

FLAWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning unit 5: Carrying out the counselling & analysing the report

WP5: FLOWS training for practitioners

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AGENDA

LO 5 - Counselling interview and report

1. preparation

- Adapt the language and intervention to the participants - we are not all the same.
- Gather background information and past experiences.
- Set realistic expectations for the counselling session.

2. conducting the counselling session

- Look for suitable times and rooms to conduct the counselling session.
- Consider the counselling session as a tool for self-awareness.
- Explain the FLOWS tool, its possibilities and limitations.

3. feedback

- Provide interactive, dynamic, positive and constructive feedback.
- Link the results to training and/or employment opportunities.

LEARNER OUTCOMES

By completing this learning unit, you will gain an understanding of the structure of counselling sessions:

- What background information you need to gather to conduct the counselling session.
- How to prepare the counselling session and use the tool's report.
- How to inform participants about the results obtained in the report?
- How to link the results to training and/or employment opportunities?

You will also be able to

- Tailor the counselling session to the participants
- Interpret the results independently
- Provide interactive, dynamic, **positive** and constructive feedback
- Link the results to training and/or employment opportunities



FLOWS TRAINING FOR PRACTITIONERS

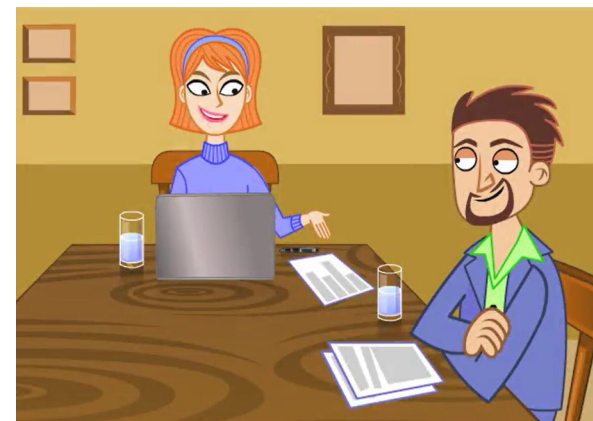
LO 5: Conducting the consultation and analysing the report

Preparation (1)

Before the start of the consultation:

1. Find a quiet and comfortable place to conduct the introductory meeting.
2. Adapt your language and approach to the participant in order to build trust and ensure clear communication. And don't forget: **listening is key!**

*It is important that participants feel safe to speak honestly about past experiences, whether positive or negative.



Preparation (2)

Gather background information:

1. Identify areas of career uncertainty and participants' strengths or talents.
2. Talk about educational or career options that participants have thought about...
3. Discuss background information in detail.
4. Inquire about previous "assessment" experiences and show empathy.
5. Make a note of any important information you have gathered so that you can address these points during the counselling sessions.

Preparation (3)

Set realistic expectations for the orientation session

1. Encourage participants to formulate three or four questions/goals they would like to discuss in relation to their career.
2. Ask the participant to discuss any barriers they see in relation to education, training or employment.
3. If necessary, ask further questions about specific causes for external reasons that cannot be influenced by the participant's actions/will.
4. If the participant is struggling to ask questions, try to recognise and clarify the broad outlines of their professional problems or concerns.
5. This is a good time to show empathy and reflect on feelings. Check the participant's understanding and ask them to rephrase their questions to create a satisfactory list.
6. Write down the three or four questions you will work on in the future.

Preparation (4)

Career counsellors should consider these points:

1. Do you have a good understanding of the participants' background?
2. Have you planned enough time for preparation?
3. Have you ensured that the client has understood the process?
4. Have you explained to the client how the information will be used and have you obtained their consent?

Carrying out the survey (1)

Before you start the survey:

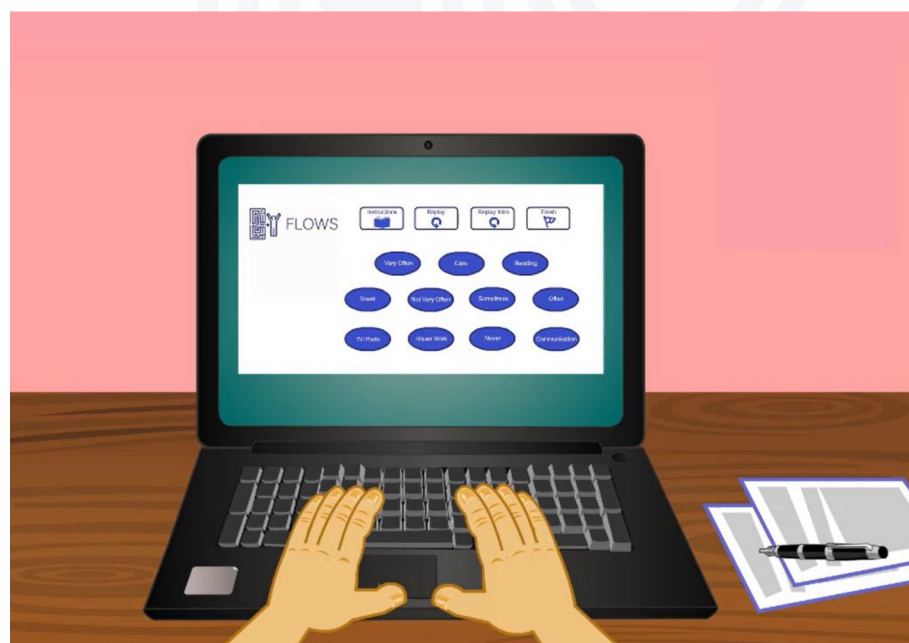
1. Find a quiet and comfortable place for the interview and make sure that you provide all the necessary resources for the participants: PC/Internet, headphones, quiet, privacy, etc.
2. Make participants aware of how the information obtained will be used.
3. Consider the survey as a tool for self-knowledge and not as a "test". It is about everyday activities and competences and therefore there are no right or wrong answers.
4. Explain how important it is to be honest when answering the questions to ensure the validity of the results.
5. Explain to participants the process after the survey: you will analyse the results together to find the best options.

Carrying out the survey (2)

Explain the FLOWS tool, with all its possibilities and limitations

1. Although we aim for spontaneous interaction in the survey, it is important to give a brief explanation of the tool: categories asked for, activities and their relation to specific competences.
2. Explain the purpose of the FLOWS tool and ask participants to describe what they hope to gain from completing the assessment.
3. Listen to any questions participants have about the tool (including practical questions) and address them before they start the survey.
4. Include participants' questions in the feedback session.

Participants work with the FLOWS tool



Feedback (1)

Counselling session after working with the FLOWS tool

1. Watch this short TedTalk on "The secret to giving good feedback" (Renninger, 2020):
<https://www.youtube.com/watch?v=wtl5UrrgU8c>
2. Pay attention to possible fears in connection with the assessment results
3. Emphasise the interactive nature of the feedback session and encourage participants to actively participate.
4. Remind participants that there are no right or wrong answers and that the evaluation of the survey is only ONE source of information to get closer to finding suitable employment.

Feedback (2)

Consent of the participants

1. Explain that the results can be a good decision-making aid.
2. clarify how and where the report will be stored and for how long
3. observe the GDPR and the data protection guidelines of your organisation
4. point out to the participants again that they can withdraw their consent at any time.

Feedback (3)

FLOWS tool for practitioners: Where to find the participants' results

Example test account in EN: <https://dev.flows-project.eu/>









User name: flowstestpractitioner

Password: flowspractitioner2023

You will receive your personal account for the German version during the training.

Click on the **completed** tasks, as shown in the illustration, to access the report.

In the report you will see the summary of the results, starting with the 3 highest rated competences for each macro category. Then go through these top 3 competences (last column), but also note the competences ranked below.

Delete client and data Edit client details Back to List						
ctID	Task	Status	Task date	Assigned by	Mobile	
22110	FLows Inform	open 		flowstestpractitioner flows 11/13/2023 11:06 AM	No	 delete
22109	FLows Inform	open 		flowstestpractitioner flows 11/6/2023 5:00 PM	No	 delete
22108	FLows Inform	 completed	1/15/2024 9:42 AM	flowstestpractitioner flows 11/6/2023 5:00 PM	No	 delete
22107	FLows Inform	 completed	12/20/2023 12:50 PM	flowstestpractitioner flows 11/6/2023 5:00 PM	No	 delete

Feedback (4)

The FLOWS Tool Report provides 2 types of information:

- Top 3: Shows the three competences for each macro-competence that someone - according to the survey - has developed the most. It also contains a description of each competency as well as the activities and job opportunities associated with it.
- Raw data report: Contains the list of questions to which the user has responded, with the date of completion, the answer chosen, the score awarded for that answer and the time taken to respond.

Report

Here is an example of an Irish report.

The top 3 competences are highlighted in the last column.

In this case also a 4th competence, as this is very close to the top 3.

Reconciling Tensions And Dilemmas						Scores For All Component
Component	Competency	Activities	Environment	Jobs	Task	
Conflict Resolution 10.58%	Being able to handle complaints, settle disputes, and resolve grievances and conflicts, it involves negotiating with others.	Working within a team, working with others to solve problems, Travelling outside my normal social and cultural surroundings, Conscious use of social media	Service, teams, committees, dealing with people who are under stress or pressure, customer complaints/service	Mediator, Police, Lawyer, HR managers, Construction manager, Public service	Two neighbours are in a dispute about their children's behaviour, you try to negotiate and support them in resolving the issue; You are on a local voluntary committee and must deal with complaints about anti-social behaviour, it is important for you to keep cool and not escalate the problems	<div>Conflict Resolution - 10.58%</div> <div>Respect - 10.51%</div> <div>Tolerant of Contrasting Ideas - 10.45%</div> <div>Empathy - 10.41%</div> <div>Responsability - 9.99%</div> <div>Creativity - 9.89%</div> <div>Problem Solving - 9.86%</div> <div>Perspective taking - 9.69%</div> <div>Resilience - 9.39%</div> <div>Cognitive flexibility - 9.23%</div>
Respect 10.51%	Being able to give due regard or consideration for the feelings, wishes, or rights of others. An attitude of valuing another person and treating the person accordingly.	Communicating with others to solve problems, Debating an issue (on social media or in person), Conscious use of social media, Speak to children, Helping with personal care and hygiene.	Teamwork, working with public	Nurse, doctor, counsellor, prison guard, garda, public facing roles, teaching	Respecting others even though you may disagree with how they live their lives; treating every person as you would like to be treated; being involved in human rights	
Tolerant of Contrasting Ideas 10.45%	A tendency to be broad-minded and appreciating differences in others' values; Being free from prejudice	Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Conscious use of social media.	Working in a team, social justice, community, multi-disciplinary or multi-cultural teams	Researcher, mediator, garda, community worker, diversity officer	Living side by side with people from a different culture. Accepting differences in a work or voluntary setting. Accepting how your friend raises her children even if you don't agree with her values and beliefs.	

Report

Put things in perspective:

Here you can see the results of the macro-competence "Communication".

Focus on the positive aspects and point out that competences ranked further down can also have a high score.

Communication						
Component	Competency	Activities	Environment	Jobs	Task	Scores For All Components
Active Learning 10.46%	Understanding the implications of new information for both current and future problem-solving and decision-making.	Searching, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work	Learning organisations, technology oriented	A lot of jobs require active learning skills as procedures and practices are continually updated in the world of work e.g. Teachers, Doctors, Fashion Designer, Technology.	You and your family have been going to the same holiday destination for 10 years, but after watching a TV program you discover a more cost-effective option and decide book it; You listen to a dietician on the radio talking about the benefits of fruits and vegetables and you add these foods to your next weekly shop to try a more balanced diet.	Active Learning - 10.46% Time Management - 10.37% Active Listening - 9.79% Team working - 9.67% Learning Strategies - 9.61% Social Perceptiveness - 9.38% Service Orientation - 9.35% Speaking - 9.21% Writing - 8.08% Coordination - 7.95% Instructing - 6.11%
Time Management 10.37%	Managing one's own time and the time of others.	Planning time, Using the (cloud) calendar, Team sport - Football - Basketball - Hockey, Arranging activities (sometimes using social media), Using public transport, Cook a meal	Services (e.g. financial, health, legal), Teaching, target driven	All jobs require effective time management skills as it allows employees to prioritise tasks, maintain structure and be self-aware.	You agree to meet your friend for coffee prior to a dentist appointment you leave the café in sufficient time to make your dentist appointment; You set an alarm or a reminder on your phone to collect your child from swimming class; You create a schedule that maps out your family's weekly activities and hang it on the fridge	
Active Listening 9.79%	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Participating in group activities (sometimes via social media), Hanging out in person or online, Interested in learning about new topics – knowledge, Working within a team, Communicating with others to solve problems, Watching Learning to do programmes or you Tube, Listening to Radio - talk shows, Speaking a second language	Customer oriented environments, Public services	Most jobs require employees to engage in active listening to build effective relationships and to respond to clients' needs and resolve their problems e.g. Air Traffic Controller, Social worker.	A friend visits your house and tells you about a difficult moment they are facing. You turn off the TV to avoid distractions and demonstrate concern.	



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Report

Emphasise how important transversal skills are, such as "dealing with difficult situations", and try to encourage participants to think about how and when they acquired important competences, such as "conflict resolution".

Reconciling Tensions And Dilemmas						
Component	Competency	Activities	Environment	Jobs	Task	Scores For All Components
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Report

Don't forget: all these skills and competences have been learnt in everyday life, but are of great importance in the working world!

For example, the more your participant "plans events for friends", the more experience she has already gained in this area.

Perhaps you would make a good event manager?

Component	Competence	Activities	Communication			Scores For All Components
			Environment	Jobs	Task	
Active Learning 10.48%	Understanding the implications of new information for both current and future problem-solving and decision-making.	Searching, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work	Learning organisations, technology oriented	A lot of jobs require active learning skills as procedures and practices are continually updated in the world of work e.g. Teachers, Doctors, Fashion Designer, Technology.	You and your family have been going to the same holiday destination for 10 years, but after watching a TV program you discover a more cost-effective option and decide book it; You listen to a dietician on the radio talking about the benefits of fruits and vegetables and you add these foods to your next weekly shop to try a more balanced diet.	Active Learning - 10.46% Time Management - 10.37% Active Listening - 9.79% Team working - 9.67% Learning Strategies - 9.61% Social Perceptiveness - 9.38% Service Orientation - 9.35% Speaking - 9.21% Writing - 8.08% Coordination - 7.95% Instructing - 6.11%
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Time for an exercise:

Use the results of your own report to get a feel for a feedback session.

1. What was your first impression of the FLOWS tool?
2. Did you find the introduction and the process clear or did you have difficulties with the input?
3. Share the results of your own test with your seat partner and try to make good suggestions or highlight the other person's key findings.
4. Do the results reflect what you consider to be your strengths and do they relate to your previous experience?
5. What would you change about the tool?
6. Do you think the tool is suitable for your target group? If not, what would you need?

Raw data report

In this table you can read individual answers and compare them with previous entries.

Example:

Your participant plans when he is going shopping, creates a shopping list and uses his calendar VERY OFTEN.

Someone is good at planning!
And this is an important skill that many employers are looking for.

[Print this page](#) [Raw data](#) [Top 3](#) [Back to client](#) [Download CSV](#)

Shopping									
ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds	
1	Shopping	10000	Do You Plan When To Go Shopping?	True	1/15/2024 9:33 AM	Very Often	1	1.89	
2	Shopping	10001	Do You Make Shopping Lists?	True	1/15/2024 9:33 AM	Very Often	1	1.20	
3	Shopping	10002	Do You Shop Online?	True	1/15/2024 9:33 AM	Very Often	1	0.82	
4	Shopping	10003	Do You Set A Budget And Stay Within It When You Go Shopping?	True	1/15/2024 9:33 AM	Often	0.75	1.55	
5	Shopping	10004	Do You Use The ATM Machine	True	1/15/2024 9:33 AM	Sometimes	0.5	1.97	
6	Shopping	10005	Do You Use Online Banking, Paypal Or Revolut For Transactions Or To Check Your Account Balance?	True	1/15/2024 9:33 AM	Very Often	1	0.64	
7	Shopping	10006	Do You Ask Shop Assistants For Help?	True	1/15/2024 9:34 AM	Often	0.75	1.18	
8	Shopping	10007	Do You Compare Prices?	True	1/15/2024 9:34 AM	Very Often	1	0.70	
9	Shopping	10008	Do You Separate Your Items Into Different Bags?	True	1/15/2024 9:34 AM	Very Often	1	0.79	
Use of Technology									
ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds	
10	Use of Technology	10013	When There Is Something You Do Not Know How To Do On Your Computer Do You Read The Instructions?	True	1/15/2024 9:39 AM	Very Often	1	0.78	
11	Use of Technology	10014	Do You Use Search Engines Like "Google" Or Chatbots To Search For Things Online?	True	1/15/2024 9:39 AM	Very Often	1	1.08	
12	Use of Technology	10015	Do You Find And Download Information Onto Your Computer Or Mobile Device?	True	1/15/2024 9:40 AM	Very Often	1	0.68	
13	Use of Technology	10016	Do You Use The Cloud Calendar On Your Computer Or Device?	True	1/15/2024 9:40 AM	Very Often	1	0.75	
14	Use of Technology	10017	Do You Play Online Computer Games?	True	1/15/2024 9:40 AM	Never	0	0.56	

Report & feedback discussion

Ask the participants about any difficulties they may have in completing the tool.

Ask participants in advance what they expect from the results.

Choose the assessment results carefully and start with something positive. Then gradually move on to more difficult areas.

The interpretation should be easy for the participants to understand. Ask them to confirm the assumptions or adjust them if necessary. Listen carefully as you do so.

Report & feedback discussion

Give interactive, dynamic, positive and constructive feedback.

Use open-ended questions such as "How does this fit with your self-image"?

Ask participants to give one or two examples of each key outcome of the assessment. Discuss each example and its implications.

Use non-verbal communication such as nodding or smiling to acknowledge the participants' interpretation and examples.

Report & feedback discussion

Don't just leave out a test result because it seems difficult to address. Every career counselling result can be made constructive.

Use the transformation of negative results into constructive counselling results to help participants avoid certain career paths.

If participants score very high on a skill, ask specifically if they would like to enter a profession where working with that skill makes up a large part of the working day.

Do not jump to conclusions and always remember that the FLOWS tool is only ONE way of assessing competences.

Report & feedback discussion

Conclusion of the discussion:

Ask if the participants have any questions and summarise what they took away from the session.

Check whether participants would like to go into more detail on some aspects.

Remind participants that they can contact you at any time if they have questions about the feedback or the storage of their results.

Remember to document the consent form, which will serve as your starting point for the next session.

After the feedback session, it is important that you keep a record of the key points discussed, the key findings and the agreed next steps. This will help you to remember the agreements made during the session at a later date.

Exercise

Turn the following sentences into positive ones:



- You are bad at... _____
- You should concentrate on... _____
- You should not work in a place that ... _____
- You should not pursue a career in the field of ... _____

References

1. "The secret to giving good feedback" (Renninger, 2020): <https://www.youtube.com/watch?v=wtl5UrrgU8c>
 2. FLOWS TOOL <https://dev.flows-project.eu/>
- 3rd FLOWS project website: <https://www.flows-project.eu/>

Thank you for your attention!





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