

Materials for the counsellor's self-study in the context of e-learning

INTRODUCTION:

Exercises presented on e-learning platform aiming at:

- Increasing your own awareness in working with a group of parents
- Observing the conditionings of your own choices and occupational role
- Increasing your personal sensitivity towards the influence of varied factors conditioning students' educational and occupational choices (e.g. parents' expectations)
- Increasing awareness of your own strong sides and areas for more effective working with parents
- Preparing for your counselling work with parents, the individual and in groups

Exercises presented in this part of the material may become a part of your self-educational meetings. Some of them may be done by yourself in order to increase the level of self-reflection with regard to working with parents and your own occupational competences. Some may initialize discussion with other counsellors.

Part I: Counsellor career development

EXERCISE 1: *My own career*

GOALS:

- To direct attention to your self analysis assists improvement and greater self-confidence in practice
- To remember and consider the parent's role in the planning process of own career

INSTRUCTION:

1. Remember and analyze how your career (professional) needs have changed. Write the answers in the appropriate fields:

MY FIRST WISH WAS TO BECOME:
.....



IN ELEMENTARY SCHOOL, I WANTED TO BE:
1.....
2.....



AS A TEENAGER, I WANTED TO BE:
1.....
2.....



WHEN I WAS YOUNG, I WANTED TO BE:
1.....
2.....



NOW I AM
.....



I'D LIKE TO BECOME
.....

2. How much and what kind of influence your parents had on your career decision?

EXERCISE 2: *Be an objective counsellor*

GOALS:

- To assist you to localize, if while exercising your duties, elements of subjectivity supersede (consciously or unconsciously), which derive from personal experiences and which prevent dealing with critical situations with the necessary objectivity.

NOTE:

Our personal experiences can constitute important elements in the configuration of our vocational behaviour. They can have a positive or negative influence in the way we exercise our vocational role. It is necessary, particularly in the profession of career counsellor, to evaluate the difficulties objectively and/or conflicts which result.

INSTRUCTION:

Which were your personal experiences as an adolescent in the subjects below:

1. The personal relationship with your parents in general

2. The way that you usually settled differences that resulted from different situations

3. Were your parents absolute to your opinion and their wishes for you?

4. What was their input to the choice of your profession as counsellor?

5. Were they positive or negative in your final decision?

6. To what degree has your personal experience influenced your work today as counsellor?

7. Distinguish your self-elements of subjectivism in favour or against the students or their parents, in the process of your work exercise as counsellor?

8. Do you use your self-consciousness as a tool of exercise of your profession?

10. In which of the two parts (parents, students), in cases of disagreement, do you locate yourself more, to use self-consciousness as a means of experiencing their sentiments and their opinions in-depth

EXERCISE 3: *GOOD START*

GOALS:

- To direct your attention to the phase of personal preparation for working with a group
- To perceive your counselling work in categories of benefits

NOTE:

The exercise demands looking closely at your own work in the categories of benefits for oneself and for others. Pessimists and people burned out occupationally may find it difficult. In such a case, it is worthwhile to use the experience of others and discuss one's own way of thinking about the occupational role together with a group of friendly colleagues. It should also be taken into account that similar difficulties in perceiving the benefits of meetings may be encountered by parents. Preparing their list of benefits and expectations is a good way to start the work.

INSTRUCTION:

1. Write all the advantages into the chart that working with parents may bring you and all the advantages that working with you may bring to parents
2. Check if the counsellor and parents share some of these mutual advantages
3. You can discuss the advantages written in the chart with other counsellors or teachers and add their points of view.

CHART OF BENEFITS

Benefits for counsellor	Benefits for parents

EXERCISE 4: OCCUPATION – CAREER COUNSELLOR

GOAL:

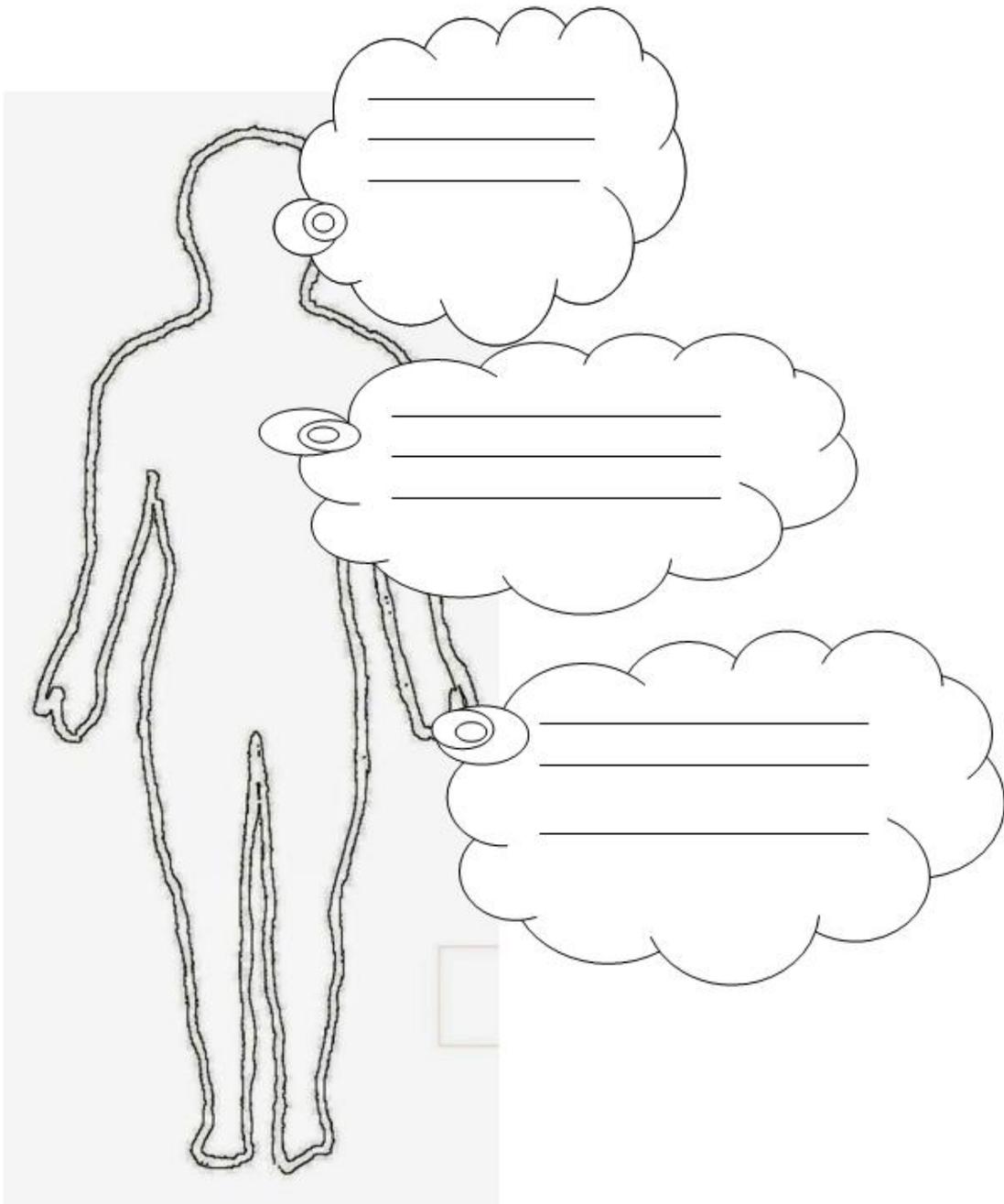
- Analysis of your occupational competences and personal features helpful in the counselling work

NOTE:

The proposed exercise may show a varied perception of your occupational role, making you aware of your strong features and/or areas that need improving, and define the way of perceiving you in the occupational role. Similar exercises may also be done together with parents.

INSTRUCTION:

1. **Below**, you see a silhouette of a typical counsellor. **Head** is a symbolic area of knowledge, **heart** is emotions, **legs** and **arms** are abilities



2. In the designated places write down: all the competences and knowledge a counsellor should have; emotions he/she can experience in his/her work; abilities he/she can make use of in counselling work
3. Think of which competences, knowledge and abilities he/she possesses and what might be improved
4. Is the drawn counsellor a man or a woman? Do you think that it's important? Why?

5. If you come up with difficult emotions that you may experience in your work, write down the ways of coping with them
6. Compare the effects of the work with other counsellors and get to know the different points of view

EXERCISE 5: ADVERTISEMENT

GOAL:

- To experience the hypothetical situation of seeking employment and presenting oneself

NOTE:

This exercise allows a symbolic contact with the area of personal abilities in a situation of self-presentation and induces thought concerning the role of a career counsellor. It also facilitates looking more closely at your own occupational role and defining preferences of counselling work. This exercise helps to prepare answers to subjectively difficult questions and to direct the group's activity with the use of reflections on your own occupational role. Compare the effects of the work with other counsellors and get to know the different points of view.

INSTRUCTION:

1. Imagine that you apply for a job as a career counsellor. Try answering these questions, just for yourself:
 - What competences and abilities are your strong points?
 - What questions might the employer ask you?
 - What questions would you gladly answer and which ones might be subjectively difficult for you?
2. Now answer the following questions and compare your answers with the answers of other counsellors:
 - How do you imagine working as a career counsellor?

- How do you perceive your role when you work with a group of your students' parents?

- Do you prefer working in group or individual counselling?

- What methods of individual work do you find helpful? Indicate concrete methods.

- What is pleasant for you when you think of working with parents?

- What is subjectively difficult for you in working with a group of parents?

- Which ways of coping with difficulties come to mind?

Part II How to work with parents

EXERCISE 6: *FIRST STEP*

GOAL:

- To realize the importance of a good start in the counselling work

INSTRUCTION:

What do you think is the first thing you must know when starting to work with parents? Write it down in the space below.

EXERCISE 7: *MY GROUP*

GOALS:

- To use one's own experience gained from being in different groups

- To increase the level of awareness in the role of a group counsellor

NOTE:

This exercise shows how personal experience may influence the occupational preferences of you as a counsellor. It allows better understanding of a parent who is put under group pressure or plays the role of an informal leader. It can be a hint on how to reinforce the strength of the group interaction or how to weaken the manipulations of dominant individuals. It illustrates the benefits and drawbacks of being in groups. It brings to light the problems of group roles and the influence of other people in making educational and occupational choices. By performing this exercise you can look closely at the meaning of a group on a personal level and, at the same time, create new perspectives and ideas for working with groups. The area of self-reflection is clearly connected to occupational functioning and to the quality of the group work. Your personal experience shows that functioning in varied groups, if one is open to new experiences, increases the level of knowledge of oneself in the context of:

- Creating relations with others
- Building contracts
- Personal limits and distance
- Reinforcing openness to new experiences
- Building tolerance towards variety
- Reinforcing the feeling of personal efficiency
- Reinforcing the feeling of self-worth

These are factors supporting personal and occupational development, particularly when you work with “words, information and contact” in a relationship with another person. And this is how an occupational counsellor works.

INSTRUCTION:

1. Remind yourself of a group that brought an important experience to you
2. *Upload a symbolic image of this group (an icon or a clipart that you may find from a google image search)*



3. Think of what you have gained from being in this group and what you have lost.
4. What are a group's strong points and what disadvantages do you think working in teams has?
5. What roles have you played as a part of your group?
6. What emotions arise in you when you see yourself as a group member?
7. If you work in a self-educating group, use the experience of others to widen your perception of people's participation in varied groups.
8. In what way can you use personal experience in the role of an occupational counsellor working with a group?
9. Think if group interaction is proper for every parent.
10. With which "kind" of parents or problems is individual interaction better?
11. What resources and limitations do you see in yourself when it comes to working with groups?

Organize your thoughts in the tables below.

CHART OF BENEFITS AND DRAWBACKS

Benefits from being a group member	Drawbacks from being a group member

GROUP'S STRENGTH AND WEAKNESS CHART

Group's strength	Group's weakness

EXERCISE 8: REMEMBER

GOAL:

- To help you to consolidate what you have learned about career development

INSTRUCTION:

Fill in the missing concepts by choosing one of the words given below

capacity stage **fantasy period** **transition stage** **interest stage** **value stage** **lifetime**

1. Career isprocess of developing attitudes, values, skills, capacities, interests, features of character and knowledge related to work
2. Primary school children typically go through the so-called.....
3. During the(from 11 to 12 years), the adolescent's need to realize his or her true calling gradually increases.
4. During the(from 12 to 14 years), the teenager begins to realize the requirements associated with one or another profession; he/ she attempts to define his/ her own strengths and aptitudes related to his/ her favourite type of activities.

5. During the(from 15 to 14 years), in addition to the earlier established characteristics, the adolescent begins to realize the importance of personal attitudes and goals for his/her choice of profession.
6. (from 16 to 17 years) is a period of consolidation, during which the adolescent is confronted by the necessity to make real-life decisions about his/ her profession.

Solution to EXERCISE 8: REMEMBER

1. Career is a **lifetime** process of developing attitudes, values, skills, capacities, interests, features of character and knowledge related to work
2. Primary school children typically go through the so-called **fantasy period**.
3. During the **interest stage** (from 11 to 12 years), the adolescent's need to realize his or her true calling gradually increases.
4. During the **capacity stage** (from 12 to 14 years), the teenager begins to realize the requirements associated with one or another profession; he/ she attempts to define his/ her own strengths and aptitudes related to his/ her favourite type of activities.
5. During the **value stage** (from 15 to 14 years), in addition to the earlier established characteristics, the adolescent begins to realize the importance of personal attitudes and goals for his/her choice of profession.
6. **Transition stage** (from 16 to 17 years) is a period of consolidation, during which the adolescent is confronted by the necessity to make real-life decisions about his/ her profession.

[Click here to see the solution](#)

EXERCISE 9: PARENTS INFLUENCE DURING CAREER DEVELOPMENT

GOAL:

- To consider the influence of parents during the process when personal needs and those related to a career are forming over the various age periods of a child.

INSTRUCTION:

Think over and distinguish roles of parents considering the needs of children in particular stages of career development. Write down your answers:

Age period	Primary needs	Parental influence /role
Prior to school age (early/middle childhood)		
Elementary school age (late childhood)		
Secondary school (early adolescence)		
Postsecondary school (youth, late adolescence)		

EXERCISE 10: THE DECISION-MAKING PROCESS

GOAL:

- To help you to consolidate what you have learned about decision making process

INSTRUCTION:

Organize stages of the decision making process which are given below in the correct order:

STAGES

- Consider all the possible alternatives.
- Take into account the factors affecting the decision and treat them as a priority.
- Be conscious that there is a decision to be made and that it has to be taken by oneself.
- Select the best alternative.
- Value each alternative.

Stage 1. _____

Stage 2. _____

Stage 3. _____

Stage 4. _____

Stage 5. _____

Solution to EXERCISE 10: The decision-making process

<p>Stage 1. Be conscious that there is a decision to be made and that it has to be taken by oneself.</p> <p>Stage 2. Take into account the factors affecting the decision and treat them as a priority.</p> <p>Stage 3. Consider all the possible alternatives.</p> <p>Stage 4. Value each alternative.</p> <p>Stage 5. Select the best alternative.</p>
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EXERCISE 11: *CASE STUDY*

GOALS:

- to show you that for the best career option it is necessary to search for it and to be really patient
- to lead you to explore always all possibilities
- to learn you about the importance of recognition and understanding the influence of the reference group
- to show you how the people around us incline to judge by stereotypes and how we can be influenced by it

INSTRUCTION:

Read carefully texts. Then choose one of the solutions which are according to you the best one. Describe the reasons for your choice. Explain also why you refused remaining solutions.

Think about the work you have just done. Think about following questions:

- What is according to you most important in the choice of the career of children – their wishes, their abilities, your opinion, opinion of the teachers or everything together?
- How you should proceed if it is not possible to put this all together?
- Do you see as a problem when a child admires someone and wants to be like him? Where are the negatives? Are there also some positives?
- What would you advice to a child when someone of his/her friends sneers at him because of the fact he wants to practice some profession?
- How do you assess the role of patience in career counselling?

In this exercise, there are no ideal solutions. When you select certain options, you will receive appropriate feedback.

CASE STUDY 1. THOMPSON'S FAMILY

Description of the situation

The members of Thompson's family are parents Laura and Jack and three children Philip, Joseph and Theresa. Laura works as a nurse for a paediatrician, Jack works as a police investigator. Philip is the oldest child; he studies at a university to become a doctor. Theresa is the youngest and visits primary school.

Joseph is in his last year of primary school so he has to decide where to go now. He is a very good student; he excels nearly in all subjects, especially in maths. He loves and admires his older brother and wishes to be like him. However he may be not really gifted for the profession of a doctor, because he is not as good in biology and he does not like this subject much. He often tries his fathers' police uniform and imagines he is a policeman. But he has some problems with his schoolmates regarding this theme. These children under the influence of other people's opinion don't like police profession and they consider policemen silly, useless and corrupt. Joseph does not share this opinion, but he is afraid to admit that he is just considering this career option.

Philip supports Joseph in his plan to be a doctor. He offers him to help him with his studies.

Only the youngest member of the family Theresa knows about Joseph's idea to be a policeman, because she has seen him when he was trying their fathers' uniform. She loves his brother as well as secrets.

Laura and Jack want to help Joseph with his vocational choice. How should they proceed?

Scenario 1

Laura and Jack are aware of the wish of their second son to become a doctor and are pleased with his choice. However, they are a bit afraid because of his school results in biology. So they decide to visit his teacher. The teacher tells them the situation is not as bad as it seems and that their son may be just too lazy to learn enough this subject. Parents want to be sure, so they discuss about it also with the older son Philip. He promises he will help his brother with his studies, if he would have some problems.

Finally Laura and Jack have a big discussion with Joseph. They talk about being a doctor, ask him again if this is a profession he wants to practice and they suggest him also other possibilities. They are curious if Joseph has also other wishes or ideas. Because Joseph is afraid of the ridicule of his classmates and really loves the thought of being a doctor like his brother, he doesn't tell him about the idea of being a policeman.

The problem is solved, Joseph will become a doctor.

Scenario 2

Because Joseph is as good student, especially in maths, Laura and Jack think the best solution for Joseph is to study this branch at university and then to become a scientist in this field. They both know about his wish to be a doctor, but are against it because of the results in biology and the fact that it can be just an effort to be like his brother.

Because Joseph has no objections and even after a long discussion no other proposals, it is decided that Joseph will study maths.

Scenario 3

Jack and Laura discuss the problem for a long time. They consider the possibility of being a doctor for their son, but decide it is not a good plan, because of Joseph's results in biology. Jack also thinks that this Joseph's wish comes from his admiration of Philip.

So they think about other suggestions. All of them are according to them not suitable for their son. They ask him to propose some professions on his own. He seems to hesitate, but proposes nothing.

Laura decides to ask her daughter, who is very curious and mostly knows almost everything about her older brothers. However, Theresa is very mysterious and doesn't want to say anything. Laura has to persuade her for a long time and finally manages to find out that Theresa saw Joseph wearing his father's uniform.

This is new information for both Laura and her husband. They invite Joseph to explain why he didn't tell them anything about this idea. Joseph now commits to them his fears of the ridicule of his classmates. Parents are really surprised and try to make clear to him that being a policeman is not bad. They talk about this proposal for a while and it seems that everybody, especially Joseph, like it.

Solution is found, Joseph will study police academy.

Feedback to scenario 1:

It is not a wrong solution for Joseph to become a doctor. He is a hardworking student so it is probable that even if he is not as good in biology he will not have big problems in his studies. And also his older brother can help him in the case of some difficulties. He can also make his wish come true.

However if his parents would be more attentive, patient and would more communicate with their children they will find also another option. Their children can have secrets, wishes which they do not talk about. It is good to know about them and at least to talk about other options and then to decide which one is the best.

Feedback to scenario 2:

A good thing on the solution to study maths is that Joseph is not forced to study a subject – biology which he does not like.

However none of his wishes is fulfilled. He will not become a doctor as his older brother and nobody gets to know his other wish. His parents are not patient and communicative enough to explore their child's dreams and fears.

Feedback to scenario 3:

This solution seems to be the best one. Joseph's wish will be fulfilled and furthermore there is no need for him to study subjects he does not like.

Parents were patient and communicative so they managed to find out what are their child's wishes and fears. They explored the reasons why Joseph wanted to be a doctor. They also helped their son to understand the stereotypes of his schoolmates about the profession of a policeman. And they helped him to overcome his fears of the ridicule of his schoolmates.

CASE STUDY 2. MARCO

DESCRIPTION OF THE SITUATION

Marco is attending grade eight and in less than two months he will have to enrol in a high school that he will attend next year.

He has always had good education results, without very much effort on Marco's behalf; in times of scarce motivation towards studying he has been followed and stimulated by his mother. He does not have an artistic temperament and has difficulties in drawing; in this field, notwithstanding his commitment he has an average grade as well as in musical performances. As far as other subjects are concerned he has always obtained significant results, mainly in humanistic subjects: he likes history and reading anthology passages to be commented (except for grammar). He also likes scientific subjects but they require constant commitment and concentration towards studying which he does not always succeed to have. Already for some years Marco has been attending basket ball, he is the captain of the team which has obtained very good results during last year's championship moving on in category.

Starting from these considerations, Marco does not know which school to choose, mainly keeping in consideration the fact that since he was a child he always showed a certain interest in becoming a land surveyor (his father is a construction builder and his uncle a land surveyor) and on the first floor of the house there is his uncle's office which he attends frequently with interest.

His future idea is of being able to work with them and he would seem convinced to attend the school for land surveyors, but he has several doubts: he would have liked to attend secondary school with emphasis on science, but he is afraid of not being able to maintain the correct commitment in such demanding years of study, therefore he prefers to give up.

Scenario 1

Marco's parents have no doubts on the professional future of their child, considering the enormous difficulty that youngsters have today in finding a stable job, they consider that it will be more assuring for Marco to undertake studies as land surveyor so that one day he can go to work in his uncle's office. Therefore, they will try to convince Marco to attend this school so that he will have no occupation problems in the future.

Scenario 2

Marco's parents are worried about the fact that their son is not self-confident, having shown both at school and in sports to be capable of applying himself successfully. Therefore they intend to help him discover his abilities and how to overcome this moment of insecurity.

Scenario 3

Marco's parents trust him a lot and, without intervening on his decisions, they leave it up to Marco to make the choice he prefers.

Feedback to scenario 1:

In doing so parents do not show to be taking into consideration the ideas of the child, nor to be willing to evaluate together the pros and cons of each possible opportunity. They are sure that their opinion is the best decision for their own child, it is useless to reflect on other alternatives which are not so concrete or certain, and the availability of a job is the right goal to follow: "in times like such an opportunity cannot be wasted".

Feedback to scenario 2:

The family shows support to Marco during this phase of uncertainty trusting him, his abilities and his ideas; they will support Marco in trying to solve all the doubts he has, until he has found an appropriate decision. This type of experience will be useful to make the child understand that his own feelings must be followed, taken into consideration and understood and they should not be put onto the back burner until an easier solution arrives.

Feedback to scenario 3:

It is not said that this attitude is useful to make Marco understand that his parents believe in his abilities, he is simply left alone to make his own decisions: "It is his choice, he will attend the school he likes. Everything suits us fine". Probably Marco will seek for advice from some other person, or he will follow the choice of other school friends in order not to be alone to face the new experience.

CASE STUDY 3. SANDY

Description of the situation

Sandy, a girl of 18 years is going to finish school in 2 months. She has planned to work as an au pair girl in Spain after school. Just before getting in contact with the family she would work for in Spain the uncle of a school friend asked her if she is interested to do an internship in his company for 6 months as a trainee backed out a few days ago. The company that produces different kind of lamps is a family enterprise with 10 employees. The traineeship includes both the work in the administration and in the manufactory. The salary is 350€ per month, which is the same amount of money Sandy would earn as an au pair girl. Now Sandy is in the dilemma: she has to decide within two weeks if she wants to go to Spain for one year working with children or to gain experiences in the lamp company. As it is difficult for her to make a decision she asks her mother for help, who worked as an au pair girl in America after finishing school. Ongoing there are three options described how the mother can react:

Scenario 1

The mother, who thinks that her experiences in America were very important and helpful for her whole life, considers that going abroad after school is essential and everybody should do it. This is why she explains to her daughter: "When I was in America I had so much fun, met people from all over the world and got new friends. With some of them I am still in contact. Of course it was a bit hard in the beginning as my English was not very good, but then I enjoyed it very much. I loved the family and the kids. In this phase of my life I learnt to cope with difficult situations, to believe in me and to be responsible for other people. Beside all those essential experiences I met your father there the first time. Sandy, I don't know what I would do now if I would not have been there. Maybe I would not have you now! I really think you should do this – you have enough time to work in a company when you return. Just imagine all the things you would miss!"

Scenario 2

The mother works out the advantages and disadvantages of both opportunities together with her daughter: to go abroad and work as an au pair girl or to stay home and to gain the first working experiences in a company. But it is not the mother but the daughter who defines the pluses and minuses. She only asks a lot of questions to help her daughter to imagine both situations as e.g.:

“What do you think do you miss if you go to Spain? What if you stay here? What would be the greatest achievement there and here? What are you afraid of and what are you looking forward to?”. They write down the findings on a big paper and hang it up in Sandy’s room so that she can complete it when ever she wants. If Sandy does not come to a solution on her own while thinking about the advantages and disadvantages in this way they talk about the plus-minus-list after 10 days again and try to find the suitable answer.

Scenario 3

The mother does not give any aid to her daughter in this decision process. She says *“Sandy, you are old enough, you have to make this decision on your own – it is your life and I do not want to work this out for you. But don’t forget: you don’t have much time. You have to come to a decision within a short time”*.

Feedback to scenario 1:

Because of her experiences the mother tries to influence her daughter und gives her the feeling that Sandy has to step into her footprints: if the mother would not have gone to America she might not have met the father of Sandy and started the family. In her opinion this is the only adequate option regardless what Sandy really wants. The mother exerts pressure on her daughter. Sandy could think that if she does not what her mother wants her to do she is not a good daughter.

Feedback to scenario 2:

The mother assists the daughter in her solution finding process. She grants time and gives the opportunity of visualization with the methodology of making a plus-minus-list. The mother does not press her opinion onto her daughter but helps her to comment the two alternatives from different views. The list will support Sandy to make her decision.

Feedback to scenario 3:

The mother leaves her daughter completely alone with her decision finding process and pressurizes her in time. Sandy feels forsaken from her mother. It could happen that Sandy is looking for help somewhere else.

CASE STUDY 4. GEORGE

Description of the situation

George is 17 years old and he is a pupil in the final year of postsecondary school. He now has to choose the field of study for the next three years. His parents are very preoccupied with his future. His father is a police officer and his mother is a law consultant. George has a younger sister. George has a very good ability in handling with all types of equipment. Since he was a child he enjoyed helping his uncle in fix cars and he was often congratulated for his good results. His parents do not agree with this passion and many times they have forbidden him to join his uncle as he spent more time fixing cars than studying. His dream is to study more about mechanics and to build his own tuning shop.

Scenario 1

His parents have already planned his future career ignoring his wishes. They want him to be a lawyer and have already decided what high school he will attend: one that has a good tradition in history and social sciences. After long discussions concerning this issue, George finally agreed to please them, even at the risk of compromising his dreams.

Scenario 2

He successfully finished high-school, but at the same time he continued to work as a volunteer in his uncle's car service shop. When it was time to enroll for a university his parents threatened not to support financially any other university but law school. He accepted to join law school but soon realized his mistake. He did not like those classes at all. He did not feel suitable for this type of career and decided to leave law school even though he was aware that his parents would be disappointed.

Scenario 3

The parents do not give any help to their son in this decision process. They are not consulting him at all regarding his future choices. The father doesn't comments with him the alternatives

that might have and he has doubts about his child's abilities. George is convinced of he's abilities and wants to follow he's dream.

Feedback Scenario 1:

It is important as parent not to impose to your child too much what you want for him, and pay more attention to his interests. In this situation it would be better if George's parents would communicate with him, express their wishes but let him decide freely regarding his studies. It is important for parents to be aware of their own dreams regarding their child. In a positive family context parents, as well as the child should express these dreams and come to a decision together. In this way, when all family members are aware of others opinion, the decision regarding the child's career should be the one with which all have agreed upon and thus they will all collaborate to reach the common goal. In George's case, he follows his parent's wishes in choosing the high-school, yet he continues to explore his interest and develop his abilities as a mechanic in his uncle's workshop. This could be a good opportunity for both George and his parents to observe what George should do after he graduates high-school.

Feedback Scenario 2:

In the case when in the family there is no compromise it can be hard for the child to cope with the parent's choices, and it may lead to serious problems in adapting to school requirements. This can lead to poor school results, having serious problems at school and can lead to drop out, which is what happened with George. Even in this circumstance George's parents did not support the decision to drop out and start something else, yet this gave responsibility to George regarding his own choices and decisions. He starts working to support his new studies, and orients him towards can service and engineering.

Feedback Scenario 3:

Parents decides together with George to visit a career counselors (from school or other centers) – which will provide specialized advice regarding George's abilities, interests, possible performance in a specific field. By using standard tests or by providing counseling, George will get to know himself better and more than that the career counselor will give them an objective aptitude profile.

EXERCISE 12: *NOW YOU ARE ABLE TO...*

GOAL:

- To help you to support parents to advise their children when taking a decision about their career.

INSTRUCTION:

What would you do? Write down your suggestions and compare with proposals of other counsellors

- ➡ A mother who believes that she cannot help his child because she stopped studying when she was very young.

- ➡ An orphaned child, 14 years old. His parents died in a car accident when he was a little boy, nowadays he lives with his grandmother. She is in despair because she thinks her grandson is out of control. They are always arguing.

- ➡ A mother who continuously argues with her son because he doesn't want to study for a career in spite of having good grades. He resigns himself to a cooking module of vocational training, as his dream is to have a restaurant. His mother does not accept it.

- ➡ A father who wants his child to be a technician because he knows so much about computers, solving his problems and those of others.

EXERCISE 13: *PARENTS AS*

GOAL:

- To help you in understanding the multidimensionality of parental roles

INSTRUCTION:

The role of parents in planning a child’s career is multi-faceted. As per your observations, try to arrange the roles of parents in the provided list according to their importance starting from 1 (important) to 14 (unimportant). Consider and write down how you might help parents improve the skills needed for performing one or another role.

PARENTS

<u>Order (1..14)</u>	<u>Role</u>	<u>Remarks</u>
<input type="checkbox"/>	Example	_____
<input type="checkbox"/>	Supporter	_____
<input type="checkbox"/>	Encourager	_____
<input type="checkbox"/>	Advisor	_____
<input type="checkbox"/>	Executor	_____
<input type="checkbox"/>	Planner	_____
<input type="checkbox"/>	Organizer	_____
<input type="checkbox"/>	Inspirer	_____
<input type="checkbox"/>	Helper	_____
<input type="checkbox"/>	Observer	_____
<input type="checkbox"/>	Participant	_____
<input type="checkbox"/>	Initiator	_____
<input type="checkbox"/>	Investigator	_____
<input type="checkbox"/>	Evaluator	_____

EXERCISE 14: *PARENT-TEEN RELATIONSHIP*

GOAL:

To collect materials connected to the key influence factors for parent-teen relationship

INSTRUCTION:

Complement the list of do's and don'ts for Parent-Teen Communication. Compare your list with proposals of other counsellors.

Do's	Dont's
Example 1: Do focus on the behaviour, not the person.	Example 1: Don't lecture or preach.
Example 2: Do think ahead to what you will say and how you will say it.	Example 2: Don't set limits you can't enforce.
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EXERCISE 15: NEW PROFESSIONS

GOALS:

- To train your information seeking skills
- To extend your knowledge on “new professions”

INSTRUCTION:

1. List (online) research sources you know on professions, educational paths and the labour market.
2. Check the following list for further ideas.

SOURCE	WEBSITE ADDRESS	MAIN CONTENT
<i>[Which organization provides the respective information?]</i>	<i>[Where can I find the information?]</i>	<i>[Which kind of information is given? Does the focus lie on, e.g., “traditional” professions, “new” professions, traineeships, ...]</i>
...		
...		

3. Choose ONE of the following so-called “new professions”.
 - Community Manager
 - Greenkeeper
 - Facility Manager
 - Supply Chain Manager
 - Fundraising Manager

4. Use the online research sources to answer and write down the following questions regarding your chosen profession:

- Which training/education is necessary to do that job?

- Which jobs can be done alternatively after education?

- Which job specializations do exist?

- How are the working conditions (e.g. employed or self-employed, ...)? How about the gender situation?

- What is the wage situation like?

- Which further career options do you have?
