

"What is she doing in the morning which may affect her mood?"

"Dropping her kids off at school"

"Does she enjoy that?"

"No because she hates driving in all the traffic."

"Can you see any relationship between what she has to do in the morning and her behaviour?"

EXERCISE:

Revisit your action plans and identify a main issue in your professional arena that you would like to discuss.

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Career circles™

Time for a
Break

"Almost everything will work again if you unplug it for a few minutes… including you"

Anne Lamott

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KEEPING IT ALL GOING

HOW TO STAY MOTIVATED AND POSITIVE

STAYING MOTIVATED, STAYING POSITIVE

- Believe in yourself
- Be Confident
- Use positive self-talk
- Use what works for you to break the negative cycle, e.g. exercise, reading, walking, music etc.

- Surround yourself with positive people
- Be your own life coach
- Find self-help that works for you
- Remind yourself of your goals and work towards them
- Don't be hard on yourself

TURNING NEGATIVES INTO POSITIVES

- What are the benefits of being highly motivated?

- What opportunities are available if you think negatively?

- What opportunities are available if you think positively?

- What can you do to think more positively about yourself?

- How can you believe in yourself more?

- What could you do to improve your promotion prospects at work?

- What steps can you take to work towards your dreams/ambitions?

- Who can help you?

- How will you know if you are on track?

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CERTIFICATES

WHAT WILL YOU DO DIFFERENTLY?

EXERCISE:

Soft Skills Assessment

Soft skills such as networking, efficiency, communication skills, assertiveness, time management and enthusiasm are important requirements in today's job market.

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WHAT IS NEXT FOR QUALIFY?

- How this training can be used to support people who are unemployed and may be considered as low-skilled.

- Next Chapter: IO3 - Modern ICT Tools to Support Career Management for Low-Skilled
  - Self-Assessment of Computer Skills

http://qualifyproject.eu/

EVALUATION

- Please fill in Session Evaluation Form

- Please fill in the Final Evaluation Form

- This helps us know what works, and what doesn't and helps us improve the course for future learners.

CONTACT DETAILS

- Signpost to other support and courses in your local area and online