



Concept note

I04_1: Resources & Competencies Pathway

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IO4_1: Resources & Competencies Pathway



Title:	<i>Resources & Competencies Pathway – Concept note</i>
Intellectual Output – IO 4_1	SymfoS – Symbol work counselling scenarios_1
Description:	<p>These interventions are designed for clients, for whom we identified a need for counselling on competences and resources through SymfoS Basic Clearing.</p> <p>This IO consists of four different interventions with specified objectives:</p> <ul style="list-style-type: none"> a) Competence & Resource pathway: career counselling on interests and strengths (resources and competences); b) Planning pathway: can be used for getting started a counselling process of training, planning towards apprenticeship, application period and job interview. c) Islands of Emotions: feelings regarding upcoming months, motivation for application process, planning future and career choices d) Inner Images: display and reflection of inner images connected to specific topic, identify fears and blockades, development of coping strategies <p>As a very strong innovative element, all scenarios follow the sequence of counselling:</p> <p>First the clients start with an installation of their symbols, then she/he has to present and the supporting group (peers) has the possibility to ask factual questions. Next the supporting group gives feedback about their perception of the presentation and work done. This leads to interpretations from the whole group, guided by the Career Officer. Finally, client and Career Officer agree on concrete actions.</p> <p>This Intellectual outcome will be available as physical objects (different symbol chases); guidelines will be published on our website and as paper version. Target groups are “regular” and disadvantaged youth to support their choice on different education and/or job market possibilities.</p>
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Resources & Competencies Pathway

The Resources & Competencies Pathway intends to facilitate supported self-reflection on acquired resources and competencies.

Resources are seen as sources of supply or support for the clients, all available means to realise the individual aims, in particular to achieve career and educational needs.

Competencies are defined as strengths, abilities and skills, already applied and proofed in concrete situations in prior life.

Both acquired resources and competences are key assets, valuable and important to possess if clients can really trust in them. Discovering these is a process that must be accompanied very carefully. Clients must be able to rely on their resources and competencies in real life, all of them have to pass the reality check.

Therefore, in the consultation great attention must be paid not to “invent” or “give away” numerous resources and competencies. Clients have to detect their own reliable ones. In general, “Less is more”, which means that one “real” resource, is much more helpful than numerous wobbly ones.

The Resources & Competencies Pathway is suitable for a review, a look back on client’s prior life as well as an anamnesis, an in-depth knowledge of the entire personality of the client.

Also, it forms the basis for a preview and the development of a detailed action-plan. (See intervention “Planning Pathway”)

Anamnesis means: What kind of relevant life experience did I acquire, that could be helpful to achieve a pre-determined goal through general application in the field of career and educational needs.

Based on this anamnesis, a concrete and realistic action plan is drawn up:

- What next steps should be taken in accordance to my aim?
- Do I need support? And
- How am I able to empower myself?

Methodology for Resources & Competencies Pathway



Material Used

Symbol case Nr. 4, blank sheet of paper and parking sign

Structure of the intervention:

I.) Starting point: Goal setting

The resource and competencies pathway starts with one card per year of age, built up from pregnancy to the current age. At the end of the pathway is a white sheet of paper, used as a parking lot, behind another colourful card.

The client considers the objectives, discusses them with the career guidance officer and chooses a symbol for his aim. The symbol is placed on a colourful card on the end of the pathway, with some distance from the parking sign.

Figure 1: Resources & Competencies Pathway_1



Figure 2: Colourful Card for the symbol of the aim

At the front of the pathway, the guidance officer places two sheets:

- At the right side a sheet labelled with **“Who am I?”** (characteristics, personality traits)
- At the left side a sheet, labelled with **“What am I good at?”** (acquired skills and abilities)



Figure 3: instruction sheets “Who am I?” and “What am I good in?”

II.) Choosing symbols for both aspects

After laying out the yearly cards and supplementary sheets, the client is given the task to select symbols made available to him, to recall those which remind him of the events of life and which stand for characteristics or abilities and skills.

- Symbols representing characteristics and personality traits to the right of the pathway
- Symbols representing abilities and skills to the left of the pathway (always at the height of the appropriate age)

- all other Symbols for relevant life events are placed directly at the cards in the middle

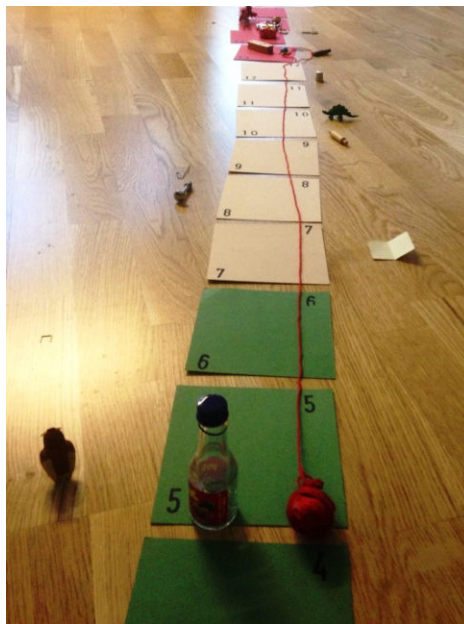


Figure 4: Choose Symbols and place them right, left and in the middle of the pathway

Suggestions for choosing symbols:

The clients are encouraged to select their symbols in any order they want. Usually they are more likely to be guided by the symbols than to find certain symbols for specific characteristics, skills or events. They can jump back and forward during the selection and placement of the symbols. Therefore, they don't have to care about starting at the beginning (birth) and ending at the last card (current age).

Before the age of 4, memories are rather rare. It is important to discuss with the clients that information from parents, grandparents or other persons should be used when laying the pathway. But it should be made clear, which information comes from own memories and which parts from other narratives.

III.) Counselling session – review on prior life experience and parking competences and resources for future needs

1. Presentation

The client presents the heading/ topic of her presentation.

If there is a group setting, the client chooses 2 or 3 “observers” as a supporting group. These peers are actively involved into all steps of the counselling session.

He talks about what he has displayed. The client always states which symbol he is talking about. (e.g. "this hand stands for..."). He starts his explanations with the first symbol on the first card of the pathway and ends at current age.

The practitioner listens carefully to what is being told. She is aware of the client's presence. While he is speaking, the practitioner observes his gestures, mimicry, posture, breathing, the pitch of her voice. Does he show emotions, does he touch a symbol, which one?

2. Factual questions

The practitioner asks factual questions. These questions only refer to the symbols, to "what is visible". No "why"- or "how come"-questions are asked. This is not about interpretation but understanding only.

The client answers the factual questions

3. Perception

The practitioner addresses the young woman directly. She describes everything she has perceived and everything she has observed while she was told the story. If someone detects emotions, she should be able to explain how they were perceived. (Mimicry, gestures, pitches of the voice etc.)

The client listens attentively.

4. Interpretation

The practitioner and the group talk about the client. She is thinking aloud, asking questions like "what is the problem?", "What should be different?", "What would he want to solve, understand, do?", "Where could be difficulties? Where not? "

The client listens attentively and does not respond for now.

5a. 'Parking' needed resources and competences at the parking lot

After the first part of the Counselling session, the client is invited to look for all symbols he considers helpful to achieve his goal and “parks” them in the parking lot. During the selection of the symbols, the feedback from the group and the practitioner in the form of observations and hypotheses can be helpful.



Figure 5: “Parking” of Symbols at the parking lot

The following steps of the intervention are optional, and the practitioner has to decide situationally

Option:

The symbols in the parking lot can be checked once again by looking at them individually and the client decides whether they are necessary and appropriate to reach the aim. The verification can be used for sorting, weighting or (re) evaluation.

5b. Agreement on actions

This phase leads into a discussion between client and practitioner about needed support and further steps for the client to reach his goal. At the end, the client should be committed to agreed actions.

In many cases this resource and competencies pathway is the base for a more intensive guiding process. If so, work can be continued with the planning pathway (IO4.2.), using the parking lot of resources and competencies as starting point.

Case Study

- Name of the client: Frank (Name changed)
- Basic data of the client: 17 years old, secondary school student, group setting
- Name of intervention: Resource and competence pathway

Goal setting- finish secondary school, later to study something related to sport

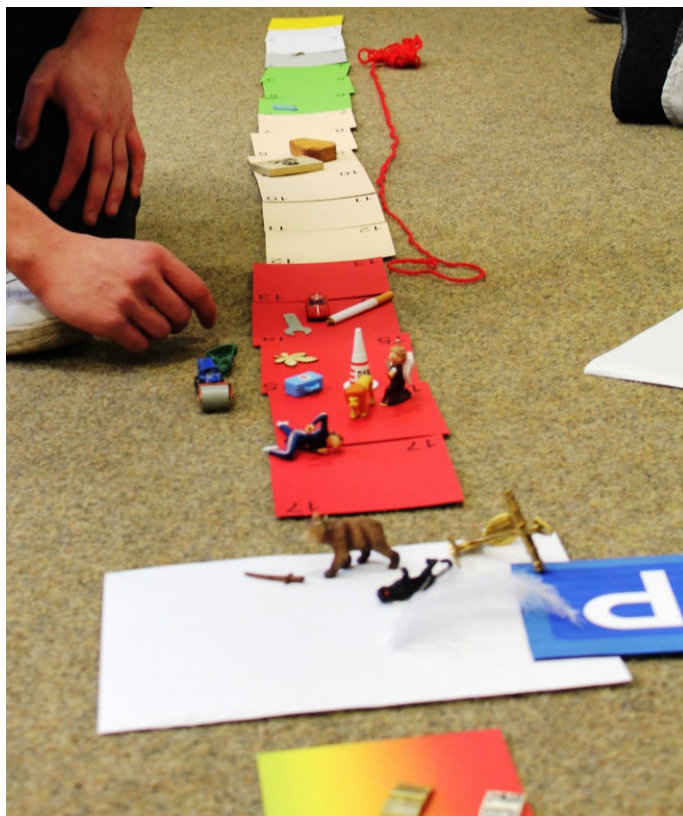


Figure 5: Resource-Competence-pathway – case study Frank

Starting point: Goal setting

Frank's goal is to finish secondary school and maybe to study later on something related to sport.

Counselling session

1. Presentation:

First Frank, after him the other group members choose place to sit. Frank chose a place at Card 0 (birth), in front of the life path. He did not move his location during presenting the life path.

Frank chooses two observers: a peer and an adult.

Frank presented his life path.

Frank is 17-year-old. He had a problem-free birth, and a problem-free early childhood. He started school at six. He also started to play football at 5-6. At 9 someone died in the family, which caused a temporary break in training for football. He described his time from then on as fighting. At age 14 he had his first work at a car mechanic, which he enjoyed. At the same age he started to smoke cigarettes, age 15 moving to marihuana. At age 16 he had an accident and he was told to give up football. At the same time he got together with his girlfriend. He decided not to give up football and re-started as he recovered. His goal is to finish high school and study something related to sports.

2. Factual questions: None

3. Perception (without evaluation, interpretation...)

Frank was sitting in the same position, one leg down, one leg up. He was holding / supporting himself with one leg and playing with his shoes with the other. He only lifted up this hand when he talked about fight. Then he put his hand to his chest / neck. When he was talking about death, his voice got weaker / smaller.

4. Interpretation/Suggestions

He got big support from his friends. He needs this support for his career. Most probably there is a reason why he never mentioned the family, and no symbol about that. He might not even have anyone or anyone in the family to support. He would need someone longer term such as friends, or girlfriend to support

For the client, what he heard was not really new. He did not talk about the family, as he does not want to offend the mother, but otherwise there are no problems. He thinks that his girlfriend is a good support.

5. a) “Parking” needed resources and competences at the parking lot

White paper with parking sign between the goal and the last life year: You should put all symbols there, which you consider as a strength / resource to reach your goals. Please explain them.



Figure 6: “parking” resources and competences at the parking slot

Frank puts and then explains the symbols: most of them related to fight, fight, and fight.

What are those resources that are not related to fight? / How would you rename the symbols to less fight-related?

Wolf: love, hope; anchor: standing up after a failure, steam roller: constructing the way to be easier, sportsman for sports; lion can stand for the family (of which he would not talk now)

5. b) Agreement & action-plan

Your main aim is to get to college. What do you need to do for that? Getting good grades

Is there any subject you feel problematic? Math's.

How / how much you study. I just try to focus during the lesson.

Is it enough for college? With luck.

Do you trust in luck? No.

What can you do in order not only to have support from luck? Studying (A discussion about how he studies: mainly together with his girlfriend.)

When is your next math test? Next week.

Do you plan to study? Yes, at the weekend.

Exactly when? Well, Friday is not good for me, I have a soccer match, and on Sunday my girlfriend has a dance class.

Then on Saturday? OK.

(A discussion on whom he can ask for support from adults. The soccer coach he mentions. The practitioner asks whether he will ask the coach? He will decide by next Tuesday. They arrange it).

Closing

Look through your life such as with a camera, with both points of view. Which you like better?

From the future perspective.

OK, now take a picture from your pathway as a whole, and afterward always a photo from 3 cards each.

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