

AgriNext

Curriculum for Module 3

Guidance Service Provider in Multifunctional Agriculture

Module 3: The Process of Consulting

Duration: 7 hours (per 45-minute trainings) 5 hours face-to-face training, 2 hours preparation

OVERVIEW

The module “The Process of Consulting” will improve Guidance Service Providers’ (GSPs) knowledge and skills in career counselling and counselling in general and give them basic tools and skills in carrying out steps in the counselling process. General information about evaluating short-term and long-term outcomes will be provided. As a result, the GSPs will be able to structure the counselling process and sessions according to the proposed frameworks, create precise career goals with the users, and guide them through the implementation process. Users in the Guidance Service Model include: learners, students, school leavers, unemployed persons, employed persons, farmers, etc.

LEARNING OBJECTIVES

At the end of the module the learner will be able to:

- Differentiate the guidance services
- Apply steps in the counselling model to the counsellor’s practice with users
- Identify the needs and goals of the users
- Practise major counselling skills
- Evaluate the process of counselling

Knowledge

The learner will be able to:

- Describe different guidance services
- Outline major concepts of career guidance
- Interpret the career decision-making process
- Apply the steps in the career counselling model and counselling skills
- Evaluate the process of counselling



Skills

Learners will be able to:

- Set counselling goals and define career plans for different users
- Guide users through the decision-making process
- Perform different counselling skills
- Create evaluation techniques for the counselling process

Attitudes Acquired

The learner will:

- Be flexible to different kinds of users
- Distinguish counsellor responsibilities and user responsibilities in the GSM
- Take the users' perspectives
- Accept the importance of networking with different Guidance Service Providers (GSP)

Learning Units

Unit 1: Guidance Service Model (GSM) in the Broader Context of Career Guidance

Unit 2: Model of Counselling in Career Guidance and GSM

Unit 3: Counselling Skills

Unit 4: Specifics of Working with Unemployed Persons and Learners

Unit 5: Evaluation of the Counselling Process



Unit 1: Guidance Service Model (GSM) in the Broader Context of Career Guidance

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Place the Guidance Service Model (GSM) in the broader context of career guidance Outline major concepts of career guidance Recognise different guidance services according to complexity	The student is able to: Organize their guidance services according to complexity	The student is able to: Accept the importance of networking with different Guidance Service Providers (GSP)

Implementation Plan of Pedagogical Activities:

Date:		Location:		Duration: 55 minutes	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 1.1	15 min	Icebreaker activity: Two truths and a lie	Give instruction	Participants form groups of three. Each participant thinks of three statements about their career. Two statements should be true and one false. The other two participants need to ask "yes or no" questions and discover which statement is false	
A 1.2	10 min	PowerPoint Presentation: GSM in the Broader Context of Career Guidance	Present	Participants listen to the presentation	
A 1.3	30 min	Individual work, group presentation, discussion	Give instruction, prepare markers and papers Guide the presentation of the results	Participants form groups of three. Each group has two tasks. First, write down all the guidance services their institution is offering to users and next, write down all the challenges they face in counselling their users	
Material (What I need to have prepared): Flipchart, markers, PowerPoint presentation, scotch tape					

References/Sources:

1. [youtube.com/watch?v=ophLSXQfAtg&ab_channel=CareersCalendar](https://www.youtube.com/watch?v=ophLSXQfAtg&ab_channel=CareersCalendar)
2. European Lifelong Guidance Policy Network (2014). The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice.
3. European Lifelong Guidance Policy Network (2015). Lifelong Guidance Policy Development: Glossary.

Other notes:

The duration of each activity can be adapted



Unit 2: Model of Counselling in Career Guidance and GSM

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Describe the steps in the career counselling model Interpret the career decision-making model	The student is able to: Identify user needs Set counselling goals and plan activities Guide users through the decision-making process	The student is able to: Distinguish counsellor responsibilities and user responsibilities in GSM

Implementation Plan of Pedagogical Activities:

Date:		Location:		Duration: 65 minutes	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 2.1	20 min	Presentation: Career Decision-Making, Egan's model, CASVE Cycle, setting goals	Present	Participants listen to the presentation.	
A 2.2	10 min	Individual task	Give instruction	Write down career goals for three of your users using SMART rules.	
A 2.3	5 min	Presentation: Johari window	Present	Participants listen to the presentation.	
A 2.4	20 min	Group discussion	Give instruction, guide the whole group discussion	Participants form small groups and discuss the following questions: <i>What information do your users most often keep in their blind, hidden or unknown areas? How do you bring them to the open area? What information used to be in your blind spot, or on some occasions still is?</i> After the discussion, one member of each group presents the answers to the whole group.	
A 2.5	5 min	Reflection, Group discussion	Guide group discussion	Reflect and answer the questions. Think about	

				<p>your users and the decisions they make. <i>What were your responsibilities in the process as a counsellor? What were the responsibilities of the users?</i></p> <p>They are answering in the form of a group discussion in which they spontaneously give their reflections.</p>
A 2.6	5 min	Presentation: Responsibilities of Users and GSPs	Present	Participants listen to the presentation.
<p>Material (What I need to have prepared): Worksheet: Career goal, PowerPoint presentation</p>				
<p>References/Sources:</p> <ol style="list-style-type: none"> youtube.com/watch?v=qi4sgAVPAyc&ab_channel=TEDxTalks youtube.com/watch?v=GoD70trjwV4&ab_channel=AlanJones youtube.com/watch?v=d53AFjxT5hQ&ab_channel=TheCheatSheets youtube.com/watch?v=Zi4SvpAFRmY&ab_channel=CommunicationCoachAlexanderLyon youtube.com/watch?v=9CuMioMQcxk&t=88s&ab_channel=YaleCareerStrategy The Career Converter, https://careerconverter.atskillstrainingnetwork.org.uk/ The Counselling tutor, counsellingtutor.com/the-skilled-helper-approach/ University of California; ucop.edu/local-human-resources/your-career/performance-management/how-to-write-smart-goals-2018.pdf 				
<p>Other notes: The duration of each activity can be adapted</p>				

Unit 3: Counselling Skills

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Describe major counselling skills: active listening, setting, questioning skills, nonverbal communication, empathy, metaposition	The student is able to: Apply active listening skills Use open-ended and close-ended questions according to the users need	Student is able to: Take the user's perspective

Implementation plan of pedagogical activities:

Date:		Location:		Duration: 110 minutes	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 3.1	10 min	Presentation: Active Listening Part 1	Present	Participants listen to the presentation.	
A 3.2	20 min	Role-Play Part 1	Give instruction, monitor time, prepare activity sheet	Make pairs and take role A or B. Person A will talk about some topic (for example how did they spend their last summer holiday). Person B is listening but without any verbal or nonverbal signs of listening. After two minutes they switch roles. Afterwards, they write down their reflection on the activity sheet. They first discuss their impressions in pairs and then in the whole group.	
A 3.3	10 min	Presentation: Active Listening Part 2 (paraphrasing and reflecting)	Present	Participants listen to the presentation.	
A 3.4	20 min	Role-Play Part 2	Give instruction, monitor time, prepare activity sheet	Make pairs and take role A or B. Person A will talk about how they choose their career, and person B is listening using all the signs of listening including	

				paraphrasing and reflecting. After two minutes they switch roles. Afterwards, they write down their reflection on the activity sheet. They first discuss it in pairs and then with the whole group.
A 3.5	20 min	Presentation: nonverbal communication, questioning skills, empathy and metaposition	Present	Participants listen to the presentation.
A 3.6	30 min	Group work	Give instruction, guide the whole group discussion	Participants form small groups. Each group gets one case example. The task is to write down all the information they need from the user in the case example and to give as many solutions as they can think for this case. One member of each group presents the conclusions to the whole group.

Material (What I need to have prepared):

Worksheet: Active listening, flipchart, markers, PowerPoint presentation, case examples

References/Sources:

- [1. youtube.com/watch?v=KJbe39fFeeg&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=4&ab_channel=SageStudents](https://www.youtube.com/watch?v=KJbe39fFeeg&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=4&ab_channel=SageStudents)
- [2. youtube.com/watch?v=1AzL6DpaxzU&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=1&ab_channel=SageStudents](https://www.youtube.com/watch?v=1AzL6DpaxzU&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=1&ab_channel=SageStudents)
- [3. youtube.com/watch?v=npsu2d4xnHs&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=2&ab_channel=SageStudents](https://www.youtube.com/watch?v=npsu2d4xnHs&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=2&ab_channel=SageStudents)
- [4. youtube.com/watch?v=pDc_lbT0pqA&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=3&ab_channel=SageStudents](https://www.youtube.com/watch?v=pDc_lbT0pqA&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=3&ab_channel=SageStudents)
- [5. youtube.com/watch?v=ZTwaDum7_qE&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=5&ab_channel=SageStudents](https://www.youtube.com/watch?v=ZTwaDum7_qE&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=5&ab_channel=SageStudents)
- [6. youtube.com/watch?v=XzfNwBMT25U&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=6&ab_channel=SageStudents](https://www.youtube.com/watch?v=XzfNwBMT25U&list=PLfW3Wp3x6cZQK6h4FLVkJMbVoRipnREftG&index=6&ab_channel=SageStudents)
- [7. youtube.com/watch?v=3qfrZf95FwM&ab_channel=CounsellingTutor](https://www.youtube.com/watch?v=3qfrZf95FwM&ab_channel=CounsellingTutor)
- [8. youtube.com/watch?v=L4N1q4RNI9I&ab_channel=TED](https://www.youtube.com/watch?v=L4N1q4RNI9I&ab_channel=TED)
- [9. coursera.org/articles/active-listening](https://coursera.org/articles/active-listening)

Other notes:

The duration of each activity can be adapted

Unit 4: Specifics of Working with Unemployed Persons and Learners

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Recognise the needs and specifics of unemployed persons and learners	The student is able to: Create services and adjust the counselling process according to the users	The student is able to: Be flexible to different kinds of users

Implementation plan of pedagogical activities:

Date:		Location:		Duration: 30 min	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 4.1	10 min	Associations (first thoughts) with the term “unemployed person”	Prepare the Menti questionnaire, give instruction, interpret the results	Open the Menti tool. Write down their first associations (first thoughts) with the term “unemployed person”	
A 4.2	20 min	Presentation: unemployed persons and learners	Present	Listen to presentation	
Material (What I need to have prepared): Menti questionnaire prepared in www.mentimeter.com , projector, laptop, PowerPoint presentation.					
References/Sources: Guidance: supporting youth to manage their careers. Cedefop. https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/guidance-supporting-youth-manage-their-careers					
Other notes: The duration of each activity can be adapted Participant can access the Menti on their cell phones.					

Unit 5: Evaluation of the Counselling Process

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Evaluate the process and effect of guidance services	The student is able to: Create evaluation techniques of the counselling process	The student is able to: Adopt the evaluation process as a part of their working process

Implementation Plan of Pedagogical Activities:

Date:		Location:		Duration: 45 min	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 5.1	10 min	Group discussion	Guide the discussion	Reflect and answer the questions: <i>Do you monitor the success of your guidance services? How do you know that your guidance services or counselling is successful? What are the indicators of your success?</i>	
A 5.2	10 min	Presentation: evaluation	Present	Listen to presentation	
A 5.3.	25 min	Individual task		What can you do to improve the evaluation of your guidance service and guidance service in general?	
Material (What I need to have prepared): Worksheet, PowerPoint presentation					
References/Sources: 1. Towards European Standards for Monitoring and Evaluation of Lifelong Guidance Systems and Services. Cedefop. 2022. cedefop.europa.eu/en/publications/6209					
Other notes: The duration of each activity can be adapted					