



# QUALIFY

## Learners' Pack

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



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project Number: 2017-1-SK01-KA204-035385]

EURO personal  
školenie VZV & BOZP  
TRÉNINGOVÉ CENTRUM



inova  
consultancy

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

## 1. Objectives

At the end of this week, you will have:

- Explored additional competences for career professionals
- Explored personal growth
- Participated in a Career Circle™
- Reflected on your Career Circle™ experience
- Evaluated the Career Circle™
- Assess areas of development in using technology – continuing to the next part of the project

Recap:

- Recap on staying motivated, staying positive
- Recap on turning negatives into positives

## 2. Introduction

This week's lesson explores additional competences, continuation of personal growth and includes the participation in a Career Circle™. You will have an opportunity to discuss how the Career Circle™ can help to enhance personal growth for yourself. Additionally, reflection will take place on previous topics and theories in the QUALIFY training programme.

## 3. Career Circles™

The Career Circles™ were adapted from the Mentoring Circles™ methodology developed by Inova Consultancy in 2001. The methodology entails a group mentoring session motivated by a trained facilitator. As a learner, you are provided with a space to discuss issues and problems and arrive at solutions. Opportunities and goals are also discussed. The other learners in the session are encouraged to use questioning (The Neuro-Linguistic Programming Communication Model) to gain further insight into the challenge or opportunity of the learner who is presenting their situation. This method encourages combining theoretical learning and real experience to work on the live issues of each learner.

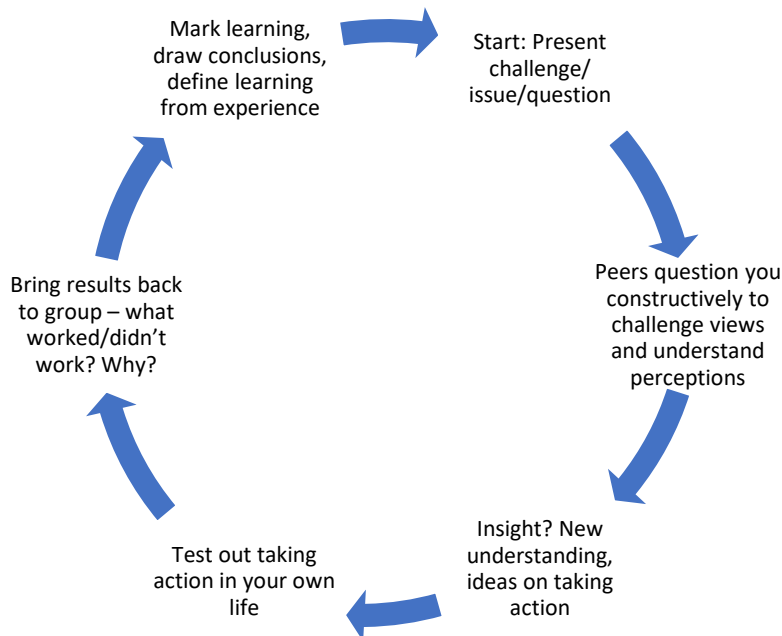
The benefits that you can gain as a learner include:

- Generation of further insight, options and new solutions for a situation that is being faced.
- Assumptions on which plans are built on are tested.
- With the support of other learners and the facilitator, the realism of plans, ideas and solutions is analysed.
- Blind spots can be exposed as there are many different perspectives and opinions to be gained in a group of learners.

## The General Process of What Happens in a Circle™

It is suggested each Career Circle™ lasts around 3-4 hours. Usually, more than one Career Circle™ takes place. For the purpose of this training in the QUALIFY project, 1 should take place to test the methodology. The purpose of the Career Circle™ is to use action learning, coaching and mentoring methodology to develop action plans. This helps to go forward and test out new ideas or implement solutions on the journey to develop soft skills and gain employment. As a result of this methodology, learners are provided with support, inspiration for idea generation and greater creativity in problem solving. When more than 1 Career Circle™ takes place, participants reflect on their progress at each session giving feedback on their current situation. Peers in the group help each other with motivation and forward steps to positivity. This pushes learners out of their comfort zones.

The methodology approach is as follows:



## Self-Efficacy

One of the main goals of the Career Circle™ is the development of self-efficacy in learners. Self-efficacy is the belief of one's own ability to complete tasks and reach goals. The belief individuals hold regarding their power to face challenges effectively strongly affects the effort exerted to deal with a challenge and the choice they are likely to make. For example, if an individual believes they are not able to devise a good CV, their effort to do so is likely to be low. They may even avoid creating a CV altogether. However, if they believe they possess a great ability to develop a successful CV, their self-efficacy is higher in this scenario and they are likely to develop a better CV.

## 4. Introduction to the Neuro-Linguistic Programming (NLP) Communication Model

In the session, individuals are encouraged to use the questioning technique from the NLP Communication Model to explore the assumptions of others in the session. They are encouraged to listen out for specific phrases which are maladaptive to professional and personal development. For example, phrases such as ‘I can’t learn’ can be questioned by other learners through asking ‘What do you believe you can’t learn?’ to gain more insight and then this generalisation can be challenged by asking for specific evidence that this is the case.

The NLP Communication model is also referred to as the Meta Model of NLP. The way we experience the world through our senses (for example, what we see, smell or hear) is filtered through our past experiences and affects our behaviours.

The NLP Meta Model describes the way that when people speak, three processes happen naturally. These are: deletion, distortion and generalisation.

- Distortions: when our imagination takes over from the truth.
- Generalisations: like stereotypes, these are used to make sense of the world.
- Deletions: selective attention of information, sometimes key details of a situation are missed out in order to improve efficiency. However, this can become a problem.

Below are the processes and ways to question these:

### Distortions and changing meaning

Surface Structure	Question/ Deep Structure	Outcome
<b>Mind Reading</b> (Knowing someone’s internal state – but not saying how) For example, “She doesn’t like me.”	➤ How do you know she doesn’t like you?	Recovers the source on information
<b>Lost Performative</b> (Value judgements – where the person doing the judging is left out) For example, “It’s bad to be rich.”	➤ Who says it’s bad? ➤ According to who? ➤ How do you know it’s bad?	Gathers evidence criteria Recovers missed information
<b>Cause – Effect</b> Where cause is wrongly put outside self For example, “He makes me mad.”	➤ How does what he’s doing cause you to choose to feel mad? ➤ Or – how specifically?	Recovers choice for the individual
<b>Complex Equivalence</b> Two experiences are interpreted as being synonymous For example, “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

<b>Presuppositions</b> For example, “If my husband knew how much I suffered, he wouldn’t do that.”	<ul style="list-style-type: none"> <li>➤ How do you believe you are suffering?</li> <li>➤ How is he reacting?</li> <li>➤ How do you know he doesn’t know?</li> </ul>	Identify cause and effect What does he do? Challenge the mind-reading
-------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

### Generalisations

<b>Universal Quantifiers</b> All, every, never, everyone, no-one etc. For example, “He never talks to me.”	Exaggerate the universal quantifier and find counter examples... <ul style="list-style-type: none"> <li>➤ Never?</li> <li>➤ What would happen if he did?</li> </ul>	Recover counter example – effects outcome
<b>Modal Operators</b> For example, “I have to work hard, or “I can’t stop smoking.”	<ul style="list-style-type: none"> <li>➤ What would happen if you didn’t?</li> <li>➤ ...Or?</li> <li>➤ What prevents you?</li> <li>➤ What would happen if you did?</li> </ul>	Recover effects/outcome Recover causes

### Deletions

<b>Nominalisations:</b> Process words, verbs turned in to nouns For example, “We have a problem with our communication.”	<ul style="list-style-type: none"> <li>➤ Who’s not communicating what to who?</li> <li>➤ How would you like to communicate?</li> </ul>	Turns the verb back in to a process, recover the deletion.
<b>Unspecified Verbs:</b> For example, “He rejected me.”	<ul style="list-style-type: none"> <li>➤ How specifically did he reject you?</li> </ul>	Specify the verb
<b>Comparative Deletion:</b> For example, “That’s expensive!”	<ul style="list-style-type: none"> <li>➤ Compared to what?</li> </ul>	Recover comparison

Through the exploration of new patterns of thinking, neuroplasticity takes place (see further resources for a video on neuroplasticity). The idea of neuroplasticity is that brains can be developed and moulded during our life through experiences. By adopting new perspectives, the brain can be trained and developed to think in new ways. For example, if an individual previously had negative thoughts regarding their ability to use a computer, although they have never received negative feedback on this, this assumption is likely to be irrational and needs to be challenged. By challenging this negative belief, over time the new perspective will be adopted, and the negative perspective will be abandoned (Begley, 2007).

## 5. Motivation

### 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 too 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 promotional 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?

## 6. Soft Skills Assessment

Soft skills are important for employers when searching for potential employees. They are also important for personal development and for each individual to recognise which skills they possess and which they need to develop. Developing skills such as confidence and motivation is beneficial. It can improve performance in interviews. If someone is confident in their interview and the employer can see the motivation of the individual in their CV and body language, they are much more likely to gain employment compared to those who do not possess these soft skills to the same extent. The development of other key skills such as computer skills, maths skills and language skills are also important. At the start of the training, learners complete a soft skills assessment then at the end of the fourth session the same form will be completed. This helps to identify the key skills that learners have developed or need to develop further. During the course of the training participants might

become more self-aware and this may result in some soft skills decreasing in rating. This does not necessarily mean that the skills have decreased, but rather that participants have a more realistic understanding of their strengths and weaknesses.

## 7. Continuing to the next part of the QUALIFY project

In the next part of the QUALIFY project, Modern ICT Tools to Support Career Management for Low-Skilled individuals will be developed. This part of the project aims to improve ICT skills through interactive resources. In order to assess computer skills, the Computer Self-Assessment test can be used to analyse strengths and weaknesses which you will receive as a learner.

### Further Information

#### Career Circles™:

- Visit the Inova Website to find out more about the Career Circles™, adapted from the Mentoring Circles™ <http://inovacircles.org.uk/>

#### Self-Efficacy:

- Understanding Self-Efficacy Theory <https://www.youtube.com/watch?v=OFsBNqmclZM>

#### Neuro-Linguistic Programming:

- Understanding Neuroplasticity <https://www.youtube.com/watch?v=ELpfYCZa87g>

#### Soft Skills:

- How to improve your soft skills <https://www.wikihow.com/Improve-Soft-Skills>
- How to identify and develop your soft skills <https://www.glassdoor.co.uk/blog/guide/develop-soft-skills/>

#### Action Planning:

- Action Plans / small scale planning [https://www.mindtools.com/pages/article/newHTE\\_04.htm](https://www.mindtools.com/pages/article/newHTE_04.htm)

#### References:

Begley, S. (2007). How thinking can change the brain. *Science*, 10, 02.