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 counselee
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
  - Maintainance of active & independent lifestyle
  - Meaningful contribution through activities, e.g. work, volunteering, etc.

Savickas et al., 2009
Kerz, Teufel & Dinman, 2013
2. Counselling: Theories

Initial phase
- Problem awareness
- Reasons

Problem analysis
- Information search
- Exploration of individual

Finding possible solutions
- List alternatives
- Client change
- Decision-making

Transfer decision-making
- Action/Learning plan
- Potential barriers

Follow-up
- Summative review
- Target-actual-comparison

Peterson et al., 1999
Savickas et al., 2009
Egan, 1998
Schulz, 2014
Ertelt & Schulz, 2015
2. Counselling: Procedure

- Welcoming
  - Adequate place & time

- Problem definition
  - Why are you here?
  - Who supports/ is against the meeting?
  - What do you want to change?

- Contracting (Relationship)
  - Duration, Expectations
  - Clear & transparent rules
  - Respect & responsibility

- Procedure
  - Joint goals
  - Action course plan
  - Progress report
  - Follow-up
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!

<table>
<thead>
<tr>
<th></th>
<th>Employee‘s goals</th>
<th>Equivalent enterprise goals?</th>
<th>How to foster the goals?</th>
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2. Counselling: Approaches

Solution orientation
- Focus on present
- Own goal setting
- Solution is central
- Problems are s.th. normal
- Counsellor motivates

Systemic approach
- From family therapy
- Individual's social networks
- External provoking
- Individual change

Resource orientation
- Individual potential skills (PS)
- PS = hope, comp.
- Stress=PS lack/loss
- Client as expert
- Identify & train PS
- Counselling establishes safety

Client centred
- Foster self-image & ideal
- = development
- Adequate attitudes:
  - Genuine, open, empathic
  - Unrestricted appreciation

Mosberger, Schneeweis & Steiner, 2012; Schlippe & Schweitzer, 2007; Beushausen, 2010; Egan 1998, Finke, 2004
2. Counselling: Paradox

- Focused
- Aware
- Objective
- Practical
- Decisive

- Flexible about what one wants
- Wary
- Optimistic
- Flexible about change

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

Relationship & contracting
- Clear, transparent rules
- Shared responsibility

Defined procedure
- Joint goals
- Reasonable action plan
- Progress report

Environment
- Individual’s environment
- Enterprise’s/Orga’s environment
- Society

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 counsellor: Summary

Readiness
- Emotional
- Cognitive

Realistic self-appraisal
- Self-knowledge
- Occupational knowledge
- Decision-making skills

Engagement
- e.g. own proactive action-taking

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!

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4. The counsellor

Exercise 3. Results of the group work

<table>
<thead>
<tr>
<th>Name, age, background</th>
<th>Most important tasks / frequent concerns &amp; requests</th>
<th>Most used counselling methods &amp; interventions</th>
<th>Attitudes</th>
<th>Skills and competence</th>
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HTTP://WWW.IN50PLUS.COM
4. The counsellor: Summary

- **Attitudes**
  - Genuineness
  - Openness
  - Empathy

- **Individual support skills**
  - Empowerment
  - Encouragement
  - Interventions

- **Self-awareness**
  - Area of competence
  - Reflection

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 counsellees 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

High confidence:
- Confrontation with negative aspects
- Expectation of critical feedback for improvement

Low confidence:
- Avoidance of negative feedback
- Lacking skills / resources for improvement

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


Being optimistic

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

Greif, 2008 & Kuhl, 2001

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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 counsellees 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)
Literature I


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Literature II


Literature III


Literature IV


Literature V