

## TRAINING NEEDS INCLUDING INNOVATIONS

KEY-COACH Training Programme's basic aim is through innovative tools improve VET teachers/tutors coaching skills. In order to reach the goal KEY-COACH project partners from Spain (Navarra), Belgium (Flanders), Portugal (Almada), Lithuania (Šiauliai region) and Romania (Mures) prepared a questionnaire which showed that the respondents have major interest in coaching skills improvement.

According to the results of the Report on the KEY-COACH Survey applied by project partners it was singled out the following tools:

- I. **Counseling technique;**
- II. **Mandala;**
- III. **Videos and films;**
- IV. **Drawing**

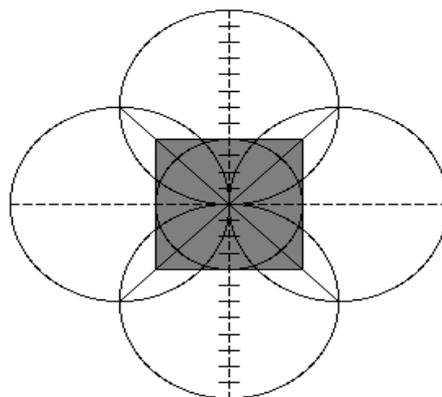
I. In the XXI century researchers offer many practical working tools and techniques. However, at present there is a huge demand for innovative working tools and activities. Infusing creativity in the counseling process is accepted now more than ever. The **counseling technique** is used in many ways, i.e. poetry and writing, use of props and movements, use of humor and so on. According to Jacobs (1992), the use of creative counseling techniques fulfills counselor's need for a multi-faceted approach to helping clients. Creative counseling approaches and specifically the use of creative techniques allows the counselor to approach an issue from a multi-sensory vantage point, tapping into a client's visual, auditory and experiential learning style. As Nickerson and O'Laughlin (1982) pointed out, using one approach to counseling that primarily involves just talking limits what we can accomplish as helpers. Additionally, Beaulieu (2003) enforces the idea that trainer need to – get beyond words and enlist more of the client's senses. Counseling method will enable VET

teachers/tutors to improve their relationship with the students, to adjust to the group needs; to help students acquire self-esteem and others. In order to improve above mentioned skills researchers propose using Mandala working method.

II. **The essence.** Mandala is a creative tool to help seeing reflections of our internal world. The Mandala is similar to the sand tray as it brings a part of the psyche from the unconscious mind to consciousness. This is one of the tools to develop counseling technique. Mandalas are derived from the circle. The Mandala can be used with children, adolescents, teens, and adults. Psychoanalyst Carl Jung was the first therapist to actually used Mandala with patients. He called the Mandala “a representation of the unconscious self”. Mandala will lead VET teachers/tutors to improve their professional, personal and social skills. Within this tool VET teachers/tutors will be able to focus and concentrate on achieving students and personal goals. Mandala enables to reconnect with innermost self where it is possible to store inner strength, the most powerful energy source there is, and then to become your own source of healing. Person is the one who knows himself/herself best; all he/she has to do is learn to listen to his/her true nature in order to set and achieve the goal which will lead them to have a successful life. With this method VET teachers/tutors will help students to become their own best ally in the flight to overcome life’s setback and when trainer help to understand the student that he/she is no longer an obstacle, the students can obtain everything the person sets in his/her mind, and then VET teacher/tutor helps to set and reach goals.

**Technique.** While drawing Mandala is recommended to follow certain rules:

- Mandala needs to have a centre;
- There have to be a symmetry, the auxiliary axes;
- Use auxiliary circles (Figure 1);
- While drawing the repetition and sequence has a significance (i.e. one thing goes after another);
- Must be a detail continuity;
- Finally, it is necessary to draw a contour (Figure 2).



**Figure 1.** Mandala drawing scheme



**Figure 2.** Mandala

This method is applied both individually and in groups. The duration of group session is proximally 1 hour. The number of group sessions is unlimited. During the session the attention is not focused to the structure of drawing, i.e. lines, etc. The most important thing is the process, which leads to the development of coach and the student relationship.

**Session structure:**

- During the first sessions it is possible to use the examples of Mandala, i.e. pre-prepared drawing forms, because this method is more acceptable to some learners.

- During the session while drawing the Mandala it is very important to create a trustful atmosphere. The introduction to the drawing process can be used a “discussion about nothing”, i.e. your daily experience, habits and so on. During the session it is possible to listen classical or relaxing music.
- During the session there is no concrete theme since it is a spontaneous and individual drawing. It reflects person’s present state, mood and experiences. Such individual work enables learners to convey his/her personal problems, wishes.

The main task of this activity – the pursuit of growth, i.e. that learner would be able to develop their ability to recognize personal problems, stigmas, which disturb to reach the personal goal.

III. The **essence**. Videos and Films have been used for decades as a means to connect images with the concept being taught. Visual media in all forms (slides, filmstrips, or film) can be claimed as one of the most beneficial tool. Researches on brain functioning has documented that the left-brain specializes in digital, deductive tasks that characterize oral and written media. Meanwhile, the right-brain specializes in iconic, intuitive tasks that characterize visual media, especially the visual and sound characteristics of film (Cassidy & Knowlton, 1983; Springer & Deutsch, 1998). Some evidence suggests that people learn abstract, new, and novel concepts more easily when presented in both verbal and visual form (Salmon, 1970, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984).

**Technique.** Film and video method can be used in many ways as a case, experiential exercise, metaphor, satire, symbolism, meaning, experience, time and so on.

- **Case analysis** is an obvious use of films and perhaps the first that one thinks of when considering film. Films with a solid plot and coherent story will work well as a case. Scenes from a well acted and well directed film present material more dramatically and engagingly than a print case. Well-chosen films as cases help develop the students' analytical skills. Meanwhile, other films allow a predictive case approach that can lead to rich discussion and reinforcement of concepts and theory. Within film and video method trainer enables students to recognize weaknesses and strengths, to improve communicative skills, etc.

- **Film as experiential** example lends students to inclusion in experiential exercises. Using films instead of print materials adds the advantages and unique qualities of film to the exercise. Students can analyze these scenes in small groups using some general knowledge of problem solving, individual decision making, and group decision making to recommend a decision approach.

There are several ways to use film scenes for coaching. Experimenting with each method will show you which ones are most effective for your teaching style and course content. It is possible to use film scenes before or after discussing training theme. It is also possible to repeat scenes for more emphasis. Students can work in groups or individually outside class or you can show the scenes in class. It is purposeful using films as a working method, since students are more interested in visual material. It also allows improve VET teacher's/tutor's IT skills, interaction with learners. This method allows students become more relaxed, open. This method can be also called ice breaker, since certain film episode (the film should be selected according to the session theme) touches each learner.

#### **Session structure:**

- As it was mentioned above, film method can be used both before or after theoretical part;
- The time of the film depends on a trainer and the theme of session theme. However it is recommended to use short films with concrete meaning, moral and solution (i.e. 10-20 min, since learners may become bored;
- Film should be led together with the discussion and students reflection.

Film and video method allows VET teacher/tutor to single out each learner's problems, to adjust to the group needs, to improve students analytical thinking and so on. During the session, teacher/tutor is able to see what issues and themes are the most significant to the learner. The discussion allows seeing student's verbal and non-verbal skills, weaknesses and strengths, skills which needs to be improved and needs additional work. Meanwhile, VET teacher/tutor is able to improve his/her skills related with attentiveness, sensibility, adjustment to the group and individual needs, to single out learner's difficulties and problems.

IV. **The essence.** The drawing is a coaching technique that helps to bring out unconscious material that can reflect student's motivations, conflicts, needs, interests and defense mechanisms. It is used as a way for the student to speak about himself.

This technique can help the teacher especially in tutorials with introverted students, who have more difficulties expressing their ideas.

**Technique.**

1. How do you see yourself in the classroom, at home, etc. (don't say anything else);
2. How would you like to be (apply it once the student has made his first drawing).

We use it, not like an interpretation, but like a “manner of speaking”. Basically it tries to talk about what he is doing to change.