



MODELS OF COUNSELING

In transition from military to civilian life

Manual for the work of professionals engaged in transition and resettlement in the Ministry of defense and Armed Forces of Bosnia and Herzegovina, based on Danish counseling model 2016.



TRANSITION FROM MILITARY TO CIVILIAN LIFE **COUNSELING**

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MODELS OF COUNSELING IN TRANSITION FROM MILITARY TO CIVILIAN LIFE

This manual is prepared based on presented counseling techniques, which are practiced by the competent staff in the Veteran Center (VETC) of the Kingdom of Denmark. The counseling techniques have been presented during the study visit to the Kingdom of Denmark, in March, 2014, while the topics have been further presented during the training in Sarajevo, Bosnia and Herzegovina, in September 2014. The training has been organized by Danish experts, Ms. Lene Nørgaard and Ms. Signe Riktrup Jensen, for the employees of the Recruitment – Transition Centers, as well as for the other staff of the Ministry of Defense and Armed Forces of Bosnia and Herzegovina who are engaged in transition process.

The training, as well as the study visit, has been enabled by the program of capacity building of BiH institutions in the area of preservation of mental health – PREVENTIVA, which has been implemented by the International Organization for Migration (IOM), supported by the Kingdom of Denmark and Kingdom of Norway.

The working guidelines, presented in this manual, can be applied, in everyday work of the staff engaged in transition, according to the capabilities and needs of the Armed Forces of BiH and in accordance with the rules and procedures defined by the transition documents (Transition Policy, “Perpektiva” Programme and Operational Instruction).

*“THE CHANGE IS A PROCESS,
NOT AN EVENT.”*

TRANSITION FROM MILITARY TO CIVILIAN LIFE - COUNSELING

TARGET GROUPS FOR COUNSELING AND DIFFERENT MANNERS OF CONTACTING SUCH GROUPS

The persons who belong to the target groups are ordinary soldiers, ones without special needs (soldiers who have not been injured during the international operations); injured veterans (physical or psychological injuries that occurred during the international operations); as well as all other soldiers; NCOs and officers.

In Bosnia and Herzegovina, maximum duration of service for professional military personnel in the AF BiH is the following: officers – 30 years (no longer than 55 years of age), for NCOs – 30 years (no longer than 50 years of life) and for soldiers – 15 years (no longer than 35 years of age).

Different manners of contacting target groups include continuous arrangements with the company or battalion, oriented towards all members of the Armed Forces, continuous individual arrangements at annual level, and open offer on counseling, where the member of the Armed Forces registers him/herself.

DIFFERENT TYPES OF COUNSELING

Different types of counseling of the target groups include face-to-face counseling (individual or in groups), telephone counseling, counseling via e-mail, and courses in the military base (barracks) (for example – job seeking course).

Different types of counseling pertain, as well, to different starting points of conversation with persons, i.e. three approaches in counseling: “expert”,

“banker” and “university counselor”.

“The Expert” (for example “doctor”) is a counselor who defines a problem, finds the solution for the problem and informs the “patient” on solution found. By doing that, the “doctor” is the one taking the responsibility for solving the problem. In this counseling approach, the focus is on person/member of the Armed Forces’ problem.

“The Banker” is a type of counselor who defines the problem and informs about it – its significance and possible measures. This counselor attempts through persuasion, to convince the person/soldier to accept his/her opinion and act “reasonably”. This is the type who respects person’s autonomy – the person is the one who has the responsibility for solution of the problem. In this counseling approach, the focus is on person’s behavior.

“The university counselor” is a “catalyst”. This counselor believes in ability of the person to assess the problem him/herself and to find, on his/her own, the solution for problematic situation. This type of the counselor stimulates thinking about the problem and possible solutions. The responsibility for the solution of the problem is within the person him/herself. In this approach, the focus of counseling approach is on the opinion of the person/member of the Armed Forces.

This latest approach to counseling is used, primarily, in order for the person to solve his/her problems him/herself to the extent possible. However, if the engagement includes a person who is vulnerable, this is not possible, thus one of the other mentioned approaches has to be used.

FIVE STEPS OF COUNSELING

“Five steps” represent a methodology of counseling in the form of five-step model, related to educational and career counseling, where each step is based on the previous one.

“Five-step” model has a tendency to focus on problems, not on assets, therefore the counselor must keep in mind that the focus needs to be on the resources of the client. The model is oriented towards the activity, simplifies counseling, it is concrete and specific. This is an eclectic model which is based on different counseling theories.

The following table shows all five steps through specific goals of the each step (Table 1):

Step 1	Investigate and clarify problematic situation
Step 2	Broaden perspective
Step 3	Formulate goals and milestones
Step 4	Develop and execute action plan
Step 5	Evaluate and monitor

Table 1. "Five-Step" model goals

→ STEP 1

The basic goal of the first step is to explore the problematic situation. The problematic situation is examined and explained from the view point of the member of the Armed Forces who seeks counseling. The first step ends once the counselor and member of the Armed Forces jointly agree upon the definition of the problem. Poor description of the problem makes its solution significantly more difficult. The more accurate and clear problems are defined, easier is to find adequate solutions.

A counselor has to "untangle" to the greatest extent possible, clarify and define the problematic situation, jointly with the person seeking counseling. The basis of the entire working on problems is to clarify and identify problems first, prior to starting to resolve them. This may seem obvious, however, if the person fails to take sufficient time to describe and understand problematic situation first, that can make problem solving significantly difficult.

The counsel seeking person does not express always all of his/her problems during the first step. This means that it is required, frequently, during the steps 2, 3, 4 and 5 to re-visit step one in order to explore new problems.

The counselor needs different skills in the first step, including: listening, empathy ("mirroring"), asking questions, encouraging (encouraging member of the Armed Forces to talk), focusing.

Listening. *A good listener can show understanding. Encourages person who talks by nodding, asking questions, saying "mhm...", or in other manners showing interest in what the person is saying.*

Empathy ("mirroring"). *Frequently, there are two messages to listen: integral message (actual information, ideas, intentions) and emotional message. In "mirroring" you show what you have understood out of the things the person told you – and, by your own words, and your body language (verbal and non-verbal). The empathy is important when the emotions are intense and when there is a concrete need of the person to be heard, when it is difficult to understand what the person is saying, when your impressions and evaluations are different than those of the person you are talking*

to (“mirroring” can help you understand the person you are talking with), when you feel that there is a problem and that the person wishes to discuss it, when you have the time to listen (it is more difficult to be empathic when you are annoyed or impatient).

Asking questions. When asking too many questions, we interrupt person’s telling, and some questions may be completely meaningless. This should be a dialogue. On the other hand, the counselor has realistic need to obtain a lot of information about the problematic situation. This is the reason why it is appropriate to ask questions. There are two types of questions – open-end questions and closed-end questions. The open-end questions cannot be answered with “yes” and “no”. These questions encourage person who is seeking counseling to talk more. Closed-end questions are good if you wish to find facts (ex. “When were you born?”, “Where do you live?”, “Have you finished some school?”). One can answer frequently to these questions with the words “yes” and “no”. Other, general advices related to asking questions are: ask short questions, ask questions one by one, wait for the answer, do not answer questions yourself, do not “interrogate” person who seeks counseling.

Encouraging. Encouraging pertains to supporting member of the Armed Forces who is seeking counseling in talking. Encouraging is achieved by affirmative words such as “yes”, “mhm”, “really”?, “tell me more” or “yes, I am listening”.

Focusing. Focusing pertains to the focus onto important parts: Who “rules” the problem?, Whose needs are not being considered? (ranging from parents, employer, spouse, children’s needs) or Whose needs are being considered? Is the client trying to assume the responsibility for someone else? This may be indicative regarding the issue of responsibility.

→ STEP 2

In the first step, the focus is on understanding the situation the person who is seeking counseling is in. However, if you view the world only through his/her eyes, you cannot offer much to him/her. In order to find the solution for the problem, frequently it is required to develop new perspectives, i.e. views of the problem, which is, simultaneously, a goal of the step two. Sometimes, person seeking the counseling can clearly see the problem him/herself, but it is difficult for him/her to decide what to do. Learned/former ways of thinking can be an obstacle to the person him/herself. In such cases, the counselor should develop new approaches to the issue. The new approaches to the issue can change the situation. Through the counselor, the person who is seeking counseling can get help in viewing him/herself

and his/her problems in a new light. The counselor expresses him/herself based on his/her theories, his/her views towards people, his/her qualifications and knowledge. What needs to be a focus of it, is enabling person who is seeking advice to see the situation more clearly – not necessarily finding the solution for him/her. Further, the counselor must not “force” the person who is seeking the advice to take counselor’s point of view, but he/she should work on development of advice seeking person’s own understanding. You can help him/her, by, for example, broadening the knowledge about the possibilities and requirements of labor market etc.

Knowledge required in the second step pertains to summarizing from counselor’s perspective, confronting (coping), informing and interpreting.

Summarizing from counselor’s perspective. Here, all relevant facts need to be presented in systematic manner. That creates a focus and concretizes the important segments. The counselor is the one assessing what is important and what is emphasized in the situation.

Confrontation (coping). The basis of confrontation may be a contradiction between: what person thinks/feels and says, what he/she says and does, his/her view of him/herself and other persons’ view of that person, what the person is and what the person wants to be, between person’s expressed assessments and his/her behavior. The confrontation consists of three segments: empathy/mirroring, confrontation itself and handing the initiative to the person seeking counseling.

Example:

Person seeking counseling: “I would like to apply to the job announcement – it would be interesting and I would earn more. But then I would have to go through another month of education and I do not know whether I have time to do so. Maybe my wife will be mad if I change the job – so I can forget about it.”

Counselor: “In fact you would like to get that job – it suits you better and it is better paid. If you get that job you will have to go through another month of education. You are afraid of your wife’s reaction (empathy/mirroring). On one hand you have good reasons to be interested in that job, but you are not sure whether to apply because you do not think your wife will be glad for your job change (confrontation). Is that true? (initiative is, again, handed to the person seeking counseling).

Information. Information pertains to informing the person about the facts on education, labor market and society. The person seeking counseling may have inaccurate information and has a need to be helped by giving him/her accurate information.

Interpretation. The purpose is that the person, who is seeking counseling, has an opportunity to explore various types of views of what surfaced. By interpreting, the counselor offers different approach to the situation, which the person who is seeking counseling can either accept or refuse.

→ STEP 3

New perspective clarifies a problem to the point when it becomes clear what needs to be done in general sense. The task of the third step is formulating goals and milestones, there are multiple variations of the solution, consequence of each manner of solution are assessed. In this step we learn what is it that the person wants, concrete and specific goals are defined. **This pertains to the goals of the member of the Armed Forces – not counselor!** Those should be the goals that contribute to the solution of the problem or to make it easier for the person seeking counseling to handle the problem.

In order to achieve “final goal” (additional education, getting a job) frequently some smaller milestones are required. The milestones are part of the process of achievement of the “final goal” and they help for the process to be more feasible and for the person to achieve the feeling of success.

What do good goals look like?

They are:

Clear and concrete. Clarity and concreteness facilitate isolating the manners of action that lead to fulfillment of the goal. Example: “I want to be better in mathematics” (wish) – “In the following exam, I have to get grade 9” (goal).

Measurable and verifiable. Person who is being counseled must be able, in the end, to assess whether he/she reached the goal or not.

Realistic. Do not set the goals too high. There should be certain resources in order to achieve the goal. External conditions should not block achievement of the goal. The goal must be under the control of the person who is being counseled.

Set by the person who is being counseled. Frequently, it is expected from

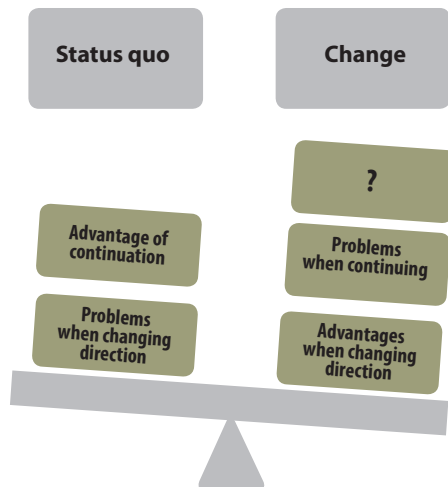
the counselor to find the answers and solutions instead of the person seeking counseling. However, that person has to have control him/herself over the goals set, because, should the otherwise be the case, it is unlikely that he/she will manage to achieve them.

Formulation of the goals must be accurate. Is formulating the goals sufficiently accurate in order to easily take measures to achieve them? Can the goal be reached in due time? If the answer is “yes” you can go to step 4.

Possible counseling techniques in Step 3:

Technique of dreams/dreaming. Will to do something almost always comes after the wish to do something. If you can find certain wish that is something that one wishes to realize in the future, you will be able to work with the technique of day-dreaming. If the counseled person has difficulties with dreams and wishes the decision process can be very difficult. Counsel the person to let his/her imagination take over. There are no limitations regarding the time or the place. The person should imagine how the problem could be solved in the world where everything is possible. Following that, it is required to express dreams in as many details as possible. In the further activities, the dreams can be set into the realistic context. This is the manner of creating different paths to find good solutions for the person seeking counseling.

Balance Graph. Also, you can make balance graph with the client. This is more rational approach where various PROS and CONS are balanced for change. If we work towards the change, the accent should be on the change side.



Determine motivation required to achieve the goal. Different approach would be to pay attention to motivation to achieve the goal. Is it important and is it possible?



→STEP 4

In this step, different variations of activity which can lead to the goals are jointly identified and action plan is developed i.e. plan to achieve those goals. This pertains to the plan which, step-by-step, shows how the goals can be reached. The activity plan must be structured and it may be necessary to divide it onto smaller segments. For each goal/partial goal activity plan is developed.

For example:

Michael needs to seek a job. The plan may consist from the following partial goals (components): achieve clear overview of all possible available jobs, identify those jobs that appear to have the best perspective for the future, get in touch and find out more about the jobs, seek selected jobs, prepare for the interviews. Now, the activity plan is developed for each partial step. For the first partial plan, the goal may be to read job announcements, to contact family, friends, contact Business Center etc.

The tasks of the counselor in this step are assisting member of the Armed Forces to explore all understandable manners to achieve the goal, assist member of the Armed Forces to select the best course of action, assist in development of action plan, assist in realization of the plan.

This step may include development of a timeframe: when the counseled person needs to do what? When will he/she meet again with the supervisor? Can he/she contact the supervisor during the process?

→ STEP 5

The goals of the last, fifth step are assessment (evaluation) and monitoring. The evaluation or assessment needs to be reversible part of the counseling process, where the counselor and the counseled person jointly stop to summarize where they are in the process. This may be at the end of conversation or at the end of longer counseling process. The assessment is a systematic overview of the consequences of the things we do and it includes both, the member of the Armed Forces and the counselor. The assessment supports the member of the Armed Forces in identification of his/her progress and counselor in strengthening his/her practice. Here, it is assessed whether the goals set are achieved. The counselor should estimate whether the person who seek counseling is ready to cope with similar situations. If the goals are not achieved, the overall process is re-conducted from the beginning.

The evaluation may include the following integral parts (questions/unfinished sentences):

- *“When you came to me, you have been seeking the assistance in...”*
- *“You have set the following goal to yourself...”*
- *“Then you reached the following plan in order to achieve your goals...”*
- *“Through the counseling you have learned/obtained assistance in...”*
- *“Now you are at...”*

Upon completion of the counseling, it is recommended for the counselor to evaluate his/her own method of work. Here, usually the answer is to be found to three questions:

1. “How efficient and good have I worked with the person I counseled?”
2. “What have I learned from this counseling, in order to work better in the future as a counselor?”
3. “If we acted in the other manner, would have we achieved better result?”

Sources for evaluation:

Colleagues or supervisor. *You can invite a colleague or supervisor to the conversation (interview). Their feedback should be constructive and con-*

crete, in order for the counselor to get the possibility to improve his/her method of work.

Counselor. *You can self-assess if – with the permission of the person you counseled – you record the conversations (sound/video). This gives you an opportunity to make concrete analysis of the counseling.*

Counseled person. *You can ask counseled person concretely, how useful and efficient the counseling was.*

For the evaluation, it is important to clarify to yourself what you want the feedback for.

This could be:

Quantity. *What measurable results the counseling produced? For example, that he/she has been seeking for the job; he/she has got the job etc.*

Quality. *What results the counseling produced? For example, more realistic approach to the problems, he/she got more self-confidence etc.*

Timeframe. *Has the timeframe been moderate? Would we be able to achieve more results if we had had more time at our disposal? If yes, why didn't we have more time?*

Counseling model. *Have I followed the counseling model? Have I applied the most efficient methods and skills for this problem? In what areas do I have to improve in similar counseling cases? The model provides structure that you can follow in your work. When you have a hold of the methods and models the application becomes more flexible.*

CONDUCTING A CONVERSATION (INTERVIEW)

Conducting an interview has certain characteristics that are required for successful realization of conversation. Those are listed in the following text:

One of important characteristics of successful conduct of the conversation is **affirmation**. By affirmation, the counselor can accommodate the member of the Armed Forces from the perspective of the member of the Armed Forces him/herself. The affirmation can open up the conversation, so that the member of the Armed Forces wishes to talk more. Classic forms of affirmation can be nodding, saying the word “yes”, “I understand it” or “mhm”.

Congruence is also an important element of leading the conversation. What we say and what we do need to be connected. Body language may emphasize our message. This pertains to the congruence of the counselor, as well as the congruence of the counselee (client i.e. person being counseled). The counselor may risk being seen as dishonest or superficial, since the body language may demonstrate different tale or perception of the member of the Armed Forces. Likewise, it is very important to observe person’s body language – whether there is a link between what the person says and what the person shows by body language. Tell the person what you have been observing: “you are frowning” or “you are sighing”.

Repeating is a term pertaining to the key expressions of the member of the Armed Forces during the interview. If certain words or sentences repeat during the conversation, that may be relevant to find out something more about them and to ask about their meaning.

Exploring pertains to verifying the impressions, for example “can I understand that as...?”

, “I have an impression that... Is that true?”

Meta-communication is a term pertaining to when we speak about the conversation, for example “now I have an impression that this leads nowhere,” or, “do we speak about different things?”

Say “I” not “you”. If what you are saying is based on you and your personal observations, instead of interpreting member of the Armed Forces’ intentions, there is a greater possibility for the communication to remain open, for example “I do not know how to reach you” instead of “you are not listening to me”.

For successful conduct of conversation, it is important to ask concrete questions about the problem, i.e. to get more detailed clarification of certain problem that is being discussed , for example “is a problem in this or in that?” or “How is the problem reflected in everyday life?”

Target questions may focus the conversation in order not to discuss on to many aspects simultaneously, for example “what do you wish to get from this conversation?” or “what will you do differently after the conversation?”

Relative (relation based) questions can help to define the roles of the counselor and member of the Armed Forces. These questions are important to be asked at the beginning of conversation, in order for the expectations to be harmonized, for example “What do you expect from me during this conversation?” or “Do you want me to be your counselor, your friend or...?”. It is important not to offer something you cannot provide (for example availability over the weekend etc.)

Framework questions can limit and concretize counseling, for example “how much time do we have for the conversation?”. As a counselor, you may have time limit, in that case you start the conversation with, for example: “today, we have one hour”.

DIFFICULT CONVERSATION

A difficult conversation is the conversation with the counseled person that you personally, as a counselor, find difficult for you. It varies from one person to another what represents a difficult conversation. It is highly important, when pertaining to this type of conversation, that you strengthen your competencies related to the communication linked to difficult conversation, to transfer the message politely and with respect, without looking down on a person and to ensure overall understanding (comprehension) of the problem of the person you are counseling.

The difficult conversation requires certain preparation for the interview, i.e. asking certain questions and providing answers to those questions:

- *What is the worst that can happen?*
- *What is it that you must say?*
- *What can be negotiated?*
- *What is the background?*
- *What do you wish to achieve with conversation?*
- *What would you like to avoid in a conversation?*
- *Ask for help!*

The structure of the conversation is highly important for successful maintaining of the conversation (course of conversation).

When preparing for the conversation, write down the most important items. What are three the most important things you have to say or ask during the conversation?

Write down the background for the conversation. What are the facts? What was your reaction and what do you wish for the other person to do differently?

What is it that you wish to get from the conversation? What is necessary for you to feel that the conversation has been successful?

Further, it may be of significance to consider the things that, in the past, had tendency to be less successful during the conversation. What would you like to avoid, if possible, during the conversation?

The structure of the conversation (interview) depends on the type of the conversation that is being held. Frequently, it is highly beneficial to the person you are having a conversation with to show that you are listening. If you have doubts – ask, that is also a manner to share your observations in neutral manner, without the interpretation. Share your feelings in the manner where you assume the responsibility for your own experiences. The others may experience the same situation in a different manner. Be specific about the things you want for the other person to change in his/her behavior and try understanding the point of view of the other person about situation.

When a conversation is unsuccessful – learn something from it, “Rome has not been built in one day!”

Recognizing (accepting) is also an important characteristic of the difficult conversation. It is achieved by nodding to the other person’s claims, by affirmative responding, reflexing (mirroring) of the body language and expression of other person, identifying with other person’s views, and asking questions that explore the details of the views and plans of the other persons. In that manner, the other person feels that you are there for him/her, that you are connected, that he/she is important and that his/her manner of perceiving the world is justified.

The following text (Table 2) contains characteristics of the discussion vs. characteristics of dialogue. It is desirable to have a dialogue with the person who is being counseled:

Discussion	Dialogue
- Persuading	- Exploring
- I know everything	- We can learn from each other
- I have all the right answers	- Jointly we will achieve good results
- I will show you why you are wrong	-We share experiences and competencies
- I listen in order to find the mistakes	- We dare to seek the new solution together
	- I listen in order to understand

COUNSELING ETHICS

When establishing a corps of counselors, it is relevant to start the discussion on several basic ethical behavior principles, such as:

- *Respecting human values*
- *Unintentionally offend someone or cause damage to someone*
- *Integrity in relations*
- *Responsible care*
- *Community related responsibility*
- *Respecting self-determination*

Ethic principles:

- a) *Benevolence: proactivity in promoting client's best interests*
- b) *Loyalty: honoring the obligations towards the client and maintaining the integrity in counseling relation*
- c) *Good nature: do not harm client intentionally, restrain from the actions that carry a risk of doing harm*
- d) *Autonomy: respecting client's right to self-determination*
- e) *Fairness: respecting dignity and fair treatment of all persons*
- f) *Social interest: respecting need to be responsible towards the society*

Ethical principles/Code of Ethics used within the Danish model is taken from the web site of the Canadian Association for Counseling and Psycho-Therapy www.ccpa-accp.ca and the following text list the guidelines that may be applied in transition process.

Ethical Decision Making Process: *This brief overview of approaches in decision-making process in ethics is provided in order for the counselors to have some guidelines when making ethical decisions and resolving ethical dilemmas.*

1. ETHICAL DECISION-MAKING BASED ON PRINCIPLES

- a) *Step 1. – What are key ethical issues in this situation?*
- b) *Step 2. – What are ethical principles from CCPA Code of Ethics relevant to this situation?*
- c) *Step 3. – Which out of 6 ethical principles are of the utmost importance in given situation?*
- d) *Step 4. – In what manner the ethical principles can be applied under this circumstance and in what manner can possible conflicting principles be resolved, and what are the potential risks and advantages of this application and solution?*
- e) *Step 5. –What do my feelings and intuition tell me to do in this situation?*
- f) *Step 6. – What action plan would be of the greatest assistance in this situation?*

2. ETHICAL DECISION-MAKING BASED ON MORAL

Moral ethical approach is based on belief that the counselors are motivated to be honest and benevolent since they believe this is the way it should be. The moral ethics are focused on the counselor as ethical asset with the capacity to make complex ethical decisions. Although there is no “step-by-step” methodology of moral ethics the following questions may be helpful to the counselor when making morally-ethical decisions:

- a) *What emotions and intuition am I aware while considering this ethical dilemma and what do they tell me to do?*
- b) *How can my values best show care for the client in this situation?*
- c) *How is my decision going to influence other relevant persons in this ethical dilemma?*
- d) *What decision do I believe would be the best?*
- e) *What decision would best define me as a person?*

3. QUICK CHECK

- a) *Publicity – Do I want that this ethical decision be published on the front page of the newspapers?*
- b) *Universality – Would I make the same decision for everyone? If every counselor was to make this decision, would it be appropriate?*
- c) *Fairness – Is everyone treated fairly by my decision?*

A. PROFESSIONAL RESPONSIBILITY

General responsibility

The counselors reflect high standards of professional expertise and ethical conduct and recognize a need for continuous education and care for themselves, in order to successfully fulfill this responsibility.

Following the rules

The counselors participate only in those practices that respect the rights, civil and moral rights of other persons, and act in accordance with preservation of dignity and rights of their clients, students and participants of the research.

Boundaries of Competency

The counselors limit their counseling services and practices onto those that are within their professional competencies, based on their education and professional experience. They address other professionals when the needs of the counseling of the client exceed their level of expertise.

Responsibility for the counselors and other experts

The counselors understand that the ethical behavior amongst them and with other professionals is expected at all times.

Unethical conduct of other counselors

The counselors are obliged, when they have serious doubts related to the unethical conduct of another counselor, to request informal solution with the counselor when it is possible and appropriate.

Sensitivity to diversity

The counselors intend to understand and respect the diversity of their clients, including the difference regarding their age, ethnic background, culture, gender, disability, religion, sexual orientation and social-economic status.

B. RELATIONS IN COUNSELING

Primary responsibility

The counselors have primary responsibility to respect the integrity and promote well-being of their clients. They cooperate with the clients in designing integrated, personalized counseling plans that offer reasonable promise of success and which are in accordance with the possibilities and circumstances of the clients.

Confidentiality

Counseling relations and information related to those are kept confidential. However there are the following exceptions in confidentiality:

- a) When the revealing is necessary to prevent clear and immediate danger to the client or others;*
- b) When legal circumstances require for the confidential material to be revealed;*
- c) When a child is in need for protection.*

Duty of Warning

When the counselors become aware of the intention or potential of the clients to bring others in clear and immediate danger, they use reasonable concern in order to provide persons in jeopardy such warnings that are important to eliminate predictable danger.

Client's Rights and Informed Consent

When the counseling is initiated, and during the counseling process when needed, the counselors inform the clients on purposes, goals, techniques, procedures, limitations, potential risks and benefits of the services that

will be conducted, as well as other relevant information. The counselors verify that the clients understand the implications of the diagnosis, compensation and manner of receiving the compensation, keeping records/recording and boundaries of confidentiality. The clients have right to participate in counseling plans, to decline any recommended services and to be informed about consequences of such declining.

Keeping records/notes

The counselors keep records/notes in sufficient detail to follow the course and nature of professional services pursuant to any legal, regulatory or institutional requirements. They ensure security of those notes and create, maintain, transfer and dispose with them in the manner harmonized with the confidentiality requirements and other principles from this code of ethics.

Access to Records/Notes

Counselors understand that the clients have right to access their records/notes from counseling, as well as that the publishing of the information from these records can show only with written consent of the client and/or when it is in accordance with the law.

Dual relations

The counselors invest all efforts to avoid dual relations with the clients, which could jeopardize professional assessment or which could increase the risk of harming the client. The examples of dual relations include, but are not limited to, family, social, financial, business and close relations. When dual relation cannot be avoided, the counselors shall take adequate precautions such as clarification of roles, informed consent, consultation and documentation in order to ensure that the assessment is adequate.

Respecting Diversity

The counselors work actively on understanding different cultural backgrounds of the clients they work with, and they neither approve or are engaged in discrimination based on age, skin color, culture, ethnic group, disability, gender, religion, sexual orientation, marital or social-economic status.

Counseling with other professionals

The counselors may counsel with other professionals about the client. However, should the identity of the client be revealed, that is done with written consent of the client. The counselors select professional consultants in such manner to avoid placing the consultant in a conflict situation or situation of the conflict of interest.

Relations with former clients

The counselors remain responsible for any relations established with former clients. Such relations may include friendships, social, financial and business nature of relations. The counselors practice caution when entering in such relations and take into consideration whether the issues and relations that existed during the counseling are fully resolved and properly terminated. At any case, the counselors seek consultation about such decisions.

Multiple clients

When counselors agree to provide counseling to two or more persons that are in certain relationship (such as husband and wife or parents and child) the counselors clarify at the very beginning which person or persons are clients and what will be the nature of relations with each individual person. Should the conflicts of roles occur, the counselors must clarify, adjust or withdraw themselves from the role in adequate manner.

Multiple Counselors/Aids

If, upon entering into counseling relation, the counselor discovers that the client is already in counseling relation, the counselor is responsible to resolve issues related to continuation or termination of counseling relation. It may be required, with client's consent, to discuss these issues with other counselor/aids.

Providing services via telephone, tele-conference and Internet

The counselors monitor all additional ethical guidelines for the services provided via telephone, tele-conference and Internet, including the adequate measures of caution related to the confidentiality, security,

informed consent, records and counseling plans, as well as defining the right to provide such services in regulatory jurisdictions.

Referral

When the counselors assess that they are unable to provide professional assistance to the client, they avoid initiation of counseling relation or terminate it immediately. In all cases, the members suggest adequate alternatives, including the referral to the resources they are familiarized with. If the clients refuse proposed referral the counselors are not obliged to continue with the relation.

Termination of Counseling

The counselors terminate counseling relation with the consent of the client whenever it is possible, when it is justifiably clear that: the goals of counseling are fulfilled, client has no more benefit of counseling, client does not pay the compensation, earlier mentioned agency's or institutional limitations do not allow for continuation of the counseling relations, client or other person the client has certain relation with threatens or in other manner endangers the counselor. Anyhow, the counselors invest great efforts in order to facilitate continuation of the access of the counseling services when the service is terminated due to these factors or possible illness of the counselor, relocation of the client or the counselor, financial difficulties of the client etc..

SUPPORT OF COLLEAGUES

The support of colleagues is sometimes necessary, whether in difficult conversation or in any other counseling when there is a need for support, in order to develop your skills and use yourself as a "tool".

How to provide the feedback? When providing feedback, be specific and concrete, provide both, positive and negative feedback, information should be short (from 4 to 7 points), discuss how your feedback functions, respect confidentiality – what has been said remains between you.

Recommendations:

- Let the colleague be present in one of your counseling sessions.
- Talk to your colleague about the presence in the session.
- He/she should only be present and observe, without engaging in a session
- Agree in which parts of the session your colleague should provide you with the feedback.
- Ask permission of the person who is counseled for your colleague to participate – explain the purpose of thereof.
- Go through the session jointly with the colleague. Ask the colleague for the feedback.

WHAT IS SUPERVISION?

SUPERVISION METHODS – DEFINITION AND PROCESS

Over the recent years, the supervision has become an important form of professional counseling and development of the experts. It is a process of consultation that reflects professional interactions, issues related to cooperation and communication and it is based on practical experience. The supervision is focused on interpretation of the process, learning and teaching by experience and counseling.

It is necessary in professional development of all working in direct contact with people and it is one of the key manners to ensure the effectiveness and quality of services in the area of (psycho) social work and development. It enables continuous professional development and in depth understanding of relations amongst people, cause of the problem and taking better quality interventions. It assists in reducing professional stress, which is, in experts working with people, due to complexity and difficulty of (psycho) social issues and insufficient possibilities of their solution, extremely high. In the supervision, the professionals, learning from their direct experience, have better understanding of life difficulties of the beneficiaries and empower them for active seeking of constructive solutions and in that manner contribute to quality of services provided by the system they are employed in.

The topics of supervision work are different aspects of individual development, function of the roles, professional biography, professional competencies and form of functioning of the organization, but without any pressure brought onto the participants. Usually it is starting with problematic situations from professional everyday work of the individual or team, then it is intended to draw the conclusions for professional action.

Concrete work appears in the following manner: the participants of the supervision at the beginning of the meeting select one situation from their current professional practice where they require professional assistance

and support. Jointly with the supervisor they analyze the situation – what is their personal part in it, how their professional role is included in it and their understanding of themselves, what consequences do institutional framework conditions have and how the others influenced the situation and they intend to find possible new solutions and orientations.

An important part of the learning in the supervision is recognizing and understanding one's own characteristics and their advantages and disadvantages for professional work. Understanding and working through one's own actions and experiences are important, as well as cognitive understanding of the problem.

SUPERVISION CAN BE:

- individual – supervisor and one counselor
- supervision in three – supervisor and two counselors
- group supervision – supervisor and three to seven counselors. There are several reasons why it is possible to select group and not individual supervision, according to Hawkins, P. and Shohet, R. (1989., pg. 96.-108.). The reason may be money, time and experience. The selection of the group should be positive selection, not the compromise of the group and supervisor. The group can ensure the atmosphere of support and cooperation where each new member can share the feeling of anxiety and be aware that the others share similar experiences. In the group one gets the reflections and feedback from all group members and the supervisor, but gives them as well.
- Team supervision – supervisor and the team. Unlike the group supervision, the members did not meet solely for the purpose of the supervision, but they are jointly also related through business relations. The expert i.e. “peer” supervision – two to seven experts change in the roles of supervisor and supervised
- Supervision of supervision – supervision of the supervisor upon completed education

PURPOSE OF SUPERVISION

- The supervisor should become aware of his/her professional role and responsibility
- The counselor will receive objective opinion

- Ensure quality of work with the client
- Ensure professional growth and development of an individual and provide him/her with support
- Participate in detecting and eliminating the stress occurring due to the difficulty of professional role
- The counselor will consider his/her ability to complete working tasks
- Increase of working ability if needed
- Ensure positive environment

SUPERVISION PRINCIPLES

- The supervision should be enabled for all professionals in aiding professions
- The interest of the beneficiaries should always come first, except when it jeopardizes their security
- The mandate for the supervision is provided by the working organization
- The supervision is appropriate and safe for the participants
- The supervision is sharing the responsibility
- The supervision is regular and it does not interrupt
- The supervision enhances critical reflection, competencies, responsibilities and practices
- The supervision is based on understanding and adult learning manners
- The supervision ensures appropriate consultations.

According to the ANSE definition, the supervision is intended for the development of the individuals and organizations, enhancement of professional life of the experts, related to their roles in the context of the organizations they work in.

The supervision offers:

- The support in reflecting and making current professional decisions
- The support in challenging and demanding professional situations and conflicts
- Clarification and processing of the tasks, functions and roles
- The support in coping with change processes
- Innovative solutions in new challenges
- Prophylactic approach in prevention of professional burn-out and work-place related violence

COURSE OF SUPERVISION PROCESS

In the supervisory context, the start is from “material brought in” – some situation that the supervisor finds challenging. Thus, the starting point represents personal contents and experiences to date:

- What happened?
- What do I think/feel about that?
- What was my experience to date?

This phase enables the supervisor to get an idea on the extent of the supervisee’s knowledge of some topic, to what extent is he/she sensitive to the issues of that area and what experience he/she has related to it. Simultaneously, in the group, the curiosity is supported and the interest and motivation of participants grow.

In the further course of the supervision, the supervisor guides the individual and the group through the process of revealing and understanding the significance through the questions:

- What happens and how it affects me as a person/us as a group/client and his/her system?
- What are theoretic basis of what is happening, what methods, interventions does this pertain to?

During the supervision, the supervised person is required to expand the experience or knowledge gained onto some new life situation i.e. to spend a certain period reflecting the newly acquired contents:

- What of this has been beneficial in concrete case?
- What and how can I use it in the future?
- Group supervision – idea of activating the participants, stimulating thinking, self-revealing, self-expression, exposure to different experiences and opinions of the group participants and taking personal responsibility for participation and learning.
- Constructionist approach in supervision – with the purpose of developing the ability of viewing the situation from different angles and preparing the student for what he/she is to expect in professional life

INTERVISION

The intervision is a type of supervision and learning methods with certain characteristics. It is a *“learning method through which a small group of colleagues with similar levels of professional education leads the supervision through the questions that are occurring in their working environment. The intervision is, thus, a type of supervision where none of the participants assumes the permanent role of a supervisor”*

(Hanekamp, 1994.).

In the intervision group, most frequently meet the professionals working in the same area of activity. The intervision is, thus, very easy to organize in each working environment where the experts wish to analyze the issues that occur in their work, making it difficult. It is the best case if the intervision groups include persons who already participated in the intervision/supervision and, through the supervision process, acquired the manners and methods of work which they can then use in the intervision.

PRACTICAL EXAMPLES IN THE KINGDOM OF DENMARK

MILITARY-CIVILIAN COMPETENCIES CARD

A military competencies card is a quite new initiative in the AF of the Kingdom of Denmark. Its purpose is to facilitate the transition from military to civilian life by “transforming” the competencies gained through the military training into the competencies desirable in civilian life. In that card, in a generalized manner, it is clarified what qualification has a military personnel acquired during the service (APPENDIX 1).

In competencies card there is an overview of completed education/courses that the member of the Armed Forces obtained during the service (for example “driver” or “military medic /nurse”) and which are relevant in the sense of civilian usage. The civilian use of obtained education/course is presented through three categories: knowledge, skills and competencies (APPENDIX 2).

The knowledge includes knowledge gained in certain area and understanding of thereof. A person is able to put his/her knowledge in a context and to explain it to the others. The knowledge can pertain to both, theory and practice.

Skills or abilities are those things a person can do and perform. This pertains to practical, cognitive, creative or communicational abilities.

The competencies pertain to the ability to apply the knowledge and skills in given context. There are “responsibility” and “independence” as important terms. An example of translation/transfer of the competencies in civilian context is provided in the appendix (APPENDIX 3).

CREDITS FOR PRIOR EXPERIENCE

Within this new initiative of the AF of the Kingdom of Denmark, the persons who wish to begin education in professional area where they already have certain working experience and/or courses, in many cases can get credits for it.

Getting credits for prior experience means that, either the time (duration) of the education is reduced or they can choose some other courses during the education.

CV – SHORT BIOGRAPHY

The competencies in the military-civilian competencies card or from the other sources can be applied in preparation of the short biography or CV which describes a person (APPENDICES 4 and 5).

Short biography can be prepared in several different manners but it always contains personal data (name, age, telephone number, marital status) and qualifications (professional skills, education, courses, knowledge of foreign languages, IT skills, personal skills and personal interests).

A chronological/reversed chronological short biography starts with a list of jobs, starting either from the most recent or the oldest. Many employers like this type of short biography since it provides a quick overview.

A short biography can be classified according to the skills or functions so that the focus can be on the skills instead of the working positions. This type of the short biography, classified by functions, contains personal data, resume, working qualifications, personal competencies, education, knowledge of foreign languages, IT skills, working positions and jobs.

REHABILITATION

The rehabilitation is targeted and time limited process of cooperation between the member of the Armed Forces, close persons (family members of the member of the Armed Forces or persons that have close emotional connection with the member of the Armed Forces) and the expert, based on general life situation. The purpose is for the soldier/veteran who has or risks to get significant limitations of physical, psychological and/or social ability of functioning, to achieve independent living. The rehabilitation is based on overall life situation and all decisions of the war veteran and it consists of coordinated and connected efforts based on knowledge.

The target group for the rehabilitation is members of the Armed Forces, who, during the international mission, suffered permanent physical and/or psychological injuries and have permanently reduced functionality, which causes significant loss of working ability, compared to their past functionality.

The rehabilitation serves the purpose of providing the injured staff, belonging to the target group, to permanently have the best conditions in order to extend the career in or outside the Armed Forces. The injured soldiers/veterans of the AF are characterized by many different needs – psychological, medical, social, legal, personal and even those pertaining to the labor market. These different needs require participation of various professional groups. Only with holistic, inter-professional efforts, focused onto both, health and contextual factors, they can fulfill goal of providing war veterans in the Armed Forces with adequate rehabilitation.

The essence of the rehabilitation program is future business and educational perspective, which, at the beginning, frequently includes various social issues and physical therapy rehabilitation programs. In this manner, what is targeted is the ability of work and, in a greater number of cases, gaining new competencies in rehabilitation process with the purpose of assuming new business duties.

A characteristic of the rehabilitation process pertains to the fact that the employees are in a new life situation, i.e. life crisis. It may be difficult for them to handle, maybe even simple things, business life and private life mix, and frequently they need certain period to go through the process of understanding and clarification.

A very significant aspect of the work with the members of the Armed Forces in rehabilitation is that it is based on active cooperation between the injured person, possibly his/her closed ones and the Armed Forces. The path from the injury to the new employment in new business role can be extremely difficult and includes many different actors within and outside the Armed Forces.

There is a team built around each person, consisting of: coordinator, job and education advisor, social advisor (worker), (possibly) psychologist, (possibly) doctor, (possibly) personnel management officer. The general goal is for the injured war veteran to get as good as possible conditions for complete life, regardless of reduction in functionality.

In the team it is important that there is a certain manner of contacting for the military person/veteran, in order for him/her not to be confused by the

number of people who surround him/her and who support him/her each with their own expertise.

REHABILITATION PLAN (ACTION PLAN)

A rehabilitation program is a coordinated and connected process, which is based on cooperation and participation of the associates. The goals are set and a plan developed for the rehabilitation process. A concrete profile of competencies and clarification of the wishes on business and educational future are developed. The cooperation with municipal authorities and clarification of the offers and possibilities are frequently an important activity in the rehabilitation process. The rehabilitation program is described and documented in the activity plan, which is always based on individual and concrete assessment of member of the Armed Forces and his/her wishes.

The rehabilitation plan (action plan) is a simple model applied dynamically and as documentation (APPENDICES 6 AND 7). The purpose of the action plan is documenting the activities, concrete actions, control, persons responsible for the activity and assessment. Further, the purpose is to clarify and maintain goals, make an overview of the progress of a member of the Armed Forces (timeframe), to emphasize the progress and professional expectations, to better understand for which tasks are responsible the job and education counselor i.e. social counselor (and possibly other tasks, that are solved by other persons), to simplify information sharing with coordinator and other persons in a rehabilitation team.

The action plan is an internal working instrument applied by the job and education counselor and social counselor. This is an instrument for continuation and assessment with the purpose of cooperation and orientation related to the goals, but it is not a complete diary or complete medical documentation. The action plan is a fixed document, reflecting goals, which are evaluated (as needed) and adjusted by the responsible counselor and which are developed jointly with the member of the Armed Forces. It is applied positively in relation to the member of the Armed Forces, with the focus on resources, in order to be a motivational factor in a process.

It is estimated concretely and individually, whether the member of the Armed Forces signs the plan or not. However, the counselor has to write down (with the date) whether the plan or any updated documentation have been reviewed by the member of the Armed Forces.

Special attention is focused on confidentiality and relevance principle related to fulfillment and notifications. In the action plan, it is agreed/written,

how shall the missions and promotion officer, commander, and, especially member of the Armed Forces be informed. The member of the Armed Forces should always have an opportunity to see his/her action plan and he/she should always have the possibility and be offered to have a role in development of the plan, given that it is his/her life and plans for future that are described in the plan.

The form and technical contents of the action plan should reflect the purpose on visualization of the progress and cooperation. The simplicity in application of the plan is more important than excessive number of purposes and goals. The plan provides brief overview of personal tasks and history, and it requires prepared social report (or other additional and/or full description).

In the process of clarification, it is attempted to clarify the main goals that need to be clear and concrete, measurable and verifiable, realistic, posed by the member of the Armed Forces – goals can always change.

In order to achieve the “final goal” it is important to have several milestones. The milestones provide motivation and keep focus on results, they clarify the process itself and show us whether it is necessary to “adjust” the main goal.

The action plan may be kept as a written document on personal file of the member of the Armed Forces or on a computer. The coordinator keeps the plan as registered, locked document. The plan should be available. Pay attention who those, who have the access to the plan, are. This is how every type of plan is to be kept (or to the extent applicable) and it can be later updated. The counselor decides based on the nature of the process, how long is the plan to be continued and when there is a need to develop a new plan as a new document which has to summarize rehabilitation process so that the plan is still feasible.

The Armed Forces of the Kingdom of Denmark may, in some cases, offer the injured member of the Armed Forces with permanent reduction of functional ability, further employment in the Armed Forces, which corresponds to the wishes of the individual and enables him/her to further use and develop his/her competencies. If that is not in accordance with the needs of the Armed Forces, or wishes of the injured member of the Armed Forces, the Armed Forces will support him/her in transition to civilian employment.

APPENDICES

(models used in the
work of the Veteran
Center of the Kingdom
of Denmark)

APPENDIX 1.

MILITARY-CIVILIAN COMPETENCIES CARD

Employment deadline: _____

General personal information: _____

CARD ON CIVILIAN USE OF EDUCATION IN THE ARMED FORCESA

- Knowledge with civilian use
- Skills with civilian use
- Competencies with civilian use

Overview of completed courses with civilian use

Title of education/course	Duration	Period
- Basic land forces course	4 months	ISAF, Afghanistan
- Reaction Forces of Land Forces Course	8 months	
- International mission	6 months	
- Course of acclimatizing and reintegration	3 months	
Other courses with civilian use		
- Education for military medic (nurse)		
- Education for logistics assistant		
- Education for office assistant		
- Education for chief (commander) at basic level (corporal)		
- Education for truck driver with dangerous loads		

BASIC EDUCATIONAL USE OF THE REACTION FORCES OF THE LAND FORCES COURSE

General civilian use in the table below includes the knowledge, skills and competencies achieved in relation to the course for the Reaction forces of the Land Forces and following international mission.

Communication Progress/ contribute and recognize the significance of a dialogue	Izražava se jasno i tačno. Aktivno se trudi da razumije smisao izjava drugih ljudi. Dozvoljava postojanje razlika u stavovima. Jasno izražava svoje ideje. Umije komunicirati o zadacima na engleskom jeziku.
Cooperation Strengthen business connections	Aktivno doprinosi zajedničkom rješavanju zadatka. Rješava konflikte i neslaganja kada se pojave. Pokazuje pažnju, obziran je i uvažava druge ljude. Pokazuje razumijevanje za različite potrebe. Poznaje vlastitu ulogu i ulogu drugih ljudi tokom radnog procesa. Umije saradivati s ljudima drugih nacionalnosti, te pokazuje tolerantnost i razumijevanje za druge kulture. Preuzima odgovornost za samog sebe i za druge.
Systematization Create order, security and awareness in solving the tasks	Radi na strukturiran način, postavlja prioritete između svakodnevnih zadataka, tako da se resursi primjenjuju na pravilan način. Može isplanirati svoje vrijeme i drži se dogovora u izvršenju rada. Uzima u obzir bitne detalje.
Analytical thinking To act on thoughtful basis	Skuplja relevantne informacije na sistematičan način i razjašnjava probleme prije nego što postanu suviše veliki. Razdjeljuje probleme u dijelove kojima se može lako rukovati. Pri izboru rješenja traži moguće uzročne veze i razmišlja o alternativnim mogućnostima.
Profesionalizam Koristiti znanja, vještine i stavove za kompetentno ponašanje	Demonstrira potrebna znanja i pokazuje potrebne vještine vezane za zadatak. Pokazuje svjesnost o kvalitetu. Aktivno traži da razvija svoje stručne kompetencije i koristi te napore u rješavanju zadatka. Svoja stručna znanja stavlja na raspolaganje drugima.
Inicijativa Započeti svrsishodne i potrebne aktivnosti	Pokazuje spremnost da donese odluke i umije samostalno započeti rješavati zadatke i probleme na osnovu skupljenih informacija. Pokazuje spremnost i optimizam pri rješavanju novih zadataka. Doprinosi konstruktivnim prijedlozima o poboljšanjima i pokazuje spremnost da ih izvrši.
Orijentacija prema rezultatima Osiguravati da se dostignu ciljevi	Drži fokus na ciljevima i trudi se da ih dostigne unutar dogovorenog okvira. Efikasan je u rješavanju zadatka. Pokazuje čvrstinu pri rješavanju zadataka i problema. Postiže kvalitetne rezultate uz poštivanje određenih ciljeva.

Prevladavanje pritiska Sačuvati sposobnost djelovanja pod stresom	Pod pritiskom drži kontrolu i mirno se ponaša. Pokušava riješiti zadatak uprkos vanjskim pritiscima. Umije prepoznati i spriječiti djelovanje stresa i pritiska kod sebe samog i kod kolega. Pokušava, kad je god moguće, uticati na faktore koji izazivaju stres – uključujući odbijanje (preuzimanje više posla) i traženje da mu se pomogne.
Kompletna orijentacija Prilagoditi se novim zahtjevima	Uključuje perspektive koje su izvan vlastitih stručnih granica. Pokazuje razumijevanje prema tome kako rješenje vlastitih zadataka utiče na rješenje zadataka drugih osoba. Doprinosi tome da aktivnosti na vlastitom području ispunjavaju opći cilj preduzeća.
Fleksibilnost Prilagođavanje	Prilagođava se promjenjivim zahtjevima i uvjetima. Pokazuje spremnost da radi stvari na nove načine. Kada je to potrebno preuzima nove zadatke ili mijenja poslovne rutine.

CIVILIAN USE OF CORPORAL EDUCATION

Benefit of learning includes knowledge, skills and competencies the member of the Armed Forces gained through the education/course

Knowledge

- 1) Has knowledge of human psychology, including the reactions to long-time pressure.
- 2) Understands link between pressure and need of an individual for security and rest, as well as for re-working stressful events.
- 3) Has knowledge of the factors influencing interaction between the commanders and small groups being led.

Skills

- 1) Can assess own behavior and his/her own management style related to the small group management.
- 2) Can actively apply different types of communication during practical management of the small groups.
- 3) Can apply the conflict management method as management method.

Competencies

- 1) Can lead smaller groups of associates and select optimum management style in various practical leading functions.
- 2) Can solve the management and cooperation problems at basic level, related to the management of small groups.
- 1) Can apply and use available resources with the purpose of achieving as good as possible results.

Duration of education for corporal: 30 hours and practical experience in the area upon that.

Managing classification in national qualifications framework: Level 3

CIVILIAN USE OF EDUCATION FOR MILITARY MEDIC (NURSE)

Benefit of the learning covers knowledge, skills and competencies the member of the Armed Forces gained during the education/course.

Knowledge

- 1) Has knowledge of the terms, principles and processes related to the assessment of the symptoms and injuries as well as treatment of the injuries of the type "MABCDE"¹, burns, frost bites, hypo and hyper-thermic.
- 2) Has knowledge of the function, anatomy and physiology of the most important organ systems, including respiratory system, heart and bloodstream, central nervous system, peripheral nervous system, digestion system, skeleton and its structure and function, muscles and their basic functions, as well as joints and their basic functions.
- 3) Has knowledge of the international humanitarian right and position of military – medical staff in accordance with the international humanitarian right.

Skills

- 1) Can fill out military – medical documentation in Danish and English language.

¹ MABCDE – is an acronym for memorizing the order of steps in the first aid: M – massive bleeding, A – airways, B – breathing, C – circulation, D – disability, E – exposure.

- 2) Can, in experienced manner, apply medical kit and its contents.
- 3) Can take into consideration mechanisms of the injury when treating injured persons.
- 4) Can give first aid related to the burns, frostbites and hypothermia.
- 5) Can bandage the wounds, including supporting bandaging in the case of joint injury, “pack to bone” (tamping wounds to the bone), and to use RICE principle (Rest, Ice, Compression, Elevation).
- 6) Can place hemostatic (one stopping bloodstream) bandaging.
- 7) Can give adequate quantity of pain killer medications and antibiotics, as per indication etc.
- 8) Can apply manual methods in opening respiratory airways and place NPA (tube that is placed through the nostrils in order for the unconscious person to be able to breathe through it).
- 9) Can participate in placing and extraction of the patient from the vehicle by using a long board and collar.

Competencies

- 1) Can make primary and secondary research by “MABCDE” principle when providing the first aid to the injured persons.
- 2) Can provide the first aid in a situation when there are many injured and set priority of urgency.
- 3) Can prepare injured persons for transport and hand them over to the other medical staff persons and communicate in relation to it in Danish and English language.

Duration of the education for military medic (nurse): 76.5 hours, and practical experience in the area upon that.

Managing classification in national qualifications framework: Level 4

CIVILIAN USE OF EDUCATION FOR LOGISTICS ASSISTANT

Benefit of education includes knowledge, skills and competencies that the member of the Armed Forces obtained through the education/course.

Knowledge

- 1) Has basic knowledge on warehouse functions, use of capacities, commodity stocks, technical equipment and handling, placement on the shelves, as well as the transport and driving routes.
- 2) Has basic knowledge of DeMarsu ², including DeMars structure, navigation in DeMars and knowledge on use and structure of search functions and supporting tools.
- 3) 3) Has knowledge on warehouse management with IT in DeMars.
- 4) 4) Has knowledge on national and international rules in ADR, RID, IMDG and ICAO or IATADGR.
- 5) 5) Has knowledge of influence of the forces on loaded cargo during the transport.

Skills

- 1) 1) Can independently prepare goods for referral.
- 2) Can apply ordinary technical supporting tools for the work in the warehouse.
- 3) Can make transactions related to the warehouse management with IT in DeMars, including the administration of transactions on contents, including the receipt and referral of the cargo, relocation to other warehouse etc.
- 4) Can wrap (package), place and prepare dangerous cargo for referral, including placing labels on the cargo and filling out transportation documents.
- 5) Can identify and assess risks related to the transport of explosive cargo and objects.
- 6) Can provide basic first aid to the injured that were exposed to poisoning, acid burns etc.
- 7) Can make upload and securing with the rope of the cargo in safe manner, in order not to exceed permitted axis pressure and total weight allowed.
- 8) Can select and apply concrete equipment for cargo securing.
- 9) Can maintain equipment for securing in accordance with manufacturer's instructions and other valid (applicable) regulations.
- 10) Can fulfill national and international load sheets and take necessary measures in the case of cargo damage.

Competencies

- 1) Can participate in optimum and functional organization of the wareho-

² DeMars is an acronym which means "System of Danish Armed Forces for Resources Management and Management". This is an integrated, SAP based, computer system, used for the management of all administrative tasks in the Danish Armed Forces.

use in cooperation with other persons, and in accordance with effective rules of safety and working environment.

- 2) Can make detachment and loading of dangerous load on the trucks, trailers or other vehicles in order for the transport to be able to be conducted without the risks of accidents and without causing the damage to the goods or vehicles.
- 3) Can manage the warehouse when using DeMars.

Duration of education for logistics assistant: 167 hours, and practical experience in the area upon that.

Managing classification in national qualifications framework: Level 3

CIVILIAN BENEFIT OF EDUCATION FOR THE DRIVER OF WHEELED VEHICLES

The benefit of the learning includes knowledge, skills and competencies that the member of the Armed Forces obtained during the education/course.

Knowledge

- 1) Has knowledge on name, data, special comments or conditions, payload etc., according to standard certificate.
- 2) Has knowledge on driving characteristics of the vehicle and total permitted vehicle mass, as well as about the significance of the same.
- 3) Has knowledge on prevention of fire and fire extinguishing in the vehicle.
- 4) Has knowledge on rules and measures of precaution against carbon dioxide poisoning.
- 5) If the knowledge on rules and methods has been applied in extraction.

Skills

- 1) Can conduct user's vehicle check.
- 2) Can assume certain precaution measures in heating, breaks, cooling and wipers of the vehicle.
- 3) Can tie the rope, wire or bar for car towing and attach/detach the trailer.
- 4) Can place chains on the wheels and take them off.
- 5) Can improve the ability of the vehicle in the field by controlling the pre-

ssure in the tires when this is permitted in accordance with standard permit.

- 6) Can check the vehicle after the drive in a field.
- 7) Can prepare his/her-own vehicle for recovery and act upon instructions for vehicle recovery.
- 8) Can use and make user's examination of special equipment, including winch, crane for loading of the loads up to 8 meters, loading trailer, hydraulic crane of the trailer etc.
- 9) Can act according to the instructions for equipment use.
- 10) Can apply standard load-securing equipment.

Competencies

- 1) Can prepare his/her-own vehicle for towing according to the standard permit and tow by his-own vehicle.
- 2) Can conduct assistance in igniting (starting) the engine, including towing by his/her-own vehicle, as well as participate in towing of his/her-own vehicle related to engine starting.
- 3) Can drive vehicle when loading or unloading, related to road, rail-road and maritime transport.
- 4) Can load the vehicle in adequate manner and transport the goods by using standard equipment.
- 5) Can drive in the field with the obstacles, based on the assessment of the field obstacles, considering the driving characteristics of the vehicle: mobility class, maximum angle of vehicle ascent, descent, angles of lateral deviation that the vehicle can handle, maximum height etc.
- 6) Can prepare the vehicle for a drive through deep water and drive the vehicle through the deep water.
- 7) Can execute recovery of his/her-own vehicle, other vehicles, including recovery jointly with other supporting vehicles.

The duration of the education for the driver of wheeled vehicles: 40 hours and, after the training, practical experience in the area.

Managing classification in national qualifications framework: Level 3

APPENDIX 2.

KNOWLEDGE, SKILLS AND COMPETENCIES

EXAMPLE:

Corporal Course

Knowledge of: *human psychology, interaction between the leader and the group.*

Skills: *can use various types of communications, can manage conflict situations.*

Competencies: *can apply and use available resources to achieve the best possible results.*

APPENDIX 3.

TRANSFER/TRANSLATION OF COMPETENCIES

BASIC LAND FORCES COURSE (RECRUITS' COURSE) + REACTION FORCE LAND FORCES COURSE:

- Communication
- Cooperation
- Systematization
- Analytic thinking
- Professionalism
- Initiative
- Results oriented
- Coping with stress
- Overall orientation
- Flexibility

APPENDIX 4.

CV/SHORT BIOGRAPHY I

PERSONAL INFORMATION

Michael Hansen

Badstuevej 2

9000 Aalborg

Telephone: 99 12 34 56

e-mail: michaelhansen@gmail.com

Age: 34

Civil status: Married, two children, ages 4 and 6

CAREER

1999-2014: Employment in the Armed Forces.

2002-2014: 4th Medical Battalion, sergeant of the group of 12 recruits: in this job I have demonstrated my ability of managing available resources in optimized manner.

2002-2002: Education for sergeant (medic). I had a great opportunity to learn about the interaction between the leaders and the group. I have strong ability of motivating my colleagues.

2001-2001: The international mission for the Armed Forces. During this period I have demonstrated excellent discipline and focus.

1999-2001: Recruit and military education for the mission.

EDUCATION

2013: Basic computer technician course.

1997-1999: HG2 (beginning of technical education)

COURSES

2009: DeMars (electronic system of the Armed Forces), registration of official transport.

2008: Medic course

LANGUAGES

Danish: mother tongue (native speaker)

English: high level

German: basic knowledge

IT

Microsoft Office: high level

CISCO diploma

DRIVER LICENSE

B, BE, C, CE

PERSONAL CHARACTERISTICS

Open person, learns fast, responsible and loyal

LEISURE (HOBBIES)

In my free time I like to work with technical goods and motorcycle, read and spend time with my family.

APPENDIX 5.

CV/SHORT BIOGRAPHY II

PERSONAL INFORMATION

Name:

Address:

Postal code and City /town:

Telephone number

e-mail:

Born:

Civil Status:

RESUME

Over the past few years I have been engaged in military staff development, as a part of a team for education of recruits and as a sergeant in the army. I am highly interested in cultures and people and I am currently sergeant major. When I reached this rank, I have been sent to Afghanistan, where I have been engaged in reconnaissance data and obtained practical experience in international cooperation and management. I have solid abilities in:

- Management
- Education and education planning
- Data Analysis

My goal is to work in human resources area, where, to me, the most significant segment is the development of personal capacities of the employees.

PROFESSIONAL SKILLS AND KNOWLEDGE

- Human resources
- Education of recruits

- Education Planning
- Data Analysis
- Coordinator tasks for the troop
- Development of technical manuals

LECTURING

- Lecture on basic military capabilities for recruits
- Lectures on first aid
- Lecture on fire extinguishing

ADMINISTRATION

- Registration of working hours and sick leave
- Preparation of various reports

FOREIGN LANGUAGES

- Danish: mother tongue (native language)
- English: high level
- German: medium level

IT

- Microsoft Office: high level
- Adobe Photoshop and QuarkXPress

EDUCATION

2005: sergeant major

2000: sergeant

1997: completed Fredericia Gimnasium (Grammar school)

COURSES

- Computer “driving license”
- Coaching courses: 8 weekends over a one year period

WORKING EXPERIENCE

1997-2014: Employment in the Armed Forces, different services

2012-2014: command sergeant, administrative managing tasks

2006-2012: Sergeant – medic, head of group. Everyday managerial responsibility for 15 soldiers

2005-2006: Mission in Afghanistan

2001-2004: Recruits’ Lectures

PERSONAL CHARACTERISTICS

Engaged – It is easy for me to motivate myself and others, assume leadership and add dynamics to the processes

Goal oriented – when I get the task, I am persistent and I work until I achieve the goal

Additional educational skills – This means that I am good listener of others, I am patient and curious and I always speak clearly

Results oriented – Although I care about the processes until reaching the goal, It is important to me to honor the deadlines and achieve the result that is useful in practice

Tolerant and empathic – I have clear values and attitudes towards my work, however, I, simultaneously, respect the fact that other persons have different viewpoints than mine. Besides this, I am empathic and I can understand the situations from other people’s view points, without losing critical thinking.

APPENDIX 6. ACTION PLAN (BLANK)

Personal data
Name , rank/unit, personal military number, social insurance number, mobile, e-mail
<i>Coordinator:</i>
<i>Social counselor:</i>
<i>Missions and promotion officer:</i>
<i>Contact Officer:</i>
<i>Doctor:</i>
<i>Other:</i>

Reason for rehabilitation:
Purpose:

Period	Milestones	Goals
2012		
2013		
2014		

APPENDIX 7. ACTION PLAN (FILLED OUT)

<p>Personal Data</p> <p>Hans Hansen, KSLG, MA 123456, CPR 303030-3333, Mobile: 1234 5678, e-mail skrivelse@dk</p> <p><i>Coordinator: XX, e-mail, mobile</i></p> <p><i>Job and education counselor: XX, e-mail, mobile</i></p> <p><i>Social Counselor: XX, e-mail, mobile</i></p> <p><i>Contact Officer: XX, e-mail, mobile</i></p> <p><i>Doctor: XX, e-mail, mobile</i></p> <p><i>Other: XX, e-mail, mobile</i></p>

<p>Reason for rehabilitation: Post-traumatic stress disorder</p> <p>Purpose:</p> <p>Hans Hansen wishes to obtain education, either in the military or in civilian system. Earlier, he has been studying at the university (laboratory technician) in accordance with the military contract.</p>

Period	Milestones	Goals
2012	Establish contact with the military	Establish contact with the military
2013	Evaluation "Partially fit for work" Participate in the events "open doors" at education locations	Work full time Start academic education in September 2014
2014		Work full time – academic education -> 2016

Activity	Support	Responsible professional	Control date	Relevant information to be shared with
<p>March 19, 2014 meeting with the soldier, contact officer, social counselor and job and education counselor in materials section. The soldier is evaluated with the status “temporarily unfit”.</p>		Contact officer	March 21, 2014	Jens Jensen (chXXX)
<p>March 21, 2014 beginning of adjusted work in the materials/sports section: Monday, Wednesday and Friday 09:00 – 13:00</p>	“Mentorship scheme” with Jens Jensen	OLG	March 38, 2014	Jens Jensen
<p>April 13, 2014 counseling on academic education and planning visits at education and presence in education, prior to selecting academic course.</p>	Professors in educational institution	Job and education counselor	April 23, 2014	Contact officer and social counselor

Additional information:

Soldier is satisfied with psychiatric treatment at State Hospital (doctor XX) and medication he received there.

This plan has been reviewed with the soldier April 13, 2014.

Date
Social counselor/Job and education Counselor

Date
Soldier



BOSNA I HERCEGOVINA
Ministarstvo odbrane/obrane



БОСНА И ХЕРЦЕГОВИНА
Министарство одбране



Министарство здравља и
социјалне заштите
Републике Српске

BOSNA I HERCEGOVINA
FEDERACIJA BOSNE I HERCEGOVINE
FEDERALNO MINISTARSTVO ZDRAVSTVA