Appendices

Appendix 1:
Using coaching approaches in a work-life inspired employment guidance model

There are many styles and approaches used in an employment guidance context. Some (e.g. person-centred) are just that, approaches, underpinning your practice, while others have a defined structure (e.g. motivational interviewing). For the purpose of this toolkit we have described a sample of approaches and models that may assist practitioners in guiding people who access employment guidance services. Coaching approaches can be plotted on two continuums from suggesting to exploring, and from confronting to supporting (Yates, 2014). All approaches presented below are situated in the exploring and supporting quadrant.

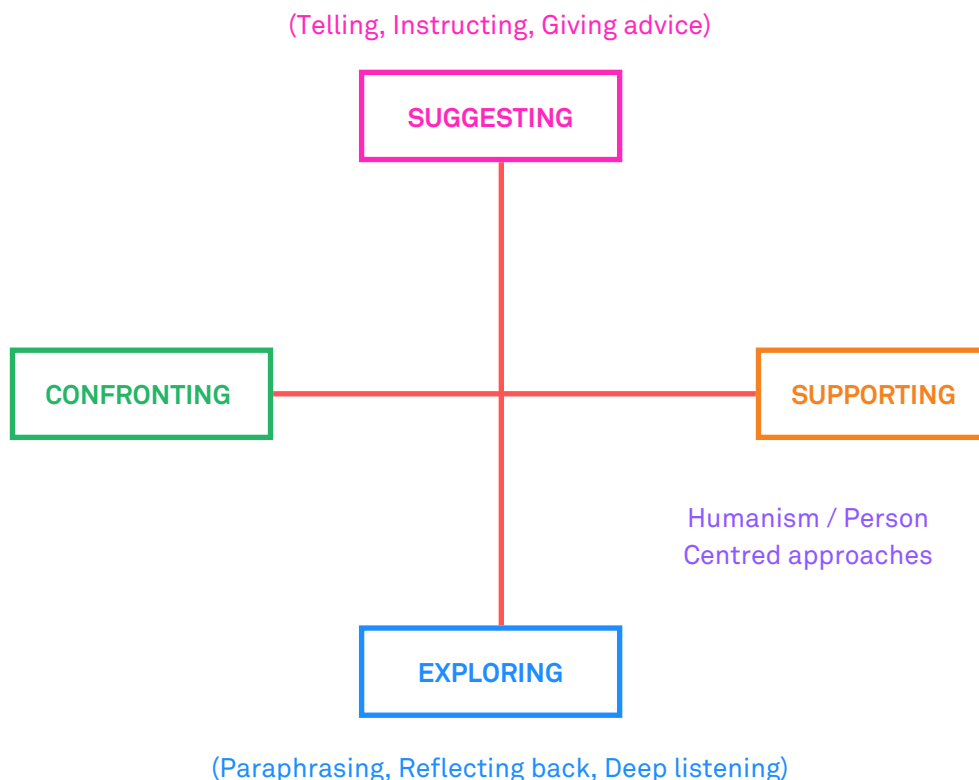(Telling, Instructing, Giving advice)

SUGGESTING

CONFRONTING

SUPPORTING

Humanism / Person Centred approaches

EXPLORING

(Paraphrasing, Reflecting back, Deep listening)

Figure 7.1
Adapted from De Haan (2008) by Yates (2014)

Person-centred or humanistic coaching

This approach is based on and influenced by the work of Carl Rogers. In this context it can be considered a philosophy underpinning practice. It aims to help individuals on their journey towards self-knowledge and career direction and clarity, becoming fully functional i.e. able to be oneself, not swayed by others, accepting of self and others, and responsible for own behaviour (Yates, 2014). The approach is non-directive and is based on a belief that people are best placed to make their own decisions. In practice, the practitioner allows them to do so. While the individual decides on the content the practitioner controls the process, ensuring that the goals are set and achieved.

It is based on principles of self-determination (i.e. individuals are best placed to make decisions about themselves and for themselves, the individual is the only person who can decide if this is a suitable way forward) and self-actualization (self-improvement and growth). The practitioner's role is to provide the context to enable self-determination and self-actualisation.

Rogers (1957) proposed six core conditions necessary for change to take place. These can guide practitioner's interactions with people accessing employment guidance services and the frameworks practitioners choose to use.

1. The **psychological contract** is between the practitioner and client

2. Incongruence –between the Individual's current state and ideal state

3. Congruence – the practitioner is authentic and genuine

4. Unconditional Positive Regard – required for a client-centred non-judgemental approach, the attitude of the practitioner towards the individual is accepting of the individual

5. Active Listening (involves all four levels of listening)

- Attending listening (providing time and space for the individual to talk) being silent

- Accurate listening (listen so as to reflect back and paraphrase)

- Empathetic listening (listen to words and feelings (or meanings)

- Generative empathetic listening (picking up on more than just words i.e. body language, tone, what is left unsaid)

6. Empathy – the individual perceives that the practitioner understands them and where they are coming from

Adapted from De Haan (2008) by Yates (2014)

Some questions that may be useful using this approach:

- *How did that experience make you feel?*

- *What impact did that have on you?*

- *It sounds as though that was hard for you...?*

Other theories based on this model include: Carkhuff's (1969) two-stage model and Egan's (1975) three-stage model

For more a more detailed account of this approach see:
Kidd, J. M. (2006). *Understanding career counselling: Theory, research and practice.* Sage. (Pg. 52-57)

Yates, J. (2014). *The career coaching handbook.* Routledge. (Pg. 83-92)

Strengths-based coaching

This approach has its origins in **positive psychology** (Csikszentmihalyi & Seligman, 2000) and focuses on **strengths** rather than deficits. It has been found to be a more motivating process for the individual, impacting on **self – efficacy** and **action planning**. It supports people to choose careers that utilise their strengths rather than their weaknesses.

Practitioners use **strengths inventories** to enable people identify their strengths and often explore the application of those strengths with the person in a collaborative and participatory way.

The Strengths Based Inclusive Theory of Work (S-BIT of Work) (Owens, Allan, & Flores, 2019) is a good example of more recent theories which recognise the importance of strengths based approaches to support more diverse populations.

This **inclusive** and **strengths-based** approach focuses specifically on vocational supports for diverse populations. It proposes that individuals who experience greater supports (e.g. educational, family, social supports) and fewer barriers across their lives are more likely to attain a work context that enables career progression which in turn, leads to fulfilling work. A central outcome of the S-BIT of Work theory is '**fulfilling work**' or the experience of well-being within a work context (Owens et al.,2019). This approach focuses on developing positive psychological constructs - Hope, Strengths, Adaptability and Empowerment- that could benefit individuals and promote fulfilling work.

- **Hope**: the ability to generate multiple routes to achieve goals (i.e. pathways) and the motivation (i.e. agency) to use the pathways identified to reach these goals (Snyder, 1994).

  - *Think about and articulate clear goals*
  - *Think about multiple pathways to achieve the chosen goals*
  - *Talk about how you feel about achieving these goals*
  - *Reframe perceived obstacles*

- **Strengths**: "positive traits or skills that promote optimal functioning" (Owens, Baugh, Barrett-Wallis, Hui, & McDaniel, 2018, p. 266). Identify and develop the individual's positive traits or skills:

  - *Use a strengths tool to identify strengths*
  - *Feedback strengths and discuss how they can be further developed*
  - *Visualisation activity - Envision yourself;*
    - * In a job where you regularly use your strengths and experienced success doing so (strengths group)
    - * in a job you enjoyed and that aligned with your interests (interests group)
    - * or in a job that aligned with your interests and strengths (combined group)

- **Adaptability**: the ability to flexibly respond to unpredictable or novel situations:

  - *Activities (worksheets, visualisations, role plays etc.) that focus on concern, control, curiosity, and confidence in resolving career changes*

- **Empowerment**: *'*a means to support individuals in articulating, strengthening, and capitalizing on their abilities to effect positive change in their environments (Blustein, 2006; Richardson, 2000). Works to meaningfully connect people, who may feel at the mercy of larger cultural and socioeconomic systems, to the strengths and resources within themselves, their cultural systems, and their communities.

  - *Interagency working, linking the person with activities and groups within the local community*
  - *Linking with family*
  - *Small pre-employment programmes encourage peer support*

Some questions that may be useful using this approach:

- *'Can you tell me about some of the key strengths that emerged for you?'*

- *'How might you use these strengths in implementing the next phase of your career plan?'*

Exercises could include 'Three good things in life' where the client writes down three things that went well during the day, why they went well and the client's involvement (Seligman et al., 2005)

For more a more detailed account of this approach see:
Owens, R. L., Allan, B. A., & Flores, L. Y. (2019). The strengths-based inclusive theory of work. *The Counseling Psychologist*, *47*(2), 222-265.

Grant, A.M. & Atad, O.I. (2021) Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship, The Journal of Positive Psychology, DOI: 10.1080/17439760.2021.1871944

Solution Focused coaching or brief therapy

This approach focuses exclusively on **possibilities**. It assumes that people are resourceful and have their own **solutions** and uses goal setting and action planning as ways of enabling the person progress towards the labour market. It also makes assumptions about change, that it can happen quickly, and that how the problem is viewed can prevent change happening.

Similar to cognitive behavioural change, solution focus coaching helps the person to see their problems in a new way. It shifts from a focus on the problem (which can often seem overwhelming and all encompassing) to a focus on the possible solutions.

The practitioner helps the person **re-frame** the problems as solutions. The questions used in this approach encourage '**blue-sky thinking'** and **imagination**. An effective technique associated with this approach is the miracle question where the person is asked to imagine that the problem has disappeared, and then asked – 'what's different about the situation for you now?', 'how do you know the problem has disappeared (what does the situation look like without the problem)'? The approach allows the person to focus on the future and what it might look like.

In addition to reframing and changing the view, practitioners encourage individuals to build upon and use techniques that have worked well for them in the past.

Some questions that may be useful using this approach:

- *'Tell me about a time that you enjoyed work – what made it enjoyable?*

- *'How did you make the decision to apply for that job?'*

- *'What was different about that day?'*

- *"What gives you hope that this problem can be solved?"*

- *'What have you found that is helpful in managing this situation?'*

For more a more detailed account of this approach:

Bezanson, B. J. (2004). The application of solution-focused work in employment counseling. *Journal of Employment Counseling, 41*(4), 183-191. https://doi.org/10.1002/j.2161-1920.2004.tb00891.x

Motivational interviewing

This approach helps individuals become more intrinsically motivated. It is based on the idea that change happens because the individual desires that change for its own sake. It differs to other types of behavioural change which may offer external (i.e. extrinsic or instrumental) rewards for change e.g. increase in pay.

The approach is based on a **collaborative** approach between the practitioner and client. It recognises that change is difficult and that there will always be some **ambivalence** to change, and a desire to keep the status quo. It acknowledges possible resistance to change, the push and pull of change, and explores this with the client. **Cognitive dissonance** is accepted, and the person is encouraged to see the positive outcomes and values associated with change and to identify the **discrepancy** between these two positions. Important to this approach is the practitioner's belief that the person has the ability to change, and that they may need support building **self-efficacy** or confidence in their ability to create change.

The approach focuses initially on **increasing motivation**, and then on getting the person to identify the **steps required** to make the change happen. During the first phase the practitioner uses the humanistic approach of open ended questions and active listening. The interview then shifts towards motivation for change, the reasons for change and the individual's ability to change. Rating scales are often used to discuss how the person feels about change, and to discuss what needs to happen for the person to feel more positive about change. The practitioner gently guides the individual in **setting goals** and **agreeing actions**.

Some questions that may be useful using this approach:

Listening techniques and person centred questions are used: Can you tell me a bit about how you are feeling about that…? So it sounds like you are feeling very low about it…? From what you are saying….it sounds like you really enjoyed that job? Tell me, was there anything that you disliked about that job?

Motivation for change questions are used: Tell me about why you are looking for a new job? What do you think things would be like if you found a really good new job? So if I asked you on a scale of one to ten, how you feel about the idea of getting a new job, where would you position yourself?

It sounds like you are very motivated to get a new job (considering all that you have done so far)?

Can you tell me how that would change things for you?

For more a more detailed account of this approach see:

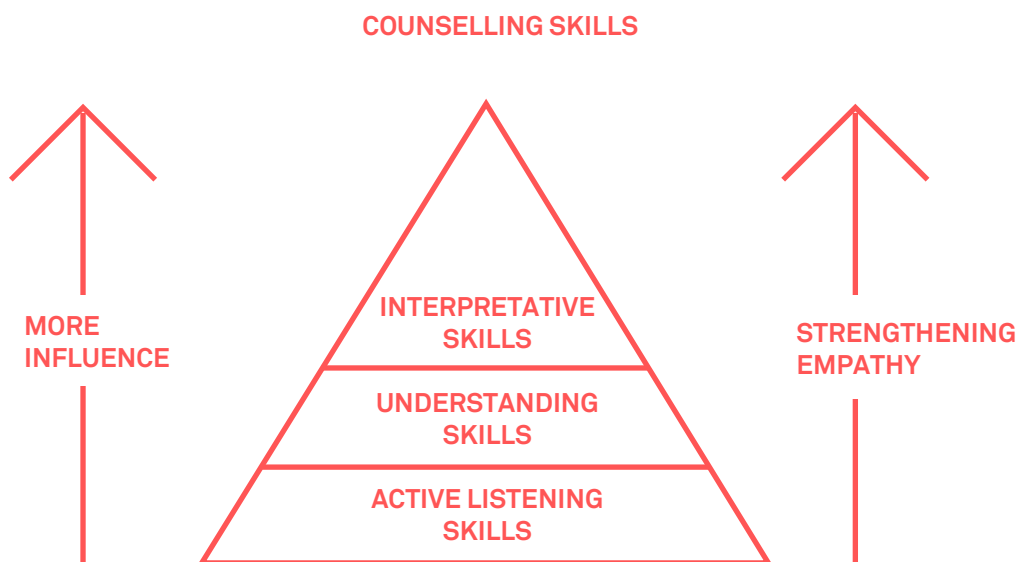Yates, J. (2014). *The career coaching handbook*. Routledge. (Pg. 102-112)

COUNSELLING SKILLS

MORE INFLUENCE

INTERPRETATIVE SKILLS

UNDERSTANDING SKILLS

ACTIVE LISTENING SKILLS

STRENGTHENING EMPATHY

Figure 7.2
Ali & Graham (1996)

Ali-Graham counselling approach to career Guidance (Ali and Graham, 1996)

This approach proposes the use of counselling skills, identifying that certain skills are more basic than others but that all are essential for an effective session. The pyramid contains the building blocks for an effective counselling relationship, with Active Listening Skills at the base, followed by Understanding Skills and finally Interpretative Skills.

Active listening involves listening to the content of what is being said, how it is said, the possible meaning of what is said, the feelings expressed and the nature of any silences. It is concerned with the foundation of empathy which is required for the remaining session and the ongoing practitioner-client relationship.

Understanding skills involves restating, paraphrasing, summarising and asking open ended questions (e.g. what and how questions)

Interpretative skills involve challenging, immediacy and self-disclosure, leading to the practitioner conveying their interpretation of the issues and challenges faced by the client.

For more about this approach see:
Ali, L and Graham, B. (1996). The Counselling Approach to Careers Guidance

Addition frameworks widely used in employment guidance include:

- LEAP Model - Learn Engage Apply Perform (Whitten, 2011)

- GROW model (Whitmore, 2002; Alexander, 2006)

- Cognitive Behavioural Change approaches

- Transactional Analysis

Appendix 2: Employment guidance competencies

The National Forum on Guidance (2007) devised a Competency Framework[12] for Guidance Practitioners for the Irish context and grouped competencies into five main areas – these have been adapted below for employment guidance.

These competencies may vary depending on the nature of the specific service or the wider organisation within which the employment guidance services are offered. In some services practitioners may demonstrate all competencies whereas in other services these competencies may be spread out across the wider staff.

Theory and practice of vocational, employment and personal/social guidance throughout the lifespan.

- The Competency to Facilitate Career/Life Choices through the Lifespan
  - *Plan, design, implement and evaluate lifelong employment/career development programmes and interventions that support career self-management*
  - *Assist individuals in identifying their employment/career development needs*
  - *Empower individuals to set realistic goals, employ effective strategies and manage change and transition*
  - *Assist individuals in developing employment related plans and in identifying labour market opportunities*
  - *Use career resources and techniques as appropriate to prepare individuals for the labour market*
  - *Deliver employment guidance services in a range of policy and operational contexts*
  - *Collaborate and cooperate with other stakeholders to maximise the benefits of the employment guidance service*
  - *Refer individuals to appropriate resources and supports within the community.*
- The Competency to Facilitate Personal/Social Choices through the Lifespan – Assist individuals to
  - *Develop self-awareness of their personal values, attitudes, beliefs and those of others*
  - *Develop strategies for building self-esteem*

- *Identify and expand existing coping strategies*
- *Understand the importance of emotional expression and develop appropriate ways to express feelings in different contexts*
- *Develop communications skills*
- *Use positive thinking*
- *Understand the impact of stress on emotional and social health and assist them in developing personal skills for managing stress*

- Use tools, including psychometric tools, in career planning
- Be aware of Issues and dynamics in career planning
- Understand the decision making processes and factors affecting this process
- Recognise Individual diversity and factors affecting specific groups
- Be aware of and continually update resources – materials and tools available to support the process
- Utilise referral processes and networks
- Understand and keep up to date with Labour Market needs
- Have an awareness of National and EU policy on employment guidance

Labour market education and training

- Facilitate and support individuals in employment transitions
- Support individuals to manage their work/life issues
- Utilise the range of educational and training opportunities and resources available
- Have awareness of cultural differences and how they may affect a person's expectations of the labour market
- Have awareness of how the labour market operates, its trends and likely future direction
- Awareness of macroeconomic context of the labour market, employment/ unemployment, immigration, labour demand and labour costs
- Awareness of how the current labour market relates to people's aspirations, skills and needs
- Collect, organise and maintain up-to-date information on educational and training opportunities for people in the labour market and those wishing to enter or re-enter the labour market

[12] https://www.ncge.ie/sites/default/files/nationalguidance/documents/NGF_ Competency_Report%20Final.pdf

Coaching

- Engage with individuals around issues related to employment and careers.
- Make appropriate referrals to specialised professionals in cases where individuals disclose issues such as suicide ideation, addiction, self-harm, sexual abuse.
- Help people to develop a work - life plan
- Demonstrate an ability and commitment to engage in appropriate supervision
- Be open to ongoing reflection on one's own life narrative and its impact on the coaching relationship

Information and resource management

- Develop, maintain and review information management strategies
- Use information technology to support practice
- Keep up to date with technological developments
- Establish and maintain records
- Utilise planning, time and project management skills
- Follow case and project management procedures
- Collect, organise, disseminate and provide up to date employment and career information.

Professional practice

- Engage in collaborative work with individuals/ stakeholders and colleagues
- Develop relationships and networks with other professionals
- Behave in accordance with ethical guidelines
- Engage in consultation with stakeholders to improve and develop practice
- Undertake research
- Engage in ongoing continuing professional development to improve practice and to engage in supervision as appropriate
- Contribute to the development of good practice.
- Evaluate the service provided to individuals

Appendix 3:
Example profile form (the Participant Profile Form which was adapted from the Ballymun Youth Guarantee and EMERGE projects (Ballymun Job Centre, 2010-2012) that could be adapted and personalised to your service

(EMERGE, EEPIC, BYGS) PROFILE FORM

CURRENT Practitioner:

ID NUMBER:	DATE OF PROFILE:		
COHORT	ENGAGING WITH SERVICES YES ☐　　　NO ☐		JOB READY YES ☐　NO ☐
PHONE / EMAIL ADDRESS			
DOB/AGE/ GENDER:		MALE ☐　　　FEMALE ☐	
NATIONALITY	IRISH ☐	EU/EAA ☐	NON EU/EAA ☐
MEMBER OF TRAVELLING COMMUNITY	YES ☐	NO ☐	
HOUSEHOLD STATUS	LIVES ALONE ☐	WITH FAMILY ☐	WITH PARTNER ☐
	OTHER:		
CHILDCARE	NO. OF CHILDREN ☐	LIVING WITH CHILDREN YES ☐　NO ☐	OTHER
EDUCATIONAL LEVEL	NONE ☐	JC ☐　　LCA ☐	LC ☐
	OTHER:		
POST-SECOND LEVEL TRAINING/EXCLUDING ICT	PLC ☐	TECHNICAL ☐ COLLEGE	UNIVERSITY ☐
	OTHER:		
ICT SKILLS	NONE ☐　　BASIC ☐	INTERMEDIATE ☐	ADVANCED ☐
DRIVING LICENCE & CPC	LEARNER'S PERMIT - B,C,D,E+ ☐　　CPC ☐ FULL LICENCE - 　B,C,D,E+ ☐ NONE ☐		
DIFFICULTY WITH LITERACY	YES ☐	NO ☐	
HAS CLIENT EVER WORKED	YES ☐	NO ☐	
DURATION OF UNEMPLOYMENT	< 1 YEAR ☐	1 -3 YEAR ☐	> 3 YEARS ☐
DISABILITY	YES ☐	NO ☐	
SUBSTANCE USE ISSUES	1 ☐　　　2 ☐ 　NON USE	3 ☐　　4 ☐	5 ☐ HIGH USE
CRIMINAL BACKGROUND	YES ☐	NO ☐	

1

USE OF SERVICES	CURRENT (include notes/dates)	
	YES	**NO**
YOUTH TRAINING SERVICES	☐	☐
COMMUNITY RESOURCE SERVICES	☐	☐
BALLYMUN JOB CENTRE	☐	☐
LITERACY	☐	☐
DRUGS, ALCOHOL SERVICES	☐	☐
PACE	☐	☐
OTHER SERVICES, IF SO, NAME_____		

WORK HISTORY	1-3mths ☐　3mths-1year ☐　1 year + ☐	
VOLUNTARY WORK	CURRENT ☐　PREVIOUS ☐　NONE ☐	
COMPETENCIES (circle number)	**EXAMPLES**	
SELF- AWARENESS	- Realistic aims/goals/ expectations - Understanding of skills & their transferability (personality, interests, aptitude, empathy, interpersonal skills etc.)	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
SELF- BELIEF	-'I can do it', -'I will...' – aiming high - not selling themselves short -'I believe I can with some help'	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
RESILIENCE	- Speaks about bad experience but has learnt from it - Asks for feedback from unsuccessful job applications: accepting constructive criticism - Sent out 20 cvs but will send out more - Holding onto their goals and believing in them	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
RECOGNITION OF EMPLOYERS' NEEDS	- Knowledge of company/sector (personal labour market) - Knowledge of specific needs- matching - Flexible/open to change - Evidence of good work ethic - Job skills- transferable/ generic	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
EMPLOYMENT MOTIVATION	- Passion/want to action/energy - Ownership of own career - Achieve a goal or improve - Willingness to overcome barriers - Action plan -'I want to... '	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
HOPE	- Positive expectation for the future - Willing to continuously engage	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		
ADAPTABILITY	- Willing to change- lifelong learning career - Mobility up skilling: have done so	
LOW　　　　　　　HIGH 　1　　2　　3　　4　　5		

2

FUTURE WORK (APPEALING FACTORS) RATINGS 1-5 –in order of importance				
WORK/LIFE BALANCE	**LOCATION**	**WORK ENVIRONMENT**	**SALARY**	**CAREER CHOICE**
WORK ETHIC VALUES RATINGS 1-5 –in order of importance				
ATTENDANCE	**PUNCTUALITY**	**FOLLOWING INSTRUCTIONS**	**PRESENTATION (DRESS)**	**ATTITUDE**

GUIDELINES TO DETERMINE BARRIERS PREVENTING RETURN TO WORK (tick all that apply and include notes)

BARRIER TYPE LIST	EXAMPLES
CARE OF OTHERS	CARER FOR FAMILY MEMBER
CHILDCARE	TAKING CARE OF CHILDREN, EFFECT HOURS OF TRAINING OR WORK
ELIGIBILITY- SW CRITERIA	JOB BRIDGE, MOMENTUM
ELIGIBILITY –LACK OF QUALIFICATIONS	FOR COURSES OR JOBS
EXPERIENCE- LACK OF WORK/SKILLS	NOT REQUIRED WORK EXPERIENCE
FAMILY ISSUES	LACK OF SUPPORT
FINANCE	UNABLE TO AFFORD COLLEGE FEES, OR BUS FARES
HEALTH RELATED RESTRICTIONS	ADDICTION ISSUES OR MENTAL HEALTH ISSUES
LANGUAGE SKILLS	POOR LANGUAGE SKILLS FOR WORK OR TRAINING
LITERACY	POOR OR LOW LEVELS OF READING, WRITING, PREVENTING FROM PARTICIPATING IN COURSES/JOBS
PERSONAL DISPOSITION	ATTITUDE, MOTIVATION, SELF-ESTEEM, VALUES
YOUR MOST SERIOUS BARRIER EXPERIENCED	

3

Appendix 4:
MEEG Metric

Appendix 4 will be updated once the MEEG Metric is fully piloted. For updates please see https://activationinireland.wordpress.com/meeg/

Appendix 5:
Sample worksheets

Please see https://activationinireland.wordpress.com/meeg/ for updated Worksheets