

# Consequential guidance

TAMU-Center Vitskøl d. 31/10-4/11 ; 2016.

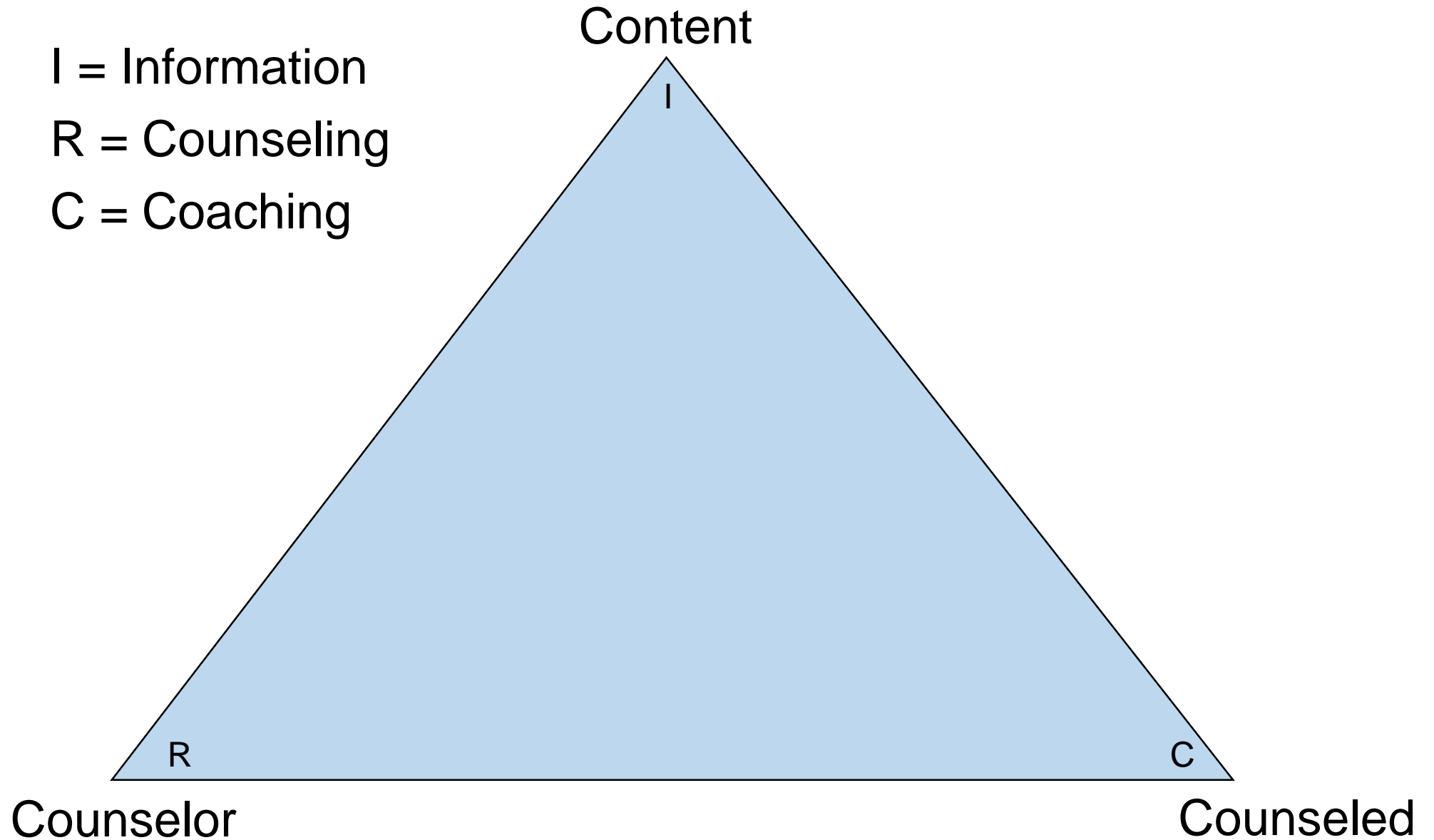
# Guidancetriangle



I = Information

R = Counseling

C = Coaching



# Guidance between coaching and counseling



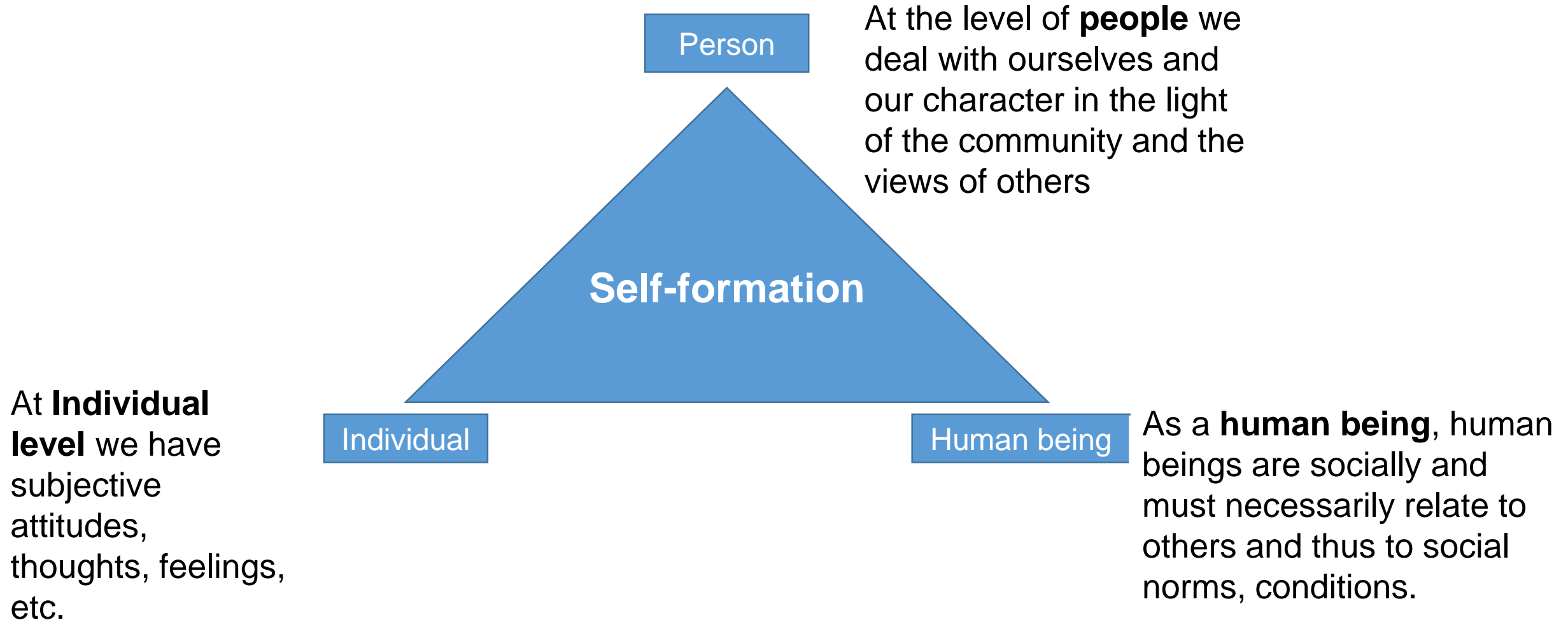
	Coaching	Guidance	Counseling
Purpose	<i>The interview is about supporting others in finding out what they want and helping them achieve this (usually dealing with more success or happiness)</i>	<i>Dialogue-based conversation, where the supervisor, based on experience or knowledgeable surplus, supports the guide to make informed choices (often about promoting secure career or educational choices)</i>	<i>Appealing claim based on expert analysis in order to present solutions to a problem for the individual (about providing informative basis for self-chosen solution)</i>
Method	Inquiring and summary but never teaching. The starting point is that the individual finds out what he or she is or will and acts from here	Can both be questioning and pointing out. The starting point is that the individual is acting on the basis of well-considered but self-determined decisions	Analysis and conclusions on causal relationships or facts such as psychological advice on diagnosis, financial advice on house purchases, etc.

# Two approaches Career theory and guidance theory

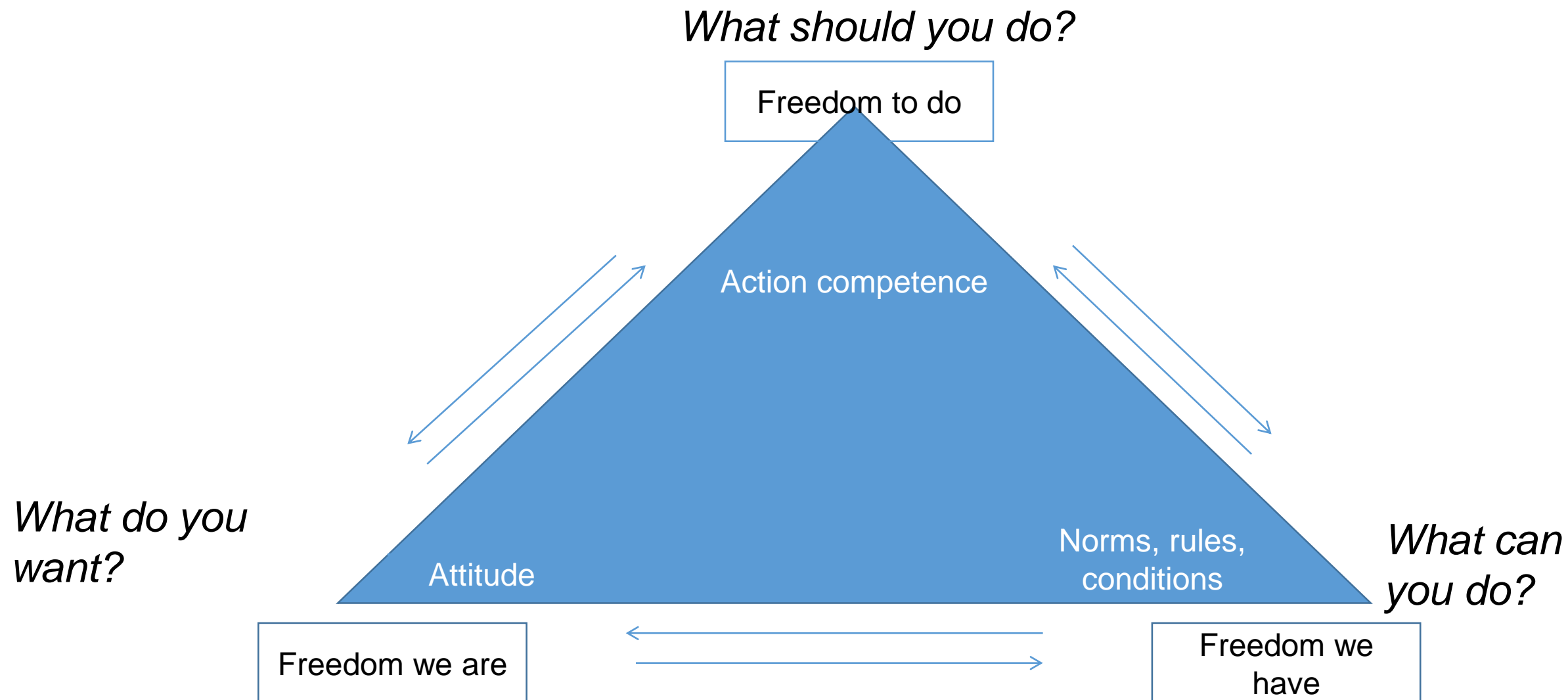


<p><b>Career theory</b> E.g. Parson</p> <p>Goal Workmarked/education</p> <p><u>Fall Groups</u> Behavior Control</p>		<p><b>Person-center access</b> E.g. Rogers</p> <p>Process Individual</p> <p><u>Fall Groups</u> Talk pedagogy</p>
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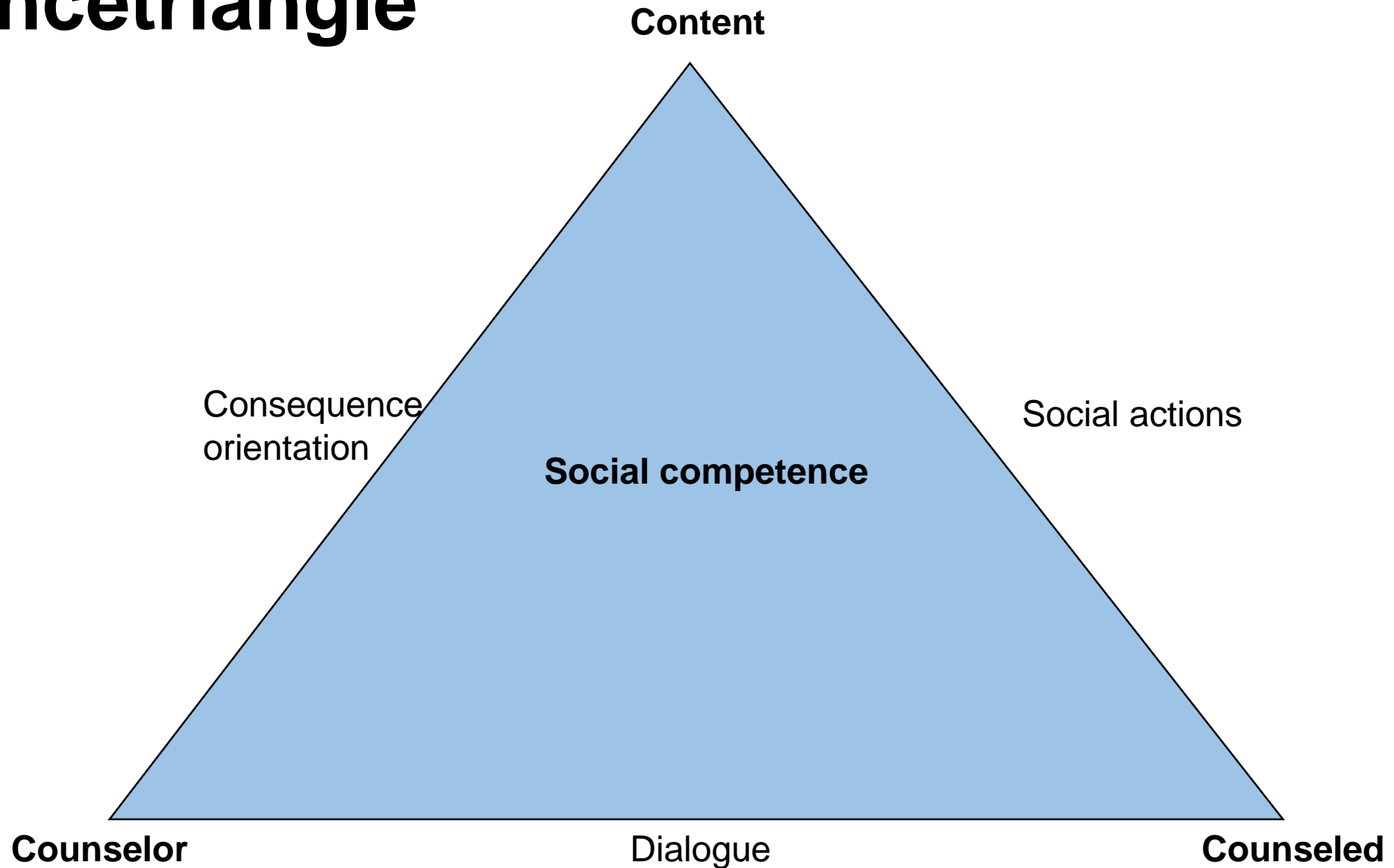
# Consequential person theory



# Link between freedom, attitude management and action competence



# Consequential Guidance triangle



# Methods in guidance



Time



Should be part of the guidance	Can be included in the guidance
Consequence orientation	
	Pointing out consequences
Appeal →	Request → Warn
Confrontation →	Conflict → Change



## **Four principles for a good approach**

1. Avoid moralizing approaches ("Now you're going to get along")
2. Starting from concrete events and actions
3. Give the student space to come up with views
4. Finish with a clear conclusion with emphasis on future consequences

## **Good attention points along the way**

Grab the situation: Focusing on specific actions in the situation, the student will find that they are taken seriously and the basis for the conversation will be more relevant

Do not pre-intend: Students should feel confident that they can always choose to act differently. By focusing on specific events alone, one avoids stigmatization

Report clearly: Students must find that there is a clear reason for and a clear purpose of an indicative conversation

Be Asking: Through questions, the student is recognized as an interpretative capacity

Be forward-looking: The conversation is aimed at a future reality in accordance with the school's norms and rules

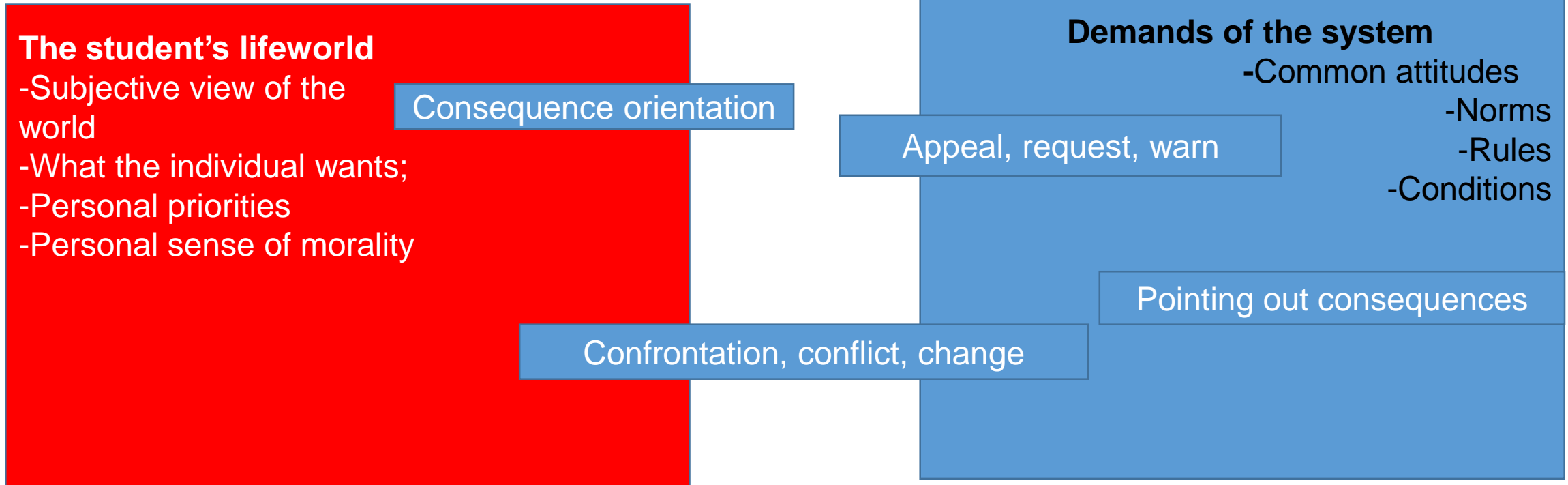
Weight of freedom of action: The conversation should emphasize that the student can choose to act differently

Remember the methods: Methods must be used nuanced with consideration of the time needed for changes

# When do we use which methods?



Erasmus+



# Methodological approaches in guidance work



<b>Consequence orientation</b>	A dialogue that revolves around considering what will happen if a person's pattern of behaviour does not change and what the alternative courses of action could be if they would prefer a different outcome.
<b>Appeal, request, warn</b>	If someone crosses the boundaries of what is considered socially acceptable in a social context, the leading members will presumably appeal for a change in conduct, and if such a change is not observed, point out what the consequences will be if the conduct is repeated.
<b>Confrontation, conflict, change</b>	If we get the impression that someone else struggles to see how his or her actions affect others, or that they have a distorted self-image, it will be natural to confront him or her with a alternative perception. The hope is to kickstart an internal conflict that may lead to change.
<b>Pointing out consequences</b>	If a consequence-oriented dialogue is not followed up with the agreed-upon changes in conduct, it will be natural to follow up by pointing out the consequences of continuing with that conduct.

## Lifeworld

### **Person-center access**

#### Positively

Understand and involve the student's perspective

#### Negatively

To much focus on the student so that its goals and the outside world are shrinked

## Systemworld

### **Career Theory**

#### Positively

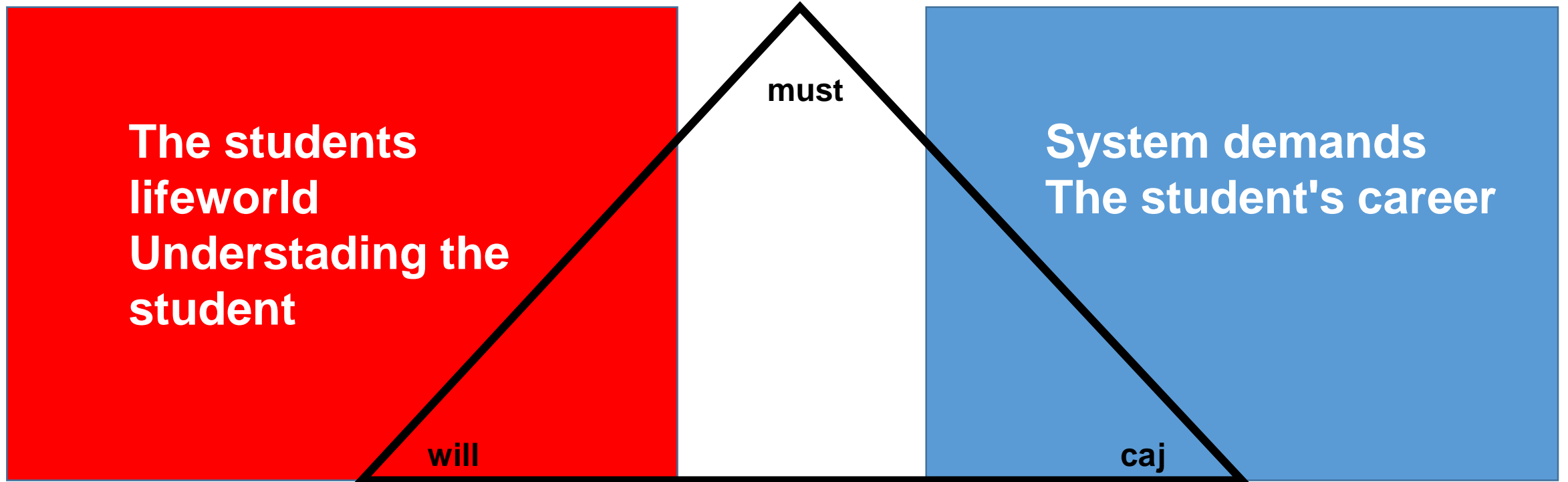
Realistic matching of the student's career based on the situation and the labor market

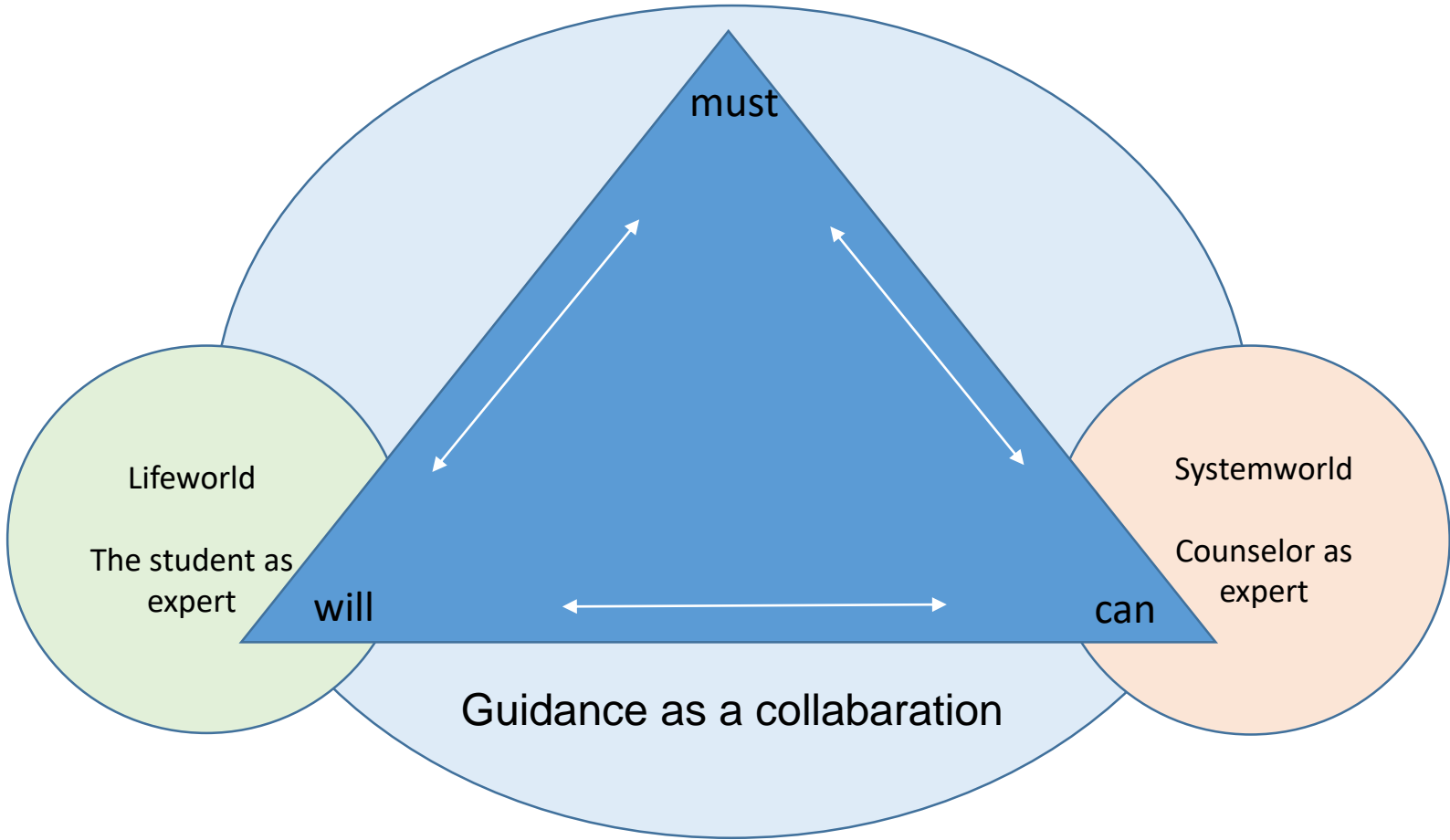
#### Negatively

Exclusion of the students personal situation eg economy, housing and abuse

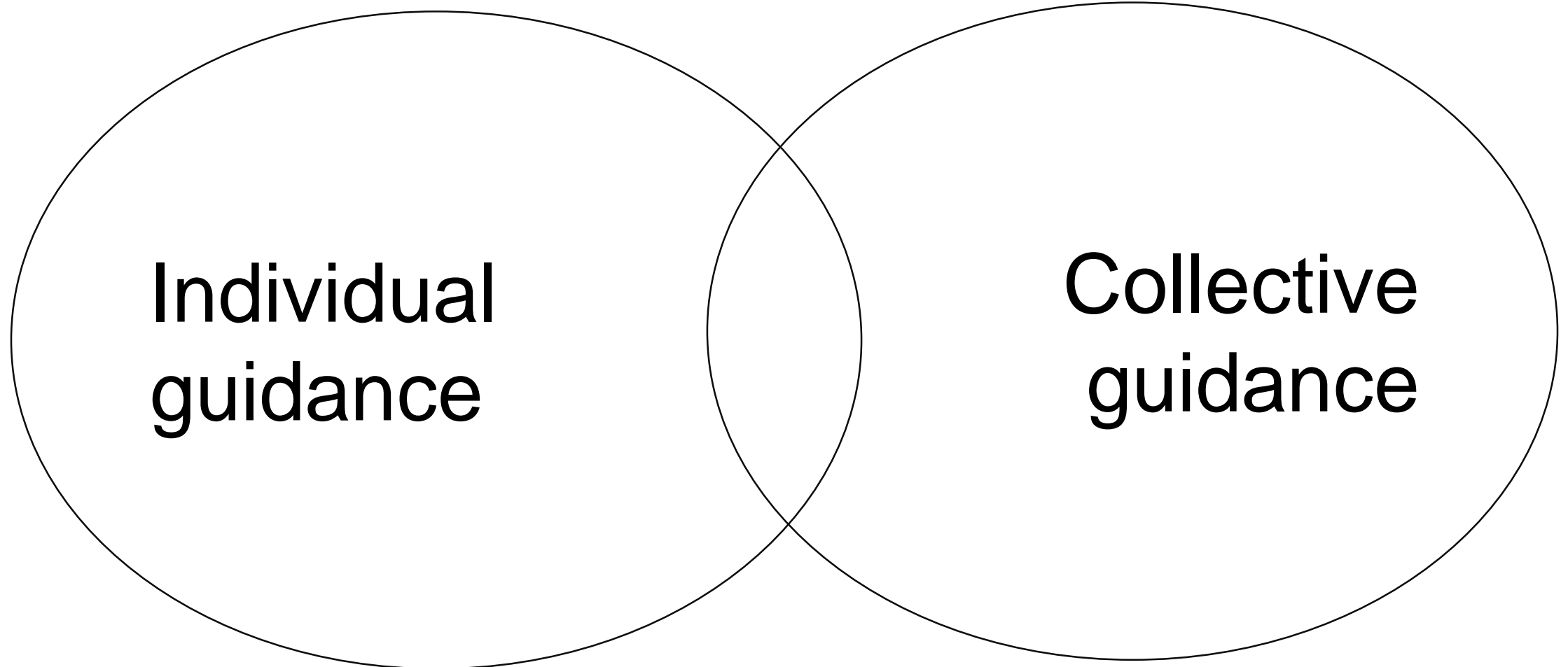


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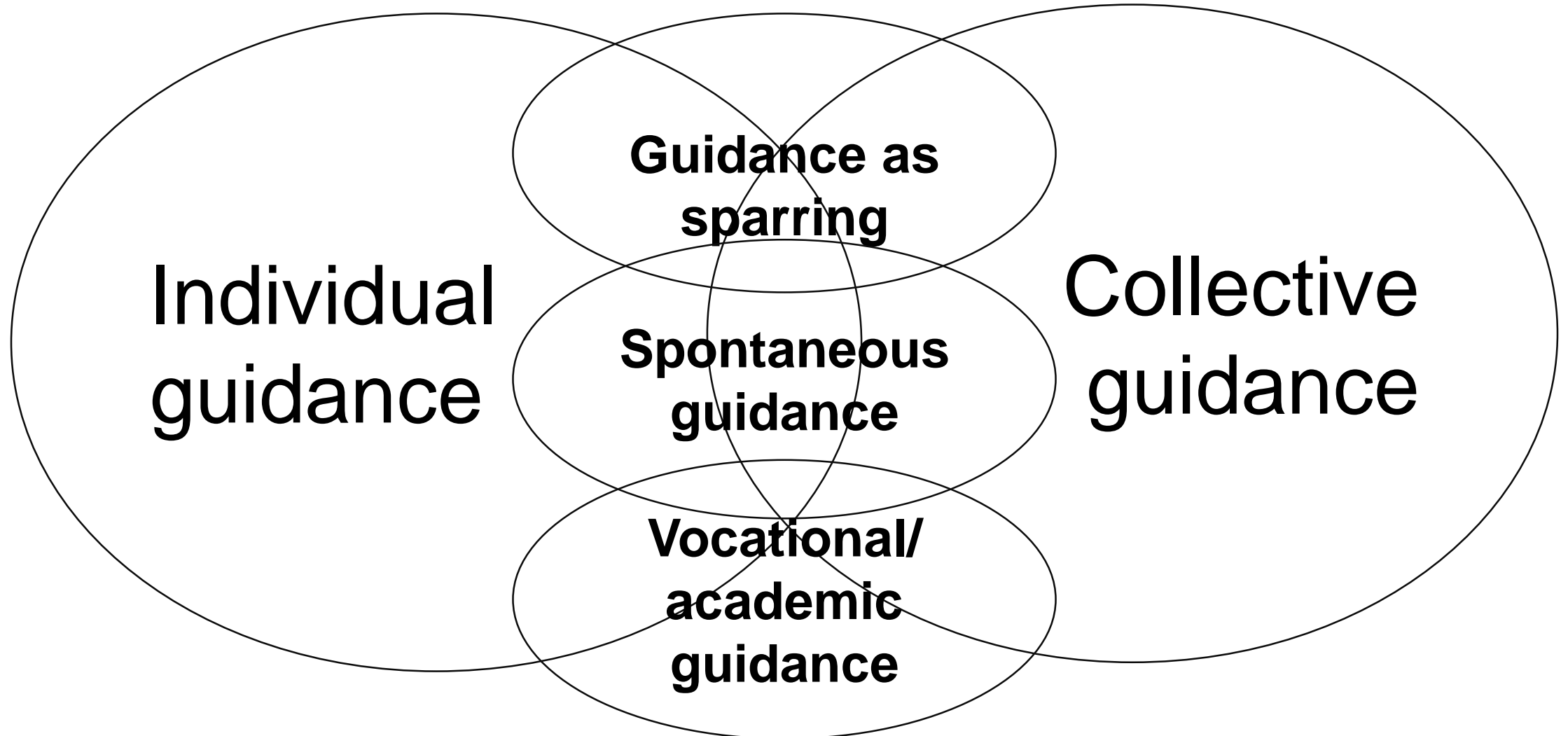


# Traditional distinction in guidance





# Guidance forms found in practice



# Five forms of guidance



<b>Guidance forms</b>	<b>Activities</b>
Individual guidance	Agreed guidance talks, for example, transition talks focusing on the future
Spontaneous	A guided conversation that occurs while doing something else, for example when peeling potatoes with a student
Vocational/adademic	Increase the student's professional skills through, for example, practical instruction and subsequent follow-up
Collective	Guidance of the target group or group of students on a given topic at eg joint meetings, industry second meetings
Sparring	Increase one's knowledge and skills through, for example, teamwork, peer-to-peer training and collegial sparring

# Social competence as a benchmark in guidance



**Self-determination:** The counsellor's job is to retain focus on what the student's future aspirations are and to view their present behaviour in that light.

**Self-help:** about supporting each student so that they themselves learn to acquire knowledge and skills that make it possible to independently manage their education, work and free time.

**Accountability:** Means that the student must learn to take responsibility for the consequences their actions in relation to themselves as well as others.

**Credibility:** Entails that the participant must learn to create consistency between their words and actions.

**Respect:** Is about the counsellor showing through their words and actions that they acknowledge other people's freedom of choice.

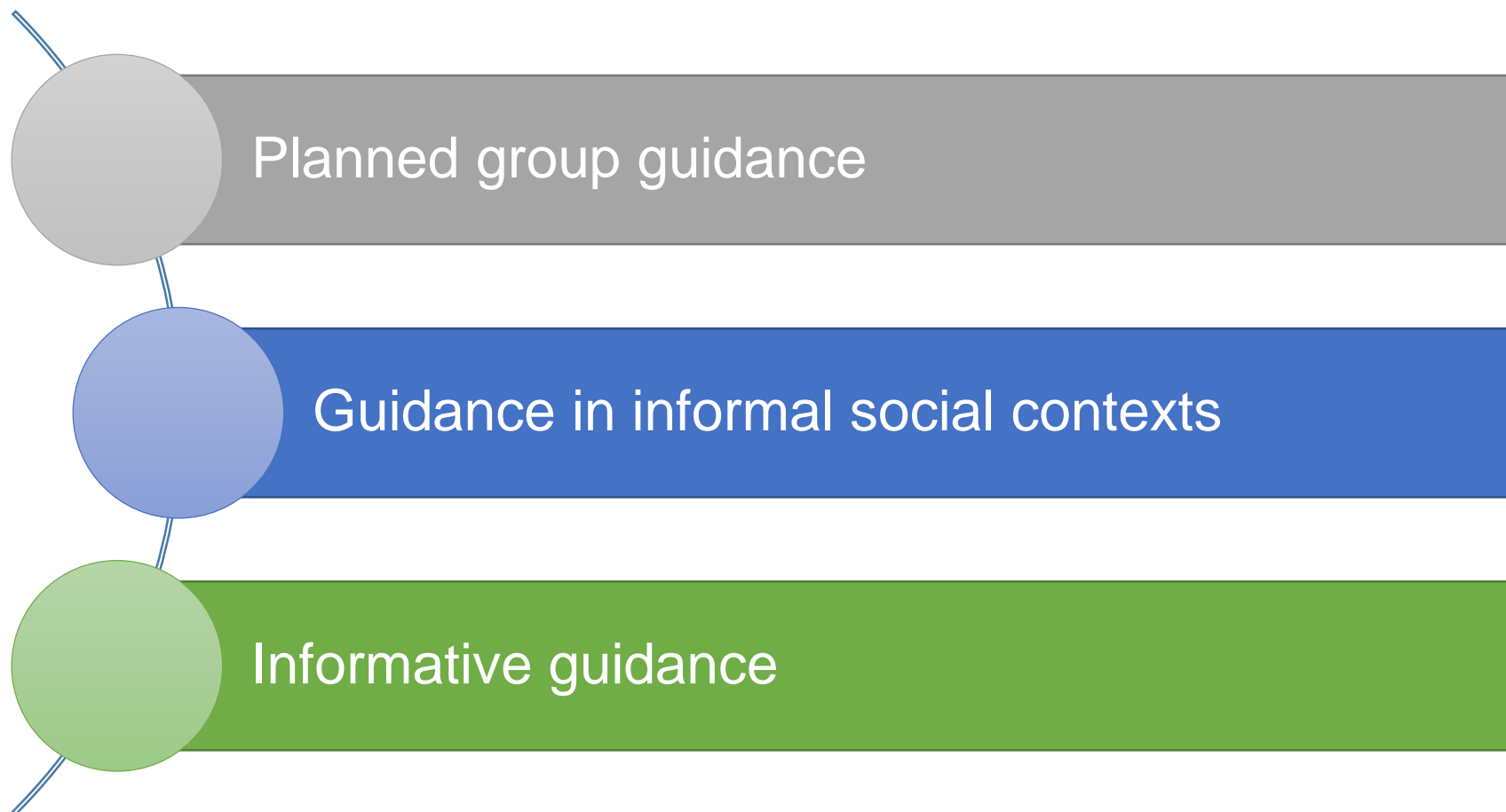
**Cooperativeness:** is about the student learning to show regard for and be helpful towards others as well as being able to find constructive solutions in the face of conflicts or conflicting opinions.

**Receptiveness:** The student must develop an understanding of the need to be open to learning new things.

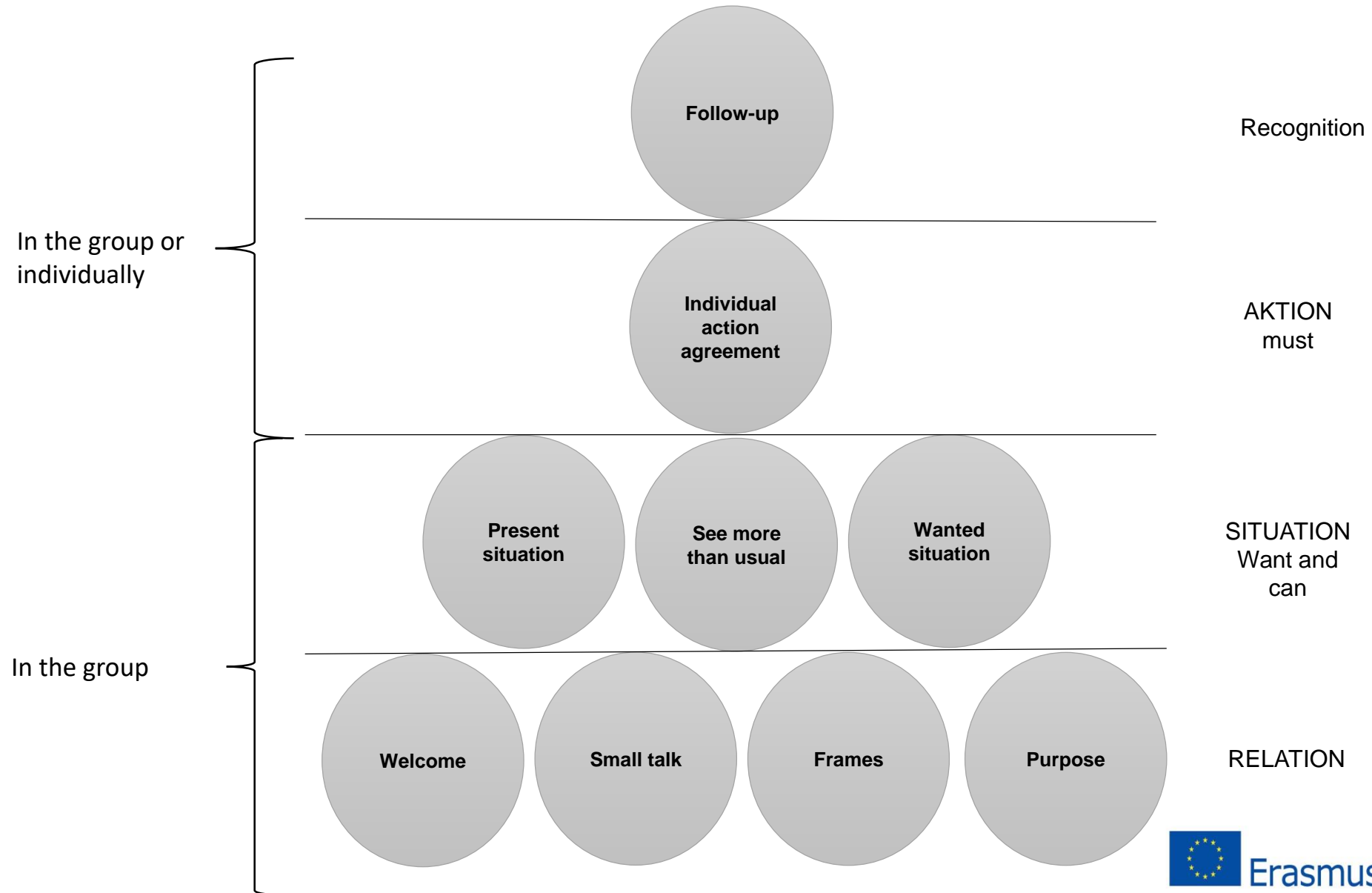
# Example of self-assessment / self-assessment

Accountability	1	2	3	4	5	6
I meet at school at the agreed time					X	
I will notify you if I leave school during school hours						X
I participate actively in school work				X		
I undertake tasks and perform them					X	
I'm having trouble with those it concerns				X		

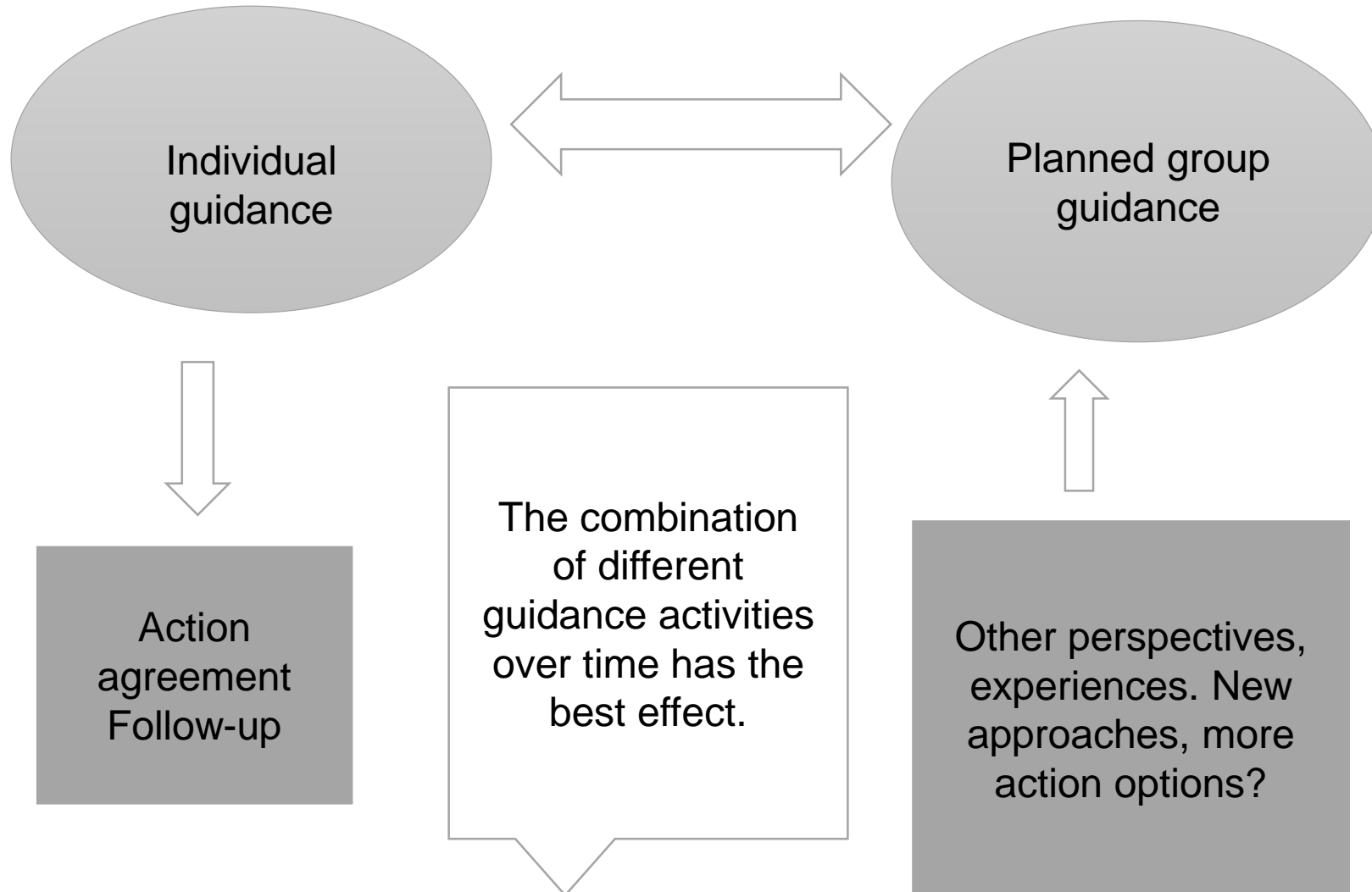
# Collective guidance



# Planned group guidance



# Create contextual relationship between individual and group guidance



# 3 principles in planned group guidance

1. The subject matter is based on the personal needs of the individuals in the group
2. Each opportunity should include activities that give the individual the opportunity to reflect on their own position in relation to the subject
3. At any time, the individual should consider what actions need to be undertaken in relation to the subject

(Rie Thomsen, 2012)



# Experience-based guidance

- Focus on experience and learning
- Focus on personal significance and experience
- Motivation for action
- Group guidance as a situation - where the participants gain experience.

(Rie Thomsen, 2012)

# Guidance in informal social contexts

## What is an (informal) community?

Groups of people who do not necessarily have the same interests and goals but which maintain a community as their participation in it

(Rie Thomsen, Ph.d. Aarhus Universitet, 2012)

- Utilizes guidance potentials in everyday interactions between people
- The form of guidance is spontaneous and flexible
- Not planned but arises because the situation requires it

# Informative guidance

- A planned activity to provide information about, awareness, or experience about something.
- Should be followed up.
- The advantage is that the participants in the group can help each other to clarify and interpret the information provided.

Example:

Study visit in a workplace.

Information from a third party, eg an authority or association.

# Vocational/academic guidance

- OBJECTIVES: Increase the student's professional competence
- The teacher as a professional expert
- The student as an expert on the prerequisites and goals
- The guide as an interaction

# In the guidance meeting

- Supervisor and student sets up academic goals
- Get the student on the field - preferably through self-assessment.
- A power shift from teacher as a unique professional expert to the student as an expert on his own professionalism.
- Give the learner the tools to clarify how they learn best
- Mirrored eleven
- Oriented around the future
- The pupil makes the choice

# Pitfalls

You are planning professional guidance, but it will be spontaneous guidance in social learning.

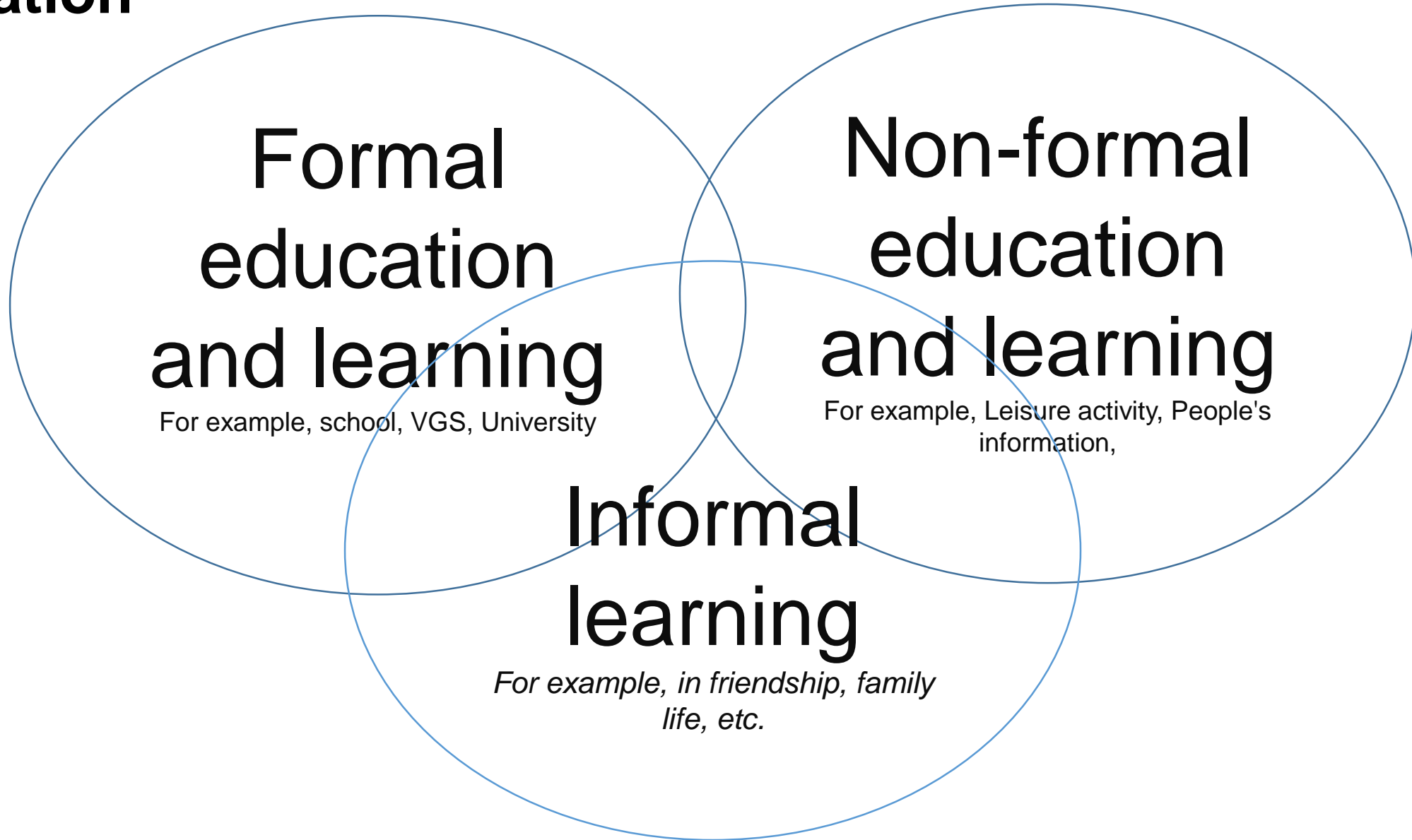
And conversely, you forget the social aspect / student's life world when you have a professional guidance.



# Teamwork

- Give an understanding of the teacher's everyday life in an organization with anchoring in impact education
- Show how we can work with academic and social learning in all educational contexts
- Make clear that one must have thought for both academic and social learning in guidance situations
- Show that the formal frameworks are both limiting and precise

# A traditional look at approaches in education



**Formal  
education  
and learning**

For example, school, VGS, University

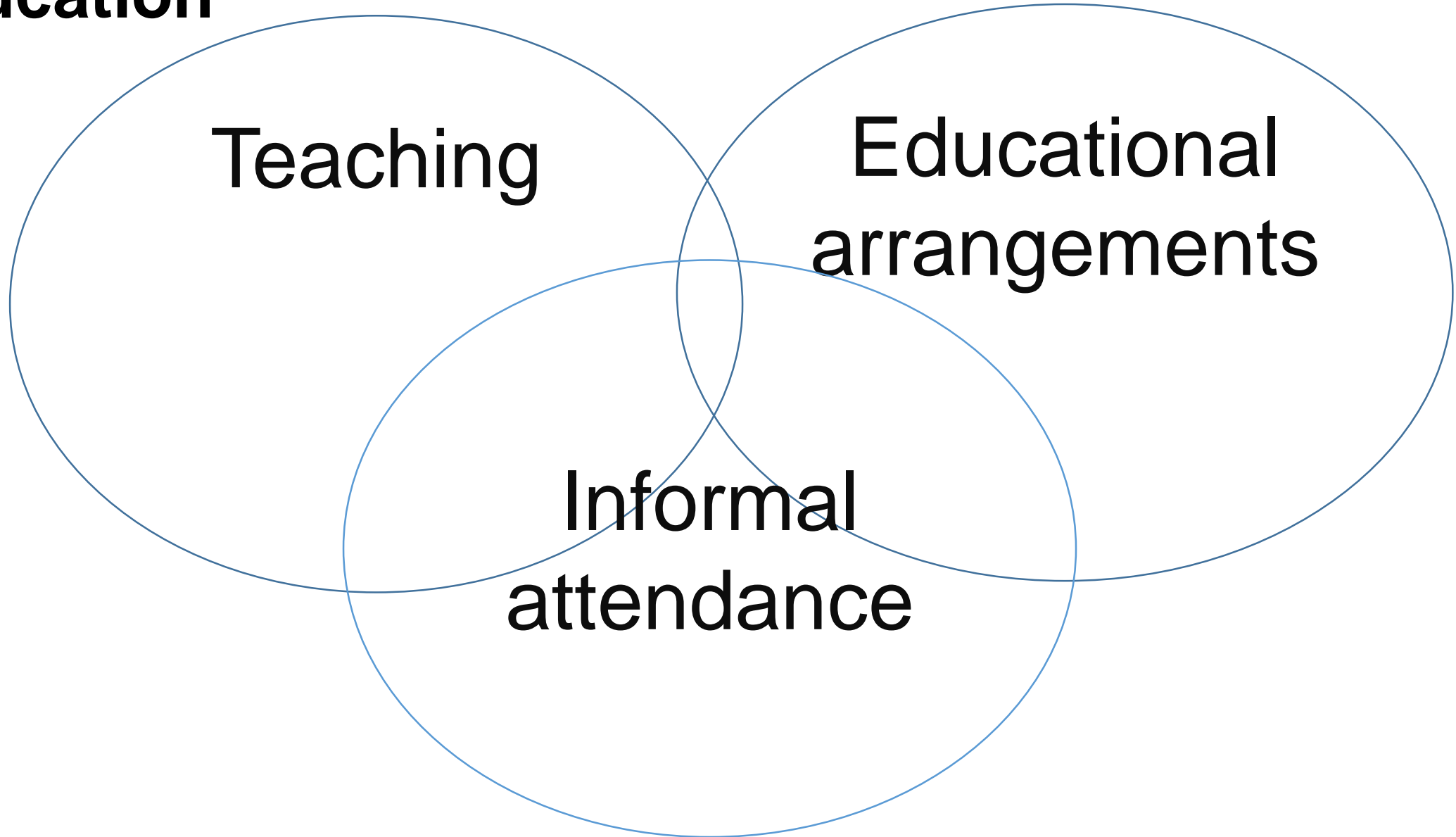
**Non-formal  
education  
and learning**

For example, Leisure activity, People's  
information,

**Informal  
learning**

*For example, in friendship, family  
life, etc.*

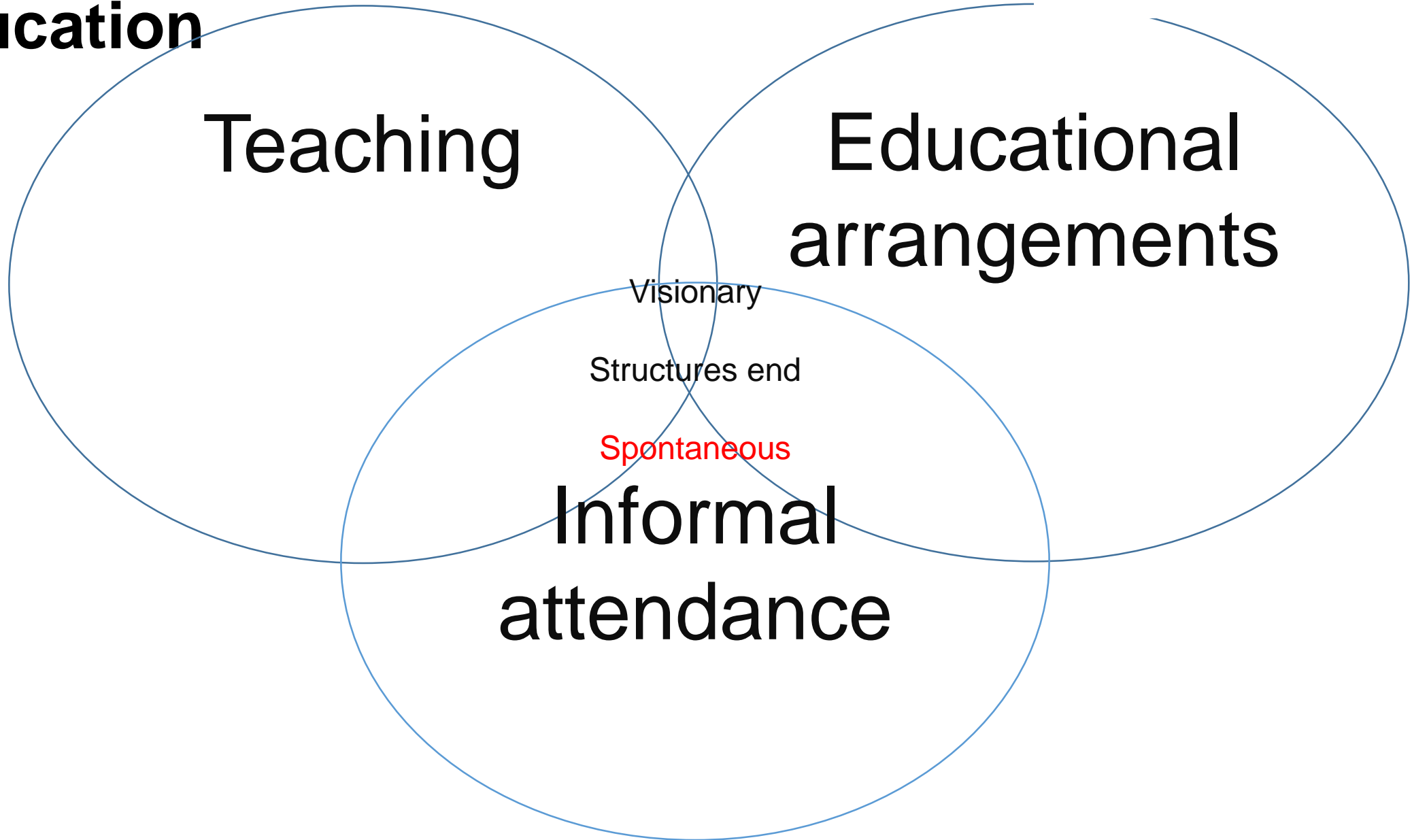
# A traditional look at approaches in education



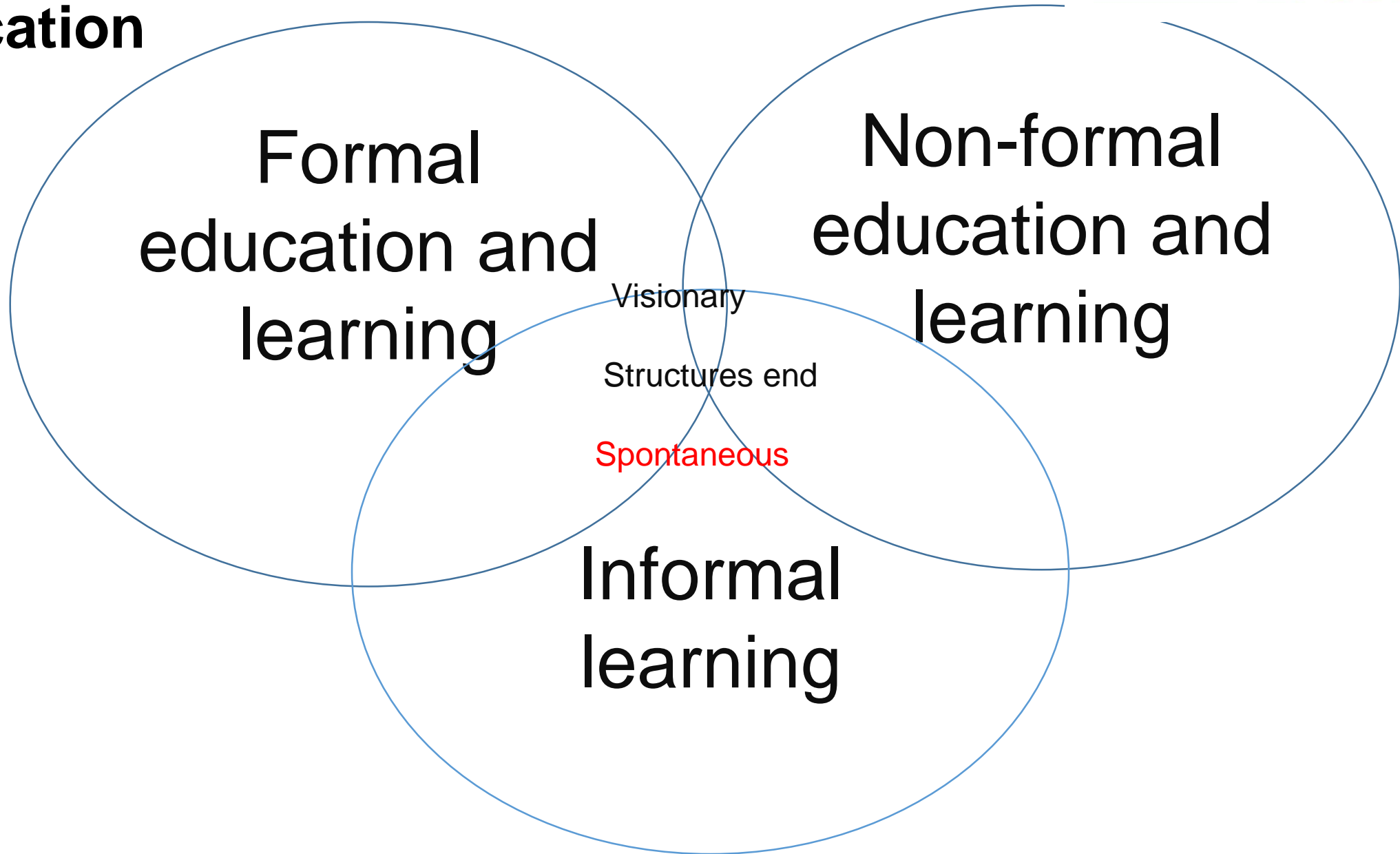
# A traditional look at approaches in education



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# A traditional look at approaches in education



# The importance of moment - Stern



Erasmus+

	Importance	Key points of attention
Moments of Meetings	When we equally express ourselves on a common story. This assumes that both parties listen to each other's statements and stories, are willing to look into each other and are present as equal people.	<i>Verbalt: Words and voices must invite dialogue. Themes and examples may arise from shared experiences. Responder on student exams so that the student experiences serious attention. Ask curious questions</i> <i>Bodily: Eye contact, match body position, open gestulation</i>
Moments of movement	The moment (kairos), where a movement, a change, is started. Where we hit each other and get new realization	Listen actively. Make general examples concrete and present. Go from an outsider perspective to an insider perspective. Ask questions that answer and concretely answer. Be action- and future-oriented
Missed moments	If we choose not to do anything or to change the theme when the "present moment" occurs, for example, because you do not know how to act, it causes it to be called for missed moments	Avoid messy conversations with changing agendas. Avoid hidden agendas (sign out clearly). Avoid too many messages. Avoid moralization and lift your index finger. Avoid just following your own agenda. Avoid talking or acting asynchronously with the conversation partner

Guidance form	Definition	Consequential pedagogical recommendations
<b>Individual guidance</b>	Individual guidance refers to targeted and structured guidance over time, where only the counsellor and student or participant are working together toward a common goal.	<ul style="list-style-type: none"> <li>• Use the want-can-must model as the starting point for guidance.</li> <li>• Maintain focus on the purpose of the conversation and remain future-oriented.</li> <li>• Make clear and realistic intermediary goals and agreements.</li> <li>• Agree on what is the student's responsibility and what is the counsellor's responsibility.</li> <li>• Follow up on intermediary goals and agreements.</li> </ul>
<b>Collective guidance</b>	Collective guidance includes several participants at once. Such guidance can create crucial relationships, where the group creates a dynamic and more accessible learning environment.	<ul style="list-style-type: none"> <li>• Facilitate and incorporate the students' experiences and perspectives into the discussion.</li> <li>• Be accessible and present where the students spend their time.</li> <li>• Make the guidance relevant to everyone.</li> <li>• Encourage the students to propose alternative courses of action on their own.</li> <li>• End discussions with a conclusion and make individual - not collective - agreements.</li> </ul>
<b>Vocational/academic guidance</b>	Vocational/academic guidance is aimed at the individual in practice taking responsibility to acquire knowledge and skills, as well as how vocational/academic skills are learned in practice.	<ul style="list-style-type: none"> <li>• Set realistic goals for the student.</li> <li>• Maintain focus on the student's actions.</li> <li>• Do not take on the student's responsibility.</li> <li>• Give the student room to reflect.</li> <li>• Make clear agreements and follow up on them.</li> </ul>
<b>Spontaneous guidance</b>	Spontaneous guidance arises in a learning situation where the counsellor seizes the moment and uses what is happening in the situation to encourage learning and broaden an individual's range of choices.	<ul style="list-style-type: none"> <li>• Spontaneous guidance often takes place in connection with a different practice.</li> <li>• Seize the situation and use concrete actions as the starting point.</li> <li>• Listen to the person you are providing guidance to, and be attentive towards what guidance possibilities are available in the situation.</li> <li>• Hold guidance sessions when the need arises, even if you have not prepared for them in advance.</li> <li>• Be decisive in those moments where the student or participant shows signs of change.</li> </ul>

# Sparring



Etymological: Sling, kicking and striking

Boxing against a training partner to train and build his match

Contradictions that one gets from another person during a (preparatory) exchange of ideas, suggestions or attitudes



# Sparring seen from above



**Formel**

Coaching	Supervision
Collegial guidance Student for student guidance	apprenticeship peer-to-peer training mentor

**symmetric**

**asymmetric**

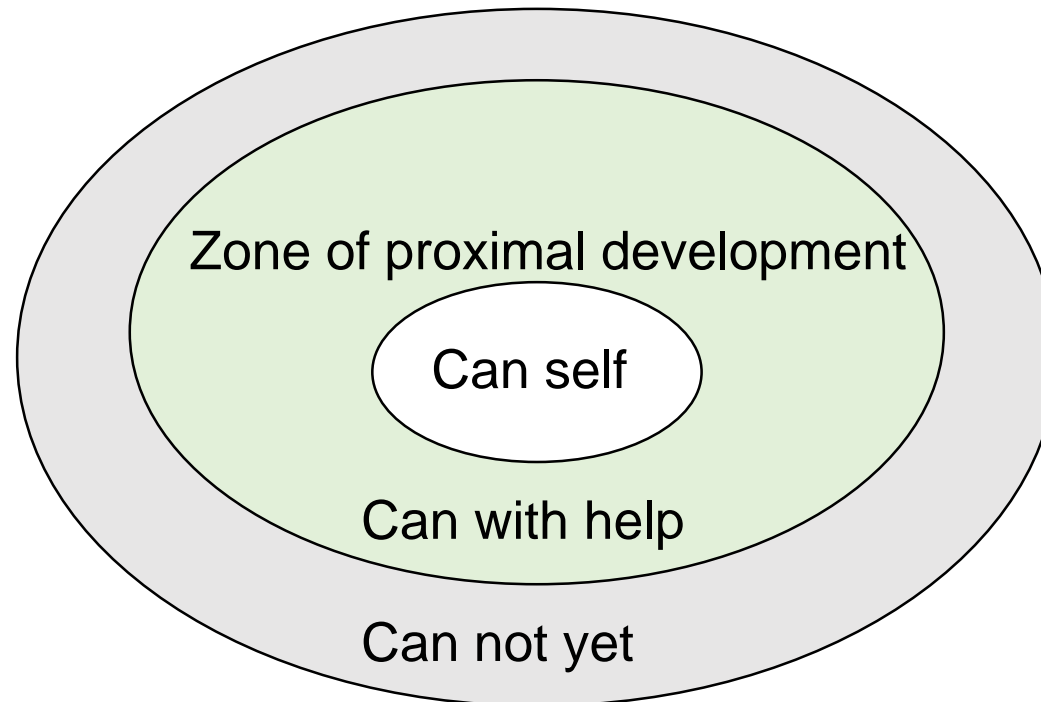
**Informal**

# Stages or individual

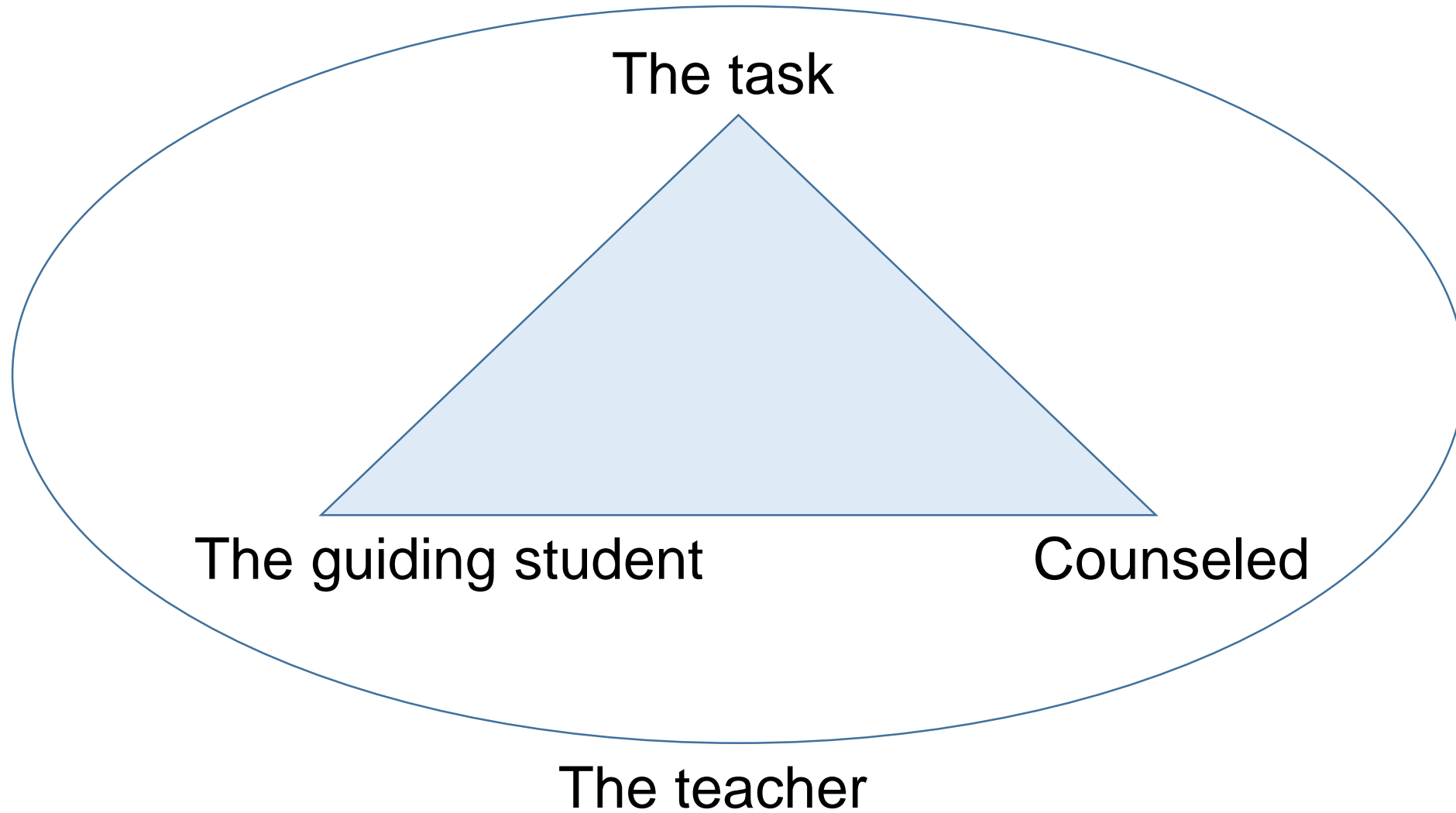
The student should review the following stages - but how?



## Either or; both and



# Peer-to-peer training



# Consequential pedagogical challenge



How do you avoid being moralizing when you know and can more than the other?

How to avoid taking responsibility from the student?