



Career Coaching in a Group



Career Coaching in a Group



Group work practices in CEIG

FAAST and GINA Models

Applying GINA model to Practice



- What is important to you in group work practice?
- What different challenges do you/ could you face?
- How can you overcome these challenges?

Background



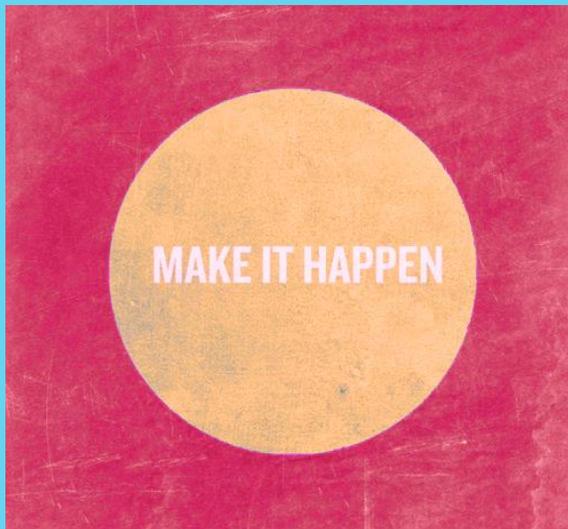
- Why long term focus on 1-1 interview rather than group approach?
- Evidence base?
- 1-1 models of practice?
- Career guidance practitioners skills set?
- Do skills transfer easily to group work?
- Lack of models of group work?
- Can we change this?

Types of Group Work



- Formal Presentation
- Facilitated Group Learning
- Guidance/ Counselling in Groups
- Coaching in groups- combination of facilitation/ guidance

Coaching In Groups - Making It Happen



- ▶ Follow a model of practice –
 - ▶ FAAST model (Westergaard, 2010)
 - ▶ Or Group Integrative Narrative Approach (Meldrum, 2017)
- ▶ Careful planning
- ▶ Being very familiar with resources
- ▶ Engaging and motivating the group to co-construct learning experiences
- ▶ Being flexible and responding to on-going issues as they arise
- ▶ Staying focused on the objectives of session
- ▶ Providing regular summaries of learning
- ▶ Progressing through the stages of Kolb's Experiential Learning Cycle to ensure 'knowledge transfer' to apply to 'real life' situations

Relevant Learning theory?

Behaviourist (Skinner, 1974) ?

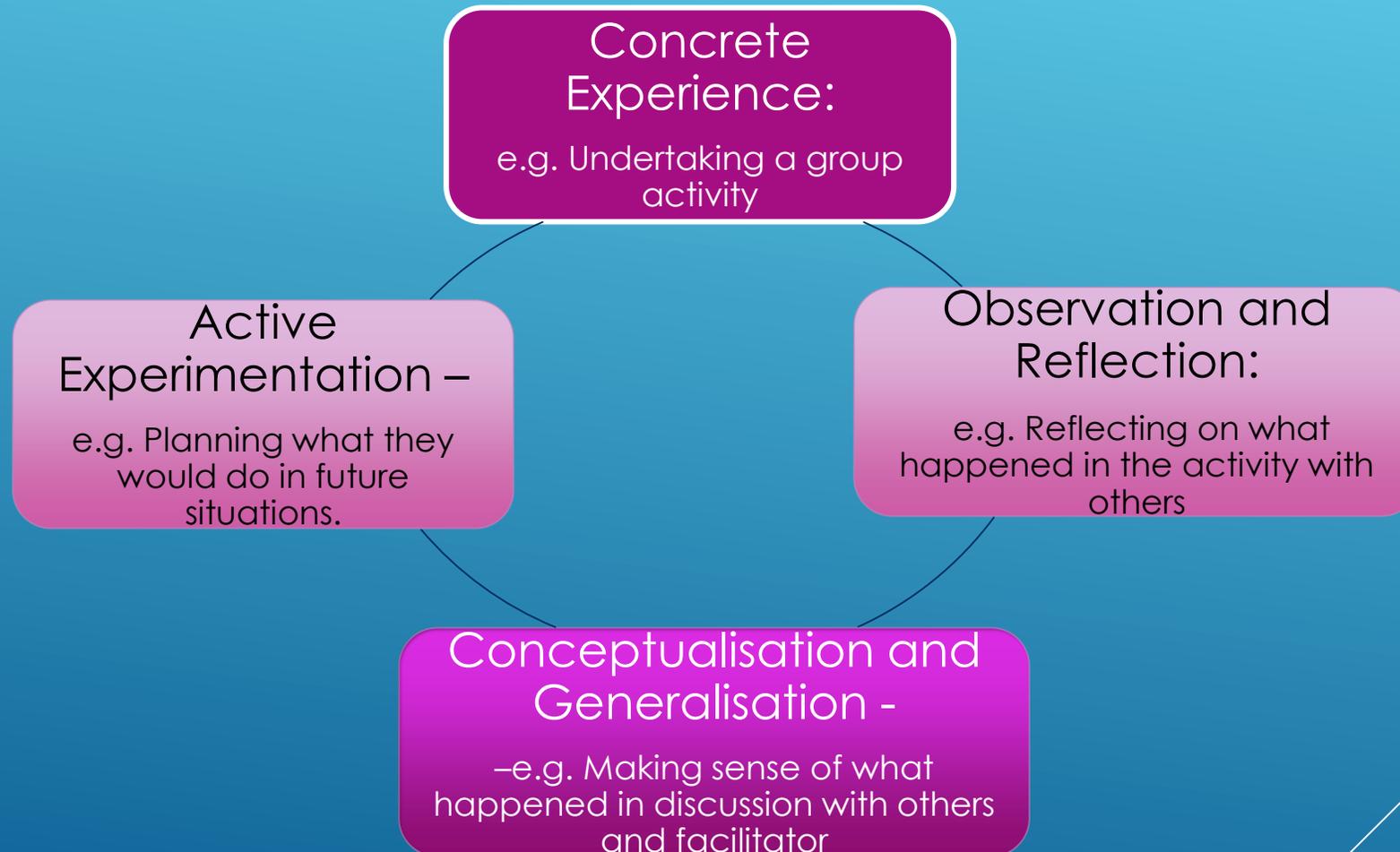


Knowledge is acquired by responses to stimuli
passive absorption
repetition
involves positive and negative reinforcement
knowledge is transmitted by career practitioner and absorbed by students
career practitioner is instructor

Or Social Constructivist Learning Theory (Vygotsky, 1978) ?

Knowledge is constructed through social interactions with a group or community
Creation of knowledge or learning community
Emphasis on collaboration and group effort
Learners goals are influenced by the learning community as well as self
Career practitioner and the learners are all co-facilitators of the session

How Do We Learn?– Kolb's (1984) Learning Cycle



What Do We Learn ?



Models Of Group Work - FAAST Model



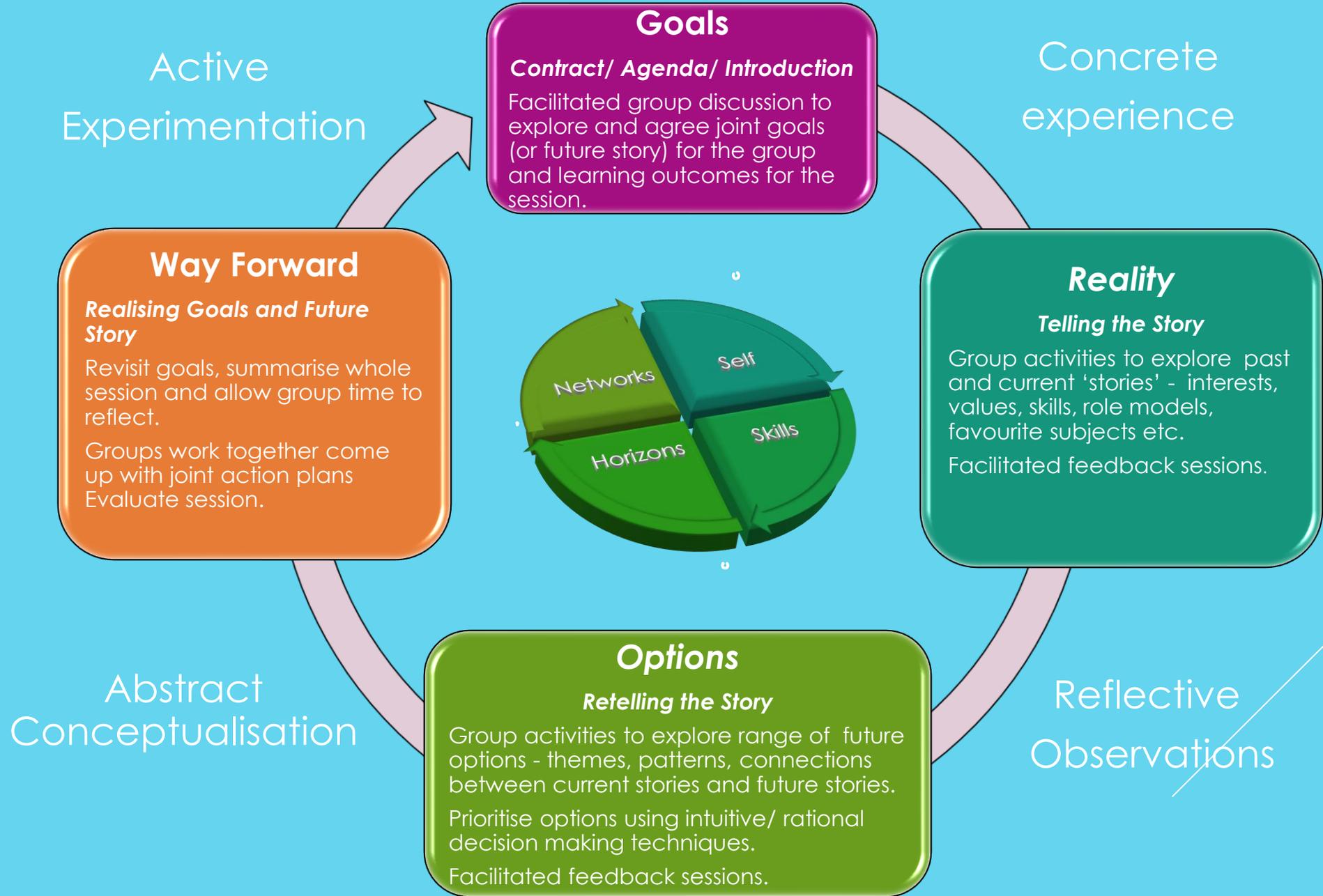
- ▶ **Focus** – Before group work takes place. Why is it needed? Who is it for? What is the topic?
- ▶ **Aim** – In session plan. What is the aim? What are the learning outcomes?
- ▶ **Activities** – In session plan/ delivery. Should be relevant, interactive and flexible. Aligned with aim and learning outcomes.
- ▶ **Structure** – Delivery - Session should follow guidance model – modified Egan?
- ▶ **Techniques** – Delivery – use guidance skills such as active listening, questioning, challenging, summarising.

Models Of Group Work - FAAST Model (Westergaard 2009)

- ▶ Uses a guidance/ coaching structure with focus on needs of the group and each member.
- ▶ Suited to skills set of guidance practitioners.
- ▶ Could fit well with small groups - employability groups, leavers groups, community groups.
- ▶ Could be adapted for class sized groups? How?
- ▶ Model being taught by most QCD initial training centres
- ▶ Explained in detail in Effective Group Work with Young People (Westergaard, 2009)
- ▶ But is the FAAST model actually a model of practice or more of a chronological approach to the entire planning and delivery of group work. Do we need something more explicit?



The GINA Model



Planning Your Session – Group Coaching Plan



- **Goal** Why should it take place? Who is it for? What is the topic? Clear written pre-planned aim and learning outcomes for the session which can be re-negotiated at the start of session.
- **Reality** Plan group activities and feedback sessions with timings. Align activities clearly to the learning outcomes so that participants learn what is intended to be taught.
- **Options** Plan group activities and feedback sessions with timings. Align activities clearly to the learning outcomes so that participants learn what is intended to be taught.
- **Way Forward** Plan group feed back and joint action planning. Evaluate session ensuring feedback is aligned with activities and learning outcomes.



Delivering Your Session – Group Coaching

- **Goal** All group together to negotiate and agree joint goals for the session. Can use flip chart or white board. Explain broad purpose is to develop CMS skills. Share GROW model with group.
- **Reality** Smaller group activities with appointed facilitator for each group. Explore **self and skills** -values, interests, role models. May involve use of worksheets, cards, visualisations or other coaching tools. Bring whole group back together to feedback.
- **Options** Smaller group activities with appointed facilitator for each group to explore **horizons and networks**. May again involve use of worksheets, cards, visualisations or other coaching tools. Bring whole group back together for feedback.
- **Way Forward** Small group activities to co-action plan. Whole group together to revisit goals, summarise and evaluate session.

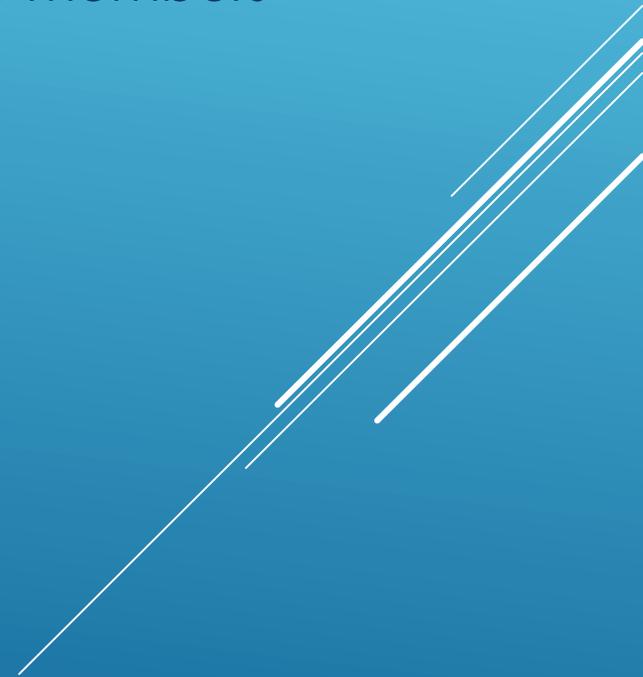
Similarities to 1-1



- Building of interpersonal relationships and use of counselling and coaching skills – active listening, core conditions, paraphrasing, summarising, challenging.
- Uses fluid facilitative structure which encourages collaboration, discussion, sharing of ideas and concerns.
- Use of tools and techniques – scaling, visualisations, mind maps, motivational interviewing, narrative questions.

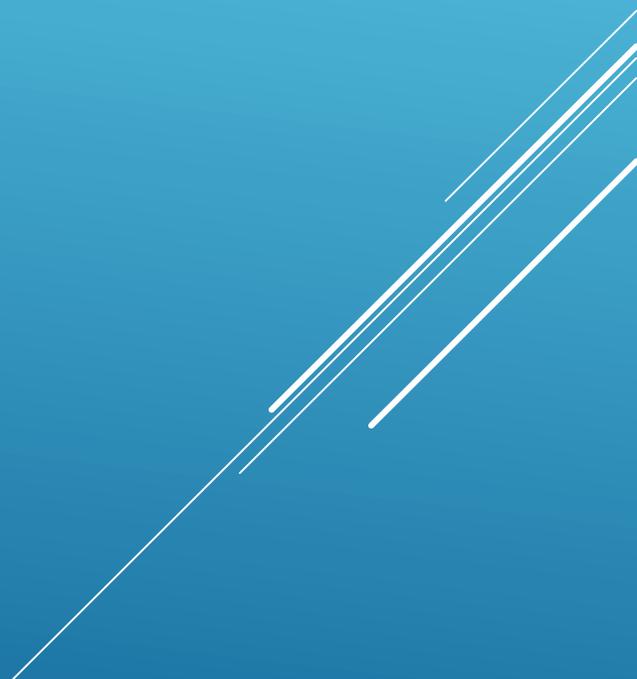
Key differences

- Written exercises
- Group discussions
- Co-facilitation - facilitator and other group members
- Sharing of experiences and ideas
- Joint action planning





Questions?



References

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