



Modul 3

Student Reflection Tool and Counselling Concepts

Nuertingen-Geislingen University

Outline

Counsellor's role

First interview

Connection SRT and Counselling Concepts

Counselling concepts

- **Dysfunctional self-concept**
- **Values and motivation**
- **Cultural influences**

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My role and attitude towards dropout

Consider the following:

I'm a counsellor, because ...

Counselling means to me, that ...

Working alone: 5 minutes

Partner working / small groups: 15 minutes

Exchange and further discussion:

What specific challenges do I face when counselling dropouts?

Competence profiling for counsellors

KOMPETENZGRUPPEN DER PROFESSIONELLEN BERATUNG	
Systemumfassende Kompetenzen (S)	
Kompetenzen	S1 Orientieren an den Ratsuchenden
	S2 Schaffen von Transparenz des Beratungsangebotes
	S3 Zeigen einer professionellen Haltung und eines ethischen Verhaltens
	S4 Mitgestalten von Qualitätsentwicklungsprozessen
Prozessbezogene Kompetenzen (P)	
Kompetenzen	P1 Schaffen stabiler Rahmenbedingungen und struktureller Sicherheit
	P2 Schaffen einer tragfähigen Beziehung und emotionaler Sicherheit
	P3 Klären der Anliegen und Vereinbaren eines Kontraktes
	P4 Klären der Situation und Ziele
	P5 Identifizieren und Stärken innerer und äußerer Ressourcen
	P6 Erarbeiten von Lösungs- bzw. Handlungsperspektiven
Organisationsbezogene Kompetenzen (O)	
Kompetenzen	O1 Mitgestalten und Umsetzen des organisationalen Leitbildes
	O2 (Weiter-)Entwickeln und Umsetzen formaler Organisationsstrukturen und -prozesse
	O3 Mitgestalten und Leben der Organisationskultur
	O4 Nachhaltiges Sichern und effizientes Nutzen der Ressourcen
	O5 Kooperieren mit fachlichem und überfachlichem Umfeld
Gesellschaftsbezogene Kompetenzen (G)	
Kompetenzen	G1 Berücksichtigen gesellschaftlicher Rahmenbedingungen
	G2 Berücksichtigen gesellschaftlicher Ziele

Schiersmann, Ch./Weber, P./Petersen, C.-M. (2013): Kompetenz als Kern von Professionalität. In: Schiersmann, Ch./Weber, P. (Hg.): Beratung in Bildung, Beruf und Beschäftigung. Eckpunkte und Erprobung eines integrierten Qualitätskonzepts (2013). Bielefeld: W. Bertelsmann.

Aims of the first interview

- Ensure stable basic conditions
- Ensure a workable relationship
- Clarification of concerns
- Clarification of the situation
- Clarification of aims
- Clarification of roles
- Focus on solutions
- Developing measures

Referring to Schiersmann, Ch./Weber, P./Petersen, C.-M. (2013): Kompetenz als Kern von Professionalität. In: Schiersmann, Ch./Weber, P. (Hg.): Beratung in Bildung, Beruf und Beschäftigung. Eckpunkte und Erprobung eines integrierten Qualitätskonzepts (2013). Bielefeld: W. Bertelsmann.

Outline

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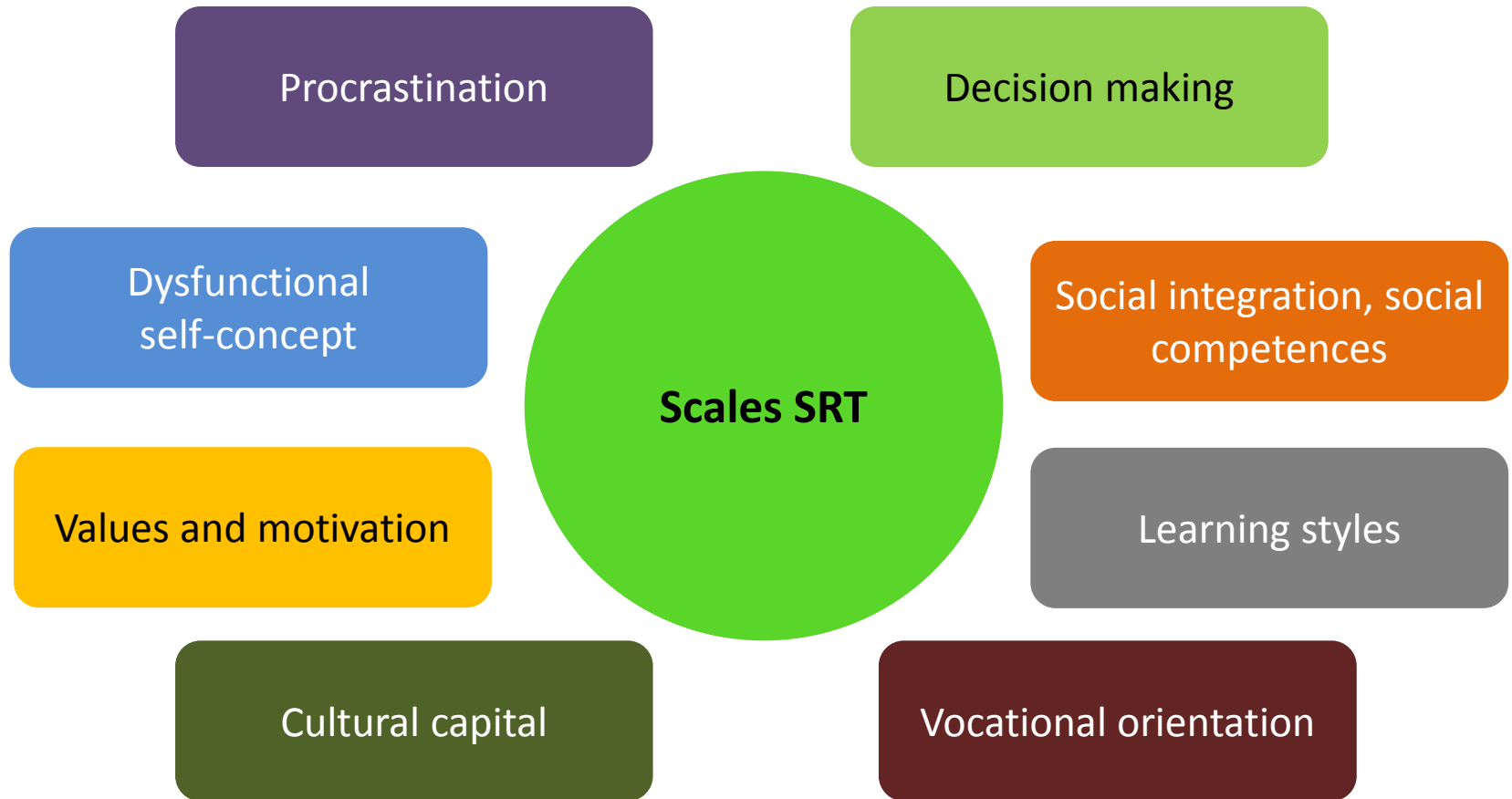
First interview

Connection SRT and Counselling Concepts

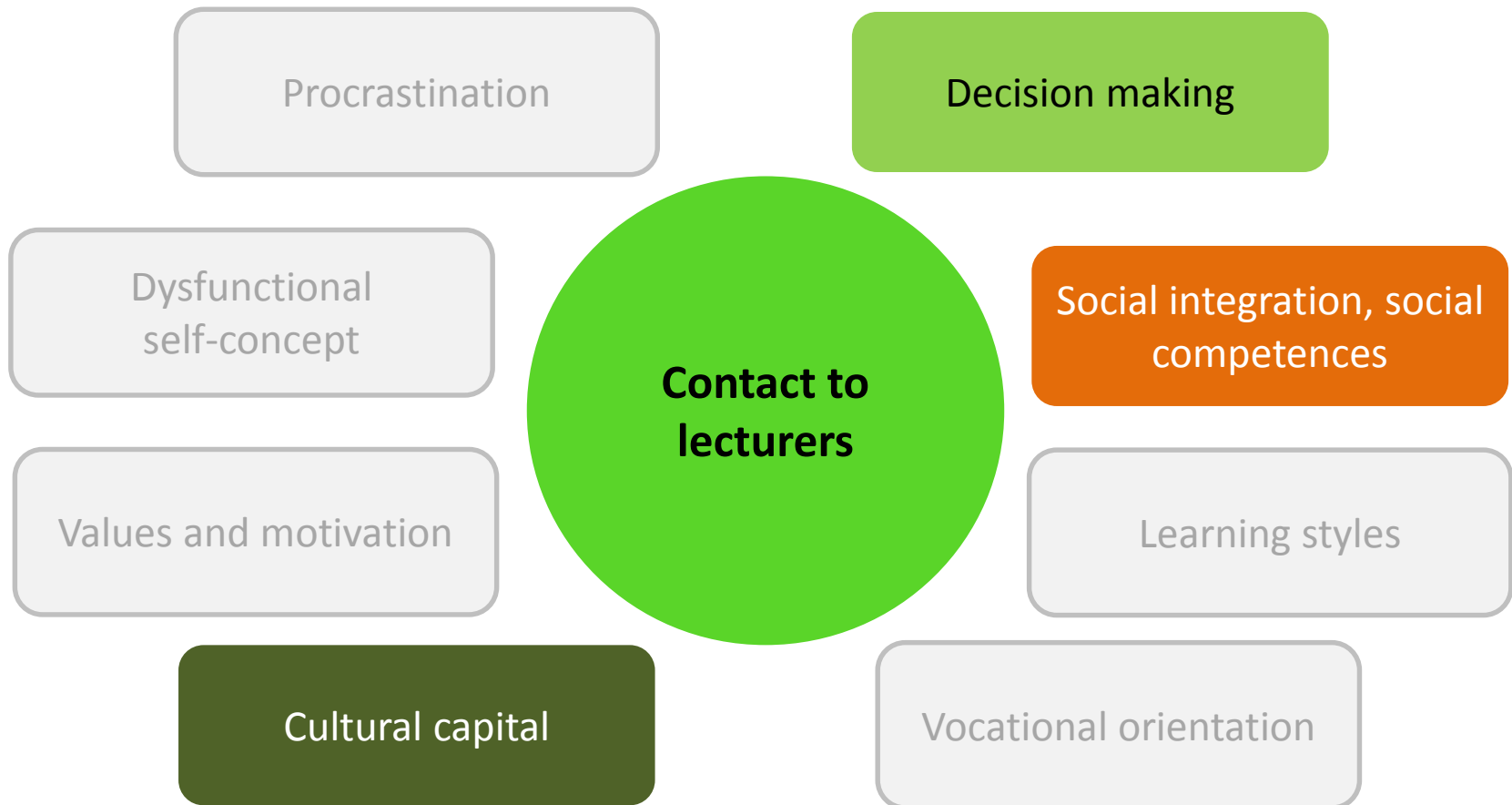
Counselling concepts

- **Dysfunctional self-concept**
- **Values and motivation**
- **Cultural influences**

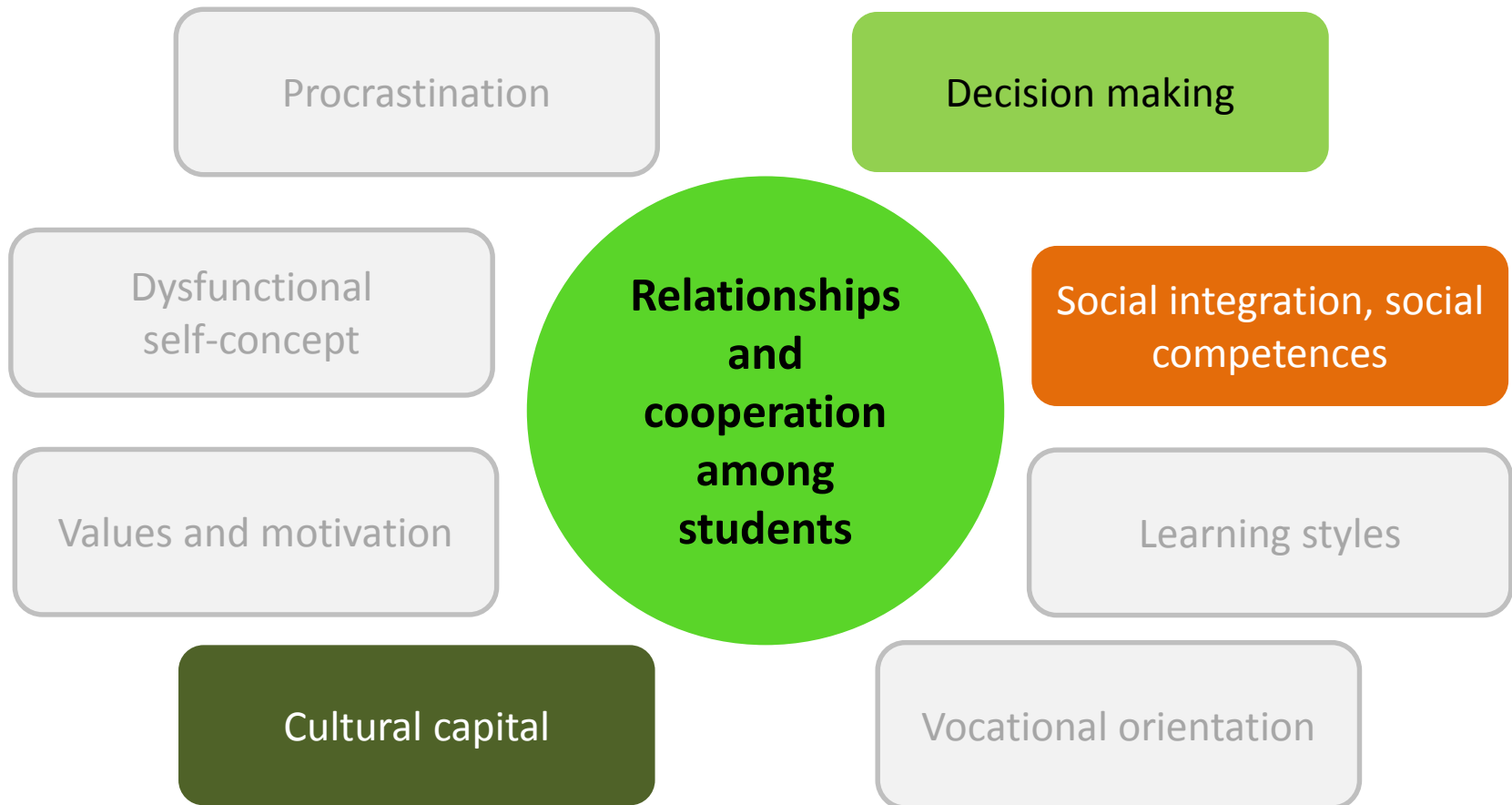
SRT and Counselling concepts



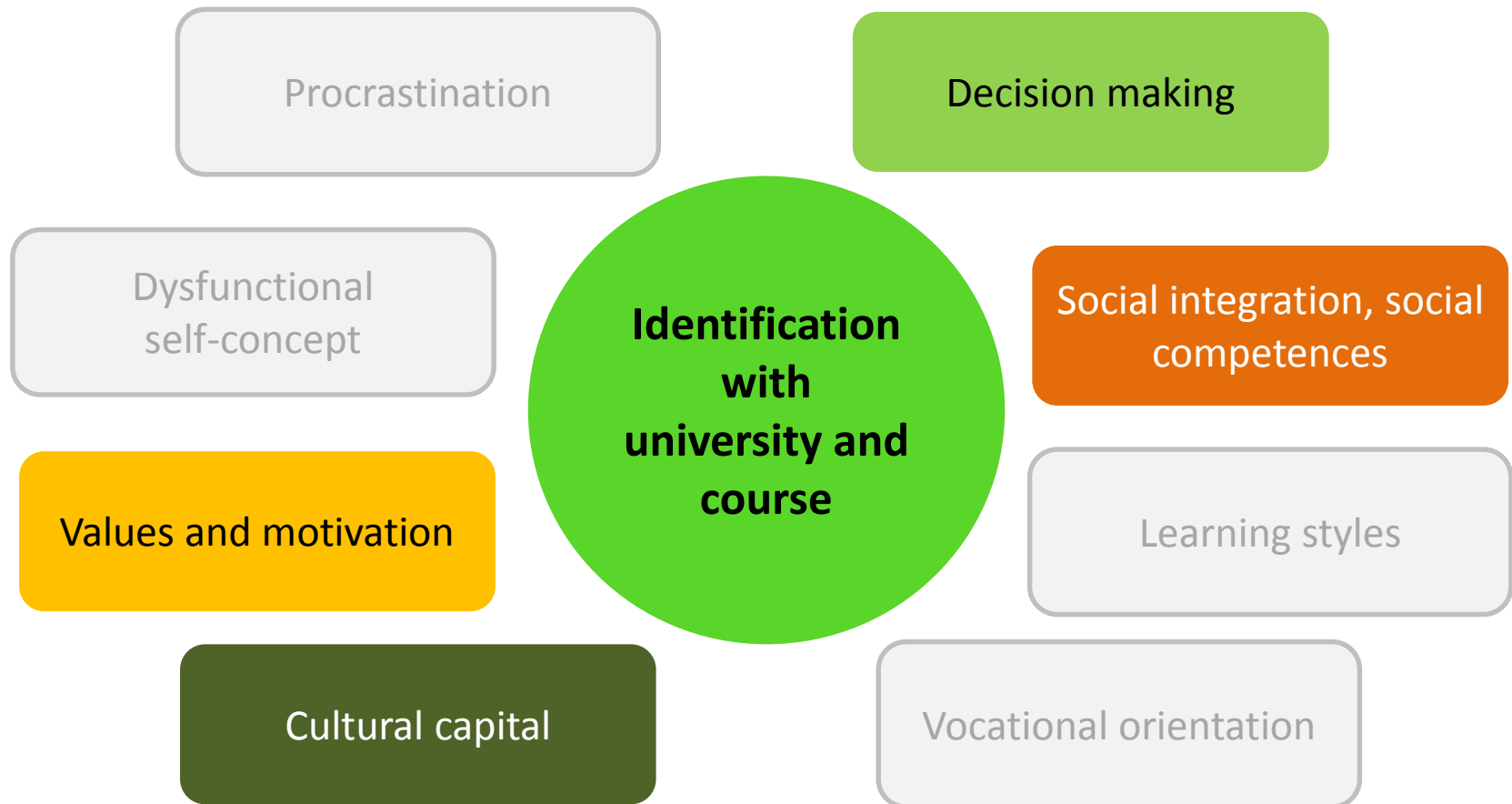
SRT and Counselling concepts



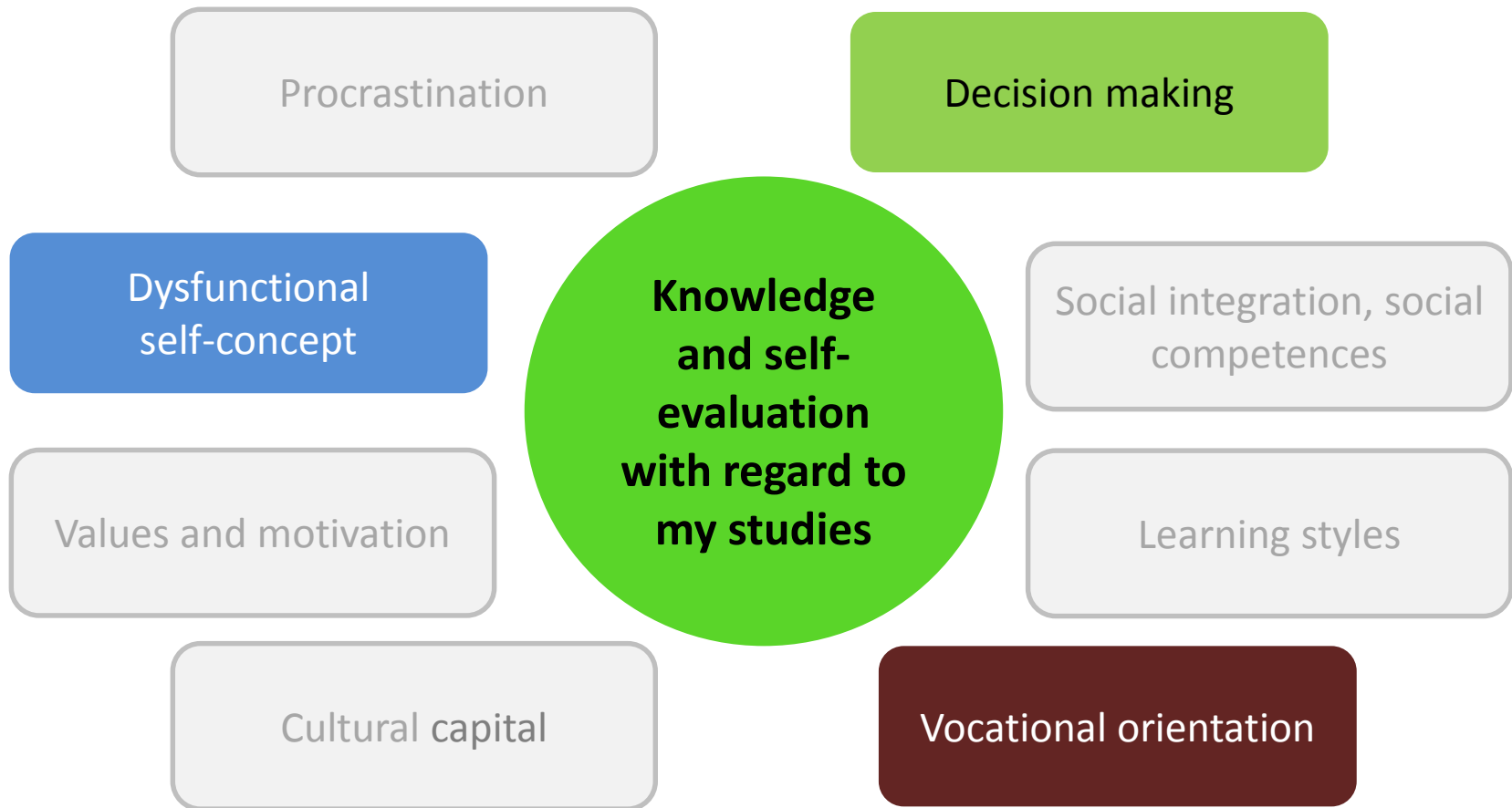
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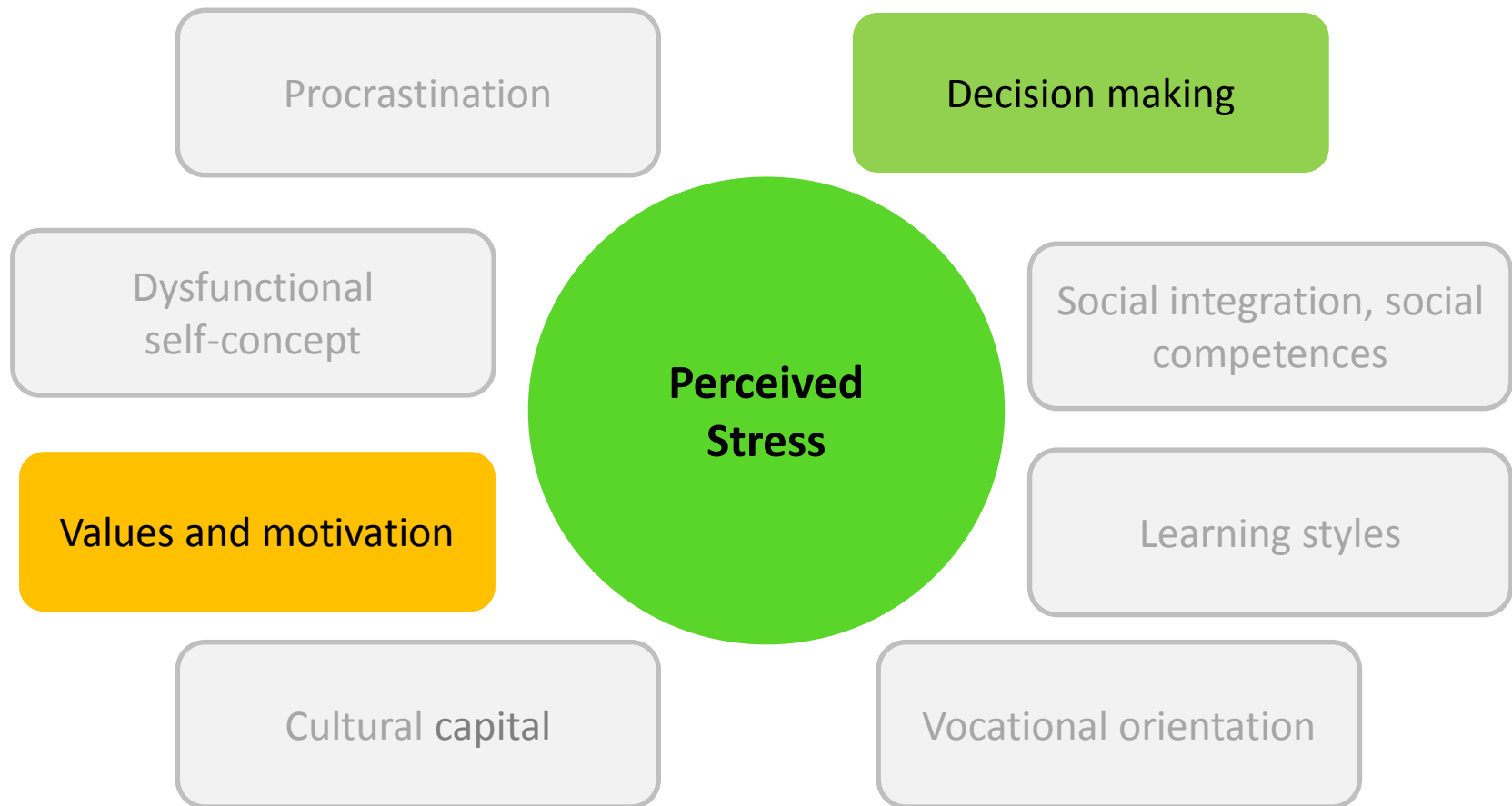
SRT and Counselling concepts



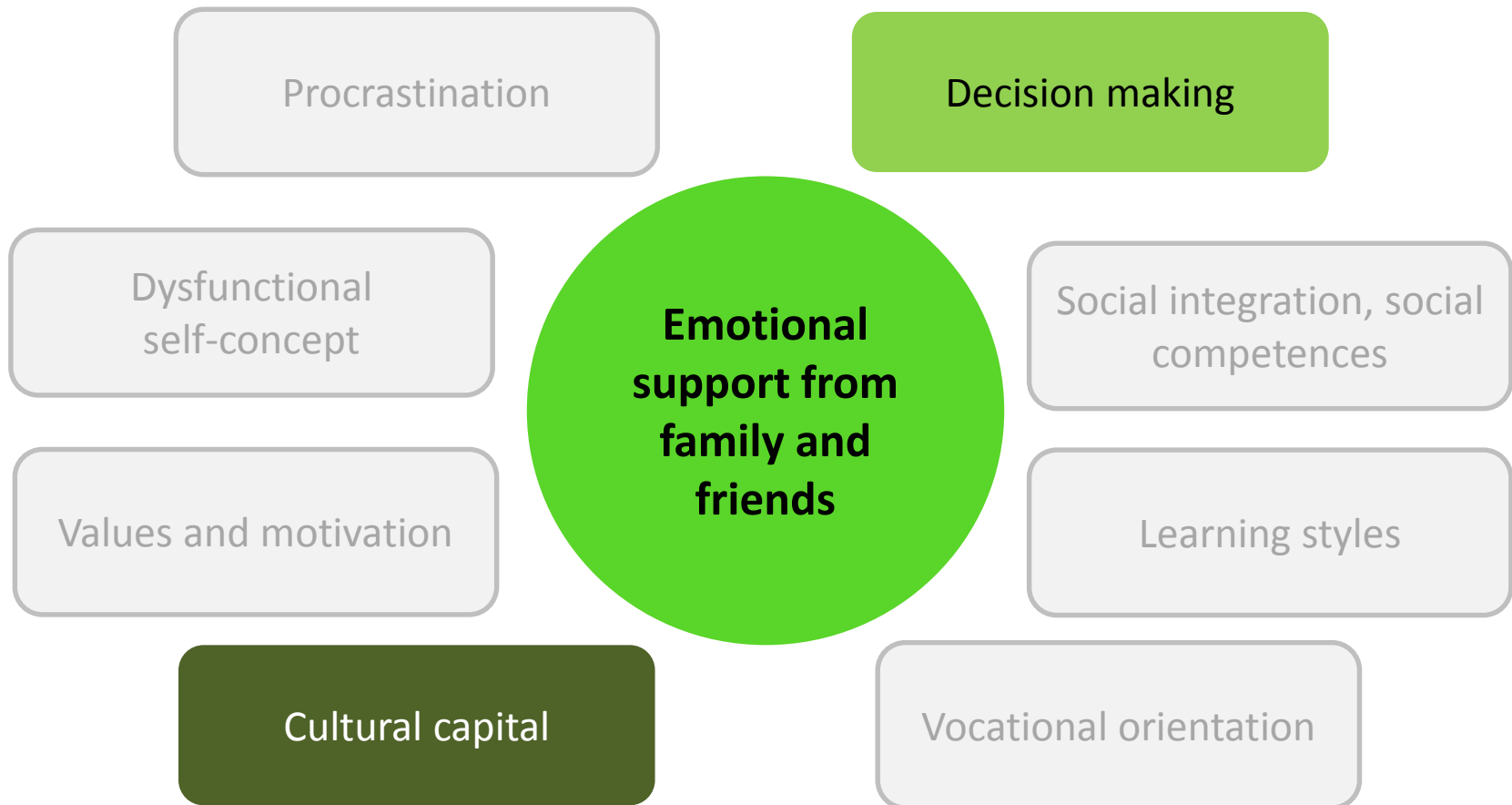
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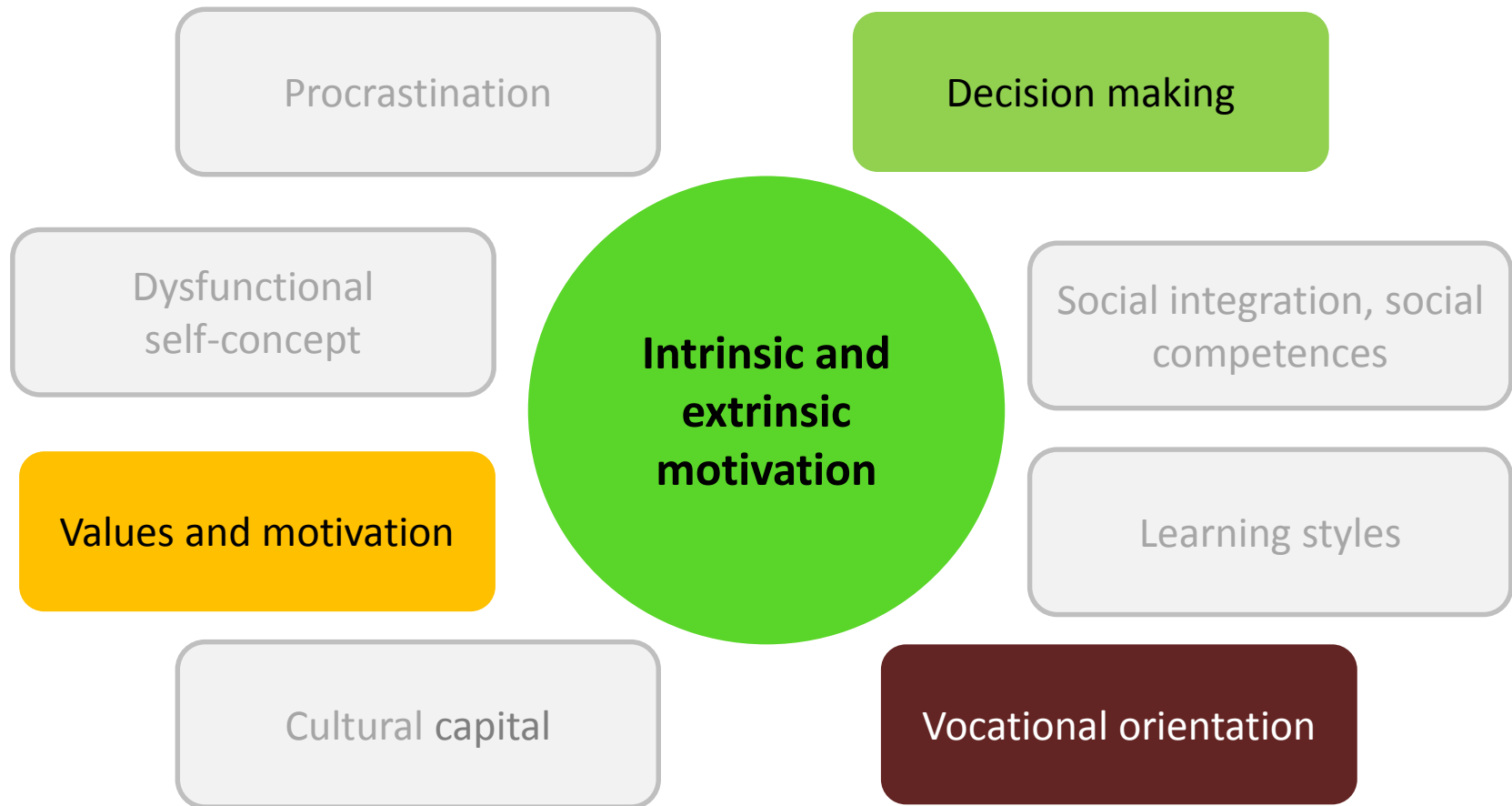
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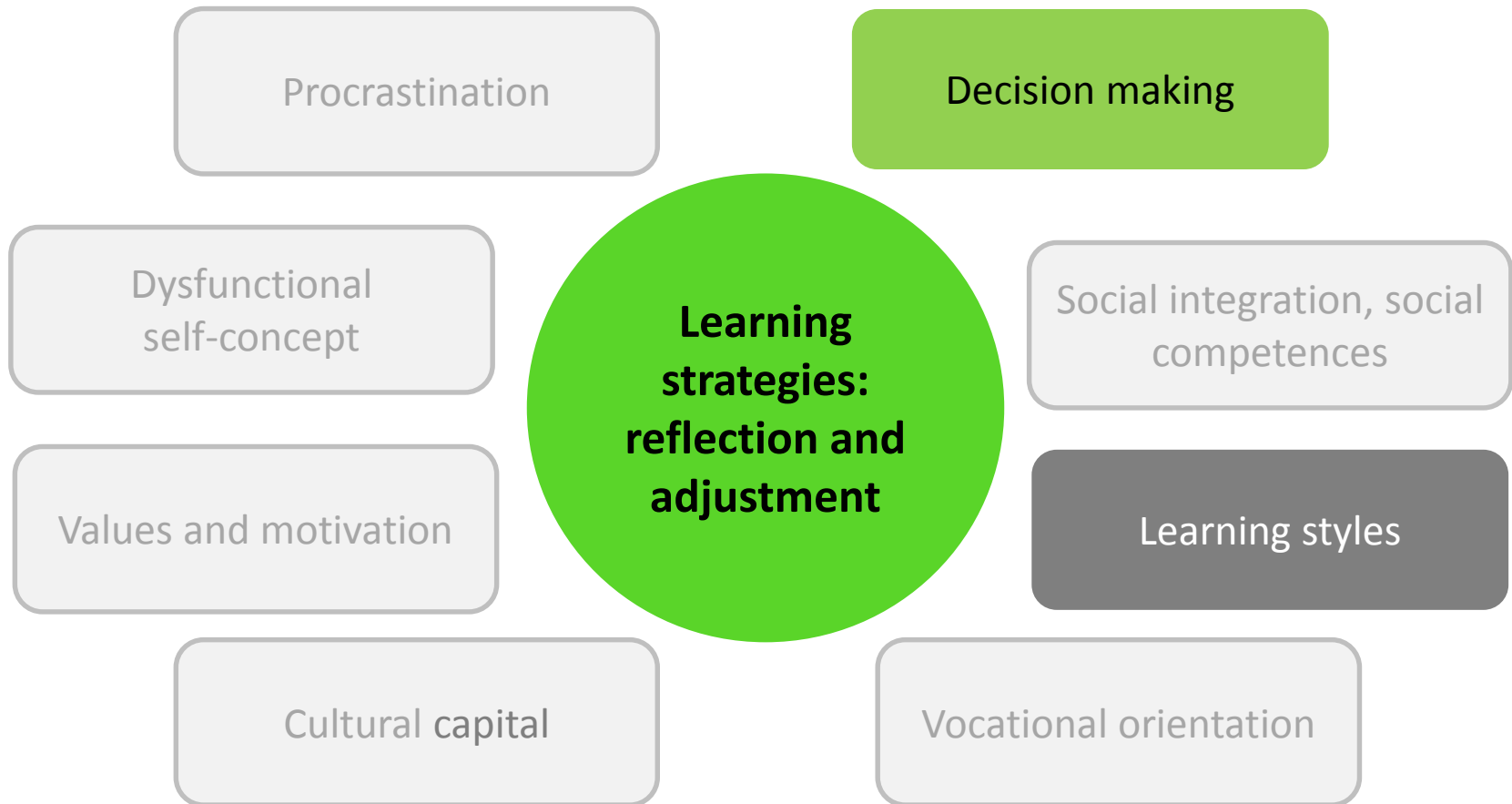
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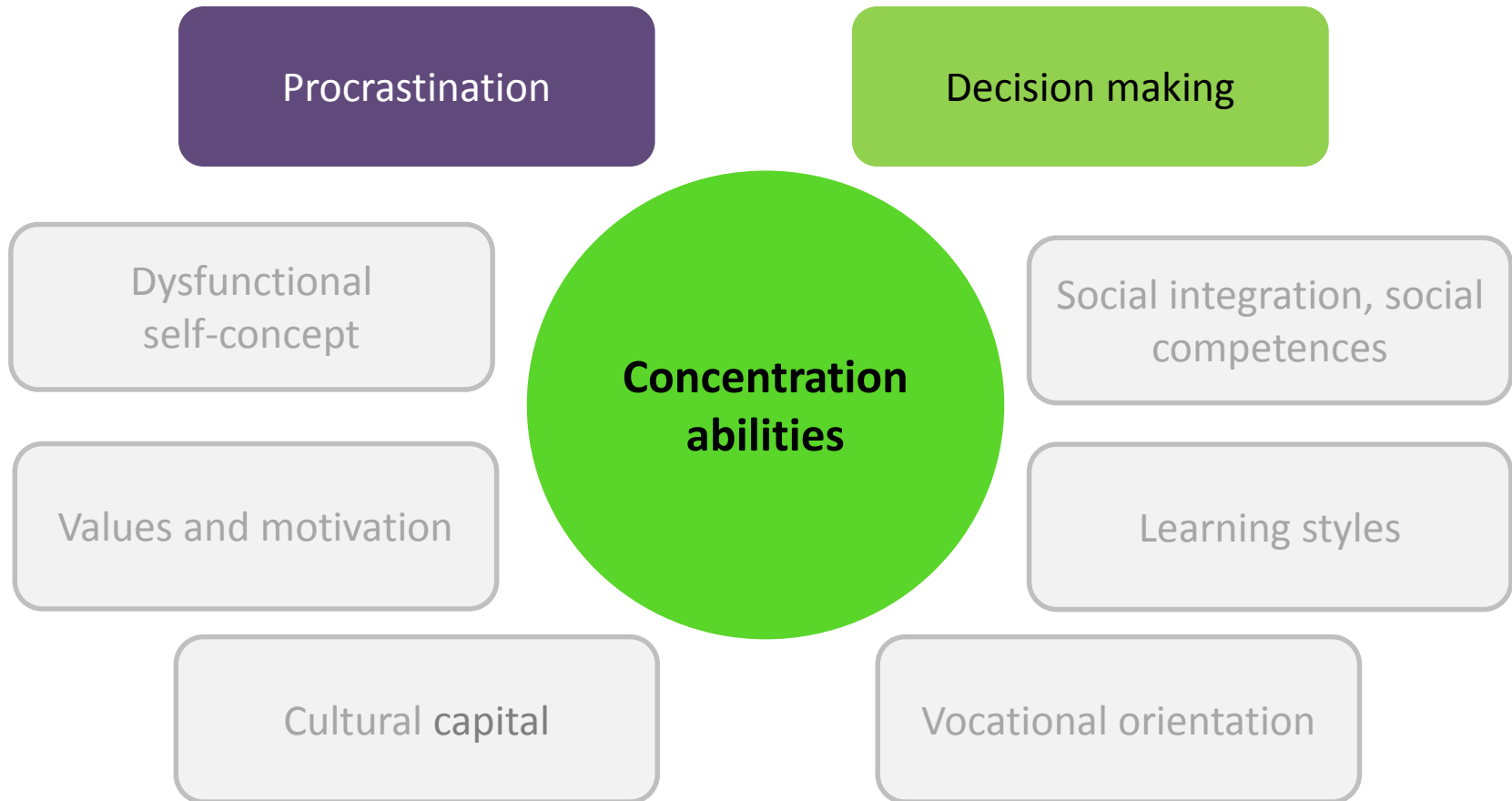
SRT and Counselling concepts



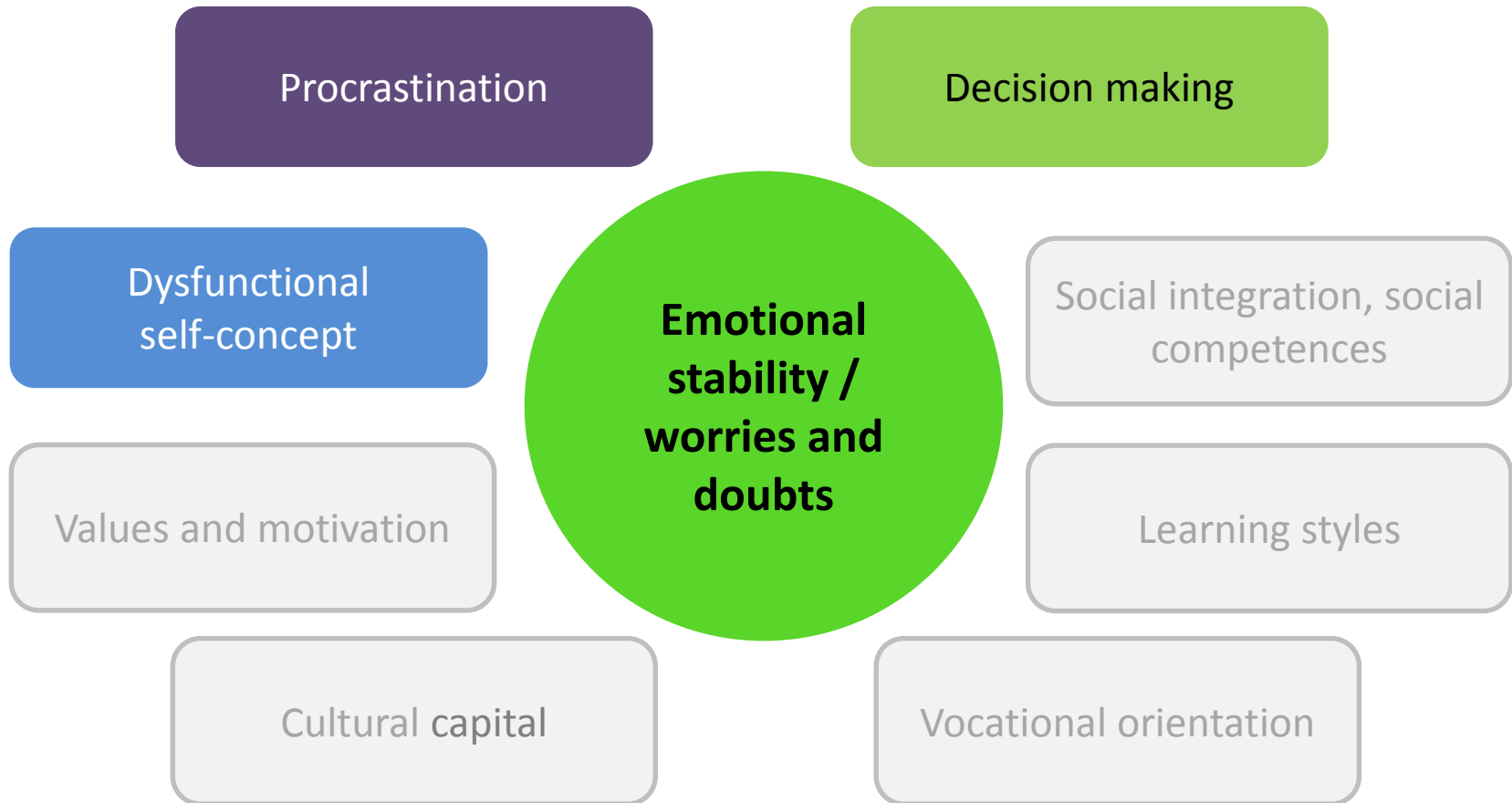
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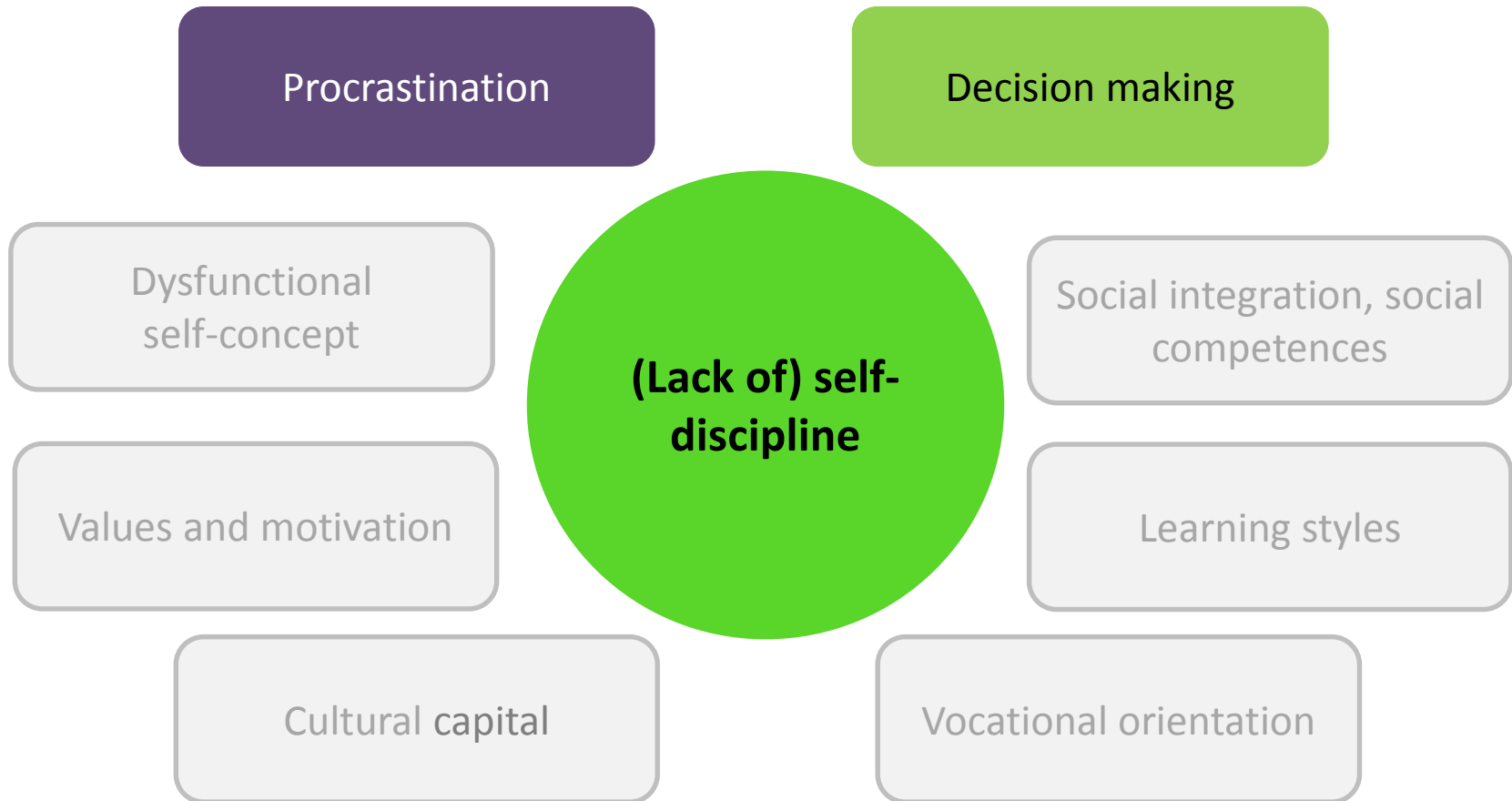
SRT and Counselling concepts



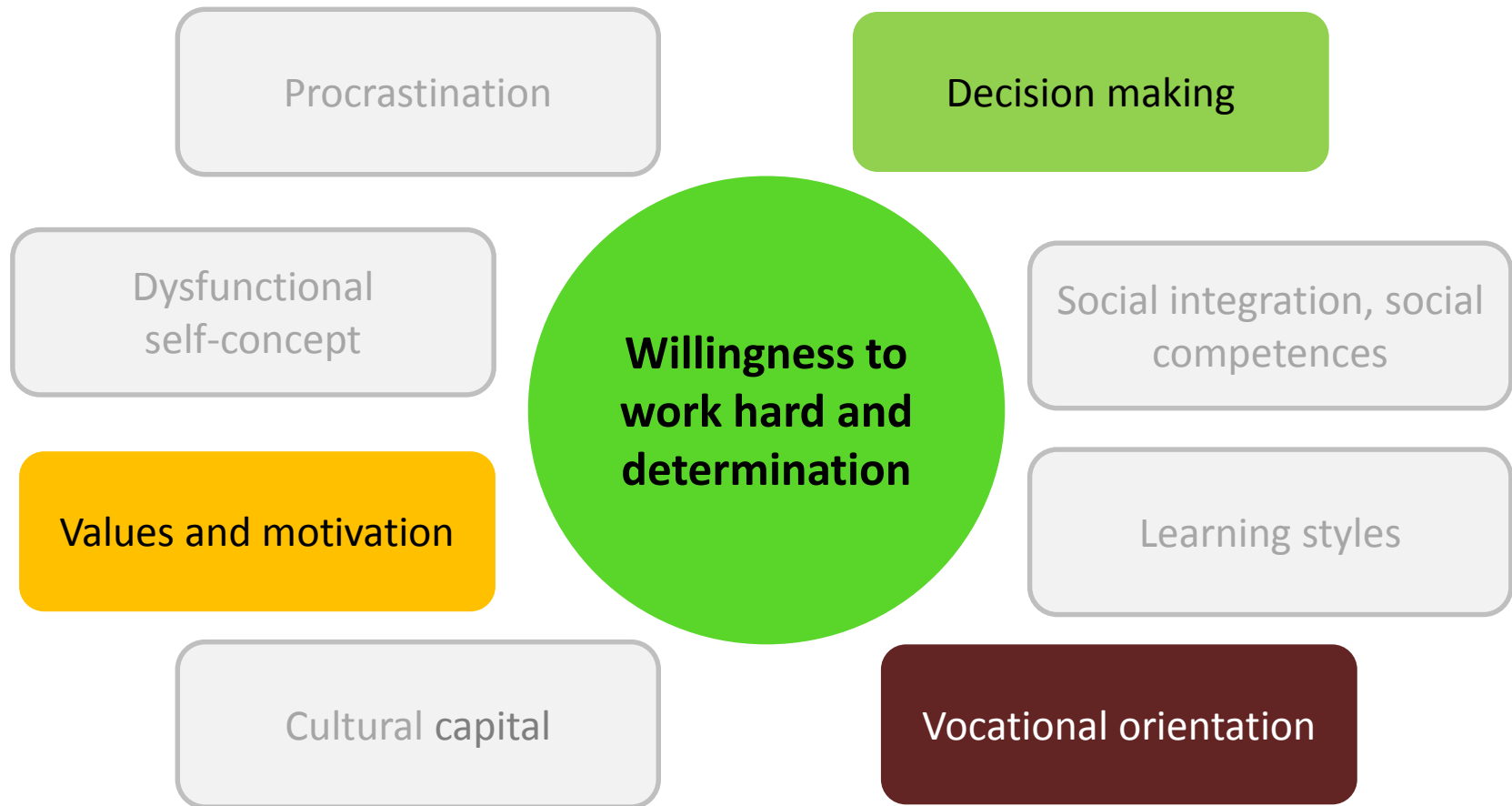
SRT and Counselling concepts



SRT and Counselling concepts



SRT and Counselling concepts



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Counselling concepts

Procrastination

Decision making

Dysfunctional
self-concept

Social integration, social
competences

Values and motivation

Learning styles

Cultural capital

Vocational orientation

Counselling concepts

Procrastination

Decision making

Definition

barely manage to commence work on activities that are perceived as unpleasant vicious circle by ignoring feelings of pressure, fear and ultimately shame and constantly postpone perceived unpleasant activities

Desired change

Recognising dysfunctional fears and degradation thereof
Showing a willingness to change
Improving emotional stability, emotions control
Establishing clear prioritisation
Developing good organization skills and time management

Possible counseling methods

Following Höcker et al. 2013 – Training to handle procrastination

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Dysfunctional
self-concept

Social integration,
social competences

Definition

mental representation of the own person
academic and non-academic self-concept
Dysfunctional, when goals and performance are not reached or achieved or when the self-concept does not meet the study requirements
Dysfunctionality in the form of a failure-oriented attribution also possible

Desired change

positively changing the parts of the self-concept that cause the studies dropout or that increase the probability

Possible counseling
methods

systemic biography work with tools like success story, system-structure drawing, Life line, achievements diary
Re-attribution training with tools like modeling , development of positive affirmations, exercise for self-efficacy

Dysfunctional self-concept

Self-concept:

- Mental representation of oneself
- Includes all perceptions, assessments and appraisements that concern oneself (Moschner, 2001)

Self-efficacy:

- Expectation of coping successfully with a given task at a certain level, as part of self-concept



Definition of attribution, significance for dropout

- Stable personality traits
- Which causes are developed for an activity or an event?
- Thoughts and convictions, which are related to aspiration of control
→ What influence do I have on my own actions?

- Retrospective: Research causes
- Prospective: future probability of success or failure, achievement motivation

- Better academic performance of students who believe that the performance of their studies depend on their own abilities, efforts and willingness to learn (instead of the scope of the work or the studying conditions)

Dimensions of causal attributions

1. **Location:** Internality vs. Externality
The cause for the initial situation stems from the person or from an external influence.
2. **Stability:** Stability vs. Variability
The cause is everlasting or time-limited.
3. **Globality:** Globality vs. Specificity
The cause is relevant in different situations or just in a specific situation.
4. **Feeling of personal control:** Controllable vs. Non-controllable
The cause can be controlled by the acting person or is not within his/her control.

Attributions patterns

a) **Success-oriented attribution**

The cause for failure is perceived as **external**, **specific** and **unstable**.

- set themselves realistic goals and they usually reach them → realistic self-concept
- Pronounced achievement motivation, look for challenges

b) **Failure-oriented attribution**

The reason for failure is perceived as **internal**, **global** and **stable**.

- Unrealistic feedback due to for very easy or sometimes very difficult activities, unrealistic high or low goals → unrealistic self-concept
- avoid performance situations

Re-attribution training in counselling (1)

Aim: with the help of a success-oriented attribution the advice-seeking person can act more success-oriented:

- **External, unstable and specific attribution in causes of failure** (external short-term and occasionally appearing and situation-related causes)
- **Internal, stable and global attribution in causes of success** (internal, permanent and non-situation-related causes)

Step 1 – Stimulation / Realization

- Reflection of own attribution patterns; What is success / failure?
- Exploring attribution patterns: e.g. regarding previous success, comparison with others, learning motivation, realistic assessment of own performance
- “function and benefit” of attributions

Re-attribution training in counselling (2)

Step 2 – Modelling und realistic goal setting

- Choosing an example to illustrate success-oriented attribution pattern
- Goal setting and continuous reflection of successful performance

Re-attribution training in counselling (3)

- **Step 3 – Operant commentaries, exercise for strengthening resilience**
(identifiable for a change of attribution pattern)
 - Commentaries of the counsellor on performance reflection
 - Combinable exercises:
 - Exercise for building positive affirmations
 - Exercise for self-efficacy
 - Exercise for individual responsibility

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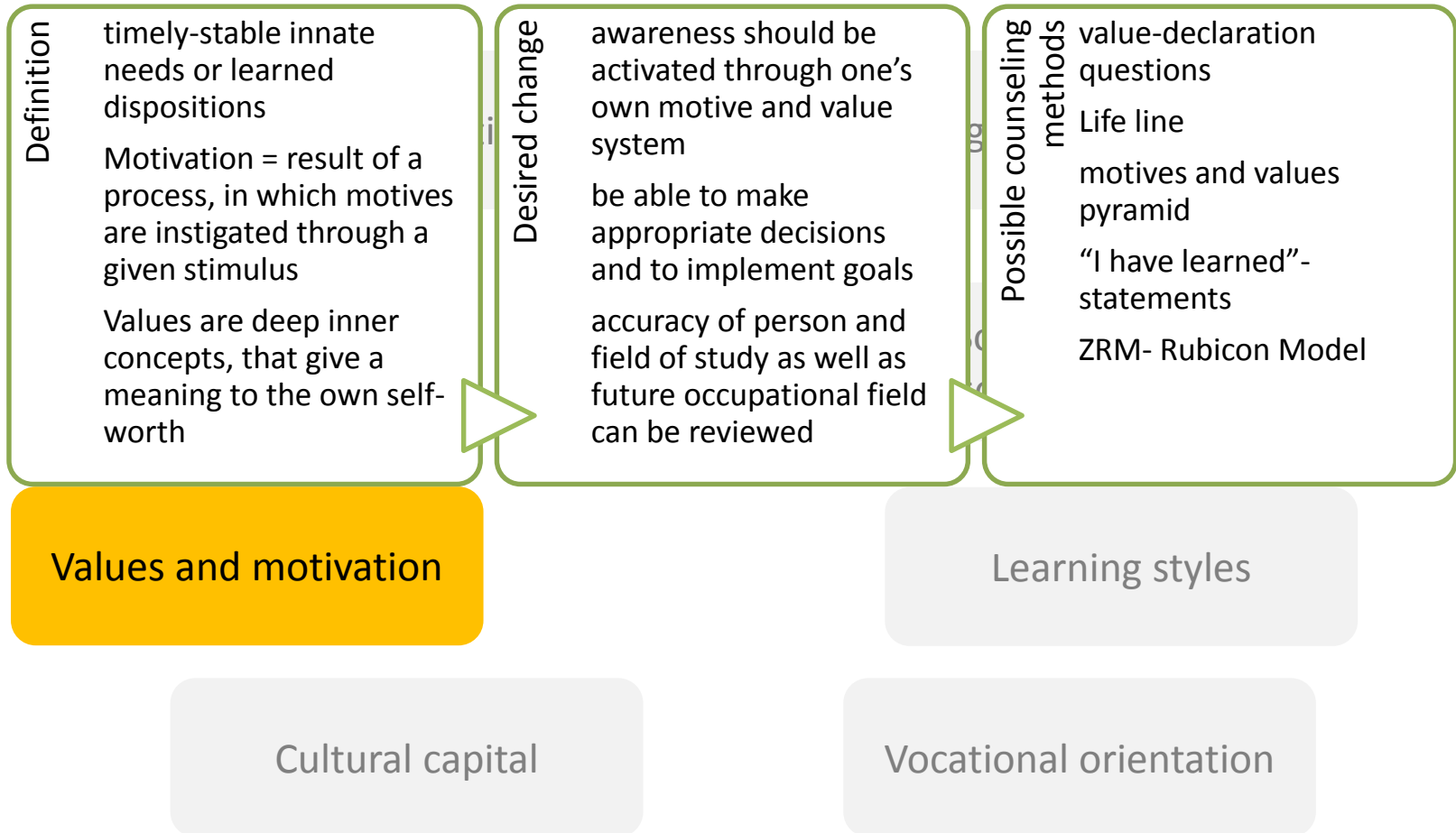
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Counselling concepts



Definition of value

Definition of “value” according to Clyde Kluckhohn (1954)

A value can be described as “an implicit or explicit distinguishing conception of an individual or characteristic of a group that influences the selection of different types, means and goals”.

Clarifying values

Clarifying values is “... a counselling method helping people with:

- Recognising and determining goals, tendencies and priorities
- Taking one’s pick or making a choice in helping reach goals, tendencies and priorities
- Acting, that what has been chosen and decided can be implemented” (Howard Kirschenbaum, S. 13)

Clarifying values should support students to come to a decision:

- 1. by recognising priorities, goals and values**
- 2. by realising (acting) priorities, goals and values**

Use of Clarifying values

Clarifying values are useful, if students:

- Have many exams pending
- Are rarely present at lectures or at the university
- Spend a lot of time with secondary employment or any other activities
- Complain of motivation problems
- Ask themselves if they have chosen the right discipline
- Feel bad about studying
- Mention cognitive dissonances

Effects of clarifying values

- **Decision-making and action planning**
- **Clarifying** own values, preferences, particular study goals and life goals in general
- **Checking the accuracy of fit** between own values and values lived at the university or company
- **Offers orientation** in a life full of studying possibilities ...
- **Sustainable achievement of objectives** deals with the central question “Why (motives and values) and by what means (actions) can I reach my goals?”

Process of clarifying values in counselling

Step 1 and 2

Lifeline in combination with *value-declaration questions*

Step 3

Values pyramid

Step 4

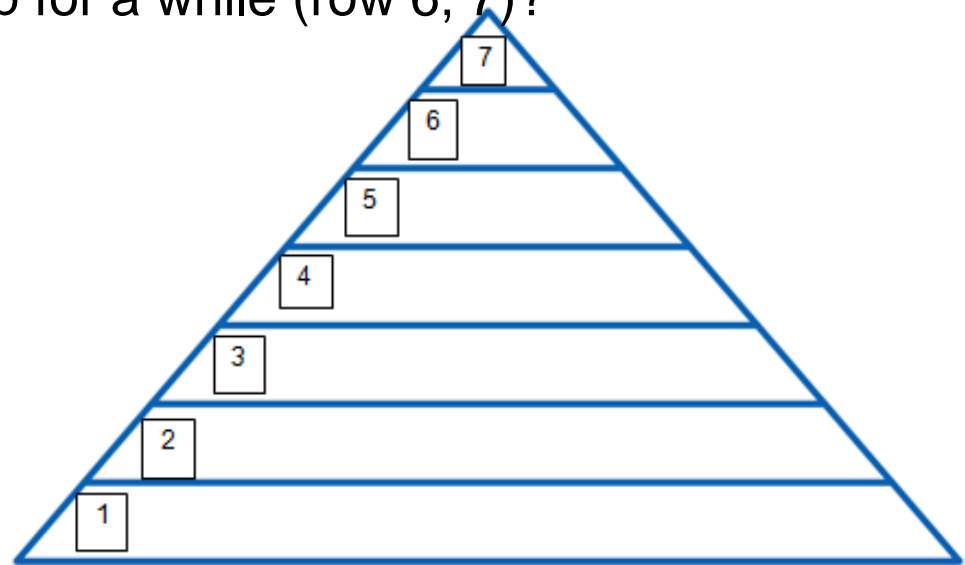
"I have learned"- statements as follow-up

Possible follow-up with lifeline

- Planning the future: Where to go?
- Hold on to support/ resources/ ...
- Dealing with critical situations and crisis
- Reframing

Step 3: Values pyramid

1. What values are really meaningful for your daily routine? What is your basis for these values? (row 1-3)
2. What values do you ideally live very often, if not daily? (row 4, 5)?
3. Beyond that, what other values are important for you? What values can you give up for a while (row 6, 7)?



Possible follow-up with Values pyramid

- Scale questions for target-performance comparison
- Develop SMART goals

Step 4: Final reflection on values

“I have learned”- statements”

- I have learned that ...
- I have relearned that...
- I noticed that...
- I was pleased to...
- I was surprised that ...
- I was upset that I ...
- I was proud that I ...
- I understand that I ... (have to/ like to).
- (I decided that I ...)

Summary of step 1 - 4

- In a first step the student acquired knowledge about the values which are important to him/her (Methods: Lifeline, value-declaration questions, *step 1 & 2*)
 - **Clarifying** own values
 - Checking the **accuracy of fit** of personality and performance
 - Dissolving **cognitive dissonances**
- Scaling of values afterwards (Method: values pyramid, *step 3*)
 - **Prioritising** own values
 - **Recognising**, which values one is already living during current work/study and which values one might live
 - **Clarifying** the next steps
- Finally reflecting the whole process of “values” (Method: “I have learned”-statements”, *step 4*)
 - **Reflection** on the cognitive process and counseling process so far
 - **Assure** results reached so far
 - **Planning** of future career path und personal life

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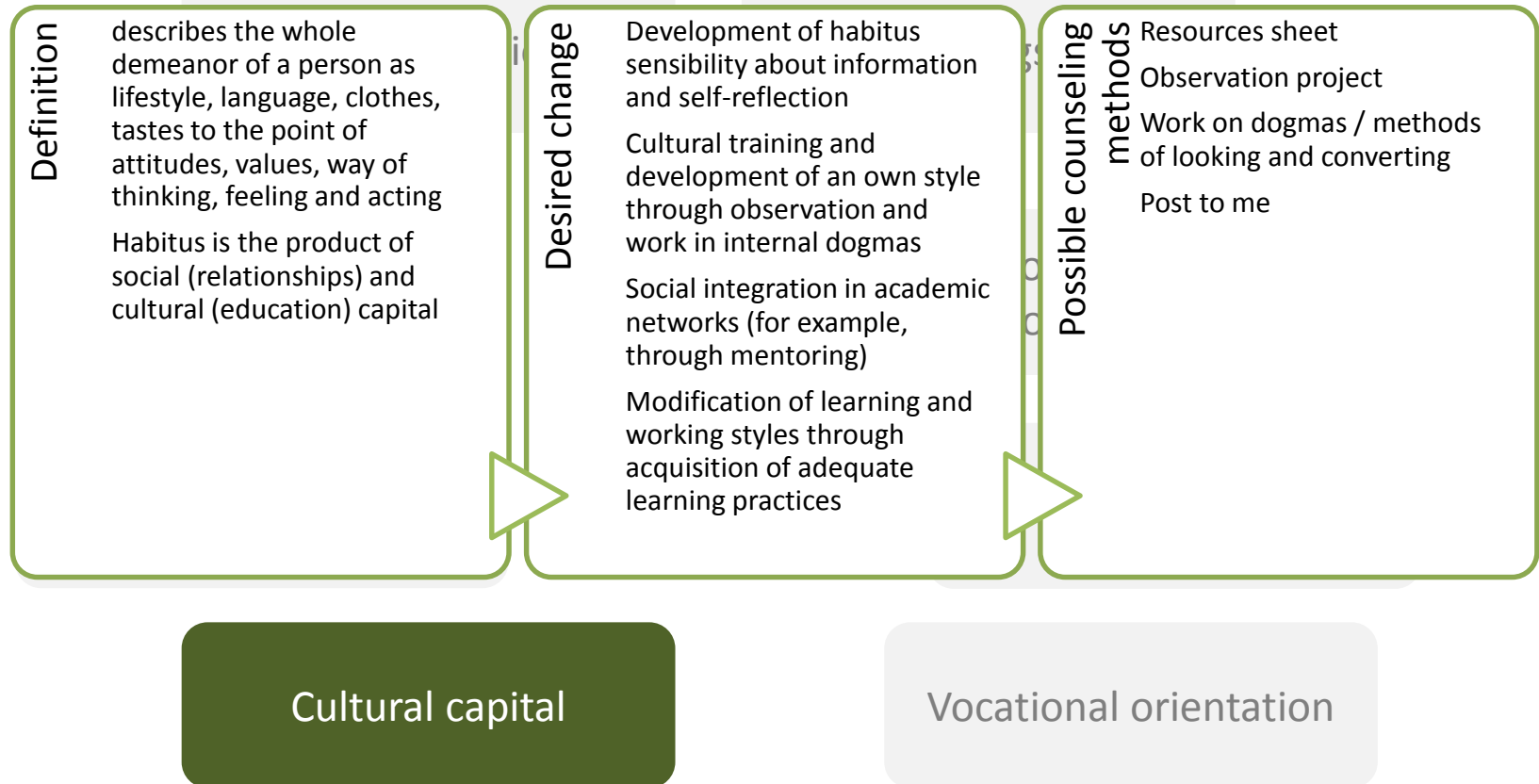
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Cultural influences – Initial situation

Young adults from **educationally alienated households** are **underrepresented** at universities (in 2007 **20%** of young adults from **non-academic** households **started studying** in relation to **75%** of young adults from **academics** households (Schindler 2012).

Young adults from academics households:

- Choosing according to their preferences
- More successful in graduation

(Middendorf u.a. 2013, 112)

Working hypothesis: acquaintance with cultural codes or academic codes promotes educational success

Explanatory approach: Habitus concept of N Robert Elias and Pierre Bourdieu

- Habitus is the product of social (relational-) and cultural (educational-) influences
- Social background and previous social life are central to the influence on the habitus
- Affects the appearance of a person as a whole : e.g. speech, lifestyle, clothing, taste, disposition, values, etc.

According to Bourdieu & Elias missing acquaintance with cultural codes causes:

a) Habitus- structure- conflict

Non-academic socialisation doesn't correspond to the habitual requirements on learning and performance cultures at universities (Schmitt 2010, 41).

b) Habitus- structure- discrepancy

Poor compliance with intramural prevalent cultural and social practices increases the risk of dropout.

Impact on students from non-academic households

- **Individualisation and psychologising of a social phenomenon:** Resulting problems are attributed to own inability, because one isn't aware of the causality (Emmerich/Schmidt 2014).
 - **Social alienation of the social group of origin:** caused by the adaption to the social, cognitive and linguistic practices expected at the university.
 - **Double stigmatisation** through
 - a) **Rejection** within the new peer group (together with **isolation** for fear of unmasking).
 - b) **Devaluing** its culture of origin implies self-denigration, acceptance of the stigmatization of the new peer group
- **Experience of incoherence: predisposition for identity crisis und study problems**

Intervention measures

- Developing own habitual sensitivity
- Developing own appropriate habitus with the aim of habitual modification
- Acquiring university learning practices and strategies
- Projects about social integration

Examples of questions for exploring traits

- What can you tell me about your parents' school careers? Has someone from your family studied before? What school career did your siblings have?
- Do you spend time with your family and if so, how do you spend this time?
- How did your family react when you decided to study? Who approved/didn't approve your decision? Are there typical phrases you hear related to your study?

- What school career did your friends have?
- How did your friends react when you told them that you were going to study?
- Did you find new friends among your fellow students?

- How did you inform yourself of what to expect during your studies?
- What expectations did you have?

Do you know other helpful questions?

Observation exercises for habitus sensitisation and modification (Step A)

Image viewing: This exercise aims at promoting perception criteria in observation situations, first practising on still pictures.

Please objectively describe the content of the picture on the basis of the following criteria:

Saliency, eye catching/details, foreground, background, from left to right, top down, from center to the edge, colour, illumination, shadows, distancing effects , symbols, etc.

Put your perceptions in writing.



Observation exercises for habitus sensitisation and modification (Step B)

Watching and analysing a movie sequence

Aim of exercise:

- 1) Apply observation results from step A) and transfer on “animated pictures”.
- 2) Sequence analysis in terms of: Plot, protagonist, antagonist...
- 3) What does the movie offer regarding stimuli of academic habitus?

Observation exercises for habitus sensitisation and modification (Step C)

Analysing a scene from group work

Aim of exercise: Analysis and transfer of learning from steps A) and step B).

Example: A student is attending group work within the context of a seminar about selection of personnel. She is choosing a scene, in which she is “feeling out of place”. She’s looking at the scene picture by picture and is analysing the situation by writing according to the abovementioned aim.

Questions to students: How do you behave? How do you like to behave? Choose an a person with role model function for your guidance.

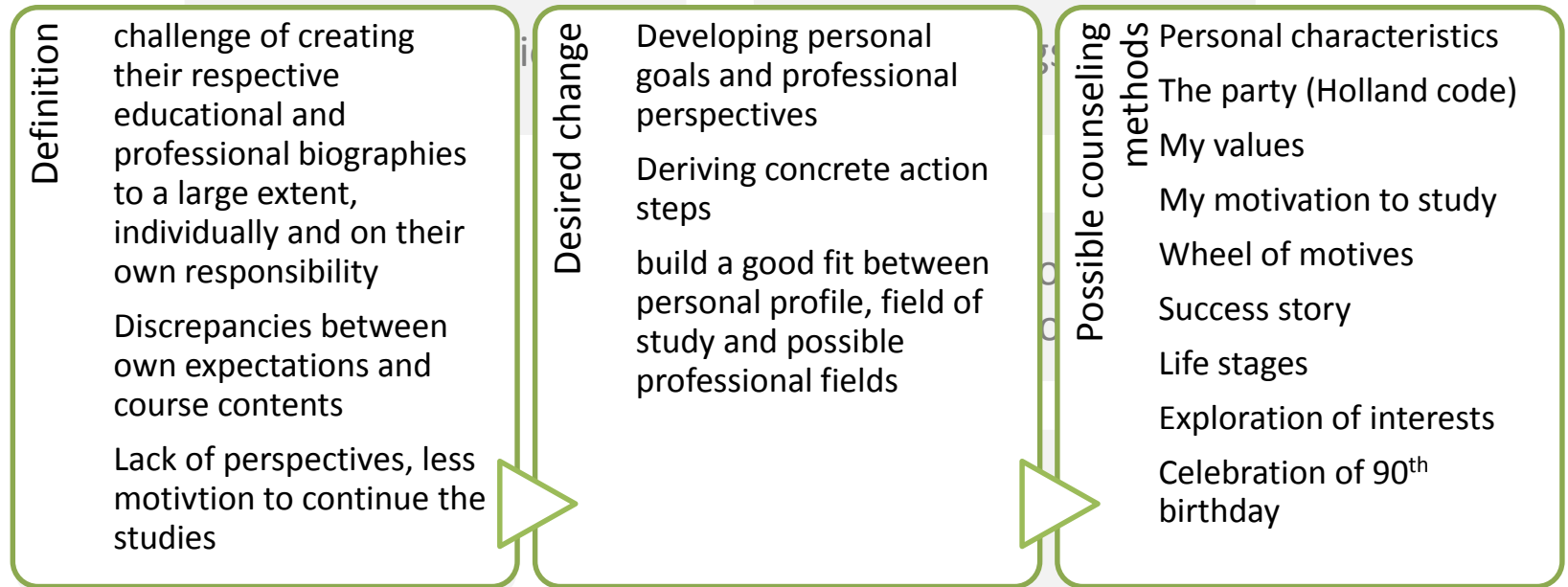
Observation exercises for habitus sensitisation and modification (Step D)

Analysing the communication of the chosen person

- What did you like most about the person with role model function?
- Choose a maximum of 3 characteristics you'd like to learn.
- Specify an order.
- How would you like to proceed?
- How do you transfer into 'real/future' situations?
- How do you reflect the situation and with whom?
- How do you know that you have reached your goal?

Journals, audio books etc. can be usefully applied here.

Counselling concepts



Definition

challenge of creating their respective educational and professional biographies to a large extent, individually and on their own responsibility

Discrepancies between own expectations and course contents

Lack of perspectives, less motivation to continue the studies

Desired change

Developing personal goals and professional perspectives

Deriving concrete action steps

build a good fit between personal profile, field of study and possible professional fields

Possible counseling methods

Personal characteristics

The party (Holland code)

My values

My motivation to study

Wheel of motives

Success story

Life stages

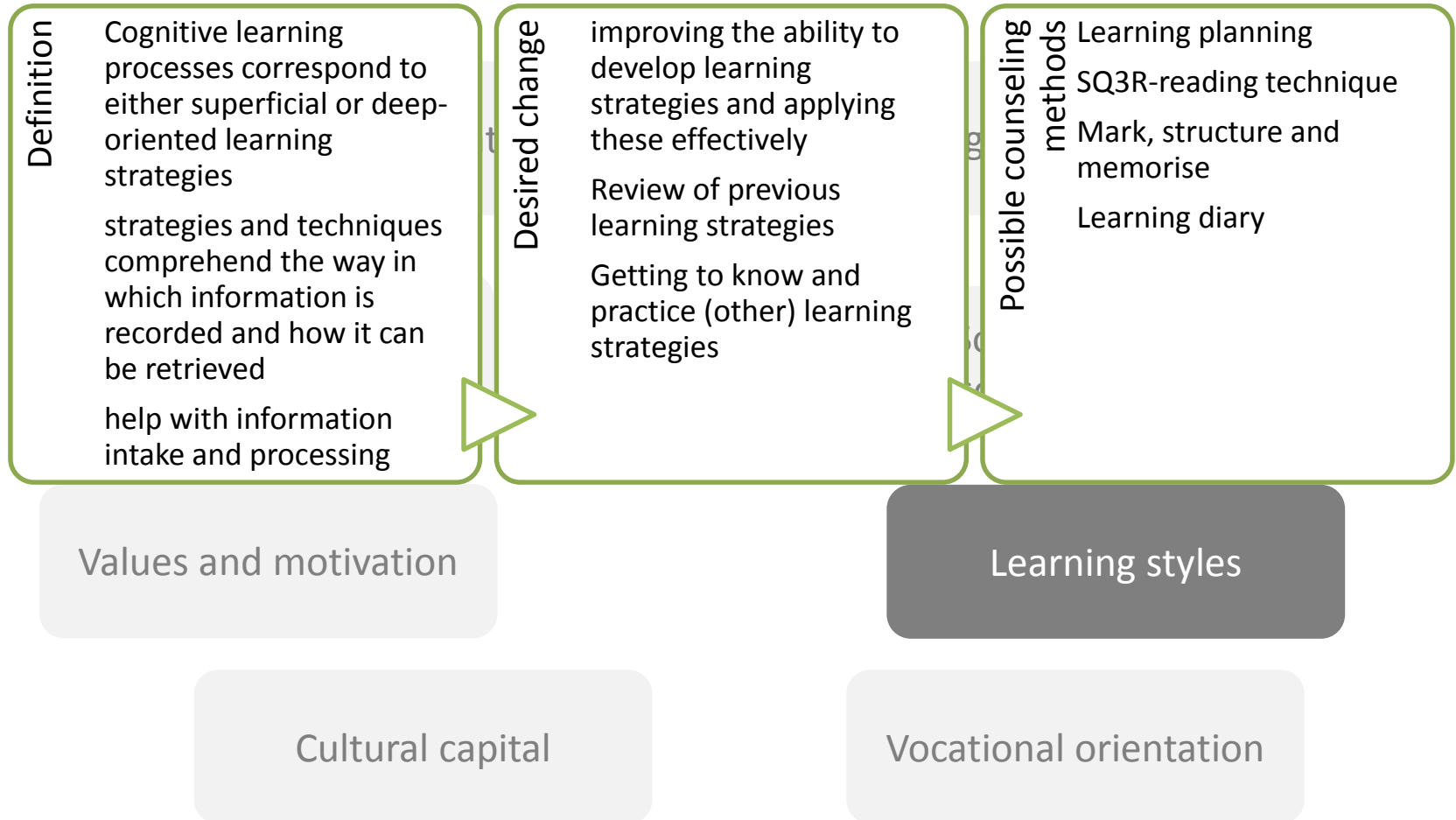
Exploration of interests

Celebration of 90th birthday

Cultural capital

Vocational orientation

Counselling concepts



Counselling concepts

Procrastination

Decision making

Dysfunctional self-concept

Social integration, social competences

Definition

Social Integration: relationships that students necessarily have and cherish at a university (formal as well as informal contacts regarding both general and specific issues)

Social competencies: ability and willingness of a person, as part of a social system, to deal with others in a responsible way and for people to understand each other in order to achieve a common goal

Social integration and social competence can influence each other

Desired change

support students to integrate themselves within the university context in a way that has a positive impact on the academic performance of the student and hence, on the success of his/her studies

support students to recognise their personal social competences as resources for the integration in a university social environment, and to use these resources to continue development

Possible counseling methods

sociometric graphic / social atom
Success stories
Future vision / paradoxical question
SMART objectives
Action plan

Counselling concepts

procrastination

Decision making

Definition

mental process in which the person has to decide between at least two alternatives (options)
postponing of decisions is focused

Desired change

student should be enabled to process the information and resources that can contribute to decision-making
on this basis, a durable decision needs to be reached that is both cognitive and emotionally coherent

Possible counseling methods

Mindmaps
Decision tree
Decision matrix
Plus-minus-lists
Inner Team
Tetralemma
Paradoxical questions
Paradox intervention
Reflection for intuition

Cultural capital

Vocational orientation

Thank you for your attention!



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