

## MALTA CAREER GUIDANCE ASSOCIATION TRAINING EVENTS

Dear colleagues,

### **SKILLS FOR CAREER GUIDANCE PRACTITIONERS**

The growing importance of careers education, information, advice and guidance and the delivery of a first class service are key concerns among career guidance professionals, especially today when people are being faced with various challenges at their place of work.

With this in mind, the MCGA designed a programme of thought-provoking sessions, practical guidance and interactive workshops, to address the most pressing dilemmas facing clients, as well as to help them navigate their learning and career development needs. This course will equip you with the skills needed to provide the best guidance possible to help clients follow a sustainable career.

The MCGA is a leading voice in the debate on the future of the profession, and this training programme provides a unique opportunity for you to catch up with the latest developments and to network with colleagues at this critical time for career guidance. Attending this programme will give you the opportunity to meet other guidance practitioners, friends and colleagues.

We hope you can join us for what promises to be a learning experience and an opportunity for the learning and development community of guidance practitioners, to come together and share good practice and experience.

These are sessions that you should not miss. It is not just a training programme with set course content but a laboratory where each contribution from the provider and from the attendees is valid.

A certificate of attendance will be provided.

### **Who should attend?**

Anyone with a professional or personal interest in careers education, information, advice and guidance, whether members or non-members of MCGA.

**Maltese Career Guidance Association**  
**[www.mcga.org.mt](http://www.mcga.org.mt)**  
**[info@mcga.org.mt](mailto:info@mcga.org.mt)**

*Every session will be held at the National Curriculum Centre (NCC) Hamrun between 3.00pm and 5.00pm (with a 10 min break).*

## SKILLS FOR CAREER GUIDANCE PRACTITIONERS

### PART 1... Theories (October - November)

#### Career Development Theories

Career theory attempts to describe and explain the process of career development

The three sessions on Career Theories explore the range of career theories which have been evolving over the last century and continue to do so today. Because of the complexity involved in career development, there is no one comprehensive theory which describes the process. In an attempt to facilitate this complexity, this course will categorise existing theories into three.

#### *Session 1 (Tues 19<sup>th</sup> Oct)*

##### ➤ Theories of Content

Theories of content, also referred to as 'matching' approaches, "predict career choices based on individual characteristics": they are concerned with the influences which are intrinsic to the individual as well as those which emanate from within the context in which the individual lives. Major theories focusing on the "content" of career development include:

Trait and factor theory (Parsons, Holland)

Psychodynamic theory (Bordin)

Work adjustment person-environment correspondence theory (Dawis & Lofquist).

## *Session 2 (Tues 26<sup>th</sup> Oct)*

### ➤ Theories of Process

Theories of process, also referred to as 'life-span' approaches, see career choices as part of a developmental process: career choice is seen as not just a single static decision but rather as a dynamic developmental process involving a series of decisions made over time. Process theories include the works of Ginzberg & colleagues, Super, Savickas, Miller-Tiedeman and Tiedeman and Gottfredson.

## *Session 3 (Tues 9<sup>th</sup> Nov)*

### ➤ Theories of Content and Process

Recent theories have seen a rapprochement in career development theory: theorists are acknowledging that 'matching' and 'life-span' theories can no longer stand alone as explanations of career development. Recent models which incorporate this dual approach include:

Social learning theory of career choice (Krumboltz)

Happenstance theory (Mitchell, Levin & Krumboltz)

Social Cognitive theory (Lent, Brown & Hackett)

Cognitive information processing models (Peterson, Sampson & Reardon)

Developmental-Contextual approach (Vondracek)

## **PART 2... Client-Centred (November - February)**

### *Session 1 (Tues 23<sup>rd</sup> Nov)*

#### **i. Basic Skills Needed in Career Guidance Intervention:**

Each individual has unique career problems and is best served by using unique combinations of career resources and services in making career decisions (Peterson et al., 1991; 1996; 2002; Sampson et al., 1999). A career guidance intervention combines assessment, information, and instructional resources with varying types and amounts of assistance to help individuals in making occupational and employment choices. Career resources include assessment, information, and instruction.

#### **ii. How to structure a Career Guidance Intervention:**

The knowledge on the different ways of equating and solving the problem of career guidance is, as it is always, nothing else than the expression of our self-knowledge. A generic sequence can be used to guide clients through the problem-solving and decision-making process

### *Session 2 (Tues 7<sup>th</sup> Dec)*

#### **i. Case Studies in Career Guidance – Examples of Good Practice:**

Good Practice is the use of a method, tool, technology etc. which is generally regarded as 'practices which are good for learning', i.e. practices which either achieve their own objectives and/or have a beneficial impact on their environment, or (and more importantly) provide useful learning experiences which are likely to stimulate creativity, ingenuity and self reflexivity on the part of the user.

### *Session 3 (Tue 14<sup>th</sup> Dec)*

- #### **i. Career Guidance in a multicultural context: addressing the needs of minority/diversity groups with a main focus on early school leavers/underachievers**

## *Session 4 (Mon 10<sup>th</sup> Jan)*

- i. **Family Guidance and Career Counselling:** What impact do parents have on the occupational choice of children? Parental influence theories such as Anne Roe's model of parent-child interaction, Super's views on how the family influences the career choice of their children and attachment theory will be discussed. Tips on how parents can support their children in career development will also be provided. Although parental influence is the focus, reference will also be made to the impact on a child's development made by other family members as well as by some nonfamily members.

## *Session 5 (Mon 24<sup>th</sup> Jan)*

- i. **Collaborative Relationships between Professional Colleagues:**

The aim is to highlight the links between collaboration, agency, professional community and learning among guidance practitioners and other professionals. The focus is on the quality of service through the learning potential of professional collaboration in a mutually affirming professional community. It is argued that collaboration promotes agency and the ability to influence the way in which a school operates for the benefit of the student/s. The ranges of forces that either promote, or constrain, the agency of student services are identified. In addition, it is argued that collaboration promotes professional community, qualities of trust, mutual respect, and better quality service. The processes of collaboration are seen to be important in school improvement and the effective delivery of service.

- ii. **Team Building**

## *Session 6 (Mon 21<sup>st</sup> Feb)*

### i. Constructing a Career Guidance Programme for our school:

A Career Guidance Programme should be an integral part of each school designed to promote the academic, career, and personal/social development of all students. As an essential part of the instructional programme, Career Guidance helps to build a foundation for student learning and academic success. The basic premise is that aspirations begin early and that they develop throughout life. Therefore, all students, beginning in Kindergarten, can be helped to build positive aspirations by the many adults in their environment. These adults (parents, teachers, administrators, guidance practitioners, community members) can work together in comprehensive developmental programs managed by guidance practitioners.

### ii. Evaluation exercise:-

- What is happening in your school?
- What needs to be done?
- How are you going to address that gap?

## **PART 3... Labour Market Centred Sessions (March - April)**

### *Session 1 (Mon 7<sup>th</sup> March)*

#### **The Labour Market:**

An understanding of Labour Market Information (LMI) is widely accepted as being a fundamental knowledge requirement for those involved in delivering guidance services to render this more effectively. Yet, how often do we pause to really reflect on how we use it?

- i.* How to look for Labour Market information
- ii.* The Maltese and EU Labour Market: Challenges and trends

### *Session 2 (Mon 21<sup>st</sup> March)*

#### **i. Career Testing and the Guidance Practitioner:**

Career assessments and inventories help our clients reflect on their personality and values when they are faced with decisions such as choosing a career path, subject options, courses/training, making a career choice, or finding the most ideal employment fit. Being able to articulate their strengths can give them more confidence in their decisions and in their job search. Often we discover what we DO NOT want to do before we know what we DO want to do. Tests do not identify the perfect and only job, but assist in gaining a better understanding of self so one can look for potential matches of skills and goals to career paths, organizational expectations and work environments. Assessment can help narrow the choices.

## *Session 3 (Mon 4<sup>th</sup> April)*

- i. **Employability in Malta: thanks to schooling or in spite of it? :** The two greatest concerns of employers today are finding good workers and training them. The difference between the skills needed on the job and those possessed by applicants, sometimes called the skills-gap, is of real concern to human resource managers and business owners looking to hire competent employees. While employers would prefer to hire people who are trained and ready to go to work, they are usually willing to provide the specialized, job-specific training necessary for those lacking such skills.
  
- ii. **Enhancing students' employability skills:** Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position

## *Session 4 (Mon 18<sup>th</sup> April)*

- i. Lecture by international expert – details to be announced at a later stage.

## *Session 5 (Tue 19<sup>th</sup> April)*

- i. Lecture by Ronald Sultana – details to be announced at a later stage.

To register log onto: [www.mcga.org.mt](http://www.mcga.org.mt)

# MCGA

## TRAINING PROGRAMME FEES

### For MCGA members:

<b>Individual session</b>		<b>€15</b>
<b>Part 1</b>	(3 sessions)	<b>€45</b>
<b>Part 2</b>	(6 sessions)	<b>€85</b>
<b>Part 3</b>	(5 sessions)	<b>€68</b>
<b>Whole programme</b>	(14 sessions)	<b>€180</b>

### For non-members:

<b>Individual session</b>		<b>€30</b>
<b>Part 1</b>	(3 sessions)	<b>€90</b>
<b>Part 2</b>	(6 sessions)	<b>€175</b>
<b>Part 3</b>	(5 sessions)	<b>€143</b>
<b>Whole programme</b>	(14 sessions)	<b>€357</b>

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When registering for course/s it is also possible to apply for membership which costs €10

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