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## INITIAL self-assessment

Before starting to read the Handbook or do the exercises from the Training Materials, you have the opportunity to evaluate, as a starting point, the competencies you have and thus analyse the need for competency improvement.

In the column "Initial self-assessment" give a point for every competency, according to the scale described above.

Calculate the result by adding the points for all 14 competencies.

For every competency you have given an assessment of 1 or 2 points, feel free to read the related chapters from the Handbook for theoretical clarification or see the practical activities in the Training Materials.

If you need a more structured way to develop your competencies, go to Annex 1 and prepare your Plan for success!

## FINAL self-assessment

After reading the Handbook or doing the activities proposed in the Training Materials, re-evaluate your competencies in the same way as at the initial self-assessment.

In the column "Final self-assessment" give a point for every competency, according to the scale described above.

Calculate the result by adding the points for all 14 competencies.

Compare the results obtained in the initial and final self-assessment.

Send us feedback regarding the utility of the Handbook and Training Materials for competency improvement at:  
<http://grundtvig.eu/project.net/DPPC>

➤ Start filling in the self assessment questionnaire!

## COMPETENCIES

INITIAL  
Assessment

FINAL  
Assessment

### I. PROFESSIONAL BEHAVIOUR

1. Adhere to the Code of Ethics and the Ethical Decision-Making Model
2. Demonstrate Professional Attributes
3. Demonstrate a Commitment to Professional Development by:
  - Developing Relations with Other Professionals
  - Demonstrating a Commitment to Lifelong Learning
  - Keeping Up to Date with Technology
4. Use Analytical Skills by:
  - Applying a Solution-Focused Framework
  - Collecting, Analysing and Using Information
5. Manage work by:
  - Using Planning and Time Management Skills
  - Following Case and Project Management Procedures
  - Documenting Clients' Interactions and Progress
  - Evaluating the Service Provided to Clients

### II. INTERPERSONAL COMPETENCIES

6. Respect Diversity by:
  - Recognising Diversity
  - Respecting Diversity
7. Communicate Effectively by:
  - Working with Climate and Context to Enhance Communication
  - Using a Framework for Verbal Communication
  - Using a Framework for Written Communication
  - Using Effective Listening Skills
  - Clarifying and Providing Feedback

The Canadian competency framework used as a guideline for this handbook, challenges the future research in the field to provide an answer to the following questions:

- How useful is this distinction between core and specialised competencies in the process of building competency standards?
- What is the experts' perception regarding the importance of some specialised counselling competencies?
- Which of the current career counselling competencies are components of the general practice of counselling, and which competencies are particular to a specific practice?

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## 2

## PROFESSIONAL BEHAVIOUR

### PRESENTATION

The purpose of this chapter is to underline the competencies career counsellors must have in order to demonstrate professional behaviour.

The chapter is structured into five major parts, each of them offering theoretical clarification and describing specific competencies, such as: *Adhere to the Code of Ethics and the Ethical Decision-Making Model, Demonstrate professional attributes, Demonstrate a commitment to professional development, Use analytical skills and Manage work.*

### 2.1. Adhere to the Code of Ethics and the Ethical Decision-Making Model

Dictionary definitions usually say that **ethics** is the science of morals, or the study of "good" and "evil", "right" and "wrong". Ethics could be seen, as theories or set of rules to be followed. Even more, ethics provides an answer to the question: "What ought one to do?", so that the *practical* aspect of ethics is underlined. Adult career counsellors must know how to act in difficult professional situations; moreover, they must know what kind of competencies they must have in order to deal with such situations properly.

#### What is an Ethical Code?

The Ethical Code sets down the principles to be followed by all members, in the course of their professional duties. According to the provisions of the code, a member who disregards the stipulations of the code may be "guilty" of professional misconduct or of acting in an unprofessional manner. Usually, throughout an Ethical Code masculine pronouns intended to refer to members of either sex.

## WORK SHEET ON ROLE PLAY IDENTIFYING BARRIERS TO CAREER DEVELOPMENT

### SITUATION 1

Claudia S. finished high school two years ago. She followed some courses after high school, obtaining an accountant degree three months ago. She has been looking for a job ever since. She was at a job fair, she periodically reads the announcements in the newspapers. She sent her CV and a letter of intent to seven firms, and was selected four times for an interview. She hasn't succeeded in any interview. Even though it was not said directly, Claudia S. understood from the observations made by the interviewers that the firms would rather male persons. Disappointed because of these failures, Claudia S. decides to consult a career counsellor.

### SITUATION 2

Andrew M. is 43 years old and has been working for more than 10 years in a little printing house. In the following months the technical equipment of the firm will be modernized, which implies the usage of computer techniques. Andrew is intimidated by computers, and does not know how to deal with the situation, or whether he will be able to keep his working place. In order to overcome this difficult moment, Andrew M. seeks counselling.

### SITUATION 3

Michael C. is 25 years old and is a computer programmer. He was employed for a probation period at a multinational company. For Michael C. it is not the first experience of this kind, as he was already employed for such a probation period at another firm a year before. He did not accept that position, because the tasks given to him seemed to him somewhat under his knowledge level. This position is much more interesting, but the hierarchy levels are very strict. Michael C. is concerned about whether or not he will manage to respect these strict rules, to prove his competencies and about his chances to build a career under the frame of this company.

### SITUATION 4

Susana P. has worked in a clothes factory for more than 20 years, and it has been her only working place ever since she had finished the professional school for light industry. Due to the factory's restructuring, Susana P. was unemployed. She thinks of finding a new working place in the same field or – in her most daring moments – she dreams of opening a small tailoring workshop. Although the second alternative sounds more promising for the future, she thinks that she is unable of managing her own businesses.

### SITUATION 5

Cristinn T. finished the Faculty of Letters in summer. She would like to continue her studies for deepening her knowledge, but she would like to become more independent from her parents from a financial point of view – that is why she has thought of looking for a job. The only possibility for the moment is to accept a position as an acting foreign languages teacher at a school in rural environment. But commuting would take up much time and she would lose a part of the courses of the master study she would like to join. She does not know what decision to make.

### SITUATION 6

Peter B. is 45 years old. He worked in constructions until three years ago when he had an accident at his working place. After long sick leave he retired on account of the illness. At the moment, after a recovering process, he would like to go back to work. He does not know how to find a working place he could manage and that would make him feel less useless.