ACUMEN O2
In-Service Training

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AGENDA

• MODULE 1 includes:
• A brief introduction to CMS Framework
• SELF: tools and competences for the trainers

Partners involved: LUMSA, ELN, BEST, INNOV, MeathPartnership, SYNTHESIS, TTG and REINTEGRA
• competencies that enable individuals to develop their sense of self within society

• competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities

• competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life

• competencies that enable individuals to develop relationships and networks of support
SELF

Introduction
SELF

relates to the competencies that “help individuals develop their sense of self within society”, i.e.

• develop and maintain a positive **self-image**;
• maintain a **balance** that is right for me in my life, learning and work roles;
• adapt my **behaviour** appropriately to fit a variety of **contexts**;
• am aware of how I change and grow throughout life;
• make positive career decisions.

From *Career Management Skill Framework Scotland* (2012)
As trainers (adult educators, workforce development experts, employment services providers, human resource managers) how do we foster these competencies?
<table>
<thead>
<tr>
<th>CMS Framework for Scotland</th>
<th>Current and future practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td></td>
</tr>
<tr>
<td>• I develop and maintain a positive self-image.</td>
<td></td>
</tr>
<tr>
<td>• I maintain a balance that is right for me in my life, learning and work roles.</td>
<td>How do I help clients develop these skills in my current practice?</td>
</tr>
<tr>
<td>• I adapt my behaviour appropriately to fit a variety of contexts.</td>
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<tr>
<td>• I am aware of how I change and grow throughout life.</td>
<td>How could I further develop this?</td>
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<tr>
<td>• I make positive career decisions.</td>
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</tr>
<tr>
<td>Learning outcomes for the client i.e. what clients should develop</td>
<td>Tools (some examples of well-known tools that might be used)</td>
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<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
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<tr>
<td>...develop and maintain a positive self-image.</td>
<td>Johari window</td>
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<tr>
<td></td>
<td>Real Self vs Ideal Self</td>
</tr>
<tr>
<td></td>
<td>Me at my Best</td>
</tr>
<tr>
<td>....maintain a balance that is right for me in my life, learning and work roles.</td>
<td>For both:</td>
</tr>
<tr>
<td></td>
<td>The Wheel</td>
</tr>
<tr>
<td>....adapt my behaviour appropriately to fit a variety of contexts.</td>
<td>The Album Cover of My Life</td>
</tr>
<tr>
<td>....am aware of how I change and grow throughout life.</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes for the client i.e. what clients should develop</td>
<td>Skills of trainers (adult educators, workforce development experts, human resource mangers …)</td>
</tr>
<tr>
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<tr>
<td>...develop and maintain a positive self-image.</td>
<td>Active listening [Powerful Questioning]</td>
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<tr>
<td>....maintain a balance that is right for me in my life, learning and work roles.</td>
<td>Creating awareness</td>
</tr>
<tr>
<td>....adapt my behaviour appropriately to fit a variety of contexts.</td>
<td>Designing actions</td>
</tr>
<tr>
<td>....am aware of how I change and grow throughout life.</td>
<td>Assessing skills</td>
</tr>
</tbody>
</table>
Methodologies for you and your clients

◇ We suggest to use mainly ACTIVE methodologies, following the Framework points at Kolb’s theory of experiential learning
Kolb’s Cycle of Experiential Learning

- Concrete experience
- Reflective observation
- Theorisation
- Active Experimentation
1. develop and maintain a positive self-image
EXERCISE 1: DRAW

• develop and maintain a positive **self-image**:

http://www.freepik.com
<table>
<thead>
<tr>
<th>Known Self</th>
<th>Unknown Self</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPEN SELF</strong>&lt;br&gt;Information about you that both you and others know</td>
<td><strong>BLIND SELF</strong>&lt;br&gt;Information about you that you don’t know but others do know</td>
</tr>
<tr>
<td><strong>HIDDEN SELF</strong>&lt;br&gt;Information about you that you know but others don’t know</td>
<td><strong>UNKNOWN SELF</strong>&lt;br&gt;Information about you that neither you nor others know</td>
</tr>
</tbody>
</table>
POSSIBLE ASSIGNMENT

Me at my best

- develop and maintain a positive self-image:

http://www.freepik.com

HANDOUT 1
Richard Boyatzis’ theory
From: Boyatzis, 2011

1. My ideal self—who do I want to be?

2. My real self—who am I?

3. My learning agenda—building on my strengths while reducing gaps

4. Experimenting with new behavior, thoughts, and feelings

5. Developing trusting relationships that help, support, and encourage each step in the process

My strengths—where my ideal and real self overlap

My weaknesses—where my ideal and real self differ
EXERCISES

◇ Ex1: 27 Things I Want to do Before I Die
◇ Ex2: The Lottery
◇ Ex3: My Fantasy Job
◇ Ex4: My Ideal Life
SELF

2. “balance” in life, learning and working roles

3. “adaptability” to different contexts
...maintain a balance that is right for me in my life, learning and work roles.
...adapt my behaviour appropriately to fit a variety of contexts.

◇ For trainers/coaches/adult educators: how to use the wheel

◇ Video:
https://www.youtube.com/watch?v=nx6ejldUHUw
SELF

4. Change
Design an Album Cover of Your Life

...am aware of how I change and grow throughout life.

Tina Seelig, Crash Course on Creativity, NovoEd. 2013
TIME FOR A BREAK
| Learning outcomes for the client i.e. what clients should develop | Skills of trainers (adult educators, workforce development experts, human resource managers ...)
<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>...develop and maintain a positive self-image.</td>
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<td>Designing actions</td>
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<tr>
<td>....am aware of how I change and grow throughout life.</td>
<td>Planning and Goal Setting</td>
</tr>
</tbody>
</table>
Active Listening is the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
LEARNING OUTCOMES

◇ At the end of the training the participants will be able to:
• attend to the client and the client's agenda;
• hear the client's concerns, goals, values and beliefs about what is and is not possible;
• distinguish between the words, the tone of voice, and the body language;
• summarize, paraphrase, reiterate, and mirror back what client has said to ensure clarity and understanding;
• understand the essence of the client's communication and help the client get there rather than engaging in long, descriptive stories;
• allow the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.
<table>
<thead>
<tr>
<th>COMMUNICATION BLOCKERS</th>
<th>COMMUNICATION ENHANCERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blaming and attacking</td>
<td>Asking for more information and problem solving together</td>
</tr>
<tr>
<td>Being distracted or using other body language</td>
<td>Making eye contact, leaning toward the other person, giving</td>
</tr>
<tr>
<td>non-attentive</td>
<td>full attention</td>
</tr>
<tr>
<td>Dismissing or making light of someone’s problem</td>
<td>Showing empathy, validating the other person’s feelings</td>
</tr>
<tr>
<td>Interrupting</td>
<td>Staying silent until the person finishes speaking</td>
</tr>
<tr>
<td>Lecturing/moralizing</td>
<td>Withholding judgement</td>
</tr>
<tr>
<td>“Yes ..but” statements</td>
<td>“Yes ..and” statements</td>
</tr>
</tbody>
</table>

EXERCISES IN PAIRS

◇ Ex. 1: Listen and Paraphrase
◇ Ex. 2: Listen and “Mirror”
◇ Ex. 3: Develop a *perception check* statement
◇ Ex. 4: Create an *open-ended* question of each of your colleague’s statement
◇ Ex. 5: Respond with an *open-ended* question to your colleague’s statement in order to get more specific information
◇ Ex. 6: Summarize
◇ Ex. 7: Giving feedback

HANDOUT 3
DEFINITION OF THE SKILL (example 2)

◇ **Designing Actions** is the ability to create with the client opportunities for ongoing learning and for taking new actions that will most effectively lead to results.

http://www.freepik.com
LEARNING OUTCOMES
(example 2)

◇ At the end of the training participants will be able to:

• Brainstorm and assist the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.

• Help the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon goals.

• Engage the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
USEFUL TECHNIQUES/EXERCISES

HANDOUT 4
ASSESSING SKILLS
LEARNING OUTCOMES

◇ At the end of the training participants will be able to:

provide feedback to learners on their progress and raise their awareness of the skills they have and those they are developing

show partners and employers that an individual has made progress and can demonstrate competence

motivate individuals to remain engaged

enable organisations to measure the impact of services

There are a number of reasons for assessing career management skills. Please list some examples
THANKS

ANY QUESTIONS?

More information at www.acumen.website