



Concept note

104_2: Planning Pathway

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Concept note

IO4_2: Planning Pathway



Title:	<i>Planning Pathway – Concept note</i>
Intellectual Output – IO 4_2	SymfoS – Symbol work counselling scenarios_2
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> <p>a) Competence & Resource pathway: career counselling on interests and strengths (resources and competences);</p> <p>b) Planning pathway: can be used for getting started a counselling process of training, planning towards apprenticeship, application period and job interview.</p> <p>c) Islands of Emotions: feelings regarding upcoming months, motivation for application process, planning future and career choices</p> <p>d) Inner Images: display and reflection of inner images connected to specific topic, identify fears and blockades, development of coping strategies</p> <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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Planning Pathway

Every pathway is suitable either for a look back, determining the current position (like Resource-/Competence Pathway) and a preview (Planning Pathway), always related to life goals and visions. It is advisable to decide whether to work on short, medium or long-term goals.

For many young people it is very challenging to plan concrete goals for their future and especially difficult to define the necessary intermediate steps. Scheduling and complying to this planning is also a big hurdle.

Here, the planning pathway provides the necessary tools. The fact that the future can be made visible and comprehensible with the help of cards and symbols makes this work much easier.

It is also possible to change, add or remove the position of the cards or the symbols used at any time. This allows for flexibility and shows how clients can shape themselves and their own room for manoeuvre.

These plans can be made for very short periods of time (one hour (e.g. preparation of a presentation, an interview), one or more days (organisation of the weekend, structuring of leisure time), one week, one month or even three to five years.

For longer periods it is advisable to first work out an overall view (e.g. time until completion of the apprenticeship) and then to take a closer look at the near future (possibly the next three months) in order to agree on concrete actions of the clients.

The planning pathway can also be used to consider different alternatives. Two or more different scenarios can be visualized for this purpose (see figure 2 below).

Methodology for Planning Pathway

Material Used

Symbol case Nr. 4

Classification of Planning Pathways

Annual pathway: This pathway consists of 12 cards and is labelled from 1 to 12. It is mainly used for previewing (e.g. targets in the coming months, next year). The annual cards can be used for planning, goal setting as well as monthly, weekly, daily or hourly cards.

Monthly pathway: Five sets of five red single cards, each labelled Mon, Tue, Wed, Thu, Fri; four sets of two green single cards each, each labelled Sat and Sun, so the pathways can be merged in the respective monthly division.

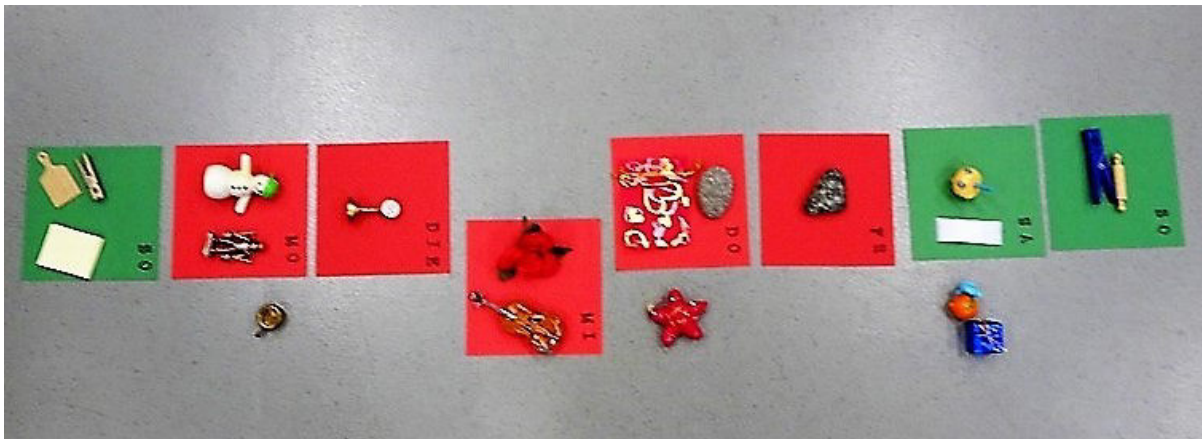


Figure 1: Planning Pathway

Since the distribution of work days and weekend days varies from month to month, there are sufficient tickets available for work days and Sundays in all cases. As a rule, real months are considered. Conflicts in families, for example, often become apparent at weekends. Therefore, there is a different marking of workdays and weekends. This also applies to holidays. Three additional blank cards are available for this purpose. You must mark holidays and vacation days yourself.



Weekly pathways: The cards from the monthly pathways are used. The usage is to be handled as e.g. with the monthly pathway. A particular aptitude here is that current conflicts can be made clearer. Monthly and weekly pathway: A total of 36 cards (5 x 5 cards for working days, 4 x 2 cards for weekends, 3 blank cards for public holidays) are available.

Day pathway: This pathway begins with a white card (sleep, dream and wake up). It is followed by 12 cards and ends with a white card (fall asleep, sleep and dream). The use of the day street is suitable for a preview and for the processing of day events

Figure 2: Planning Pathway with two different options in the future

The awake state during the day is usually more than 12 hours. The phases of the hour that require understanding or clarification must therefore be considered in each case.

The one-hour pathway is used like the day pathway and should be used in the case of red-hot events (conflicts, solutions...). She's got a five-minute split.

work surface

If possible, work should be carried out on the floor.

Structure of the intervention:

I.) Starting point: Goal setting

The planning pathway starts with the definition of the objective. Often this might be a follow up from the Resources & Competencies pathway and therefore the aim is already determined, but obviously it also may be used independently.

The client considers the objectives, discusses them with the career guidance officer and chooses a symbol for his aim. This should be adequately specific and concrete, especially with regard to the needed period of time until realisation. If it's a follow up from prior counselling, you can use the same card and symbol for the aim already described.

II.) Choosing symbols

The client places the cards on the floor as he sees fit. He then occupies the cards with symbols, in any order, for all the aspects he considers important and necessary to describe the situation.

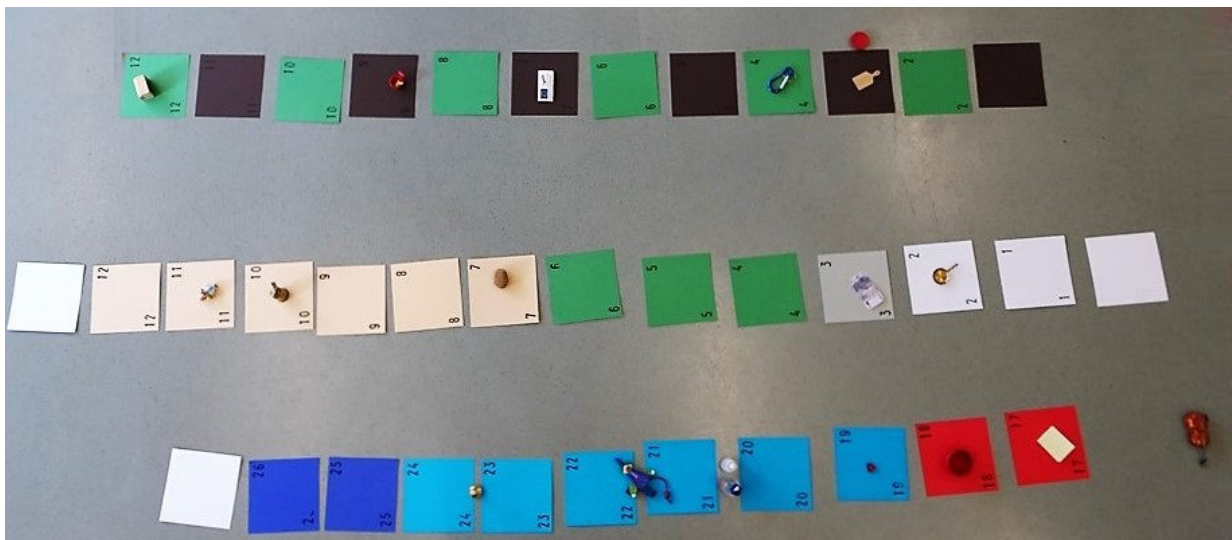


Figure 3: Choose Symbols and place them right, left and in the middle of the pathway

III.) **Counselling session**

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 the final one.

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 client 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.

5. 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.

Case Study

- Name of the client: Anna (Name changed)
- Basic data of the client: 18 years old, participates in a training program of the Austrian Labor Market service, group setting
- Name of intervention: planning pathway

Goal setting- planning the upcoming 5 years (apprenticeship period and following)



Figure 4: Planning pathway – case study Anna (she used 5 cards per year)

Starting point: Goal setting

Anna's aim is to find an apprenticeship and to plan her life for the next few years

Counselling session

1. Presentation:

Anna sat down on the floor, next to the colorful card for her aim and started to explain the symbols:

That's five years. 5 cards, for one year each.

This is my first year as an apprentice. I always cycle to work and back home. (bicycle and signs) This year I get the Austrian citizenship (note with name...) and have a little money (10€).

In the 2nd year of apprenticeship I have a little more money (100€) and then my 20th birthday (gifts, bottles of brandy...), which I will celebrate in a big way. Then I save a lot of money (piggy bank) for a driving licence and a car (car, keys) and then go on holiday (shells, boat).

In the 3rd year I earn a little more (200€) and go shopping (hanger, shoe, jewellery, can). There I go to the vocational school (house) and will finish it positively (badge). It is good as I have luck there (ladybug) gain a good certificate (badge) and have something in the hand (hands). Then I go on vacation again (bucket, shell, suitcase, rescue tire).

After 4 years I will buy a house (house, key). I become engaged (jewellery) and we get married (bunch of flowers, woman, man). We will be in love and happy (hearts, smiley). And then we're going on vacation. (house, shell bracelet)

In 5 years I will be the branch manager at a supermarket (woman, on stool), then I get a baby (stork) that will grow (baby, bottle), then comes a second child (bigger child, pacifier). We travel a lot. Then I am with my own family, have courage (button), strength (button) and endurance (button), and maybe a next baby (stork)

2. Factual questions: the 4 selected persons ask factual questions

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

the selected persons address Anna and tell her how they perceived her during the narrative:

- you wanted to start at all costs, you were impatient, you said that several times (with your girlfriends)
- before you started, you were pinching your cheeks.
- very evenly spoken, determined

4. Interpretation/Suggestions

The selected people are now talking about Anna. They think aloud about what comes to their mind about Anna and her performance. Anna's just listening.

Trainer: What's on your mind about Anna? Where do you think it's going to be hard for them? Where not?

- it's all very orderly, that's an advantage in life because she has a good overview.

Trainer: The disadvantage could be here: What if one thing doesn't work out?

- She's committed to things that have to do with feelings. I think it's kind of dangerous.

- She's a stand-up woman.

- I know her well and I know that if she wants to, she'll do it.

Trainer: Yes, is that now an advantage or a disadvantage when you look at this? She doesn't know when she'll fall in love. Buying a house isn't just like that, it takes a lot of money.

Trainer: A question for you: What do you think she'll do if something goes wrong, other than what she has planned?

- Then she starts all over again or remains stubborn. She won't give up

- She's always trying to make the most of it.

- She gets help - demands it. I'm afraid alternatives are already throwing her off track.

Trainer: You have to be aware that something can go wrong and have a plan to do it

Trainer addressed to Anna: "What about what was said about you? You've noticed we've noticed you very clearly.

Anna: Yes, everything already applies. My parents are always behind me and would always help me.

5. Agreement & action-plan

It becomes clear that it is more a matter of Anna's "wish future" than of a "correct future planning". Nevertheless, a clear determination can be seen in Anna's actions. She is encouraged in this. But it also becomes clear to her that "falling in love, having children, etc." cannot be planned in the same way as "acquiring Austrian citizenship". She would like to concentrate on the things that can be planned, although she clearly focuses on starting a family.

It is agreed that Anna will consider the next concrete steps for an apprenticeship search on the basis of this work and that a separate meeting will then take place.

Closing

Look at your upcoming future, such as with a camera, with both points of view (forwards and backwards). Which perspective do you like better?

I like the perspective to look forward and I also want to change some plans for the next meeting.

OK, now take a photo from your pathway as a whole, and afterwards a photo of every year (always 5 cards).

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