



Erasmus+



MODULE 6

Introduction to Counselling 50+

Overview

1. Introductory Exercise 1
2. Counselling
 Excursus: Counselling in HR (with Exercise 2)
3. The counsellor (with Exercise 3)
4. The counsellee
5. Reflection in counselling
6. Evaluation of counselling
7. Exercise 4

Learning Objectives

At the end of this course, you are able to create a holistic and demand-oriented counselling process for people 50+.

You are going to learn about:

- Best- and worst-practice examples as well as criteria for positive and negative impact factors on counselling processes in practice.
- Most important counselling theories with regard to usability in practice.
- Crucial elements (e.g. contract negotiation) of a counselling process from a holistic point of view.
- Certain aspects of counselling consultations and processes.
- Individual-oriented consultations in scope of career and transition counselling along appropriate counselling theories taking into account client's personal experiences and needs.

Introductory Exercise 1.

I don't want to
be here.

That's not my
problem!

Introductory Exercise 1.

Exercise 1. Single work (10 min)

- What is counselling for you?
- What goals does it have?
- Brainstorm crucial elements and steps of counselling!
- GOAL: establish a common understanding of counselling

Introductory exercise 1.

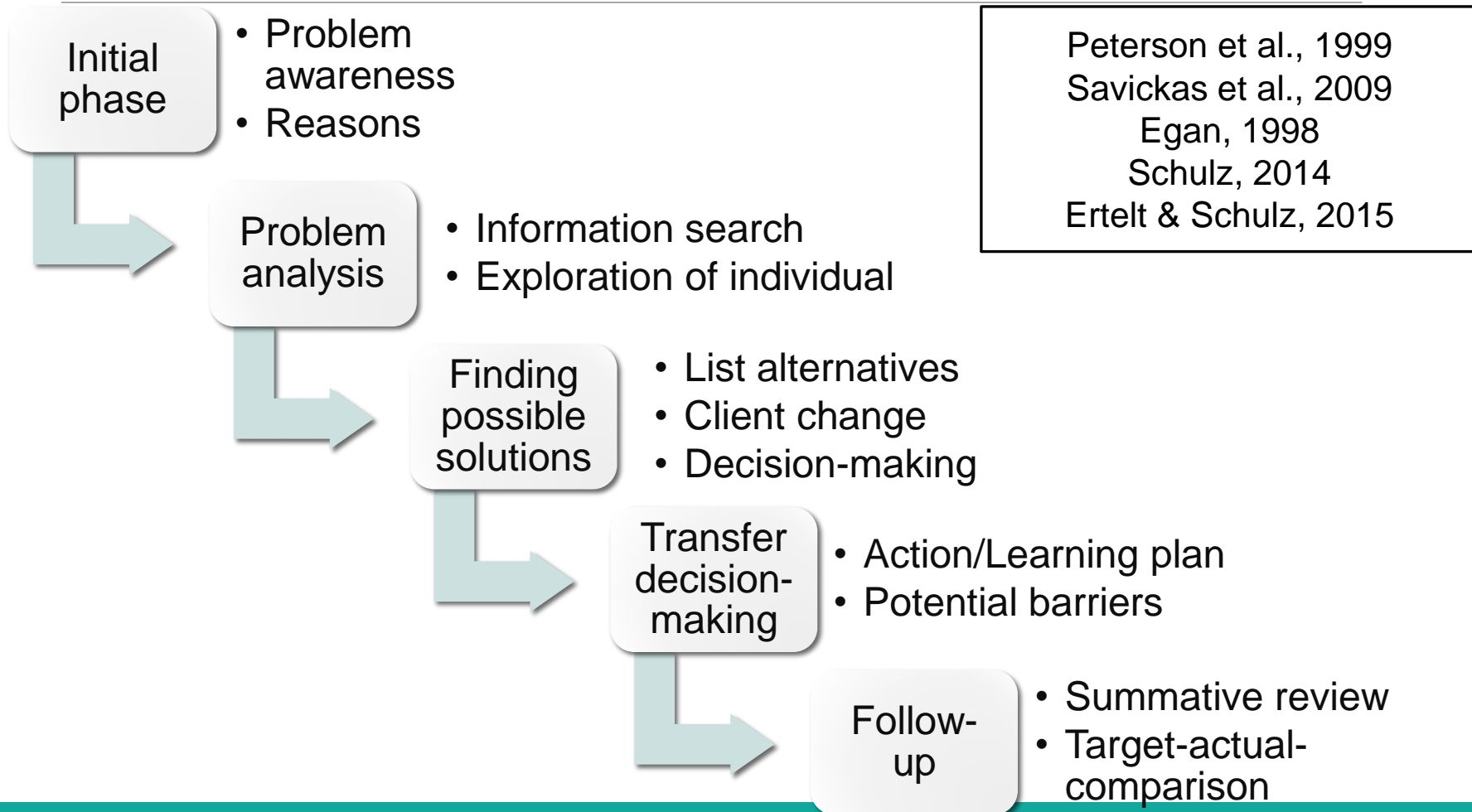
Exercise 1. Bringing together the results

2. Counselling

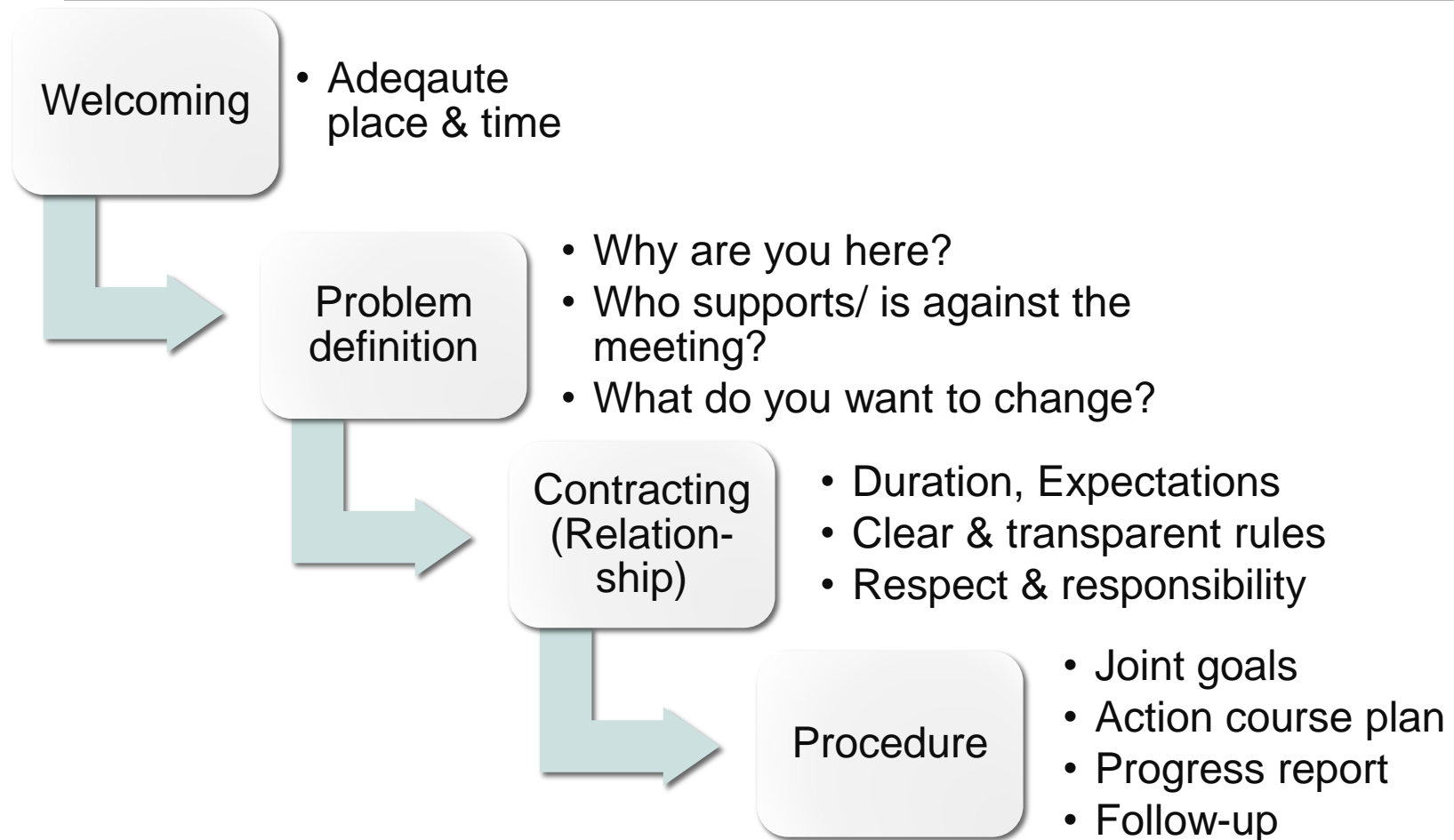
- Counselling has to be
life-long, holistic, contextual and preventive
- Successful ageing:
 - Intellectual stimulation + new skills acquisition
 - Maintenance of active & independent lifestyle
 - Meaningful contribution through activities, e.g. work, volunteering, etc.

Savickas et al., 2009
Kerz, Teufel & Dinman, 2013

2. Counselling: Theories



2. Counselling: Procedure



2. Excursus Counselling in HR

Exercise 2. Does counselling follow such a procedure in HR?

- As a HR practitioner, counselling serves to align employee's and the enterprise's values and goals.
- As a counsellor do you do something similar? If not, would you do something similar?
- Fill out the following table!

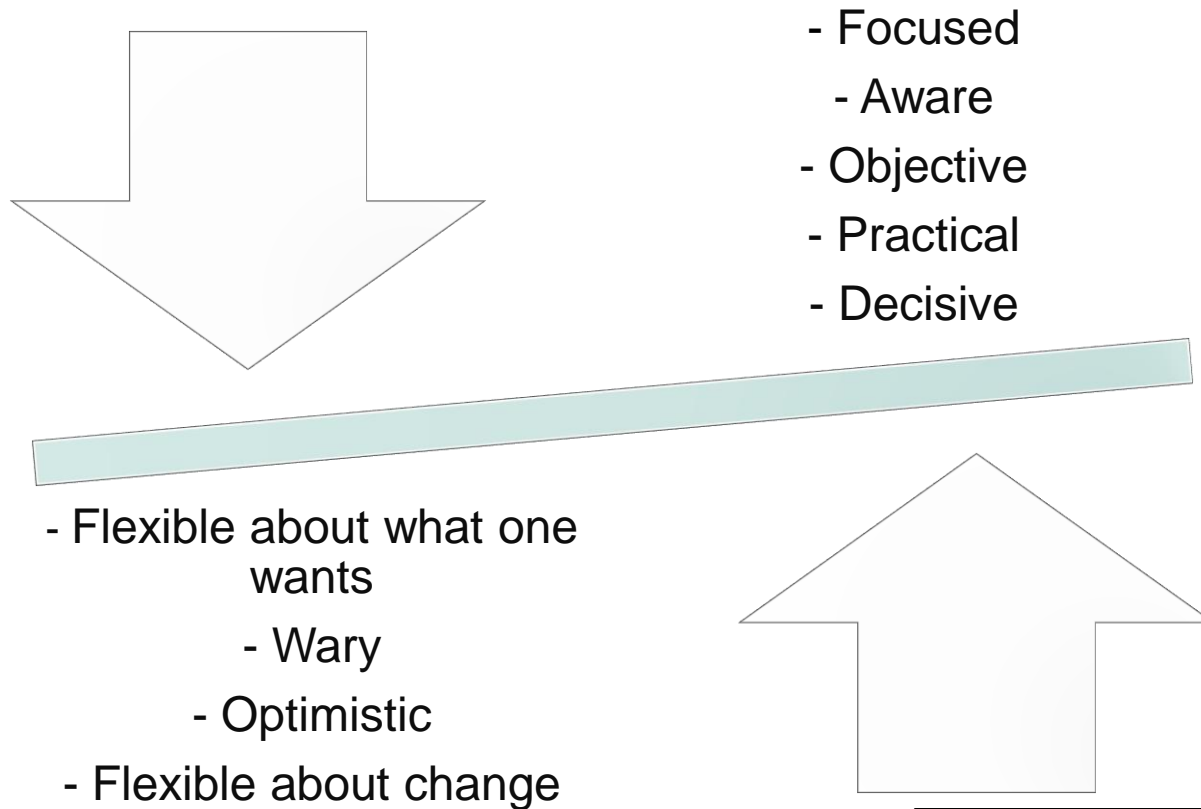
	Employee's goals	Equivalent enterprise goals?	How to foster the goals?
1.			
2.			
3.			

2. Counselling: Approaches

Solution orientation	Systemic approach	Resource orientation	Client centred
<input type="checkbox"/> Focus on present	<input type="checkbox"/> From family therapy	<input type="checkbox"/> Individual potential skills (PS)	<input type="checkbox"/> Foster self-image & ideal
<input type="checkbox"/> Own goal setting	<input type="checkbox"/> Individual's social networks	<input type="checkbox"/> PS = hope, comp.	<input type="checkbox"/> = development
<input type="checkbox"/> Solution is central	<input type="checkbox"/> External provoking	<input type="checkbox"/> Stress=PS lack/loss	<input type="checkbox"/> Adequate attitudes:
<input type="checkbox"/> Problems are s.th. normal	<input type="checkbox"/> Individual change	<input type="checkbox"/> Client as expert	<input type="checkbox"/> Genuine, open, empathic
<input type="checkbox"/> Counsellor motivates		<input type="checkbox"/> Identify & train PS	<input type="checkbox"/> Unrestricted appreciation
		<input type="checkbox"/> Counselling establishes safety	

Mosberger, Schneeweis & Steiner, 2012; Schlippe & Schweitzer, 2007; Beushausen, 2010; Egan 1998, Finke, 2004

2. Counselling: Paradox



Gelatt, 1991 from Schulz, 2014

2. Counselling: Interventions I

Standards

- Active listening, understanding and answering

Clarification

- Counter question
- Paraphrasing = summary to keep track,
- visualizing = draw, paint, make it visible in another way

Client's perspective change

- Circular questions (provoking questions)
- Role-play (tell the story with another narrator)

Feedback

- Improve self-appraisal

Knoll, 2008

2. Counselling: Interventions II

Evaluation of feelings

- Scale questions (On a scale from 1 to 10, how do you evaluate ...)
- Serves to demonstrate progress or improvement

Tricky problems

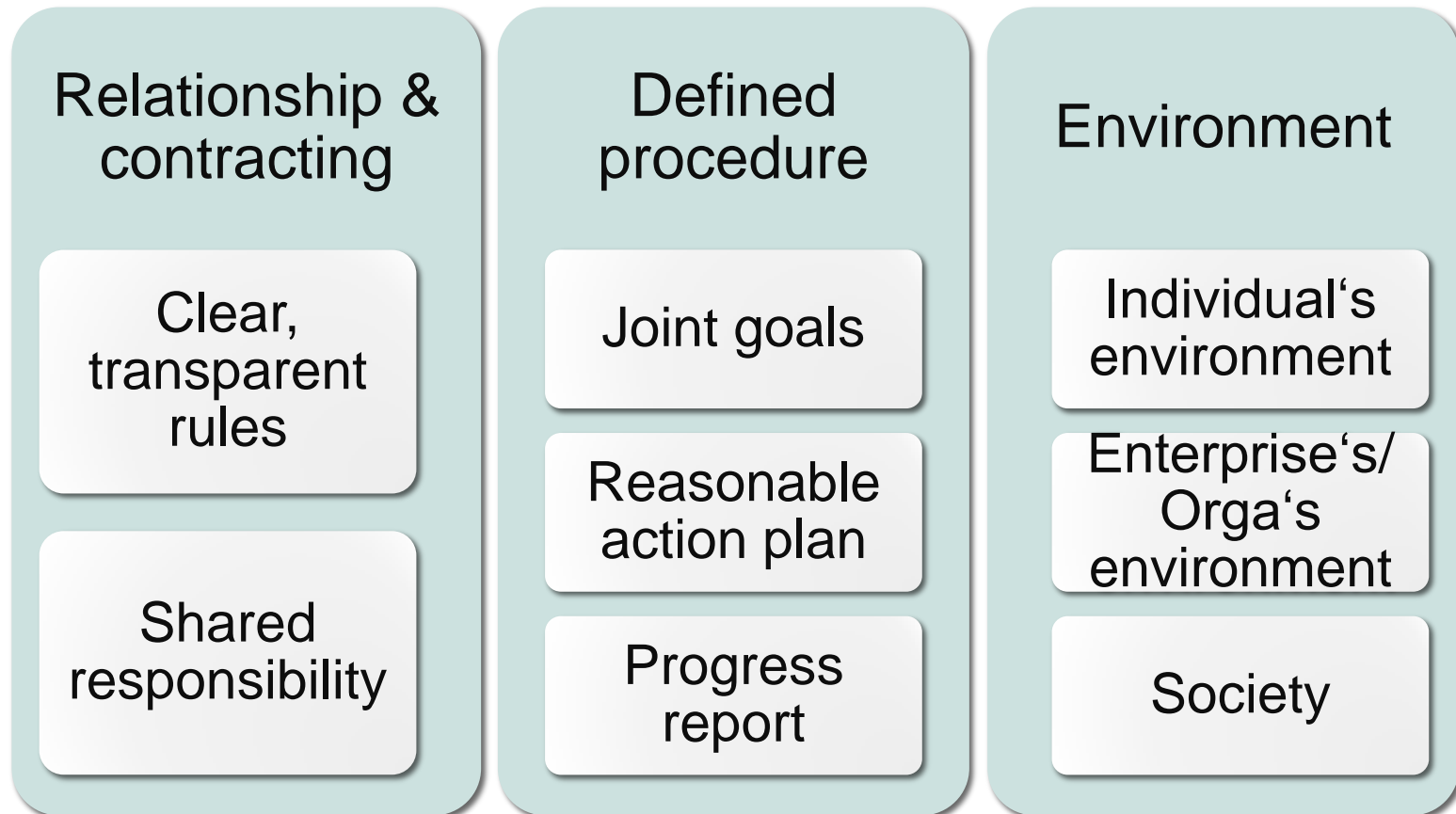
- Hypothetic questions
(future-oriented imagination for solution processes, serves as an anchor)
- Miracle question
(Imagine you wake up tomorrow and everything is fine. What would be different?)

Stalled situations

- Immunization question
(Questions about already mastered situations, about key success factors and skills)

Knoll, 2008

2. Counselling: Summary



Berne, 1966; Egan, 1998; Peterson et al., 1999; Katsarov et al., 2014

3. The counsellee

- Reconsider employee's 50+ goals
- Older adults cognitions function differently
 - Because of another socialization process
 - Because of more and other experiences, e.g. ICT
 - Locus of control
 - Cognitive control mechanisms

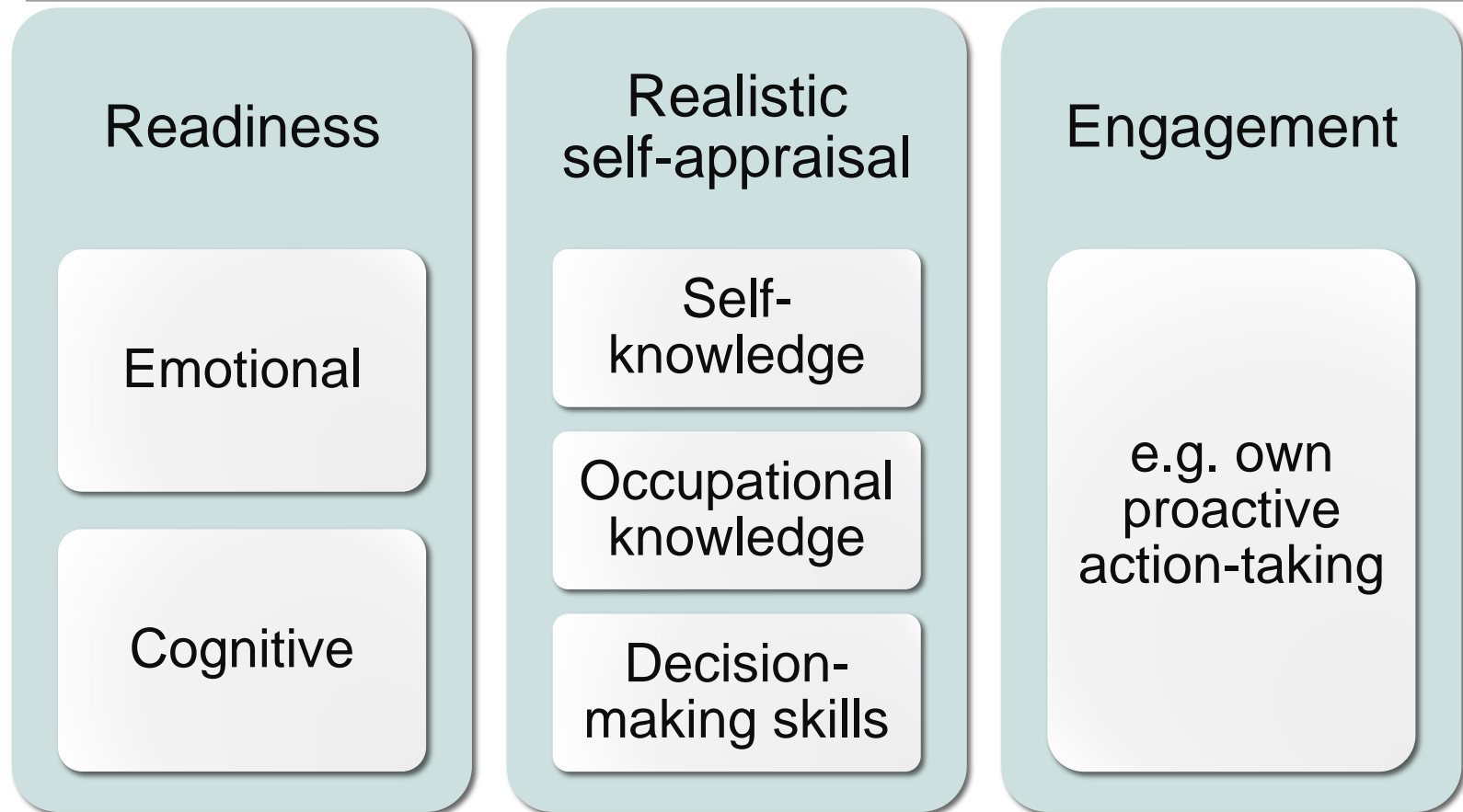
Artistico et al., 2003;
Ng & Feldmann, 2008;
FitzGerald et al., 2017

3. The counsellee

- Self-knowledge
 - About own education, competences, life goals & roles
 - Self-appraisal
- Occupational knowledge
 - Knowledge about job tasks
 - Knowledge about vocational future goals
- Decision-making skills
 - Aware of problem and causes
 - Information search
 - Consideration of alternatives
 - Decision & Commitment
 - Follow-up evaluation

Peterson et
al., 1999

3. The counsellee: Summary



Peterson et al., 1999; Schulz, 2014; Hirschi, 2014

4. The counsellor

- Project definition:

A counselling practitioner is someone who gives information and advice to a client under consideration of his/her individual needs. He or she supports the client in the transition process through workplace changes, into another job, to joblessness or to retirement and guides the client to new activities or jobs including job matching and mediation.

4. The counsellor

Exercise 3. Imagine the perfect counselling / HR practitioner (10 min):

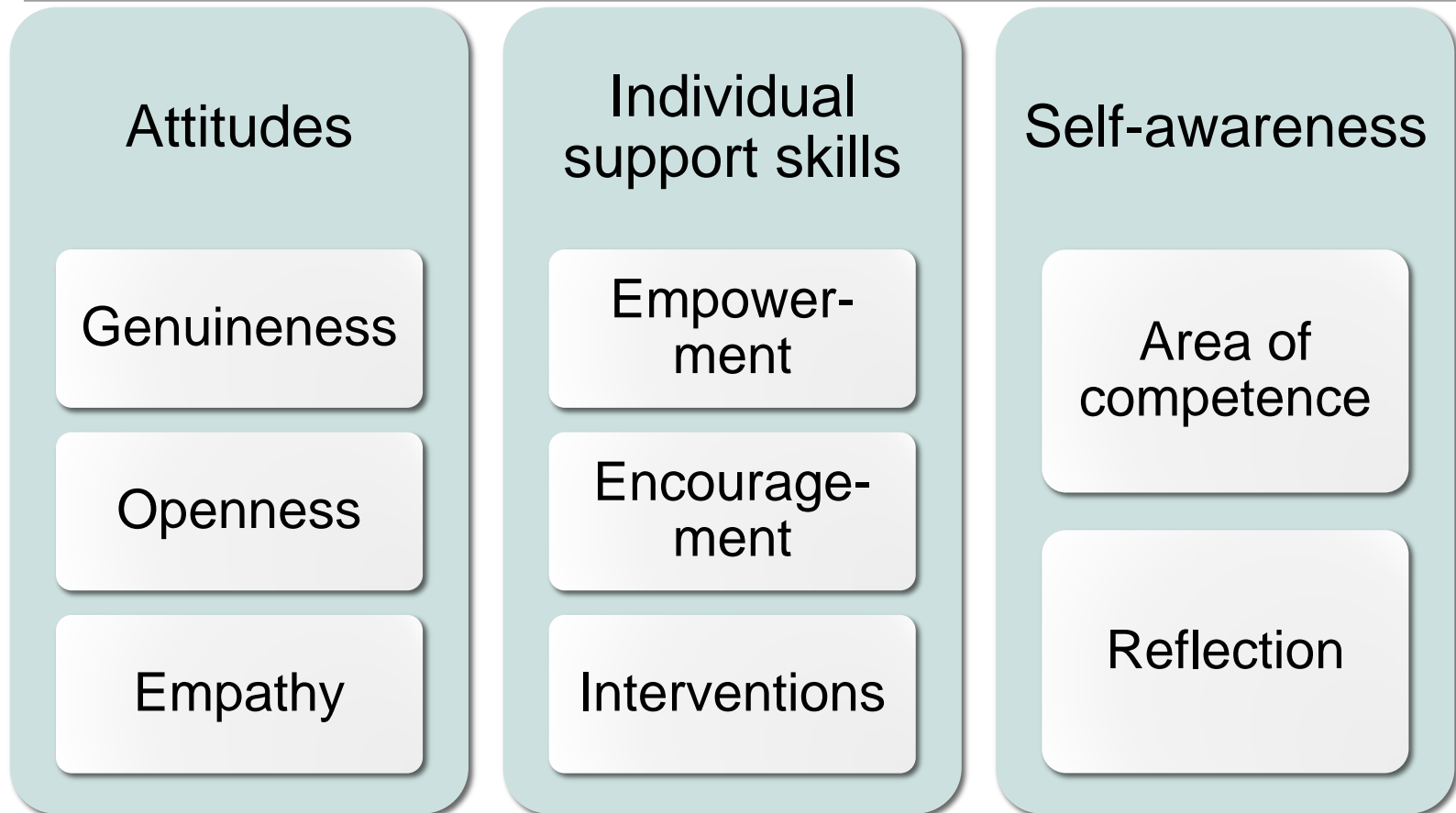
- Exercise for HR practitioners:
Imagine the perfect counselling practitioner and describe him/her, his/her main characteristics, skills and attitudes!
- Exercise for counselling practitioners:
Imagine the perfect counselling practitioner and describe him/her, his/her main characteristics, skills and attitudes!
- Conclude common counselling skills & attitudes in the workbooks profile!

4. The counsellor

Exercise 3. Results of the group work

Name, age, background	Most important tasks / frequent concerns & requests	Most used counselling methods & interventions	Attitudes	Skills and competences

4. The counsellor: Summary



Egan, 1998; Peterson et al., 1999 & Bandura, 2009; Greif, 2008

4. The counsellor

Keep in mind:

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

- Perception is individual and subjective
- It is influenced by socialization, mother tongue, experiences, etc.
- Counsellors as well as counselees are individuals

Egan, 1998; Greif 2008

5. Reflection in Counselling

- Theory of awareness (mirror experiment)

Group 1:
Exam in
front of a
mirror

- 7% cheating
- Highly self-centred answers
- Own behaviour less often harmful

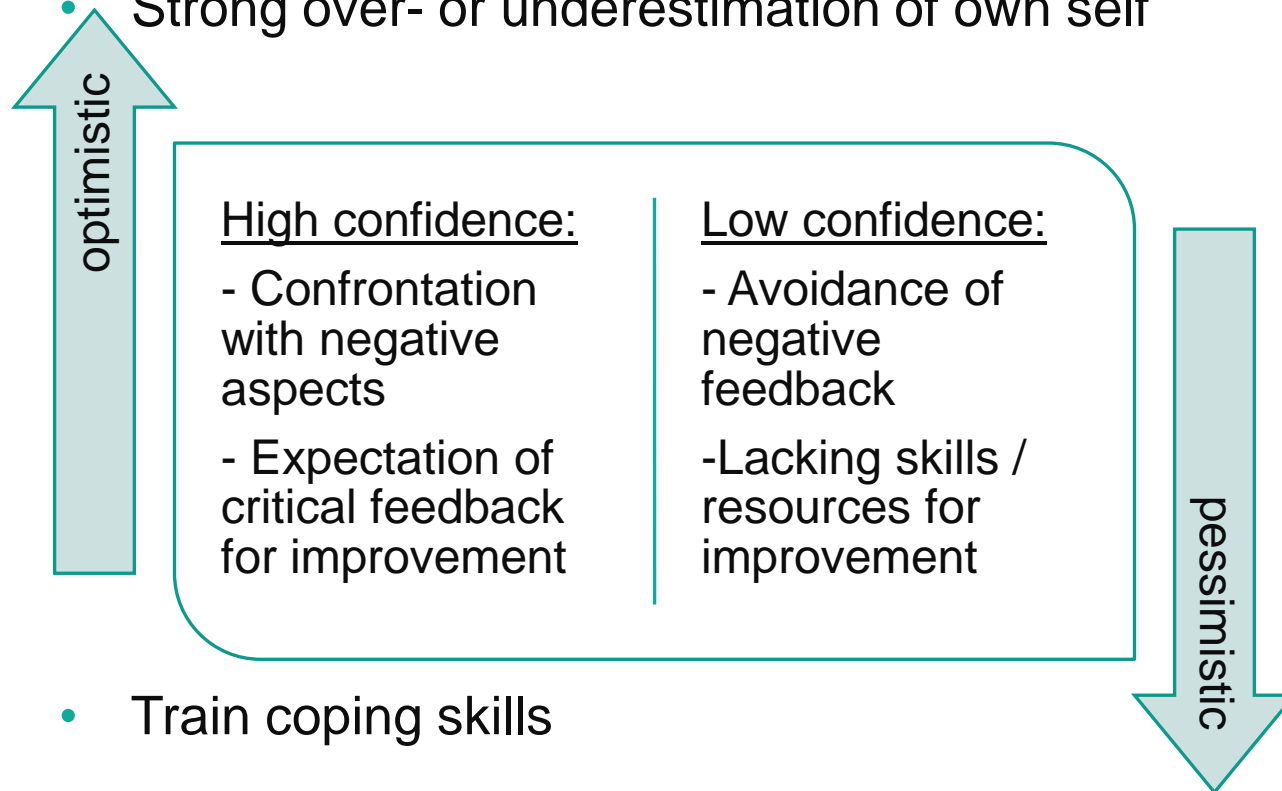
Group 2:
Exam
without
mirror

- 71% cheating
- Low self-centred answers
- Values and action less coherent

Diener &
Wallboom,
1976,
quoted from
Greif, 2008

5. Reflection in Counselling

- Raising awareness of 50+
- Strong over- or underestimation of own self



- Train coping skills

Bandura, 2009;
Stajkovic &
Luthans, 2002

5. Reflection in Counselling

- **Definition:**
“[I]ndividual reflection is a conscious process of overthinking [and externalizing] own imaginations and actions. A self-reflection is outcome-oriented when the person can draw conclusions for future actions or reflection processes.”
(Greif, 2008, p. 40)
- **Example** for outcome-oriented conscious reflection:
 - I visualize / make myself aware/conscious / bring to mind to ...
 - Explain the get along better with my strengths and weaknesses / importance of the goal / to overcome obstacles easier ...
- **Disadvantages** of outcome-oriented reflection:
prior criteria setting

Greif, 2008

5. Reflection Interventions

Metacognitive strategies

- Mental imagination of the step-by-step solution

Formulate principles

- „No generalizing personal critics“

Client's perspective change

- Circular questions (provoking questions)

Feedback

- Prompt, frequent, constructive, accurate
- According with set goals

For more objectivity

- Interrogatives: What?, Where?, When?, Who?, Why?

Being optimistic

- Relaxation exercises in stressful situations
- Emphasizing the positive after pessimistic sensations

Greif, 2008 & Kuhl, 2001

6. Evaluation of counselling

(Subjectively perceived) counselling quality depends on

- Own goal-setting
- Individual effort-taking and performance
- With appropriate support and
- Goal achievement
- subjective success

Summary

- Counselling as a theory
- In practice counselling often is not theoretically based
- Counselling practice is useful without theory
- Specific interventions and approaches to progress in consultations
- Counsellor and counselees underlie framework conditions
- Every individual has a singular perception
- Regular reflection and evaluation are necessary to avoid misunderstandings or misinterpretations

7. Exercise 4

Exercise 4.

Group work of 3 participants (18 min)

- Carry out the role play (5min) -considering the questions- as a
 - Counsellor
 - Counsellee and
 - Observer
- Present your case and conclusions in the plenum! (30 min)

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