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A MODEL OF ACTIVITY DESIGN IN GCDF TRAINING

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Abstract: *The mission of the GCDF (Global Career Development Facilitator) trainer is as important as it is difficult, entailing a great deal of training, commitment, creativity and effort. The creative, educational and specialized competences of the GCDF trainer are interdependent and can be embodied in the design and implementation of the training programme. This paper proposes a strategy which can be employed by GCDF trainers in the process of developing and evaluating communication and support abilities in trainees preparing for career counselling. Examples of exercises, methodologies, worksheets and other useful instruments are offered; however, due to the spatial restrictions imposed on this paper, their inclusion has not been possible.*

Keywords: *activity design, GCDF trainer, career counselling, support abilities*

MODULE 2: SUPPORT ABILITIES OF THE GCDF CAREER COUNSELLER

When beginning the activities, the trainer will present *introductory information*, namely: module title, purpose, time allotted for its completion (24 hours, 12 of which for direct activities and 12 for individual ones), as well as an enumeration of the themes which will be

addressed in the module (presented in the table, under the didactic term of subject matter).

The purpose of the module is to identify and characterize the key support abilities of a GCDF career counsellor, in addition to the practice and development of these abilities by trainees, with an aim to enable them in attaining professional success.

Subject matter	Objectives	Teaching process (activities, teaching methods, organization of learning activities and instruments used by the trainer)	Resources (temporal and material)
Qualities of a successful counsellor	<ul style="list-style-type: none"> · mark the distinction between the concept of help and support; · identify the abilities of a successful career counsellor; · reflect on the effects of personal 	<p>Through the use of <i>conversation</i>, the trainer clarifies the distinction between the concepts of "help" and "support", using the module title as a starting point. Then, the trainees are asked to do the exercise <i>People I like and reasons I like them</i> individually, listing the qualities of these</p>	<p>120 minutes;</p> <p>The worksheet <i>People I like and reasons I like them</i>, from the workbook;</p> <p>Flipchart.</p>

	<p>attitudes, prejudices and feelings on interventions and evaluation of clients;</p> <ul style="list-style-type: none"> · factually prove the existence of these abilities in real or simulated situations; · identify which personal abilities need to be improved in order to achieve proficiency as a career counsellor. 	<p>persons. The exercise is followed by collective discussions.</p> <p>Using <i>brainstorming</i>, the trainer and the trainees shall identify the abilities of a successful career counsellor. These will be recorded on the flipchart by the trainer and/or trainees.</p> <p>The trainer proposes an individual reflective exercise, the object of which will be providing examples of personal attitudes, prejudices and feelings which may affect the counselling process. The examples are then analysed.</p> <p>Using <i>role-play</i>, abilities such as tolerance, acceptance, empathy, observance, and self-reflection will be demonstrated. Either the trainer can play the role of the client, and the trainees that of the counsellor, or groups of two can be organized for this role-play. The participants then share their experiences.</p> <p>Homework: <i>An exercise in self-knowledge and self-assessment.</i> Draw a table with the following three columns:</p> <ul style="list-style-type: none"> · qualities and abilities of a counsellor, which I possess; · qualities and abilities of a counsellor, which I need to improve; · strategies for the augmentation of the latter. 	
<p>The Process of Communication</p>	<ul style="list-style-type: none"> · correct and justified use of general communication-specific concepts; · identify the structure of the communication process, with emphasis on the 	<p>The trainer proposes drawing a mind map on the flipchart, centred on the concept of “communication”.</p> <p>The worksheet <i>Elements of the communication process and their characteristics</i> will be used in order to achieve the objective. The worksheet will require the trainees to analyse</p>	<p>90 minutes;</p> <p>Flipchart;</p> <p>The worksheet <i>Elements of the communication process and their characteristics</i>;</p>

	<p>interdependence of its components;</p> <ul style="list-style-type: none"> · characterize and make use of the different types of communication necessary in career counselling. 	<p>and enumerate the elements of the communication process, as well as their characteristics. This is an individual written task.</p> <p>The trainees will be split in groups of 3, 4 or 5 and will read the extract from a textbook on communication, namely a chapter on types and forms of communication. Their task is to identify, from the list of communication types presented in the textbook, those which are adequate for use in career counselling.</p> <p>During the discussion, the relevance of verbal and non-verbal communication in career counselling shall be emphasised.</p>	<p>Extract from a textbook on communication.</p>
<p>Non-verbal Communication</p>	<ul style="list-style-type: none"> · apprehend the importance of non-verbal communication abilities in the counselling process; · provide at least 3 examples of supportive conducts and 3 examples of non-supportive conducts; · factually demonstrate non-verbal communication abilities. 	<p>The trainer proposes <i>watching a short Charles Chaplin film</i>, in order to emphasise the importance and effects of non-verbal communication. The tasks the trainees carry out during the viewing are: observing non-verbal behaviour, describing the organizational environment in which Charles Chaplin's activities unfold, and formulating at least 3 of his counselling needs. This will be followed by group discussions.</p> <p>The trainees receive a worksheet, which consists of a drawing relating to non-verbal communication. Using this drawing as a starting point, trainees shall individually write essays describing the non-verbal behaviour of the counsellor.</p> <p>Group discussions concerning these aspects may be continued, using the presentation <i>Non-verbal communication and its implications for the career counselling process</i> as a starting point.</p>	<p>90 minutes;</p> <p>Internet access;</p> <p>Audio-video equipment: laptop, projector;</p> <p>The worksheet <i>Non-verbal communication: a drawing</i>;</p> <p>PowerPoint® Presentation;</p> <p>Worksheet containing proposed exercises.</p>

		The presentation may be associated with different <i>role-play exercises</i> , such as those proposed in the worksheet.	
Active Listening	<ul style="list-style-type: none"> · mark the distinction between hearing and listening; · identify potential hindrances to active listening; · illustrate active listening abilities. 	<p>The trainer initiates a <i>conversation</i> with the trainees, clarifying the distinction between hearing and listening, on a number of levels, such as: emotional, logical/cognitive, behavioural and biophysical.</p> <p>Exercise 6 from the worksheet containing proposed exercises is submitted to the trainees' attention. Based on this role-play, trainees can identify the main hindrances to active listening: pseudo-listening, selective attention, judgmental attitudes, a preoccupation for the next topic, etc.</p> <p>Short role-play exercises will be organized, in order to demonstrate and augment the trainees' active listening abilities (physically, mentally and verbally).</p> <p>To draw conclusions, the <i>Chart for active listening</i> is analysed and debated.</p>	<p>90 minutes;</p> <p>Worksheet containing proposed exercises;</p> <p><i>Chart for active listening.</i></p>
Coordination	<ul style="list-style-type: none"> · mark the distinction between direct and indirect coordination; · identify the pros and cons of open- and closed-ended questions; · make use of different types of questions in adequate contexts. 	<p>After defining the concept, by use of <i>explanation</i> and <i>exemplification</i>, the trainer will illustrate the distinction between direct and indirect coordination.</p> <p>The trainees will be split into two workgroups, each of which will receive different tasks: identifying the pros and cons of open-ended questions, for one group, and closed-ended for the other. This will be followed by group discussions.</p> <p>The trainer will organize role-play exercises, in order to demonstrate the adequate use of different types of questions (clarification, assurance, scaling).</p>	60 minutes.

<p>Reflection</p>	<ul style="list-style-type: none"> · apprehend the necessity for reflection in the counselling process; · mark the distinctions between reflecting on content, feelings and meaning; · practically illustrate reflection abilities. 	<p>The trainer shall submit three short <i>case studies</i> to the trainees' attention, based on which they are asked to identify the reflection abilities of the counsellor.</p> <p>Group discussions shall be organized, debating examples on the topic, in order both to identify the differences between reflecting on content, feelings and meaning, and their respective importance to the counselling process. Following this, the trainees may be offered a short worksheet, containing a summary of rules for effective reflection on content, feelings and meaning.</p> <p>Trainees will be split into groups of three (counsellor, client, observer), and a role-play exercise in reflection on content, feelings and meaning shall be organized. The observer shall offer the counsellor feedback, and the trainer will provide feedback to both counsellor and observer. The exercise will continue until every person in each group has acted all three roles.</p>	<p>120 minutes;</p> <p>3 case studies;</p> <p>Worksheet.</p>
<p>Provocation / Confrontation</p>	<ul style="list-style-type: none"> · apprehend the importance of provocation in the counselling process; · exercise provocation and confrontation abilities. 	<p>The trainer and trainees will watch a number of video snippets, in which the counsellor illustrates different provocation and confrontation abilities. Following this, trainees will describe what was observed, and the trainer shall clarify certain aspects concerning the situations under which provocation and confrontation arise, emphasising their importance.</p> <p>For exemplification, the trainer, aided by a volunteer, may demonstrate a counsellor's confrontation abilities.</p>	<p>120 minutes;</p> <p>Audio-video equipment: laptop, projector.</p>

Summarizing	<ul style="list-style-type: none"> · apprehend the importance of summarizing to the counselling process; · practically demonstrate efficient summarizing. 	After the concept of summarizing is clarified and its importance to the counselling process is pointed out, trainees will receive a worksheet containing a case study. Their individual task shall be to write a summary of its contents. The summaries are then analysed.	60 minutes; Worksheet containing the case study.
The Theory of Active Engagement	<ul style="list-style-type: none"> · characterize the Theory of Active Engagement; · offer justified examples of situations in which the principles of active engagement may be applied. 	Through the use of description, the trainer summarizes the elements central to the Theory of Active Engagement. Individual oral exercise: Give examples of situations in which the principles of active engagement may be used. Offer arguments for your answers.	30 minutes.

Continuous and formative assessment of the trainees is to be undertaken both for face to face activities (by permanently offering adequate and constructive verbal feedback), and for individual activities carried out by trainees at home, at their own pace, namely the activities proposed in the second module of the *GCDF Consultant* textbook (by providing written feedback, through e-mail). Should the trainees' knowledge permit this, the trainer may also choose to include additional topics, in accordance with what is deemed necessary for their personal and professional evolution.

Upon completion of the module, the trainer will verbally present general assessments regarding their own and the trainees' activities, and the results of the oral, written and practical evaluations.

Final or summative evaluation requires the elaboration of a portfolio. This should contain the aforementioned exercises, supplementary

homework, certain audio or video recordings, based on which the trainer shall assess the trainee's counselling abilities, transcripts thereof, critical analyses of these recordings, pointing out certain aspects regarding self-assessment, a test for the identification of the dominant communication style, etc. The portfolio shall also include the *Final Test for Module Two* in the workbook.

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