

Module 3

The Process of Consulting

INTRODUCTION

This module “The Process of Consulting” will improve Guidance Service Provider’s (GSPs) knowledge and skills in career counselling and counselling in general and give them basic tools and skills in carrying out steps in the counselling process. General information about evaluating short-term and long-term outcomes of counselling will be provided. As a result, the GSPs will be able to structure the counselling process and sessions according to the proposed frameworks, create precise career goals with the users, and guide them through the implementation process. Users of the Guidance Service Model include: pupils, students, school leavers, unemployed persons, employed persons, farmers, etc.

LEARNING OBJECTIVES

At the end of the module the learner will be able to:

- Differentiate the guidance services
- Apply steps in the counselling model to the counsellor’s practice with users
- Identify the needs of the users
- Practise major counselling skills
- Evaluate the process of counselling

Knowledge

The learner will be able to:

- Describe different guidance services
- Outline major concepts of career guidance
- Interpret the career decision-making process
- Apply the steps in career counselling model and counselling skills
- Evaluate the process of counselling

Skills

Learners will be able to:

- Set counselling goals and define career plans for different users
- Guide users through the decision-making process
- Perform different counselling skills
- Create evaluation techniques for the counselling process

Attitudes Acquired

The learner will:

- Be flexible to different kinds of users
- Distinguish counsellor responsibilities and user responsibilities in the GSM
- Take the user's perspective
- Accept the importance of networking with different Guidance Service Providers (GSP)

Abbreviations/Acronyms

GSM	Guidance Service Model
GSP	Guidance Service Provider
MA	Multifunctional Agriculture
OECD	Organisation for Economic Co-operation and Development
IES	Information Exchanging Spot

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1 Guidance Service Model (GSM) in the Broader Context of Career Guidance

“A mind that is stretched by new experiences can never go back to its old dimensions.”

~ Oliver Wendell Holmes, Jr.

The Guidance Service Model (GSM) in the field of Multifunctional Agriculture (MA) is part of a broader Career Guidance System. Career guidance refers to a range of activities that enable people of any age and at any point in their lives to set new career goals and to make meaningful educational and occupational decisions. In order to achieve their career goals, career guidance helps users to identify their capacities, competences and interests and to get relevant information about the labour market and possible education.

Traditional users of career guidance services include pupils, students, and unemployed persons, with these services being primarily delivered in schools and at employment services. As the labour market becomes more diverse and complex, with far more opportunities for pupils, students, unemployed persons, job seekers, and entrepreneurs, the need for career guidance services is increasing.

Guidance services can include providing information about the possibilities of education on all levels, from high school education to adult education; information about possibilities for employment; starting or developing your own business; scholarships; financial labour market incentives; incentives for entrepreneurs; EU fund applications; technical and advisory support in running a business, etc.

There are three major groups of career guidance services, according to the complexity and needs of the users:

- informing
- individual support in decision-making
- individual support in accomplishing goals

Providing information is a basic service in career counselling. For users who know their goals, capacities, and other resources, getting the right information could be enough. For example, information about opportunities for education in some specific field of agriculture, about different

financial support for farmers, or possibilities of marketing or product promotion. Information can be provided through a conversation between the counsellor and the user, through a presentation for a group of users, or by written documents (paper or digital). Informing through written materials can be organised as a self-service (leaflets, brochures, etc.) or through e-services.

During individual support in decision-making, the counsellor guides the users to make their own career choices, decisions, goals, plans, and conclusions. It requires more skills from the counsellor than just informing. For example, the GSP can help the user make decisions about which courses to take, which crops to cultivate on their farm, or which marketing strategy to follow.

Individual support in accomplishing goals implies more than one counselling session in which the counsellor guides the user through the steps in reaching their career goals. The counsellor is similar to a mentor who guides the user in the realisation of their decision. For example, GSPs can help users through the process of enrolment in some training or guide them through the process of making a business plan.

Questions for reflection: Which of the services that your institution provides are guidance services? Which guidance services do you usually deliver to your users?

2 Model of Counselling in Career Guidance and GSM

This chapter introduces a comprehensive overview of the Model of Career Decision-Making and the Guidance Service Model (GSM), designed to empower individuals in their pursuit of educational and professional aspirations within the European Union project framework.

We outline the essential information users need for making quality career choices: details on educational opportunities, employment prospects, and self-awareness. By leveraging models such as the BASIC 3-Step Model of Counselling and the CASVE Decision-Making Cycle, we offer a structured approach to career guidance. These models facilitate user engagement in problem-solving, goal-setting, and action planning, ensuring career choices align with individual capabilities and aspirations.

Additionally, the chapter highlights the importance of setting SMART goals—specific, measurable, achievable, relevant, and time-bound objectives that guide users toward their career aspirations. The Johari Window model is introduced as a tool for enhancing communication and trust between counsellors and users, crucial for effective guidance. The aim is to empower individuals to confidently navigate their career paths, fostering a future where everyone can realize their professional and educational goals.

2.1 Model of Career Decision-Making

“The best way to predict the future is to create it.”

~ Abraham Lincoln

Introduction: How do you question/define the needs of your users? What questions do you ask? Do you check if your understanding of the user's problems or needs are correct? How do you check it? Were there situations in which your initial understanding of user needs was not correct? What could be the main reasons for the misunderstanding?

There are three main groups of information that users must have in order to make quality career decisions:

1. Information about the educational opportunities: type of education or training, institutions, level of education, scholarships, prices, enrolment conditions, duration, career opportunities after finishing education, business meetings, fairs, conferences, etc.
2. Information about employment or self-employment opportunities: major employers in the field, competencies that the employers require, demand in the labour market (local, national, and international), possibilities of self-employment, sources of financing, and current tenders, etc.

- Information about themselves: their own capabilities, personal characteristics, skills, knowledge, values, goals, social support, etc.

Good career decisions must be realistic and achievable and lead to employment or further education. When the user has all the information they need, they can value the alternatives and make career choices. A good career choice is one that suits the user’s capabilities, characteristics, goals, and values. Additionally, the user should have the resources to implement the career choice and have the possibility of education (if their knowledge and skills needed for achieving the goal are insufficient).

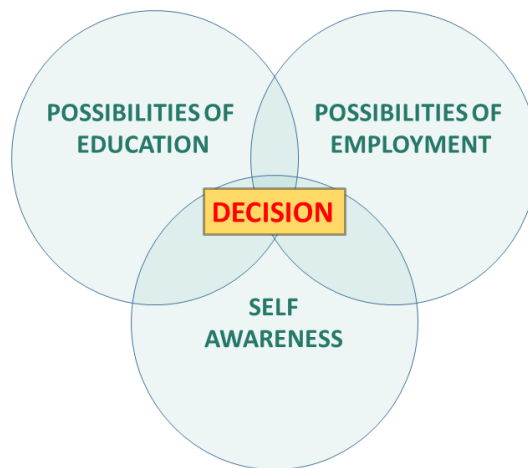


Figure 1. Career decision-making model. Source: created especially for Modul 3 of the AgriNext project

2.2 Steps in the Counselling Process

BASIC 3-STEP MODEL OF COUNSELLING (EGAN’S MODEL)

Egan’s 3-step model of counselling sets a basic framework for most coaching or counselling situations. The counsellor can use these three steps to encourage the user to engage their own internal resources in dealing with a problem, to take more responsibility in solving it, and to get the feeling that the decision is really theirs. This increases the motivation of the user to engage more in making and implementing a career action plan.

Steps in Egan’s model:

1. EXPLORATION (DEFINING THE PROBLEM): *What is going on? What is the problem of the user?*
2. CHALLENGE (SETTING GOALS): *What does the user want to do to solve the problem? What is the user’s vision of the solution? What are the possible solutions?*
3. ACTION (PLANNING): *How will the user get what they want or need? How will the user achieve the goal?*



Figure 2. Egan’s model. Source: <https://www.oreilly.com/library/view/the-little-book/9781292200644/html/chapter-039.html>

CASVE DECISION-MAKING CYCLE

The CASVE Cycle describes the five steps in the career decision-making process. It helps the counsellor structure the counselling process and keep focus on the topics. These steps are:

1. **Communication: Identifying the problem** (dissatisfaction, knowledge gap, challenge) for which the user comes for counselling. Some of the initial problems could be *the user wants to continue their education in agriculture, but they don’t know where; the user is not sure whether to continue their education at university or not; the user needs to learn more about selling their products; the user doesn’t know how to start their own business; the user needs financial resource to develop their business idea; the user needs help in cultivating the land they inherited; the user wants to farm organic and needs assistance, etc.*

2. **Analysis: Thinking about alternatives and possible solutions.** The counsellor helps the user in gathering information about all the possibilities that the user has (educational, financial, spatial, technological, social), getting to know the user’s competences better, and encouraging the user to gather additional information about different alternatives.
1. **Synthesis: Generating likely alternatives.** The counsellor helps the user in narrowing the alternatives into a manageable set of options, exploring possibilities of additional alternatives that arise during the process.
3. **Valuing: Prioritising likely alternatives.** The counsellor helps the user to identify the value of the cost and benefits of each alternative and assists in setting realistic goals.
4. **Execution: Making a plan of how to reach the goal and implementing the choice.**

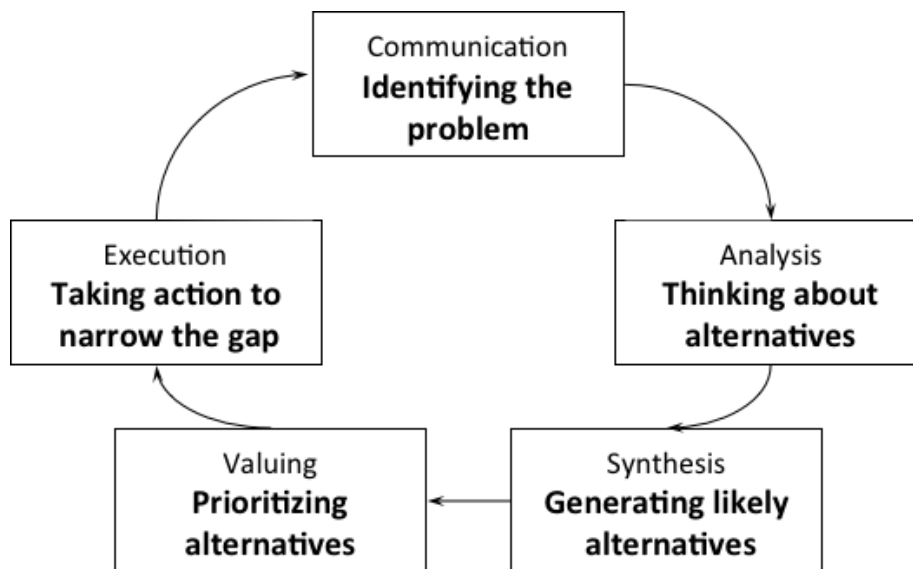


Figure 3. CASVE Cycle in Counselling. Source: CASVE cycle of career counselling after (Sampson, Peterson, Lenz, & Reardon, 1992) https://www.researchgate.net/figure/CASVE-cycle-of-career-counseling-after-Sampson-Peterson-Lenz-Reardon-1992_fig1_337240464

EXPLANATION OF THE STAGES IN THE CASVE CYCLE

1. COMMUNICATION: DEFINING THE PROBLEM (INITIAL CONVERSATION)

The initial conversation is crucial for developing a mutual relationship of trust and getting clarity for both counsellors and users. One of the purposes of the initial contact is to examine the needs and motivations of the user. Getting to know the user’s needs is a prerequisite of the counselling process.

Possible questions:

- Initial questions: *What is the main reason for your coming to counselling? How do you expect I can help you? How do you imagine an ideal solution?*
- Questions about previous education, professional interests, ambitions, values, knowledge, skills, farming opportunities, and financial opportunities: *What is your formal education? What courses and training have you taken so far? What were the benefits of it for you? How did you decide to enrol in those courses? What is your working experience? What skills did you develop in your current or previous working position? What skills and knowledge in agriculture do you already have? How much effort, money, and time are you willing to invest in achieving your goals?*

By listening actively, the counsellor is checking if he understood the user correctly, and by summarising, he can move on to the next topic in the conversation.

2. ANALYSIS: THINKING ABOUT ALTERNATIVES AND SOLUTIONS

In this analysis stage, the counsellor encourages the user to explore different alternatives. The counsellor also gives information about different opportunities according to his expert knowledge.

Possible questions:

- *What options/alternatives do you see for yourself? What have you done about it so far? What were the outcomes? What else could you do? Who or what can help you?*

3. SYNTHESIS: GENERATING LIKELY ALTERNATIVES

In this stage of synthesis, the counsellor guides the user to narrow the alternatives in the possible goals and to explore some additional alternatives. Possible questions:

- *What else could you do? Who can help you? Are there any other possibilities?*
- *Can you identify up to three alternatives that seem manageable to you?*

4. VALUING: PRIORITISING ALTERNATIVES AND SETTING GOALS

In this step, the counsellor helps the user to identify the most suitable alternative. It is important to identify potential blind spots and obstacles that might get in the way of reaching goals in certain alternatives. The focus lies on what is realistic and relevant. This stage should result in having more clarity about the career goals. Typical questions:

- *How do you see the cost and benefits of each alternative? What costs and benefits are for you, your family, or community? Which costs are you willing to take responsibility for at this moment? What additional information do you need about alternatives?*
- *What obstacles do you expect in achieving your goals in different scenarios? How can you prevent them? Who or what can help you? How can you turn your obstacles into advantages? What additional resources do you have (personal, social, technical etc.)? How will you know that you reached your goal, what will be the indicators?*
- *Which alternative/solution is most achievable for you? Which is most relevant for your long-term goals and needs? Which is the most realistic?*

5. EXECUTION: MAKING A PLAN

The plan should include deadlines, resources, and additional people if necessary for achieving the goals. Beside the long-term goal, mid-term and short-term goals should also be defined. Mid-term and short-term goals are activities that the user should do in order to achieve the main or long-term goal. They contribute to the motivation of the user, the feeling of being in control of the process and the perception of the goals as reachable. Possible questions:

- *What do you need to do in order to implement the solution/reach the goal? What is the best strategy? What are the key tasks you need to do in order to reach the goals? What are the priorities? What are the short-term and mid-term goals? What would you do first, what are the milestones in reaching the goals? What would you do today?*

Example of a career plan: *“By the end of April 2025 I will open a mini cheese factory using the milk from our farm. In order to do that I need to take the entrepreneurship course in The Economy Chamber in November 2024. I also need to apply for financial incentives at the Employment Service in December and examine the possibilities of using EU funds from the Ministry of Agriculture by the end of the year.”*

PLAN OF CAREER ACTIVITES

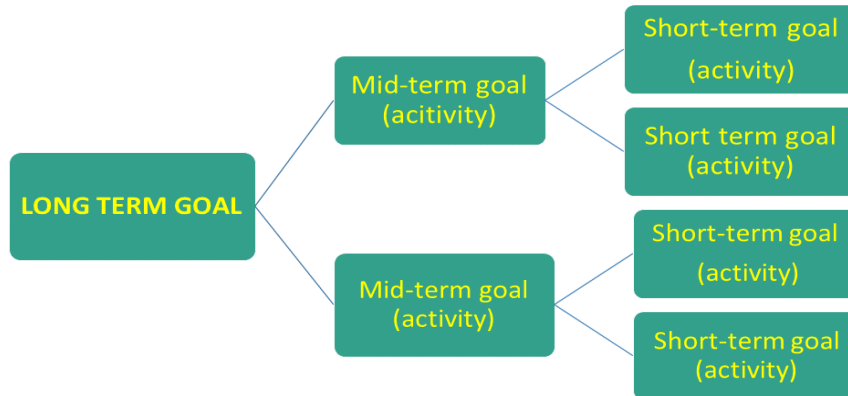


Figure 4. Plan of career activities. Source: created especially for Modul 3 of the AgriNext project

2.3 Setting Career Goals

"If you don't know where you are going, you will probably end up somewhere else."

~ Lawrence J. Peter

A well-defined goal increases motivation, gives a sense of direction, and helps in focusing on priorities. There are five rules for setting a proper goal. Goals defined by these rules are called SMART goals. In order to increase the possibility of achieving the goals, they should be:

- **Specific.** Goals should be specific, clear and simple. It answers the question: *What do you want to achieve?* For example, *"I will enrol in the six-month course on ecological agriculture in Open University"* instead of *"I want to improve my knowledge in ecological agriculture"*.
- **Measurable.** The goal has to be measurable in order to monitor progress. For example, *"I want to increase my apple crop by 20%"* instead of *"I want to increase my apple crop"*.
- **Achievable.** The user should have all the resources to achieve the goal: time, money, technical resources, necessary data, additional help if needed, skills, etc. The counsellor has to check with the user if the goal is achievable.

- **Relevant.** Relevant goals are aligned with the user’s long-term goals and values. If mid-term and short-term goals do not contribute to the achievement of the long-term goal, then they are not relevant. Examples of questions that help to set relevant goals: *“How will achieving this goal help you? Does achieving this goal contribute to your larger goals?”*
- **Time-bound.** A time-bound goal has a deadline, a start and a finish date. All goals should have deadlines, long-term, mid-term and short-term, in order to increase motivation and keep focus on the task. For example, *“I will enrol in the course on organic farming by December 15th in order to expand the cultivation of vegetables.”*

Reflection: *Write down career goals for three of your users using SMART rules.*

2.4 General Communication Model: Johari Window

The Johari window is a communication model which helps the counsellor to get a better understanding of the conscious and unconscious processes in the conversation with the user. It can be applied to all kinds of situations besides counselling: work, school, family, friends etc. According to the model, there are four types of information that can or cannot be exchanged between two persons in communication:

- **Open area** - contains information which is known both to the person and to others. For efficient communication it is important that both persons share the same information. The larger this area, the more successful the communication will be.
- **Blind spot** - contains information about the person which is known to others, but not to themselves. It could be a huge obstacle in communication, for example, when the person is not aware of how their behaviour influences other people and their actions. Blind spots can be reduced by seeking feedback from other people and being open to receiving feedback.
- **Hidden area** - holds information which is known to the person, but not to others. This is information (thoughts, feelings, ideas, past experiences, etc.) that the person may feel uncomfortable sharing with other people, mostly because of fears or insecurities. It can be an obstacle in counselling because the counsellor is not getting all the information from the user. Information from the hidden area should be moved to the open area.

- **Unknown area** - contains information that is unknown both to the person as well as to others. It leads to misunderstandings in communication in which people don't understand each other. By establishing a good relationship with the user, we increase the possibility of open communication and reduce the unknown area.

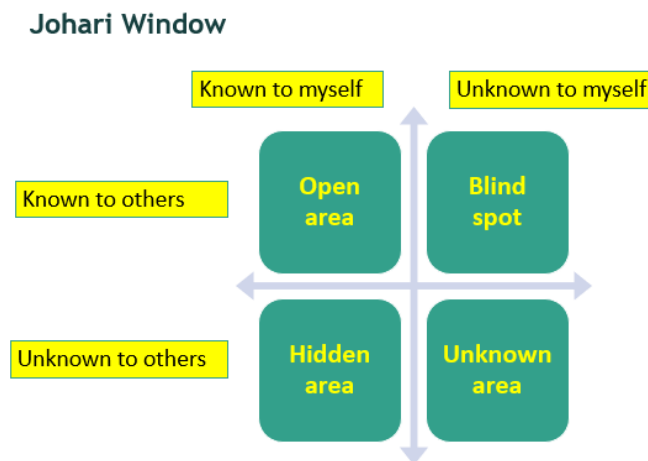


Figure 5. Johari window. Source https://en.wikipedia.org/wiki/Johari_window, adaptation.

The counsellor should be aware that the user could hold information in all four areas. The aim of counselling is to increase the open area by decreasing the blind spot, hidden, and unknown areas. The counsellor helps the user to become conscious of the information that is in their blind spot (for example: skills, opportunities, talents, resources, etc.) and encourages them to share all the information that is important for setting and implementing goals (for example: plans, dreams, ideas, interests, etc.). The counsellor does this by actively listening, properly balancing open-ended and closed-ended questions and by showing acceptance and empathy.

Questions for reflection: *What information do your users most often keep in their blind, hidden, or unknown areas? How do you bring them to the open area? What information used to be in your blind spot, or, on some occasions, still is?*

2.5 Responsibilities of GSPs and Users

Introduction: *Think about your users and the decisions they make. What were your responsibilities as a counsellor in the process? What were the responsibilities of the users?*

COUNSELLOR

- Professional knowledge
- Knowing my boundaries and limits
- Lifelong learning
- Availability
- Objectivity
- Personal skills
- Confidentiality

USER

- Responsibility for the decision
- Responsibility for the implementation
- Coming to counselling
- Honesty and openness

Understanding what is the best solution for the user is a mutual process. Guidance is not about telling the user what to do. It is about exploring options and helping users to make their own decisions.

3 Counselling Skills

This chapter focuses on counselling skills: Active Listening, Questioning Skills, Nonverbal communication, Empathy and Metaposition, essential for guiding individuals through career development processes. Through practical examples and reflection questions, this chapter guides counsellors on how to apply these skills in diverse scenarios, from aiding a user interested in agricultural ventures to supporting someone transitioning to a new career path in agriculture. Each case underscores the necessity of tailoring counselling approaches to meet the unique needs and aspirations of each user, highlighting the transformative potential of skilled counselling in empowering individuals to navigate their career journeys effectively.

3.1 Active Listening

*“Most people do not listen with the intent to understand;
they listen with the intent to reply.”*

~ Stephen Covey

Active listening is one of the most important skills in counselling. Active listening refers to making a conscious effort to fully understand what the user is saying and to understand the situation from the user’s point of view. By actively listening, we are showing interest and respect, and creating a relationship of trust and support. It is important to recognise when we are not really listening. We are not really listening when:

- we are thinking about what to say next
- we are comparing ourselves to the other person
- we are focusing on giving advice
- we have a negative attitude towards the other person
- we are always agreeing and trying to be polite
- we are trying to calm the user
- we are being judgemental
- we are waiting for a pause to start talking
- we are trying to defend ourselves
- we are looking for hidden meaning

Unlike passive listening, active listening involves:

- asking questions to clarify ambiguities
- maintaining eye contact
- giving nonverbal cues of listening
- showing interest in the user
- having tolerance for pauses in speaking
- summarising
- empathising
- paraphrasing
- reflecting

Paraphrasing refers to checking if the counsellor understood the user correctly by repeating or summarising what the user has said in his own words. For example:

- If I understood you correctly, you said...
- As I hear, you need...
- So, you are interested in... Is this correct?
- Does that mean that you are thinking of...

Reflecting refers to giving feedback (mirroring) on the feelings or beliefs we noticed while listening to the user. For example:

- It seems to me that you are worried about...
- I understand that you are not satisfied with...
- My impression is that you believe... Is this correct?
- I noticed that you enjoy the idea of...

Question for reflection: *Which obstacles to listening do you notice in yourself?*

3.2 Questioning Skills

Questioning skills help to set the right questions in the right moments. By asking questions the counsellor stimulates the user to think, learn, evaluate, take perspective, reflect and communicate and helps to clear the perception of the situation. By asking specific questions we can guide the counselling process in a certain direction, move on to a different topic or move towards the end of the session. Questioning skills are especially important in counselling users who are not so eloquent. There are two major types of questions: open-ended and closed-ended questions.

1. CLOSED-ENDED QUESTIONS are questions on which the user can answer with a simple “yes” or “no”, or questions that have only one right answer. Those questions “close” the conversation because they do not encourage the user to express their thoughts, feelings, or ideas. On the other hand, they are useful when we want to close the topic, move on to another topic, get back to a topic, or get some specific information. Examples of closed-ended questions are:

- Are you...
- Will you...
- Are you going to...
- Is that...

2. OPEN-ENDED QUESTIONS are questions that require a broader answer. By asking open-ended questions, the counsellor “opens” the communication and encourages the person to talk about the topic or their needs, thoughts, feelings, and ideas and fosters critical thinking. Examples of open-ended questions are:

- What do you think about...
- How would you...
- What is your experience with...
- What will happen as a result of...
- What are the options...
- What led you to...
- What do you expect of...
- What would you do if...
- What would help you to...

QUESTIONS THAT ARE NOT RECOMMENDED:

1. “WHY” QUESTIONS are questions that begin with “why”. These can block the conversation because in some cultures they can be perceived as an attack. As a result, the person may withdraw

or defend. Instead of “why” we can use “how” or “what” or simply ask for motivation, exploration, etc. Users often perceive “how” questions as an invitation to explore.

2. **MULTIPLE QUESTIONS** are questions that have more than one question in one sentence. They usually cause confusion and decrease the quality of information that the counsellor is getting from the user.

3.3 Nonverbal Communication

Nonverbal communication is communication through messages that are not expressed in words. It is everything that a person sees (facial expression, body posture, eye contact, smile, cloths, gestures, position or movement of hands, etc.), hears (tone of voice, loudness, inflection, pitch, pauses in speaking, stressing different words, etc.) or senses (smell, spatial distance, touch, etc.) about another person.

We convey a lot about our feelings and attitudes towards the other person or toward the topic of conversation through nonverbal communication. According to different authors, 55% to 95% of information during a conversation is communicated through nonverbal communication, and a smaller part of information is communicated by words or what is said. Matching nonverbal and verbal messages is crucial for good communication.

Nonverbal communication is not usually under conscious control, for either the receiver or the sender of the message. It is impossible to control it all the time, but in situations in which we experience some discomfort, making it conscious can make a great difference in how we understand each other. Paying attention to user’s nonverbal signs helps the counsellor to detect feelings and attitudes towards the subject (for example: the counsellor is suggesting some alternative, and the user suddenly frowns). The counsellor should always check with the user if his conclusion based on nonverbal cues is correct. This gives the counsellor the opportunity to further question the user’s thoughts about the problem or alternatives. Nonverbal signs are also essential for making the first impression that lays the foundation (for example: trust, openness) for a further relationship with the user.

Questions for reflection: *Think about one of your users who has awoken strong feelings in you, pleasant or unpleasant. How does he or she communicate nonverbally? How could that influence the relationship between the counsellor and the user? How would you show, nonverbally, to your user that you understand their situation? What impact does that have on the counselling process?*

3.4 Empathy and Metaposition

Empathy in counselling is the ability of the counsellor to see the problem, alternatives, and situation from the user's point of view. Empathy is about perceiving the world from the user's frame of reference and showing the user that you understand that position. Empathy empowers the user to explore his own goals, obstacles, and dreams more deeply because they feel they have support in doing so. As a result, the user is able to set goals that suit him better and will have more motivation to achieve them.

The counsellor's own frame of reference, their prejudices and attitudes (positive or negative), can be obstacles in feeling or showing understanding and empathy. What can help are using techniques of perceptive positioning or metapositions. Metaposition in counselling is the symbolic position in which the counsellor takes the imaginary standpoint of the observer of the process, not the participant. It is okay to pause the conversation and say, for example, "Give me a moment to think about the situation." It also contributes to the perception that the counsellor is genuinely interested in the user's case.

Examples of cases:

Case 1: The user (50 years old) has 1 hectare that he wants to use to plant a fig orchard. His aim is to use the fruits, both in a fresh state and for drying, so he can widen his offer to the tourists during the whole year on his family agritourism farm. He is also interested in applying to EU funding, as he has done that successfully in the past. He is looking for information on how to prepare the soil properly, where to find certified plant material and on recommendations on which varieties he should plant.

Case 2: The user is a young farmer (25 years old) that has inherited land with old olive trees. She needs counselling on the regeneration of the trees as well as on pest and disease management, as she wants to farm biologically. She is interested in planting more species to increase the biodiversity within her orchard, so she needs recommendations regarding this. Highly motivated to continue with the family tradition of olive oil production, she also shows interest in undertaking professional training in pruning, sustainable farming and processing.

Case 3: The user is graduating from secondary agricultural school. His family has land he could use to start farming. His family is not into agriculture. He wants to start farming as soon as he finishes high school, but he is also thinking about continuing education at the university. He is not sure what to do.

Case 4: The user is an unemployed person (40 years old) that has recently lost his job. He was working as an accountant, and now he wants to take a new career path in agriculture. He is not planning to work in his former occupation anymore. He has little knowledge in agriculture and doesn't have enough land, but he has some savings to invest and is very motivated.

Task: How would you approach each of these cases? What solutions do you see for these users?

4 Specifics of Working with Unemployed Persons and Students/Pupils

This chapter discusses targeted counselling strategies for unemployed individuals and students/pupils, acknowledging their unique challenges. It underscores the importance of addressing societal perceptions of unemployment and its psychological impacts, such as anxiety and loss of self-esteem. Counsellors are encouraged to help unemployed clients adopt a positive outlook on their career prospects, emphasizing the importance of active engagement in new opportunities and adult education. For students and pupils, the focus is on bridging the gap between theoretical knowledge and practical skills, highlighting the necessity of comprehensive labor market information, educational opportunities, and self-awareness activities. The chapter aims to equip counsellors with the tools to effectively support these groups in navigating their career paths.

UNEMPLOYED PERSONS

Introduction: Write down a few words (first impressions) which you, or society in general, associate with unemployed persons. How can those words or attitudes impact the counselling process? What can those words tell you about the challenges unemployed persons are facing?

The loss of a job is a stressful life event for most people, and unemployment can lead to impairment of mental and physical health. Some of the psychological consequences of unemployment can be: anxiety, depression, tension, lack of self-esteem and self-confidence, lack of social contact, feelings of helplessness and hopelessness, changes in work ethics and work values, etc.

Unemployed persons are a very heterogeneous group, especially the long-term unemployed, including: older people, first-time job seekers, people with different physical or mental challenges, unskilled or unqualified people, migrants, women entering the labour market with a gap in their work experience, people with surplus occupations, etc. There is also a great difference in how unemployment influences different people. There are many factors that affect the relationship between unemployment and psychological consequences, for example: duration of unemployment, age, gender, personal importance of professional role, local unemployment, social support, perceived cause of unemployment, financial support, local support for unemployed persons etc.

The counsellor can help unemployed persons to change their perspective and to adopt a more adaptable and positive perception of the labour market and their position in the labour market. Because of the lack of income, information about financial incentives can be vital in making career decisions. It is important to encourage and stimulate unemployed persons to be active in exploring new possibilities and to motivate them to engage in different types of adult education, as well as to take responsibility for their own career development.

STUDENTS AND PUPILS

Pupils and students are, in general, characterised by a lack of work experience. They have theoretical knowledge but often lack practical skills. For young people, most important, is to get enough information about the labour market and the possibilities of education and training.

Information about the labour market should include data, such as descriptions of different occupations, working places, working conditions, possibilities for further training and advancement in certain career occupations, major employers at the local, national, or international level, possibilities of employment and self-employment, etc. There are different methods for educating pupils about the labour market, such as visiting companies, talking to employers, organising presentations of employers in schools, career fairs, talking with experts in different occupations, and more.

Information about the possibilities of education should include data on high schools, vocational training centres, and universities, educational programmes, accessibility of the educational system, adult education system, courses and trainings, conditions of enrolment, scholarships, etc.

Besides being aware of education opportunities and the labour market, it is important that young people develop their self-awareness, since they have no previous working experience they can reflect upon. Career counsellors can help them to better understand their capabilities, interests, values, career goals, personal traits, health conditions that can influence work performance, etc. This can be achieved by using different questionnaires, interviews, engaging them in professional practice, volunteering, and reflecting upon hobbies and activities they are good at, etc.

5 Evaluation of Counselling Process

Introduction: *How do you know that your guidance services or counselling is successful? What are the indicators of your success?*

By evaluating the guidance services, we are collecting information about their effect on the users. The subject of evaluation can be:

- the counselling process (assessment of the satisfaction with counsellor-user relationship, quality of the information, perceived usefulness of the process, etc.)
- counselling outcomes (assessment of impact of the counselling on the user, monitoring of the progress of the user in reaching their goals)

Before evaluation, it is important to set the success criteria. The criteria have to be relevant, clear, and measurable with regard to the objective of the guidance service. General criteria are usually:

- satisfaction of the user (self-assessment)
- level of achievement of the user's goals (self-assessment, assessment, objective criteria)

There are different procedures for evaluation: seeking feedback during or at the end of the session, assessment, questionnaires, scales, or longitudinal monitoring of the educational and professional success of the users. The evaluation can be conducted by the counsellor or by an unbiased expert.

In evaluating the process, we can use questions such as: *How satisfied are you with the counselling, on a scale from 1 to 10? How useful was the information you received? Would you recommend counselling to a friend?*

In order to enhance the guidance services, it is important to monitor the long-term outcomes of the process: *Did the user enrol in recommended training or education? What were the outcomes of the education? Did the user find a job, and how satisfied is he? Did the user get the financial incentives he planned to apply for?* Monitoring the long-term outcomes gives us information relevant to reflection on broader aspects of our guidance practice.

Question for reflection: *What can you do to improve the evaluation of your guidance services?*

An Example of the Counselling Process:

A user wants to plant a fruit orchard and start a business in fruit production and processing. He expresses his desire to be advised by an expert agricultural counsellor who can meet his needs. The first phase consists of a face-to-face meeting where the main facts are mentioned (the planting location/area, the state of the soil or ground, the user's ideas and wishes for the final products, etc.).

After the preliminary analysis (such as a soil analysis and study on the climatic conditions in the area, etc.), the first proposal is set to be delivered, consisting of the main recommendations on fruit species, varieties, fertilisation, irrigation, preparation of the ground, planting distance, etc., and including the general business/financial plan and projections of the project for the next 10 years. This document is based on expert opinion but done with the idea of taking into consideration the user's perspective as much as possible.

At this point, the user can continue with the counselling support or can continue alone. When advancing with the support, the help continues throughout the implementation of the project, where the relevant contacts, such as the company in charge of the preparation of the ground, the nursery for the plant material, or the irrigation supplier, are contacted directly by the counsellor. The work is being supervised and organised by the counsellor.

The counsellor can, according to the user's wishes, organise or recommend training according to the user's needs.

Finally, the general plan of activities for the next 10 years is done, and the user can decide whether the counsellor will follow him in the next production steps, in particular when facing different problems such as unexpected pests and diseases, climatic occurrences, etc.

6 References/ Links

- Ref. 1: European Lifelong Guidance Policy Network (2014). The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice.
- Ref. 2: European Lifelong Guidance Policy Network (2015). Lifelong Guidance Policy Development: Glossary.
- Ref. 3: The Counselling tutor. Online: <https://counsellingtutor.com/the-skilled-helper-approach/>
- Ref. 4: Saxena, P. JOHARI WINDOW: An Effective Model for Improving Interpersonal Communication and Managerial Effectiveness, SIT Journal of Management, Vol. 5, NO2, 2015, p 134-146.
- Ref. 5: University of California. Online: <https://www.ucop.edu/local-human-resources/your-career/performance-management/how-to-write-smart-goals-2018.pdf>
- Ref. 6: Wasket, V. Egan's Skilled Helper Model: Developments and Applications in Counselling, Routledge Taylor&Frances Group, London 2006.

7 Conclusion

Consulting is a well-structured process of communication between two people. Egan's model and the CASVE cycle provide a framework for guiding the user towards accomplishing their goals. The main steps in consulting are: identifying the problem, thinking about alternatives, generating likely alternatives, prioritising alternatives, and taking action to narrow the gap. Additional tools for guiding the user are the Johari Communication Framework and SMART Goals. The main counselling skills include active listening, questioning skills, nonverbal communication, metaposition, and empathy. In order to monitor the effect of counselling on users' decisions, it is highly recommended to develop a system of evaluation of the counselling process.