



STRENGTH

**STRENGTHENING THE SOCIO-EMOTIONAL
COMPETENCES OF CAREER PRACTITIONERS**

Development of Social- Emotional Competences: Training Program

Ison Psychometrica

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Introduction

The purpose of IO3 is to develop a program aiming to train a new generation of creative, entrepreneurial and innovative professionals in the field of guidance able to develop and use Social Emotional Competence in order to face current and future challenges and to convert knowledge and ideas into more client- centered services benefiting diverse target groups and users of career guidance services.

In order to define the content of the training program, the partnership at first made a research and analysis on the definition and factors of Social and emotional Intelligence (SEI), a review of the theories currently used to explain SEI and its dimensions and an exploration of the existing training methodologies, relevant tools and instruments which can be adapted, allowing for the elaboration and further elaboration and development of specific strategies and methods to provide theoretical and practical training for the improvement of career guidance practitioners' skills (IO1). Furthermore, a need analysis on career counsellor's training needs was conducted under IO2, to find out how important career practitioners find social-emotional competences, how they relate to the requirements of daily practice and moreover whether there is a systematic lack of certain social-emotional competences among practitioners, that will be the basis for defining the training modules.

According to IO1 results, 13 social-emotional competences were identified as important for career counsellor's efficacy. For strategic purposes, the 13 social-emotional competences were combined in five **clusters**, as following:

1. **Empathy Skills:** Affective empathy and Perspective taking/Cognitive empathy
2. **Emotional Management Skills:** Understanding emotions, Emotional self-awareness and emotional self-control
3. **Diversity Management Skills:** Social concern, Tolerance, Diversity and intercultural competence
4. **Active Listening Skills:** attentiveness & Active listening
5. **Cooperation Skills:** collaboration, conflict resolution

IO2 survey results revealed that all clusters were prioritized quite frequently in terms of training needs, indicating that career practitioners value all five domains of social-emotional competence. As a result, the STRENGTH project will develop and disseminate innovative training modules for all five clusters of social-emotional competences.

Therefore, the program consists of 5 training modules/sections as mentioned above. Its structure includes 4 parts:

- A. Theoretical background, where important definitions, principles and useful information on methods for improvement are presented



- B. Activities to improve empathy skills: Taking into account that socio-emotional intelligence is best learned by actually engaging in activities and “learning by doing” (Cockburn-Wootten & Cockburn, 2011¹) and through rehearsing, shadowing, and role models, the program activities focus mainly in using participatory activities and exercises. Additionally, the program’s activities are based on methods that proved to be effective on Socio-emotional competence improvement, as they came out from IO1. More specifically, from the analyses of existing methods, the training activities will have as basis the following principles and learning concept:
- Cognitive training
 - Cognitive and Behavioural training
 - Role-play, experimenting
 - Awareness / Mindfulness
 - Feedback and Supervision/Reflection
 - Critical incidents
- C. Self- evaluation exercises, including 5 questions for testing whether trainees have learned basic concepts of the training unit, and
- D. Resources for further study and references.

The STRENGTH training program will be in form of a synchronous and asynchronous webinar, but could also be done in classroom in real time. Trainer and trainees will meet in the training platform to go through the training parts. Most of the activities will be interactive and of different forms, such as drag and drop, matching game, online filling of form, meeting rooms for group activities, multiple choice answers, “post-it” forms, e.t.c., in order to make the training more interesting. The material will be also in downloadable forms, in case the training in done in classroom.

¹ Cockburn – Wootten, C. & Cockburn, T. (2011). Unsettling assumptions and boundaries: Strategies for developing a critical perspective about business and management communication. *Business Communication Quarterly* 74 (1), 45-59



Section 1: Empathy

Short Description

The purpose of this section is to familiarize you with the basic theoretical knowledge and methodology on how to improve your empathy skills (**affective empathy** and perspective-taking skills). At the same time, it highlights the need to apply empathy skills in your everyday counselling practice in order to provide quality career guidance services to your clients.

Learning Objectives

The training aims at assisting counsellors in:

- being able to facilitate mutual contact and discussion taking into consideration emotions and feelings of the other;
- being able to show understanding of the opinion and feelings of other people and accept others' as they are;
- knowing how to understand relevant unspoken information, feelings and needs of other people;
- being able to create a good conversational climate through attention, openness and respect;
- being able to focus on understanding how a person feels and why they feel that way;
- applying empathy skills in every day counselling practice to support the beneficiaries of their services.



1.1 Theoretical background

Definitions

Empathy

The notion of empathy has been central to Carl Rogers's work, a re-known humanist psychologist. He was the first to articulate the importance of empathy in the therapeutic relationship. According to him, empathy *"is the listener's effort to hear the other person deeply, accurately, and non-judgmentally. Empathy involves skilful reflective listening that clarifies and amplifies the person's own experiencing and meaning, without imposing the listener's own material"* (1951). According to his client-centred approach, one of the three basic principles that reflect the attitude of the counsellor to the client, is empathetic understanding towards them. This means that the counsellor senses accurately the feelings and personal meanings that the client is experiencing and communicates this understanding to the client. Since then, both Rogers (1975) and other psychologists (e.g. Wexler, 1974) have pointed out the process element of empathy, meaning that empathy is rather a "style of behaviors" than a state or an attitude.

The concept of empathy has since then been developed and expanded (e.g. Hartley, 1995; Duan & Hill, 1996; Bohart & Greenberg, 1997; Beck, et.al, 1979; Pearson, 1999). Research supports that the construct of empathy within the counsellor-client relationship applies to some extent across counselling theories whereas almost every approach to psychotherapy claims the therapist's empathy as central to its effectiveness (Feller & Cottone, 2003).

In counselling research, counsellor empathy can be conceptualized as interpersonal efforts to take the clients' perspectives by trying to accurately understand their cognitive and emotional experiences (Moyers & Miller, 2013). A more practical conception of empathy is Barrett-Lennard's (1981) operational definition of empathy in terms of three different perspectives: that of the therapist (empathic resonance), the observer (expressed empathy), and the client (received empathy).

It is important to highlight that the development of empathy depends on two complementary functions: the sensitivity based on emotion (affective empathy) and the assumption of the perspective of the other or otherwise cognitive empathy (perspective taking). In other words, empathetic persons are able to put themselves in someone else's position both intellectually and emotionally.



Affective empathy

Affective empathy is the capacity to share or become affectively aroused by others' emotional states at least in valence and intensity. It involves experiencing the feelings of another person. It is a person's ability to perceive and correctly express other people's emotions, drawing on verbal and non-verbal cues and an ability to understand and imagine the feelings and intentions of others (including in the past and future).

The main feature of emotional empathy is the importance given to the emotional response to a person experiencing an event. These reactions are not easily discernible, though, as the source of emotions can often not be attributed to empathy but to selfish motives (Baron-Cohen & Wheelwright, 2004).

Cognitive empathy

Perspective taking or **cognitive empathy** is the ability to consciously put oneself into the mind of another person to understand what she is thinking or feeling (Hogan, 1969). It is a person's ability to take the perspective of others and see the world through their eyes e.g., by imagining what their roles and circumstances may require from them, being able to imagine how others will be affected (Decety & Jackson, 2006).

Hoyat (2007) claims that cognitive empathy (or emotional theory of the mind) does not require one to really share one's feelings, but only to understand another person's emotional states. In other words, cognitive empathy refers to the mental understanding of the other's experience.

Furthermore, according to Dymont (1949), cognitive empathy is an individual's imaginary transposition into the thoughts and actions of another and in this way he/she manages to view the world through others' thoughts and recognize the other's role.

Characteristics of a counsellor masterful in empathy

Being empathetic goes beyond feeling or understanding how someone else feels or thinks. It incorporates a variety of socio-emotional skills and attributes, the effectiveness and combination of which can either amplify or diminish someone's empathy.

The most important characteristics of a counsellor mastering empathy are:

- *Imagination*: When practicing empathy, an individual is taking the perspective of another person. In essence, he/she is imagining what it would be like to actually be the other person.



- *Open-Mindedness*: Allowing oneself to be influenced by others' thoughts and feelings.
- *Vulnerability*: Respectfully sharing reactions and feelings about what the other person is saying, with the intent to confirm that he/she fully understands them.
- *Self-Awareness*: Understanding how other's emotions or feelings may be affecting his/her thoughts and reactions.
- *Sensitivity to Others' Emotions*: Developing his/her "emotional radar" to pick up on what people are feeling by watching their body language and facial expressions, and listening not only to their words, but to any "between the lines" meaning in the event they are not being direct and transparent.
- *Compassion*: Understanding of others' pain and developed desire to mitigate that pain.
- *Active listening*: Effectively turning down the volume on his/her own voice and turning up the volume on the other person's voice and showing curiosity by asking questions on peoples' experiences and feelings.
- *Communicative attunement*: An active, on-going effort to stay attuned on a moment-to-moment basis with the client's communications and unfolding experience.

Importance of empathy skills for career counsellors

Whereas psychotherapy research contributed substantially to a better understanding of how counsellor skills affect patient outcomes, research in career counselling has less to offer concerning these issues (Whiston & Oliver, 2005). Even though therapists and career counsellors are not the same, the similarity in counsellor-client relationships allows for career counsellors to equally assume that practicing empathy in career interventions is an equally important ingredient for helping clients to deal with career-related problems (Klonek, et.al, 2019). In fact, relationship quality criteria of the counsellor–client interaction, such as empathy (Moyers & Miller, 2013) and working alliance (i.e. De Haan, et.al, 2013) are essential criteria for counselling success across a variety of settings such as psychotherapy, coaching, and career guidance (McKenna & Davis, 2009).

Empathy is considered a core method and success measure in counselling (Moyers & Miller, 2013) because for any counselling tactic to work, the counsellor has to make the person in treatment feel understood. To do this, the counsellor must not only understand what a person says in a session but also understand what the person is not saying and communicate this understanding (Martin, 2010). Empathy helps connect people, moving them toward each other in a helping capacity and allows people to build social connections with others. Thus, being empathetic ensures counsellors are listening and dealing with the clients' concerns as they present them. Moreover, certain behaviours, such as demonstrating empathy, encouragement and appreciation are generally considered beneficial to the development of an affective bond (e.g., Gregory & Levy, 2011; O'Broin & Palmer, 2010).



Retrospectively, lack of empathy undermines the process of developing and maintaining interpersonal connections. It presents difficulties in repairing conflicts, collaborative working and solving problems, all of which are bits of the career counselling process. Moreover, poor cognitive empathy was correlated with deficiencies in self-awareness of emotional states which make career counselling less effective (William, et. al, 2016).

Another important gain in counsellors exercising empathy is effective emotional regulation. Emotional regulation is important in that it allows us to manage what we are feeling, even in times of great stress, without becoming overwhelmed. By using empathy while interacting with clients, counsellors are able to build the relationship, check their own understanding, provide adequate support and focus their attention on the client (Hanna, 2001).

Lastly, it is important to mention that client contribution is equally important in the counselling process, as he/she influences the level of therapist's empathy (Elliott, et. al, 2011). In fact, empathy appears to be a mutual process of shared communicative attunement (Orlinsky et al., 1994). It is worth noting, however, that when counsellors are truly empathic, they attune to their clients' needs and accordingly adjust how and how much they express empathy (Duan & Hill, 1996; Martin, 2000). Therefore, even though effective empathy requires a two-way honest interaction, counsellor's high empathetic attitude ensures more likely successful counselling sessions.

Empathy skills in practice

Empathy is a major element of counselling process. Part of being a truly empathetic counsellor, is to be able to detect clients' reactions and adjust how and how much he/she express empathy. In line with several authors (e.g., De Haan, 2008; De Haan, Culpin & Curd, 2009; Rogers, 1973, Klonek, et. al, 2019) functional socio-emotional skills predict counsellor empathy.

Among the most common ways counsellors can use in order to get into their client's shoes are:

- ✓ *Put aside their viewpoints*: People often don't realize the extent to which their own experiences and beliefs are influencing how they perceive other people and situations. Muting themselves down a bit in order to put those things aside can help them focus on the person in front of them and help them tune in better to what is happening for him or her.
- ✓ *Listen intently*: Sometimes people listen to others while already developing their response or defence to what they are saying. Not only are they not able to hear what others are saying, but they often miss key pieces of information that can help them better understand what the other person is trying to convey. Counsellors should give themselves permission to turn down the volume on their own voice and turn up the volume on the other person's voice.



- ✓ *Use their imagination:* As people share experiences, emotions with counsellors, the latter have to try to imagine what it is like to be them. They have to use the images their clients are sharing, their emotions, or their circumstances and try to place themselves there, just to see what it might feel like to be them in these moments.
- ✓ *Try not to fix or downsize others' experiences:* When people are around someone in need, especially when they are experiencing challenging emotions, it can be easy for them to want to jump in and fix it. Even though in that way, people are trying to be helpful, this can leave others feeling unseen and unheard, thus undermining the counselling process.
- ✓ *Be curious and make sure they understand what the client is saying, using active listening techniques:* Asking questions about experiences, using active listening techniques, helps people feel seen and heard and it's a nice way to practice empathy. Counsellors who show an active interest in making sure they understand what the client is saying acquire higher levels of empathy, whereas low empathy ratings were given when there was "little interest in the point of view and in the experiences of the client" (Brueck et al., 2006, Klonek, et. al, 2019). Paraphrasing the clients' statements or using summaries positively predict counsellor empathy, as typical behaviours associated with empathy are paraphrasing or addressing the client's feelings (e.g., Rogers, 1973, Korman, Bavelas, & De Jong, 2013). When counsellors paraphrase their client's statements, show appreciation, and use humorous expressions (Sultanoff, 2003) build on empathy and retain a positive working alliance (Klonek, et. al, 2019).
- ✓ *Non-verbal signals* can also help counsellors understand how the client responds in their empathetic approach. When their empathic responses have been successful, it can be evident from the client's response, a nod of the head or a positive verbal response. If their empathic responses have not been accurate, the client will probably indicate this non-verbally by stopping, fumbling or becoming frustrated. Being aware of these signs will assist counsellors in relating to the challenging client. They may need to adjust their approach if the client is not responding to them.

Methods of empathy skills improvement

Self-awareness and **reflection** can serve in identifying our own emotions and emotions of others. Moreover, **self-monitoring** can be used to reflect on how we express emotions. Self-awareness and self-monitoring serve in understanding our own experiences and emotions which is a first and important step in developing empathy. On the other hand, **mindfulness** techniques enhance personal attunement and provide attentional and emotional self-regulation. Therefore, self-awareness and mindfulness techniques can prove beneficial in cultivating empathy.



As an example, a type of mindfulness meditation called loving-kindness meditation (LKM) has been shown to increase cognitive empathy levels in masters-level counselling students (Leppma & Young, 2016). In fact, empirical research showed that six weeks (six-hour-long, weekly sessions) of practicing this loving-kindness meditation was enough to increase empathy levels, indicating it is an accessible way for all therapists to increase their own levels of empathy.

Cognitive processes, such as **role-taking** and communication skills training can also supplement counsellors' self-improvement since cognitive empathy is based in switching attention to take another's perspective (Mead, 1934). In fact, a study's results suggested that taking client's perspective in viewing their life situations as well as managing one's own reactions to the client's distress, contribute to the development of counselling self-efficacy among counsellors-in-training (Khattar & Gawali, 2014).

Furthermore, empathy can be developed and improved by regular practicing among counsellors. Over time, the ability to understand and relate to the emotions of others becomes stronger and among useful techniques to practice empathy are:

- *Talking to other people.* Practitioners have to make it a point to begin conversations with people they meet and see across their day-to-day interactions. While engaging in the conversation, paying particular attention to what that person is feeling is of high importance.
- *Noticing body language cues.* This can include the tone of voice, subtle shifts in energy and other types of nonverbal communication.
- *Focusing on listening without interrupting.* Managing both the distractions and their own feelings and working on staying emotionally attuned throughout the conversation are good techniques for improving empathy. Focusing on understanding the how's and why's in each conversation and active listening can help strengthen counsellors' emotional understanding and empathy.
- *Trying to understand people, even when they don't agree with them.*
- *Asking people questions to learn more about them and their lives.*
- *Imagining themselves in another person's shoes.*
- *Taking action.* Counsellors should first recognize that they can do things to make a difference in someone else's life.
- Lastly, in the context of self-improvement and reflecting upon someone's own career counselling approaches, practitioners can benefit from using **video-based analyses**. By coding their own sessions, counsellors have a tool to "systematically understand their micro-behavioural repertoire within a session", allowing inspection of specific behaviours and interactions (Klonek., et. al,2019) even if these assessments are still relatively uncommon in career research (Hirschi, 2017).



1.2 Suggested activities to improve Empathy Skills

Activity 1 – Recognize Responds

(source: Sherri Sorro- AVP/ The transformer - <http://thetransformer.us/08-3.pdf>)

Information for IT programmer: Combination of two types of activities.

- A. Exercise type drag and drop. The trainee will be shown the 12 dialogues and then among the list with responses, he/she will choose the one that matches with each dialogue. After finishing all the matches, he/she will be given the answer – red the wrong ones and green the right.
- B. Rooms to reflect on their answers

Activity type: Cognitive method

Learning goals: This exercise can help participants to learn about the different ways we can respond to a person in need of support, and why empathy is usually a good way to assist other people in overcoming their difficulties.

Specifications: Individual and group activity

Duration: 15 min matching exercise + 20 min group discussion

Description of task/s: There is a list of different types of responses that are common during interactions. Read each dialogue between A and B and decide what type of response B uses. Connect each type of response to each of the following “short dialogues” between user A and B.

List of Responses

- Advising
- one-upping
- educating
- consoling
- story-telling
- shutting-down
- sympathizing
- interrogating
- explaining
- correcting
- fixing it



- empathizing

Dialogues

- A: I've been trying to get this weight off and just feel frustrated.
B: What actions have you taken so far for that? (**Interrogating**)
- A: I'm worried about having enough money to pay my debts this month.
B I can lend you some money. (**Fix it**)
- A: I lost my job.
B: Cheer up, let's go have a drink and forget about it. (**Shutting down**)
- A: Look at my scar from my accident.
B: That's tiny, look at what I got when I was hit by a bike. (**One-upping**)
- A: I was standing in the cue to get into the bank for 1 hour and it was too hot and people around be starting shouting and pushing each other.
B: That reminds me of the time..... (**Story telling**)
- A: I have so much to do today.
B: Are you feeling overwhelmed and wanting help? (**Empathy**)
- A: It's scary for me to get up and speak in front of people.
B: I think you should join a theater team (**Advising**)
- A: I'm really sad over your saying that I'm not a good mother.
B: That's not what I said. (**Correcting**)
- A: My husband found a new job and had to move in a town 300Km away from our home.
B: See it as a chance to learn how is to leave alone. (**Educating**)
- A: I feel so sad that my son was expelled from school due to his bad behaviour towards his professor.
B: It's not your fault, you are a good parent. You did the best you could. (**Consoling**)
- A: I'm really upset. You promised to be here at 23.00 and it is now after midnight.
B: It's only because the traffic was terrible (**Explaining**)
- A: I just got the results from the medical exams and it was what I most feared.
B: Oh, that's terrible. I'm so sorry. (**Sympathizing**)

Questions for reflection: (After having finished the matching exercise participants get in groups for further reflections upon their choses).

Which of the response style is most appropriate in a counselling session?

Which is/are not appropriate and a counsellor should avoid?



Activity 2 – Role play on real life scenario

Information for IT programmer: Activity type B: Rooms to meet. The description of tasks and the scenario will be provided on the page of the activity (we could also give them the option to download them –pdf file).

Activity type: Role playing - Experiential

Learning goals: The exercise of role playing based on a real life scenario aims at assisting participants into using the appropriate techniques/questions to show empathy towards the other person. The person in the role of the counsellor will be able to understand the emotions of the “client” and respond to him in an empathetic way, while the “client” will feel how it is the other to get into your shoes or not.

Specifications: Group activity (work in pairs)

Duration: 30' (10 min for preparation+ 10 min for role playing+ 10 min for discussion)

Description of task/s:

Two participants volunteer to role play. One is the job seeker/client and the other is the counsellor. The client should read the given scenario and get into the role of Haldi. The counsellor has to handle the situation showing empathy. Both the counsellor and the client will have 10-minute preparation. The counsellor could work in a 3-5 persons group to prepare the best way to respond empathetically to the situation. The client should work also in a 3-5 persons group to better define his case and communication strategies. Then, in they have a 10-minute dialogue.

Scenario: Haldi, a young engineer, needs to find a job. If he cannot find a job soon, the authorities will force him to leave the country. Haldi has been trying to find a job for two months but has failed so far, which is why he is becoming increasingly desperate. In Ruth's counselling session, he expresses anger, disappointment, and lack of trust towards employers who do not want to employ migrants in their businesses. He feels that everyone in the country is hostile and prejudiced against him as a migrant.

Questions for reflection: After the end of the role playing there is time for reflection and group discussion.

- How Haldi is feeling at the beginning and at the end of the session?
- What are the feelings of the counsellor throughout the session?

Has the counsellor used the appropriate techniques to show his empathy? Is there anything else that he could do in a different way?



Activity 3 – Empathy Role playing

Information for IT programmer: Activity type B: Rooms to meet. The description of tasks and the scenario will be provided on the page of the activity (we could also give them the option to download them –pdf file).

Activity type: Role playing

Learning goals: The exercise of role playing based on participants' experiences aims at making participants aware of the emotional status of the speaker and trying to respond in an empathetic way and on the other hand at experiencing the feeling of knowing that the other person is trying to get into your shoes or not.

Specifications: Group activity (work in pairs)

Duration: 20' (10' for role playing & 10' for discussion)

Description of task/s:

Participants are divided into groups of two (or three with one observer). The one person narrates an experience he/she wants to share (speaker). The other person makes his best effort to respond in an empathetic way, trying also to notice signs of emotion in the partner's face or body language (listener).

Once the listener knows how his/her partner is feeling, he/she can use an empathetic phrase such as:

“Given what you said about your... , I imagine you might be feeling _ . Is that what you're feeling?”

“I imagine you might be feeling...,” or “I imagine you might have felt...”

This will last for 5 minutes. Then they change roles.

At the end of the 2 sessions, all participants (the speaker, listener and the observer) discuss how well the “listeners” expressed their empathy.

Questions for reflection: After the end of the role playing there is time for reflection and group discussion.

- How did the speaker feel?
- Has the listener used empathetic questions?
- How did the listener feel? Was it difficult for him/her to get into the speaker's shoes?
- Did the body language help him in recognizing the feelings of the speaker?



Activity 4 – Body scan meditation

Information for IT programmer: Activity type F: Use of Video

Activity type: Mindfulness

Learning goals: The purpose of this activity is to pay attention to the inner experiences. This is because according to Rogers (1982) the first step to be able to accept others and care for them, is to be aware of their own inner experiences. This can be practiced by performing some mindfulness exercises. Trainees will practice in regulating the own awareness to the inner mental and physical events in the present moment and to get connected with them.

Specifications: Individual activity

Duration: 20 min

Materials needed: The body scan script (video) & a quiet place

Description of task/s:

Participants should make themselves comfortable and close their eyes gently following the instructions (in the video) to practice body-scan (Beuningen, 2011).

Script (to be presented in video format with voice in all partner languages)

1. Take a moment to get in touch with the movement of your breath and the sensations in your body.
2. Bring your attention to the physical sensations in your body. Especially to the sensations of touch or pressure.
3. Remind the intention of this practice. The goal is not to feel different, relaxed or calm. This may or may not happen. But the intention is to bring attention to any sensations you detect, as you focus your attention on each part of the body in turn.
4. Whatever feelings, thoughts and/or physical sensations you are experiencing, accept them without judging the experiences as they are, and let them go.
5. Bring your awareness to the physical sensations in the lower abdomen and become aware of the changing patterns of sensations in the abdominal wall as you breathe in, and breathe out.
6. Bring your focus to the toes of your left foot. Feel all the sensations in your toes of your left foot with a kind and curious attitude.
7. On inhalation imagine or feel the breath entering your lungs, and then passing down into the abdomen, into the left leg, the left foot, and throughout the toes of the left foot. Thereafter, imagine or feel on an exhalation the breath coming all the way back



up from the toes out of the foot, into the leg, up through the abdomen, chest, and out through the nose.

8. On an exhalation let go of awareness of the toes, and bring your awareness to the sensations on the bottom of your left foot bringing a gentle, investigative awareness to the sole of the foot, the instep, the heel etc. Again imagine how your breath flows from the foot through your body to the nose.
9. Now move your awareness to the ankle, your lower leg to the knee and then your whole left leg.
10. Now we are going to do the same with your right leg. Focus your awareness to all the sensations in that body part. The toes of your right foot, foot, heel, top of the foot, ankle, lower leg, knee, thigh and then your whole right leg.
11. Next, bring your awareness to your breathing and thus your abdomen, chest, back, left arm, right arm, neck, head and face.
12. If you become aware of any tension, or of other intense sensations in a particular part of your body, then try to notice it in a friendly way and try to let it be.
13. During this exercise your mind will inevitably wander away from the breath and the body from time to time. That is entirely normal. If you notice this, then acknowledge that in a friendly way, and notice where your attention drifted to and again focus your attention on the part of the body were you want to focus on.

Notes for reflection: After performing the body scan think how you felt.



Activity 5 -Understand and share the feelings of others

Information for IT programmer: Combination of two types of activities.

2 alternatives

- A. Exercise type C – “post –it” and type B rooms to meet.
After the trainee has written his/her answers, he/she will be able to see others’ responses.
Then he/she will have the chance to discuss their responses in teams in rooms
- B. Type G: online form to fill it with text (responses) and then print it and type B rooms to meet.
The trainee will be presented with the form to fill in their answers and after finishing the task, they will get in rooms with other trainees to reflect on their answers

Activity type: Case studies

Learning goals: The exercise aims at assisting participants through real life scenarios to practice empathy and try to recognize how the clients are feeling. Given different scenarios, the participants have the opportunity to put themselves into the role of a counsellor having to deal with different cases and in each of them to try to use methods/questions to express his/her empathy toward the client.

Specifications: Individual activity & Group activity

Duration: 45’ (30 min for responses & 15 min for group discussion)

Materials needed: scenarios & questions

Description of task/s:

Read each scenario and then try to answer the questions.

1. Filipe the Agitator

Christina is facilitating a collective session on job search practices for a group of more than 100 people from different educational and professional backgrounds. Throughout the session, Christina is frequently interrupted by Filipe who appears to have an opinion on every topic and always ends up blaming the government, the political system, or the big capitalist companies. Filipe’s seemingly innocent remarks provoke approving and disapproving responses from the rest of the group, leading to chatter among people and additional public remarks. For



Christina, it becomes increasingly difficult to maintain the focus of the session and cover all contents in time.

How do you think Filipe feels?

How can you respond as Christina?

2. *Bill the Angry Teenager*

Bill, a 16-year-old boy, is an excellent student. Despite his hard efforts, he never receives any approval from his parents, especially not from his mother. He feels that they are never satisfied with his work and achievements, while they show great admiration for his little brother. Now, in Olivia's career counselling session, Bill is not interested in discussing his personal career-related needs and interests. His primary interest is to make a choice that will hurt and upset his parents and make them feel powerless.

How do you think Bill feels?

How can you respond as Olivia?

3. *Laura and Sports – Passion or Career?*

Monica, a school counsellor, welcomes Laura (14, 8th grade) and her parent. Laura would like to become a professional volleyball player. She wants to continue her studies at the Sports High School and passed an aptitude test. Her parents, who initially supported the idea, now think that Laura should visit one of the best high schools in the city to take foreign language classes, instead. Laura is good at foreign languages, and her parents fear that the Sports High School will not promote Laura's academic learning. The decision what school Laura will attend needs to be made immediately. Laura and her parents vehemently oppose each other.

How do you think Laura feels?

How do you think her parents feel?

How can you respond as Monica?

Notes for reflection: Individual answers will be discussed in small teams (3-4 persons) and then presented in the big group. Participants will have to point out possible mistakes in answers and try to analyse and replace them by correct responses.



Activity 6 – It’s not about the Nail

Information for IT programmer: Combination of two types of activities F & B

First, they will be presented with the description of the activity and then play the video (Type F: Video presentation) and after that they will be meet in room (type B) to discuss

Activity type: Experiential

Learning goals: Through this exercise/video participants will see that often the biggest mistake we make is we try to “fix” or “solve the problem,” rather than empathize with our partner.

Specifications: Individual or group activity

Duration: 5-10 minutes

Description of task/s: Watch this short video “It’s Not About the Nail”.

<https://www.youtube.com/watch?v=-4EDhdAhrOg>

Questions for reflection: Map your feelings and thoughts emerged. Discuss in the group.



1.3 Self-evaluation Exercises

The following multiple choice questions will help you to reflect on the educational material of the section and evaluate your understanding on the basic relevant concepts and theoretical background. (5 questions for each section)

Question 1

Fill in the following sentence with the right phrase.

The main feature of emotional empathy is the importance given to...

1. the diverse background of a person.
2. the understanding towards someone's thoughts.
3. the emotional response to a person experiencing an event.
4. the body language of others.

Question 2

Please choose right or wrong for the following text.

Cognitive empathy refers to the mental understanding of the other's experience.

1. Right
2. Wrong

Question 3

Please choose the right answer to the following question.

Which of the following practices develop empathy?

1. Trying to fix others' problems.
2. Listening without engaging.
3. Interrupting someone to correct their statements.
4. Asking people questions to learn more about them and their lives.

Question 4

Please choose right or wrong for the following text.

Empathy appears to be a mutual process of shared communicative attunement.

1. Right
2. Wrong

Question 5

Fill in the following sentence with the right phrase.

When a client is unresponsive to the counsellor's empathic expression, ...

1. inevitably the counselling process fails.
2. it does not affect the counselling process.
3. counsellors cannot do anything to change the situation.



4. counsellors need to attune to their clients' needs and accordingly adjust how and how much they express empathy.



1.4 Resources for further study - References

https://www.youtube.com/watch?time_continue=94&v=4EDhdAHRog&feature=emb_logo

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Section 2: Emotional Management

Short Description

The goal is to increase participants' **understanding** and awareness of their **emotions** and other people's emotions, and to help them manage their own emotions better. On the one hand, participants will be trained in understanding emotions, their value and nature and on the other hand, they will improve their **emotional self-awareness**. Finally, the training aims at promoting **emotional self-control**, how to regulate and influence one's own emotions to motivate oneself, achieve goals, and deal with stress, control or redirect one's emotions and impulses, and how to persevere in the face of obstacles and setbacks

Learning Objectives

The training aims at assisting counsellors in:

- realising the importance of emotional management and the concepts that revolve around it in effective career guidance and counselling services;
- learning the theoretical approaches that can contribute to the counsellor's emotional management;
- being able to facilitate mutual contact and discussion taking into consideration emotions and feelings of others;
- understanding relevant unspoken information, feelings and needs of other people;
- being able to focus on understanding how a person feels and why he/she feels that way;
- understanding how people can differ in experiencing and expressing emotions;
- being able to exercise emotional self-control and self-awareness.



2.1 Theoretical background

Emotions are **psychophysiological processes** that are triggered by the cognitive evaluation of an object and are accompanied by physiological changes, specific cognitions, subjective feelings and a change in the willingness to behave.

Emotions are not only an important part of persons' daily lives but they also contribute to their identities, helping them to understand who they are and to share who they are with others. Even though emotions are not the only important factor in individuals' lives, they play a variety of important roles in their lives, including:

- Informing people that an important goal or need can be pursued or inhibited in the current situation;
- Contributing to goal setting;
- Contributing to the appraisal of the self and the environment;
- Communicating intentions to others and regulating interactions;
- Informs decision making;
- Alerting people to threats (Greenberg, 2004).

Emotions evolved to promote human survival by initiating certain behaviours, e.g. fear generating a physiological response to avoid danger in the form of fight or flight. Humans experience their emotional responses through an unconscious route or via a conscious route, which enables a more considerate response to a situation and they are short-lived, serving to adapt to changing environmental conditions (Stangl, 2020).

As emotions are important in all social processes, both internal (e.g. decision-making) and interactional, the ability to understand, be aware and actively manage emotions is considered a skill/competence on its own.

Definitions

Emotional intelligence

Emotional intelligence is a concept popularized by Goleman (1995). It was also used by Howard Garner, classified among the 7 types of "intelligence" people have and practice while learning (Garner, 1993). Moreover, according to Mayer's and Salovey (1993) emotional intelligence theory, emotional intelligence is the **ability** to process information about your own emotions and other people's, the capacity to reason about emotions, and of emotions in order to enhance thinking. It's also the ability to use this information to guide your thoughts and behaviour. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate them so as to promote emotional and intellectual growth.



Emotional competence

Emotional competence is a concept in literature which underlines in a subtler way the learnability element of emotional intelligence. Goleman (1998) considers emotional competence as a **learned capability**, rather an innate talent, which must be worked upon and, thus, can be developed. He believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Moreover, according to Rindermann (2009), emotional competence is based on four building blocks: a. to recognize and understand one's own emotions, b. to recognize and understand the emotions of others, c. to influence and regulate one's own emotions and d. to experience and express emotions. Interestingly enough, a meta-analysis on the training of emotional intelligence and emotional regulation conducted by Mattingly V. and Kraiger K. (2019) concluded on the trainability of emotional intelligence.

Emotional management skill can be split in the following three dimensions/ sub-skills as: **a. understanding emotions, b. the *emotional self-awareness* and c. the *emotional (self) control or (self-) management*.**

a. Understanding emotions

Emotional understanding involves the ability to accurately perceive and analyse emotions as well as to employ emotional knowledge when needed. According to Mayer and Salovey (1997), each branch of emotional intelligence represents a group of skills, having its own developmental trajectory, proceeding from basic tasks to more sophisticated ones. Accordingly, emotional understanding includes the following abilities.

1. The ability to **label emotions** and recognize relations among the words and the emotions;
2. The ability to **interpret** the meanings that emotions convey and to understand their **causes** and **consequences**;
3. The ability to **understand complex feelings**, like simultaneous feelings of love and hate;
4. The ability to **comprehend** and recognize possible **transitions among emotions**.

In their revised model, Mayer, Salovey and Caruso (2016), added several abilities/skills on each branch. As far as emotional understanding is concerned, the added abilities are:

1. The **sensitivity to cultural context** and the ability to recognize cultural differences when evaluating emotions;
2. The ability to understand how a person might feel in the future or under certain conditions, namely **affective forecasting**;
3. The ability to **distinguish between moods and emotions** and
4. The ability to appraise the situations likely to elicit emotions, namely **emotional appraisal**.



b. Emotional (self-) awareness

Daniel Goleman defines emotional self-awareness as the ability to recognize our internal states, preferences, emotions and their effects. In other words, it is the ability to **perceive** and correctly **express** one's own emotions while also understanding the impacts of those moods to others.

Emotional awareness, therefore, prerequisites the effectiveness on basic emotional understanding skills, like **labelling emotions** and realizing the links between feelings, thought process and act. Acquiring emotional awareness entails knowing what an individual is feeling and **why**—and how it helps or hurts what he is trying to do. Lane and Schwartz (1987) suggest the existence of five levels of emotional awareness, called the Levels of Emotional Awareness Scale (LEAS). The five levels of emotional awareness are:

1. **Physical sensations:** Awareness is limited to the physiological changes that are associated with an emotion, such as a change in the heartbeat or temperature, or that “the stomach feels tense”.
2. **Action tendencies:** It entails the deeper understanding of an emotion as well as the ways in which it affects someone. Acquiring this knowledge supports the action decisions.
3. **Single emotions:** Individuals are aware of having one emotion at a time, such as happiness and sadness.
4. **Blend of emotions:** A person can make sense of different kinds and intensities of emotions and the contrasting feelings that may occur simultaneously, but he doesn't really understand how other people feel.
5. **Blends of blends of emotions:** Individuals can experience different emotions and describe them in ways maybe others haven't, using metaphors that make sense to them. They are also aware the inner states of others.

Effective emotional awareness provides a clear picture of someone's strengths and weaknesses. It also provides clarity on someone's values and sense of purpose, resulting in decisiveness and a clear course of action. Awareness helps in adjustment and continually making improvements of performance in all aspects of life. It is an ongoing process.

c. Emotional self-control

Emotional self-control is the ability of **regulating and influencing** one's own emotions to motivate themselves, achieve goals, deal with stress and persevere in the face of obstacles and setbacks. When it comes to emotional self-control, emotional regulation needs to be addressed in detail, too.



Emotion regulation refers to the processes by which individuals modify the trajectory of one or more components of an emotional response. Therefore, emotion regulation can serve to influence the type, the intensity, the quality and the time course of an emotion. Such regulation may be automatic or effortful, conscious or unconscious (Mauss et al., 2006). It occurs every time one (consciously or unconsciously) activates the goal to influence the emotion-generative process (Gross et al., 2011).

Emotion regulation may be **intrinsic/intrapersonal** (regulating one's own emotions) or **extrinsic/interpersonal** (regulating someone else's emotions) (Gross and Jazaieri, 2014). It is important to note that emotional self-regulation can be exercised both in decreasing the experiential and/or behavioural aspects of negative emotions (Gross et al., 2006) and in down-regulating positive ones. Moreover, emotion regulation does not just involve down-regulation. It can also involve maintaining or increasing emotion, as when we maintain enthusiasm in order to achieve a long and difficult task or increase our amusement at a colleague's supposedly funny joke (Pena- Sarrionandia et al., 2015).

Importance of emotional management skills for career counsellors

Becoming aware of emotions and correctly defining them allow the individual to better understand themselves and others. Emotions are an important component affecting and directing thoughts and behaviour (Beck, 2011). Counsellors, who can define their own emotions, may be able to see their effect on thoughts and the underlying motivation for their behaviour and in consequence for their clients' behaviour. In this way, they can manage their emotions, express them, display adaptive behaviour in stressful situations and be more effective with their clients.

Emotional intelligence includes such personality traits as optimism, secure assertiveness and empathy (Petrides & Furnham, 2003) and their competencies that may be helpful in dealing with emotional problems (Ciarrochi & Scott, 2006). Counsellors with high emotional intelligence levels not only notice emotions in the tone of other people's voices, gestures, mimics, verbal statements but also use an empathic approach. A counsellor, who can manage his/her own emotions and understand those of others, provides more constructive and positive reactions in dealing with emotional problems and social relationships (Mayer, Salovey, & Caruso, 2008). Given these terms, emotional intelligence is viewed as an important factor in counselling skills of counsellors. Additionally, Carkhuff (2009) revealed that counsellors' professional and personal development influences their counselling services' efficacy and success. As a result, counsellors have to develop themselves physically, mentally and social-emotionally to become a model for their clients (Daniels, 1994).

Moreover, as CGC is based **on interaction**, professional knowledge and social-emotional skills can be considered of equal importance. Regardless of different counselling



approaches, counsellors need to develop emotional skills in order to **empathise** and **understand** the emotional state (whether through verbal or non-verbal signals) of their clients, as well as to **regulate** their own emotions when working with them. Admittedly, guidance practitioners are facing major challenges in their everyday practice, dealing with changes even more demanding than for other professionals because they need to precede social and labour market developments which are evolving faster than they can adjust (Zins et al., 2004).

In view of Corey (2013), an efficient counsellor knows who he is, what he wants from life and what he finds important. The emotional intelligence levels of counsellors will be high if they should respect themselves, review their values and aims, and recognize their emotions, their strong and weak aspects (Egan, 1986). A counsellor with effective counselling skills should know themselves, understand others and form effective relationships with clients. Further, he ought to develop emotional intelligence to manage their own emotions and those of others, and display adaptive behaviour to direct the client in this manner (Clark, 2010).

Methods for emotional management skills improvement

➤ *Primary cognitive oriented methods*

Within primary cognitive oriented methods there is the use of questionnaires and the ABC model.

Questionnaires can be used in training with professionals and focus on the thoughts derived from emotions while stimulating reflections (see Emotional Competence Questionnaire, EKF, Rindemann, 2009).

Albert Ellis's ABC Model (Ellis A., 1991) is also another tool based on cognitive training and reflection. Its name refers to the components of the model. Here's what each letter stands for:

- **A.** Adversity or activating event.
- **B.** Your beliefs about the event. It involves both obvious and underlying thoughts about situations, yourself, and others.
- **C.** Consequences, which includes your behavioural or emotional response.

The basic idea is that "our emotions and behaviours (C: Consequences) are not directly determined by life events (A: Activating Events), but rather by the way these events are cognitively processed and evaluated (B: Beliefs). Here, cognitive reflection is based on biographical events and the main focus is on the connection between B and C and the behavioral or emotional responses and the automatic beliefs that might be behind them.



➤ *Combination of cognitive and behavioural methods*

Cognitive –behavioural approaches on emotional management/regulation are based on the conceptualization that emotions are an inherent and universal human experience that guide behaviour and guide change (Greenberg and Johnson 1988). Instead of focusing solely on cognition through the process of counselling, CB approaches evoke and work with the emotion that is tied to any cognitive thought process. According to Greenberg (2004), three principles form a guide to working effectively with emotions:

1. Increasing awareness of emotion: this is the first goal and must be achieved, at least to some degree, before moving on to the next goals;
2. Enhancing emotion regulation: Learning to regulate and **cope with difficult or intense emotions** is a valuable skill to have;
3. Transforming emotion: The ability to transform a maladaptive emotion into an adaptive one is clearly a valuable skill, and research suggests that this is a purely emotion-based skill. Reasoning that an emotion should be transformed and deciding to change it is not sufficient for the emotion to actually change. In other words, fire (emotion) must be fought with fire (emotion) (Greenberg, 2004)

Furthermore, CBT typically includes the following steps:

- Identify troubling situations or conditions in life.
- Become aware of thoughts, emotions and beliefs about these problems/situations (self-talk, interpretation of the meaning of a situation, and beliefs about self, other people and events).
- Identify negative or inaccurate thinking.
- Reshape negative or inaccurate thinking

According to Endicott, Bock & Mitchell (2001) in order to improve emotional management, a counsellor should learn to recognize basic patterns, be attentive on one's own emotions, differentiate emotions, identify emotions from different sources, identify emotions and other's social needs, using also **role-taking**, **role-play** and **experimenting** with hypothetical dilemmas.

Additionally, Nelis et al. (2009) proposed a training focused on a defined concept of emotional intelligence. The design of the training was based on Mayer and Salovey's four-branch model of Elias et al. (1997): (1) perception, appraisal, and expression of emotion; (2) emotional facilitation of thinking; (3) understanding and analysing emotions; (4) reflective regulation of emotion". "The content of each session was based on short lectures, **role plays**, **group discussions**, **two-person works**, and **readings**. The participants were also provided with a



personal **diary** in which they had to report daily one emotional experience" (Nelis et al 2009, p 38).

Hayes et al. (2004) claim also that Acceptance and Commitment Therapy is a cognitive behaviour intervention aimed at helping people to accept the feelings and experiences they go through. Oftentimes people must deal with unpleasant feelings, thoughts or experiences and in response they avoid those emotions as a way of coping. In regards to the way people react, ACT helps with acceptance, making a decision to make changes, and going through with that commitment.

Furthermore, **experiential exercises** play an important part in cognitive behavioural methods because it allows individuals to become actively involved in the learning process. Experiencing what is being taught can have a positive impact on emotional and behavioural difficulties. These exercises help individuals and counsellors to know how to react or cope in certain situations (Pasco et al., 2012).

➤ *Role taking and role-play*

Role-taking and role-playing can also prove useful in understanding emotions are exercising awareness, thus, building upon emotional management. They can contribute in skills training to identify emotions, learn to recognize basic patterns and being attentive to someone's emotions. Moreover, they can prove beneficial in perspective-taking to understand someone else's emotions and express oneself. Such an example can be seen in Endicott, Bock & Mitchell (2001) where self-awareness is also indirectly used through self-monitoring in identifying and expressing emotions.

➤ *Self-awareness and mindfulness*

Self-awareness and mindfulness techniques can be used either alone or combined with the aforementioned techniques, depending on the situation at hand. A self-awareness technique is described in Endicott, Bock & Mitchell (2001), where self-monitoring is used as a tool to reflect on how someone identifies their own emotions, the emotions of others and the express of those emotions. Self-awareness is also traced in combination with cognitive-behavioural training in Pfingsten (1991) as a part of social competence training aiming to gain more emotional self-control through emotional and somatic relaxation.

Mindfulness training aiming to enhance attentional and emotional self-regulation can be traced in Meiklejohn et al. (2012). In this specific training there also exist all the previous techniques and tools described targeting children, youth and their teachers. There exist indirect (teachers) and direct training (children and youth), exercising mindfulness attitudes and behaviours throughout the school day.

➤ *Supervision*

As counsellors may face times when their client's presenting problem includes elements that remind them of their own experiences in childhood they may feel a block in session, side with



one side over another (Timm and Blow, 1999), or skew client information (Lum, 2002). Counsellors should have an awareness of how their own issues can come up in counselling, maintaining an ethical practice and avoiding inadvertent consequences, including ineffective interventions (Timm and Blow 1999).

Supervision is an appropriate method for addressing the emotionality of the counsellor in response to the client. Supervision aims to identify how the counsellor can manage or use those emotions going forward with the client. Supervisors act as a secure base for the counsellors working to understand and acknowledge their emotionality. It is important for the supervisor to be able to effectively manage and address emotionality in the supervisor-supervisee relationship (Hill, 1992).

Guided by underlying EFT theory, Wetchler (1998) depicted several techniques for accessing the counsellor's primary emotions. These included accessing the supervisee's primary emotions directly, hypothesizing about the client's primary emotions, and relating primary emotions to the counsellor's family of origin experiences.

By focusing on primary emotions that the counsellor is experiencing, interface issues with a client can be ameliorated. The supervisor works with the counsellor to examine what system the counsellor's emotions are related to, how they are a part of a cycle, how they are influencing counselling session, and how the counsellor can use that experience to identify individual needs to combat compassion fatigue and professional burnout.



2.2 Suggested activities to improve Emotional Management Skills

Activity 1 – Recognizing emotions

Instructions for IT programmer:

Part A: Instructions for IT programmer: Activity Type G: online form to fill it with text(responses) and then print it

Part B: Exercise type E – click on the right answer. First the trainee will be shown the instructions and the list of emotions. After that they will be given the following table to mark for each emotion “low” or “high”

Emotions	Pleasantness		Energy
Grumpy	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Frustrated	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Annoyed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Defensive	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Spiteful	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Impatient	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Disgusted	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Offended	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Irritated	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Disappointed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Mournful	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Regretful	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Depressed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Paralyzed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Pessimistic	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Tearful	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Dismayed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Disillusioned	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Afraid	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>
Stressed	Low <input type="radio"/>	High <input type="radio"/>	Low <input type="radio"/> High <input type="radio"/>



Vulnerable	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Confused	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Bewildered	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Sceptical	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Worried	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Cautious	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Nervous	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Jealous	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Betrayed	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Isolated	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Shocked	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Deprived	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Victimised	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Aggrieved	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Tormented	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Abandoned	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Isolated	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Self-conscious	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Lonely	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Inferior	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Guilty	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Ashamed	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Repugnant	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Pathetic	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Confused	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Thankful	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Trusting	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Comfortable	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>
Content	Low	High	<input type="radio"/>	Low	High	<input type="radio"/>



Excited	Low ● High ●	Low ● High ●
Relaxed	Low ● High ●	Low ● High ●
Relieved	Low ● High ●	Low ● High ●
Elated	Low ● High ●	Low ● High ●
Confident	Low ● High ●	Low ● High ●

Activity type/method: Self-awareness

Learning Goal: Emotions can be high in both, low in both, high in energy and low in pleasantness, or low in energy and high in pleasantness. Emotions high in both energy and pleasantness can include for example, joy and excitement while emotions low in both may include sadness and depression. Anxiety and frustration are examples of feelings high in energy but low in pleasantness, whereas calmness and contentedness are examples of feelings low in energy but high in pleasantness. By at least identifying in which of these categories our feelings fall, we lay a foundation for wisely dealing with them. Through this activity, participants will be able to identify and evaluate emotions, including their own.

Specificities: Individual activity – Duration: 30 min (15min per part)

Description of task/s:

There are two parts in this activity.

Part A: Identify 5 emotions you have had in your day. Name them as accurately as possible. Then try answering the following questions within the given table.

1. How much energy does this emotion have?
2. How pleasant is this emotion?

Emotion (x)	Pleasantness		
Energy		High	Low
	High		
	Low		
Emotion (x)	Pleasantness		
Energy		High	Low
	High		
	Low		
Emotion (x)	Pleasantness		



Energy		High	Low
	High		
	Low		
Emotion (x)	Pleasantness		
Energy		High	Low
	High		
	Low		
Emotion (x)	Pleasantness		
Energy		High	Low
	High		
	Low		

Part B: Use the list below and choose for each emotion the level of its energy and pleasantness within the given table.

List of emotions

<u>Angry</u>	<u>Sad</u>	<u>Anxious</u>	<u>Hurt</u>	<u>Embarrassed</u>	<u>Happy</u>
<u>Grumpy</u>	<u>Disappointed</u>	<u>Afraid</u>	<u>Jealous</u>	<u>Isolated</u>	<u>Thankful</u>
<u>Frustrated</u>	<u>Mournful</u>	<u>Stressed</u>	<u>Betrayed</u>	<u>Self-conscious</u>	<u>Trusting</u>
<u>Annoyed</u>	<u>Regretful</u>	<u>Vulnerable</u>	<u>Isolated</u>	<u>Lonely</u>	<u>Comfortable</u>
<u>Defensive</u>	<u>Depressed</u>	<u>Confused</u>	<u>Shocked</u>	<u>Inferior</u>	<u>Content</u>
<u>Spiteful</u>	<u>Paralyzed</u>	<u>Bewildered</u>	<u>Deprived</u>	<u>Ashamed</u>	<u>Relaxed</u>
<u>Disgusted</u>	<u>Tearful</u>	<u>Worried</u>	<u>Aggrieved</u>	<u>Repugnant</u>	<u>Relieved</u>
<u>Offended</u>	<u>Dismayed</u>	<u>Cautious</u>	<u>Tormented</u>	<u>Pathetic</u>	<u>Elated</u>
<u>Irritated</u>	<u>Disillusioned</u>	<u>Nervous</u>	<u>Abandoned</u>	<u>Confused</u>	<u>Confident</u>



ANSWERS:

Emotions	Pleasantness	Energy
Grumpy	Low	High
Frustrated	Low	High
Annoyed	Low	Low
Defensive	Low	High
Spiteful	Low	High
Impatient	Low	High
Disgusted	Low	High
Offended	Low	High
Irritated	Low	Low
Disappointed	Low	Low
Mournful	Low	High
Regretful	Low	Low
Depressed	Low	Low
Paralyzed	Low	Low
Pessimistic	Low	Low
Tearful	Low	High
Dismayed	Low	Low
Disillusioned	Low	Low
Afraid	Low	High
Stressed	Low	Low
Vulnerable	Low	Low
Confused	Low	Low
Bewildered	Low	Low
Sceptical	Low	Low
Worried	Low	Low
Cautious	Low	Low
Nervous	Low	High



Jealous	Low	High
Betrayed	Low	Low
Isolated	Low	Low
Shocked	Low	Low
Deprived	Low	Low
Victimised	Low	Low
Aggrieved	Low	High
Tormented	Low	High
Abandoned	Low	Low
Isolated	Low	Low
Self-conscious	Low	Low
Lonely	Low	Low
Inferior	Low	Low
Guilty	Low	Low
Ashamed	Low	Low
Repugnant	Low	High
Pathetic	Low	Low
Confused	Low	Low
Thankful	High	Low
Trusting	High	Low
Comfortable	High	Low
Content	High	High
Excited	High	High
Relaxed	High	Low
Relieved	High	Low
Elated	High	High
Confident	High	High



Exercise 2 – Understanding emotions A

Information for IT programmer: Combination of two types of activities.

Exercise type E: Click on the right answer. There will be presented the scenarios and after each scenario there will be given the 7 answers(emotions). If right they will turn green, if wrong red.

Activity type/method: case study, awareness

Learning Goal: The exercise aims at assisting participants, through real life scenarios, in recognizing how the clients feel. Given different scenarios, the participants have the opportunity to put themselves into the role of a counsellor having to deal with different cases and in each of them to try to find out which is the underlying emotion.

Your choices are among the 7 emotions: **Anger, Fear, Disgust, Happiness, Sadness, Surprise, Contempt**, Guilt, Gratitude

Specificities: Individual activity

Duration: 10 minutes

Materials: Scenarios

Description of task/s:

- A. Read the following scenarios and name the main emotion of our main character, each time.
- I. *When Nick and his sister were younger, they became orphans. They ended up being sent to different homes. He vividly remembers this day, because, according to him, his sister cried a lot and held him tight. He didn't understand why he couldn't stay with her.*

What is the main emotion of Nick? (Answer: sadness)

- II. *When Peter ended his relationship, he shared intimate photos of his ex-girlfriend with a group of friends. These pictures were leaked to the internet, and afterwards, he found out she had been fired from her job for getting a bad reputation. He admits to himself he should never have done that, in the first place.*

What is the emotion Peter is describing? (Answer: Guilt)

- III. *Jessica, late last night, slept on the last bus and only woke up at the final bus stop. Her cell phone battery was dead and, hearing her story, a station worker let her borrow his phone to call someone.*

What emotion did Jessica feel? (Answer: Gratitude)



Exercise 3 – Understanding emotions B

Information for IT programmer: Combination of two types of activities.

Exercise type E: Click on the right answer. There will be presented the scenarios and after each scenario there will be given the 7 answers(emotions). In this answer 2 are right answers. If both right they will turn both green. If both wrong, they will get both red. If one right and one wrong we will have one green and one red.

Activity type/method: case study, awareness

Learning Goal: The exercise aims at assisting participants through real life scenarios to recognize how the clients are feeling. In several cases, what a client describes may hide more than one emotions. Apart from the obvious emotion, there are also some underlying emotions. So, given different scenarios, the participants have the opportunity to put themselves into the role of a counsellor having to deal with different cases and in each of them to try to find out which are the underlying emotions.

Specificities: Individual activity

Duration: 15 minutes

Materials needed: Scenarios & List of emotions

Description of task/s:

Read the following vignettes and check/click? on the emotions described or about to be triggered each time.

The list of emotions among which you have to select are:

Anger, Offence, Fear, Disgust, Sadness, Jealousy, Surprise, Contempt, Grief

1. Alberto is an unemployed job seeker attending a personal meeting showing signs of alcoholism. Alberto and José, the career counsellor, know each other from various contexts and occasions. When José asks Alberto for his identity card, Alberto starts yelling at José and suggests that it is José's fault that he does not have a job yet.
Alberto's emotions are: Anger, Offense
2. In a career counselling session with Augusta (a teenage girl) and her mother, the latter suddenly realizes that her high standards concerning the learning and behaviour of her daughter were emotionally abusive and she had no idea of this. Her daughter claimed that her mother had ruined her life.
Mother's emotions: Surprise, Sadness
3. In a career counselling session, Jane (a teenage girl) said that her mother's high standards concerning the learning and perfect behaviour of her daughter were emotionally abusive. Her mother was always unhappy with the results of the girl and with her behaviours, relationships, spare time activities, and hobbies. Everything she



has done was wrong for her. Augusta also complains that her mother's boyfriend behaved inappropriately by groping Augusta and making jokes with sexual content and she doesn't want even to see his face.

Jane's emotions: Anger, Disgust

4. Julia works as a Human Resources Manager for a large international organization. She is becoming more and more stressed at work as the company is constantly changing and needs to keep up with changes otherwise she'll lose her job. She is working twelve-hour days, six days a week and has no personal time. She has started yelling at staff members when they ask her questions and when making small mistakes in their work.

Julia's emotions: Fear, Anger

5. Marc is 58 years old and inherited the family home five years ago on the death of his mother. It is a substantial property in a desirable waterfront location and the will stated that it would be split equally between Marc and his brother Frank. When Frank faced financial difficulties, Marc understood that the property would need to be sold to meet Frank's financial needs, but he felt very angry towards him. He said that he felt extremely angry whenever the issue of selling 'Mother's home' arose but did not understand why, as he was a practical and logical person and the brothers had always been very close.

Marc's emotions: anger, grief

6. Thomas was married 4 years ago to Helen. They are experiencing recurring problems in their partnership and he feels that the main problem is the interference of Helen's family. Helen has had a close relationship with her mother and father, but neither of them approved of her relationship with Thomas, since their first meeting. Eventually, they got married and had a child. Helen's parents are expecting to be visited in a weekly basis. Thomas feels this is draining because they openly ignore him or they keep saying that their daughter deserved a better husband.

Thomas' emotions: offence, contempt

7. Bill, a 16-year-old boy, is an excellent student. Despite his hard efforts, he never receives any approval from his parents, especially not from his mother. He feels that they are never satisfied with his work and achievements, while they show great admiration for his little brother. He claims that they don't pay attention to his needs and they don't even spend some time doing things together. Now, in Olivia's career counselling session, Bill is not interested in discussing his personal career-related needs and interests. His primary interest is to make a choice that will upset his parents and make them pay attention to him instead of his little brother.

Bill's emotions: Contempt, Jealousy



Exercise 4 – Face control: Recognizing emotions through photos

Information for IT programmer: Exercise type D game (a combination of game and multiple choice responses). We will show 1 photo for 10'' and the 7 emotions to click on the one that is depicted in the photo. After having finished the 7 images, they will be shown how much out of 7 are right. If they have wrong or unanswered items, they will do again the activity but next time they will be given 20'' per photo. In the end of the 2nd round (if there is a 2nd round) they will be shown their results and the right answers.

Activity type/method: awareness

Learning Goal: According to Paul Ekman (2003), a person can learn how to recognize expressions, such as expressions that are very brief or with not much muscular contraction and only registered in one area. It is important that the participants get to know more about the different expressions and learn how to recognize some. This is because it is a big step in improving communication. In some cases, based on the context and a partial or slight expression, a person may be able to tell that another person's emotion is just beginning. Sometimes, in fact, we may know how a person is feeling before he knows, especially if the signal is a micro expression that resulted from suppression. We may also be able to recognize that a person is trying to diminish or conceal his expressions. This may influence our response to what he is saying or doing (Ekman, 2003). When we become more familiar with each emotion and practice in recognizing slight and partial expressions, we will find that this is powerful information that can be applied to your workplace, friendships or our family life (Ekman, 2003). In this exercise developed by Paul Ekman (2003), the participants are going to practice how to recognize expressions. This will be a first step to get to know more about the different expressions.

Specificities: Individual activity

Duration: 5 minutes

Material needed: Peoples' photos

Description of task/s:

There is a list of 7 emotions: anger, contempt, fear, disgust, surprise, sadness and enjoyment and fourteen photographs. Each emotion is a possible choice for the expressions in each of the photographs. You will have 5'' to observe each photograph and match its expression with a specific emotion. You have to be as quick as you can, so as not to leave a photo without a matching emotion.

In case of wrong or missed answers, a second round will take place where each photograph will be shown for 1'.

(Photos with expressions)



Exercise 5 – Be the Fog (Regulate Your Emotions)

(Source: Positivepsychology.com)

Information for IT programmer: Activity type B: Rooms to meet

Activity type: Cognitive Behavioural Technique – Experiential

Learning goal: It can be very difficult for many people to accept criticism, especially if receiving criticism provokes strong emotions. This simple exercise will help participants “be the fog” and learn how to regulate and modulate their emotions in a difficult situation. Its aim is to assist participants in accepting criticism without letting it bring them down and without actually taking it to heart.

Specificities: Group activity

Duration: 20 minutes

Description of task/s: Get in pairs. One will be the person who makes criticism towards the other.

The person who receives the criticism should follow the fogging technique and see how it feels.

Fogging technique: Imagine you are fog. When someone throws a stone at you, you absorb that stone without throwing the stone back. Suppose someone accuses you like this:

- “You just don’t understand”
- “You are lazy”
- “You are always late”
- “You don’t feel responsible”

You should simply accept the criticism, true or not, and then repeat it back to the person who criticised you.

- “Yes, I just don’t understand”
- “Yes, I am lazy sometimes”
- “Yes, I was late”
- “Yes, I just don’t take responsibility”



Keep doing this and the person who is throwing the stones at you will eventually run out of them. This is an elegant and simple method to avoid a back and forth argument and just let the other persons rage flow out of him.

Then change roles.

Question for discussion/reflection: After role playing by both trainees, discuss with team members how you felt using this technique when receiving criticism.



Exercise 6 -Thought records

Information for IT programmer: Combination of two types of activities (Type G + Type B).

Type G: online form to fill it with text(responses). The trainees will be shown the Thought Log in an online form to fill in. They will be given 20' to fill it and then they will go into rooms to discuss. We could also give the "Thought log" in pdf version in case they do the exercise in class.

Type: Experiential – Cognitive behavioural Method

Learning goal: The idea behind this activity is that we can reduce and regulate unwanted feelings and behaviours by challenging irrational thoughts, and the thought log is often the first step in this process. Thought logs are used so as to become more aware of our irrational thoughts, to recognize how our thoughts, feelings, and behaviours interact and influence one another. After identifying harmful irrational thoughts, the user will be able to intervene, and begin changing them.

Specificities: Individual & Group activity

Duration: 50 min (20min for filling in the Thought Log & 30 min for group discussion)

Material needed: Thoughts log

Description of tasks: Think of experiences/events from your past that evoked negative emotions and thoughts. Write them down and then try to change your thought into a rational one. Fill –in the attached thoughts log. Write down at least 3 events.

Thought Log

Event	Thought	Emotion/Behaviour	Rational Counterstatement
Ex: My boss at work is angry	I must have made a mistake. They will fire me for sure	Feeling of sadness and anxiety Spend time thinking over possible mistakes	My boss may be mad for any other reason or person. He is usually happy with my work, so even if I've made a mistake it's not a disaster.



Questions for reflection: After having filling the Thought Log get in group for further discussion.

How easy it was for you to change your thought and find a rational one?

Present to your team an event that was difficult for you to deal with and you had also difficulty in finding a new rational statement and let others give you their opinions. (all participants should have the chance to share an event).



Exercise 7 – Deep Breathing

Information for IT programmer: Type F: Video/audio presentation

Type: Mindfulness

Learning goal: It's natural to take long, deep breaths, when relaxed. However, when a person is confronted with negative emotions, especially anger and anxiety, their body undergoes several changes and enters a special state called the *fight-or-flight response*. The body prepares to either fight or flee the perceived danger. During the fight-or-flight response it's common to experience a "blank" mind, increased heart rate, sweating, tense muscles, and breathing becomes rapid and shallow. Deep breathing reverses that, and sends messages to the brain to begin calming the body. Practice will make your body respond more efficiently to deep breathing in the future and will help you calm down in cases you face negative emotions.

Specificities: Individual activity

Duration: 5-10 minutes

Materials: Deep breathing video

Description of tasks: Watch the video and try to follow the given instructions and take deep breaths.

Breathe in slowly. Count in your head and make sure the inward breath lasts at least 5 seconds. Pay attention to the feeling of the air filling your lungs.

Hold your breath for 5 to 10 seconds (again, keep count). You don't want to feel uncomfortable, but it should last quite a bit longer than an ordinary breath.

Breathe out very slowly for 5 to 10 seconds (count!). Pretend like you're breathing through a straw to slow yourself down. Try using a real straw to practice.

Repeat the breathing process until you feel calm.



Exercise 8-Progressive Muscle Relaxation

(Source:TherapistAid.com)

[Information for IT programmer: Type F: Video/audio presentation](#)

Type: Mindfulness

Learning goal: During the fight-or-flight response, the tension in our muscles increases. This can lead to a feeling of stiffness, or even back and neck pain. Progressive muscle relaxation teaches us to become more aware of this tension so we can better identify and address negative emotions and especially stress and anger.

Specificities: Individual activity

Duration: 10 minutes

Needed material: Progressive muscle relaxation video/audio

Description of tasks: Listen to the script (or watch the video) and try to follow the given instructions and relax ([the following script could be a recorded audiovisual file](#))

Find a private and quiet location. You should sit or lie down somewhere comfortable.

The idea of this technique is to intentionally tense each muscle, and then to release the tension. Let's practice with your feet.

Tense the muscles in your toes by curling them into your foot. Notice how it feels when your foot is tense. Hold the tension for 5 seconds.

Release the tension from your toes. Let them relax. Notice how your toes feel differently after you release the tension.

Tense the muscles all throughout your calf. Hold it for 5 seconds. Notice how the feeling of tension in your leg feels.

Release the tension from your calf, and notice how the feeling of relaxation differs.

Follow this pattern of tensing and releasing tension all throughout your body. After you finish with your feet and legs, move up through your torso, arms, hands, neck, and head.



Exercise 9-Rational thoughts

Information for IT programmer: Combination of two types of activities Type G & B.

Exercise type G – on line form to fill in. The trainee will be shown the instructions and then they will be given the online form to fill in their answers. After 20' they will get into room to discuss in groups.

Type: CBT method – Experiential

Learning goal: Depression, poor self-esteem, anxiety and negative emotions in general, are often the result of irrational negative thoughts. Irrational thoughts dictate how persons feel about themselves and evoke negative emotions. On the other hand, it is obvious that two people can experience the same situation in different ways based upon their thoughts. Through this exercise, participants will see: a. that each situation can be experienced in totally different ways and b. when we use rational thoughts we avoid negative emotions and we have a more optimistic approach towards our experiences.

Specificities: Individual & Group activity

Duration 30 min (15 min for giving answers & 15 for group discussion)

Description of tasks: In most situations that negative feelings arise, there is a negative thought accompanying it. In order to overcome negative feelings, what we could do is to recognize the negative thought and instead replace it with a rational thought and feelings will alter as well.

Here is an example where there is a negative and a rational thought towards a specific situation and a typical outcome of each thinking style.

Situation: George and Sara both have an argument with a close friend.

Negative Thought: “She is always thinking only of herself and wants us to do what she proposes! This is so unfair.”

Emotion: Angry and blaming

Behaviour: George stays angry at his friend and does not reach out to repair the relationship. Over time, George’s friendship becomes more and more toxic.

Rational Thought: *“Mmm.. I think I overreacted. I should apologize. We can both be stubborn sometimes”*

Emotion: *Forgiving and regretful*

Behaviour: *Sara accepts a portion of the responsibility and apologizes to her friend. They communicate and continue to strengthen their relationship*



Now time for your practice: Write down an alternative rational thought for each situation. What do you think the resulting emotion and behaviour might be? After you have written your answers, you will have the chance to get into group to discuss on your answers.

1. **Situation:** Emma is cut off by another driver and has to quickly hit her brakes.

Negative Thought: “What a jerk! They don’t care about anyone but themselves. I could’ve crashed!”

Emotion: Angry

Behaviour: Emma drives aggressively to provoke the driver who cut her off. She has been very upset and when she gets home starts yelling at her children.

Rational Thought:

New Emotion and Behaviour:

2. **Situation:** Mary notices her husband hasn’t helped with the domestic works for a week.

Negative Thought: “He doesn’t care at all! He is thinking only of himself! He knows I’ll clean up, so he doesn’t move a finger!”

Emotion: Angry and sad.

Behaviour: Mary stops cooking and washing the dishes and doesn’t say anything to her husband. She doesn’t ask why he hasn’t helped, and becomes angrier when she assumes he’s just selfish.

Rational Thought:

New Emotion and Behaviour:

3. **A coworker, who I’m usually friendly with, passed next to me in the road without saying “hello”.**

Negative Thought: What did I do wrong? Why is she mad at me?

Emotion: Hurt, offended

Behaviour: I couldn’t stop thinking about what happened. The other day, I acted coldly toward the coworker.

Rational Thought:

New Emotion and Behaviour:



4. **Situation:** In a counselling session, the client yelled at the counsellor blaming him that he doesn't help her to get over her stress and just making more session only for money reasons.

Negative Thought: I failed. I didn't manage to help her. I'm not good at my job.

Emotion: Sadness, failure

Behaviour: The counsellor was upset and in his next session, he couldn't be focused on the new client as his mind was in the previous incident.

Rational Thought:

New Emotion and Behaviour:

5. **Situation:** Alice received a negative evaluation at work

Negative Thought: "I can't do anything right. I bet I get fired because of this!"

Emotion: Depressed and nervous.

Behaviour: Alice avoids her boss because she believes he'll fire her. She feels nervous the next time she's confronted with challenging work, and performs poorly.

Rational Thought:

New Emotion and Behaviour:

Questions for discussion:

Which situation was more difficult for you to find a rational thought?

Share with your mates your answers regarding the rational thoughts and new emotions. Did you have any in common?



2.3 Self-evaluation Exercises

The following multiple choice questions will help you to reflect on the educational material of the section and evaluate your understanding on the basic relevant concepts and theoretical background. (5 questions for each section)

Question 1

Please choose the right answer to the following question.

Emotional intelligence refers to:

1. the ability to accurately perceive emotions.
2. the ability to access and generate emotions so as to assist thought
3. the ability to understand emotions and to effectively regulate them
4. All the above

Question 2

Please choose right or wrong for the following text.

According to Mattingly V. and Kraiger K. (2019), emotional intelligence cannot be trained.

Right

Wrong

Question 3

Emotional awareness is:

1. the ability to get in others' shoes.
2. the ability to change emotional state
3. the ability to perceive and correctly express one's own emotions while also understanding the impacts of those moods to others.
4. a state which is difficult to attain.

Question 4

Please choose right or wrong for the following text.

Emotional understanding includes the sensitivity to cultural context and the ability to recognize cultural differences when evaluating emotions



Right

Wrong

Question 5

Which of the following are appropriate for emotional management improvement?

1. cognitive and behavioural methods
2. role playing
3. mindfulness
4. All of the above



2.4 Resources for further study - References

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Section 3: Diversity

Short Description

The goal is to increase participants' concern for all kinds of people, their **tolerance** of different values, and their ability to cooperate with diverse people. One goal will be to increase participants' tolerance, i.e., their ability to understand and accept the diverse perspectives, values, and lifestyles of others. Another goal will be to increase participants' **diversity and intercultural competence** so that they can understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions, and work together with diverse people better. Overall, the course shall enable professionals to feel a **commitment and concern** towards all kinds of citizens.

Learning Objectives

Training aims at assisting counsellors in being able to:

- understand how people can differ in their way of thinking, acting, or in their beliefs and values;
- demonstrate openness to new perspectives and diversity of their clients;
- interact respectfully and appropriately with clients of diverse backgrounds;
- recognize and critically reflect upon his/her own biases (conscious and unconscious) in cases such as age, gender, disabilities, cultural background etc.;
- reflect upon and understand the influence of someone's diversity in their personal and professional surroundings;
- accept similarities and dissimilarities between the individuals;
- be diversity knowledgeable and tolerant in every day counselling practice to support the beneficiaries of their services.



3.1 Theoretical background

The social environment where people grow up or live affects not only their psychological processes and structures but also their behaviour and choices. Moreover, the social and historical circumstances are connected to the way people see and understand the world, unconsciously defining their perspectives and self-identification. As globalization goes hand in hand with individualism, diverse groups of people interact more frequently than even before which underlines the imperative need for increased tolerance and intercultural competence.

Definitions

Culture

Culture can be defined as “the sum total way of life, including expected behaviour, beliefs, values, language and living practices shared by members of a society; it is the pattern of values, traits or behaviours shared by the people within a region. It consists of both explicit and implicit rules through which experience is interpreted” (Herbig, 1998). The term culture, therefore, represents the values, beliefs, attitude, way of living and the particular characteristics of a society embodied within a person. People of the same culture have same perceptions both on the way they are connected with the social and natural environment and of relations establishment, expressing of thoughts and emotions, prioritization and allocation of activities and the depiction of values, prices and sense of power (Χρυσοχόου, 2005).

Intercultural competence

Intercultural competence is culture-general and there are core competencies that individuals can develop that are not specific to any culture. Intercultural competence could be defined as a set of abilities, knowledge, attitudes and skills that allow one to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds (Portera, 2014).

Diversity

Diversity is defined as the existence of many different groups of people within a society. Difference can be attributed to (sub-) cultural characteristics, like ethnicity, skin colour, religion, politics or social class but more frequently to individualistic ones, such as gender, age, weight, identity, needs and emotions. Arredondo et al . (1996) use the term diversity referring to “other individual, people differences including age, gender, sexual orientation, religion, physical ability or disability, and other characteristics by which someone may prefer to self-define, whereas the term “multicultural” is a little more specific, focusing on ethnicity, race, and culture.



Tolerance

Tolerance refers to the willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them. As tolerance is based in acceptance, basic knowledge, skills and attitudes revolving around the ability to understand the diverse perspectives, values, and lifestyles of others are prerequisites. Therefore, effective tolerance can be achieved through increased culture awareness, intercultural competence and openness to diversity.

Values, attitudes and stereotypes

- Values are an integral part of the belief system of each person. It refers to how a person should act or not according to the ideal and socially acceptable behaviour.
- Attitudes are the total preferences and emotions of a person, the prejudices, concepts, fears and beliefs about any objective.
- Stereotypes are a form of categorization and generalization between people. They are simplified, stylized and general perceptions about a group of people (e.g. minority, nation etc.) or an individual.

Characteristics of the diversity/culturally sensitive counsellor

Three are the main elements that characterize a culturally sensitive counsellor. These are:

- The cultural awareness of his/her values and prejudices in relation to his/her attitude and professional choices.
- The understanding of beliefs of persons with different cultural background
- The development of the appropriate intervention methods at the perspective of his/her role as counsellor.

The effectiveness of a culturally sensitive counsellor is based on three pillars:

1. Knowledge

The counsellor and /or career professional must begin with the understanding of and appreciation for his/her own cultural heritage. He has to reflect about and realise his/her own prejudices, attitudes and stereotypes. Other areas for (self-) examination according to Evans (2008) include examining one's biases, recognizing unearned privilege, and beginning the process of understanding and informing oneself about the worldview of the client.

Apart from self-examination, knowledge on the clients' background is of equal importance. Culturally and diversity sensitive career counsellors should be politically



aware and understand that clients are impacted by societal and institutional policies. They should be knowledgeable about the oppression and racism elements that may or may not exist at the client's culture and society. They should be able to understand the social role of the culturally diverse groups or minorities that live in their country, know many things about the culture of these groups, understand the difficulties and obstacles that these people face when they interact with the host country's social or other services and employers etc.

Most importantly, they should be able to understand that, culture and diversity-related issues speak themselves through attitudes and lifestyle, consciously or unconsciously, and that this same principle applies for career counsellors and clients, too.

2. Awareness

The counsellor has to understand his/her cultural background, understand and realize that his/her values, attitudes are interconnected with his/her cultural background, feel comfortable with the cultural differences of his/her client etc.

Building on from knowledge and examining clients' background, effective career counsellors should understand that personality and personal characteristics are influenced by race, ethnicity, gender, sexual orientation, and ability status, and that these characteristics must be assessed accurately. They need to identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes. Moreover, they need to be aware of and understand how poverty, discrimination, racism, and so forth limit client access to information, inhibit client's ability to take action, and limit the scope of possibilities clients may see for themselves (Evans, 2008). Lastly, the identification of the client's abilities and competences is essential for effective consultation and support.

3. Skills

It is important for the counsellor to have the ability to respect the cosmo-theory of his/her client, have a wide repertory of verbal and non-verbal communication methods for clients with different cultural background, receive and transmit verbal and non-verbal messages to people with different cultural backgrounds and be flexible to diverse the frame of his/her work to benefit cultural diverse clients.

Although cultural information and self-exploration are very important elements for a counsellor, they can prove to be useless unless the career counsellor utilizes them in an empathetic way (Lofrisco & Osborn, 2012). Accordingly, acceptance and positivity (which is a form of warm respect) are equal prerequisites. Career counsellors need to



be able to feel comfortable working with people of different race, nationality, culture and beliefs and to be willing to constantly redefine their values, attitudes and beliefs according to the client's background. Lastly, honesty and openness are a means of trustful and sincere communication. These are skills that actively enhance (professional) commitment and raise genuine concern, resulting in successful career counselling.

Importance of diversity and intercultural competence for career counsellors

Career guidance practitioners are facing major challenges in their everyday practice because they need to precede the labour market developments, evolving faster than they can adjust. More so, career counselling is deeply interconnected with the society within in takes place. Globalisation and societal changes deeply affect the career landscape. High unemployment, migrating and aging workforce, as well as skills gaps and changing skills' needs are shaping a blurry future in labour market landscape. The current view of an individuals' career development includes the entire life span, focusing not only to career orientation but also changing career pathways throughout someone's life. With this in mind, career counselling approaches should incorporate the varying life roles, cultural reference points and contexts, ethnic implications, gender constraints, sexual orientation status, and disability status (Rush, 2010). Successful career counselling, therefore, should pay attention to and be aware of the various personal constructs.

There are other reasons for advancing intercultural competencies of career counsellors, too. According to learning and cognitive theory, a person's life experiences and social position will affect their career choice (Zunker, 2006). Living in such a culturally diverse world, it can be expected that individuals will vary widely on life experiences affecting career choices, as well. Therefore, it is essential that career counsellors gain knowledge about diversity and understand how various cultures can affect career choice. Ignoring the cultural and diverse context of clients, career services and counselling may risk being irrelevant.

Career counsellors are also part of the society they live in. Anderson, et al. (2012) makes the claim that the tenets that guide or may guide career advising are comprised of dominant cultural values, privileges, and ways of thinking and viewing the world. Such biases neglect clients' needs and experiences and "...that in itself is unethical. Counsellors [need to] recognize the sociocultural, historical, and political factors that shape clients' career development and experiences". They should continuously educate themselves with empirical research and literature regarding career development of diverse clients and apply their knowledge and skills to practice (Flores, Lin, & Huang, 2005).



Lastly, tolerance and openness to diversity are also essential components of effective career counselling. Counsellors' clientele is (and can be) as diverse as the society itself. Diversity is not often plain to see and diversity-related issues are not easily recognizable. Therefore, career counsellors need to be equipped with open-mindedness, overcome conscious or unconscious biases and recognize their unearned privileges.

In conceptualizing the new perspective in terms of culturally competent career counselling, Parmer and Rush (2003) provided a simple yet comprehensive definition "Career counselling is a discipline of trained professionals dedicated to providing holistic, contextual, life-span counselling to a diverse clientele".

Diversity and intercultural competence in practice

Apart from other counselling skills and techniques that can be used in all counselling sessions, career counsellors could engage in their practice with diverse groups the *Multicultural Career Counselling Checklist* (Ward & Bingham, 1993) and the *metacognitive process* of Winston and Fouad (2006). Those two techniques can be a practical guide for counsellors in order to be able to deal with culturally different groups.

A. Multicultural Career Counselling Checklist - Ward and Bingham (1993)

Ward and Bingham (1993) proposed a Multicultural Career Counselling Checklist as an aid/guide for career professional to enhance their culturally appropriate initiatives and services, while investigating career assessment with ethnic minority women. This checklist is divided into three areas: (a) counsellor preparation, (b) exploration and assessment, and (c) negotiation and working consensus. Even though the checklist is based upon women of colour, it can be applicable in career counselling with other marginalized or diverse groups, as well.

Selected portions of the checklist include:

1. Counsellor preparation

- a. I am familiar with minimum cross-cultural counselling competencies.
- b. I am aware of my client's cultural identification.
- c. I understand and respect my client's culture.
- d. I am aware of my own world view and how it was shaped.
- e. I am aware of how my SES (socio-economic status) influences my ability to empathize with this client.
- f. I have information about this client's ethnic group's history, local socio-political issues, and her/his attitudes towards seeking help.
- g. I know many of the strengths of this client's ethnic group
- h. I know many of the stereotypes held about my client's ethnic group.



2. Exploration and assessment

- a. I understand how the client's career questions may be complicated with issues of finance, family, and academics.
- b. The client is presenting racial and or cultural information with the career questions.
- c. I know the client's perception of her /his family's ethnocultural identification.
- d. I am aware of the career limitations or obstacles the client associates with her/his race or culture [gender, sexual orientation, disability status].
- e. I am aware of the client's perception of her /his competence, ability, and self-efficacy.
- f. I know my stage of racial identity development as well as my client's.
- g. I believe that the client avoids certain work environments because of fears of sexism or racism.

3. Negotiation and working consensus

- a. I understand the type of career counselling help the client is seeking (career choice, supplement of family income, professional career etc.).
- b. The client and I have agreed on the goals for career counselling.
- c. I am aware of the client's perceptions of the woman's work role in her family and culture (and the role of children in her career plans).
- d. I understand the culturally based career conflicts generated by exposure to more careers and role models.
- e. I am aware of the negative and/or self-defeating thoughts that are obstacles to the client's aspirations and expectations.
- f. I am aware of the client's expectations about the career counselling process.
- g. I know when it is appropriate to use a traditional career assessment instrument with a client and which one to use in any given time.
- h. I am aware of the research support for using the selected instrument with clients of this ethnicity [gender, SES, sexual orientation, disability status].
- i. I am aware of non-traditional instruments and approaches that might be more appropriate for use.

B. Metacognition and Multicultural Competence - Winston & Fouad (2006)

Expanding the application of the Culturally Appropriate Career Counselling Model (CACCM; Fouad & Bingham, 1995) model, Winston and Fouad (2006), proposed an expanded one, incorporating metacognitive process to guide counsellors' culturally centered career interventions. Metacognitive skill is developed via three processes: developing a plan of action, implementing the plan and self-monitoring, and evaluating the plan.



1. *Plan*

Developing a plan of action, career counsellors need to consider their own cultural identity, their knowledge of the client's racial/ethnic background and identity, and identify what they do not know about their client's background. While in planning, career counsellors need to answer questions, such as: "what is my plan for working with this client?", "are there any gaps in my knowledge about the client's context?" and "what are my strengths and areas of challenge?".

2. *Monitor*

The second process is implementing the plan and developing mechanisms to self-monitor. Self-monitoring includes being open to information that is not consistent with the cultural assumptions made about the client and that may call for modification to the counselling plan. Monitoring involves identity career issues and the cultural impact upon them. Counsellors, should, therefore reflect on questions, such as: "what is the client's cultural context and what are my reactions to that?", "how might the client's information be conflicting?", "are there some cultural variables that I am emphasizing more than the client?" and "are there some issues that I am avoiding?".

3. *Evaluate*

The final process is evaluating or bringing into conscious thought the questions of how effective the counsellor has been with interventions and decision-making processes. Counsellor's flexibility and critical thinking are enhanced by metacognitive skills, including the ability to learn from mistakes, to adjust behaviour, as well as the facility to switch between strategies as needed, leaving space for improvement. Within this process, the career counsellor should reflect on issues, such as: "how helpful are my interventions and on what basis am I determining this?" and "how culturally congruent are the counselling outcomes with the client's desired goals?".

Methods for Diversity Skills Improvement

Self-exploration and **self-awareness** are the first step in developing and achieving cultural and diversity sensitivity. This requires personal commitment and willingness. Tools such as self-monitoring and **mindfulness** techniques, like journaling, can prove useful. As far as knowledge is concerned, career counsellors need also to be up to date, and continuously educate themselves both with empirical research and literature and on a broader spectrum of cultural, political and diversity issues.

Building on knowledge, cultural and diverse awareness can be developed through the individual's exploration with arts. Whether visual arts (e.g. architecture and painting), literary or performing arts (e.g. dance, music, cinema and theatre), they all convey (sub-) cultural



elements that can be exploited. Moreover, career counsellors can largely benefit from **experiential activities**. An experiential activity is one that compels the “student” to utilize the material, and experience it rather than just learn it.

Examples of such activities are to be found in Laszloffy and Habekost (2010) and described below:

- Participating in an event (social, political or religious) where the subject is in the minority;
- Exposing themselves to a religion that they had some negative reactions to by attending a service and talking with one of the members;
- Walking around with a rainbow pin and holding hands with someone of the same gender;
- Fulfilling the role of the opposite gender for one day, including: how they walk, dress and talk;
- Participating in one class while blindfolded, and confining themselves to a wheelchair for four hours;
- Purposely running low on toilet paper, and being prohibited from using their own money to purchase more.



3.2 Suggested activities to improve Diversity

Activity 1 – Identifying tolerance / How comfortable am I?

Instructions for IT programmer: Activity like Type E: Click on the right answer. They will be presented with the situation and next the 4 choices. At the end of the exercise the situations that have as an answer Not comfortable at all or Uneasy, they have to get orange, as a notice of their prejudices). We can also have the Questionnaire –table in pdf version in case the activity is done in a class.

Activity type/method: Self-awareness

Learning Goal: The participant is able to understand their own ability in coping with diverse people, perspectives and lifestyles.

Specificities: Individual activity

Duration:15'

Material: “How comfortable am I” questionnaire

Description of tasks:

Please take some time to rate the following statements on a scale of 1-4, with 1 being not comfortable at all to 4 being completely comfortable.

By the end of the exercise you will become aware of your own prejudices and how people are likely to react in similar circumstances. In cases where you feel uncomfortable or uneasy (1 or 2), you are highly encouraged to do extra self-work and educate yourself.

Situation	Not comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
The young man sitting next to you on the airplane is Arab.	1	2	3	4
Your two next door neighbours in your hall are lesbian/gay.	1	2	3	4
You discover that the cute young man/woman that you	1	2	3	4



are attracted to is actually a woman/man				
You visit your grandparent at an assisted-living Community.	1	2	3	4
A homeless man approaches you and asks for change.	1	2	3	4
Your dentist is HIV positive.	1	2	3	4
The woman sitting next to you on a plane weighs 110 kg.	1	2	3	4
One of your group presentation members has a speech impediment.	1	2	3	4
Your family buys a home in a predominantly immigrant neighbourhood.	1	2	3	4
Your sister becomes a Muslim.	1	2	3	4
Your new neighbour has been in prison.	1	2	3	4
A friend invites you to go to a gay bar.	1	2	3	4
You go to the gay bar and a person of the same sex asks you to dance.	1	2	3	4
Your assigned colleague is a Fundamentalist Christian.	1	2	3	4
Your brother becomes a Buddhist.	1	2	3	4
Your asylum-seeker neighbour gets a full-tuition minority scholarship.	1	2	3	4



Your father “comes out” to you.	1	2	3	4
You arrive at an important company meeting and discover that the CEO is female.	1	2	3	4
Your new neighbour is transgender.	1	2	3	4
Your assigned colleague is a Muslim.	1	2	3	4
Your project supervisor is Jewish.	1	2	3	4
You discover your teenage brother kissing a male friend.	1	2	3	4
Your Muslim neighbour practices their Friday prayer.	1	2	3	4
Your group project leader is a 62 year old female.	1	2	3	4
You are asked to prepare a presentation on Diversity for your community.	1	2	3	4



Activity 2 – Realizing prejudices

Information for IT programmer: Combination of three types of activities. Type G: online form to fill in & Type C: post –it & Type B: room to meet.

The trainees will be given the list with the given words and they will have to write online their answers next to the given words. Then, the answers of all participants are taking the form of “post-it”. Then participants are getting into a room to discuss over their answers and thoughts.

Activity type/method: Experiential – Cognitive method (Self-) awareness

Learning Goal: The participant is able to identify and understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions in someone’s life.

Assumptions whether based on our personal experiences or on generalizations and stereotypes are often misleading. Instead, openness leaves room for awareness. While in counselling sessions, make sure you always ask questions on perspectives and feelings and question the answers given to verify your understanding. Non-verbal signals can also be of great use.

Specificities: Individual and group activity

Duration: 40 min (20’ for answering and 20 for group discussion)

Description of tasks: Look at each of the words below and write down the first two or three adjectives which come to mind (your thoughts or traditional ideas). Positive or negative, just write down your first thoughts

Disabled:

Roma:

Elderly:

Women:

Jews:

Teachers:

Muslims:

LGBTQI:

Men:

Police Officers:



Asylum seekers:

Managers:

Resident Advisors:

A Student:

Illegal migrants:

Questions for reflection: After having completed the exercise/list above it's time for reflection individually and in groups.

Take some time to reflect on the adjectives you picked above for each word given. How many of them are positive and how many are negative?

How many of those were based on your personal experiences and how many were stereotypes reproduced or generalisations?

Does categorizing actually seem helpful in everyday life or counselling sessions?

Now, in case of having used a negative characteristic, try to replace it with a new positive one.



Activity 3 – Understanding privilege A

Information for IT programmer: Combination of two types of activities. Type E click on answers and Type B: rooms

The trainee will be shown the 28 statements and below each they will have to respond among “Identify” “Don’t identify”. If it’s possible to have statistics for each statement among the participants could be helpful (not obligatory). After having answered to all statements they will get into room for group discussion.

Activity type/method: Cognitive method -(Self-) awareness

Learning Goal: The participant will be able to identify and understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions in someone’s life and how these can be of advantage or disadvantage in a given time or place.

Privilege is a key element in perpetuating oppressive systems; “a right, favour, or immunity, granted to one individual or group and withheld from another.” By having an oppressor exercising privilege that favours one over the other and not questioning the system or being invested in dismantling it, then oppressive systems are maintained.

Specificities: Individual and/or group activity, Duration: 30’

Description of tasks:

You will be presented with a list of privilege statements. If you don’t identify with the statement or feel like it is not true based on your experience, you will click on it signifying that you don’t identify with that particular privilege.

It is proposed you could work in a group after having marked all your answers. (2 or more persons to see the differences among your answers).

PRIVILEGE STATEMENTS:

- 1. The leader of my country is also a person of my racial group.*
- 2. When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.”*
- 3. When going shopping, I can easily find clothes that fit my size and shape.*
- 4. In public, I can kiss and hold hands with the person I am dating without fear of name-calling or violence.*
- 5. When I go shopping, I can be fairly certain that sales or security people will not follow me.*



6. *When expressing my opinion, I am not automatically assumed to be a spokesperson of my race.*
7. *Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school.*
8. *I can easily find hair products and people who know how to style my hair.*
9. *I can easily buy greeting cards that represent my relationship with my significant other.*
10. *When someone is trying to describe me, they do not mention my race.*
11. *In my family, it is seen as normal to obtain a college degree.*
12. *If I am going out to dinner with friends, I do not worry if the building will be accessible to me.*
13. *I can be certain that when I attend an event there will be people of my race there.*
14. *When I strongly state my opinion, people see it as assertive rather than aggressive.*
15. *People do not make assumptions about my work ethic or intelligence based upon the size of my body.*
16. *I can usually afford (without much hardship) to do the things that my friends want to do for entertainment.*
17. *When filling out forms for school or work, I easily identify with the box that I have to check.*
18. *When I am with others of my race, people do not think that we are segregating ourselves.*
19. *I can choose the style of dress that I feel comfortable in and most reflects my identity and I know that I will not be stared at in public.*
20. *I do not worry about walking alone at night.*
21. *People do not make assumptions about my intelligence based upon my style of speech.*
22. *When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate.*
23. *If pulled over by a police officer, I can be sure that I have not been singled out because of my race.*
24. *I can book an airline flight, go to a movie, ride in a car and not worry about whether there will be a seat that can accommodate me.*
25. *People assume I was admitted to school or hired based upon my credentials, rather than my race or gender.*
26. *As a child, I could use the “flesh-coloured” crayons to colour my family and have it match our skin colour.*
27. *My professionalism is never questioned because of my age.*
28. *I can feel comfortable speaking about my culture without feeling that I’ll be judged.*



After having gone through all the statements, take some time to reflect on the process and answer to the following questions:

Reflection questions:

- How did you feel doing this activity?
- How was it to consider the number of non-privileges (don't identify answers)?
- How was it to notice the non-privileges of others in your group while for you the same statements exist as privileges? (in case you worked in a group)
- What does it feel like to have or not to have certain privileges?
- What is privilege? How would you define it?



Activity 4 – Understanding privilege B

Information for IT programmer: Exercise type drag and drop. The trainee will be shown the 28 statements and then he/she will have to move each in the appropriate box with the given categories. After finishing all the matches, he/she will be given the answer – red the wrong ones and green the right.

RACE	APPEARANCE	CLASS	ABILITY
RELIGION	GENDER	ETHNICITY	CULTURE
SEXUALITY	LANGUAGE	SIZE	AGE

Activity type/method: Cognitive method -(Self-) awareness

Learning Goal: The participant will be able to identify and understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions in someone’s life and how these can be of advantage or disadvantage in a given time or place.

Privilege is a key element in perpetuating oppressive systems; “a right, favour, or immunity, granted to one individual or group and withheld from another.” By having an oppressor exercising privilege that favours one over the other and not questioning the system or being invested in dismantling it, then oppressive systems are maintained.

Specificities: Individual activity

Duration: 10’

Material needed: Privilege statements & Categories

Description of tasks:

You will be presented with the list with privileges statements again. This time, you have to categorise them based on the following categories:



Race, Appearance, Class, Ability, Religion, Gender, Ethnicity, Culture, Sexuality, Language, Size, Age

PRIVILEGE STATEMENTS:

1. *The leader of my country is also a person of my racial group.*
2. *When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.”*
3. *When going shopping, I can easily find clothes that fit my size and shape.*
4. *In public, I can kiss and hold hands with the person I am dating without fear of name-calling or violence.*
5. *When I go shopping, I can be fairly certain that sales or security people will not follow me.*
6. *When expressing my opinion, I am not automatically assumed to be a spokesperson of my race.*
7. *Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school.*
8. *I can easily find hair products and people who know how to style my hair.*
9. *I can easily buy greeting cards that represent my relationship with my significant other.*
10. *When someone is trying to describe me, they do not mention my race.*
11. *In my family, it is seen as normal to obtain a college degree.*
12. *If I am going out to dinner with friends, I do not worry if the building will be accessible to me.*
13. *I can be certain that when I attend an event there will be people of my race there.*
14. *When I strongly state my opinion, people see it as assertive rather than aggressive.*
15. *People do not make assumptions about my work ethic or intelligence based upon the size of my body.*
16. *I can usually afford (without much hardship) to do the things that my friends want to do for entertainment.*
17. *When filling out forms for school or work, I easily identify with the box that I have to check.*
18. *When I am with others of my race, people do not think that we are segregating ourselves.*
19. *I can choose the style of dress that I feel comfortable in and most reflects my identity and I know that I will not be stared at in public.*
20. *I do not worry about walking alone at night.*
21. *People do not make assumptions about my intelligence based upon my style of speech.*



22. *When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate.*
23. *If pulled over by a police officer, I can be sure that I have not been singled out because of my race.*
24. *I can book an airline flight, go to a movie, ride in a car and not worry about whether there will be a seat that can accommodate me.*
25. *People assume I was admitted to school or hired based upon my credentials, rather than my race or gender.*
26. *As a child, I could use the “flesh-coloured” crayons to colour my family and have it match our skin colour.*
27. *My professionalism is never questioned because of my age.*
28. *I can feel comfortable speaking about my culture without feeling that I’ll be judged.*

Answers:

Privilege statements and categories:

1. *The leader of my country is also a person of my racial group. (RACE)*
2. *When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.” (GENDER)*
3. *When going shopping, I can easily find clothes that fit my size and shape. (SIZE)*
4. *In public, I can kiss and hold hands with the person I am dating without fear of name-calling or violence. (SEXUALITY)*
5. *When I go shopping, I can be fairly certain that sales or security people will not follow me. (RACE/APPEARANCE)*
6. *When expressing my opinion, I am not automatically assumed to be a spokesperson of my race. (RACE)*
7. *Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school. (RELIGION/CULTURE)*
8. *I can easily find hair products and people who know how to style my hair. (RACE)*
9. *I can easily buy greeting cards that represent my relationship with my significant other. (SEXUALITY)*
10. *When someone is trying to describe me, they do not mention my race. (RACE)*
11. *In my family, it is seen as normal to obtain a college degree. (CLASS)*



12. *If I am going out to dinner with friends, I do not worry if the building will be accessible to me. (ABILITY)*
13. *I can be certain that when I attend an event there will be people of my race there. (RACE)*
14. *When I strongly state my opinion, people see it as assertive rather than aggressive. (RACE/GENDER)*
15. *People do not make assumptions about my work ethic or intelligence based upon the size of my body. (SIZE)*
16. *I can usually afford (without much hardship) to do the things that my friends want to do for entertainment. (CLASS)*
17. *When filling out forms for school or work, I easily identify with the box that I have to check. (GENDER/RACE)*
18. *When I am with others of my race, people do not think that we are segregating ourselves. (RACE)*
19. *I can choose the style of dress that I feel comfortable in and most reflects my identity and I know that I will not be stared at in public. (GENDER/APPEARANCE)*
20. *I do not worry about walking alone at night. (GENDER)*
21. *People do not make assumptions about my intelligence based upon my style of speech. (RACE)*
22. *When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate. (ABILITY/LANGUAGE)*
23. *If pulled over by a police officer, I can be sure that I have not been singled out because of my race. (RACE)*
24. *I can book an airline flight, go to a movie, ride in a car and not worry about whether there will be a seat that can accommodate me. (SIZE/ABILITY)*
25. *People assume I was admitted to school or hired based upon my credentials, rather than my race or gender. (RACE/GENDER)*
26. *As a child, I could use the “flesh-coloured” crayons to colour my family and have it match our skin colour. (RACE)*
27. *My professionalism is never questioned because of my age. (AGE)*
28. *I can feel comfortable speaking about my culture without feeling that I’ll be judged. (RACE/ETHNICITY)*



Activity 5: case study

Information for IT programmer: activity type B.

Activity type: Experiential – case study

Learning goals: participants will understand that in each case/client they have to search for their background before arriving in false conclusions and be aware of their cultural or other differences and try to see from their clients' perspective.

Specificities: Individual or group activity Duration: 30'

Description of tasks:

Please study the given case study and try to analyze it and answer to the following questions. It will be more effective if you could do this activity with a partner.

Haldi from Syria the Asylum Seeker

Haldi needs to find a job in the host country to convince local authorities to grant him asylum. He had tried to get a job repeatedly but has failed so far, which is why he is becoming increasingly desperate. In Despina's counselling session, he expresses anger, disappointment, and lack of trust towards employers who do not want to employ migrants in their businesses. He feels that everyone in the country is hostile and prejudiced against him as a migrant.

1. Do you know which are the social and cultural characteristics of Syrian people?
2. How do you feel about people that are seeking asylum in your country?
3. Which theories and techniques will you use in order to gain the trust of Haldi?
4. Can you recognize the barriers that an asylum seeker faces in order to find a profession?
5. Do you know the legal framework for asylum seekers?
6. How do you deal with Haldi's disappointment?
7. Do you have any connection with companies or enterprises that could hire a migrant?



Activity 6: Culturally sensitive or not?

[Information for IT programmer: Activity type E: click on right answer](#)

Activity type: Experiential – cognitive method

Learning goals: participants will be shown how the use of words may make a sentence “culturally” sensitive, implying prejudices and stereotypes towards diverse people. With this activity they will be try recognize which sentences are culturally sensitive (due to use of specific words) and should be avoided.

Specificities: Individual, Duration: 7’

Description of tasks:

Read each phrase and write which of them are **Right or Wrong** in the perspective of a culturally sensitive guidance.

1. **How do you believe locals think about you?**.....
2. It seems that your adjustment at this new environment is really hard for you.....
3. **How do you feel of being Syrian?**.....
4. Can we discuss about how you feel?.....
5. Do you think that your main difficulty is to find new friends?.....
6. **Can you try to speak clearer?**.....
7. It seems that you want to speak to your boss about your feelings.....
8. **I believe for a refugee the job that you find is pretty good**.....
9. **Do you have other Africans friends?**.....
10. What do you want to change from your current life?.....
11. **How do normal people behave you?**.....
12. How do you feel about your family and friends being abroad?.....
13. **I believe that you are very lucky being in Greece**.....
14. **In Greece everything is to easy**.....
15. **At least now you have somewhere to stay and something to eat**.....
16. It is very important to find the strength to face your difficulties.....
17. **This is not your country, so listen to me carefully!**



Activity 7 The Single Story

Information for IT programmer: Activity type B: meet in room (but first they will be presented the video given)

Activity type: Experiential – self awareness

Learning goals: participants will realise how we form perceptions and how these perceptions lead to stereotypes. They will be shown the impact of having single stories about people and how these stories distort truth.

Specificities: Group size: Any (at individual or group level), Duration: 30', YouTube video

Description of tasks:

First you shall go through the movie clip by Chimamanda Adichie (Nigerian Novelist) 'The danger of the single story.' <https://www.youtube.com/watch?v=D9Ihs241zeg>

After having watched the video, discuss in pairs or groups over it.

Questions for reflection:

- How your story has been misunderstood by others?
- How you have misunderstood others' stories?
- How you can go about avoiding single stories about others?



3.3 Self-evaluation Exercises

The following multiple choice questions will help you to reflect on the educational material of the section and evaluate your understanding on the basic relevant concepts and theoretical background. (5 questions for each section)

Question 1

Fill in the sentence with the right word/phrase

Which are the three pillars on which the effectiveness of a culturally sensitive counsellor is based?

1. knowledge, beliefs and skills
2. knowledge, memory and awareness
3. skills, emotional management and awareness
4. knowledge, skills and awareness

Question 2

Fill in with the right word

Intercultural competence is and there are core competencies that individuals can develop that are not specific to any culture

1. culture-specific
2. extended
3. unavoidable
4. culture-general

Question 3

Fill in the sentence with the right word/phrase

Diversity and cultural sensitivity can be developed through:

1. experiential activities
2. self-awareness activities
3. mindfulness techniques
4. All of the above



Question 4

Awareness in intercultural competence refers to counsellor's:

1. understanding of his/her cultural background and feeling comfortable with the cultural differences of his/her client etc.
2. knowledge on the clients' background
3. willingness to constantly redefine his/her values, attitudes and beliefs according to the client's background
4. development of intervention methods focusing on diversity

Question 5

Please choose right or wrong for the following text.

Even though cultural information and self-exploration are very important elements for a counsellor, they can prove to be useless unless he/she utilizes them in an empathetic way.

Right

Wrong



3.4 Resources for further study & References

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Section 4: Active Listening

Short Description

The goal is to increase participants' abilities to attend to other people. On the one hand, it shall increase participants' **attentiveness**, i.e., their capacity to direct their attention to the needs, feelings, and cognitions of others and to remain attentive even when they feel distressed personally. On the other hand, the training will equip participants with skills to **listen and focus on people in a non-judgmental** manner that allows others to reflect openly.

Learning Objectives

This course is aiming at assisting counsellors improving their active listening skills and implementing them in their daily practice. More specifically, counsellors will learn to:

- Direct their attention to the needs, feelings and thoughts of their clients and to respond to them appropriately;
- Probe the client if things are not clear during a conversation and react to nonverbal signals;
- Focus on the client in a non-judgmental manner, allowing the client to reflect openly;
- Show their clients they are focused and engaged so that clients feel comfortable to share information;
- Learn to decode the client's non-verbal signals and body language while expressing himself/herself, like the posture, the tone, speed and pitch of voice, his/her gestures and facial expressions;
- Summarize regularly during session, check whether they have understood the other person;
- Show an interest in the other person during session and encourage him/her to carry on talking through eye contact and manner;
- Give others space and use silence at the right time;
- Show respect to clients;
- Focus only on what the speaker is telling.



4.1 Theoretical background

Definition

Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. Unlike passive listening, which is the act of hearing a speaker without retaining their message, this highly valued interpersonal communication skill ensures you're able to engage and later recall specific details without needing information repeated. Active listening is all about building rapport, understanding, and trust.

Listening skills do not just refer to aural attention; they also include observation of the client's appearance and behaviour.

Active listening has been described as a multistep process, including making empathetic comments, asking appropriate questions, and paraphrasing and summarizing for the purposes of verification (Cramer, 1998; Gordon, 2003; Turnbull & Turnbull, 1990).

Active listening refers on the one hand to the skill of **listening and focusing** on people in a sympathetic, **non-judgmental manner** that allows others to reflect ideas and feelings openly, while on the other hand, it concerns **attentiveness**.

Listening

Listening is an audible demonstration that we are listening and encourages the client's continued exploration. Additionally, it is about listening with all our senses, providing full attention and listening for a meaning beyond what is said, which can involve the counsellor speaking to ensure they've properly understood their client.

Attentiveness

Attentiveness is the capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed. Attentiveness is conceptually related to, but not synonymous with, empathy or listening. The empathic communicator must be attentive but the attentive communicator need not be empathic. In a like manner, listening behaviour is characterized by attentiveness but attentive behaviour need not be marked by listening activity (Norton & Pettegrew, 1979).

Carl Rogers (1951) was perhaps the first researcher to explicate some of the stylistic components of attentiveness. This was primarily a function of the important role listening and attentiveness played in his approach to therapeutic communication. He flatly claims that "without attention there can be no communication." For Rogers, the attentive communicator "conveys to the speaker that his contribution is worth listening to, that as a person he is respected enough to receive the undivided attention of another". In a deeper analysis, Egan



(1998) suggests that active listening involves four components: listening and responding to verbal messages, observing nonverbal behaviour, listening to the context of clients' concerns, and listening to content that may eventually need to be challenged. Meier and Davis (1997) outline the process of active listening as the foundation for counselling. They suggest that counsellors exhibit trust by inviting clients to participate, explaining the counsellor's role, guiding and pacing (versus lead) the process, and emphasizing on clients' needs to be heard and understood (Meier & Davis, 1997). Because listening in these ways is essential to performing basic counselling skills (reflecting feelings and content, immediacy, confrontation), counsellors who do not listen actively are not likely to feel effective in other areas.

According to Gearhart & Bodie (2011) active listening consists of (a) cognitive processes, such as attending, understanding, or interpreting messages; (b) affective processes, such as being motivated and energized to attend to another person; and (c) behavioural processes, such as verbally and nonverbally signalling that a message has been received and understood.

Bodie (2011) developed the Active-Empathic Listening Scale (AELS), which captures these listening characteristics over the course of three stages: (a) sensing, which means to actively attending to and capturing verbal and nonverbal information; (b) processing, which means to make sense of verbal and nonverbal information, and ultimately synthesize that information into a "narrative whole"; and (c) responding, which includes back channelling (e.g., head nods) and verbal cues (e.g., asking questions, paraphrasing) to signal that information has been understood (Gearhart & Bodie, 2011, p. 87). Several studies by Bodie and colleagues show that the provision of Person Centered approach and nonverbally warm and caring support is tightly linked with the extent to which supporters engage in active listening (Bodie & Jones, 2012; Bodie, Jones, Vickery, Hatcher, & Cannava, 2014; Bodie, Vickery, & Gearhart, 2013).

Importance of active listening skills

Some of the basic competencies expected from psychological counsellors are understanding, awareness, effective listening, empathic approach, target determination, forming relationships, observation, giving feedback, emotion and content reflection, interpretation, easing adaptation and process monitoring (McLeod & McLeod, 2011).

Effective counsellors are expected to have the ability to adapt and improvise multiple skills such as attending, responding, probing, challenging, interpreting, and reflecting feelings continuously in order to manage the fluctuating and changing circumstances within the counselling session (Larson & Daniels, 1998).

Smaby and Maddux (2011) suggest that active listening is a form of social proofing, allowing the client to assess if the person in front of them is ready and able to help them. Good listening skills in counselling establishes trust, helps the client open up and disclose their thoughts, and



encourages them to share their emotions, thereby facilitating the gathering of valuable information about the client that would in turn aid the counselling process.

Most importantly, the client often finds solutions to his/her own concerns through free talking, and also allows the counsellor to get a deeper insight into the factors that might be leading to the problem.

Additionally, according to Rogers and Farson (1987) *“active listening is an important way to bring about changes in people. Despite the popular notion that listening is a passive approach, clinical and research evidence clearly shows that sensitive listening is a most effective agent for individual personality change and group development. Listening brings about changes in peoples’ attitudes toward themselves and others; it also brings about changes in their basic values and personal philosophy. People who have been listened to in this new and special way become more emotionally mature, more open to their experiences, less defensive, more democratic, and less authoritarian”*.

Nelson Jones (2013) suggests that active listening helps in establishing a rapport which makes clients feel their concerns are understood, creates a perception of honesty, integrity and reliability in the relationship, minimises the client’s defensiveness and as a result, counsellors can gather all the valuable information about a client and the client can experience feelings and acknowledge the inner-flow of his/her emotions. Additionally, active listening helps in bridging differences and in better understanding of a client with a different set of life circumstances and by showing understanding to clients from different cultural groups, counsellors are perceived as having status and credibility.

There are numerous situations in which counsellors can utilise active listening to build rapport with clients and improve overall communication. Among them, the most frequent are the following:

- **Information – getting a clear picture.** This means asking questions to find out about needs, instructions and context of a client. Counsellors should check back to ensure they’ve heard and understood the relevant details, and that the client agrees on the facts.
- **Affirmation – affirming, acknowledging, exploring the problem.** Listening actively to a person who would benefit from having their problem acknowledged by the counsellor. The problem may or may not involve the counsellor directly. Counsellors may reflect back the client’s feelings and perhaps the content of the problem with a single statement of acknowledgment or during a dialogue over a period of time, exploring the difficulty in more depth.
- **Inflammation – responding to a complaint.** When clients tell the counsellor they are unhappy with them, criticising them, complaining about them, or getting it off their chest, the best thing the counsellor can do (although challenging) is to effectively listen (Nelson Jones, 2012).



Summing up, active listening is an effective tool to reduce the emotion of a situation. Every time the counsellor correctly labels an emotion, the intensity of it dissipates like bursting a bubble. The speaker feels heard and understood. Once the emotional level has been reduced, reasoning abilities can function more effectively. If the emotions are high, counsellors should deal with the emotions first by using active listening skills. Effective use of active listening skills can turn a challenging situation into a co-operative situation.

Prerequisites for being a good listener

There are certain conditions that the counsellor should follow, in order to be a good listener and make the client feel more comfortable to talk. According to Rogers the most important part of interpersonal communication is the consistently positive humanistic view of human nature which stresses that the tendency of every person to self-actualization should be respected and supported. The principle most relevant for the general meaning of active listening is the creation of a suitable atmosphere that fosters communication. This atmosphere is subject to several distinctive conditions according to Rogers.

First, communication should be **genuine, congruent and honest**. This principle is fairly obvious because correct listening behaviour is accompanied by the formation of a basis of mutual trust. Congruence is a “close matching between what is experienced at a gut level, what is present in awareness, and what is expressed to the client” (Rogers, 1980/1995b, p.116). The congruence of the counsellor is of central importance for empathic understanding. Besides, by its external aspect, called genuineness or transparency, it directly influences the therapeutic communication. This means that the counsellor does not hide himself behind a false front, but faces the client as the person she/he really is in the immediate situation. A lack of genuineness, if perceived by the client, is a major threat for the therapeutic relationship: “Clients are very perceptive and pick up on incongruence like a magnet will pick up a pin. When they do so, the trust level will fall, the intimacy will dissolve, and the relationship will begin to atrophy” (Natiello, 2001, p. 34).

The acronym **REDOL** can help the counsellor portray his/her inner attitudes and values of genuineness & respect towards a client.

R: The counsellor is **Relaxed**, patient & natural with the client.

E: Counsellor makes good **Eye Contact** with a client which conveys the message that he/she is interested in what the client has to say. It also helps send across his/her point more effectively and helps build trust with the client.

D: The counsellor **Duly** faces the client by eliminating any obstacle like desk which creates a psychological barrier for the client.



O: Open posture. The counsellor ensures that his/her posture communicates **openness** and availability to the client. Crossed legs and crossed arms may be interpreted as devalued involvement with the client or even unavailability or remoteness.

L: The counsellor **leans** toward the client, in a slight manner, to show interest and involvement. Leaning back from the client may convey the opposite.

The second principle for successful and facilitative listening is **acceptance, unconditional positive regard or compassion or even appreciation**. This attitude aims to demonstrate that the client is valued as a person and that the subject matter they communicate is meaningful. The counsellor should communicate verbally and nonverbally that he regards the subject matter with interest and understanding, non-judgmentally, and is always attentive during the conversation. This facilitates the client's willingness to open up and feel secure during the talk. By expressing warmth and respect for the client, regardless of their words and actions, counsellors can promote their own sense of self-worth and set them on the path to personal growth. The principle of unconditional positive regard implies that "the therapist prizes the client in a total rather than a conditional way" (Rogers, 1980/1995b). It means that the totality of the client's experiences is unconditionally accepted by the therapist. Unconditional positive regard is marked by "feelings of compassion, warmth, respect or admiration, interest or liking and other positive feelings" (Barrett-Lennard, 1998) of the counsellor towards the client, which pervade the counsellor's communication. It is not a new insight that positive social contact generally decreases stress and anxiety. Today, this is called the "social buffering effect" (Kikusi, Winslow, & Mori, 2006). This effect is closely related to the principle of unconditional positive regard. If the client is gripped by negative emotions or feelings, but observes that the counsellor understands him/her and stays calm – facing all of the client's experiences with a stance of unconditional acceptance – the client will shift in a direction towards more calmness, due to the resonance evoked within him.

The third and last precondition for facilitative active listening according to Carl Rogers is **empathy**. Experiencing the emotions of the client transforms the relationship between two persons completely to one of absolute trust and, together with the other principles mentioned, it forms the basis for communication that brings advantages for both parties and is productive and meaningful. The counsellor should exercise **empathy**, which refers to viewing the world through the perspective of the client, and accepting clients' perceptions and feelings as if they are they were his own without losing boundaries and separate sense of self. The counsellor carefully listens to the client, understanding what they mean to the best extent, and communicates this understanding to the client in such a way that they feel the counsellor understands them to a great extent. This might help the clients understand themselves more fully and act on their understanding. In the process of empathizing, the counsellor temporarily forgets about his or her own frame of reference. The counsellor then shares this understanding with the client in either a verbal or non-verbal manner.



Generally speaking, active listening is the most important skill required in the process of counselling. Once mastered, it creates a perception of honesty, integrity, and reliability in the client-counsellor relationship, all of which contributes towards a strong working relationship.

Active listening skills in practice – Techniques to use

Active listening aims to bring about changes in people. To achieve this end, it relies upon definite techniques- things to do and things to avoid.

Below are presented different techniques that help us be better active listeners. There are either verbal or non-verbal.

A. Verbal active listening techniques include:

1. **Restating/ Paraphrasing:** To show we are listening, we have to repeat every so often what we think the person said — not by parroting, but by paraphrasing what we heard in our own words. For example, “Let’s see if I’m clear about this. . .”, or “So, you’re saying that the uncertainty about who will be your new supervisor is creating stress for you.” A recent study found that while paraphrasing does not necessarily make people feel understood, it does create a greater sense of closeness and intimacy in a conversation. This is a key part of building trust and possible friendships (Weger et al., 2010).
2. **Reflecting:** Instead of just repeating, we should reflect the speaker’s words in terms of feelings — for example, “This seems really important to you”. Reflecting feelings, allows clients to hear the feelings they have just expressed can help them better understand their emotional responses to various stimuli
3. **Summarizing:** That means bringing together the facts and pieces of the problem to check understanding. This will also give the client an opportunity to clarify vague information or expand their message. For example, “So it sounds to me as if . . .” or, “Is that it?” or “*So what you’re saying is, your current content management system no longer meets your teams’ technical needs because it doesn’t support large files.*”

Summarizing is similar to reflecting, except that when you summarize you’re making it clear that you’re about to move on from your current topic. When you summarize, you only explain the main points of the speaker’s overall topic, the minute details you may have had to clarify before are no longer important in this part of the conversation.

4. **Probing:** Asking questions to draw the person out and get deeper and more meaningful information. There are different types of questions to use:

- **Open-ended Questions**



We ask questions that show we've gathered the essence of what clients have shared, and guide them into sharing additional information. Open ended questions are used to expand the discussion. For example: ““When she said that to you, how did that make you feel?”

- **Reflective Questions**

Can help people understand more about what they said — for example, someone telling, “I’m worried I won’t remember.” A good reflective question might be something like, “It sounds like you would like some help remembering, or you’re concerned about your memory in the future?”

- **Closed-ended Questions**

Close-ended questions usually can be answered with a single word. They don’t lead to more information, but can make a person feel more defensive (as though the conversation is more of an interrogation than a give-and-take). Therefore, such type of questions should be avoided.

5. **Brief verbal affirmation:** Short, positive statements will help the client feel more comfortable and show we’re engaged and able to process the information they’re providing. Small verbal affirmations help us continue the conversation without interrupting the client or disrupting their flow. **Example:** “*I understand.*” “*I see.*” “*Yes, that makes sense.*” “*I agree.*” These affirmations function to demonstrate an understanding of what has been said (Jefferson, 2002), or claim understanding, interest, agreement and attention (Schegloff, 1982).
6. **Emotion labelling:** Putting feelings into words will often help a person to see things more objectively. To help the person begin, we use “door openers”. For example, “I’m sensing that you’re feeling frustrated/worried/anxious...”
7. **Demonstrating concern/display empathy:** We should make sure that the client understands we’re able to recognize their emotions and share their feelings. By showing compassion, rather than just feeling it, we’re able to connect with the client and begin establishing a sense of mutual trust. For example: “I’m eager to help; I know you’re going through some tough challenges.”
8. **Validation:** Acknowledging the individual’s problems, issues, and feelings. Listen openly and with empathy, and respond in an interested way. For example, “I appreciate your willingness to talk about such a difficult issue. . .”
9. **Effective pause:** Deliberately pause at key points for emphasis. This will tell the person that what is communicated is very important to the listener.
10. **Silence:** We should allow for comfortable silences, so as to slow down the exchange. We give a person time to think as well as talk. Silence can also be very helpful in diffusing an unproductive interaction.



11. **“I” messages:** By using “I” in our statements, we focus on the problem not the person. An I-message lets the person know what we feel and why. For example, “I know you have a lot to say, but I need to. . .”
12. **Recall previously shared information:** Trying to remember key concepts, ideas or other critical points the speaker has shared with us in the past is a good technique. This demonstrates we’re not only listening to what they’re saying currently, but we’re able to retain information and recall specific details. For example: *“Last week you mentioned new ideas on how to deal with your boss. Did you implement any of these?”*
13. **Disclosing similar experiences to show understanding:** Discussing comparable situations will not only show the speaker we have successfully interpreted their message, but it can also assist in building relationships. If the speaker has shared a problem, providing input from how we solved similar challenges is valuable to others. Example: *“I was also conflicted about returning to work after the birth of my son.”* But, we have to point out that counsellors may disclose personal information about themselves to a client only under limited circumstances. It should only be used if it benefits the counselling process and if it appears essential to help counsellors relate to the client more effectively
14. **Redirecting:** If someone is showing signs of being overly aggressive, agitated, or angry, this is the time to shift the discussion to another topic.

B. Nonverbal techniques

Nonverbal techniques play also an important role in active listening, and should be practiced by counsellors. Though, we should be careful, as some of these techniques may not be appropriate in certain situations or cultures. Among the most frequent nonverbal cues that show understanding are:

1. Smiles and Nods

Offering the speaker a few simple nods shows you understand what they’re saying. A nod is a helpful, supportive cue, and doesn’t necessarily communicate that you agree with the speaker—only that you’re able to process the meaning of their message.

Like a nod, a small smile encourages a speaker to continue. However, unlike a nod, it communicates you agree with their message or you’re happy about what they have to say. A smile can take the place of a short verbal affirmation in helping to diffuse any tension and ensure the speaker feels comfortable.

If we combine smiling with nods and the occasional *“uh-huh,”* the person talking to us will feel that we’re paying attention to their message.



Smiling and nodding isn't always appropriate, of course. We're not supposed to smile if we're hearing bad news or are being reprimanded. We shouldn't nod when we don't agree with what we're hearing, as well. In both cases, a simple "*I understand*" or "*I get it*" would suffice.

2. Avoid distracted movements

Being still can communicate focus. To do this, we should try and avoid movements like glancing at the watch or phone, audibly sighing, doodling or tapping a pen. We should also avoid exchanging verbal or non-verbal communications with others listening to the client. This can make the client feel frustrated and uncomfortable.

3. Maintain eye contact

Looking directly at someone demonstrates they have our full attention and we are listening to them. We have to make sure that we keep our gaze natural, using nods and smiles to ensure we're encouraging them rather than making the client feel intimidated or uneasy. We have to be mindful that in some cultures eye contact can be seen as disrespectful.

4. Body language

Being relaxed is a great way to invite someone to talk about themselves! Leaning slightly forward in the chair demonstrates that we are giving our full attention, actively listening to what our client is saying. We communicate so much in our body movements. For example, sitting with our arms and legs crossed, hunched up, can give the impression that we have put a barrier up and are not listening or interested. Waving our arms about can also be very distracting. Additionally, frowning or raising eyebrows can transmit revulsion or judgment which may shut the client down, while smiling at appropriate times demonstrates human warmth which helps build trust and develops rapport (Griffin, 2006).



Active listening blockers

Good listening is not without its challenges, however. There are a number of habits many of us engage in that will make active listening difficult to accomplish in a conversation. The following roadblocks to communication can stop communication and should be avoided:

- “Why” questions. They tend to make people defensive.
- Quick reassurance, saying things like, “Don’t worry about that.”
- Giving specific advice, because it changes the dynamic of the conversation. E.g., “I think the best thing for you is to move to assisted living.”
- Digging for information and forcing someone to talk about something they would rather not talk about.
- Patronizing, because it makes the other person feel pitied. E.g., “You poor thing, I know just how you feel.”
- Preaching, because it makes you the expert in the situation. E.g., “You should. . .” Or, “You shouldn’t. . .”
- Interrupting, because it shows that you aren’t really interested in what the other person is saying (Grohol, 2020)

Active listening: DOs and DON'Ts

Summing up, counsellors should (Johnson, 2008):

1. Give the person speaking their full attention.
2. Listen without making judgments or taking a position on an issue.
3. Gain an understanding of the situation from the other’s point of view.
4. Repeat the conversation back to them, in their own words, providing their interpretation or understanding of the client’s meaning (paraphrasing). - Repeat what you have heard to check for accuracy. Use the speaker’s exact words when in doubt that you have heard accurately; more often, it is better to paraphrase what was said.

By reflecting the content of what is being said back to the client, check their understanding of the message. Feed back to the client their feelings as well as the content (e.g. how did you feel when...? How did that affect you...? It looks like that made you really angry).

5. Be as accurate in summarizing the client’s meaning as much as they can.
6. Try again if their paraphrasing is not accurate or well received.
7. Allow the client to finish thoughts without interruption. This usually includes brief periods of silence, such as a few seconds. It may take some practice before being able to know how long to wait before making some type of response. If unsure, it is always better to wait too long rather than speak too soon and interrupt the client’s thoughts.



8. Show that their attention is focused. Make eye contact, lean in towards the client when their interest peaks, and share any humour with a smile or other natural response.
9. Challenge in a non-threatening and subtle manner. For example, a statement like “This is hopeless.”, should be paraphrased as: “It seems hopeless to you right now”, or a statement: “There is nothing I can do”, can be paraphrased as “You can’t find anything that would fix it”.
10. Not try to force conversation, allow silences – and be aware of body language, notice changes and respond accordingly.
11. As the final step, but not sooner, they may choose to share similar situations that they’ve experienced or their own views about the issue. They may even share a completely different opinion than that expressed, as long as that sharing is done after they have understood what was communicated to them.

On the other hand, counsellors should refrain from:

1. Talking about themselves and introducing their own reactions or well-intended comments.
2. Changing topics and thinking about what they will say next.
3. Advising, diagnosing, reassuring, encouraging, criticising or baiting a client.
4. Failing to make eye contact. Breaks from eye contact are normal and expected, but a total lack of eye contact communicates a lack of attention.
5. Using “mm” or “ah ah” exclusively or inappropriately or parrot their words.
6. Pretending to have understood the person or their meaning if they haven’t.
7. Getting distracted by other thoughts, or events nearby, and losing focus. Daydreaming while pretending to listen is probably only going to frustrate the speaker.
8. Allowing the client to drift to a less significant topic, because they feel the counsellor doesn’t understand.
9. Fixing, changing or improving what they have said – or finishing their sentences for them. /Rushing the speaker. This can be a challenge, particularly when the speaker goes into excessive or unrelated details to tell their story. Do their best to politely encourage them to move along with the point.
10. Filling every space with talk.
11. Ignoring their feelings in the situation.
12. Interrupting a sentence. Even if there is a long pause, one should first encourage the completion of the thought by the speaker.



Methods for Active Listening skills improvement

Role playing

Role-play is a cognitive training method that has been used in a wide variety of contexts and content areas (Rao & Stupans, 2012). Essentially, it is the practice of having trainees take on specific roles - usually ones in which they are not familiar - and act them out in a case-based scenario for the purpose of learning course content or understanding “complex or ambiguous concepts” (Sogunro, 2004). Playing the role is a method of acting out specific ways to interact with others in an imaginary situation (Byrne, 1986) and to promote interaction between trainees and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role playing is an activity of speaking when you put yourself into someone else or put yourself in an imaginary situation.

When trainees take the skills they have learned in theory and put them in practice, this creates a deeper cognitive link to the material, making it easier for them to learn (Johnson & Johnson, 1997). Finally, using role-play as a training tool helps trainees change behaviours and use best practices in real-world settings (Beard, et. al., 1995).

Through role playing, trainees can improve their active listening skills, as they can practice on the learned techniques. Being engaged in role playing, trainees apply their knowledge to a given problem, reflect on issues and the views of others, illustrate the relevance of theoretical ideas by placing them in a real-world context, and illustrate the complexity of decision-making (Pavey and Donoghue, 2003)

Aspegren’s literature review (1999) on how medical student best learn communication and active listening skills revealed that experiential training, part of which is role playing, produced much better results than simple one-way instruction.

Active listening and Mindfulness

Both active listening and mindfulness focus on the importance of attention and present orientation (as opposed to rehearsing a response). Because they conceptually overlap, Shapiro and Mariels (2013) suggested that mindful attending, which is captured with the observing, aware acting, and describing facets of the FFMQ, should predict active listening because mindful attention encourages the listener to orient himself or herself to the other person and to stay present. As a metacognitive capacity that distally affects behaviour, mindful attention encourages people to recognize not only their own affective state in the present moment, but also orients them to momentary contextual stimuli in a curious, open, and accepting way (Bishop et al., 2004). These mindfulness features should influence active listening, which requires that the person attend to contextual stimuli to understand information and effectively respond to the other person.



4.2 Suggested activities to improve Active Listening Skills

Activity 1 – Case study: Haldi the asylum seeker

[Information for IT programmer: Type B activity: room to meet](#)

Activity type: Case Study -Role taking-Experimenting

Learning goals: This exercise aims to help counsellors paraphrase what is being said to detail so that their client has a chance to hear himself/herself state his/her problems and the feelings associated with these. Clients can understand whether they are biased by stereotypes and spot sensitive issues that have to do with acculturation. It also helps counsellors summarize effectively. Having the chance to play both roles and compare, counsellors can see for themselves how active listening can forward their guidance session productively.

Specifications: Group activity (2 or more persons)

Duration: 20 minutes

Materials needed: Scenario & Notes for reflection

Description of task/s: Participants divide into two groups: Clients and Counsellors. Every client pairs with one counsellor. Clients who role-play Haldi describe their attempts to find a job and express their anger, disappointment and lack of trust towards the host country's employers who are unwilling to employ migrants. Counsellors try to assist their clients in expressing their problem and encourage them talking, implementing as many active listening techniques they can, such as summarizing or paraphrasing.

Scenario: Haldi the asylum seeker (20min)

“ Haldi, needs to find a job in the host country to convince local authorities to grant him asylum. He had tried to get a job repeatedly but has failed so far, which is why he's becoming increasingly desperate. In Despina's counselling session, he expresses anger, disappointment and lack of trust towards employers who do not want to employ migrants in their businesses. He feels that everyone in the country is hostile and prejudiced against him as a migrant”.

Notes for reflection: After the active listening part has been completed every pair spends one minute to review how close the counsellor was to what the client said and needed and check which of the following active listening responses they tried and how well they demonstrated them. Then the participants swap roles and repeat. When all participants end their role- play exercise they can share what they have achieved through this exercise.

Active listening responses:



Building trust and establishing rapport

Demonstrating concern

Brief verbal affirmation

Asking open-ended questions

Asking specific questions

Paraphrasing

Withholding judgment

Restating

Summarizing

Reflecting

Giving feedback

Supporting

Checking perceptions

Disclosing similar situations



Activity 2 – Clarifying questions versus probing questions

Information for IT programmer: Activity type E: click the right answer. The trainee will be given the phrases and next to each of them they will have to choose among Probing (P) and Clarifying (C) answers.

Activity type: Experiential exercise

Learning goals: This exercise aims to make counsellors tell the difference between probing and clarifying questions and see in practice how these questions act as motivators for the client to talk about events and feelings that a person wouldn't feel at ease expressing. With these the client becomes capable of defining the causes of a problem and find solutions to it or solving a life dilemma because he is made to think deeply over difficult issues with more precision and clarity.

Specifications: Individual activity

Duration: 15 minutes

Description of task/s:

Notes for help: Clarifying questions are simple questions of fact. They clarify the problem or dilemma. They have brief factual answers and do not provide food for thought to the user. One can tell the difference between a clarifying and a probing question because to answer a clarifying question the client does not have to think beforehand.

Probing questions are open-ended questions which intend to make the client think more deeply about the issue at hand. If a probing question does not have that effect, it can be considered an inferred piece of advice by the counsellor or a recommendation: for example: Don't you think you should...

A good probing question should allow for multiple responses, empower the client to solve the problem or dilemma and stimulate reflective thinking.

In the following exercise choose if the question is clarifying or if it is probing.

Is there something you particularly enjoy in your studies? P

Do you have a roommate? C

How did you choose this particular field of study? P

Are you happy with what you study? Why? P



At which subject did you perform better this year? C

Are you anxious about something at this period of time? P

How do you feel when you sit for a test? C

How long have you been studying in that college? C

In which year are you on? C

Do you have any brothers or sisters? C

How much time do you study per week? C

Would you share a problem with your parents? Why? P

What are your hobbies? C

Could you, please, describe me a routine college day of yours? P

What would you like to become when you finish college? What are your plans after graduation? P

Could you please tell me more about the relationship with your parents? P

How would you describe your relationship with your family? P

Imagine there was a box at college where every student could put a piece of paper with one of their complaints concerning college described in writing. What would be yours? P

Can you think of any possible solutions to eradicate the issue in the complaint you mentioned? P

What is your mother's profession? C

What is your father's profession? C

Which school did you attend? C

Where did you live with your family before going to college? C

Have you ever had a talk with a tutor about something that preoccupies you? C

Have you got any pocket money? C



Is there something that happened to you that you would change if you had the power? P

Are you satisfied with your performance as a student? Is there something you would like to change? P

Have you got any friends at college? C

What kind of information would you share with them? P

Who is your best friend? C

Do you keep in contact with any of your friends from school? C

What are you most afraid will happen if the situation remains as it is? P

Have you ever worked? C

Would you like to have a part –time job at college? C

Tell me more about your childhood. Narrate an incident that you remember with nostalgia as well as an embarrassing moment? P

Is there something that annoys you at the college environment? Why? P

Do you have a girlfriend? C



Activity 3 – Role playing using questions, reflection and paraphrase

Information for IT programmer: Type B activity – meet to room.

Activity type: Role playing

Learning goals: This exercise aims to help counsellors use clarifying and open-ended questions in career counselling with the help of real case studies. Participants experience first-hand what impact the above have in the counselling process and spot the difficulties. They also learn to reflect and paraphrase effectively because they get feedback by fellow consultants on the spot.

Specifications: Group activity (2 or more persons in pairs)

Duration: 20 minutes

Description of task/s: You will be given 4 statements that clients have made in real –life incidents. Read them and then work in pairs. One person will be the counsellor and the other one the client in 2 statements and then change roles for the other 2 statements.

In each case, as a counsellor you should:

- a. make a successful clarification question for each statement
- b. make two open-ended questions that would encourage your client open-up and give information. Role –play the dialogue.
- c. Activate your reflective listening: use reflection and paraphrase taking into consideration the content as well as the feelings expressed in your client words.

Statements:

1: I am stuck with my studies. I am going out with my friends every day. I also miss classes on purpose.

2: I am angry with my mum. She does not accept me. She never comments on my progress, my grades not even when I won a medal. But she always praises my little brother!

3: I have a passion for volleyball and I am good at foreign languages but I don't want languages as a career path unlike my parents.

4: I don't want to do anything. I don't care about the future. There's nothing that I like

Questions for reflection: After the end of the role playing share your experience referring to the following:

1. Have you encountered any difficulties in the role- play situations and what these were (as a counsellor and client as well).
2. Is there anything you could have done better if you had the chance or any other techniques/responses you could use?
3. What are your feelings over the process?



Activity 4 – Reflecting emotional needs and paraphrasing

Information for IT programmer: Type B activity – meet to room.

Activity type: Role playing

Learning goals: This exercise goal is to assist you in exercising paraphrasing, and reflecting not only to the actual wording of the client but also to his/her emotions, facial expressions, body language, posture and tone of voice. Paraphrasing is key to the building of mutual trust and to the revelation of the issues to be discussed during counselling. The client is made to hear what he/she has expressed via the counsellor and this helps him/her better understand his/her case as well as his needs in a more realistic base

Specifications: Group activity (2 persons and more – work in pairs)

Duration: 20 minutes

Description of task/s: You take the role of the client and express the statements given one by one. The person next to you takes the role of the counsellor and tries to paraphrase the client's wording by showing he/she is reflecting on the expressed emotion. Change roles (choose 7 statements each person to practice as counsellor)

For example:

Client: He told me he was going to help me out but he didn't. He lied to me.

Counsellor: You feel betrayed that your friend broke his promise to help you.

Statements to use:

- 1) My father constantly belittles me. I hate him.
- 2) I heard my mum saying she wished I was never born.
- 3) My friend spreads the rumour I stole her boyfriend. I can't stand it.
- 4) My colleague blames me for things I have never done.
- 5) I was presenting my essay to my colleagues. The boss came in and I froze.
- 6) My wife told me I was a disappointment in her life. I wanted to disappear from the scene.
- 7) I had a bad review and my mum said she was expecting more of me. I just left.
- 8) My boss said I would get the promotion in front of everyone. Now he ignores me. Plus the promotion was given to a younger guy with much less experience.
- 9) I don't know which field of study to pursue. I like physics but I would also like to become a doctor.



10) I live in the country for 7 years but I am a foreigner. The boss constantly gives a promotion to local people of inferior ranks than me? Should I resign or politely ask for more at my present job?

11) I got fired. I am 48 years old. I won't find a job again.

12) I don't know anyone in this town where my husband found a job a month ago.

13) I don't like my job. It's all routine.

14) No one talks to me in class and I heard someone whispering they don't like me

Questions for reflection: After the end of the role playing share your experience referring to the following:

1. Have you managed to make the right reflections on what your client expressed?
2. As a client, do you think that the counsellor expressed your feelings and words in an accurate way?
3. What are your feelings over the process?



Activity 5: Word-for-word listening

Information for IT programmer: Type B activity – meet to room.

Activity type: Experiential exercise

Learning goals: Participants are expected to learn to listen to every word of another's speech. They have to listen in such a way that all information provided by the speaker is available to the listener exactly as it is, free of assumptions. This exercise helps the person to be precise when listening to others.

Specifications: Group activity (work in pairs)

Duration: 15 minutes

Description of task/s: Get in pairs. One will be the speaker and one the listener. You can start a conversation over a meaningful theme for you (a bad experience, an incident including emotional tension etc.). The listener should concentrate on what the speaker says, without criticizing or judging. The speaker speaks two short sentences that make a whole. The listener repeats the sentences verbatim, without adding or taking away anything from the speech. The speaker then forms a speech of 5 sentences and the listener repeats them verbatim. After that the roles are reversed and the process starts again. In the end of the activity the participants weave a synthesis of what they learned from receiving another person's speech verbatim.

Questions for reflection:

What did you become aware of through this task?

What did you learn from this task?

How did this task go?



Activity 6 – Reformulating the dilemma

Information for IT programmer: Type B activity – meet to room.

Activity type: Role playing

Learning goals: This exercise aims to equip the counsellor with the skill to effectively reflect his/her client dilemma as clearly and as openly as possible. This technique permits the client to weigh the pros and cons of each option before making his/her decision by thinking of the possible outcomes in a logical and informed way. In this way the client feels much more in control of the situation.

Specifications: Group activity (2 persons and more – work in pairs)

Duration: 15 minutes

Description of task/s: You take the role of the client and express the statements given one by one. The person next to you takes the role of the counsellor and tries to take you away of a dilemma by reformulating your dilemma to make you think of the options openly. Change roles (choose 3 statements each person to practice as counsellor)

Example:

Client: “I am not sure whether I should take a postgraduate degree or opt for finding a job related to my undergraduate studies.

Counsellor: If I have understood correctly, your dilemma is whether a master’s degree or a related to your studies job is what you prefer to do.

Statements

- 1) I live in the country for 7 years but I am a foreigner. The boss constantly gives a promotion to local people of inferior ranks than me? Should I resign or politely ask for more at my present job?
- 2) Studying abroad will open my horizons and my future career prospects but it is rather costly.
- 3) Moving in with my boyfriend will save me money but I will not concentrate as much on my studies
- 4) Resigning from the job will save me from the routine but I don’t know if I will find something more motivating and challenging soon.
- 5) I have a steady job with a reasonable salary. Working on my own is not a risk because I know the job but there won’t be a steady income.
- 6) I do not feel good enough to pursue a career in that field. I don’t know whether to look for a related job or register to a new related training seminar?



Questions for reflection: After the end of the role playing share your experience referring to the following:

1. Have you managed to reformulate the dilemma of your client?
2. What are your feelings over the process?



Activity 7 _ Good or Poor Listener

Information for IT programmer: Exercise type drag and drop. The trainee will be shown the 30 behaviours and then they will be given two boxes with “Good to use” “Should avoid” and he will have to drag and drop each behavior in to the right box. The right answers should be green and the wrong red.

Activity type:

Learning goals: The trainees are expected to be able to recognize which behaviours are helpful in counselling and which should be avoided. In that way they will be aware of the behaviours that enhance active listening.

Specifications: Individual activity

Duration: 10 minutes

Description of task/s: Below are mentioned several behaviours in a conversation. Which of them should a counsellor use and which he/she should avoid?

Behaviours list

Smiling

Making a comment that has nothing to do with the conversation

Nodding

Looking away

Interrupting

Remembering what the client says

Making fun of the client

Letting the clients finish talking

Looking interested in the conversation

Being distracted

Slouching in his/her chair

Remembering what the clients say and repeating some of it back to them

Ending the conversation quickly

Allow silence

Forces conversation

Talking about him/herself and introducing his/her own reactions



Changing topics and thinking about what he/she will say next.

Advising

Encouraging client to keep talking

Reassuring

Criticising

Pretending to have understood the client even if he/she hasn't.

Changing or improving what the clients have said

Finishing clients' sentences for them.

Repeat the conversation back to the clients, in other words.

Filling every space with talk.

Staying focused

Ignoring their feelings in the situation.

"Topping" the story (saying "that reminds me of the time...")

Moralizing. Telling the other person why he or she ought to do whatever.



Activity 8 – Motivate interviewing questions

Information for IT programmer: Type B activity: Rooms to meet

Activity type: Role playing

Learning goals: This paraphrasing exercise not only aims to successfully rephrase what is being said but also motivate the client further his/her revelations about what preoccupies him/her and his/her emotions concerning this issue. By encouraging the client to talk, the client is helped to make an informed decision about what action or plan of actions suit him/her best and solve any dilemmas or indecision matters he/she may have.

Specifications: Group activity (2 persons and more – work in pairs)

Duration: 15 minutes

Description of task/s: You take the role of the client and express the statements given one by one. The person next to you takes the role of the counsellor and tries to paraphrase what is being communicated by you (as a client) by using a motivating interviewing question. Change roles (choose 5 statements each person to practice as counsellor)

EXAMPLE:

Client: I would like to get a higher position in my organisation.

Counsellor: Are you saying that you would like more responsibilities?

Statements

- 1) I feel insecure by working on my own because my income is not steady
- 2) I don't know if I will make it by taking this job offer that entails that I reach a more demanding-almost double- sales goal
- 3) Neither choice satisfies me. I have to look for something new.
- 4) Studying finance will lock me up working in an office and I like travelling
- 5) Working after graduation is a very good option but I have a thirst for learning.
- 6) People say that working as a secretary does not have that much demand anymore. But this is what I am skillful at
- 7) I want to make my own family but I do not make enough to do the step.
- 8) Divorcing will create too many financial difficulties for me.
- 9) I am not in the mood to go to work. I am bored.
- 10) I don't like anything. I don't know what to study.



Questions for reflection: After the end of the role playing share your experience referring to the following:

1. Have you managed to make the right Motivate interviewing questions?
2. As a client, do you think that the counsellor used the right questions?

What are your feelings over the process?



Activity 9 – Reflective listening

[Information for IT programmer: Type G activity: online form to fill in.](#)

Activity type: Experiential exercise

Learning goals: Participants are expected to practice on their skill of reflective listening on several case studies. They will be able to read real –life statements and respond to them trying to give emphasis on the content and underlying emotions of the speaker.

Specifications: Individual (or group) activity

Duration: 20 minutes

Description of task/s:

Read the statements below. After reading them, write a response for each statement demonstrating reflective listening on the part of you - the listener. Your answer should demonstrate the response. Make sure to include all of the points each client makes. Do not assume any facts.

(Note: offering reasons, solutions or excuses for behaviour is not part of the reflective listening response and must be avoided.).

In each of your responses, underline all words that show you will restate the points made by the client.

Here is an example:

Statement:

Mother to a friend: I get furious with him when he says things that suggest that I don't take good care of the kids.

Reflective Response (friend): What I think I hear you saying is that you feel furious when he implies that you're not a good caregiver for your kids.

Hints: some phrases that you could use are:

“Correct me if I'm wrong, but aren't you saying...”

“In other words, you think that...”

“What I think I hear you saying is...”

“I hear you saying...Is that right?”



Activity Statements:

1. Father to his son: “I am sick and tired of you asking to borrow you money all the time when you haven’t completed your homework or your chores, you leave your room in a total wreck and you have been disrespectful to your family. You need to grow up and learn to show some respect.

Response:

2. Teacher to Student: “I am very concerned about your lack of progress in this course. You haven’t been keeping up with your work and the work that you have been submitting is of poor quality. If you don’t start turning in your work you are going to fail this course and possibly miss graduation.”

Response:

3. Friend to Friend: I just don’t know what to do about my parents. It seems like they just don’t understand me. Everything I like seems to go against their values, and they just won’t accept my feelings as being right for me. It’s not that they don’t love me, they do, but they just don’t accept me.

Response:

4. Friend to Friend: I’m really bummed out. I don’t know what to do with my life and career choice. I’m sick of school, but there just aren’t any good jobs around. I don’t have any interest and there is no meaning in dedicating time for school, as it doesn’t help me to find out my way. I’m thinking that I could just drop out for a while, but that doesn’t sound very good either.

Response:

5. Boyfriend/Girlfriend to Partner: I’m so tired of you always choosing the activities that we do on dates. You never even ask me what I want to do, you just always expect me to like whatever you choose. I like being with you, but I also would like a say in what we do when we go out.

Response:

Questions for reflection: If the activity is done in group, each person could give the response to one statement and others can add their responses if they are different.



Activity 10_ Misleading counsellor

Information for IT programmer: Type B activity: Rooms to meet

Activity type: Role playing

Learning goals: This exercise aims to bring to the surface common mistakes a counsellor can make while listening to the life story of his/her client in a session. It also shows how these mistakes affect the attitude of the client, his/her feelings and the relationship between counsellor and client on the whole

Specifications: Group activity (at least 3 persons- one will be the counsellor and the other the client and 1 facilitator)

Description of task/s: Instructions for the facilitator: You should guide the conversation between the client and the counsellor as the following script:

- The client thinks of a career related problem. He/she should try to be as concrete as he/she can in what he/she will narrate. He/she starts narrating her/his story, also describing the feelings.
- The counsellor interrupts and makes a question.
- The client continues narrating.
- The counsellor suddenly changes the topic of the discussion
- The client tries to redirect the conversation to what preoccupies him
- The counsellor seems distracted by something else: his watch, his papers, something that is going on
- The client continues talking and expresses his feeling about his/her problem
- The counsellor interrupts him and finishes off his/her sentence.
- The client puzzled tries to go on with his story.

Questions for reflection:

After finishing this conversation:

Ask the counsellor to explain how the client he/she should feel.

Ask the client to express how he felt about the attitude of the counsellor and whether he/she was able to express himself



Activity 11: Body language (15 min)

Information for IT programmer: Type B activity: Rooms to meet

Activity type: Role -playing

Learning goals: The aim of this exercise is to point out the significance of non-verbal actions in the counselling process. The participants are going to focus on body language and how those non-verbal

Specifications: Group activity (at least 2 persons are required for the role playing and a 3rd one as an observer)

Duration: 15-20 minutes

Description of task/s: Participants are divided into groups of two and there is also one observer. The one person narrates an experience he/she wants to share. The other person makes his best effort to encourage the speaker with voices, body language, facial expressions and gestures but without pronouncing actual words. This will last for 5 minutes. Then they change roles.

Notes for reflection: At the end of the 2 sessions, all participants (the speaker, listener and the observer) discuss how helpful were the non-verbal actions and which of them were most effective.



4.3 Self-evaluation Exercises

The following multiple choice questions will help you to reflect on the educational material of the section and evaluate your understanding on the basic relevant concepts and theoretical background. (5 questions for each section)

Question 1

What does active listening skills refer to?

1. the attention to what someone is saying
2. hearing a speaker without retaining their message
3. being able to listen to more than one person at the same time
4. to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully

Question 2

Listening behaviour is characterized by attentiveness but attentive behaviour need not be marked by listening activity.

4. Right
5. Wrong

Question 3

Which of the following is a nonverbal active listening technique?

1. paraphrasing
2. probing
3. reflecting
4. eye contact

Question 4

Pretending to have understood the person or their meaning even if you haven't is sometimes necessary in order to be effective in listening.

Right

Wrong

Question 5

Active listening is consisted of:

1. attending, understanding, and interpreting messages
2. being motivated and energized to attend to another person
3. verbal and nonverbal signalling that a message has been received and understood
4. All of the above



4.4 Resources for further study & References

The power of listening: <https://www.youtube.com/watch?v=saXfavo1OQo>

5 ways to listen: <https://www.youtube.com/watch?v=cSohjIYQI2A>

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Section 5: Cooperation

Short Description

The goal is to increase participants' abilities for managing relationships effectively. Collaboration training shall promote learners' ability to build and manage relationships, to give and accept help, and to form agreements for cooperation. **Conflict resolution** and **negotiation** training shall support participants in addressing misunderstandings, value, and resource conflicts constructively. Influence training shall promote learners understanding of their own strengths and values and support them in persuading other people.

Learning Objectives

At the end of the section counsellors will be able to:

- holistically understand what cooperation means and what other concepts revolve around it;
- realize the importance of cooperation skills in the field of career guidance and counselling;
- learn which theoretical approaches can contribute to the development of cooperation skills;
- strengthen their ability to effectively manage their relationships with your clients;
- “cultivate” the feeling that the goal is common among all the team members that they are part of a unity receiving increased satisfaction from the relationships among them, with common moral, rules and values;
- enhance and develop conflict resolution and negotiation skills, which will help to properly manage interpersonal relationships and to identify the source of conflicts and misunderstandings so that they can be addressed holistically in order to help the clients overcome the difficult situation in which they find themselves in, to manage their emotions and to achieve their goals;
- learn to recognize the strengths of their character.



5.1 Theoretical background

Definitions

A counselling environment and relationship is a place to explore problems, have candid conversations, brainstorm potential solutions, and reflect on alternatives. Therefore, cooperation skills are essential to every counsellor, as they enable them to manage relationships effectively.

Important skills that enable a counsellor to act cooperatively are:

Cooperation

It's the counsellor's ability to build and manage relationships, to give and accept help, and to form agreements for cooperation. The word 'cooperation' has increasingly featured in writing about counselling, most commonly about relations between counsellors and clients (Anderson, 1997; Hoffman, 1995; O'Hanlon & Weiner-Davis, 2003). Collaboration has had various meanings, including those derived from approaches to counselling where client collaboration is seen as cooperation with the counsellor's directives (e.g. Colson et al., 1988).

The therapeutic alliance has been most commonly defined as reflecting the quality and strength of the collaborative relationship between counsellor and client (Bordin, 1994; Pinosf & Catherall, 1986). The conceptual centre of the alliance is collaboration, defined as, 'the client and therapist forming a partnership against the common foe of the client's deliberating pain' (Horvath & Greenberg, 1994, p. 1). The concept of collaboration conveys a sense of teamwork, partnership, cooperation and working together toward shared goals (Diamond & Scheifler, 2007).

Cooperation is also about negotiating the goals for counselling and deciding on a pathway to reach them. This also means voicing different opinions, concerns, curiosity, questions, and ideas about the direction of counselling, what has been helpful, and what is missing in counselling and/or not working. In other words, collaboration is not intended to be a perfect alignment, rather, it signifies a partnership that is experienced as open, respectful, energized, and purposeful (Bohart & Tallman, 1999; Duncan & Miller, 2000).

Cooperation is enhanced when clients and counsellors recognize that they can shape the manner and accomplishments of their dialogues. In other words, how they negotiate 'going on' (Wittgenstein, 1953) with each other can constrain or facilitate their potential for going on together.

Conflict resolution & Negotiation

It refers to the ability to address misunderstandings, value and resource conflicts constructively (respectfully, with the goal of resolving a conflict peacefully).



Conflict resolution is inextricably linked with cooperation and negotiation skills, as they also entail managing conflict effectively. Effective conflict resolution refers to competences such as adapting to psychological motivations, saving face, and balancing power difference (Roloff, Putman & Anastasiou, 2003). Research findings (De Dreu & Van De Vliert, 1997; Johnson & Johnson, 1998) indicated that contrary to our culture's tendency to avoid conflict, conflict, when managed in constructive and healthy ways, is positive for relationships, and the work force. Seeing conflict as an opportunity for creativity, growth, and learning instead of pain and humiliation is a reframe of conflict that helps to avoid ineffective ways of dealing with conflict (Brown & Fisher, 1988; Borisoff & Victor, 1998; Coulson, 1996; De Dreu & Van De Vliert, 1997; Kottler, 1994).

Negotiation skills refer to a subset of knowledge and behaviours that influence “bargaining” performance (Lewicki, 1997). Negotiation as a set of skills is essential in cooperation as it allows for creating something new that neither party could achieve independently and, thus, resolve complex problems through “bargaining” (Lewicki, 1986).

Negotiation is deemed effective when someone achieves his/her ultimate goal (whether that is the ultimate result or a sub-goal in a broader collaboration) or when it is grown out of an understanding of the process that surpasses minimal performance. Effective negotiation also means that counsellors collaborate in decisions and build healthy relationships through working with their clients.

Influence

Influence is inherent in cooperation and negotiation. It refers to the understanding of one's own strengths and values and being able to express them to induce desired responses from others (e.g., inspiration). It is the power to affect or change how someone behaves, or thinks in indirect or intangible ways. It is interrelated with a set of emotional management skills in a sense that effective influence requires emotional understanding and knowing and projecting my own strengths and values in order to persuade a person or a group of people. From a counsellor's perspective, he/she should understand their own strengths and values (enduring behavioural, emotional and cognitive qualities that are habitual characteristics of the individual) and provide support while persuading other people. They have to act as an exemplary role model, engage and motivate others and facilitate creative thinking (Bass & Avolio, 2000).

Characteristics of a counsellor mastering the cooperation skills

Career counsellors should build a solid alliance with the client in order to be effective. Henneman, Lee & Cohen (1995) conducted an analysis of the concept structure of collaboration and proposed the following essential, defining attributes without all of which collaboration cannot exist: a. commitment to a shared venture; b. willing participation; c.



team approach; d. shared planning and decision-making; e. shared contribution of expertise; f. a non-hierarchical relationship in which power is shared and based on knowledge rather than role or title. Even though, the client's willingness and positive stance are contributing factors in the overall outcome, the professional's collaborative practice, such as professional listening, professional confidence, sharing and supportive relationship, is the only dimension to contribute uniquely to the professional's perception of collaboration.

Therefore, collaborative counsellors are flexibly and actively engaged in the change process with their clients (Bachelor, Laverdière, Gamache, & Bordeleau, 2007).

By forming a cooperative relationship, the counsellor work together with the client to create a new understanding of the individual's experience, allowing for transformation. A crucial part is the counsellor's recognition that a person in therapy is the expert on their own experience. The therapist does not act as an authority figure or as if they have greater knowledge or understanding. They may offer their own suggestions or perspective, but they avoid imposing their own ideas on the individual in therapy (Anderson, 2001).

In a nutshell a counsellor effective enough in cooperation can be attributed with the following characteristics:

- self-awareness;
- developed personal mental resilience;
- holistic knowledge about his attitudes, belief system, strengths, positive characteristics and skills;
- confidence;
- honesty;
- acceptance towards clients;
- adaptability;
- creativity;
- confidentiality;
- respect for individuality;
- honesty and clarity in relation to their limits;
- holistic approach to the client's issues;
- respect for the differentiation and different needs of everyone depending on their age and period of life;
- understanding the subjective experience of each member and the way they perceive the counselling process;



Importance of cooperation skills in career counselling

The relationship between counsellor and client is of paramount importance. This kind of relationship concerns the emotion, the attitudes and the beliefs of those involved in the counselling process (Thwaites, 2007). The quality of this evolving relationship determines the outcome of the counselling process more than the actual career prospects and results.

Counsellor's behaviour should reflect empowerment and acceptance in the eyes of the client. The counsellor should be perceived as a capable, serious, sensitive, honest, confidential and responsible person, who accepts the client unconditionally and has the necessary training and skills to provide guidance (Malkiosi-Loizou, 2012). In order for those qualities to be projected and applied in the counselling process, cooperation is essential. Cooperation, in the context of career counselling, includes offering help to the client or the team, when the need arises, always according to the rhythms of the client or the team and regulating the behaviour in such a way that his actions are not misinterpreted (Salas, Sims & Klein, 2004). Similarly, the process by which a climate of unity is achieved between a counsellor and a client or between a counsellor and a team is called a partnership (Salas, Sims & Klein, 2004).

Furthermore, counselling, like other forms of social interaction, is not without disagreements and that's the reason cooperation skills are essential. Suppose the client considers the counsellor's responses to him or her to be inconsistent with what he or she seeks from the counsellor. The counsellor, in turn, may interpret such 'inconsistency' as the client resisting working collaboratively. Such problems can arise over differences in perspectives and judgments. Disagreements like this are often associated with misunderstandings over how the professional relationship and its emergent proceedings are regarded by clients and counsellors (e.g. Vera & Speight, 2003). Collaboration can involve an upfront discussion of such expectations en route to an implicit contract of what collaboration entails. This is a common view of the working alliance in which professionals and clients outline relational arrangements, goals and tasks at the out-set of counselling and adhere to them thereafter (e.g. Horvath & Greenberg, 1994). Additionally, counselling is a process where client and counsellor judgment is called upon at each conversational turn (Strong & Sutherland, 2007).

Cooperation serves throughout each step of the counselling process. During the counsellor's preparation, he/she should be able to plan and organize a course of action, specifically structured and thought through upon the client's abilities, aspirations and goals. This can only be achieved through honest conversation and cooperation among the counsellor and the client when setting the goals of the process. Similarly, while counsellors and clients are exploring and assessing different educational and career pathways, cooperation is still essential. Counsellors should be able to understand the complexities behind the client's career questions and the reasons behind possible limitations, perceptions and hesitations. At this point, it is important for the counsellor to use his/her own strengths to help him find solutions and set goals (Green, Lee, Trask & Reinsheld, 2005). Additionally, client's resistance



and hesitations may cause frustration and conflict within the process that may call for modification to the counselling plan. Counsellors need to be adaptable, able to negotiate and manage conflict in order to lower the tension and sustain the relationship. As experts, they are to be able to provide feasible alternative paths and influence their clients.

Based on the above, developing and enhancing counsellors' skill of cooperation is essential as it is crucial element in counselling process and it contributes effectively to the solution or better management of the client's problems and concerns, especially in crisis period.

Methods for cooperation skills improvement

Cognitive Behavioural Approaches

Cognitive behavioural techniques could help learners "review" some of their thoughts, attitudes, beliefs and behaviours in order to resolve problems and prevent or negotiate a conflict (Ellis, 1973). Based on this perspective, the counsellor tries to help the client get rid of irrational ideas and replace them with other, logical ones (Malikiosi-Loizou, 1989).

In order to achieve the aforementioned, he/she follows a specific procedure:

- Develop a climate of trust;
- Reveal irrational beliefs and help clients become fully aware of them;
- Show them how these irrational ideas create problems;
- Help clients change these irrational beliefs and speak to themselves;
- Encourage them to apply these new concepts.

This procedure can be well applied in the career counselling process, too. Clients' attitudes, beliefs and hesitations may affect the counselling result and even produce a conflict environment. Early on, counsellors need to be able to detect such issues and moderate their behaviour accordingly. Building on with trust and honesty, active listening and communication, counsellors can persuade clients to follow the abovementioned procedure and reach a consensus.

Coaching is also a method that combines cognitive and behavioural techniques (Grant, Curtayne & Burton, 2006).

- Having a supportive relationship, in which individuals can feel safe to trust and analyse their personal and professional issues, can relieve them of tension and stress, helping them to manage conflicts more effectively (Myers, 1999).



- The process of setting specific goals and then striving to achieve them, can enhance self-efficacy (Sheldon & Houser-Marko, 2001) resulting in successful negotiations and a climate of cooperation.

Systematic participation in the above procedures and support in dealing with failure, can create resilience and strengthen self-regulation (Baumeister, Gailliot, DeWall & Oaten, 2006) which are important elements for resolving any conflicts between the consultant and his/her clients.

Mindfulness

Based on interdependence theory, scholars have recently developed a concept to describe individual's caring and satisfying others' autonomous needs in interpersonal interaction, namely social mindfulness, demonstrating that socially mindful behaviours are noticed and appreciated by others and that higher levels of perceived mindfulness from others lead to more favourable social judgments (Van Doesum, Van Lange, & Van Lange, 2013; Van Lange & Van Doesum, 2015). Moreover, it has been proved that social mindfulness plays a vital role in interpersonal interaction and team relationships (Van Doesum, Van Prooijen, Verburch, & Van Lange, 2016). Thus, social mindfulness represents a new perspective on cooperative behaviours. Cooperative behaviours refer to individuals' resistance of self-interest to maximize collective interest (Van Vugt, Snyder, Tyler, & Biel, 2000).

In socially mindful behaviour, the conductor respects and protects the receiver's option in interpersonal interaction, which helps build trust between two strangers (Declerck et al., 2013). Studies have indicated that trust is a crucial mechanism promoting cooperative behaviours (Irwin, Edwards, & Tamburello, 2015; Parks et al., 2013), especially when people meet conflict of interests (Balliet & Van Lange, 2013). As Van Lange and Van Doesum (2015) illustrated, high social mindfulness promotes a close relationship and facilitates interpersonal interaction. Socially mindful behaviours are of vital significance for improving and building interpersonal and intimate relationships.

In career counselling, social mindfulness can take the form of the counsellor acknowledging the immediate or expected inclusion of the client in the counselling process, assessing the effects of their own actions on the remaining behavioural options of clients and maintain a positive regard throughout the counselling process. Perspective taking and empathetic concern are also important. Even though career counsellors may have already developed an action plan, this may be translated by clients as limiting. While, presenting limited options can prove beneficial sometimes, not taking away outcome options for someone can help in building and maintaining interpersonal relationships. Career counsellors should be able to "sacrifice" or modify their choice options if this results in client's increased appreciation and satisfaction.



Self-reflection and lifelong supervision

Lifelong supervision of counsellors and psychotherapists has been internationally recognized as a key instrument to enhance, support and ensure the quality of services provided. Nowadays, supervision of counsellors has become a new, flourishing and discrete profession, based on theoretical models, practiced according to specific standards and leading to positive outcomes for all parties involved. Many studies present the state of play concerning the supervision of counsellors. Moreover, they focus on the positive impact of life long supervision on enhancing the quality of counselling services (Vassara, 2016).

According to Loganbill, Hardy and Delworth (1982), as supervision is defined as the close interpersonal relationship where a person has undertaken to facilitate the development of the other's skills. At the heart of the definitions of supervision is the strengthening of the skills of the supervised and the evaluation of their consulting work. As mentioned from Hawkins and Shohet (2006), in 1987 the British Counselling and Psychotherapy Association considered it necessary to clarify that supervision does not come for the benefit of the supervised but mainly for the benefit of the final recipients of the services.

Self-reflection and lifelong supervision can benefit counsellors to focus on developing and exercising positive attitude towards clients, to enhance skills such as the cooperation and to walk through stressful work situations.



5.2 Suggested activities to improve Cooperation Skills

Activity 1: Help me out

Information for IT programmer: Combination of two types of activities. Type G: online form to fill in & Type B: room to meet.

The trainees will be given the form of “conflict sheet” to fill it in (both parts A& B). After 20 minutes they will get in a room to discuss with other trainees.

We could also have the conflict sheet in pdf version in case the activity is done in class.

Activity: Experiential

Learning goals: Participants to recall 3 conflicts they have experienced in the past 3 days, reflect on the words that trigger them, receive some solutions from others.

The aim of this exercise is to draw attention to the number of conflicts and similar stressful situations experienced by delegates in one week and use partners to come up with reasonable solutions for each conflict.

Specificities: Individual and group activity

Material Needed: A copy of “Conflict sheet”

Duration: 40 min (20 for filling in the form & 20 for discussion)

Description of tasks:

- You should fill in the “Conflict sheet – Part A” recording 3 conflicts that you were involved in, in the last week. You have to record the ‘toxic words’ that triggered the conflicts and made you feel that you had to protest and defend yourself.
- After having filled the “Conflict sheet part A” you should try to answer to the following questions filling in part B:
 - How did recalling a conflict make you feel?
 - Could you have handled that particular situation differently?
 - What was the trigger word that made you feel you are in a conflicting situation?

Notes for group discussion/ reflection: After having filled in the conflict sheet/form get in groups to discuss over the activity. Each participant present one subject of conflict and asks from other members to provide some suggestions on how you should have responded differently.



-Were partners' suggestions helpful?

- Could you use the new suggestions to resolve your conflict or prevent them from happening in the first place?

Conflict Sheet

Part A

Please fill in the table with 3 conflicts that you were involved in, in the last three days.

Subject of the Conflict	People Involved	What happened?	Trigger Word
Example: Washing dishes	My husband and me	My husband accused me of being untidy by saying: "You always leave a pile of dirty dishes in the sink for days"	Always
1:			
2:			

Part B

Now, after having reflecting upon the previous mentioned conflicts and talk with a partner fill in the following table:

Subject of the Conflict	Feeling emerged	How could I have handled the situation differently?	Others' (partner's) suggestion
Example: Washing dishes	Anger and unfair criticism	I could say that next days I would make up for it by making housecleaning.	I could have explain to my husband that "always" is not true, as I am used to help in house cleaning and due to last week duties I overlooked it. I could get him agree that "always" is not true, which will make me feel better, and I would agree on helping more the next days.
1:			
2:			
3			



Activity 2: Debate vs Dialogue Conflict Management Activity

Information for IT programmer: Activity type B – rooms to meet.

Activity type: Experiential

Learning goals: This activity is a great way for participants to engage in a mini-conflict with another team member in a nonthreatening manner.

The purpose of this exercise is participants to understand that debate is an attempt to prove that your position is better than the other person's position. The aim of it is to 'win' over the other person by finding faults in the other person's position. On the other hand, a dialogue instead is about understanding and cooperation. The aim of dialogue is to reach mutual understanding while valuing the strengths of the other person's position and this is the best solution over conflict management.

Specificities:

Group activity -2 persons

Duration: 20 minutes.

Description of tasks:

1. You will work in pairs.
2. Each person will have to say the name of one object you can think of (for example, car, table, an animal, food etc.). Then, you will debate with each other to argue that your item is better than the other person's item for 3 minutes.
4. After three minutes, you will have to be engaged in dialogue. This means asking each other questions about their items, listening to the answers and coming to an agreement between them. This process will last about 5 minutes.

Questions for reflection: At the end of the exercise, you will have to reflect on the process of the debate and the dialogue.

- How did you feel about each situation (debate vs dialogue)?
- How did you react to each situation?
- How would you behave in real conflict situations?
- How did things change when you switched from debate to dialogue?
- Is it difficult to listen when somebody disagrees with you? Why? How did you come to an agreement?
- In what ways could you use these skills the next time you're in conflict with another person?



Activity 3: Conflict in different perspectives

Information for IT programmer: Combination of three types of activities. Type G: online form to fill in & Type C: post –it & Type B: room to meet.

The trainees will be given the form of “conflict perspectives sheet” to fill it in. The answers of all participants are taking the form of “post-it” and be visible to all. After 20 minutes they will get in a room to discuss with other trainees.

We could also have the conflict perspectives sheet in pfd version in case the activity is done in class.

Activity type: Experiential

Learning goals: The aim of this activity is to assist you in understanding your perception of conflict and in the same time come in contact with different perspectives on conflict and techniques to better handle conflict. Furthermore, with this activity you will have the chance to consider the positive aspects of conflict and become more comfortable with it.

Specificities:

Individual and Group activity - at least 2 persons

Materials: One copy of the Conflict Perspectives Sheet

Duration: 40 min (20 for filling in the form individually and 20 min for group discussion)

Description of tasks:

First work in individual level and fill in the “conflict perspectives sheet” for 15-20 minutes.

After having answered all the questions in the online form, get in group and talk over your answers with other members.

Conflict Perspectives Sheet

1. What are the characteristics of a conflict?
.....
2. How are you usually responding to conflict?
.....
3. What is the most important outcome of conflict?
.....



4. 4. What is your greatest strength when dealing with conflict?
.....

5. 5. If you could change one thing about the way you deal with conflict, what
would it be and why?
.....

6. Are there any benefits from conflict situations within a team?
.....

7. How can conflict be harmful to a team?
.....

8. What are some reasons for choosing to avoid conflict?
.....

9. What's a good attitude towards dealing with conflict within your team?
.....

Questions for reflection:

1. *Were your partner's perspectives different from your perspective?*
2. *What were some things you learned by considering another's perspective?*
3. *Does discussing conflict like this make it "less dangerous"? In what ways?*
4. *Is conflict good or bad?*
5. *What are some ways in which conflict is harmful to the team?*
6. *What are some ways in which conflict may benefit the team?*



Activity 4: In the other's Shoes

Information for IT programmer: Combination of two types of activities. Type G: online form to fill in & Type B: room to meet.

The trainees will be given the form (other's shoes handout) and they will have to write online their answers. Then participants are getting into a room to discuss over their answers and thoughts.

Activity type: Cognitive method - experiential

Learning goals: To consider another perspective and understand and empathize with someone who disagrees with us

Specificities: Group activity

Materials: In the other's Shoes handout

Duration: 30 min (15 min to fill in the form & 15 min for group discussion)

Description of tasks:

Each participant has to fill in the handout on an individual basis and then get in a group to reflect on the process according to the reflection questions.

In the other's Shoes Handout

Think back to a situation where you were in conflict with another person. Carefully consider the other person's perspective while answering these questions. Remember to look at the situation only from the other person's viewpoint.

1. In your opinion, what is/was the issue?

.....

2. What caused it?

.....

3. What are you feeling?

.....

4. How would you describe the event?

.....

5. What would you like to have happen to resolve the conflict?

.....



Questions for reflection:

1. We can improve our conflict management and cooperation skills by becoming more aware of other people's emotions and how they play a factor in our interactions. How did it feel to be in another person's shoes?
2. In what ways did your understanding of the other person's perspective change?
3. What are some ways we can make sure we are interpreting someone else's emotions accurately in a non-confrontational manner?
4. In what ways might this influence the likelihood of transforming conflict into something productive?
5. How does this activity benefit the team?
6. What will you do differently the next time you're involved in a conflict?



Activity 5: Role Playing of real life situations

Information for IT programmer: Activity type B: room to meet

Activity type: Role playing

Learning goals: To understand and empathize with someone who disagrees with us and generalize conflict resolution instruction to real life, through sufficient practice in a safe environment.

Specificities: Group activity – 2 participants at least

Materials needed: 2 scenarios

Duration: 20 minutes

Description of tasks:

Participants work in pairs (if possible there is also a 3rd person as observer)

You start first by choosing the roles you get for each of the 2 scenarios and be prepared for those roles.

-Participants who role-play “client” describe their opinion and their anger, where this anger come from;

-Participants who role-play counsellor focus on what is being said with genuine interest and encourage “client” talking to calm down.

2 Scenarios

Scenario A: Louis Is Attacked Personally

Louis, a career counsellor, regularly organizes forums where employers present their professional field. Louis first interviews the employers. Later, participants can ask questions. At the start of a forum with 20 participants, Louis has just started interviewing the managing director of a large company from the region. The guest likes to talk and starts to digress from the topic, so that Louis interrupts him after a minute with a question that leads back to employment opportunities. At this moment, one of the participants of the forum suddenly shouts at Louis, telling him to “shut up” and let the guest speak.

Scenario B: Maria the Quarrelsome Mother

Helen, a student, attends a career counselling program together with her mother, Maria. Maria is a financial analyst who owns her own company. She wants Helen to study economics so that Helen will be able to take over the company in the future. When Robert, the counsellor announces that Helen expressed her interest in becoming a teacher in a career interest questionnaire, Maria gets upset and starts yelling at Robert. She claims that career



questionnaire is invalid because she knows her daughter better than anyone else and she knows best what suits her daughter.

Important notes for role playing:

After a 5 minutes' dialogue, both participants summarize what counsellor has communicated to show his/her understanding and empathy and help "client" to understand counsellors' position. Then, swap roles and play scenario B.

Observers should keep notes on the reactions of counsellor and client.

After both scenarios have been completed and each person has taken the counsellor's role, spend some minutes (5-10) minute to review how well the counsellor managed the incident and how well he/she demonstrated active cooperative behaviours or if there was something else he/she could do. Participants who role-play "client" express how you felt and what could be different. Observers focus on the reactions of both participants and what seemed working well and what not. Finally, all participants can share what you have achieved through this exercise and how it helps you move forward in the counselling process in terms of cooperation and conflict management skills.



5.3 Self-evaluation Exercises

The following multiple choice questions will help you to reflect on the educational material of the section and evaluate your understanding on the basic relevant concepts and theoretical background. (5 questions for each section)

Question 1:

Influence refers to:

the understanding of one's own strengths and values and being able to express them to induce desired responses from others

the ability to address misunderstandings and resource conflicts constructively

the ability to build and manage relationships, to give and accept help, and to form agreements for cooperation

the understanding of the hidden emotions

Question 2:

Conflict resolution is inextricably linked with and

diversity and active listening skills

cooperation and negotiation skills

cooperation and diversity skills

diversity and empathy skills

Question 3:

Effective negotiation means that counsellors collaborate in decisions and build healthy relationships through working with their clients.

Right

Wrong

Question 4:

Which of the following statements is wrong?

Even though, the client's willingness and positive stance are contributing factors in the overall outcome, the professional's collaborative practice is the only dimension to contribute uniquely to the professional's perception of collaboration.

Collaborative counsellors are flexibly and actively engaged in the change process with their clients.

By forming a cooperative relationship, the counsellor work together with the client to create a new understanding of the individual's experience, allowing for transformation.



The counsellors should act as an authority figure as they have greater knowledge and understanding.

Question 5

Perspective-taking is important in order for effective cooperation to be achieved.

Right

Wrong



5.4 Resources for further study - References

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