



Training Course Concept

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Content list

1. Background.....	1
2. Target group	1
3. What are Case Studies?.....	2
4. GOOD GUIDANCE STORIES training modules.....	3
4.1 Methodical training modules	3
4.2 Competence training modules	4

1. Background

Educational and vocational guidance is increasingly becoming an important aspect of lifelong learning. Individuals have to handle multiple transitions. In these situations guidance plays a decisive role. Adequately trained career guidance practitioners are a prerequisite for high quality guidance service.

The GOOD GUIDANCE STORIES Case Study training workshop is provided in modules and is based on a unified course concept.

2. Target group

The GOOD GUIDANCE Stories Case Study training workshop is open to Guidance practitioners in all over Europe. The GOOD GUIDANCE Stories Case Study training workshop is also open to teachers and trainers who are working in initial and/or further training of guidance practitioners and similar professions like social workers.



3. What are Case Studies?

A case study is a story or a scenario. In the project GOOD GUIDANCE STORIES the case studies are written in narrative form. They are based on actual events, which means that they are determined by urgency or reality.

Case studies are effective ways to get students to practically apply their skills, and their understanding of learned facts, to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain.¹ To a large extent, this applies to the daily work of guidance practitioners. Guidance practitioners have to handle a lot of different activities. They enable citizens of any age, and at any point in their lives, to: identify their capabilities, competencies and interests; make meaningful educational, training and occupational decisions; and manage their individual life paths in learning, work and other settings in which these capacities and competencies are learned and/or used.² Guidance practitioners not only must know things. They also must be able to act effectively in their respective setting.

The use of case studies in training situations

- Engages guidance practitioners in research and reflective discussions
- Facilitates their creative problem-solving
- Allows them to develop realistic solutions to complex problems
- Develops the guidance practitioners ability to identify and distinguish between critical and extraneous factors
- Enables guidance practitioners to apply previously acquired skills
- Creates the opportunity to learn from each other

¹ University of New South Wales (2012): Case studies (<http://teaching.unsw.edu.au/case-studies>), Aug. 29, 2013

² Lifelong Guidance Policy Development: A European Resource Kit; ELGPN Tools No. 12012;
http://ktl.jyu.fi/img/portal/23229/ELGPN_resource_kit_2011-12_web.pdf?cs=1350649791



4. GOOD GUIDANCE STORIES training modules

4.1 Methodical training modules

Module 1	Writing case studies
content	<ul style="list-style-type: none">• The Case Study Methodology• Parts of the case• Scenario and Problem• Define the Assignment Criteria• Timeline• Style notes
Target group	The module is addressed to all who want to develop their own case studies as teaching material.
duration	2 days a 6 hours

Module 2	How to teach effectively with case studies?
content	<ul style="list-style-type: none">• The Case Study Methodology• Why is it hard for students to learn with cases?• How to plan the course – tips and tricks• Discussion Tips• Encouraging Problem Solving
Target group	The module is addressed to teacher and trainer who are working in initial and/or further training of guidance practitioners and similar professions like social workers.
duration	2 days a six hours

Module 2	How to use case studies as instrument for collegial case advice
content	<ul style="list-style-type: none">• The method of collegial case advice• The case study methodology• How to provide collegial advice with case studies?
Target group	The module is addressed to guidance practitioners who want to use case studies as an additional instrument for collegial case advice.
duration	1 day (six hours)



4.2 Competence training modules

Module 1	High Quality Guidance? Balancing your work and the need to update your own skills
Course content	Guidance practitioners meet different kind of clients every day. Each client has a different need. How to guarantee high quality guidance for every client? The course reflects with the case study method the wide variety of issues related to guidance practitioners daily work, e.g. knowledge and professional skills, attitudes, interacting with colleagues, self-evaluation and changing economic environment.
Teaching Objective	<ul style="list-style-type: none"> • To engage guidance practitioners in a discussion about the value of updating their own professional skills and knowledge. • To make guidance practitioners discuss whether updating their own skills could improve the way they do their job • To make guidance practitioners discuss the possibility of making the regular updating of skills part of their job profile
Target group	Guidance practitioners of all levels of experience
duration	1 day a 6 hours

Module 2	A visit to the Learning Shop – Providing access to lifelong guidance
Course content	The course reflects with the case study method on the competence “Enable access to information”. “The career guidance practitioner needs to be a competent user of a wide range of information materials in a variety of formats.” (CEDEFOP) Another important point is that to provide quality guidance service. Information provided to clients must be relevant and up-to-date. As guidance practitioners often use a wide variety of different sources to inform clients it is crucial that there is a structure to ensure that this information is regularly updated.
Teaching Objective	<ul style="list-style-type: none"> • How to assess client`s information handling skills • To have strategies to stay updated and have the information on-hand. • To enable clients to find information on their own • To help clients to improve information handling skills, if needed • To develop client`s own autonomous interpretation of information • To listen carefully and not make assumptions to quickly about clients • To be open to different interpretations
Target group	Guidance practitioners of all levels of experience
duration	1 day a 6 hours



Module 3	The story of Mária – Recognising and Responding to clients’ diverse needs
Course content	<p>The course reflects with the case study method on the competence “Recognise and respond to clients diverse needs”.</p> <p>Guidance practitioners meet many different kinds of people during their daily work. They meet clients with different cultural, ethnic and religion backgrounds and from different minorities, with different communication skills, education and abilities. These different clients have diverse needs, and guidance practitioners have to select their main needs and find the right ways of helping them. Sometimes during this process they encounter equal opportunity related problems and sometimes they have to fight against their own prejudices.</p>
Teaching Objective	<p>The teaching objective is to improve participant’s ability in recognising the diversity of client needs and managing their varied issues/problems.</p> <p>Through the use of this case study the participants are made aware of possible prejudices against minority groups. Furthermore, it is hoped that it will also help to increase their knowledge of minorities and their ability to communicate with them.</p>
Target group	Welfare experts, employees in helping professions; (middle level) managers working in helping professions, professional coordinators
duration	1 day a 6 hours

Module 4	What’s Ethical? - Dilemmas of Career Guidance Practitioners
Course content	<p>The course reflects with the case study method on the competence “Ethical practice”.</p> <p>Ethics is an important concept in the provision of guidance services. Often in the course of their work guidance practitioners come across situations that challenge their own values, attitudes and perceptions. An understanding of ethics (sometimes referred to as moral philosophy) is important in terms of building the competencies of practitioners to address situations that give rise to questions of values. Ethics is the study of or inquiry of values, about ideas of right and wrong, good and bad, what should or should not be done. Ethics questions the assumptions that underpin values and beliefs, which in turn guide practice. The focus is on why we believe some actions are bad and others good.</p>
Teaching Objective	<ul style="list-style-type: none"> Engage the guidance practitioner in a discussion on ethics, code of ethics, their own values, attitudes and prejudices. To give the guidance practitioner an understanding that talking about values means to reflect on concepts that are not specifically defined.
Target group	Guidance Practitioners
duration	1 day a 6 hours



Module 5	Amina's Choice
Course content	<p>The course reflects with the case study method on the competence "Develop One's Own Capabilities and Understand Any Limitations".</p> <p>According to the competence framework for guidance counsellors drawn up by CEDEFOP in 2009, one of the foundational competences is the following "Develop one's own capabilities and understand any limitations".</p> <p>The competence "Develop one's own capabilities and understand any limitations" requires:</p> <ul style="list-style-type: none"> • a reflective approach to consideration of own capacity and limitations • understanding professional boundaries and appropriate referral • making use of management and peer support. <p>What are the elements, in terms of attitudes, abilities and tasks, which make up this competence? What aspects should guidance counsellor training focus on for this competence? When is this competence needed?</p>
Teaching Objective	<p>To allow practitioners to reflect on their own skills and limitations, and that of the guidance counselling profession and context in which they work. In particular, it allows them to reflect on:</p> <ul style="list-style-type: none"> • Time management as an element of guidance practitioners professional skills • The opportunity/the requirement to consult with colleagues and superiors • The limitations arising from the organizational context in which they work.
Target group	Guidance counsellors, in particular those who work in the field of education and training.
duration	1 day a 6 hours

Module 6	"Using Communication and Facilitation Skills to deal with daily issues at work"
Course content	<p>The course reflects with the case study method on the competence "Communications and Facilitation Skills".</p> <p>The competence "communications and facilitation skills" has been understood as the way CEDEFOP define it, which is: a range of skills adjusted and customised to different work settings: listening and attention skills; questioning, probing, supporting and challenging; summarising and ensuring two-way understanding; group and public presentations; writing; and interpersonal skills.</p>
Teaching Objective	This case study offers career counsellors working in educational settings the opportunity to discuss the communication and facilitation skills in this field, as



	<p>outlined in the case study.</p> <p>The pedagogical objectives of the case study are:</p> <ul style="list-style-type: none">To recognise the importance of different communication and facilitation skills that one should possess to do good, professional work.To provide the job counsellors with these communication and facilitation skills.To demonstrate the importance of transferring certain communication skills to the jobseekers with which counsellors work.
Target group	Career guidance counsellors working in educational settings
duration	1 day a 6 hours