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TRIAS: Guidance in the workplace

IO 3: The TRIAS Framework Curriculum

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Introduction to the curriculum

This curriculum is one of the outputs of the Project ***TRIAS – Guidance in the work-place***. This output is linked the **Textbook** "TRIAS – Guidance in the workplace".

"***TRIAS Guidance in the workplace"*** is an approach to outreach education and guidance work – broadening the access to guidance for employed adults, as only a small proportion of the workforce has access to some form of guidance or even considers guidance as an opportunity to actively shape their careers or adapt to necessary changes. The TRIAS approach to guidance combines outreach guidance work with employers' involvement. The main objective of the project is to strengthen the competences of guidance practitioners to successfully reach out to the workforce, especially to the low-qualified as one of the most important target groups in adult education.

Why TRIAS guidance in the workplace?
The TRIAS approach focuses on the promotion of vocational and educational training and education in all its formal, informal and non-formal aspects. It should be our mission to promote that adults do not only learn for work and employment purposes. It is also about social inclusion and personal development in connection with the world of work and economic requirements of the labor market. Here the low-skilled employees are considered as most disadvantaged target group. Effects of guidance in the workplace are important for users, employers and for policy makers. Guidance approaches in the workplace increase the level of awareness regarding the benefits of participating in educational programs: guidance activities in the workplace increase the motivation for learning and offer new opportunities for the improvement of knowledge.

Support guidance practitioners in providing guidance in the workplace
The TRIAS project directly works for and with the target group of guidance practitioners and other professionals who may find themselves in the position of offering guidance in the workplace.
As with many professions, the definition of who is a career guidance practitioner and who is not varies between different European countries, as does the label for "career guidance practitioner" (e.g.: career advisor, career counsellor).

Triggered by a European debate on this challenge, NICE (Network for innovation in career guidance & counselling in Europe) came up with a suggestion of different types of "Career Practitioners". [1]

[1] NICE (2016) European Competence Standards for the Academic Training of Career Practitioners. NICE Handbook Vol. II. Hrsg: Schiersmann, C./ Einarsdóttir, S./ Katsarov, J./ Lerkkanen, J./ Mulvey, R./ Pouyaud, J./ Purkelis, K./ Weber, P., Opladen: Verlag Barbara Budrich

Career Advisors are not Career Professionals, but professionals in another field, who offer some career support in addition to their primary roles and tasks
Career Professionals are dedicated to Career Guidance and Counselling (CGC) and see it as their vocation to support people in dealing with complex career-related challenges
Career Specialists are specialised in one (or more) of the different dimension of professional career guidance, and work towards the advancement of CGC in different ways

The TRIAS outputs, text book and curriculum, are addressing all three types of "Career Practitioners". To reduce complexity, we coin all of them "*career guidance practitioners*".

To become able to actively work in the field of "guidance in the workplace", they need additional competences and know-how. The TRIAS project compiles a textbook for self-study purposes and develops a training program. By this means, the project strengthens the quality and competences of the work of guidance practitioners in this innovative field of action.
The textbook "TRIAS – guidance in the workplace" is the main resource to learn about the TRIAS approach. It presents the approach along a defined process. Each of the phases of the process is explained, it is pointed out what to consider and which methods could be considered for use.

How to use the curriculum
The provided curriculum specifies the structure and framework for a training program based on the TRIAS textbook. It is essentially a reflection on the textbook and a collection of methodological ideas which support the trainer's implementation of the training for guidance practitioners and other relevant professionals.

Below you are about to familiarise yourselves with the training curriculum for the training of guidance practitioners and other professionals offering innovative guidance services in the work place. By training guidance practitioners on the basis of the TRIAS curriculum, we would like to motivate guidance practitioners to provide guidance in the workplace and take first steps in a company setting, e.g. establishing contacts with employers and/or human resources departments or approaching employees for the first time.

For whom is the curriculum for – Trainers of guidance practitioners
You are the target group of the curriculum if you provide any kind of trainings to guidance practitioners and want to offer trainings including the topic of guidance in the

workplace. Your participants may be very different. When preparing the curriculum we have envisaged who would benefit most from the training. These include e.g. guidance practitioners in adult education, consultants in the field of education and training and students of social science and humanities interested in guidance and networking with companies.

The theoretical framework of the curriculum is a reflection on the textbook as a whole. The curriculum with its different themes is closely linked to the TRIAS guidance process, described in the textbook. Everything represented in the form of key words, ideas and content in the curriculum in described in detail in the textbook and is the result of professional efforts of all five TRIAS partners.

Training approach and trainings methods in the Curriculum

There is never only one solution available and that's why the curriculum discusses several approaches to trainings and seminars on guidance in the workplace varying in their formality. The curriculum offers you the opportunity to use your own experiences in addition to patterns, examples and ideas offered in it. The curriculum is **not a static but definitely a dynamic framework** offering many opportunities to the trainer of guidance practitioners to select appropriate learning methods. The trainer is a key player who has to identify the needs of the training participants, explore their expectations and build upon their previous knowledge. Consequently, the curriculum offers a pattern, an idea or an example for the implementation of the training. It is a recommendation or a suggestion for teaching and may vary from group to group. The participants will take part in the learning process in the classroom or e-learning and will be asked to do some of the work at home. Learning methods that the trainer can use for optional training approaches are described in the annex of the Curriculum.

Learning can be facilitated in a number of different ways. Thus, the role of the instructor includes didactic decisions. One helpful way to distinguish between different learning styles is to operate on a continuum between:

* *deductive learning,* i.e. that the instructor outlines, explains, synthesises, conducts discussions, provides examples - where the participants are seen as recipients of information and
* *inductive learning,* i.e. experimental and experiental learning, based for example on cases/examples derived from experiences of the participants; on role plays; on learning circles; on reflective teams, and suchlike approaches - where the participants are seen as co-construtors of meaning.

The point is not that one approach is better than the other: rather the two approaches should be seen as complementary and to be applied according to the subject and the participants in question.

Training programme for guidance at the workplace - an example of the training set-up and implementation:

The aim of the training programme: equip career guidance practitioners with the knowledge and skills for guidance at the workplace and work with companies and its employees.

Target group: career guidance practitioners

Participants: 10 to 15

Duration: 2 days (2 x 6 lessons a 45 minutes) or 1,5 day and 0,5 day
Structure:

- Theme 1: Introducing the TRIAS approach
- Theme 2: Accessing employers
- Theme 3: Working with employer
- Theme 4: Reaching out the employees
- Theme 5: Integrating results of analyses phases and following steps
- Theme 6: Evaluation of programme

Timeframe and setting for a TRIAS training programme (based on the curriculum)
The curriculum defines a possible time framework of the training, aims, possible contents, suggested methods including evaluation. The training programme can be implemented e.g. in 2 days if we plan 6 hours of work each day. Another possibility is to divide the training into 1 and a half day of actual training and another half day for the presentation of case studies by the participants. The participants can spend more time between the two training parts creating their case studies and present them in the second half of the training. We suggest to work with a case study approach. If the participants familiarize themselves with the task of elaborating case studies at the beginning of the training, they can focus on the preparation of the final assignment already during the training. Of course, these are only examples of how the training can be organised. Time framework may be modified to follow your needs and the needs of participants.
When calculating the duration of the training in hours also the time of distance learning and performing tasks outside the classroom should be considered.

What can a participant expect?
A training programme based on the TRIAS curriculum leads the participants through the whole TRIAS process, which is outlined in detail in the TRIAS textbook. In a systematic way we will guide participants through several learning situations beginning

with the identification of companies, following with approaching the employers and employees and ending with implementing guidance in the workplace. Individual operative phases of company selection procedure and key marketing strategies for getting companies interested in participants' services are presented as well. Participants will learn not only about identifying relevant employers but also about the importance of presenting the benefits of guidance for the specific company. There will also be time to discuss communication tools, methods for the identification of the structure of the company regarding its content and organisation, etc.

Prior to commencing with guidance in the workplace, its benefits should be explained to the company. A dialogue with a company is required to find suitable methods for guidance in its workplace. Being guest in the organisation requires more flexibility. A guidance practitioner should serve as a link in a company and should know how to build trust and set clear cooperation rules in agreement with a company. In the Curriculum and the corresponding training programme, values such as giving feedback and evaluating benefits of the guidance process are also stressed as important elements of the guidance process. It is possible to award the participants of the training with the certificates.

Day One

Theme 1: Introducing the TRIAS approach

Elements	1. Introduction to the training programme – goals, contents 2. Introduction of participants and their expectations 3. Introduction of the TRIAS approach 4. The reasons for providing guidance in the workplace incl. opportunities and challenges 5. The diversity of low-qualified workers and low skilled labour 6. Introduction of the guidance triade and the TRIAS commitment
Aim	In this module the participants get acquainted with the aim, contents and structure of the training programme and the importance of guidance in the workplace. Practical exercises in the introductory session assist the participants to check their understanding of guidance in the workplace.
Outcome	By the completion of this module the participants will • get to know each other and network • be clear about the contents and the structure of the training programme • clarify their expectations of completing the training programme • receive an overview of their current experience and understanding of the guidance in the workplace • understand the importance of guidance in the workplace and the added benefit of the TRIAS concept • clarify who can most benefit from the TRIAS intervention, with special consideration of low-qualified workers and unskilled labour. • understand the opportunities and challenges the TRIAS approach entails • understand the TRIAS process and what is specific to the TRIAS approach to guidance in the workplace (counselling in the triade, TRIAS commitment)

References to the Textbook	More information on this topic is available in the TRIAS text-book, Chapter 1 TRIAS in the Workplace introduced.
Suggested methods and selected rec-ommendations for training	National/regional information on the situation of low-skilled workers can be provided. In the attachment to the Curriculum you will find descriptions of the Case Study and Reflective teams learning methods for TRIAS approach to be used in the training.

Theme 2: Accessing employers

Elements	1. The steps of acquisition 2. Defining your strategy incl. identifying relevant em-ployers and their training needs and interests 3. Different acquisition approaches: accessing companies 4. Basics in marketing and communication with compa-nies 5. Making contact 6. Deepening contact and contracting
Aim	In this module the participants get to know individual steps of identifying and accessing relevant companies. They know how to define the objectives of their guidance intervention. Participants get to know ways of identifying relevant compa-nies and have a clear picture on how the companies can ben-efit from the TRIAS intervention. Participants get to know different acquisition approaches as well as to consider basic marketing and communication strat-egies. They will be prepared for first contacts with company representatives. Participants familiarise themselves with po-tential obstacles that appear while establishing first contacts with companies. Finally, the participants will get to know what to consider for concluding a contract for further collabo-ration.
Outcome	By the completion of this module the participants: • know how to set their objectives in collaborating with com-panies • know how to identify relevant employers and their inter-

	ests and needs • clarify the benefits of guidance in the workplace for the companies • know about different ways of accessing a company • participants reflect on ways of identification and access in their own countries/regions, which information to use and where to find it • have a basic understanding on marketing and communication strategies for approaching companies • know how to prepare for the first contact with a company representative • know how to set terms for further steps by concluding a contract
References to the Textbook	Trainers may use the TRIAS textbook, Chapter 2 "Identifying and accessing relevant employers".
Suggested methods and selected recommendations for training	In the attachment to the Curriculum you will find the description of the methods "Constructing company cases", "Role Game – Using the "Elevator Pitch" to practice cold-calling companies and Reflective Teams method for focusing on reflection question.

Theme 3: Working with employer

Elements	1. Objectives of working with the employer 2. Principles of working with the employer 3. From first talk to analysing the current state and development of the company 4. Analysis of requirements of the workplaces of low-qualified and deduction of the consequences
Aim	In this module the participants understand the importance of building a relationship of trust with the employer. They know the principles for successfully working with the employer; they identify the rules of cooperation and know the competences of guidance practitioners offering guidance in the workplace. Participants can identify and understand the approach to education and training of the individual company. They know

	possible instruments for identification and approaching target groups.
Outcome	By the completion of this module the participants: • know who to include in the talks in the company and what to achieve with this process • think about their own approaches to employers and building trust with the companies • know how to recognize and understand the training culture of the company • explain which strategies they would use for inclusion of different users in guidance in the workplace and in which areas they recognize the highest needs for development
References to the Textbook	More information on this topic can be found in the TRIAS textbook, Chapter 4 Working with the employer and implementation of the training activities.
Suggested methods and selected recommendations for training	In the attachment to the Curriculum you will find descriptions of learning methods such as Reflective Teams or Constructing a Case to be chosen from and used in this part of training.

Day Two

Theme 4: Reaching out to the employees

Elements	1. The importance of settings for workplace guidance 2. Different guidance approaches and their practical implications
Aim	In this module the participants get aware of different guidance approaches. Participants reflect on benefits of guidance in the workplace regarding personal and professional development of the employees. Participants transfer the concept of guidance into their own guidance situations and think about the practical and mental obstacles. They think about all the agreements that have to be made with the managing personnel to be able to implement guidance in the workplace.
Outcome	By the completion of this module the participants: • know the reasons behind implementing guidance in the workplace; they understand reasons of its implementation as well as its benefits for the individuals and the company • understand the importance of suitable setting for guidance in the workplace • are aware of the importance of a flexible approach to guidance in the workplace • pay attention to their own realistic expectations regarding guidance results • are able to present the most useful guidance methods • think about how they would approach guidance in an innovative way • know key innovative guidance methods
References to the Textbook	More information on this topic and practical examples of Trade Union guidance corners in Denmark and a Slovenian approach to guidance in the workplace can be found in the TRIAS textbook, Chapter 3 “On the Shop Floor”.
Suggested methods and selected recommendations for training	Participants can use a form of group exercise to reflect on two different guidance approaches, e.g. by the method of American Debate which can be found in the annex of the Curriculum. With role play they attempt to create their own guidance approaches.

Theme 5: Accompanying the implementation of training and transfer activities

Elements	1. Integrating the analysis results into the concrete planning of an offer 2. Provide learning process support, secure the learning transfer and evaluate the process
Aim	In this module the participants understand how to integrate the results of the both analysis phases. They will learn about the possibility of offering learning process support and securing the learning transfer back to the company. They will know about the importance of evaluating the interventions. They understand that all involved need to be informed about the results of the TRIAS Guidance in the workplace intervention.
Outcome	By the completion of this module the participants: • understand selection processes and how to assess relevant training providers • recognise the benefits of guidance in the workplace for the company and for the individual • know how they would provide a successful transfer of knowledge in the workplace after the conclusion of guidance and how they would report also possible bad evaluation results to the employer
References to the Textbook	More information on this topic can be found in the TRIAS textbook, Chapter 4 Working with the employer and implementation of training activities.
Suggested methods and selected recommendations for training	In the attachment to the Curriculum you will find descriptions of learning methods to be chosen from and used in the training.

Theme 6: Reflecting the learning process of the TRIAS training and evaluation of programme

Elements	1. Reflecting the learning process by elaborating a "TRIAS Guidance Dream Concept" 2. Conclusion: realisation of participants' expectations, training evaluation
Aim	In this module the participants give final feedback about the training. They complete the programme with a practical exercise in which they use all knowledge they acquired in the training and prepare a complete guidance model to be used for guidance in the workplace.
Outcome	By the completion of this module the participants: • Will know the purpose and instructions for the final practical exercise • make their final reflections about the training in the final evaluation • have insight into the complete guidance model which could be used for guidance in the workplace
References to the Textbook	More information on this topic can be found in the TRIAS textbook, Chapter 4 Working with the employer and implementation of training activities.
Suggested methods and selected recommendations for training	In the attachment to the Curriculum you will find descriptions of the Case Study 2 "Guidance Dream Concepts as well as evaluation and feedback methods to be chosen from and used in the training.

Annex: Suggested Learning Methods:

Overview over suggested methods:

- The Case Study method
- Constructing a company case
- Role Game/Elevator Pitch
- American debate
- Reflective Team
- Lecture/Lecturette
- The Learning Diary
- Writing a Wiki
- The Dream Concept
- Evaluation & Feedback methods

Method: Case study

Background

Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Brief Description

A TRIAS case study method uses a narrative of a guidance dilemma to exemplify principles of guidance in the workplace. It employs skill-building as well as discussion and teamwork between participants and analyses the dilemma as it unfolds.
The case assignment requires participants to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions.

Description

The TRIAS training participants are given a narrative of a guidance dilemma for studying and discussion, e.g. :

"A car company decided to participate in the guidance in the workplace project after having been approached by the guidance institution. The guidance practitioner visited the company at least 10 times and provided the guidance services for more than 30 less skilled workers. Human resource department, employees and guidance institution took part in the process. The trade union was merely informed about the relevance of guidance activities in the company and about the importance of lifelong learning. Employees participating in guidance were satisfied with the services. Human resource department appreciated the feedback from the process. However, the management of the company was not persuaded about the relevance of the guidance services for less skilled employees."

For the purpose of achieving a more systematic approach to the analysis of the case study the participants are given some questions for discussion**:**

- Have you ever implemented educational guidance on the premises of a company? If yes, what is the difference between this type of guidance and the guidance that took place in the educational institution?
- Do you think that the guidance content was more work related or related to the personal development needs of the employees? What is a key difference regarding this issue?

- Do you think that an agreement or a contract should be signed with a human resource department? Why?
- What should be the role of a trade union according to your experiences?
- What feedback can we provide for a human resource department without breaking the confidentiality of guidance information?
- What is your opinion regarding the management uncertainty of the guidance importance and relevance?
- What can be the arguments for persuading the management about the importance of guidance for less skilled employees?

A trainer leads the discussion to keep the participants on track and moving at a reasonable pace. After finishing the discussion a trainer (with participants contributing) summarises the most significant analysis findings.

10 minutes for reading the case description, 30 minutes of discussion, 10 minutes for the summary

Source: Project TRIAS – Guidance in the workplace;

References for Using Case Studies:

- **http://casestudies.law.harvard.edu/the-case-study-teaching-method/** [01.08.2017]
- **http://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/** [01.08.2017]

Method: Constructing a company case

Background

To create a learning environment which promotes inductive learning it is important to engage the participants in activities, in which they apply what they have learned and the trainer has just introduced to them. In working with the worksheets provided by the TRIAS textbook, the learners are given the possibility to test these materials.

Brief Description

The participants work in small groups depending on the total group size. They will elaborate company cases, which they continue to work on during the TRIAS training. This will give them the possibility to apply what they have learned. In the different themes of the TRIAS training, they will work with this constructed company case.

5min explanation of tasks, 40 minutes of group work, 10 minutes presenting the results and reflecting on the group work. Total of 55 minutes (in the case of two groups). The room has to be suitable for group work in at least two groups, if possible provide additional rooms.

Description

The objective of the method is that the participants jointly construct a company case, which could be possibly approached for a TRIAS intervention. This method will reveal how different each company is concerning structure, field of activities and correlating competence and training needs. “Each company is an individual.”

- The trainer splits the whole group into small groups of 3 to 5 participants
- The trainer distributes the Worksheet “Analysis of the company structure: basic data”, which is one of the guidelines proposed in the TRIAS process
- The trainer explains the task, which is to construct an imaginary company case. To fulfill this task, the trainer asks the participants to use the above mentioned worksheet. On this worksheet the participants find a template which includes the most relevant basic data of a company. Additionally the participants can come up with more indicators, who describe a company.
- Alternative version: the participants can reconstruct a company known to them, which will give them the additional possibility to research the company’s basic data in the internet as internet research is the adequate preparation before contacting a company.

- Further steps: the constructed company case can be used for working with the different themes throughout the TRIAS training.
  - Identifying and accessing employer
  - Understanding the approach to education and training
  - Choosing a way of accessing employees
  - Etc.

Source: Project TRIAS – Guidance in the workplace

Method: Role Game – using the "Elevator Pitch" to practice cold-calling companies

Background

To create a learning environment which promotes inductive learning it is important to engage the participants in activities, in which they apply what they have learned and the trainer has just introduced to them. Role games are an excellent method to rehearse situations in preparation for future real life activities and to improve their ability to take over this new role coming along with working with employers.

Brief Description

The participants work in small groups depending on the total group size. They will prepare elevator pitches to promote the TRIAS offer to specific company cases. These elevator pitches will be role-played in front of the group to simulate cold-calling activities for convincing companies to participate in the TRIAS offer

5min explanation of tasks, 35 minutes of group work, 20 minutes presenting the results and reflecting on the group work. Total of 60 minutes (in the case of two groups). The room has to be suitable for group work in at least two groups, if possible provide additional rooms.

Description

The method "***Role Game – using the "Elevator Pitch" to practice cold-calling companies"*** can use the constructed company cased presented by the method **"Constructing a company case".**

The trainer introduces the concept of the "Elevator Pitch", which is a tool to prepare and practice a very short and concise overview of an offer, in our case the TRIAS guidance in the workplace intervention. The participants will jointly prepare an elevator pitch focusing on a specific company example. By preparing this pitch, they will discuss not only how to sell this offer, but also

- What are possible objectives of the TRIAS offer?
- What is its possible benefit for companies?
- What do I need to know as a TRIAS guidance practitioner? What additional competences do I need to have?
- Etc.

By playing the elevator pitch the participants experience probably for the first time how to talk and to reason with a company representative.

Steps for the trainer to implement this method:

- Explain the method to all participants, including that they will later on play the elevator pitch in front of the whole group. This means each group has to nominate two role players (one presenting the elevator pitch, the other playing the company representative for another group)
- Split the whole group in smaller groups of 3-5 participants
- Distribute the worksheet "How do I prepare a TRIAS Elevator Pitch? Some questions to reflect" (see below)
- The small groups will discuss and prepare the elevator pitch.
- Create a stage for the role plays.
- After the role plays reflect on them individually or after the whole session. (e.g. How did you experience the cold-calling? What was more easy/difficult than expected? Etc.)

Source: Project TRIAS – Guidance in the workplace

Worksheet "Role Game – using the "Elevator Pitch" to practice cold-calling companies"

How do I prepare a TRIAS Elevator Pitch? Some questions to reflect

- ✓ **Whom do I want to win a customer/cooperation partner?**

- ✓ **What are my objectives for the talk? If I want to achieve, that my conversation partner agrees to a follow up talk: How can I achieve this objective?**

- ✓ **How can I start the conversation in an appealing way? How can I attract attention?**

- ✓ **What information do I want to provide my conversation partner? How can I describe my offer so that my conversation partner can easily follow?**

- ✓ **How can I highlight the benefit and added value for my conversation partner? How does the company benefit from my offer? („What's in it for me?")**

- ✓ **How do I distinguish myself as TRIAS guidance practitioner?**

- ✓ **I want to emotionally adress my conversation partner and make him/her curious about my of-fer: How can I achieve that my conversation partner listens carefully and remembers?**

Method: American Debate

Background

With this tool, pro and contra arguments for any topic are developed. It is very useful as an opening exercise to a certain topic. But as it requires hardly any preparation, it can be used spontaneously and flexible whenever discussion is needed as an intermediate result, consolidation or conclusion of a learning phase.

- The learners think of arguments pro or contra a given topic
- Formulate arguments
- Argue the group's opinion (pro/contra) during the discussion
- Listen to the arguments of the other group
- Skills of communication and argumentation as well as co-operation are trained.
- Everybody gets involved into the discussion, no one is left out.

Brief Description

The participants work in two groups and collect arguments pro and contra a topic. The arguments are presented in a debate, which is structured by certain communication-rules: Group A's argument has to be repeated by Group B before reacting with an appropriate counterargument. This procedure ensures that the participants listen closely and actively re-think the other groups' argument.

15-20 minutes of group work 10-15 minutes of debate 5-10 minutes of post-processing. total of 30-45 minutes. The room has to be suitable for group work in two groups, if possible provide two rooms.

Description

The American Debate is a form of pro/contra discussion. Extreme positions are developed and represented in the group.

In order to work on a controversial question, the group is divided in two equally large groups. Depending upon the topic, the group situation or personal interests it can be better to organize the grouping as free choice. Group A is then supposed to collect "pro arguments", whereas Group B gathers "contra arguments" in group work. The arguments will be listed on a Flipchart.

Meanwhile the moderator sets up two chair rows facing each other. When the group work is finished, the groups sit down facing each other, the flipcharts are posted well viewable on the opposite wall for visualisation and support. Then the debate starts. The first participant of Group A presents an argument. The first participant of Group B takes up this argument by repeating the core statement and attaches a counter-argument. Inquiry is possible.

- Short introduction of the method (if necessary: why is it applied now?)
- Presentation of the topic and the pro/contra positions (e.g. in the form of statements).
- Allocation of the group in two approx. equally large groups (encourage the participants also to work in the group that does not correspond to the personal opinion/attitude).
- Depending on the level of self direction: Hand out a work sheet with the topic and the two viewpoints, concrete tasks to accomplish, the time schedule and materials.
- The groups gather in separate rooms for the collection of arguments and they note them on Flipcharts or presentation cards.
- Meanwhile the seat order is changed: two rows of chairs facing each other.
- The groups post their arguments (flipcharts) on the opposite wall, pin board, etc., so they can read it and the other group can not.
- The learning adviser/moderator of the debate presents the communication rule: the other group’s argument has to be repeated in own words before answering with an own argument.
- Group A starts the debate with an argument. A participant of Group B reacts with a short repetition of the statement and a counterargument, etc.
- If necessary the moderator occasionally has to remind the participants of the repetition rule and to let the other person finish.
- After approx.. 20 – 30 minutes the moderator terminates the debate. The goal is not to convince the other group or to find a common solution or consent.
- The moderator and the learners recapitulate the central arguments. Further questions for reflection concern the experiences with the debate, difficulties and easiness, what they dis/liked, what was unusual/new, …
- Agreements can be made on how to transfer the communicative rules of active listening and letting the other person finish, and the formulating and presenting of arguments to other situations in the learning process.

Method: Reflective teams

Background

To create space for mutual learning and reflection, the use of reflective teams (or: reflecting teams, as they are also called) can be a helpful approach. The idea is for the group to define its own issues to discuss. The method is a framework which can be applied in many different ways. Some steps are suggested below.

Brief Description

The purpose of reflecting as a group is to express thoughts, feelings and opinions about a shared experience, to build openness and trust in the group, and to find learning and insights to take forward into subsequent actions. Members of the group sit in a circle, reflecting first as individuals, sharing those reflections with the group, then discussing the insights and potential actions to take out of the session. This approach can be used once or several times as part of the training.

10-15 minutes to decide on issue to be discussed; inner circle: first round 10-15 minutes for statements/expression of experiences; comments on this from outer circle; 10 minutes; second round reflection in inner circle on comments received, 5 minutes. Group reflection on learning points, 10 minutes. Total: approx one hour

Description

Reflective team approaches are highly structured fora for discussions, as outlined above. Thus it may be helpful to outline some house rule, i.e. some guidelines for an effective group experience: *participants should speak from their individual perspective ("I-statements") , they should avoid generalizations like "everybody" and "some people", and they should practic active listening when others are speaking.*

It may be appropriate to introduce some reflection questions. Write them on a flipchart or provide a printed handout:

1. What happened in the session – from my perspective?
2. How did I contribute?
3. How did I feel and what were my reactions?
4. What insights or conclusions can I draw: actions?

Andersen (1987), the originator of Reflective Teams, describes the reflecting team in great detail. The group chooses the topic they wish to talk about. It is imperative for the facilitator to not interrupt while group members are expressing themselves: they should be allowed to express their thoughts at their own pace. When offering reflections, it is important to use tentative language, in order for the group members to view the reflection as an offering and not the sole answer. Andersen prefers to ask, “How would you like to use this meeting?” at the beginning of the session. There are many ways to use reflecting teams in practice, all of which are largely based on Andersen’s (1987) original suggestions. Biever and Gardner (1995), for instance, suggest that reflecting teams are well-suited to train graduate students from a social constructionist perspective. But this approach may be applied in many different settings, including shorter training sessions, as is the case here.

References

Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process, 26, 415-428*

Biever, J. L., & Gardner, G. T. (1995). The use of reflecting teams in social constructionist training. *Journal of Systemic Therapies, 14, 47-56.*

Schön, D. (1983).*The Reflective Practitioner: How Professionals Think In Action.* London: Basic Books

Step-by-step instruction: http://toolbox.hyperisland.com/reflection-team

Method: Lecture and Lecturette

Background

Definition
Lecture (noun): *an educational talk to an audience, especially one of students in a university.*
This is mostly one-way communication: a deductive learning format

Most lectures are modelled on one-way communication approaches. This can be appropriate in some cases, but often this method is inefficient. Much learning is wasted, and little interaction and reflection takes place. But is a safe and well-known approach which has roots back through history where wise men (mostly men!) have shared their wisdom or their prejudices, as the case may be.

A well-composed lecture can provide an overview, and introduction. And a lecturette provides a space for mutual learning and reflection.

Brief Description

Lecturette (noun): *a short lecture,* usually max 20 minutes by way of introduction, followed by time for individual reflections, reflective teams, dicussions, case-study elaboration, roleplay, analysing a video/youtube input - and then perhaps time for another lecturette with a different angle on the topic in question. This provides a framework for mutual learning: an inductive learning format.

15-20 minutes' lecture; 10-15 minutes for debate/reflection; 5 minutes' video/youtube; 10-15 minutes group discussion/mutual reflection; 5 minutes for personal reflection/ personal notes on learning points of post-processing. Total: approx one hour

Description

The Lecturette aims at making best use of expert input/knowledge, and combines this with creating a space for reflection. More so than the traditional lecture. It builds on the understanding that the participants possess relevant knowledge/wisdom/ experiences that need to be included in the learning process. This the lecturette makes use of my different learning formats, rather than just one, with a view to mutual learning and understanding of the issue at hand. The richness of reflection is multiplied.

Method: Learning Diary

Background

Accompanying the learning process: at the end of a learning unit/learning day for reflection; to prepare learning conferences or counselling sessions. In order to evaluate and reflect different learning units in order to plan and influence the learning process

Brief Description

The Learning Diary can be used as an instrument for individual reflection as well as for the documentation of the learning process or for collecting material.

Normally it contains working sheets for reflections/evaluations of the learning units, experiences with the topics of the units, special reflections as preparation for guidance or counselling sessions or reflections with the trainer ets.

The Learning Diary is in the possession of the learners and stays there. It's a personal, individual instrument for reflection. The working sheets are only a proposal for the learners. If they use the or do their reflection in a different way is the decision of the learners. The chance of using the sheets in the Learning diary is to document the learner's thoughts so that they can look them up later or remember things they want to discuss/clarify.

The Learning Diary is an offer for voluntarily using. Trainers should make clear the chances of using it, but should not force learners to use it. If learners refuse to use it, trainers should offer them different forms of individual reflection/evaluation.

5 – 15 minutes

⇨ Work sheets

Worksheet Learning Diary

Learning diary

for the course

____

My name:

____

Guidance in the workplace

Funded by the European Union

Contents of the Learning Diary

My interests and expectations for this course

Reflections of the different learning phases

Reflections of special exercis-es/tools

TRANSFER CONTRACT WITH MYSELF

Transfer Contract with myself

Funded by the European Union

My interests and expectations for this course

What do I already know about the contents of this workshop?

Which aspects of the contents are especially interesting for me?

What are my expectations for this course?

Reflection of the first learning phase

My notes: What I want to remember – what I noticed …

What I want to talk about later on in the learning (questions, topics,…)

Funded by the European Union

Reflection of the first day in the course

What I liked/disliked today (contents, methods/exercises, atmosphere in the group,…)

What I take with me from this day

What was missing or not quite clear for me …

Where I would like to continue and deepen my learning in the next few days/weeks …

Guidance in the workplace

Funded by the European Union

Reflection of the exercise

What did I like/dislike concerning this exercise?

In which way did it suit to me/ my learning styles?

What did I learn from the way we worked in this exercise? Can I use this in different surroundings?

Reflection of the second day

My notes: What I want to remember…

What I would like to clarify …

Ideas I had concerning the learning contents …

Transfer Contract with myself

What do I gain/take with me from this course?

What do I want to use in my work?

When will I do this?

Who can help me with this? Who do I ask for support?

Date:____________________ ______________________________________

(signature)

Method: Writing a WIKI

Background

Writing a WIKI may serve as a group-based learning method. It sharpens the view on the issue at hand, and calls for reserach into the field. In this case the heading could be: *Workplace Guidance.* No WIKI has yet been written on this topic. On how to write a WIKI, see: https://en.wikipedia.org/wiki/Wikipedia:Your_first_article

How to write a wiki: https://en.wikipedia.org/wiki/Wikipedia:Your_first_article

Method: Dream Concept

Background

The Dream Concept method provides the participants with the opportunity to check and use in a practical example what they will have learned during the TRIAS training. With this reflective and writing exercise they will consider what they find most important and relevant for their future work as guidance practitioners.

Brief Description

The aim of this method is to develop a vision of a quality guidance service following the TRIAS approach. This vision should reflect the participant's wishes, persuasions and ideas of transferring everything they will have learned during the TRIAS training and wanted to use in real setting.

Description

Before the training participants put their vision on paper they can help themselves with the following statements to start the creating flow:

1. As a guidance practitioner I have always wanted to…
2. When I heard during the training how to….. I wanted to try this.
3. When I started working as a guidance practitioner years ago I had high expectations such as…. .
4. It used to be very important to me to…. .
5. My dream of good guidance work is …. And I want it to be part of the dream concept.

For putting the concept on the paper the participants need to follow this structure:

- Theme/title of the concept
- Description of the target group (type of company, its branch and size…)
- The aim (what I want to achieve…)
- Focus and rationale (this is especially important to me: …… for the following reasons: …….)
- Leading principles/ basic knowledge (What guides me is ….)
- How to reach the finish line: Contents/ some aspects/ duration of the implementation
- Supporting tools and material
- Criteria for success (it is/was good to ….)

- Implementation (What are the chances of success with using this concept? What are the threats to be taken in to account and how can I overcome them?)

For the description of the dream concept 10 pages are recommended. The participants send the paper to the trainer to receive the feedback and prepare 10-15 minute presentation for the final meeting or webinar.

Method: Evaluation of the training course implementation

Background

This worksheet has been designed to help the trainer to obtain the feedback on satisfaction of TRIAS training course participants with the course implementation. The feedback is collected during the course implementation in form of discussion with course participants and via evaluation questionnaire after the end of training course.

The collection of feedback is focused on contents of the course, supportive materials, methods used, performance of the trainer, the organizational issues and on the overall participants' satisfaction.

The evaluation of training course implementation enables the trainer the future development the quality implementation of the training course. It can be also used as a marketing tool for the future course participants and customers (i.e. quotations).

Feedback collected during the course implementation (guidelines for discussion with training course participants)

The trainer will facilitate the discussion and record the ideas from the discussion during the seminar

- After each module of the training course
- At the end of the day

<u>Possible questions after each module:</u>

- How did you understand the theme (to which extent, how clear information was there)?
- Did the module cover all the necessary areas? If not, what was missing?
- What you found the most important?
- Do the participants feel that they are able to provide the guidance after implementation of the theme?

<u>Possible questions at the end of day:</u> (recapitulation – putting notes on flipchart)

- What we have learned?
- What are the main findings of the day?
- What we found new and the most interesting?
- What will be the most difficult task to cope with in the process?
- Which issues need some more in-depth studies?

For the final discussion at the end of the day it would be fruitful to summarize on flipchart the main topics trained and point out the parts where some more information or practical training might be useful.

The method of “Reflective team” can be helpful for gaining the feedback during disu-cussion.

Template Evaluation questionnaire for individual feedback (to be collected at the end of the training course)

1. Contents of the training course

1.1. Did the training course cover your expectations?

Yes ☐ Partly ☐ No ☐

If not fully, what else you have expected?

1.2. Did you understand the TRIAS approach?

Yes ☐ Partly ☐ No ☐

1.3. Do you think that the TRIAS approach can work?

Yes ☐ Partly ☐ No ☐

If not fully, why?

1.4. Do you think you will be able to find appropriate employers and persuade them to stars the guidance process after passing the "Accessing employers" module?

Yes ☐ Partly ☐ No ☐

If not fully, why? What was the most difficult for you?

1.5. Do you think you will be able to establish feasible working relations with the employer after passing the "Working with employers" module?

Yes ☐ Partly ☐ No ☐

If not fully, why? What was the most difficult for you?

1.6. Do you think you will be able to communicate openly and effectively with

low qualified employees after passing the "Reaching out employees" module?

Yes ☐ Partly ☐ No ☐

If not fully, why? What was the most difficult for you?

1.7. Do you think you will be able to reach the objectives of the guidance process and support the implementation of your recommendations after passing the "Integrating results of analyses phases and following steps" module?

Yes ☐ Partly ☐ No ☐

If not fully, why? What was the most difficult for you?

2. Supportive materials/supplements/patterns

2.1. How useful and satisfactory you have found the supportive materials?
(mark 1 for the poorest, mark 5 for the best)

Useful	1	2	3	4	5
Satisfactory	1	2	3	4	5

2.2. What other supportive materials or patterns could be helpful?

3. Methods used

3.1. How do you assess the effectiveness of the specific methods used?
(mark 1 for the poorest, mark 5 for the best)
(The list of methods could be modified according to those actually used)

Lecturing	1	2	3	4	5
Case studies	1	2	3	4	5
Playing roles	1	2	3	4	5
Questioning	1	2	3	4	5
Discussion	1	2	3	4	5

Refreshment	1	2	3	4	5
Feedback provision	1	2	3	4	5

3.2. Which other methods you would prefer?

4. Performance of the trainer

(mark 1 for the poorest, mark 5 for the best)

1 2 3 4 5

5. Organization

(mark 1 for the poorest, mark 5 for the best)

Information on the training course before implementation (invitation, programme, price, venue, trainer, etc.)

1 2 3 4 5

Keeping the time schedule (according to the training course agenda)

1 2 3 4 5

Satisfaction with the facilities (furniture, arrangement, technique, etc.)

1 2 3 4 5

Refreshment (quality and timing)

1 2 3 4 5

Certification (value for you)

1 2 3 4 5

6. Any other comment and recommendation