

VALORIZE  
HIGH  
SKILLED  
MIGRANTS



2014-1-IT02-KA204-003515

# MOSSE

MODEL OF SOFT SKILLS EMPOWERMENT



Erasmus+

**Valorize high skilled migrants** - Project Ref. N: 2014-1-IT02-KA204-003515.

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# MOSSE

Guidelines For Trainers



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## INTRODUCTION

The skills of an individual, reflected in interpersonal relations are called soft skills. They involve different capabilities of an individual about how he/she approaches, integrates and works in specific circumstances, whether he/she can cooperate and follow rules in the environment, or solve problems that occur in an effective way, and if he/she can communicate with others in an assertive way.

Traditional education has not focused on teaching individuals to improve their 'social skills', 'communication skills', or 'organisation

skills'. But in today's fast changing society we must move from a rigid definition of social skills as conversation skills to a broader understanding of Soft Skills:

an individual's ability to successfully and deliberately mediate their world as family members, workers, citizens and lifelong learners. Social literacy is important on a number of different levels. As we become more and more technologically oriented, we are faced with a paradox: As we communicate more and more, we understand less and less.

### The context of MOSSE within the project

Our project has developed an integrative approach for assessing, empowering and promoting the soft skills of migrants, with the ob-

jective to support their (re)integration into the labour market. To this end, it has developed an innovative process that consists of three steps:

Step  
**1**

**ASSESSMENT OF THE PARTICIPANT'S LEVELS OF SOFT SKILLS (MOSSA)**

Step  
**2**

**EMPOWERMENT OF SOFT SKILLS (MOSSE)**

Step  
**3**

**PROMOTION OF THE PARTICIPANTS AND THEIR SOFT SKILLS (MOSP)**



Here we focus on step 2, i.e. on the **Model of Soft Skills Empowerment (MOSSE)** that deals with training of those soft skills that have been identified in the previous assessment phase as in need for improvement.

The MOSSE consists of several documents that have been designed for trainers or for end-users (migrants), in particular:

#### 1. MOSSE Guidelines for Participants:

Since soft skills cannot be learned “by heart” or trained successfully within a short training session, we consider it necessary that the participants receive background information about those skills. They focus on each of the 12 soft skills and explain in a comprehensive way why they are necessary and how they can be achieved. Since our target group are high-skilled migrants, we believe that these Guidelines will be easily understood and will serve a valuable “*va-demecum*” in their professional life.

#### 2. MOSSE Guidelines for Trainers (this document):

They are a complement to the MOSSE Guidelines for Participants and contain instructions for trainers how to use the material of the MOSSE Toolbox.

#### 3. MOSSE Toolbox:

This document comprises a detailed description of training activities that have been

specifically designed or adapted for their use within the Valorize process. They give a description of the learning objectives, the learning outcomes, the knowledge, skills and competences that can be acquired through such activity and also an overview about the materials needed as well as the time frame.

#### 4. MOSSE Training Plan:

The plan outlines all training activities for the participant in which he/she will be involved during MOSSE to reinforce his/her soft skills. This plan may also include indications of any activities which the participant may undertake autonomously. A matrix serves as a summary of all the activities.

#### 5. MOSSE Self-Evaluation:

This document lets the participants measure their own awareness and perception of increase of knowledge for each skill after the MOSSE training activities. The results will be summarized in the participant’s individual folder.

We suggest that the trainer consults also the MOSSE Guidelines for Participants. Although he/she will certainly have the professional knowledge and experience, we believe that he/she should know the contents that the participant has received for the soft skills training process, in order to support the participant during the training.

## The 12 most important soft skills

Following a survey on soft skills required by employers and recruiters to high-skilled human resources, the development team identified a range of aspects of social competences

that are dealt with in the assessment and empowerment outcomes. It composed a list of 12 soft skills in three clusters that are relevant to the current employment situation in Europe.

| Cluster A:<br>Navigate the world<br>of work | Cluster B:<br>Social skills | Cluster C:<br>Achieving Results   |
|---|-----------------------------|-----------------------------------|
| Adaptability & Flexibility                  | Communication Skills        | Decision Making                   |
| Motivation                                  | Team Working                | Problem Solving                   |
| Managing Responsibility                     | Conflict management         | Creativity & Innovation           |
| Time Management                             | Service Skills              | Critical & Structured<br>Thinking |

## ACTIVITIES FOR SOFT SKILLS TRAINING

The following tables give an overview of training activities which should be implement-

ed during the MOSSE pathway. A detailed description can be found in the MOSSE Toolbox.

### Cluster A: Navigate the world of work

#### Adaptability & flexibility

| Activity number in the Toolbox | Activity name           |
|--------------------------------|-------------------------|
| #1                             | Performace outcomes     |
| #25                            | Strength and motivation |

#### Motivation

| Activity number in the Toolbox | Activity name   |
|--------------------------------|-----------------|
| #2                             | American debate |
| #15                            | Different goals |
| #26                            | Past experience |

#### Managing Responsibility

| Activity number in the Toolbox | Activity name   |
|--------------------------------|-----------------|
| #3                             | Contrary method |

#### Time management

| Activity number in the Toolbox | Activity name |
|--------------------------------|---------------|
| #4                             | Pomodoro      |

## Cluster B: Social Skills

### Communication

| Activity number in the Toolbox | Activity name       |
|--------------------------------|---------------------|
| #5                             | Circle of questions |
| #21                            | Thought traps       |

### Team working

| Activity number in the Toolbox | Activity name |
|--------------------------------|---------------|
| #6                             | Team working  |

### Conflict Management

| Activity number in the Toolbox | Activity name           |
|--------------------------------|-------------------------|
| #7                             | Conflict management     |
| #14                            | Conflict exercise       |
| #20                            | Sort out your annoyance |

### Service skills

| Activity number in the Toolbox | Activity name       |
|--------------------------------|---------------------|
| #8                             | Scenario interviews |

## Cluster C: Achieving results

### Decision making

| Activity number in the Toolbox | Activity name              |
|--------------------------------|----------------------------|
| #9                             | Grow-model                 |
| #17                            | Listen to your inner voice |
| #25                            | Negotiate                  |
| #27                            | 27 Strength and motivation |

### Problem solving

| Activity number in the Toolbox | Activity name   |
|--------------------------------|-----------------|
| #10                            | The case method |

### Creativity & Innovation

| Activity number in the Toolbox | Activity name              |
|--------------------------------|----------------------------|
| #11                            | Designing a project        |
| #16                            | How to create mental space |
| #18                            | Make chance your friend    |

### Critical and Structured Thinking

| Activity number in the Toolbox | Activity name           |
|--------------------------------|-------------------------|
| #12                            | Critical thinking       |
| #19                            | Priorities for the year |

## TRAINING PLAN (MOSSE)

First name and Surname: .....

|                            | SOFT SKILL                       | Activity name | Planned date | Duration | Remarks |
|----------------------------|----------------------------------|---------------|--------------|----------|---------|
| NAVIGATE THE WORLD OF WORK | ADAPTABILITY AND FLEXIBILITY     |               |              |          |         |
|                            | MOTIVATION                       |               |              |          |         |
|                            | MANAGING RESPONSABILITY          |               |              |          |         |
|                            | TIME MANAGEMENT                  |               |              |          |         |
| SOCIAL SKILLS              | COMMUNICATION SKILLS             |               |              |          |         |
|                            | TEAM WORKING                     |               |              |          |         |
|                            | CONFLICT MANGEMENT               |               |              |          |         |
|                            | SERVICE SKILLS                   |               |              |          |         |
| ACHIEVING RESULTS          | DECISION MAKING                  |               |              |          |         |
|                            | PROBLEM SOLVING                  |               |              |          |         |
|                            | CREATIVITY AND INNOVATION        |               |              |          |         |
|                            | CRITICAL AND STRUCTURED THINKING |               |              |          |         |

## SELF EVALUATION AFTER MOSSE TRAINING

First name and Surname: .....

|                               | SOFT SKILL                          | Level from<br>MOSSA<br>assessment* | Self evaluation after<br>MOSSE<br>training |
|-------------------------------|-------------------------------------|------------------------------------|--|
| NAVIGATE THE WORLD<br>OF WORK | ADAPTABILITY AND<br>FLEXIBILITY     |                                    |  |
|                               | MOTIVATION                          |                                    |  |
|                               | MANAGING<br>RESPONSABILITY          |                                    |  |
|                               | TIME MANAGEMENT                     |                                    |  |
| SOCIAL SKILLS                 | COMMUNICATION SKILLS                |                                    |  |
|                               | TEAM WORKING                        |                                    |  |
|                               | CONFLICT MANGEMENT                  |                                    |  |
|                               | SERVICE SKILLS                      |                                    |  |
| ACHIEVING RESULTS             | DECISION MAKING                     |                                    |  |
|                               | PROBLEM SOLVING                     |                                    |  |
|                               | CREATIVITY AND<br>INNOVATION        |                                    |  |
|                               | CRITICAL AND<br>STRUCTURED THINKING |                                    |  |

\* use the same value. In the next column, indicate if, and if yes, how much your score has improved after you had gone through the MOSSE training.

Use the same denominators as in th previous form, i.e.:

- 0 Novice**
- 25 Beginner performer**
- 50 Capable performer**
- 75 Proficient performer**
- 100 Expert**

## VHSM ACTIVITIES

For the project VHSM, we have developed two sets of activities, one set more directed to the three specific areas for development, The world of work, Communication and Problem solving, and one set for a more overarching purpose, and to serve as a bridge between the different part of the VHSM project, MOSSA, MOSSE and MOSP.

Taken into consideration that participants go through quite an extensive process to assess and valorize their competences and skills, and through this process they also add new skills directed to their needs discovered in the first phase, MOSSA, the activities can be used as they are and in the order they are presented, or they can be used individually, based on needs.

The activities presented can, as said before, be used as they are and for the specific areas in which they are presented, but they can also be used independently and in the order you choose for yourself and the participants. Depending on the results from the self-evaluation and self-judgement you may need more or less activities, you may want to use the activities

in parts or as a whole and this is up to you and your assessment of the participants' needs and capability.

Furthermore, the activities can be either switched for other activities of your choice or supplement with more activities provided by you.

The activities covers the areas, but are, in one way or another, focused on the ability to communicate, either in spoken or written form. However, it is important to be able to communicate the specific messages each individual want to send for a specific purpose. The purpose can be to express feelings in a situation or to convey a promotional message to an employer.

As described in the Guidelines, it is very important that the activities match the results from the first part in the Valorize process and focuses on the individual although this doesn't mean that all activities have to be executed on an individual basis. As mentioned in the Guidelines, observation is a part in the learning process and activities in groups supports this.



## TOOLS, FRAME of SELF EVALUATION

|                               | SOFT SKILL                          | LEVEL           |                             |                            |                               |                |
|-------------------------------|-------------------------------------|-----------------|-----------------------------|----------------------------|-------------------------------|----------------|
|                               |                                     | 0<br>NOVICE     | 25<br>BEGINNER<br>PERFORMER | 50<br>CAPABLE<br>PERFORMER | 75<br>PROFICIENT<br>PERFORMER | 100<br>EXPERT  |
|                               |                                     | Tool            | Tool                        | Tool                       | Tool                          | Tool           |
| NAVIGATE THE WORLD<br>OF WORK | ADAPTABILITY AND<br>FLEXIBILITY     | #1 - #24        | #1 - #24                    | #1 - #24                   | #1 - #24                      | #1 - #24       |
|                               | MOTIVATION                          | #2 - #14 - #25  | #2 - #14 - #25              | #2 - #14 - #25             | #2 - #25                      | #2 - #25       |
|                               | MANAGING<br>RESPONSABILITY          | #3              | #3                          | #3                         | #3                            | #3             |
|                               | TIME MANAGEMENT                     | #4              | #4                          | #4                         | #4                            | #4             |
| SOCIAL SKILLS                 | COMMUNICATION SKILLS                | #5              | #5                          | #5 - #20                   | #5 - #20                      | #5 - #20       |
|                               | TEAM WORKING                        | #6              | #6                          | #6                         | #6                            | #6             |
|                               | CONFLICT MANGEMENT                  | #7 - #13        | #7 - #13                    | #7 - #13 - #19             | #7 - #19                      | #7 - #19       |
|                               | SERVICE SKILLS                      | #8              | #8                          | #8                         | #8                            | #8             |
| ACHIEVING RESULTS             | DECISION MAKING                     | #9 - #26        | #9 - #24 - #26              | #9 - #16 - #24             | #9 - #16 - #24                | #9 - #16 - #24 |
|                               | PROBLEM SOLVING                     | #10             | #10                         | #10                        | #10                           | #10            |
|                               | CREATIVITY AND<br>INNOVATION        | #11 - #15 - #17 | #11 - #15 - #17             | #11 - #15 - #17            | #11 - #15                     | #11 - #15      |
|                               | CRITICAL AND<br>STRUCTURED THINKING | #12             | #12 - #18                   | #12 - #18                  | #12 - #18                     | #12 - #18      |
|                               | TRANSITION LEVEL                    | #21 - #22       | #21 - #22 - #23             | #21 - #22 - #23            | #22 - #23                     | #22 - #23      |

## TOOLS, ESTIMATED DURATION OF EACH TOOL

| Activity | Duration       | Notes |
|----------|----------------|-------|
| # 1      | 1-3 hours      |       |
| # 2      | 1-1 1/2 hour   |       |
| # 3      | 1-2 hours      |       |
| # 4      | 2-3 hours      |       |
| # 5      | 15-30 min      |       |
| # 6      | 1 - 2 days     |       |
| # 7      | 1 1/2 hour     |       |
| # 8      | 2-2 1/2 hours  |       |
| # 9      | 3-10 hours     |       |
| # 10     | 2 hours        |       |
| # 11     | 1 day          |       |
| # 12     | 1- 1 1/2 hours |       |
| # 13     | 3 hours        |       |
| # 14     | 2 hours        |       |
| # 15     | 1 hour         |       |
| # 16     | 1 hour         |       |
| # 17     | 1 hour         |       |
| # 18     | 2 hours        |       |
| # 19     | 1-2 hours      |       |
| # 20     | 2 hours        |       |
| # 21     | 1-2 hours      |       |
| # 22     | 2 hours        |       |
| # 23     | 1 hour         |       |
| # 24     | 1 hour         |       |
| # 25     | 1 hour         |       |
| # 26     | 1 hour         |       |

## PART 1

### Specific tools for the three clusters

The activities in Part 1 are divided into three clusters and starts with cluster A, concerning the World of Work, continues with cluster B

which is about communication and ends with cluster C dealing with Problem solving.

### Adaptability & Flexibility

Adaptability and flexibility means the ability of people, machines and organizations to adapt to any changes and new situations encountered in daily life and work.

Inability to adapt to changes mean increased costs and lower efficiency and energy with the individual and organizations. In that sense the

efforts to increase the flexibility of the workplace and the labor market is nothing strange or negative. On the contrary - it is something necessary.

Developments on the labor market is an on-going process which is more or less impossible to avoid, you just have to keep up.

| #1                         | PERFORMANCE OUTCOMES  |
|----------------------------|---|
| <b>Learning Objectives</b> | This task will increase the participant's awareness of adaptation and the importance being able to adapt and to be flexible when needed.  |
| <b>Keywords</b>            | Communication, adaptability and awareness of your own situation   |
| <b>Abstract</b>            | <p>Performance Outcomes</p> <ol style="list-style-type: none"> <li>1. Identify your own values, beliefs and cultural conventions and how they affect your perception and expectations in work situations.</li> <li>2. Try to actively understand how your values, beliefs, cultural conventions and language are perceived by others.</li> <li>3. Build your opinions of people on your contact with them instead of public perceptions, stereotypes, their miming / accent or the way they dress.</li> <li>4. Challenge and adapt your own assumptions about how people in other cultures or other countries behave.</li> <li>5. Challenge all forms of stereotypes, prejudice or racism expressed / stated by other people about yourself or someone another.</li> <li>6. Communicate in a way that you can be understood by people from other countries or cultures you are working with.</li> <li>7. Take enough time and reply / respond flexibly and positively so that your work effort engages and includes people from other countries or cultures.</li> <li>8. Work in ways that balance the people's expectations at you with the need to achieve the organization / workplace goals.</li> <li>9. Deal constructively with situations that you think is unclear or confusing when working with people from other countries or other cultures and keep your respect for the individual even if you are unable to understand or empathize with their views or behavior.</li> </ol> |

| #1  | PERFORMANCE OUTCOMES   |
|---|--|
|   | 10. Reflect on the influence your behavior and your language is when you are working with people from other countries or cultures and adapt these to improve results in the future.  |
| <b>Learning outcomes: Knowledge/Skills/Competences</b>            | <p><b>Knowledge:</b><br/>Knowledge about own values. Basic knowledge about how your values affect your perception and expectations in work/civic situations</p> <p><b>Skills:</b><br/>To be able to communicate in a way that you can be understood by people from other countries or cultures you are working with<br/>To be able to deal constructively with situations that you think is unclear or confusing.</p> <p><b>Competence:</b><br/>To be able to reflect on the influence your behavior and your language have when you are working with people from other countries or cultures and adapt these to adapt and improve results in the future.</p>  |
| <b>Variables to take into account (e.g. materials, equipment)</b> | <ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Computer</li> <li>• Internet</li> </ul> <p>1: The participant may start with a narrow perspective to start to learn about their performance when interacting with other MOSSE Tools people.</p> <p>2: The participant identifies more opportunities based on a less narrow perspective.<br/>The participant starts to interact with other participants, thus opens up for challenge a more structured effort.</p> <p>3: The participants may extend their area, into a wider understanding of personal performance and behaviour.<br/>The participant makes his own priorities about how to deal constructively with situations.</p> <p>4: The participants take full responsibility of their actions and process.<br/>The participant evaluates the results of their actions and process and adjusts accordingly to the results of the evaluation.</p> |
| <b>Recommended duration</b>                                       | 1-3 hours  |
| <b>Assessment/ Evaluation</b>                                     | Possibilities to review this activity are: to have the outcomes reviewed by a trainer and to be given the opportunity to make necessary changes or to use a peer review could be fruitful from several perspectives.   |
| <b>References and other useful sources</b>                        | <p>A link just for fun!<br/> <a href="https://www.youtube.com/watch?v=Q4_3Jkrp008">https://www.youtube.com/watch?v=Q4_3Jkrp008</a></p> <p>Reference: <a href="http://www.a-skills.eu">www.a-skills.eu</a></p>  |

## Motivation

Motivation is what pushes us to achieve our goals, to pursue challenges in work and in our everyday life. Motivation is also very important when fulfilling goals. A person is always motivated to act, if not for learning, for doing

something else and the person is responsible for his or her motivation. Without motivation learning is not possible, or at least very hard to achieve with good results.

| #2   | AMERICAN DEBATE  |
|--|--|
| <b>Learning Objectives</b>                 | The participants of this exercise can practice and show their communication skills through a lively role-play-debate called “American debate”. The learners will become more skilled in understanding different viewpoints and using arguments to convince or to defending their opinion. They will improve their rhetoric performance through practice and role-playing (in particular active listening, preparing, performing discussions and find pros/cons).   |
| <b>Keywords</b>                            | Motivation, argumentation, discussion, debate, rhetoric, pros and cons, active listening   |
| <b>Abstract<br/>(short narrative text)</b> | <p>This is a very good tool to practice and show the communication skills in a playful and exciting manner at once. In two groups of people the participants think of the pros and cons regarding a topic and later on discuss them in a lively debate. Every participant should present at least one pro or con in this exercise.</p> <p><b>This is how to develop the exercise:</b></p> <ol style="list-style-type: none"> <li>1. The facilitator introduces the method to the group and proposes a topic. Alternatively, the group can choose their own topic. The topic should allow the group to take on two contradictory and rather polarised opinions.</li> <li>2. The group should split in two equally large smallgroups. Participants should be encouraged to join a group whose opinion they might not share. One smallgroup will be for and the other one against something.</li> <li>3. The groups work separately for some time and gather arguments for/against. They will need these arguments for the debate later on. They should take notes on moderation cards or flipcharts. It is important that the groups do not display their arguments before they verbally express them in the debate later on.</li> <li>4. The facilitator sets up the two groups in rows opposite to each other. When the small groups are ready s/he introduces the debaters to the (virtual) audience. The facilitator then introduces the rule that before a group comes up with a new argument, the argument of the other group needs to be repeated in their own words (to check active listening skills).</li> </ol> |

| #2  | AMERICAN DEBATE  |
|---|--|
|   | <p>5. One group starts and alternately they speak and respond to each other's opinions. The goal is not to reach consent or to convince the other group. The goal is to practice their rhetoric skills, to listen and argument wisely.</p> <p>6. After about 20-30 minutes the facilitator stops the debate. S/he can invite each party to give a final statement.</p> <p>7. When the debate has finished, the facilitator should make a recap of the central arguments and give feedback about the development of the debate.</p> <p>8. Together the group reflects upon the exercise. They can discuss how difficult or easy it was; what they liked or disliked; what the crucial arguments were; what was unusual/extraordinary etc.</p>   |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>       | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• knows the difference between a discussion, a conversation and a debate</li> <li>• knows what a "rhetoric question" is</li> <li>• knows that there are several points of view regarding different topics</li> <li>• distinguishes questions, exclamations, narratives</li> <li>• understands the influence of non-verbal communication (gestures, mimics etc.)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• is able to listen carefully and to repeat what has been said (active listening)</li> <li>• is able to research information to undermine an argument</li> <li>• is able to present his/her arguments using a convincing language</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• applies active listening and uses the arguments in his/her favour</li> <li>• preconceives in advance what the counter-arguments will be and searches for answers</li> <li>• builds up an argumentation chain</li> <li>• supports his/her arguments with visual aids (graphs, pictures, statistics)</li> <li>• supports his/her arguments with sending adequate verbal and non-verbal signals.</li> </ul> |
| <b>Variables to take into account<br/>(e.g. materials, equipment)</b> | <p>Depending on the skill level the learners are at, this exercise can be scaled accordingly. Group size is flexible and starts from 3 participants; divide bigger groups into smaller ones where applicable. If the facilitator does not know learners' competence level based on prior work or checks it is recommended to enrol step by step starting as described below checking the lowest level. Participants at higher levels can be assessed according to their performance then.</p>  |

| #2   | AMERICAN DEBATE  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• The learners can be introduced to the debate and watch a few videos of examples of debates. They could distinguish the difference between a debate and a discussion.</li> <li>• The learners may not do the role-play itself but prepare certain pro and counter arguments. An alternative would be that two people role-model and the others watch.</li> <li>• Choose a simple topic!</li> <li>• As above however at this level it is important that the learners actually practice. It is not important how well they are able to voice their arguments.</li> <li>• The topic should be chosen accordingly.</li> <li>• The groups may receive a minimum of pro/counterarguments they should collect. These arguments could be expressed in writing.</li> <li>• Each participant of a group should at least voice one of the arguments.</li> <li>• Choose the topic according to the level!</li> <li>• Learners from this level on should be challenged more in the revision and feedback phase of the exercise.</li> <li>• The participants may research the details regarding each argument. Statistics and graphic displays (use of visual aids) should help them undermine what they have to say.</li> <li>• Choose the topic according to the level!</li> <li>• The rules should be safeguarded more strictly e.g. warning and expulsion if a person breaks a rule i.e. does not repeat the argument.</li> </ul> <p>This exercise does neither require much material nor a lot of preparation. The groups need moderation cards and markers. Ideally there are pin-boards or something similar where the arguments could be pinned onto. The topic should be well defined in advance.</p> |
| <b>Recommended duration</b>                | 1 – 1 1/2 hour(s): <ul style="list-style-type: none"> <li>• 5-10 minutes introduction</li> <li>• 15-20 minutes small group</li> <li>• 20-30 minutes debate</li> <li>• 10-20 minutes debrief</li> </ul>   |
| <b>Assessment/ Evaluation</b>              | Possibilities to review this activity are: <ul style="list-style-type: none"> <li>• Learning diary review</li> <li>• Write a short recap about the exercise</li> <li>• Record the debate and watch the video together (may cause resistance by participants!)</li> </ul>   |
| <b>References and other useful sources</b> | <a href="http://debate-central.ncpa.org/">http://debate-central.ncpa.org/</a><br>Reference: <a href="http://www.americasdebate.com/">http://www.americasdebate.com/</a>  |

## Managing Responsibility

Professional responsibility means that you are able to perform a variety of functions. You are able, suitable and capable of doing the job because of your education, experience and talent. The more of these characteristics a worker has, the greater is his/her professional respon-

sibility, the scope of work and abilities. Responsibility means that you are responsible for what you or your team do or what you are told to do, but also to react on things that might endanger a situation or the like.

| #3  | CONTRARY METHOD   |
|---|---|
| <b>Learning Objectives</b>  | The contrary method is a creative approach that formulates the problem in an opposite way of what you want to accomplish, such as “how do we get as little responsibility as possible?” By looking at the proposals for this, one can catch sight of the things you take for granted, and gain new perspectives on the issue. Because people sometimes find it easier to express themselves negatively, you can get ideas and solutions in a faster way by the contrary method.   |
| <b>Keywords</b>   | Managing responsibility, Increase the responsibility, Increase the Teamwork, Communication, Motivation.   |
| <b>Abstract<br/>(short narrative text)</b>                        | <p>Example:</p> <p>Start by asking this: How do we do so participants don't take any responsibility at all?</p> <ol style="list-style-type: none"> <li>1. Split the participants into groups.</li> <li>2. Ask the groups to produce as many ideas as possible.</li> <li>3. List all suggestions on the board or flip chart.</li> <li>4. Take out the worst 3 (or 5, or ... take your pick). This can be done for example with adhesive dots or marks with a marker pen.</li> <li>5. Look at the ideas and think the opposite. What is the opposite, how do we encourage to managing responsibility? How do we get there? Let the groups discuss this.</li> <li>6. Describe what the groups come up with.</li> </ol> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Flipchart, pencils whiteboard   |
| <b>Recommended duration</b>                                       | 1-2 hours   |
| <b>Assessment/Evaluation</b>                                      | <p>Possibilities to review this activity are:</p> <p>Have a discussions after the activity and do an assessment</p>   |
| <b>References and other useful sources</b>                        | Reference: <a href="http://www.a-skills.eu">www.a-skills.eu</a>   |



## Time Management

Time management is the systematic and disciplined planning of your time. Through a targeted time management you will be able to gain more time that you can use freely. Time management will help not only help to gain

time, but to do the really important things. A short and simple, but effective method to enhance your time-management abilities is the Pomodoro method.

| #4                         | POMODORO   |
|----------------------------|--|
| <b>Learning Objectives</b> | The Pomodoro method is a simple operating method by using a kitchen timer to secure setting the workflow evenly and continuously during the working focus. The technology was created by Francesco Cirillo, entrepreneur and innovator in time optimization techniques, in the 1980s and is now used by professionals around the world to raise the level of productivity. The work is divided into phases concentrated on 25 minutes and then it's time for a break. The little break means that you stop and get some time to think. With this method, you overview of your tasks, you feel that you get things done and that you prioritize what is most important. The method will also improve your health - you can easily insert pauses in your work, then you can take the opportunity to move.  |
| <b>Keywords</b>            | Time managing, increase the flexibility  |
| <b>Abstract</b>            | <p>So here's how to increase your productivity:</p> <ol style="list-style-type: none"> <li>1. Choose a task to be performed</li> <li>2. Insert an egg timer, mobile or timer to 25 minutes (the Pomodoro)</li> <li>3. Work with the task until the bell rings</li> <li>4. Take a short break, ca. 5 minutes</li> <li>5. After 4 Pomodoros, take a longer break at ca. 15 - 30 mins</li> </ol> <p>During a pomodoro all your focus should be fully devoted to the task. It is therefore forbidden to be distracted by anything beyond that task, to open the mailbox, surfing on Facebook, receive a call or other small distracting tasks. The break should be used to move around and clear your head from the task. It is also important that a Pomodoro is 25 minutes long, neither more nor less. If the job takes longer than one pomodoro, you continue after the break with the task in the next Pomodoro. If you estimate that a task will take more than 5-7 pomodoros, it should be divided into smaller tasks. On the other hand, small tasks can be combined in a single pomodoro.set as a goal - such as "writing a blog post"), even if it takes several pomodoro.</p> |

| #4  | POMODORO  |
|---|---|
| <b>Variables to take into account (e.g. materials, equipment)</b> | An egg timer or alarm clock or similar  |
| <b>Recommended duration</b>                                       | 2- 3 hours  |
| <b>Assessment/ Evaluation</b>                                     | <p>Possibilities to review this activity are:</p> <p>Have a discussions after the activity and do an assessment, is this method suitable for me? Can I improve it?</p>  |
| <b>References and other useful sources</b>                        | <p>You can download the e-book "The Pomodoro technique" by Francesco Cirillo for free if you want to know more about the Pomodoro technique. It will only take you one Pomodoro to read it!</p> <p>Reference: Francesco Cirillo, The Pomodoro technique</p> |

## Cluster B: Social skills

### Communication Skills

Communication with other people is an integral and indispensable part of human life. It is an important activity of every individual since we establish relationships through communication. Communication helps us establish contacts, interpersonal relations and relationships, either social, familial or business. In interpersonal relationships, people, through

communication, take turns in passing on experiences and learning from one other.

In today's technological and hectic world, the possibility of a real communication with new people is always positive and learning is really important to encourage communication between people in a positive, friendly environment.

| #5                         | CIRCLE OF QUESTIONS  |
|----------------------------|--|
| <b>Learning Objectives</b> | An activity that gets participants listening to one another. And in doing so, finding out about each other's values. Participants form two circles, one inside the other. As the circles rotate in opposite directions, participants are faced with different colleagues who ask and respond to a series of questions. |
| <b>Keywords</b>            | Increase the Teamwork, Communication, Motivation, Trust  |
| <b>Abstract</b>            | <p>Pre-Work</p> <p>Make a note of the questions and order in which you are going to ask them</p> <p>1. Split the group into two equal teams (if you have an odd number of participants, join in yourself to even the numbers)</p>  |

| #5  | CIRCLE OF QUESTIONS   |
|---|---|
|   | <ol style="list-style-type: none"> <li>2. Ask one team to stand in a circle, facing outwards</li> <li>3. Ask the second team to create a slightly larger circle around the first, facing inwards</li> <li>4. Explain to the two teams that they are about to greet one another (shake hands) and that those in the inner circle will ask a question (determined by the facilitator) of the person opposite them. Point out that these will be open questions and there can be no wrong answers</li> <li>5. The respondent standing in the outer circle will have 30 seconds to give their answer before the whistle blows and they must be silent, as they answer, the questioner must just listen and not speak</li> <li>6. As facilitator you must then ask those who responded in the outer circle to ask the same question of their partner in the inner circle. Once again, the respondent to the question will have 30 seconds to give their answer before the whistle blows and they must be silent</li> </ol> |
| <b>Learning outcomes:</b><br><b>Knowledge/Skills/Competences</b>            | <p><b>Knowledge:</b><br/>Basic social knowledge can be acquired or emphasized, the importance of really listen to others.</p> <p><b>Skills:</b><br/>To be able to focus upon other people, to listen actively.</p> <p><b>Competence:</b><br/>Active listening, basic social competence</p>  |
| <b>Variables to take into account</b><br><b>(e.g. materials, equipment)</b> | <p>A whistle and a stopwatch. Sufficient floor space for circles of 6-20 people.</p> <ol style="list-style-type: none"> <li>1. The participants are familiar with the importance of verbal communication and do participate and really put the questions and answers.</li> <li>2. The participants are aware of their language and behaviour in the situation and draw conclusions of their experience.</li> <li>3. The participants may take responsibility for their experience and adapt to the different scenarios.</li> <li>4. The participants will be able to analyse the scenarios alone and discuss them in the group.</li> </ol> <p>They are also able to solve problems that would occur, either by themselves or with some assistance of the trainer.</p>   |
| <b>Recommended duration</b>   | 15- 30 minutes  |
| <b>References and other useful sources</b>                                  | <p><b>Hand-out #5</b></p> <p>Reference: <a href="http://www.a-skills.eu">www.a-skills.eu</a></p>  |

## Team Working

Team work is inevitable in a work environment. The group process consists of different elements which are present from the time the group is formed to the time the group ends.

A well-functioning team is characterized by three factors:

- Cooperation Gains

- Wellbeing in the group.
- Adequate tasks.

The essence of teamwork is the ability to create synergy effect, i.e., cooperative profits, regardless of the skills available in the team and the number of participants. Simply put, one can say that one plus one will be more than two if it is a functioning team.

| #6                         | TEAM WORKING   |
|----------------------------|--|
| <b>Learning Objectives</b> | The learners participating in this exercise will learn how to set up an interview and to compare their findings. They will analyse how a team and its separate units work together on different tasks, goals or projects.  |
| <b>Keywords</b>            | Interview, team-work, field-trip, project, analysis, roles, comparing findings.  |
| <b>Abstract</b>            | <p>The core exercise consists of setting up an interview with different members of a team and then to compare the findings. The participants of this exercise will analyse the results of the interviews and see a role-model of team-work and division of tasks.</p> <p>As a first step in this exercise the group or the facilitator need to find a team to visit and interview. This can be anything from a sports-club to an NGO, company or any other organisation.</p> <p>First of all the group of participants should gain an insight of the type of entity they will be working with. They should understand the general structure, know the key facts and what their project, goal or tasks are.</p> <p>When the learners have gained an overview of the people/organisation/team, they are going to continue working in small groups (ideally in pairs). They will prepare an interview template with questions.</p> <p>When they are ready with designing the interview, they should also take notes about what answers they expect to receive from their interviewees in order to clarify and be conscious of their expectations. It is important that they focus on what their role in the team is and how to collaborate with the others in the group. The learners should ask the interviewees about their strengths and weaknesses as well as about their perception of other team-members.</p> |

| #6  | TEAM WORKING   |
|---|--|
|   | <p>It is necessary that the interviewers take notes during the interviews. It might be necessary that the facilitator clarifies any confidentiality issues with the organisation they work with.</p> <p>Once the learners have collated enough information, they process and summarise their recordings. These results should be presented to the whole group. When each group has presented its findings, they compare their results and point out overlaps and differences.</p> <p>In the reflection phase of this exercise it is important that they discuss the characteristics of each interview partner and his/her role. They should focus in the review and feedback phase on how this exercise could be transferred to their lives.</p>   |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• knows the difference between open and closed questions</li> <li>• knows different types of organisations and entities</li> <li>• knows about skills that are required at certain positions within a team organisation</li> <li>• knows what “work-place descriptions” are and may read and understand them</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to structure questions of an interview</li> <li>• takes notes and is able to record and recall things from an interview</li> <li>• is able to distinguish different departments or areas of activity and can describe them</li> <li>• analyses the functions and roles of different people in a team</li> <li>• is able to set up a work place description</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• modifies, adds and leaves out questions of an interview when it is for the benefit of the interview process</li> <li>• draws conclusions based on observations and findings and interconnects them</li> <li>• dares to ask critical questions in a non-offensive manner so that he/she receives an honest answer</li> <li>• can critically review and improve work-place descriptions and/or give detailed feedback</li> </ul> |

| #6   | TEAM WORKING   |
|--|--|
| <p><b>Variables to take into account (e.g. materials, equipment)</b></p> | <p>There are many ways to adjust the difficulty level of this exercise according to the level of the learners. Here are a few considerations:</p> <p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>• The facilitator should look for a wellstructured/functioning team.</li> <li>• The facilitator should take care of the interview partners, communication and coordination with them e.g. when the interviews are done etc.</li> <li>• The interview sheet should be simple and not be longer than 1 page.</li> <li>• They may be briefed very clearly about the structure of the team.</li> <li>• The learners may look up some sample “work-place descriptions”</li> </ul> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>• The learners investigate the strengths and weaknesses of the team-members and research what their opinion is about the other team-members.</li> <li>• They summarise the main findings/understandings from their interviews and relate them to the rest of the group.</li> </ul> <p><b>Level 3:</b></p> <ul style="list-style-type: none"> <li>• The learners only receive the basic information about the team and may research a lot of information in advance. They prepare for the visit autonomously.</li> <li>• Based on the information conveyed to them they design a flow chart of processes or an organisational chart.</li> <li>• They think of different suggestions of what can be improved in the team.</li> <li>• The participants take on responsibility for the whole process (coordination, communication with the interview partners, etc.).</li> <li>• To facilitate this, the group may appoint an internal steering committee.</li> </ul> <p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• The learners take on the organisational and coordination tasks.</li> <li>• In the reflection phase the team also reviews their own team-performance.</li> <li>• The learners report their findings to the team they worked with in a formal/informal presentation.</li> </ul> <p>This exercise requires quite some preparation work by the facilitator. Depending on the experience level of the group he/she can pass on parts of the organisational tasks to the group.</p> <p>The key factor is to find a group that lets the learners analyse their doing and is open enough to share some details.</p> <p>Facilitators may introduce role models (e.g. Belbin) from literature in a more diversified or simplified manner.</p> |

| #6   | TEAM WORKING   |
|--|--|
| <b>Recommended duration</b>                | <p>1-2 days:</p> <ul style="list-style-type: none"> <li>• 3-4 hours of preparation for the interviews including research</li> <li>• 2-6 hours for visiting and interviewing the teammembers</li> <li>• 2-3 hours for summarising their findings</li> <li>• 2-3 hours for comparing the results and processing them</li> <li>• 1-2 hours for reviewing the exercise</li> </ul>  |
| <b>Assessment/ Evaluation</b>              | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> <li>• Team-role reviews/tests</li> <li>• Evaluation of the company (e.g. could be a test composed by the facilitator)</li> <li>• Presentation of the findings to the team they talked to.</li> </ul>  |
| <b>References and other useful sources</b> | <p><a href="http://www.belbin.com/">http://www.belbin.com/</a></p> <p><a href="http://www2.ifm.eng.cam.ac.uk/dmg/tools/process/belbin.html">http://www2.ifm.eng.cam.ac.uk/dmg/tools/process/belbin.html</a></p> <p><a href="http://reflectionsofmyteaching.blogspot.co.at/2012/04/l2teamwork-from-pe-to-mfl-to.html">http://reflectionsofmyteaching.blogspot.co.at/2012/04/l2teamwork-from-pe-to-mfl-to.html</a></p> <p><a href="http://mindlifesuccess.com/team-roles/">http://mindlifesuccess.com/team-roles/</a></p> <p>Reference: <a href="http://www.a-skills-eu">www.a-skills-eu</a></p> |

## Conflict management

It is common that there are conflicts now and then in all contexts where people work or live together. To handle conflicts in a good way is one of the challenges of learning to work with others. Self-awareness is as important in conflict management as in all other forms

of personal development. Look yourself in the mirror and think about how you usually handle conflicts. Are you the one who always fight over the smallest thing or are you the one who love to run and hide at the slightest suspicion of conflict?

| #7                         | CONFLICT MANAGEMENT   |
|----------------------------|---|
| <b>Learning Objectives</b> | The goal of this tool is to help to identify YOUR PERSONAL CONFLICT MANAGEMENT style, what to think about and how to identify other people's conflict management style. |
| <b>Keywords</b>            | Conflict, conflict management, social interaction, communication.   |

| #7              | CONFLICT MANAGEMENT   |   |  |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
|-----------------|---|---|--|---|--|----|--|--|--|----|--|--|--|----|--|--|--|----|--|--|---|----|--|--|--|----|--|--|---|----|--|--|--|----|--|--|--|----|--|--|--|-----|--|--|--|-----|--|--|--|-----|--|--|---|-----|--|--|---|-----|--|--|----------------------------------|
| <b>Abstract</b> | <p><b>Handling conflict management</b></p> <p>Conflict happens. It is inevitable. It is going to happen whenever you have people with different expectations. This makes conflict management critical, whether avoiding arguments, disputes, lasting conflict or ultimately, litigation. Conflict can be avoided if steps are taken early in a discussion to diffuse anger and facilitate communication, and it can be resolved by applying a series of thoughtfully applied steps.</p> <p>How should you avoiding and resolving disputes in the early stages, before they become full-blown conflicts?</p> <p>Write down 5-7 examples of “tools” / things you should use to avoid or/and solve conflicts and explain why you have chosen them.</p> <p>One example:<br/>Attack the Problem, Not the Person.</p> <p><b>Analyze your conflict management style: The Thomas Kilman Instrument</b></p> <p>Think of two different situations where you have a conflict, disagreement or argument, with someone. An example might be a co-worker or someone you live with. Then, according to the following scale, fill in your scores for situation A and and situation B. For each question, you will have two scores.</p> <p>For example, on question #1 the scoring might look like this:<br/>1. 2/4.</p> <p>Write the name of each person for the two situations here:</p> <p>Person A ..... Person B .....</p> <p>1 = never      2 = seldom      3 = sometimes      4 = often      5 = always</p> <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td>I avoid being “put on the spot”; I keep conflicts to myself.</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td>I use my influence to get my ideas accepted.</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td>I usually try to split the difference to resolve an issue.</td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td>I generally try to satisfy the others’ needs.</td> </tr> <tr> <td>5.</td> <td></td> <td></td> <td>I try to investigate an issue to find a solution acceptable to us.</td> </tr> <tr> <td>6.</td> <td></td> <td></td> <td>I usually avoid open discussion of my differences with the other.</td> </tr> <tr> <td>7.</td> <td></td> <td></td> <td>I use my authority to make a decision in my favor.</td> </tr> <tr> <td>8.</td> <td></td> <td></td> <td>I try to find a middle course to resolve an impasse.</td> </tr> <tr> <td>9.</td> <td></td> <td></td> <td>I usually accommodate to the other’s wishes.</td> </tr> <tr> <td>10.</td> <td></td> <td></td> <td>I try to integrate my ideas with the other’s to come up with a joint decision.</td> </tr> <tr> <td>11.</td> <td></td> <td></td> <td>I try to stay away from disagreement with the other.</td> </tr> <tr> <td>12.</td> <td></td> <td></td> <td>I use my expertise to make a decision that favors me.</td> </tr> <tr> <td>13.</td> <td></td> <td></td> <td>I propose a middle ground for breaking deadlocks.</td> </tr> <tr> <td>14.</td> <td></td> <td></td> <td>I give in to the other’s wishes.</td> </tr> </tbody> </table> |   | A  | B |  | 1. |  |  | I avoid being “put on the spot”; I keep conflicts to myself. | 2. |  |  | I use my influence to get my ideas accepted. | 3. |  |  | I usually try to split the difference to resolve an issue. | 4. |  |  | I generally try to satisfy the others’ needs. | 5. |  |  | I try to investigate an issue to find a solution acceptable to us. | 6. |  |  | I usually avoid open discussion of my differences with the other. | 7. |  |  | I use my authority to make a decision in my favor. | 8. |  |  | I try to find a middle course to resolve an impasse. | 9. |  |  | I usually accommodate to the other’s wishes. | 10. |  |  | I try to integrate my ideas with the other’s to come up with a joint decision. | 11. |  |  | I try to stay away from disagreement with the other. | 12. |  |  | I use my expertise to make a decision that favors me. | 13. |  |  | I propose a middle ground for breaking deadlocks. | 14. |  |  | I give in to the other’s wishes. |
|                 | A   | B |  |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 1.              |   |   | I avoid being “put on the spot”; I keep conflicts to myself.                   |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 2.              |   |   | I use my influence to get my ideas accepted.                                   |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 3.              |   |   | I usually try to split the difference to resolve an issue.                     |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 4.              |   |   | I generally try to satisfy the others’ needs.                                  |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 5.              |   |   | I try to investigate an issue to find a solution acceptable to us.             |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 6.              |   |   | I usually avoid open discussion of my differences with the other.              |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 7.              |   |   | I use my authority to make a decision in my favor.                             |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 8.              |   |   | I try to find a middle course to resolve an impasse.                           |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 9.              |   |   | I usually accommodate to the other’s wishes.                                   |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 10.             |   |   | I try to integrate my ideas with the other’s to come up with a joint decision. |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 11.             |   |   | I try to stay away from disagreement with the other.                           |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 12.             |   |   | I use my expertise to make a decision that favors me.                          |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 13.             |   |   | I propose a middle ground for breaking deadlocks.                              |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |
| 14.             |   |   | I give in to the other’s wishes.   |   |  |    |  |  |  |    |  |  |  |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |   |    |  |  |  |    |  |  |  |    |  |  |  |     |  |  |  |     |  |  |  |     |  |  |   |     |  |  |   |     |  |  |                                  |



#7

## CONFLICT MANAGEMENT

|     | A | B  |
|-----|---|--|
| 15. |   | I try to work with the other to find solutions that satisfy both our expectations. |
| 16. |   | I try to keep my disagreement to myself in order to avoid hard feelings.           |
| 17. |   | I generally pursue my side of the issue.   |
| 18. |   | I negotiate with the other to reach a compromise.                                  |
| 19. |   | I often go with the other's suggestions.   |
| 20. |   | I exchange accurate information with them so we can solve a problem together.      |
| 21. |   | I try to avoid unpleasant exchanges with the other.                                |
| 22. |   | I sometimes use my power to win the argument.                                      |
| 23. |   | I use "give and take" so that a compromise can be made.                            |
| 24. |   | I try to satisfy the other's expectations.   |
| 25. |   | I try to bring all our concerns out in the open so that issues can be resolved.    |

**Scoring: Add up your scores on the following question**

| A   B         | A   B         | A   B         | A   B         | A   B         |
|---------------|---------------|---------------|---------------|---------------|
| 1. ____ ____  | 2. ____ ____  | 3. ____ ____  | 4. ____ ____  | 5. ____ ____  |
| 6. ____ ____  | 7. ____ ____  | 8. ____ ____  | 9. ____ ____  | 10. ____ ____ |
| 11. ____ ____ | 12. ____ ____ | 13. ____ ____ | 14. ____ ____ | 15. ____ ____ |
| 15. ____ ____ | 17. ____ ____ | 18. ____ ____ | 19. ____ ____ | 20. ____ ____ |
| 21. ____ ____ | 22. ____ ____ | 23. ____ ____ | 24. ____ ____ | 25. ____ ____ |

**Total Score:**

|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| ____ ____ | ____ ____ | ____ ____ | ____ ____ | ____ ____ |
| A   B     | A   B     | A   B     | A   B     | A   B     |

**Column 1 Avoidance Score:**

**Column 2 Competition Score:**

**Column 3 Compromise Score:**

**Column 4 Accommodation Score:**

**Column 5 Collaboration Score:**

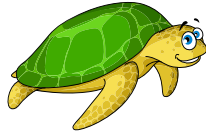
#7

## CONFLICT MANAGEMENT

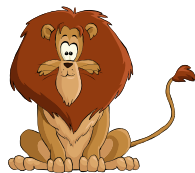
**Below you will find an explanation of each conflict management style:**

**Conflict Management Menagerie**

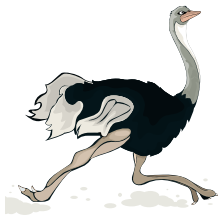
Characterising five common responses to conflict



**Turtle - Avoider:** All conflict is to be avoided at any cost. Contentious issues are shunned and allowed to remain unchallenged. This results in a loss of goals and in damage to relationships. The turtle character communicates an air of helplessness in the face of conflict, believing that solutions to disagreements and divergence of energies are not easily found. Like the turtle when danger looms, they quickly withdraw into their thick-shelled carapace of avoidance.




**Lion - Competition:** The Lion is king and the king must be seen to be in control and to win. Conflict is a way of demonstrating control. Relationships are only important for their usefulness. How others view them is not as important as their pride in the strength they can display over weakness. To lose in conflict, which for them can simply mean giving way, is seen as a sign of weakness.



**Ostrich - Compromiser:** Favours the middle ground, resulting in all sides in the conflict winning a little and losing a little. They regard sacrificing part of the goal as being preferable to the conflict continuing. The attitude can be born out of lack of experience, lack of confidence, or not having a viable strategy for addressing conflict. Although they can identify the problem, if they feel that their interests are at risk they will ignore the problem and settle for a short-term solution.



**Teddy Bear - Accommodator:** Avoids discussing the conflict in order to protect the relationship. They feel it is easier to accommodate the other party by smoothing over any problem. They fear addressing the issue and running the risk of damaging the relationship by causing possible hurt.

| #7  | CONFLICT MANAGEMENT  |
|---|--|
|   |  <p><b>Owl – Collaboration:</b> A wise old bird, the owl views conflict as a healthy occurrence. He knows that the Chinese character for Conflict combines the characters for Danger and Opportunity. The owl is creative in helping those involved to find a solution that does not damage the relationship. They help others to explore and identify the difficulty and are only satisfied when a problem is resolved and tensions are dissolved.</p>   |
| <b>Learning outcomes: Knowledge/Skills/Competences</b>            | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows practical characteristics and examples of the competency.</li> <li>• Realizes his/her practical examples of behaviour/events related to the competency.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to describe practical examples of his/her behaviour/situation.</li> <li>• Is able to better handle situations of conflict.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• How to avoid and resolve disputes in the early stages.</li> </ul> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | A place for carrying out an interview with participant. No other special requirements.   |
| <b>Recommended duration</b>                                       | <p>90 minutes in total</p> <ul style="list-style-type: none"> <li>• 45 minutes for conflict management</li> <li>• 45 minutes for analyzing conflict management style</li> </ul>  |
| <b>Assessment/ Evaluation</b>                                     | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> <li>• Trainer assessment/feedback on competencies, performance and further development</li> </ul>   |
| <b>References and other useful sources</b>                        | <p>Possibilities</p> <p><a href="http://jobsearch.about.com/od/behavioralinterviews/a/behavioral-interview-questions.htm">http://jobsearch.about.com/od/behavioralinterviews/a/behavioral-interview-questions.htm</a></p> <p><a href="http://www.mindtools.com/pages/article/newCS_85.htm">http://www.mindtools.com/pages/article/newCS_85.htm</a></p> <p><b>Hand-Out #7</b></p> <p>Reference:</p>   |

## Service Skills

These skills are particularly important when dealing with customers. Service skills, or customer orientation, refer to the ability to dialogue with customers, to care for customers and to fulfil obligations towards customers. Custom-

er orientation is mainly based on the ability to establish MOSSE Tools contacts and relations, sociability and acceptance of business partner relationships as a value orientation.

| #8                         | SCENARIO INTERVIEWS   |
|----------------------------|---|
| <b>Learning Objectives</b> | The task will help the participants to develop their problem solving abilities by studying different situations, finding possible solutions and then interviewing different people and learning how others see these situations.  |
| <b>Keywords</b>            | Interviewing people, dilemmas, scenarios, recommendations, solutions.   |
| <b>Abstract</b>            | <p>The learners have to become familiar with the scenarios provided in the annex. Depending on the level of the participants they may work with a different amount of scenarios.</p> <p>At first the participants should add their thoughts and recommendations to the scenarios in the solution matrix in the annex.</p> <p>When they have become familiar with the situations and they have added their own opinion, the participants individually interview strangers, friends or family about these situations.</p> <p>The participants should prepare a short narrative and three to four interview questions they will ask the interviewees. The participants could make audio- or video-recordings of the interviews. After each interview, they should summarise the statements of their interview partners and pass them onto the solution matrix.</p> <p>When the matrix has been filled out completely the participants compare their individual results with each other.</p> <p>In the review of the exercise it is important to point out the different opinions and ideas regarding a situation. The participants will learn through this that there are more ways of perceiving and approaching a situation. It is important to point out that there is no correct/incorrect reaction or solution to any of the scenarios.</p> |

| #8  | SCENARIO INTERVIEWS   |
|---|---|
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• knows that there are various ways to react to situations</li> <li>• knows about the “pitfalls of interpretation” (influence of the own experience that leads us to draw conclusions which might not correspond the reality of others).</li> <li>• understands the problem factors of a situation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• distinguishes his/her opinion/recommendation from others and stays rather neutral</li> <li>• formulates interview questions to capture the opinion of other people quickly</li> <li>• analyses the situation in detail and collects additional information when possible.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• detects and thinks through various solutions to the scenarios and decides for the one that is most appropriate</li> <li>• uses the collected opinions to review and/or adapt his/her own statement</li> </ul>  |
| <b>Variables to take into account (e.g. materials, equipment)</b> | <p>This exercise is primarily thought for training interviewing and improving the problem-solving capabilities. However it can be easily modelled into a role-playing exercise. For example the scenarios could be acted out by participants of the group. They could extend the stories or modify them to the individual needs and situation of the group.</p> <p>Here are some thoughts how to scale the difficulty level of the exercise:</p> <p>1:</p> <ul style="list-style-type: none"> <li>• The own opinion could be left out at the very basic level. This could reduce the complexity for some groups.</li> </ul> <p>2:</p> <ul style="list-style-type: none"> <li>• The learners analyse the scenarios alone and discuss them in the group. They may find recommendations as a group.</li> <li>• The participants may talk about how they would react personally to assist these people.</li> </ul> <p>3:</p> <ul style="list-style-type: none"> <li>• The participants may extend the stories or add more dilemma situations.</li> <li>• The interviews should be recorded and reviewed critically.</li> <li>• The interview partners should be primarily people they don't know.</li> </ul> <p>4:</p> <ul style="list-style-type: none"> <li>• The participants may come up with dilemma situations from their own lives.</li> </ul> |

| #8   | SCENARIO INTERVIEWS   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• They may have to define various recommendations by themselves before interviewing other people.</li> <li>• The interview partners should be selected carefully and have a diverse background so that the possible answers are likely to be more diverse.</li> <li>• There are two hand-outs to be found in the annex</li> </ul>  |
| <b>Recommended duration</b>                | <p>Approx. 3 hours</p> <ul style="list-style-type: none"> <li>• 30 minutes reading the scenarios, filling out the own recommendations and preparing the interview questions</li> <li>• 1 1/2 hours to make the interviews</li> <li>• 1 hour to summarise and process the interviews (possibly editing?)</li> <li>• 30 minutes to review the task and compare results</li> </ul>   |
| <b>Assessment/ Evaluation</b>              | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> <li>• Make a peer review of the solution matrixes of the participants. The peers should give each other feedback of their work.</li> <li>• Analyse the recordings of the interviews in order to improve the interviewing technique.</li> <li>• Learning diary</li> </ul>   |
| <b>References and other useful sources</b> | <p><a href="http://ici-bostonready-pd-2009-2010.wikispaces.umb.edu/file/view/Storytelling+Addressing+the+Literacy+Needs+of+Diverse+Learners.pdf/147667569/Storytelling+Addressing+the+Literacy+Needs+of+Diverse+Learners.pdf">http://ici-bostonready-pd-2009-2010.wikispaces.umb.edu/file/view/Storytelling+Addressing+the+Literacy+Needs+of+Diverse+Learners.pdf/147667569/Storytelling+Addressing+the+Literacy+Needs+of+Diverse+Learners.pdf</a></p> <p><a href="http://bryanjack.ca/2012/07/06/storytelling-as-learning-tool/">http://bryanjack.ca/2012/07/06/storytelling-as-learning-tool/</a></p> <p><a href="http://www.businessballs.com/customer_service.htm">http://www.businessballs.com/customer_service.htm</a></p> <p><a href="https://www.youtube.com/watch?v=3e_rdSvwh">https://www.youtube.com/watch?v=3e_rdSvwh</a></p> <p><b>Hand-out #8</b></p> |

## Cluster C: Achieving Results

### Decision Making

Decisions accompany our entire life. Every day we make many small decisions, but every now and then also great and far-reaching decisions are due. Such decisions usually do not come easy.

How should you proceed, that your decision will in retrospect turn out to be a good decision? In coaching, there is a model called GROW. This is a method in four steps will help you achieve the results you defined - usually in consultation with a coach. If you do not have a coach

handy but want to test the model, you can always try to be your own coach.

Perhaps you have a question you need an answer to get things right? This may involve, for example that you want to work more effectively with a particular task or perform an activity.

The model fit anyway best for simple and clear objectives. This is extra important to think about if you are going to try to use the model on yourself.

| #9                           | GROW-MODEL  |
|------------------------------|---|
| <b>Situational Awareness</b> | To begin with, the GROW-model is used as a base, not as a step-by-step model, for individual sessions or individual work.<br>The different parts in the model can help you to make your decisions and set your goals quite narrow.  |
| <b>Learning Objectives</b>   | If you focus your attention on the relevant aspect of what is actually happening during the process, rather than what you 'should' be doing or trying to get it 'right' you will make progress much faster and learn to use the GROW-method as an instrument to help yourself or others to identify and set goals. This method is very suitable to use either in group settings or as an individual exercise.   |
| <b>Keywords</b>              | Behaviour interview, job interview, employability, social interaction, handling changes /problem solving, decision making.  |
| <b>Abstract</b>              | GROW was developed out of the Inner Game theory developed by Timothy Gallwey, Gallwey was a tennis coach who noticed that he could often see what a player was doing incorrectly but that simply telling them what they should be doing did not bring about lasting change.<br><br>This is often illustrated by the example of a player who does not keep his or her eye on the ball. Most coaches would give instructions such as: 'Keep your eye on the ball' to try to correct this. The problem with this sort of instruction is that a player will be able to follow it for a short while but be unable to keep it in the front of his or her mind in the long term. |

| #9             | GROW-MODEL   |
|----------------|--|
|                | <p>This means that progress was slow. The result was that coaches and players grew increasingly frustrated at the slowness of progress but no one had better system of coaching.</p> <p>So one day, instead of giving an instruction, Gallwey asked the player to say 'bounce' out loud when the ball bounced and 'hit' out loud when they hit it.</p> <p>The result was that the players started to improve without a lot of effort because they were keeping their eye on the ball. But because of the way the instruction was given they did not have a voice in their heads saying 'I must keep my eye on the ball.'</p> <p>They were simply playing a simple game while they were playing tennis. Once Gallwey saw how play could be improved in this way he stopped giving instructions and started asking questions that would help the player discover for himself what worked and what needed to change. This was the birth of the Inner Game.</p> <p>The basic methodology of GROW came out of Gallweys and was developed by John Whitmore who also counts as the man behind the GROW method. For example the first stage in this process would be to set a target which the player wanted to achieve. For example if a player wanted to improve his first serve Gallwey would ask how many first serves out of ten they would like to get in. This was the target or goal.</p> <p>The Reality would be defined by asking the player to serve 10 balls and seeing how many first serves went in.</p> <p>Gallwey would then ask awareness raising questions such as "What do you notice you are doing differently when the ball goes in or out?" This would enable the player to discover for themselves what they were changing about their mind and body when the serve went in or out. They had then defined their Obstacles and Options. They therefore learned for themselves what they had to change in order to meet their serving targets and they had a clear Way Forward.</p> |
| The Grow-model | <p><i>The coaching sessions are built on the following method described below, the method is based on the assumption that the process is owned by the individual, not by the coach. The GROW-model is used as a base, not as a step-by-step model, for individual sessions.</i></p> <p>Four steps + one initial step: Topic, Goal, Reality, Options, Way forward</p>   |



| #9 | GROW-MODEL   |
|----|--|
|    | <p><b>Topic</b></p> <p>Establish contact, get a feeling that you are “in” the situation.<br/>This is about motions, feelings and trust.</p> <p>Decide on a topic for the dialogue, a) knowledge- or competence development in some specific area, b) to get some understanding about how certain issues are connected or constructed, c) a problem regarding work, social life, private life, health etc.</p> <p>Make a plan for the dialogue or sessions of dialogues regarding the chosen topic.</p> <p><b>Goal</b></p> <p>Decide about what is to come out from the dialogues: a) an action plan for knowledge- and competence development, b) a preliminary or definitive solution of the problem, c) highlight the problem using mentoring, d) make an action plan on how to solve the problem.</p> <p>Document the expected result, which should be equivalent to the goal, and it should also be SMART (specific, measureable, adapted, relevant and time set) to be able to follow up on how you are progressing in relation to your time frame.</p> <p>Express your aim. That is, <i>what you want to gain</i> by reaching your goal or goals.</p> <p><b>Reality</b></p> <p>Talk about different aspects of the present situation. The coach confirms that he or she understands (by being “in” the situation), put in questions for clarification. The coach doesn’t contribute with teaching, guidance or counselling.</p> <p>Do not use standardized questions. When questioning, this should be done in the context of the dialogue. Questions could be formulated according to the Case method.</p> <p>The Reality would be defined by asking the player to serve 10 balls and seeing how many first serves went in.</p> |

| #9   | GROW-MODEL   |
|--|--|
|  | <p><b>Reality</b></p> <p>Talk about different aspects of the present situation. The coach confirms that he or she understands (by being “in” the situation), put in questions for clarification. The coach doesn’t contribute with teaching, guidance or counselling.</p> <p>Do not use standardized questions. When questioning, this should be done in the context of the dialogue. Questions could be formulated according to the Case method.</p> <p><b>Options</b></p> <p>In this section of the dialogue it’s about finding ways and options to reach the goal. The ideal situation is when the client come up with his or hers own solutions to reach the goal.</p> <p>Different approaches could (should) be tested. Then the action plan should be formulated.</p> <p><b>Way Forward</b></p> <p>Finally the client chooses a way to reach the goal. You try different alternatives, those that were discussed under section O (options), and those that rise during the process.</p> <p>A great deal of learning will take place during this process.</p> |
| <p><b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b></p> | <p>Examples of behaviour interview questions for handling changes/ problem solving competency:</p> <ul style="list-style-type: none"> <li>• Give an example of a goal you reached and tell me how you achieved it.</li> <li>• How do you handle a challenge?</li> <li>• Give an example of an occasion when you used logic to solve a problem.</li> <li>• How did you handle meeting a tight deadline?</li> <li>• Give an example of how you set goals and achieve them.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows practical characteristics and examples of the competency.</li> <li>• Realizes his/her practical examples of behaviour/events related to the competency.</li> <li>• About setting personal goals</li> </ul>   |

| #9  | GROW-MODEL  |
|---|---|
|   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to describe practical examples of his/her behaviour/situation.</li> <li>• Higher awareness of your own decision making</li> <li>• Improve presentation skills.</li> <li>• Is able to better handle job interview.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Handle a behaviour interview.</li> <li>• Setting goals for yourself more accurate</li> <li>• Making decisions accordingly</li> </ul>   |
| <b>Variables to take into account (e.g. materials, equipment)</b> | A place for carrying out one or more sessions with the participant. No other special requirements.  |
| <b>Recommended duration</b>                                       | <p>3 to 10 hours in total</p> <ul style="list-style-type: none"> <li>• 1 hour preparation</li> <li>• 1 hour per session</li> <li>• 1 hour assessment and feedback</li> </ul>  |
| <b>Assessment/ Evaluation</b>                                     | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> <li>• Coach assessment/feedback on performance and further development</li> <li>• Self-assessment</li> </ul> <p>The following aspects can be assessed:</p> <ul style="list-style-type: none"> <li>• Did the participants reach to set a goal?</li> <li>• Did the participants learn how to use this model, and are they able to pass this knowledge on to others?</li> </ul>   |
| <b>References and other useful sources</b>                        | <p><a href="http://www.youtube.com/watch?v=xNLR03jWPcg">http://www.youtube.com/watch?v=xNLR03jWPcg</a></p> <p>The Inner Game of Tennis: The Classic Guide to the Mental Side of Peak Performance Gallwey, W. Timothy (1974). The Inner Game of Tennis (1st ed.). New York: Random House</p> <p>Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership, 4th Edition Paperback, John Whitmore (2009).</p> <p>Reference:</p> <p><a href="http://www.psykologiguident.se/www/pages/?Lookup=GROW">www.psykologiguident.se/www/pages/?Lookup=GROW</a></p> <p><b>Hand-out #9</b></p> |

## Problem Solving

Problem-solving is a tool and a skill that can help a person solve problems or achieve a goal. It is also a process that can involve a number of steps. Being able to identify and solve a re-occurring problem in the work environment is something that is indispensable for the successful management and operation of every organization and business.

**What is your problem?** Describe the problem as detailed as possible. If it is a large problem, split it into smaller parts.

**How can you solve the problem?** Write down any suggestions you come up with. Do not bother of benefits or disadvantages.

**What are the advantages and disadvantages of the various proposals?**

**Choose the solution that seems best.**

**Plan how to approach the solution.** What are the possibilities? What are the obstacles? Do I have to practice something?

**Assess the outcome.** Praise yourself for what went well. Think about whether there is something you can do better next time.

| #10                        | THE CASE METHOD   |
|----------------------------|---|
| <b>Learning Objectives</b> | The aim of this exercise is to learn the group one technique to deal with issues. i.e. motivational problems regarding learning etc. by involving all in the group at the same time, and to get a structured way of dealing with issues and at the same time also be able to get consensus with the solutions.  |
| <b>Keywords</b>            | Increase the communication skills, teamwork, and problem solving, find different solutions.   |
| <b>Abstract</b>            | <p>This is a method that focuses on solutions, in particular, solutions made by the people who were involved in the situation that needs attention for future use.</p> <p>A method for solving problems and managing other situations. Intended for groups but can work on an individual basis as well. This method is also intended to make people learn how to solve problems on their own by using this model.</p> <p>This is also a good method for workgroups, and other groups of people, to solve problems or situations on their own and at the same time develop their own competences.</p> <p>The tutor will introduce and explain this model to the group and the group will then decide upon a topic to deal with.</p> <p>The tutor will also take the role as moderator and fill in the participants ideas in the model.</p> <p>The first times when using this model, it is a good thing to work it step by step, and once you are used to it, you can put things where they belong as you go.</p> <p>The goal is for the group, once everything is visible to them, to agree on a solution or an action-plan for the specific topic they have been working on.</p> |

| #10   | THE CASE METHOD   |
|---|---|
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To have an understanding on how the model works, how the different parts interact.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To be able use the model, to put information in the right fields.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>To interpret and draw conclusions from the information and to help participants to form an action plan with the information and conclusions drawn from this activity.</li> </ul>   |
| <b>Variables to take into account (e.g. materials, equipment)</b> | <ul style="list-style-type: none"> <li>Preferably one big white-board, or at least that much space required to draw the model so it is visible to the whole group. (Hand out see appendix)</li> </ul> <p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>To actively take part in this activity.</li> <li>To be able to give answers to questions given by the moderator and to identify problem areas.</li> </ul> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>The learners analyse the scenarios alone and discuss them in the group. They may find recommendations as a group.</li> <li>The participants may talk about how they would contribute to the solution or parts of the solution.</li> </ul> <p><b>Level 3:</b></p> <ul style="list-style-type: none"> <li>The participants may extend their answers or add more information to the situation or problem.</li> <li>All the answers should be recorded instantly, and reviewed critically by the whole group.</li> </ul> <p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>The participants may act like moderator themselves in the activity.</li> <li>They may discuss and define various recommendations by themselves and within the group to get consensus and an agreement on the action plan.</li> </ul> |
| <b>Recommended duration</b>                                       | Minimum 2 hours, including an explanation and introduction.   |
| <b>Assessment/ Evaluation</b>                                     | Assessment is built in to this model, you assess as you go. This includes self-assessment from the individuals/group working the model.   |
| <b>References and other useful sources</b>                        | <p><b>Hand-out #10</b></p> <p>Reference: Egidius, Henry, Bli en bättre coach och mentor, Natur och Kultur, 2008</p>   |

## Creativity & Innovation

The focus of creativity is on originality. It is about the question of how new ideas arise.

The focus of innovation is on effectiveness and feasibility. It deals therefore with the question of exploiting an idea.

To be creative and innovative is a skill that is highly valued both during learning and in the working life. You look at it from two perspec-

tives, the short and long term. In the long term, the internal motivation is conclusive, that is you have a genuine interest and curiosity for the area you should be creative in.

In the short term, it is about facilitating the mindset, to find techniques to think differently from what you normally do. Then creativity flows more easily.

| #11                        | DESIGNING A PROJECT   |
|----------------------------|---|
| <b>Learning Objectives</b> | By completing this task the participants will gain knowledge of on the job tasks by setting up their own project. They will be working in teams on whatever they like. They will research and learn from good practices and then design their own collaboration project.  |
| <b>Keywords</b>            | Designing a project, team-work, work in small groups, assigning roles, good practice research, learning through observation.  |
| <b>Abstract</b>            | <p>The participants will be working on a project/ assignment of their liking. In small groups of at least four people per group they will select a topic for their project, then look up examples and at last plan their own actions. Through this exercise they will become familiar with certain tasks that are to be realised in a certain job.</p> <p>At the beginning of the exercise the people in a large group should investigate what areas of shared interest are present in the group. The small-groups they will be working with should be according to these areas of interest. For example all people interested in IT, Fashion, Sales etc. form a group.</p> <p>The small groups then decide on what specific project they want to work on. It is possible that the facilitator of this exercise previously determines the fields of interest and the projects they may work on.</p> <p>Examples for projects could be: setting up a newsletter, designing a piece of wardrobe, planting a garden, creating a new webpage etc.</p> <p>Once the participants have decided for a topic and a project, they are invited to assign roles to the members of the group. The roles taken should be: leader, co-worker, specialist, assistant. The participants may discuss why they choose whom for a certain role and what characteristics each of these people should have.</p> |

#11

**DESIGNING A PROJECT**

Ideally the group is large enough so that in addition there can be one observer who only monitors the work of each group but is not involved in the working process. If the groups are rather small it is also possible to assign one observer for all working groups. The description of each role is set from the facilitator, in such a way as to simulate the working environment of the sector selected.

The second step after assigning roles in the group the learners should gather ideas for their project in a brainstorming manner. The leader of the group directs this process.

When all people have a rough idea of the project outline they start to research good practices. Either online, in books or real life they gather examples on how to do what they are planning to do themselves. It is also possible that they bring in an expert or look up a company where they do what they are planning to do.

When they have gathered enough input the team members share their findings.

Only then they should actually start working on the productive part of their projects. The reason for starting to work only until then is that the participants can learn how others do it first and then go into action.

During the productive phase, the facilitator is available to resolve any questions or provide clarifications and guidance when necessary. Time keeping is also their responsibility.

It is important that after the productive part of the task, the participants reflect and talk about their roles.

Each group presents their project and then a discussion follows. The facilitator moderates the discussion and asks the participants to provide their assessment on the projects presented.

Also, self-assessment is required from each group, who also comment on the roles allocation and the distribution of tasks. They also refer to the team work and how it was carried out.

| #11   | DESIGNING A PROJECT   |
|---|---|
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• knows about steps that are required to perform a certain task (through observation)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• is able to observe and analyse by looking at examples</li> <li>• is able to research examples/good practices</li> <li>• is able to put into practice theoretical knowledge</li> <li>• distinguishes characteristics within oneself and others to take on a certain role</li> <li>• is able to contribute his knowledge and experience to the success of the team</li> <li>• is able to select from a variety of tools the appropriate ones to make a presentation</li> <li>• is able to think proactively</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• uses the knowledge and skills gained through observation of examples/good practices</li> <li>• applies him/herself fully within an assigned role in a team</li> <li>• organises and takes advantage of all the knowledge and skills available in a team</li> <li>• manages and coordinates teams</li> <li>• can identify problems and find appropriate solutions</li> <li>• can take responsibility</li> <li>• can select through a range of resources and tools the appropriate ones</li> <li>• can reflect upon the experience shared with the team</li> <li>• can undertake self-assessment</li> </ul> <p><b>1:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of available opportunities in order to identify those suited to one's own personal, professional and/or business activities.</li> <li>• Basic skills required to carry out simple tasks.</li> </ul> <p><b>2:</b></p> <ul style="list-style-type: none"> <li>• Ability to work co-operatively and flexibly as part of a team.</li> <li>• Being able to identify one's personal strengths and weaknesses.</li> </ul> <p><b>3:</b></p> <ul style="list-style-type: none"> <li>• Positive attitude to change and innovation.</li> <li>• Knowledge processes and general concepts, in a field of work or study.</li> <li>• Take responsibility for completion of tasks in work or study.</li> <li>• Adapt own behaviour to circumstances when working in teams.</li> </ul> |



| #11  | DESIGNING A PROJECT  |
|--|--|
|  | <p>4:</p> <ul style="list-style-type: none"> <li>• Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change.</li> <li>• Can apply business related information into practice.</li> <li>• Can apply methods and tools to generate solutions to specific problems.</li> <li>• Exercise management and self-management to achieve an objective set.</li> <li>• Can monitor performance, allocate tasks and coordinate teams.</li> <li>• Can take responsibility for the evaluation.</li> <li>• Can develop and put into practice creative thinking.</li> <li>• Can break down activities and select the appropriate tools for each one of them.</li> <li>• Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.</li> </ul>  |
| <p><b>Variables to take into account (e.g. materials, equipment)</b></p> | <p>Depending on the knowledge, skill and competence level of the learners who are being addressed by this exercise, it is possible to adjust it. Here are some considerations:</p> <p>1:</p> <ul style="list-style-type: none"> <li>• The areas of interest and the tasks to be realised should be predefined by the learning facilitator.</li> <li>• The assignment of roles may be done by the facilitator.</li> </ul> <p>2:</p> <ul style="list-style-type: none"> <li>• The members of the group may assign the roles by themselves. Use the materials in the hand-outs to understand the roles even better.</li> <li>• Despite the division of roles the participants are flexible in the division of tasks according to their strengths and weaknesses.</li> </ul> <p>3:</p> <ul style="list-style-type: none"> <li>• The roles assigned should be discussed according to the knowledge and skills. It is important that this is reviewed in the reflection phase of the exercise.</li> <li>• The good practices collected should provide enough insight about the tasks to be realised.</li> <li>• Take responsibility for completion of tasks in work or study.</li> <li>• Adapt own behaviour to circumstances when working in teams.</li> </ul> <p>4:</p> <ul style="list-style-type: none"> <li>• The group can define the areas of interest and the task to be realised in a two-step brainstorming and clustering method. At first the learners write their interests on moderation cards. Then they are clustered by common areas of interest. As a second step they brainstorm projects and tasks to be realised in each area.</li> </ul> |

| #11  | DESIGNING A PROJECT   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• The learners should not only discuss the roles afterwards they should also work on the definition of each role. The learners can use the hand-out to discuss the roles.</li> <li>• The learners could additionally write short summaries or abstracts about the good practices.</li> </ul> <p>The participants may need computers and internet in order to research good practices. Depending on the project the participants may need special materials for completing their tasks.</p> <p>There is a hand-out that can be used for the roles in this exercise. Find the hand-out in the annex. The title is “Project roles”.</p>                           |
| <b>Recommended duration</b>                | <p>1 day:</p> <ul style="list-style-type: none"> <li>• 1 hour for the brainstorming and clustering the areas of interests and tasks</li> <li>• 30 minutes for the assignment of roles</li> <li>• 2 hours for researching and sharing good practices</li> <li>• 2-3 hours to realise the project</li> <li>• 1 – 1 1/2 hours for presenting and reviewing the exercise</li> </ul> <p>This exercise can also be done in a shorter time-frame. It depends on type and extend of the project outline how much time the groups may need.</p>  |
| <b>Assessment/ Evaluation</b>              | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> <li>• Self-evaluation exercise</li> <li>• Presenting the project to experts and asking them for feedback.</li> </ul>   |
| <b>References and other useful sources</b> | <p><a href="http://pbl-online.org/pathway2.html">http://pbl-online.org/pathway2.html</a><br/> <a href="http://gsh.lightspan.com/gsh/teach/articles/design.project.html">http://gsh.lightspan.com/gsh/teach/articles/design.project.html</a><br/> <a href="http://www.edutopia.org/project-based-learning">http://www.edutopia.org/project-based-learning</a><br/> <a href="http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf">http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf</a></p> <p>Reference: <a href="http://www.a-skills.eu">www.a-skills.eu</a></p> <p><b>Hand-out #11</b></p> |

## Critical & Structured Thinking

The focus of creativity is on originality. It is about the question of how new ideas arise.

The focus of innovation is on effectiveness and feasibility. It deals therefore with the question of exploiting an idea.

To be creative and innovative is a skill that is highly valued both during learning and in the working life. You look at it from two perspec-

tives, the short and long term. In the long term, the internal motivation is conclusive, that is you have a genuine interest and curiosity for the area you should be creative in.

In the short term, it is about facilitating the mindset, to find techniques to think differently from what you normally do. Then creativity flows more easily.

| #12   | CRITICAL THINKING   |
|---|---|
| <b>Learning Objectives</b>  | An activity that gets participants out of their comfort zone when interacting with other people. Increase their critical thinking.  |
| <b>Keywords</b>   | Increase the critical thinking, reflection and debate, communication.   |
| <b>Abstract</b>   | <p>Pre-Work</p> <ol style="list-style-type: none"> <li>1. Divide participants in groups</li> <li>2. Half of each group go on the stage and try to communicate for 10 minutes. The other part is the audience (and the vice versa).</li> <li>3. Fishbowl: actors – inner circle; audience – outside circle.</li> <li>4. Outside circle try to think critical about their conversation.</li> <li>5. Have a discussion about their thoughts and how the inner circle feel about it.</li> <li>6. Discussion about the topic critical thinking.</li> </ol> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Sufficient floor space for circles of 6-20 people.  |
| <b>Recommended duration</b>                                       | 1 - 1,5 hour  |
| <b>Assessment/ Evaluation</b>                                     | <p>Possibilities to review this activity are:</p> <p>Do an assessment after the activity.</p>   |
| <b>References and other useful sources</b>                        | <p><a href="http://www.kstoolkit.org/Fish+Bowl">http://www.kstoolkit.org/Fish+Bowl</a></p> <p><a href="https://www.facinghistory.org/resource-library/teachingstrategies/fishbowl">https://www.facinghistory.org/resource-library/teachingstrategies/fishbowl</a></p> <p><a href="https://en.wikipedia.org/wiki/Fishbowl_(conversation)">https://en.wikipedia.org/wiki/Fishbowl_(conversation)</a></p>  |



## PART 2

### General tools

This part of the MOSSE activities are designed for a more general purpose, to serve as a bridge between the different part of the VHSM project, and they are not directly connected to the three clusters in Part 1. The activities can be used more freely and flexible in this part, but still according to the plan of each participant.

The MOSSE part of VHSM comes with two sets of activities, and the first set just described with activities directed to the three specific areas for development, The world of work, Communication and Problem solving, and a second set for more overarching purpose, and to serve as the glue between the different part of the VHSM project, MOSSA, MOSSE and MOSP.

The process to assess and valorize competences and skills is quite extensive and through this process you also add new skills directed to the needs discovered in the MOSSA phase.

The activities presented can be used either in the sequence they are presented, or as pre-

sented in the grid, which serves as a guide to which areas the activities can be used. The activities can also be used independently and in the order you choose for yourself and the participants.

Depending on the results from the self-evaluation and self-judgement you may need more or less activities, you may want to use the activities in parts or as a whole and this is up to you and your assessment of the participants' needs and capability.

The activities in part 2 are designed to be used with or without support from the participating staff, but should be used with the result from the MOSSA part and with the final part, MOSP, in mind.

Furthermore, the activities can be either switched for other activities of your choice or supplemented with more activities provided by you.

| #13                        | CONFLICT EXERCISE   |
|----------------------------|---|
| <b>Learning Objectives</b> | To experience the inner “conflict” we always carry with us, and also to see how this can affect how we deal with conflicts at work, or at home.   |
| <b>Keywords</b>            | Conflict, basic needs.  |
| <b>Abstract</b>            | <p>As soon as we are faced with choosing and we are busy to take our decisions, there will always be between two answers. This is because our “mind” is shattered and we will never reach our truth. We will always have a split in yes / no, good / bad, right / wrong, etc.</p> <p>It's about getting in touch with our life energy.</p> <p>So this is the process if you do it yourself. Gets a little different if it is performed as a session with your trainer.</p> <ol style="list-style-type: none"> <li>1. If you start by asking the question you have in such a way that you can answer it with YES or NO.</li> <li>2. The next step is to write down all the thoughts you have for a YES.</li> <li>3. Then you write down all the thoughts that you have for a NO.</li> <li>4. Then you take a good look at the “needs list” below.</li> </ol> |

#13

## CONFLICT EXERCISE



- Since every thought conceals a need so the next step is to translate your thoughts for a YES to the needs that are met with this. Write it down.
  - Then you translate your thoughts for a NO to the needs that will be met with a NO.
  - The next step is to know in which most contributes to enrich your life.
- When I do this in the form of a session, it's just like if you have two different people in you. One that says YES and one that says NO. In a session, the process is similar to what is happening when it comes to conflict between two people that is making contact at the required level. There will be contact between the two sides. And usually the solution or the answer comes without me having to do anything.

**Learning outcomes:**  
**Knowledge/Skills/**  
**Competences**

**Knowledge:**

- Knows practical characteristics and examples of the competency.
- Realizes his/her practical examples of behavior/events related to the competency.

**Skills:**

- Is able to describe practical examples of his/her behavior/situation.
- Is able to better handle situations of conflict.

**Competence:**

- How to avoid and resolve disputes in the early stages.

This exercise can also be done in a shorter time-frame. It depends on type and extend of the project outline how much time the groups may need.

| #13  | CONFLICT EXERCISE  |
|--|--|
| Variables to take into account (e.g. materials, equipment) | Paper copy of “Some basic needs...”  |
| Recommended duration                                       | 1+2 hours, 1 hour for individual work and two hours for group activity with discussions and assessment.  |
| Assessment/ Evaluation                                     | See above  |
| References and other useful sources                        | <a href="https://www.youtube.com/watch?v=g5RknemM8Hw">https://www.youtube.com/watch?v=g5RknemM8Hw</a><br><br>Hand-out # 13<br><br>Reference:<br><a href="http://hrbloggen.se/2011/05/konflikt-konflikthanteringkonfliktlosning.html">hrbloggen.se/2011/05/konflikt-konflikthanteringkonfliktlosning.html</a> |

| #14                 | DIFFERENT GOALS   |
|---------------------|---|
| Learning Objectives | <p>Having goals is important to create motivation. Start by finding out what you want. You can have goals for different parts of your life that can be divided into the following categories:</p> <p>Health goals<br/>Things that make you feel better physically and mentally.</p> <p>Professional goals<br/>Things you want to achieve in your work.</p> <p>Economic goals.<br/>How much money or material things you want.</p> <p>Idealistic goals<br/>Things you want to do to contribute to a better world.</p> <p>Social goals<br/>How do you want it in the family, with friends and your partner.</p> <p>Leisure and hobby goals.<br/>Things you want to do to enrich your free time.</p> |
| Keywords            | Goal planning, SMART  |

| #14      | DIFFERENT GOALS   |
|----------|---|
| Abstract | <p><b>How to get started</b></p> <p>Now is the time to articulate your dreams in a smart plan. Either you can choose a target for every area of life or focus on a few specific. Use the following template for each goal.</p> <p><b>Case</b></p> <p><b>1. Choose</b><br/>Write down exactly what you want. Be concrete, do not write “I want to be rich”, write instead that you want to earn 5000 euros per month.</p> <p><b>2. Print detail</b><br/>What would it mean if you reached your goal? For example: If you stop smoking and save all the money in one year, you can afford the trip of your dreams. Formulate it as if it has already happened.</p> <p><b>3. Insert a deadline</b><br/>Once you have met the goal? Date, day of week, time.</p> <p><b>4. Print a list.</b><br/>What you must do to reach the goal. Break it down into milestones. What is the very first step you need to take to get closer to your goal? Schedule an appointment, meeting or make a call?<br/>Today<br/>Example: Can I go to the pharmacy and buy nicotine patches?<br/>Tomorrow<br/>Next week<br/>In a month<br/>In a year</p> <p><b>5. Make an action plan</b><br/>This do I need to do to reach the goal:<br/>Example: Stop smoking.<br/>How should I go about it:<br/>Example: Join a stop smoking group.<br/>I do it at these times that I submit my calendar:<br/>Example: Wednesdays at 18:00.</p> <p><b>I need these resources to reach my goal:</b></p> <p>Time<br/>Example: Group 1 hour per week.<br/>Money<br/>Equipment<br/>Knowledge and Information<br/>Support, advice or help</p> |



| #14  | DIFFERENT GOALS   |
|--|---|
|  | <p><b>When should the goal be achieved?</b></p> <p><b>6. Do something every day</b><br/>To reach the goal, you have to do something every day, otherwise it is easy to forget. It can be both practical and symbolic.<br/>Things I can do every day to reach my goal:<br/>Example: Put up a picture of my dream trip on the refrigerator.</p> <p><b>7. Follow up</b><br/>Check your goal setting regularly and check off your progress.<br/>Then you see what your efforts will actually give you.<br/>Example: Now I have been smoke-free for a week and have saved 40 euros to my trip.</p> <p><b>Pitfalls</b><br/>Many people are disappointed when they do not reach their goals. The problem is often that they have not thought through what it takes. Go through the checklist to reduce the risk of failure.<br/>Is the objective clearly formulated? Use the “Smart” model.<br/>Ambition – Do I really want to reach the goal?<br/>Self-discipline – Do I have the energy to do what it takes?<br/>Action plan – Have I made a realistic program for the goal to be achieved?<br/>Routines – Have I have put things into my everyday routines to achieve the goal?<br/>Follow-up – what do I see as my progress?<br/>Ask for help? I have people around me to motivate me?<br/>Bad excuses are also common pitfalls. Does it to you?<br/>“I do not have time.”<br/>“I’m too old.”<br/>“I’m just going to be disappointed.”<br/>“I cannot afford...”<br/>“Can I really do this for me?”</p> |
| <p><b>Learning outcomes:</b><br/><b>Knowledge/Skills/Competences</b></p> | <p>Examples of behaviour interview questions for handling changes/ problem solving competency:</p> <ul style="list-style-type: none"> <li>• Give an example of a goal you reached and tell me how you achieved it.</li> <li>• How do you handle a challenge?</li> <li>• Give an example of an occasion when you used logic to solve a problem.</li> <li>• How did you handle meeting a tight deadline?</li> <li>• Give an example of how you set goals and achieve them.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows practical characteristics and examples of the competency.</li> <li>• About setting personal goals.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Higher awareness of your own decision making.</li> <li>• Improve presentation skills.</li> </ul>   |

| #14  | DIFFERENT GOALS  |
|--|--|
| Variables to take into account (e.g. materials, equipment) |  |
| Recommended duration                                       | 2 hours.   |
| Assessment/ Evaluation                                     | Assess by follow up on the results   |
| References and other useful sources                        | <p>SMART-model: <a href="https://en.wikipedia.org/wiki/SMART_criteria">https://en.wikipedia.org/wiki/SMART_criteria</a></p> <p>Hand-Out #14</p> <p>Reference: <a href="http://www.satta-mal.se/">www.satta-mal.se/</a></p> |

| #15                 | HOW TO CREATE MENTAL SPACE  |
|---------------------|---|
| Learning Objectives | How to create mental space for your creativity and at the same time do what must be done.   |
| Keywords            | Stress management, creativity   |
| Abstract            | <p>Now and then it runs together. Duties, association obligations, family gatherings, car repair, deadlines ... all seem to be thrown at you and becomes a stream as you desperately try to get yourself through without drowning. In this situation it is not easy to be relaxed, creative and innovative. Nor is it easy to sort and prioritize the information, even though that is exactly what is needed.</p> <p>Next time it happens, you can make use of this hot air balloon exercise: Sit down for a moment and allow yourself to let in all the thoughts you can think about. Let your mind wander freely, even if it feels awkward and stressful.</p> <p>Imagine then that you step into a hot air balloon and that this will rise to the sky. Take a moment to bring to life the picture before you. How does the gas burner work? Do you know the winds? How does it feel when the balloon takes off?</p> <p>Once you have come up in the air, you can look down on all the must-haves, sour doughs, contingencies and promises running around butting below you. Do you see what small they are? Do you know how far away from you they are? Maybe you could even smile a little at that they are so venomous in spite of their small size?</p> <p>Then find the air balloon's anchor and drop it into the pile running around below you. Haul up a task and check it. Decide what is the next thing you have to do with it, and write it down on a to-do list. Send down the anchor again and haul up a new task, look at it, decide the next step and write that down on your to-do list.</p> |

| #15   | HOW TO CREATE MENTAL SPACE  |
|---|---|
| <b>Learning Objectives</b>  | <p>Note that each task you hauls up is leaving a small void behind it down on the ground. Continue to haul up the data one by one until it is completely empty beneath you. Let the thoughts fly and haul up any stragglers.</p> <p>Finally, it is time to notice how it feels inside you. Do you feel relieved? Do you think more clearly? Have you got the power? Are you eager to start working? If that is so, it is time to let the hot air balloon slowly drop down to the ground. Take the time you need to get out and look at the changing landscape. If you still feel stressed and under pressure, you need to place more thoughts and pursue “the trolling” with anchor.</p>  |
| <b>Learning outcomes: Knowledge/Skills/Competences</b>            | <p>Create mental space for creativity and actions.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• knows about steps that are required to perform a certain task (through observation).</li> <li>• Identifies thoughts and ideas that belong to an certain area.</li> <li>• Knows what is necessary to achieve.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to observe and analyse by looking at things from another perspective.</li> <li>• Is able to identify examples/good practices.</li> <li>• distinguishes characteristics within oneself and others to take on a certain role.</li> <li>• Is able to select from a variety of tools the appropriate ones to make the right choices.</li> <li>• Is able to thing proactively.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Uses the knowledge and skills gained through using the mind.</li> <li>• Organises and takes advantage of all the knowledge and skills available from this exercise.</li> <li>• Manages and coordinates own thoughts and ideas.</li> <li>• Can identify problems and find appropriate solutions.</li> <li>• Can take responsibility.</li> <li>• Can select through a range of resources and tools the appropriate ones.</li> <li>• Can reflect upon the experience shared.</li> <li>• Can undertake self-assessment</li> </ul> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | A quiet and relaxing space  |
| <b>Recommended duration</b>                                       | 1 hour  |
| <b>Assessment/ Evaluation</b>                                     | Discussions in small groups, max. 3 persons per group   |
| <b>References and other useful sources</b>                        | <p>Reference: <a href="http://www.novafutura.se">www.novafutura.se</a></p> <p><a href="http://www.halsonytt.nu">www.halsonytt.nu</a></p>  |

| #16  | LISTEN TO YOUR INNER VOICE   |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
|--|--|--|--|-------------|--|---------------|--|-------------|--|---|--|-------------|--|---------------|--|-------------|--|--|--|-------------|--|---------------|--|-------------|--|
| Learning Objectives  | To achieve your goals and go for your dreams can be an amazing kick combined with discomfort. We need to step outside our comfort zone. Exciting! Lovely! And scary ...  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| Keywords   | Goals, comfort zone  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| Abstract   | <p><b>The comfort zone</b></p> <p>To achieve goals and go for dreams can be an amazing kick combined with discomfort. We need to step outside our comfort zone. Exciting! Lovely! And scary ... The fear of failure can be so large that we decide not to fulfill our goals. The voice in our head that says there is no point we try, that we will still only fail becomes too strong and we look back and sit safely inside our comfort zone again. Do you recognize yourself?</p> <p>Instead of letting the frightened voice overpower you, let it speak. But listen as much on your other voices. What do your inner voices say to you?</p> <ul style="list-style-type: none"> <li>• <b>The dreamer</b> is the one that pushes you to step outside the comfort zone. The aim is for development and challenges. It wants to focus on goals and fulfill dreams. It is positive and see opportunities.</li> <li>• <b>The ambiguous</b>, it is doubtful and do not want to step outside the comfort zone, thinking that you know what you have but not what you get, change is uncomfortable and we do as we have always done. In addition there is the risk of failure and the ambiguous are really scared to fail. Not being good enough, not be sufficient.</li> <li>• <b>The realist</b> is the third inner voice. Whoever comes with logical arguments, not blend in so much emotion, look at things from an objective perspective and find strategic plans to reach from A to B.</li> </ul> <p>All your inner voices deserve to be listened to. Do not let anyone talk more than the other. Listen to their opinions and needs. What can you do to satisfy their different needs?</p> |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| Exercise   | <p>Ask your inner voices what they want to say and write down their answers!</p> <table> <tr> <td colspan="2">What is it this inner voice wants to tell you?</td></tr> <tr> <td>The dreamer</td><td></td></tr> <tr> <td>The ambiguous</td><td></td></tr> <tr> <td>The realist</td><td></td></tr> <tr> <td colspan="2">What needs do it then have to fulfil those and succeed?</td></tr> <tr> <td>The dreamer</td><td></td></tr> <tr> <td>The ambiguous</td><td></td></tr> <tr> <td>The realist</td><td></td></tr> <tr> <td colspan="2">What can the inner voice teach you that leads to a favorable decision?</td></tr> <tr> <td>The dreamer</td><td></td></tr> <tr> <td>The ambiguous</td><td></td></tr> <tr> <td>The realist</td><td></td></tr> </table>   | What is it this inner voice wants to tell you? |  | The dreamer |  | The ambiguous |  | The realist |  | What needs do it then have to fulfil those and succeed? |  | The dreamer |  | The ambiguous |  | The realist |  | What can the inner voice teach you that leads to a favorable decision? |  | The dreamer |  | The ambiguous |  | The realist |  |
| What is it this inner voice wants to tell you?                         |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The dreamer  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The ambiguous  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The realist  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| What needs do it then have to fulfil those and succeed?                |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The dreamer  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The ambiguous  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The realist  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| What can the inner voice teach you that leads to a favorable decision? |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The dreamer  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The ambiguous  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |
| The realist  |  |  |  |             |  |               |  |             |  |   |  |             |  |               |  |             |  |  |  |             |  |               |  |             |  |

| #16   | LISTEN TO YOUR INNER VOICE   |
|---|--|
|   | <p>Next step?</p> <p>Make a summary of what your voices to tell you, what needs they need to be met, and what they consider necessary for your dream to be achieved in the best possible way! What do you need to take into account, what do you focus on? What is your next step?</p> <p>.....</p> <p>.....</p> <p>.....</p>  |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>Learn to listen to yourself. It is you who is the expert of YOU!</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows how to reach the ideas of the competency.</li> <li>• Realizes his/her ideas from the different characteristics addressed.</li> <li>• About setting personal goals.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to describe his/her thoughts.</li> <li>• Higher awareness of your own decision making.</li> <li>• Improve presentation skills.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Setting goals for yourself more accurate.</li> <li>• Making decisions accordingly.</li> <li>• To focus.</li> </ul> |
| <b>Variables to take into account (e.g. materials, equipment)</b> |  |
| <b>Recommended duration</b>                                       | 1 hour   |
| <b>Assessment/ Evaluation</b>                                     |  |
| <b>References and other useful sources</b>                        | <p><a href="https://www.youtube.com/watch?v=WtjSCoq8pE4">https://www.youtube.com/watch?v=WtjSCoq8pE4</a></p> <p><b>Hand-Out #16</b></p> <p><b>Reference:</b></p> <p><a href="http://www.twice.se">www.twice.se</a></p> <p><a href="http://www.ehdin.com">www.ehdin.com</a></p>   |

| #17                        | MAKE CHANCE YOUR FRIEND   |
|----------------------------|---|
| <b>Learning Objectives</b> | <p>Exploring your creative abilities.</p> <p>Making connections is fundamental in the creative process. Inventors, for example, often combine existing components and thus create exciting new products.</p>  |
| <b>Keywords</b>            | Creativity, new ways of thinking.   |
| <b>Abstract</b>            | <p>Making connections is fundamental in the creative process. Inventors, for example, often combine existing components and thus create exciting new products. This time we will use our creativity by connecting things that do not really belong together.</p> <p>Begin with ripping 10 pieces of paper to appropriate size. Then write down 10 words, one on each patch. The words should be completely random. Best way is to randomly put down your finger in a newspaper, see what's on the nearest billboard, open a book anywhere and take the first word you see or ask someone. Then fold your pieces of paper and put them in a bowl or the like. Decide then what today's question is, for example, why is it so important for your friend to move out of town?</p> <p>Then take one of the pieces of paper from the bowl. Say the word you get up is "grape". Then start to brainstorm. Have your friend inherited a vineyard? Have your friend sprayed poison in a number of apples and served them on a buffet table? Or has your friend found a gem the size of a grape and must escape not only the city but also the country, where the mafia cannot reach him/her?</p> <p>Perhaps your question is slightly more secular in nature, such as the target audience may be for my new glass product? The note gives you the word "blinkers". Maybe not as easily. Do not give up. Trust your brain. It is often from the most difficult cases that the best ideas come.</p> <p>Could it be that the product is suitable as the grand trophy at the major horse races? Suitable product to the category of people who come up in age, have acquired a little better income, but definitely prefer to see themselves as young and happy and follow their time? Or is the target audience rather public and private establishments caring for people with such bad conditions we normally cannot comprehend where the product can shed some light, meaning and inspiration of everyday life?</p> <p>You get the idea. You also realize that all the ideas in the end will not make it when viewed critically, but some will and you have ten words (or as many words as you wish) to do it. Moreover, you will definitely have fun in the meantime.</p> |

| #17   | MAKE CHANCE YOUR FRIEND   |
|---|---|
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>This exercise is a way of getting some distance to your traditional ways of thinking and reactions to things that occur in everyday life.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows about steps that are required to perform a certain task (through observation).</li> <li>• Knows some of the characteristics of a what could be a good idea.</li> <li>• Identifies working areas and tasks/projects that belong to an area.</li> <li>• Knows what is necessary to achieve an objective way of evaluating the ideas.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Is able to observe and analyse by listen to other ideas than your own</li> <li>• Is able to put into practice theoretical knowledge</li> <li>• Distinguishes characteristics within oneself and others to take on a certain role</li> <li>• Is able to contribute knowledge and experience to the success of the group</li> <li>• Is able to think proactively</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Uses the knowledge and skills gained through observation of examples/ good practices.</li> <li>• Applies him/herself fully within an assigned role in a team.</li> <li>• Organises and takes advantage of all the knowledge and skills available.</li> <li>• Can identify problems and find appropriate solutions.</li> <li>• Can take responsibility.</li> <li>• Can select through a range of resources and tools the appropriate ones.</li> <li>• Can reflect upon the experience shared with the group.</li> </ul> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Paper to rip  |
| <b>Recommended duration</b>                                       | 1 hour  |
| <b>Assessment/ Evaluation</b>                                     |   |
| <b>References and other useful sources</b>                        | <p>There is a lot written about creativity, but here could be the opportunity to look into what Edward de Bono says about “Lateral Thinking”</p> <p><a href="https://www.youtube.com/watch?v=DYK9kq3kkHI">https://www.youtube.com/watch?v=DYK9kq3kkHI</a></p> <p><a href="https://www.youtube.com/watch?v=gB5ve_Bqf0M">https://www.youtube.com/watch?v=gB5ve_Bqf0M</a></p>  |

| #18   | PRIORITIES FOR THE YEAR   |
|---|---|
| <b>Learning Objectives</b>  | To make priorities in the long and short run, in a structured way.  |
| <b>Keywords</b>   | Priorities, goal-setting  |
| <b>Abstract</b>   | <p>Before each new year it's good to set goals, is to prioritize and clean up in life. It is also good to look back and ask, have I achieved the goals I wanted last year. During the year, you then go in and stands for the targets you have met and highlights those that might become obsolete or changed. It helps you focus on what is truly important to you!</p> <p>Want to keep! i.e. people, activities, etc.</p> <p>Want to get rid of! i.e. feelings, activities, energy thieves, etc.</p> <p>Want to add spiritually:</p> <p>Want to add materially:</p> <p>To achieve / make:</p> |
| <b>Learning outcomes:</b>   | <p>To be able to structure and assess goals and priorities on a personal level.</p> <p><b>Knowledge:</b><br/>Knowledge about own values. Basic knowledge about how your values affect your perception and expectations in work/civic situations</p> <p><b>Skills:</b><br/>To be able to communicate in a way that can be understood yourself and others. To be able to deal constructively the results.</p> <p><b>Competence:</b><br/>To be able to reflect on the influence your priorities and your goals have when you are interpret and execute your goals.</p>                             |
| <b>Variables to take into account (e.g. materials, equipment)</b> |   |
| <b>Recommended duration</b>                                       | 1 + 1 hour  |
| <b>Assessment/ Evaluation</b>                                     | The assessment is built in to the activity, by follow up on the achieved results on a yearly, monthly or even weekly basis.   |
| <b>References and other useful sources</b>                        | <p><a href="https://www.youtube.com/watch?v=duQBz4KtM7I">https://www.youtube.com/watch?v=duQBz4KtM7I</a></p> <p><a href="https://www.youtube.com/watch?v=DYK9kq3kkHI">https://www.youtube.com/watch?v=DYK9kq3kkHI</a></p> <p><b>Hand-Out #18</b></p> <p><b>Reference:</b> <a href="http://www.prevent.se">www.prevent.se</a></p> <p><a href="http://www.foretagande.se">www.foretagande.se</a></p>  |



| #19                 | SORT OUT YOUR ANNOYANCE  |
|---------------------|--|
| Learning Objectives |  |
| Keywords            | Responsibility   |
| Abstract            | <p>One annoyance is not so dangerous, but if you accumulate many, the cup finally flows over. This exercise encourages you to take responsibility for your annoyance. It is you who know them, it's you they influence and it is you who have to deal with them if they should disappear. By sorting out your annoyance your life becomes easier, you get more balanced and you become a happier person!</p> <p>List your annoyances, big and small!</p> <p>1: .....<br/> 2: .....<br/> 3: .....<br/> 4: .....<br/> 5: .....<br/> 6: .....<br/> 7: .....<br/> 8: .....<br/> 9: .....</p> <p>Take the power back!<br/> You decide what you want in your life and not. The next step is to look at the annoyances and sort them in different categories. The ones you can take care of on your own, the ones you can ask someone else to take care of, the ones you can pay someone to take care of, and others that do not fit into any other category.</p> <p>Take care of yourself:</p> <p>Delegate:</p> <p>Pay:</p> <p>Other:</p> <p><b>Start! Now!</b><br/> Write it down together with the date when you will deal with the annoyance, who should do what and how it will happen. What can you start with today? What is your first step?</p> <p><b>Unsolvable annoyances, or?</b><br/> Under the heading "Other", is there unsolvable annoyances there? Those who are there and cannot move on? Then you need to find a new approach to them!</p> |

| #19   | SORT OUT YOUR ANNOYANCE  |
|---|--|
|   | <ol style="list-style-type: none"> <li>1. What is it that irritates you so much with these?</li> <li>2. Can you describe how you feel about them now?</li> <li>3. Give examples of other perspectives on how you can see this annoyance!</li> <li>4. What can you learn from this annoyance?</li> <li>5. Are there any other person who is not annoyed by this? How does that person do this? What can you learn from him / her?</li> <li>6. What can you do to minimize the power irritation have over you?</li> </ol> <p><b>Accept it beyond your power that you cannot change and the courage to change what you can!</b></p>   |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>To identify and work with things that annoy you and to direct your energy to other things that can be more useful to you.</p> <p><b>Knowledge:</b><br/>Knowledge about own values. Basic knowledge about how your values and annoyances affect your perception and expectations in work/civic situations</p> <p><b>Skills:</b><br/>To be able to communicate in a way that you can be understood by people from other countries or cultures you are working with To be able to deal constructively with situations that you think is unclear or confusing.</p> <p><b>Competence:</b><br/>To be able to reflect on the influence your annoyance and your language have when you are working with people from other countries or cultures and adapt these to adapt and improve results in the future.</p> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Hand-out of the grid   |
| <b>Recommended duration</b>                                       | 1-2 hours  |
| <b>Assessment/ Evaluation</b>                                     |  |
| <b>References and other useful sources</b>                        | <p>N.B. This one is just for fun! What could happen:<br/> <a href="https://www.youtube.com/watch?v=ixwgzicdAMU">https://www.youtube.com/watch?v=ixwgzicdAMU</a></p> <p><b>Hand-Out #19</b></p>   |

| #20                        | THOUGHT TRAPS  |
|----------------------------|--|
| <b>Learning Objectives</b> | Learn how to notice your mind traps and learn how to avoid them  |
| <b>Keywords</b>            |  |
| <b>Abstract</b>            | <p>Thought Traps is a kind of logical somersaults that makes us misunderstand or misjudge situations. They are common and can be harmless. But if we let them dominate, they will strengthen already dysfunctional thinking. Then they get to feel and act in a way that we would not otherwise have done. When you learn to notice your mind traps you can also learn to avoid them.</p> <p>The most common mind traps</p> <p><b>1. All-or-nothing thinking</b><br/> Everything is black or white. There is nothing in between, no gray scale. If something is not perfect, it is a total failure.<br/> Ex. You have received the second highest rating on a test. You see it as a total failure that you didn't get the highest rating, despite the second highest grade is also a good rating.<br/> Beware of words like "nothing", "everything", "Total" or "complete". They show that you can be on your way into this mind trap.</p> <p><b>2. Over Generalization</b><br/> Few adverse events seen as a pattern typical of life as a whole.<br/> Ex. You did not get a job that you had sought and concludes you will never ever get a job.<br/> Most people have to search many jobs. That you do not have a job does not mean you will not get another. Beware of words like "never" or "always".</p> <p><b>3. Selective abstraction</b><br/> Part of a situation observed at the expense of other parts the same situation. A single negative detail color the entire real equality.<br/> Ex. You focus on a single negative comment in a positive opinion.</p> <p><b>4. Disqualification of the positive</b><br/> Positive experience is disqualified by taking not them to account. Then you can stick to a negative position, despite that there are many circumstances that disproves it.<br/> Ex. The boss praises you for a job, but you say to yourself that he only said that to be kind. The boss think that you're doing a good job if she says it. Beware of phrases such as "It does not count."</p> <p><b>5. Mind Reading</b><br/> Assuming without basis that someone is thinking negatively about yourself. You make no attempt to verify if it is really so.<br/> Ex. You meet a person you know on the street. He did not greet and you conclude that he does not like you.<br/> Maybe he went in his own thoughts and did not see you. The only way to know for sure what someone else thinks is to ask him or her.</p> |

| #20 | THOUGHT TRAPS  |
|-----|--|
|     | <p><b>6. Predictions</b><br/> It predicts that things will go badly or not work. They are so convinced that a prediction is true that it is as if it were already there.<br/> Predictions can become self-fulfilling prophecies. By that we act as if they were already true.<br/> Ex. You do not call your boyfriend because you think he is tired on you. Maybe he gets tired of you if he never hear from you.</p> <p><b>7. Catastrophication</b><br/> It focuses on negative events that could occur or expect the worst possible outcome. Your imagination allows you to see that situations have disastrous consequences or banal events get extreme and catastrophic consequences.<br/> Ex. You do not want to go to the store and shop as you may panic and pass out in the checkout.<br/> It is rare to faint in the checkout line. Should it happen, nobody would think you are an idiot. Everyone would probably think about how they could help you in the best way.<br/> Always expecting the worst should happen?</p> <p><b>8. Reduction and enlargement</b><br/> It exaggerates or diminishing characteristics, experiences or significance of events. It diminishes the positive and enlarges it is negative.<br/> Ex. You are late for a meeting and concludes that your entire future is ruined. It can cause trouble and cause offense if you come too late, but it is not the world's greatest sin.</p> <p><b>9. Emotional thinking</b><br/> Assuming that one's emotional responses reflect reality as it is.<br/> Ex. You feel stupid and conclude that you therefore are.</p> <p><b>10. Should-must- thinking</b><br/> They motivate themselves by thinking that they "must" or "should" do certain things. This leads to feelings of guilt when you cannot live up to your own rules.<br/> Ex. You do not want to show that you are sad because you think you must be strong.<br/> Why would you not be able to be strong even if you are sad?</p> <p><b>11. Labelling</b><br/> You put negative labels on yourself, instead of seeing each event as it is.<br/> Ex. You think of yourself as "a loser", instead of thinking that you have failed just at this particular time.</p> <p><b>12. Personalization</b><br/> You blame himself for things that you do not have control over.<br/> Ex. You blame yourself for your fellow worker suffered an accident, even though you have not been able to influence the process.</p> |

| #20 | THOUGHT TRAPS   |
|-----|---|
|     | <p><b>Exercise</b></p> <p>Identify your mind traps</p> <p>Practice how to recognize thinking errors. What thinking errors are here?</p> <ol style="list-style-type: none"> <li>1. I know he thinks I'm stupid.</li> <li>2. It is my fault that it's raining.</li> <li>3. It is my fault that no one wants to come to the party.</li> <li>4. I will fail the test.</li> <li>5. I am good at cleaning, but it means nothing because I cannot sing.</li> <li>6. I feel ugly and boring. So I am.</li> <li>8. I slipped on the way to work. It is typical for me. I am hopelessly clumsy.</li> <li>9. I did not pass the driving test this time. It will never go. It's just as well that I stop driving.</li> <li>10. I am a loser.</li> <li>11. I'm a bore.</li> <li>12. Everything I do gets disastrous.</li> <li>13. The cookies were a bit burnt. They are completely destroyed.</li> <li>14. If I am not able to attend the entire training session is no idea that I train at all.</li> <li>15. He thinks I dress boring. It must be so because he only said that the shoes are stylish.</li> <li>16. I should not be angry. Nice people are not angry.</li> <li>17. I cannot find the paper that I'm looking for. I'm a hopeless careless person who will never get any order in my things.</li> <li>18. She asked if I come to the party. It means she does not want me to come.</li> <li>19. I must be completely free from anxiety, otherwise I can do nothing.</li> <li>20. I will never meet anyone who wants to be my girlfriend.</li> </ol> <p><b>In the end there is a proposed solution.</b></p> <p><b>Exercise 1</b></p> <p>Finding own thought traps.</p> <p>Practice finding your own common thinking errors by working with a problem situation.</p> |
|     | Situation   |
|     | Automatic thoughts  |
|     | Thought Traps   |
|     | Alternative thoughts  |
|     |   |

| #20  | THOUGHT TRAPS   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|--|---|-----------------|---------------|--------------------|---------------------------|--------------------|-----------------------------|---------------|-----------------------------|--------------|--------------------------------------|-----------------------|----------------------------|-------------------------------------|-------------------------|------------------------|------------------|----------------------------------|-----------------------------|---------------|-----------------------------|
|  | <p><b>Exercise 2</b></p> <p>Thought Traps</p> <p>Work with further concrete situation during the week.</p>  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|  | Situation   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|  | Automatic thoughts  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|  | Thought Traps   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|  | Alternative thoughts  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
|  | <p><b>Solutions to Exercise 1</b></p> <table> <tr> <td>1. Mind Reading</td><td>11. Labelling</td></tr> <tr> <td>2. Personalization</td><td>12. Catastrophic thinking</td></tr> <tr> <td>3. Personalization</td><td>13. All or nothing thinking</td></tr> <tr> <td>4. Divination</td><td>14. All or nothing thinking</td></tr> <tr> <td>5. Reduction</td><td>15. Disqualification of the positive</td></tr> <tr> <td>6. Emotional thinking</td><td>16. Must- Should- thinking</td></tr> <tr> <td>7. Disqualification of the positive</td><td>17. Over Generalization</td></tr> <tr> <td>8. Over Generalization</td><td>18. Mind Reading</td></tr> <tr> <td>9. Divination and all or nothing</td><td>19. All or nothing thinking</td></tr> <tr> <td>10. Labelling</td><td>20. The thinking divination</td></tr> </table>          | 1. Mind Reading | 11. Labelling | 2. Personalization | 12. Catastrophic thinking | 3. Personalization | 13. All or nothing thinking | 4. Divination | 14. All or nothing thinking | 5. Reduction | 15. Disqualification of the positive | 6. Emotional thinking | 16. Must- Should- thinking | 7. Disqualification of the positive | 17. Over Generalization | 8. Over Generalization | 18. Mind Reading | 9. Divination and all or nothing | 19. All or nothing thinking | 10. Labelling | 20. The thinking divination |
| 1. Mind Reading  | 11. Labelling   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 2. Personalization   | 12. Catastrophic thinking   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 3. Personalization   | 13. All or nothing thinking   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 4. Divination  | 14. All or nothing thinking   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 5. Reduction   | 15. Disqualification of the positive  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 6. Emotional thinking  | 16. Must- Should- thinking  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 7. Disqualification of the positive                                      | 17. Over Generalization   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 8. Over Generalization   | 18. Mind Reading  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 9. Divination and all or nothing   | 19. All or nothing thinking   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| 10. Labelling  | 20. The thinking divination   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| <p><b>Learning outcomes: Knowledge/Skills/ Competences</b></p>           | <p>To get an insight in how our ways of thinking affect our daily life, and how we can use this knowledge to avoid getting into unnecessary situations.</p> <p><b>Knowledge:</b></p> <p>Knowledge about own values. Basic knowledge about how your values affect your perception and expectations in work/civic situations.</p> <p><b>Skills:</b></p> <p>To be able to communicate in a way that you can be understood by people from other countries or cultures you are working with To be able to deal constructively with situations that you think is unclear or confusing.</p> <p><b>Competence:</b></p> <p>To be able to reflect on the influence your behavior and your language have when you are working with people from other countries or cultures and adapt these to adapt and improve results in the future.</p> |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| <p><b>Variables to take into account (e.g. materials, equipment)</b></p> | <p>Here the teacher/trainer needs to be very careful with the levels of depth put into the activity. This is not meant to be an in-depth activity to arouse emotions that cannot be handled.</p>  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| <p><b>Recommended duration</b></p>                                       | <p>2 hours</p>  |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| <p><b>Assessment/ Evaluation</b></p>                                     |   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |
| <p><b>References and other useful sources</b></p>                        | <p><a href="https://www.youtube.com/watch?v=LGnQFQf7m0A">https://www.youtube.com/watch?v=LGnQFQf7m0A</a></p> <p>Hand-Out #20</p> <p>Reference: <a href="http://makowerpsykologi.se">makowerpsykologi.se</a></p>   |                 |               |                    |                           |                    |                             |               |                             |              |                                      |                       |                            |                                     |                         |                        |                  |                                  |                             |               |                             |

| #21                        | NETWORK FROM SCRATCH  |
|----------------------------|---|
| <b>Learning Objectives</b> | The basics of Networking  |
| <b>Keywords</b>            | Network, communication  |
| <b>Abstract</b>            | <p>What it is to start from zero, to quickly build a network in a new surroundings.</p> <p>What is most useful when it comes to networking?</p> <ul style="list-style-type: none"> <li>• To create contacts that lead to what you want.</li> </ul> <p>When do I need to know what I want first?</p> <p>And then figure out: where are those people?</p> <p>Looking for and found people to help me into the community, and new business contacts.</p> <p>It is important to be clear about what you want from the start. Otherwise, it can go anywhere.</p> <p>Focused on clarity and value of the relationship, to be able to deliver.</p> <ul style="list-style-type: none"> <li>• It applies both ways. You can deliver to them what they are interested in, so that there is a value, and they can deliver to you a value.</li> </ul> <p>Here it is again for clarity, asking bluntly: “What can I do for you?” People like it when you ask for help, so they must be good and be seen. You have to be sensitive and listen to what they want, otherwise there will be no relationship.</p> <p>What is the most common mistake when networking?</p> <ul style="list-style-type: none"> <li>• That is too self-absorbed.</li> </ul> <p>That it becomes too much of “look at me, I can sell this, buy me”.</p> <p>You forget to deliver to the person you are interested in. It takes a lot of courage to dare to make contacts and humility to network, to really listen to other people’s needs.</p> <ul style="list-style-type: none"> <li>• Another trap is to not know what you want. To collect contacts without knowing what to do with them. Quite a few people know what they really want and can deliver to others. The advice is that you start by making a strategy, and ask what is the essence of what you want and can give.</li> <li>• This becomes particularly clear when mingling. Choose carefully where you want to mingle, so you do not become exhausted. And was extremely clear. It can be scary to take the initiative in this way, it’s easier to chat about the weather. But it can also cost a lot of energy and money to go into the conversation and context that do not give you anything.</li> </ul> |

| #21   | NETWORK FROM SCRATCH  |
|---|---|
|   | <p>Are there any difference in how networking works in different countries?<br/>In Sweden it is important to get a reputation for being a professional, talented person. Background and education is so important, and you can safely send an email and ask to meet a person you do not know.</p> <p>In other countries, it is very hierarchal and formal, academic credit is very important, and you always need to be registered and introduced to make new contacts - otherwise you get nowhere.</p> <p>What is most important when it comes to network?<br/>• To be genuine, loving to love and really see people. And believe in yourself. Whether you face the very richest persons or electrician to fix the cables, it is the person behind that is most important.</p> |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>To know the basics in networking, what to think about and to be clear over as a base for discussions and further work and training.</p> <p><b>Knowledge:</b><br/>Basic social knowledge can be acquired or emphasized, the importance of really listen to others.</p> <p><b>Skills:</b><br/>To be able to focus upon other people, to listen actively.</p> <p><b>Competence:</b><br/>Active listening, basic social competence</p>   |
| <b>Variables to take into account (e.g. materials, equipment)</b> | This activity can also be performed as a role-play, create a session for mingle and have the participants mingle and network.   |
| <b>Recommended duration</b>                                       | 1 - 2 hour  |
| <b>Assessment/ Evaluation</b>                                     |   |
| <b>References and other useful sources</b>                        | <p>Reference:<br/> <a href="http://www.startanu.se">www.startanu.se</a><br/> <a href="http://www.unionenstudentbloggen.se/">www.unionenstudentbloggen.se/</a> </p>  |












| #22                 | ANALYZE YOURSELF AS NETWORK BUILDERS!   |
|---------------------|---|
| Learning Objectives |   |
| Keywords            | Network, networking   |
| Abstract            | <p>An exercise to use when training in personal networking! You can use this as an individual activity too!</p> <p>This exercise is for you to be aware of the negative or obstructive attitudes and preferences you have for networking. If you become aware of these you can do something about them, and thus suddenly increase your network significantly, and finding the very people you need for your job or your business.</p> <p>You should perform this exercise individually or in groups according to the following working time.</p> <ol style="list-style-type: none"> <li>1. Record all negative or limiting beliefs, images or attitudes that you have about the following areas. You must use at least 15 minutes alone on this, and make sure you really get out everything negative (all are also those who do not believe they have it, so go to your beliefs that you are a great networker!). <ul style="list-style-type: none"> <li>• How to create new relationships / contacts</li> <li>• How you look to expand your network</li> <li>• How you want to use your network</li> <li>• How to maintain your current network</li> </ul> </li> <li>2. In groups you notifies all their negative beliefs, and they are written on the blackboard or transparencies.</li> <li>3. Everyone now can see on the board and completes their own list of the negative perceptions that others have that also apply to them.</li> <li>4. Now make a T account on a page (this means that you share a piece of paper in the middle of by drawing a line from top to bottom. At the top left, enter “My negative beliefs about networking” and the right “Positive beliefs about networking”). Enter all the negative beliefs in the left column you have, and then you rephrase each of them into positive affirmations in the right column!</li> <li>5. Now that you’re done, you should tear off the left side (negative images) from the paper, and throw that part, or burn it <ul style="list-style-type: none"> <li>- a way to tell yourself that you now have a new way to look at networking. Then you should: <ul style="list-style-type: none"> <li>• Read the new positive list every day for a month, preferably high.</li> <li>• Repeat these statements to yourself as often as you can!</li> <li>• Start shopping for the ways that you have formulated instead by the limiting way, you now no longer live by.</li> <li>• Write down your positive experiences you win when you build your network, so you learn from the experience!</li> </ul> </li> </ul> </li> </ol> |

| #22   | ANALYZE YOURSELF AS NETWORK BUILDERS!   |
|---|---|
| <b>Learning outcomes: Knowledge/Skills/Competences</b>            | <p>The activity is to prepare the participants to be ready to start networking in a good and effective manner.</p> <p><b>Knowledge:</b><br/>Basic social knowledge can be acquired or emphasized, the importance of really listen to others.</p> <p><b>Skills:</b><br/>To be able to focus upon other people, to listen actively.</p> <p><b>Competence:</b><br/>Active listening, basic social competence</p> |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Flipchart or the equivalent, markers etc.   |
| <b>Recommended duration</b>                                       | 2 hours   |
| <b>Assessment/ Evaluation</b>                                     | Group-assessment by the end of the activity   |
| <b>References and other useful sources</b>                        | <b>Reference:</b> <a href="http://www.unionenstudentbloggen.se/">www.unionenstudentbloggen.se/</a><br><a href="http://www.natverkande.nu">www.natverkande.nu</a>  |

| #23                        | DEVELOP YOUR NETWORK  |
|----------------------------|---|
| <b>Learning Objectives</b> |   |
| <b>Keywords</b>            | Network, communication  |
| <b>Abstract</b>            | <p>One of the best ways to get a new job is to utilize and develop your network. More and more jobs are not advertised at all, not public. And even if they do so, employees' own corporate network's main source for recruiting new employees since they then have reliable references.</p> <p>Think about it. All the people you know, it need not be just your family and closest friends, tipsters and contacts. In the laundry room, canteen and kindergarten, everywhere you meet people who could be the key to the next job. Make sure all your friends and family know what you are doing - and not least what to do.</p> <p>Tell us therefore a bit about what you're working with to everyone you know, without being repetitive and tedious. The important thing is that they know roughly what you are working with. Because the work is important for everyone involved, it also involves all. If you know that a company needs to hire, offer tips to please your friends. And vice versa: Are you someone who you think would be suitable for a job, point to it willingly.</p> |

| #23   | DEVELOP YOUR NETWORK   |
|---|--|
|   | <p>Do you think your network is too small? Meet more people, and work up your social skills!</p> <ol style="list-style-type: none"> <li>1. Join associations and participate in their activities</li> <li>2. Using the lunch to keep the relationship with old friends and acquaintances alive.</li> <li>3. Get involved in your company's internal staff activities.</li> <li>4. Go evening courses - further develop your hobbies.</li> <li>5. Further training on the job - seminars, training courses are valuable venues with industry colleagues.</li> <li>6. Ask your friends to listen to their networks on your behalf.</li> </ol> <p>Please note that only 25 percent of jobs come from formal channels, the remaining 75 percent comes from informal.</p> |
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>Continuation on the networking activities.</p> <p><b>Knowledge:</b><br/>Basic social knowledge can be acquired or emphasized, the importance of really listen to others.</p> <p><b>Skills:</b><br/>To be able to focus upon other people, to listen actively.</p> <p><b>Competence:</b><br/>Active listening, basic social competence</p>   |
| <b>Variables to take into account (e.g. materials, equipment)</b> | <p>Discussions and practical training on how to build and develop your network. Can also be performed as role-play within the group as an exercise in finding topics to talk about.</p>  |
| <b>Recommended duration</b>                                       | 1 hour   |
| <b>Assessment/ Evaluation</b>                                     |  |
| <b>References and other useful sources</b>                        | <p><a href="https://www.youtube.com/watch?v=XY7FA--_SGw">https://www.youtube.com/watch?v=XY7FA--_SGw</a><br/> <a href="https://www.youtube.com/watch?v=Po-QOVodPhU">https://www.youtube.com/watch?v=Po-QOVodPhU</a></p> <p><b>Reference:</b><br/> <a href="http://www.arbetsformedlingen.se">www.arbetsformedlingen.se</a><br/> <a href="http://www.skolverket.se">www.skolverket.se</a></p>   |

| #24   | NEGOTIATE   |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
|---|---|---|------------|---|--------|--|--------|------------------------------|--------|----------------------------|--------|-----------|------|------|------------|---|---|---|---|
| Learning Objectives   | To get an insight in negotiations.  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Keywords  | Negotiation, communication, conflict management   |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Abstract  | <p>Decide if you think different in one thing.<br/>Tell us what you think about it.<br/>Ask what the others think about it.<br/>Listen carefully to the answer.<br/>Think about why she / he thinks the way they do.<br/>Come up with a good compromise for both.</p> <p>Negotiate<br/>When will you try this next week?</p> <p>.....</p> <p>With whom you can work this out?</p> <p>.....</p> <table><tr><td>Could you be clear about what you thought?</td><td>Yes No</td></tr><tr><td>Could the other perceive your way as provocative?</td><td>Yes No</td></tr><tr><td>Did you listen carefully to the other?</td><td>Yes No</td></tr><tr><td>Did you follow-up questions?</td><td>Yes No</td></tr><tr><td>Did you try to compromise?</td><td>Yes No</td></tr></table> <p>This I can do better:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Judge for yourself how well you used the skill:</p> <table><tr><td>Excellent</td><td>Good</td><td>Poor</td><td>Don't know</td></tr><tr><td></td><td></td><td></td><td>?</td></tr></table> | Could you be clear about what you thought?  | Yes No     | Could the other perceive your way as provocative? | Yes No | Did you listen carefully to the other? | Yes No | Did you follow-up questions? | Yes No | Did you try to compromise? | Yes No | Excellent | Good | Poor | Don't know |  |  |  | ? |
| Could you be clear about what you thought?  | Yes No  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Could the other perceive your way as provocative?                                   | Yes No  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Did you listen carefully to the other?  | Yes No  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Did you follow-up questions?  | Yes No  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Did you try to compromise?  | Yes No  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Excellent   | Good  | Poor  | Don't know |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
|  |    |  | ?          |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Learning outcomes:  | A small starter in negotiating, to learn about the art of compromise.   |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Variables to take into account (e.g. materials, equipment)                          |   |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Recommended duration  | 30 minutes negotiating +30 minutes for self-evaluation and discussion   |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| Assessment/ Evaluation  | Self-evaluation, discussions in the group.  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |
| References and other useful sources   | <a href="https://www.youtube.com/watch?v=5KAUYCYVago">https://www.youtube.com/watch?v=5KAUYCYVago</a><br><a href="https://www.youtube.com/watch?v=bgz2vNMTpxQ">https://www.youtube.com/watch?v=bgz2vNMTpxQ</a><br><br>Hand-out #24  |   |            |   |        |  |        |                              |        |                            |        |           |      |      |            |   |   |   |   |

| #25                        | PAST EXPERIENCE   |
|----------------------------|---|
| <b>Learning Objectives</b> | To help yourself by using previous experiences to change.   |
| <b>Keywords</b>            | Change, adaptation.   |
| <b>Abstract</b>            | <p>In this exercise, you should identify your past experiences. Think of previous changes you have made and think about:</p> <p>What went well when you did this change?<br/>         What helped you to make the change?<br/>         What went less well when you made the change?<br/>         Was there anything in particular that bothered you on the way?</p> <p>Then summarize the lessons learnt and take them with you to your new change.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Previous Change:<br/>Calmer in meetings at work</li> <li>• This went well:<br/>I got a positive boost when I noticed that I can control my mood and how I react. The climate was better in the group.</li> <li>• This helped me:<br/>I wrote a reminder to myself that I had in front of me at the meeting. I made sure to always unwind before the meeting so that I was calm from the beginning.</li> <li>• There was less good:<br/>I did not involve my colleagues in the need for change, which meant that they could still have a behavior that provoked me.<br/>For workgroup climate, I should have had a dialogue with everyone involved.</li> <li>• This disrupted:<br/>My own time management. If I had not planned my own planning time, and had the possibility to calm down before the meeting, it was not good.</li> <li>• Lessons learnt:<br/>If I am careful with my timing, I have better chances to succeed. It is good if I can involve my surroundings in the change I have to do.</li> </ul> <p>Previously change:<br/>         .....<br/>         This went well:<br/>         .....<br/>         This did not go well:<br/>         .....<br/>         This helped me:<br/>         .....<br/>         This disturbed me:<br/>         .....<br/>         Learning:<br/>         .....</p> |

| #25   | PAST EXPERIENCE  |
|---|--|
| <b>Learning outcomes:<br/>Knowledge/Skills/<br/>Competences</b>   | <p>To make change improve by using examples from your past and to structure what went well and how you can use that knowledge in the present.</p> <p><b>Knowledge:</b><br/>Knowledge about own values. Basic knowledge about how your values affect your perception and expectations in work/civic situations.</p> <p><b>Skills:</b><br/>To be able to communicate in a way that you can be understood by people.<br/>To be able to deal constructively with situations that you think is unclear or confusing.</p> <p><b>Competence:</b><br/>To be able to reflect on the influence your behavior and your language have when you are working with people and to adapt and improve results in the future.</p> |
| <b>Variables to take into account (e.g. materials, equipment)</b> |  |
| <b>Recommended duration</b>                                       | 1 hour   |
| <b>Assessment/ Evaluation</b>                                     | Group assessment in small groups   |
| <b>References and other useful sources</b>                        | <a href="https://www.youtube.com/watch?v=gwJ_3esCtiA">https://www.youtube.com/watch?v=gwJ_3esCtiA</a><br><br>Hand-out #25  |

| #26                        | STRENGTHS AND MOTIVATION!   |
|----------------------------|---|
| <b>Learning Objectives</b> | Finding out what motivates you and where to find it   |
| <b>Keywords</b>            | Motivation, personal resources  |
| <b>Abstract</b>            | <p>Take out a pen and paper! Write down what you think when you read these questions, maybe it can help you to take a small step towards your dreams! To live according to your values and do what you think is fun gives energy and fluency. Everything becomes much easier.</p> <p>Sometimes life's responsibilities takes over and we cannot keep up with the things we think are fun and we dreamed of doing.</p> <p>Now take the time and write down what you would like to do and experience leading to more self-satisfaction for you!</p> <p>* What do you think is funny? What gets you motivated and uplifted?</p> <p>.....</p> <p>.....</p> <p>* Write down 10 things you want to do!</p> <p>1 . .....</p> <p>2 . .....</p> <p>3 . .....</p> <p>4 . .....</p> <p>5 . .....</p> <p>6 . .....</p> <p>7 . .....</p> <p>8 . .....</p> <p>9 . .....</p> <p>10 . .....</p> <p>* Are there any of these things that you could start with right now? What do you need to carry one of these things?</p> <p>.....</p> <p>.....</p> <p>* One way to get in touch with what you are uplifted by is to think back to a situation or event which you enjoyed to the fullest! An event when the time might stopped when you felt strong and free, or laughed so you choked, or a situation where your performance was on top! An event you will never forget. Describe the situation! What did you do? What did you experience? How did you feel?</p> <p>.....</p> <p>.....</p> <p>* What was it you did that contributed to what made this event so successful? What qualities and resources of yourself did you use?</p> <p>.....</p> <p>.....</p> |

| #26   | STRENGTHS AND MOTIVATION!   |
|---|---|
|   | <p>* What can you learn from this? Can you apply these feelings, thoughts and qualities in your everyday life today? How? What you need to focus on and what do you prioritize?</p> <p>.....</p> <p>.....</p> <p>* I wish now that you are thinking of earlier times when you have succeeded. Take the examples of previous success when you felt pride and got a kick out of self-confidence. Write down these examples.</p> <p>.....</p> <p>.....</p> <p>* Now write down the qualities and resources you used to accomplish this.</p> <p>.....</p> <p>.....</p> <p>* In these situations, you got to grow and feel your true potential! Which of these strengths, qualities and resources can you use to achieve your goals for the future?</p> <p>.....</p> <p>.....</p> <p>* Is there anything you dream of doing, that you can decide to do right now? In such cases, what, when and how?</p> <p>.....</p> <p>.....</p> |
| <b>Learning outcomes: Knowledge/Skills/Competences</b>            | <p>To make change improve by using examples from your past and to structure what went well and how you can use that knowledge in the present.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Knows practical characteristics and examples of the competency.</li> <li>· About setting personal goals</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Higher awareness of your own decision making</li> <li>· Improve presentation skills.</li> <li>· Is able to better handle job interview.</li> </ul>  |
| <b>Variables to take into account (e.g. materials, equipment)</b> | Pen and paper   |
| <b>Recommended duration</b>                                       | 1 hour  |
| <b>Assessment/ Evaluation</b>                                     |   |
| <b>References and other useful sources</b>                        | <a href="https://www.youtube.com/watch?v=JliPntyTwfk">https://www.youtube.com/watch?v=JliPntyTwfk</a><br>Hand-out #26   |



## Hand-outs

The hand-out numbers corresponds to the activity number

### Hand-out #5

#### Example of questions for Circle of questions

What do you consider a difficult customer?

Can you tell us about a "tricky" situation you have had at work?

What computer programs do you need to know to do your job?

What type of people do you meet in your work?

Are you interested in changing your job? If yes, why?

What skills do you need to work within the tourism industry?

What personality traits are of importance when working in the industry?

How important are language skills within your industry?

What do you consider cultural differences?

Can you describe a situation you have encountered and that could have been solved if it wasn't for a language barrier?

What does customer service mean to you?

Do you know how to greet people from other cultures? Do you know the do's and the don'ts of other cultures?

What are the pros of your desired work?

What are the cons of your desired work?

What skills would you like to acquire, to be able to advance in your professional life?

## Hand-out #7

Think of two different situations where you have a conflict, disagreement or argument, with someone. An example might be a co-worker or someone you live with. Then, according to the following scale, fill in your scores for situation A and situation B. For each question, you will have two scores.

For example, on question #1 the scoring might look like this: 1. 2/4.

Write the name of each person for the two situations here:

Person A ..... Person B .....

1 = never      2 = seldom      3 = sometimes      4 = often      5 = always

|     | A | B |  |
|-----|---|---|--|
| 1.  |   |   | I avoid being “put on the spot”; I keep conflicts to myself.                       |
| 2.  |   |   | I use my influence to get my ideas accepted.                                       |
| 3.  |   |   | I usually try to split the difference to resolve an issue.                         |
| 4.  |   |   | I generally try to satisfy the others’ needs.                                      |
| 5.  |   |   | I try to investigate an issue to find a solution acceptable to us.                 |
| 6.  |   |   | I usually avoid open discussion of my differences with the other.                  |
| 7.  |   |   | I use my authority to make a decision in my favor.                                 |
| 8.  |   |   | I try to find a middle course to resolve an impasse.                               |
| 9.  |   |   | I usually accommodate to the other’s wishes.                                       |
| 10. |   |   | I try to integrate my ideas with the other’s to come up with a joint decision.     |
| 11. |   |   | I try to stay away from disagreement with the other.                               |
| 12. |   |   | I use my expertise to make a decision that favors me.                              |
| 13. |   |   | I propose a middle ground for breaking deadlocks.                                  |
| 14. |   |   | I give in to the other’s wishes.   |
| 15. |   |   | I try to work with the other to find solutions that satisfy both our expectations. |
| 16. |   |   | I try to keep my disagreement to myself in order to avoid hard feelings.           |
| 17. |   |   | I generally pursue my side of the issue.   |
| 18. |   |   | I negotiate with the other to reach a compromise.                                  |
| 19. |   |   | I often go with the other’s suggestions.   |
| 20. |   |   | I exchange accurate information with them so we can solve a problem together.      |
| 21. |   |   | I try to avoid unpleasant exchanges with the other.                                |
| 22. |   |   | I sometimes use my power to win the argument.                                      |
| 23. |   |   | I use “give and take” so that a compromise can be made.                            |
| 24. |   |   | I try to satisfy the other’s expectations.   |
| 25. |   |   | I try to bring all our concerns out in the open so that issues can be resolved.    |

Scoring: Add up your scores on the following question

| A   B         | A   B         | A   B         | A   B         | A   B         |
|---------------|---------------|---------------|---------------|---------------|
| 1. ____ ____  | 2. ____ ____  | 3. ____ ____  | 4. ____ ____  | 5. ____ ____  |
| 6. ____ ____  | 7. ____ ____  | 8. ____ ____  | 9. ____ ____  | 10. ____ ____ |
| 11. ____ ____ | 12. ____ ____ | 13. ____ ____ | 14. ____ ____ | 15. ____ ____ |
| 15. ____ ____ | 17. ____ ____ | 18. ____ ____ | 19. ____ ____ | 20. ____ ____ |
| 21. ____ ____ | 22. ____ ____ | 23. ____ ____ | 24. ____ ____ | 25. ____ ____ |

**Total Score:**

|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| ____ ____ | ____ ____ | ____ ____ | ____ ____ | ____ ____ |
| A   B     | A   B     | A   B     | A   B     | A   B     |

**Column 1 Avoidance Score:**

**Column 2 Competition Score:**

**Column 3 Compromise Score:**

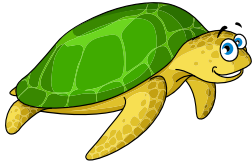
**Column 4 Accommodation Score:**

**Column 5 Collaboration Score:**

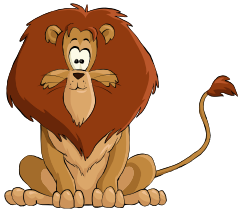
Below you will find an explanation of each conflict management style:

Conflict Management Menagerie

## Characterising five common responses to conflict



**Turtle - Avoider:** All conflict is to be avoided at any cost. Contentious issues are shunned and allowed to remain unchallenged. This results in a loss of goals and in damage to relationships. The turtle character communicates an air of helplessness in the face of conflict, believing that solutions to disagreements and divergence of energies are not easily found. Like the turtle when danger looms, they quickly withdraw into their thick-shelled carapace of avoidance.



**Lion - Competition:** The Lion is king and the king must be seen to be in control and to win. Conflict is a way of demonstrating control. Relationships are only important for their usefulness. How others view them is not as important as their pride in the strength they can display over weakness. To lose in conflict, which for them can simply mean giving way, is seen as a sign of weakness.



**Ostrich - Compromiser:** Favours the middle ground, resulting in all sides in the conflict winning a little and losing a little. They regard sacrificing part of the goal as being preferable to the conflict continuing. The attitude can be born out of lack of experience, lack of confidence, or not having a viable strategy for addressing conflict. Although they can identify the problem, if they feel that their interests are at risk they will ignore the problem and settle for a short-term solution.



**Teddy Bear - Accommodator:** Avoids discussing the conflict in order to protect the relationship. They feel it is easier to accommodate the other party by smoothing over any problem. They fear addressing the issue and running the risk of damaging the relationship by causing possible hurt.



**Owl - Collaboration:** A wise old bird, the owl views conflict as a healthy occurrence. He knows that the Chinese character for Conflict combines the characters for Danger and Opportunity. The owl is creative in helping those involved to find a solution that does not damage the relationship. They help others to explore and identify the difficulty and are only satisfied when a problem is resolved and tensions are dissolved.

## Hand-out #8

### Scenarios

#### 1

Frank is 18. He has just finished his apprenticeship as mechanical engineer. He has very often thought of quitting the apprenticeship but decided to finish it because his parents urged him to do so. Now that he has finalised his vocational training and really wants to do something else. Before telling anybody else he resigns his job and registers with the unemployment office.

What would you recommend Frank to do now? What problems may he be facing?

#### 2

Maria has been a very good student. After she finished her high-school diploma she started to work at an airline. She was a stewardess and loved to travel to different countries. She is 30 years old now and lately she has not been so happy with her job anymore.

Maria has been in a relationship for several years and her boyfriend wants to get married and have children. She has seen that the airline has not been very kind with colleagues that have become pregnant. She is not sure what to do.

What would you recommend Maria to do now? How should she deal with this situation?

#### 3

Marco has been an athlete for all his life. He was qualified for the Olympics two times and participated once already. The second time he was supposed to participate he injured himself badly just a few weeks before the event. He is 26

now and the next Olympics will be in two more years. He has had another injury since then. He is the best athlete in his country and could perform very well in the Olympics. At this point he is in doubt what to do.

His friends have completed their studies and are successfully picking up their careers. He does not earn a lot of money with sports, has to follow a strict training routine. He lives from the money he gets through a few sponsors that support him. He wants to take a decision now how to continue.

What would you recommend Marco to do now? Should he keep up the training or should he pursue a different career now?

#### 4

Erica is 43 and mother of two children (15 and 18 years). Her husband died when the children were very young. Working as a cashier in a supermarket, Erica has managed to bring up the kids with a lot of help by the parents of her husband. The parents of her husband are about 70 years old and are retired.

She met a man and has been going out with him for half a year. Due to his job he has to move to another region. He asks her to come with her. Erica does not know what to do.

What would you recommend Erica to do now? What impact would that decision have on her life and her surroundings?

| Scenario | Your questions for an interview | Your solution | Interviewee 1 | Interviewee 1 | Interviewee 1 | Interviewee 1 |
|----------|---------------------------------|---------------|---------------|---------------|---------------|---------------|
| 1        |                                 |               |               |               |               |               |
| 2        |                                 |               |               |               |               |               |
| 3        |                                 |               |               |               |               |               |
| 4        |                                 |               |               |               |               |               |

## Hand-out #9

### Grow

Four steps + one initial step: Topic, Goal, Reality, Options, Way forward

#### Topic

Establish contact, get a feeling that you are "in" the situation. This is about motions, feelings and trust.

Decide on a topic for the dialogue, a) knowledge- or competence development in some specific area, b) to get some understanding about how certain issues are connected or constructed, c) a problem regarding work, social life, private life, health etc.

Make a plan for the dialogue or sessions of dialogues regarding the chosen topic.

#### Goal

Decide about what is to come out from the dialogues: a) an action plan for knowledge-and competence development, b) a preliminary or definitive solution of the problem, c) highlight the problem using mentoring, d) make an action plan on how to solve the problem.

Document the expected result, which should be equivalent to the goal, and it should also be SMART (specific, measureable, adapted, relevant and time set) to be able to follow up on how you are progressing in relation to your time frame.

Express your aim. That is, *what you want to gain by reaching your goal or goals.*

#### Reality

Talk about different aspects of the present situation. The coach confirms that he or she understands (by being "in" the situation), put in questions for clarification. The coach doesn't contribute with teaching, guidance or counselling.

Do not use standardized questions. When questioning, this should be done in the context of the dialogue. Questions could be formulated according to the Case method.

#### Options

In this section of the dialogue it's about finding ways and options to reach the goal. The ideal situation is when the client come up with his or hers own solutions to reach the goal. Different approaches could (should) be tested. Then the action plan should be formulated.

#### Way Forward

Finally the client chooses a way to reach the goal. You try different alternatives, those that were discussed under section O (options), and those that rise during the process.

A great deal of learning will take place during this process.

## Hand-out #10

### CM, Case Method

*A method for solving problems and managing other situations. Intended for groups but can work on an individual basis as well. This method is also intended to make people learn how to solve problems on their own by using this model.*

When working with questions like the above, it might be useful to draw on the combined knowledge and experience of a group dealing with the same issues. The Case Method could be just the tool to use.

This is an adapted way of using the case method, CM, which was developed at Harvard Business School in the 1960s as a learn-

ing method. It is a usable method for putting together experiences, difficulties or solutions experienced into a manageable approach, i.e. an action plan, for future work.

It shows how to organize experiences and solutions in a way that involves the whole group of trainees at the same time, and also provides the group with analysis and an action plan that derives

from what has actually happened when testing the material in the pilot phase.

This is also a good method for workgroups, and other groups of people, to solve problems or situations on their own and at the same time develop their own competences.

2

Here you write different suggestions on problems/situations. A problem/situation in this context means something you don't know how to handle in a practical way. Mark every person's or workgroup's suggestion/solution in a list.

| 1  | 3a   | 3b   | 4a  | 4b  |   |
|--|--|--|---|---|---|
| <b>Facts about the situation (which have the problem as described above)</b> | <b>Strengths or resources within the situation</b> | <b>Weaknesses or barriers within the situation</b> | <b>Recourses in the environment to help solve the problem</b> | <b>Barriers and difficulties in the environment to help solve the problem</b> | <b>Further information about the problem that is needed before moving on to field 5</b> |

5

Here you write down suggestions/solutions for an action plan and the purpose of the action plan. Mark the suggestions with the same letter as for the problems / suggestions in field 2.



This is a method that focuses on solutions, in particular, solutions made by the people who were involved in the situation that needs attention for future use.

It is a good idea to use a whiteboard, or similar, when working with the case method so that everyone can follow the progress and also feel more involved in it. This method is suitable for groups from 2 up to 80 people.

When using this method for the first time, it is useful to follow the steps and numbers in the model in order to get a good understanding of the way it works. When you are more used to this method you can put in data in the appropriate box as they arise or are suggested by trainees.

## Hand-out #11

### Designing a project

| role              | how he/she is  | what you observed<br>how you define it |
|-------------------|--|--|
| <b>leader</b>     | <p>takes on responsibility over a task<br/>leads his/her team</p> <p>defines and takes care of the direction<br/>of development</p> <p>uses the resources of a team<br/>takes decisions</p>                                      |  |
| <b>assistant</b>  | <p>supports the team</p> <p>does a lot of assisting tasks</p> <p>executes decisions</p>  |  |
| <b>co-worker</b>  | <p>has a field of action</p> <p>works alone or together with others</p> <p>takes part in decision making<br/>processes</p> <p>takes on responsibility for projects or<br/>parts</p>  |  |
| <b>specialist</b> | <p>possesses special knowledge or skills</p> <p>works on a certain field</p> <p>takes on responsibility for details</p>  |  |
| <b>observer</b>   | <p>accompanies the process</p> <p>listens to the conversations and<br/>observes the interactions carefully</p> <p>takes notes of his/her observations</p> <p>shares his/her observations in order<br/>to improve the process</p> |  |

## Hand-out #13

### Basic needs



## Hand-Out #16

### Exercise

Ask your inner voices what they want to say and write down their answers!

| What is it this inner voice wants to tell you?                         |  |
|--|--|
| The dreamer  |  |
| The ambiguous  |  |
| The realist  |  |
| What needs do it then have to fulfil those and succeed?                |  |
| The dreamer  |  |
| The ambiguous  |  |
| The realist  |  |
| What can the inner voice teach you that leads to a favorable decision? |  |
| The dreamer  |  |
| The ambiguous  |  |
| The realist  |  |

Next step?

Make a summary of what your voices to tell you, what needs they need to be met, and what they consider necessary for your dream to be achieved in the best possible way! What do you need to take into account, what do you focus on? What is your next step?

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## Hand-Out #18

During the year, you then go in and stands for the targets you have met and highlights those that might become obsolete or changed.

It helps you focus on what is truly important to you!

**Want to keep! i.e. people, activities, etc.**

**Want to get rid of! i.e. feelings, activities, energy thieves etc.**

**Want to add spiritually:**

**Want to add materially:**

**To achieve / make:**

## Hand-Out #19

By sorting out your annoyance your life becomes easier, you get more balanced and you become a happier person!

List your annoyances, big and small!

1: ..... 5: .....  
 2: ..... 6: .....  
 3: ..... 7: .....  
 4: ..... 8: .....  
 9: .....

The next step is to look at the annoyances and sort them in different categories. The ones you can take care of on your own, the ones you can ask someone else to take care of, the ones you can pay someone to take care of, and others that do not fit into any other category.

|  |  |
|--|--|
| <b>Take care of yourself:</b>            | <b>Delegate:</b>                         |
| <br><br><br><br><br><br><br><br><br><br> | <br><br><br><br><br><br><br><br><br><br> |
| <b>Pay:</b>                              | <b>Other:</b>                            |
| <br><br><br><br><br><br><br><br><br><br> | <br><br><br><br><br><br><br><br><br><br> |

Write it down together with the date when you will deal with the annoyance, who should do what and how it will happen.

Under the heading “Other”, is there unsolvable annoyances there? Those who are there and cannot move on? Then you need to find a new approach to them!

1. What is it that irritates you so much with these?
2. Can you describe how you feel about them now?
3. Give examples of other perspectives on how you can see this annoyance!
4. What can you learn from this annoyance?
5. Are there any other person who is not annoyed by this? How does that person do this?  
What can you learn from him / her?
6. What can you do to minimize the power irritation have over you?

## Hand-Out #20

### Exercise

Identify your mind traps.

Practice how to recognize thinking errors. What thinking errors are here?

1. I know he thinks I'm stupid.
2. It is my fault that it's raining.
3. It is my fault that no one wants to come to the party.
4. I will fail the test.
5. I am good at cleaning, but it means nothing because I cannot sing.
6. I feel ugly and boring. So I am.
8. I slipped on the way to work. It is typical for me. I am hopelessly clumsy.
9. I did not pass the driving test this time. It will never go. It's just as well that I stop driving.
10. I am a loser.
11. I'm a bore.
12. Everything I do gets disastrous.
13. The cookies were a bit burnt. They are completely destroyed.
14. If I am not able to attend the entire training session is no idea that I train at all.
15. He thinks I dress boring. It must be so because he only said that the shoes are stylish.
16. I should not be angry. Nice people are not angry.
17. I cannot find the paper that I'm looking for. I'm a hopeless careless person who will never get any order in my things.
18. She asked if I come to the party. It means she does not want me to come.
19. I must be completely free from anxiety, otherwise I can do nothing.
20. I will never meet anyone who wants to be my girlfriend.

In the end there is a proposed solution.

## Exercise 1

Finding own thought traps.

Practice finding your own common thinking errors by working with a problem situation.

| Situation     | Automatic thoughts   |
|---------------|----------------------|
|               |                      |
| Thought Traps | Alternative thoughts |
|               |                      |

## Exercise 2

Thought Traps

Work with further concrete situation during the week.

| Situation     | Automatic thoughts   |
|---------------|----------------------|
|               |                      |
| Thought Traps | Alternative thoughts |
|               |                      |

Solutions to Exercise 1

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. Mind Reading                     | 11. Labelling                        |
| 2. Personalization                  | 12. Catastrophic thinking            |
| 3. Personalization                  | 13. All or nothing thinking          |
| 4. Divination                       | 14. All or nothing thinking          |
| 5. Reduction                        | 15. Disqualification of the positive |
| 6. Emotional thinking               | 16. Must- Should- thinking           |
| 7. Disqualification of the positive | 17. Over Generalization              |
| 8. Over Generalization              | 18. Mind Reading                     |



## Hand-Out #24

Decide if you think different in one thing.

Tell us what you think about it.

Ask what the others think about it.

Listen carefully to the answer.

Think about why she / he thinks the way they do.

Come up with a good compromise for both.

### Negotiate

When will you try this next week?

.....

.....

With whom you can work this out?

.....

.....

|   |     |    |
|---|-----|----|
| Could you be clear about what you thought?        | Yes | No |
| Could the other perceive your way as provocative? | Yes | No |
| Did you listen carefully to the other?            | Yes | No |
| Did you follow-up questions?                      | Yes | No |
| Did you try to compromise?                        | Yes | No |

This I can do better:

.....

.....

.....

.....

.....

.....

Judge for yourself how well you used the skill:

Excellent      Good      Poor      Don't know



?

## Hand-Out #25

Then summarize the lessons learnt and take them with you to your new change.

### Example:

- Previous Change:  
Calmer in meetings at work
- This went well:  
I got a positive boost when I noticed that I can control my mood and how I react.  
The climate was better in the group.
- This helped me:  
I wrote a reminder to myself that I had in front of me at the meeting.  
I made sure to always unwind before the meeting so that I was calm from the beginning.
- There was less good:  
I did not involve my colleagues in the need for change, which meant that they could still have a behavior that provoked me.  
For workgroup climate, I should have had a dialogue with everyone involved.
- This disrupted:  
My own time management. If I had not planned my own planning time, and had the possibility to calm down before the meeting, it was not good.
- Lessons learnt:  
If I am careful with my timing, I have better chances to succeed.  
It is good if I can involve my surroundings in the change I have to do.

**Previously change:**

.....

**This went well:**

.....

**This did not go well:**

.....

**This helped me:**

.....

**This disturbed me:**

.....

**Learning:**

.....

## Hand-Out # 26

Take out a pen and paper! Write down what you think when you read these questions, maybe it can help you to take a small step towards your dreams!

To live according to your values and do what you think is fun gives energy and fluency. Everything becomes much easier.

Sometimes life's responsibilities takes over and we cannot keep up with the things we think are fun and we dreamed of doing.

Now take the time and write down what you would like to do and experience leading to more self-satisfaction for you!

\* What do you think is funny? What gets you motivated and uplifted?

.....

.....

\* Write down 10 things you want to do!

- 1 . .....
- 2 . .....
- 3 . .....
- 4 . .....
- 5 . .....
- 6 . .....
- 7 . .....
- 8 . .....
- 9 . .....
- 10 . .....

\* Are there any of these things that you could start with right now? What do you need to carry one of these things?

.....

.....

\* One way to get in touch with what you are uplifted by is to think back to a situation or event which you enjoyed to the fullest! An event when the time might stopped when you felt strong and free, or laughed so you choked, or a situation where your performance was on top! An event you will never forget.

Describe the situation! What did you do? What did you experience? How did you feel?

.....

.....

\* What was it you did that contributed to what made this event so successful? What qualities and resources of yourself did you use?

.....

.....

\* What can you learn from this? Can you apply these feelings, thoughts and qualities in your everyday life today? How? What you need to focus on and what do you prioritize?

.....

.....

\* I wish now that you are thinking of earlier times when you have succeeded. Take the examples of previous success when you felt pride and got a kick out of self-confidence. Write down these examples.

.....

.....

\* Now write down the qualities and resources you used to accomplish this.

.....

.....

\* In these situations, you got to grow and feel your true potential! Which of these strengths, qualities and resources can you use to achieve your goals for the future?

.....

.....

\* Is there anything you dream of doing, that you can decide to do right now? In such cases, what, when and how?

.....

.....







# MOSSE

Guidelines For Participants



Erasmus+

## INTRODUCTION

The skills of an individual that are reflected in interpersonal relations are called soft skills. They involve different capabilities of you about how you approach, integrate and work in specific circumstances, whether you can cooperate and follow rules in the environment, or solve problems that occur in an effective way, and if you can communicate with others in an assertive way.

Traditional education has most probably not focused on teaching you to improve your ‘social skills’, ‘communication skills’, or ‘organisation skills’. But in today’s fast changing society we must move from a rigid definition of social skills as conversation skills to a broader understanding of Soft Skills: your ability to successfully and deliberately mediate your world as family member, worker, citizen and lifelong learner. Social skills are important on a number of different levels. As we become more and more technologically oriented, we are faced with a paradox: As we communicate more and more, we understand less and less.

These Guidelines refer to the second step in the Valorize Process; the **Model of Soft Skills Empowerment (MOSSE)**. They will give you overview and background information on the twelve soft skills that have been assessed in

the previous MOSSA phase where you were first asked to make a self-assessment of your soft skills, then did the Situational Judgement Test; and where, as intermediary result, your personal Soft Skills Evaluation Table had been elaborated.

Depending on the results of this assessment, you will now be asked to participate in a short training which will consist of a number of activities, exercises or homework. The composition of this training plan will depend on your soft skills assessment, which means that it will be tailor-made to cover your individual and specific training needs!

However, since soft skills cannot be learned “by heart” or trained successfully within a short training session, we consider it necessary that you receive this background information about those skills. In this brochure, we will focus on each of the 12 soft skills and explain in a comprehensive way why they are necessary and how they can be achieved by you. We hope that these Guidelines will be a valuable source of information and that they will accompany you not only in this training phase, but also in your future professional life.

**We wish you a successful training!**



## The 12 most important soft skills

Following a survey on soft skills required by employers and recruiters to high-skilled human resources, we identified a range of aspects of social competences that are dealt with in the

assessment and empowerment outcomes. We composed a list of 12 soft skills in three clusters that are relevant to the current employment situation in Europe.

| <b>Cluster A:<br/>Navigate the world<br/>of work</b> | <b>Cluster B:<br/>Social skills</b> | <b>Cluster C:<br/>Achieving Results</b> |
|--|-------------------------------------|---|
| Adaptability & Flexibility                           | Communication Skills                | Decision Making                         |
| Motivation   | Team Working                        | Problem Solving                         |
| Managing Responsibility                              | Conflict management                 | Creativity & Innovation                 |
| Time Management                                      | Service Skills                      | Critical & Structured Thinking          |

In the following, you will find background information about each of these skills, why they are necessary and how they can be achieved by you.

## Cluster A: Navigate the world of work

### 1 - Adaptability & flexibility

Adaptability describes the individual skills to adapt oneself in personal and social situations to new demands of the environment. This is particularly necessary in the context of working with others in groups (teams), so that common objectives can be achieved more quickly and effectively. However, adaptability and flexibility reach their borders when it comes to aspects of self-realization and personal independence. Successful adaptability generates the feeling of having done something for the society, family, friends, or one's organisation.

Many people do not recognize the need for more flexibility as opportunities, they worry whether they are still able to keep up at all, and they often feel hopelessly over-challenged when they are confronted with changes. A new situation that implies only for one person a slight change in his behavior, may mean a complete turnaround in thinking and acting for another person already. Many people find it so difficult to adapt because new situations force them to a (sometimes radical) break with their cherished habits.

Flexibility, i.e. the will to change, is a skill that is pronounced in different degrees in persons. According to psychologists, childhood plays a crucial role in our mental and emotional flexibility. Overprotected children who were packed by their parents in cotton wool and never had to decide, never learned to accept responsibility for their actions. When they are later confronted with a situation with far-reaching consequences, they lack the confidence to handle the situation. But also their personal experience is crucial: Have they as

children experienced frequent changes of location? Did they find new friends or have the changes led to steady descent? A person who has made a number of bad experiences cannot see good aspects in a change and will react, when a change is about to happen, with defense and partly irrational fears.

Although these personality traits are quite stable, changes can be brought about. If persons get the feeling that they themselves may influence the change, their resistance drops noticeably. Often it is enough already to realize a higher meaning or purpose in the new situation. The psychologist Viktor Frankl has done this during his detention under the worst circumstances: The Nazis deported him in 1944 from Vienna to a concentration camp. There Frankl noticed that some of the prisoners were, despite most inhumane conditions, apparently more capable of surviving than others. He realized that those who had a better chance were those who saw some "sense" in this hell or gave it at least some. Frankl himself was clinging to the idea to hold lectures about the effects of such camp on survival and on the psyche once he would get free. He survived and recorded his experiences in a book later.

Adaptability is not a supernatural gift. It is based instead on behavioral patterns that can be broken or trained by everybody. That's the good news: adaptability, even more so the will to do so, is not an immutable trait, but a decision and learnable. This gives a not only a check of experience and thus more self-confidence, but also brings more life satisfaction.

Flexibility is extremely important for negotiating and communicating. The ability to acknowledge another's point of view, and modify one's own accordingly, is essential for effective teamwork. As the term suggests, the ability to adopt a flexible approach is not static, it fluctuates. According to mood and the circumstances we find ourselves in, we can enhance our flexibility by deliberately adopting some of the following strategies<sup>1</sup>:

- Changing the context;
- Trying something new;
- Questioning our thoughts and words;
- Planning to be spontaneous;
- Deliberately trying to think in different ways.

#### **What you can do to become more flexible:**

- Imagine your fears, especially the irrational ones, and practice a positive attitude towards them: What can happen in the worst case? How did other people master such situations? Or better yet: How have you overcome changes and upheavals in the past yourself? Remind yourself of your successes and strengthen your self-confidence. And do not be too critical with yourself. Also perfectionism can block you.
- Remind yourself of smaller turning points of the past. Have all of them been consistently bad? Or have there been also good aspects? Did a turning point lead to your promotion?

Did your experience and personality grow? The more you recognize that changes need not be necessarily threats, the more flexible you are.

- Do not give your feelings too much weight. An uneasy gut feeling, a hunch that it could turn out terribly – such outcomes are rarely true but rather serve you as a forward defense: When it really turns out badly, you will not be surprised but can boast: “I told you so!” The downside of such an approach: If the outcome is not so bad, you will be considered as alarmist and notorious pessimist, and you have lost many nerves, and much energy and joie de vivre. Ask yourself critically whether these are just feelings or whether it is rational for documents.

With all the praises of flexibility and adaptability: Both skills also have their limits. If you want to make it all right always and for everybody, and flexibly adapt to every opinion, this will act as a neurotoxin: First it make you foggy, then it paralyzes you. If you try it, you will inevitably get bogged down, lose your goal and sacrifice your spine. You will easily lose your individuality and credibility.

Your environment will suspect that a person who never shows any resistance has neither stability nor assertiveness.

<sup>1</sup> [http://usemyability.com/resources/skills\\_abilities/flexibility-and-adaptability.html](http://usemyability.com/resources/skills_abilities/flexibility-and-adaptability.html)

## 2 - Motivation

Motivation is what pushes us to achieve our goals, feel more fulfilled and improve overall quality of life.

**The following four elements are essential parts of motivation:**

- **Personal drive** to achieve, the desire to improve or to meet certain standards;
- **Commitment** to personal or organisational goals;
- **Initiative**, which he defined as ‘readiness to act on opportunities’; and
- **Optimism**, the ability to keep going and pursue goals in the face of setbacks.

Understanding and developing your self-motivation can help you to take control of many other aspects of your life<sup>2</sup>.

Basically, self-motivation is very easy to reach when you start the day with the feeling of doing a meaningful task that also fulfil you and give you some satisfaction. No matter what profession you pursue, self-motivation works primarily through clear structures in your everyday life. Whether it concerns mountains of laundry or files on your desk or bricks at the building site - every selfmotivation is connected via positive feelings of a completed task. Irrespective of the kind of task that must be done every day, self-motivation is practiced through structured work, which ideally should take place to a large extent without external pressure.

**The “art of self-motivation” can be trained with the help of the following suggestions:**

At the beginning, clarify what needs to be done. Before you start with a task, you should be clear about the following: Does what you

need to do really be done? This may sound strange but sometimes we block ourselves against a task, because we unconsciously feel that this task is not so important, that this task is unnecessary, or that it should be done by someone else. Decide therefore at the beginning clearly for or against this task. Perhaps you can delegate it? Maybe it really is not that important? In this case let it be. But if you have to do it, then make a conscious and clear decision choice and go ahead.

**Find out what motivates you personally and use this knowledge.**

What motivates you in particular? Money? Recognition? A challenging and difficult task? When you can collaborate with others? Each of us has certain things that motivate us, and things that discourage us.

If you know what motivates you, you can try to design your tasks after these incentives.

**Self-motivation through visualization.**

If you want to motivate yourself for a task, imagine yourself in your mind’s eye how you get the job done with enthusiasm and energy. Visualize this with bright colours and think of the moment when you have mastered this task - how good and relieved you feel and how proud you are.

Performing a task successfully gives us a good feeling. Why should we not use that feeling before, by imagining the feeling with all of our senses? What exactly will you see when you have fulfilled the task? What will you hear? How will you feel? What will you say to yourself? What will others say about you? Isn’t that a good feeling? You can self-motivate yourself very strongly even through visualization.

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<sup>2</sup> <http://www.skillsyouneed.com/ps/self-motivation.html>

### **Pay attention to your inner programmes!**

Do not persuade yourself, under no circumstances ever, that you e.g. “cannot concentrate” or that you will “never accomplish this task”. In this way, you would program yourself to have no desire to do it, to fail and to continue to be unmotivated. If you cannot eliminate such thoughts, write them onto a piece of paper and tear it up. This is a cleansing ritual that can free you from tormenting thoughts. Even better: Convince yourself that “the task makes fun” or that it “will be settled quite quickly”. Even if you do not believe it, you program your subconscious mind to the new useful ideas and these thoughts will pass into your flesh and blood.

### **Motivate through rewards!**

Many people are motivated by rewards, probably also you. Then use this method. Promise yourself a certain reward for fulfilling the task, e.g. a particular book, a movie, a massage or a ticket for the next sports event. Select things that you really like or would do. Tell yourself, “If I have worked these ten files, I’ll buy the CD I already wish to have such a long time.” Write down exactly what will be your reward. And the most important thing: never cheat yourself reward. What do you you promised, you need to keep strictly.

### **Try to maintain artificial time pressure.**

Many people are motivated by a deadline. If this pressure becomes larger, they can suddenly work without any problems. You can also use this phenomenon for yourself by deciding on dates for your tasks. Enter these dates into your calendar, like other business meetings. Talk about these dates with others. Write down the dates on Post-it notes and stick them onto your door or your computer. Do not underestimate how powerful such appointments are, if you are serious and honest with yourself. For larger projects, it is useful to break down

the task into subtasks and to arrange for separate appointments for each subtask itself. This helps you prevent starting only three days before the expiry date with a task whose execution usually lasts three weeks.

### **Celebrate yourself!**

We are often not very motivated when we do not get enough recognition. But you cannot expect, however, that someone always applauds when you have fulfilled a task. Nevertheless, to keep you motivated, you should yourself recognize your achievement and appreciate it. Celebrate it when you have mastered an awkward or a big job. Praise yourself. Tell your spouse about it. Enjoy to have finished with something! If you finish your completed tasks with such positive attitude, you will have a lot more desire to begin the next time.

### **If everything else fails?**

Sometimes nothing helps. None of these tips have motivated you, nothing can excite you. It simply does not work. Before you spend hours sitting in front of your work and yet not create anything, you should just quit on such a day. Go home earlier, if it is possible, do something entirely different. Allow yourself a break without any bad conscience. Take such a day for yourself and make the most of it.

It is very likely that on the following day you will find a way how you can tackle this task successfully. And do not listen too much on general motivation advice, because we are all different and there are things that may motivate the one and totally demotivate the other. That’s why you should find out what works for you personally and what not.

Once you know what motivates and demotivates you, you can learn to apply this knowledge in everyday life deliberately.

So target your motivation by adjusting your situation cleverly. That is self-management in its purest form.

### 3 - Managing Responsibility

Professional responsibility means that you are able to perform a variety of functions. You are able, suitable and capable of doing the job because of your education, experience and talent. The more of these characteristics a worker has, the greater is his/her professional responsibility, the scope of work and abilities. Responsibility means that you are responsible for what you do or what you are told to do.

Apart from responsibility for aspects that are unique and individual for each enterprise (and which we therefore cannot treat in this chapter), personal responsibility has a lot to do with personal and professional integrity.

#### Personal Integrity

Integrity is much more than just complying with rules and regulations. It goes beyond the scope of legislation and doing what is right at that moment, in that situation, in those circumstances. Integrity comes from the Latin word INTEGRUM - which means “whole-ness”. That wholeness includes the character of a person, wholeness of actions and reactions of that person, wholeness of standards, thoughts, values and beliefs. Integrity is the reflection of a person’s actions and how they match with morality and honesty.

It is important to note that there are generally two integrities:

- personal integrity, which is shown in everyday life, and
- professional integrity, which is reflected in the workplace.

#### Personal and professional integrity are connected and intertwined.

In the work environment, personal integrity is expressed best when the worker is fair, hon-

est and responsible for his work and behaviour. Integrity in the workplace is also reflected in relationships with co-workers. A person with well-developed integrity does not allow him/her self to be used and manipulated by his superiors while, on the other hand, he/she has a respectful and honest relationship with everyone he/she works or cooperates with. Nevertheless, personal and professional integrity differ in some ways.

Professional integrity is different from personal integrity in the sense that personal integrity does not have the company or the client as the main driver. Personal integrity is more focused on the values that the person holds and does not directly affect their work life. These can include such things as having enough energy for work so that you can do your job to the fullest. The integrity of a person is closely related to self-esteem. It has to do with what a person thinks and believes about him/her self, how he/she cares for him/her self, and how he/she interacts with others.

To describe **self-esteem** is not an easy matter. It can be defined as “the degree to which individuals feel positive about themselves”. In other words, the concept of oneself can be explained as how an individual views herself/himself in relation to their perception of the world and how they react/interact with it. This interaction with the world occurs on a conscious and a subconscious level. One way to explain this concept can be done from the basis of the stress model. This explanation is also relevant since individuals with poor self-esteem often lack positive resources/tools to deal with stress.

### **Professional Integrity**

Professional integrity, however, is probably not easy to have if you do not have personal integrity. This is because a lot of what is considered professional integrity is actually an extension of personal integrity in the workplace. Other than the professional setting, it is less about the individual and more about the company and being successful.

Professional integrity is all about being ethical and making the right choices in regard to the good of the company and co-workers. It also relates to responsibility. One needs to be responsible towards co-workers, the company and the clients. There should be no question as to whether they can count on you when they need to.

### **Professional etiquette**

We spend much more time at work than at home and that is why we need to create an atmosphere where we, our co-workers and clients feel comfortable. In every work environment, etiquette and hospitality is important; our behaviour determines whether a client will be satisfied and will continue to use our services. The basic rules of etiquette are that we are always considerate, kind and respectful

to others, no matter how we would feel about them in our private life.

To create such an atmosphere, every working environment should know the rules of internal protocol and etiquette. Of course, rules are not everything and the actions of employees are dependent on the situation.

Therefore, a basic guideline should be that polite behavior is beneficial, fair and pleasant. Advice: pleasantly greet your co-speakers, smile at them and show them they are welcome. Even here, it is becoming one of the key factors for professional and personal success. Not many occupations allow people just to use communication when dealing with clients.

Also, being responsible in getting work done on time is very important. The individual should always be good at communicating to fellow co-workers and clients when there are important changes in a project/service/task, or if something comes up. These notifications should be made well ahead of time if possible so that others have enough time to make any necessary changes or decisions.



## 4 - Time management

Time management is the systematic and disciplined planning of your time. Through a targeted time management you will be able to gain more time that you can use freely. That does not mean that you should make yourself free for more time for work, so that you can squeeze in the work of 15 hours during the 12 hours that you work every day. Instead, you should create more freedom e.g. for recreation, for ways to re-energize, for your hobbies or your family, to lead a more balanced and therefore happier life.

Time management will help not only help to gain time, but to do the really important things. Before you start training, you should ask yourself: Do I really want more time? In our society, people who constantly have too little time are considered important and appreciated accordingly. That is why many people refuse - perhaps unconsciously - time management. Because in their view, they would suddenly have more time and thus be no longer so important. For others, the prospect to have more time for oneself provides even discomfort, because they are often no longer used to have time for themselves. Therefore, you should make a conscious decision whether or not you really want to have more time. Otherwise it could be that you are boycotting yourself, and all the time management techniques would fail.

However, if you want to improve the management of your time, you should first look where you actually spend your time. To eliminate time wasters, you must first know what you steals your time. Get an overview of your current life situation, and check your first inventory with a time protocol. To get an accurate overview of your actual time consumption, you should make a time protocol for a whole

week, recording exactly how much time you spend on what activities in your life, from getting up to going to bed. This requires considerable discipline, but it is the only way to realize exactly how much time you are actually using for what. Choose a normal week and not the holiday season or any other exceptional week.

### Analyse your time protocol.

After a week, you can analyse your time log. Find the activities for which you invest most of the time. Ask yourself for each of these activities, if you are still willing to spend so much time on them. Maybe you want to have more time for some activities than before? This time you have to find by making cuts somewhere else. In this way, you can learn from your time log how you want to design your daily routine in order to make more of the things which you want or have to do. It is all your own personal situation. Here, you need not satisfy anyone else. Do not judge yourself too hard if you find out that you fritter away a lot of time or spend with things that are not so important to you. You have the option to change that anytime. After you get an overview of your tasks, and about what you want to achieve, you can begin with the actual scheduling.

### Planning saves time.

Many people claim that they have too much to do to plan. This is very short-sighted, because good planning actually shortens the efforts needed for a task often considerably. Planning saves time and the work results often have a better quality. To plan before therefore means to work smarter.

### Plan 5 to 15 minutes.

Reserve 5 to 15 minutes of uninterrupted time. The best time is usually in the morning



after breakfast, where you can plan the current day. Or plan it in the evening before bedtime.

### **Also weekly planning is possible.**

You can plan for the entire next week already at the week-end or on Monday morning. The weekly planning has the advantage that your focus is more long-term and more for strategic results. Plan ahead for a week, but you still need to check your daily schedule and incorporate contingencies in your plan.

### **Plan your tasks in writing and result-oriented.**

Your planning should be made in writing. Start with the question: “What are the most important things that I want or need to do today” “The answers to this question are your tasks - write them down. Formulate your task results-oriented, as if the result of the task would be already finished. E.g., instead of “write report” write “report completed”. You want to reach a result and not write the report for the sake of the activity. Also, indicate the respective conditions which you will need for completing this task (material, decisions from others,...)

### **Distinguish important and urgent tasks.**

Not all tasks have the same importance or urgency. Therefore it is useful to distinguish tasks. Sort your tasks by importance and urgency and assign then the priority of the task. Urgent tasks have a solid, usually very close date on which they must be completed. Important tasks have a high impact and consequences.

### **The four task classes**

Tasks can be divided into four different classes, namely the classes A, B, C and D.

### **Class A includes tasks that are urgent and important.**

Tasks of class A often appear in an emergency situation, when much is at stake (= important) and when problems need to be solved quickly (= urgent).

### **Tasks of Class B are those which do not appear urgent at the moment, but they are important for the future.**

If you neglect tasks of the class B, you may quickly arrive in a crisis situation. Then immediately B-tasks become A-tasks. B-tasks often include activities which have a preventive or strategic character.

### **The task Class C comprises tasks that are urgent (because they need to be done quickly), but in the long run they are not important.**

They are the typical daily business. These tasks Many such tasks should be delegated or shortened with the help of a better organization scheme. C-tasks can become A tasks when you are not done on time.

### **D-tasks are not urgent and not important.**

That means that no harm is done if these tasks are not completed.

You can decide for yourself which tasks are actually D tasks. It is important to check whether you want to perform such tasks at all. However, It could be that working on a D-task is a real pleasure for you, even if it is not important. You can easily save time in the Dtasks, but should also ensure that it is sometimes very good to do something that is neither important nor urgent.

But make sure that D tasks are only done if you have gone through all the other tasks.

**How do you put the task classes in your time management?**

If you plan your time, then place your tasks according to their class. Finish first all A tasks. Then try to do as much as possible of the B-tasks. C-tasks should best be delegated to others or you develop a system that allows you to perform routine daily tasks and as quickly and efficiently. D tasks should either be deleted or you indulge in and enjoy their execution consciously.

**Plan the estimated duration of your tasks and think about when you get the job done.**

Now think about each task how long you estimate to finish it. But be careful: Do not underestimate too tightly. If your plan is too tight, you will get your schedule completely messed up. Plan also even when you start and when you want to be ready. A plan without dates is not a plan, but only a wish.

**Probably you need to learn to estimate.**

It is quite normal if at the beginning you misjudge the duration of a task. Learn from your estimates and become better. Be tolerant with yourself, because estimating the duration of tasks can be really hard. If you are in doubt, allocate more time.

**Include necessary buffer times.**

Between the tasks, always plan buffer times. Most people are often disturbed and interrupted while they work. Almost no one can do any-

thing against this. If you plan time for interruptions, you can react more calmly to disruptions and disturbances, and your tasks will not be delayed.

**Take control of your daily schedule and learn from your mistakes in planning.**

At the end of the day you should check your daily schedule. Tasks that you have not done today, you will transfer to the schedule for the next day. It is important that you learn from your mistakes in planning. Do not try to elaborate a perfect plan. That does not work. Try, however, to analyse where the cause of a bad planning was and think about how you can improve your time planning in the future. Just draw the consequences of the results.

**When scheduling, flexibility is required, but discipline is also important**

Be flexible with your schedule. You do not have to meet the plan because the plan. A plan is only a help to think about what is important and what is less important and what you want to create on one day. If you cannot keep your plan due to unforeseen events, you have to change your plan accordingly. The plan is not hurt because of that, so it should also not hurt you. But you should also be not too generous when it comes to change your plans. If you find yourself permanently with your schedule in a delay, then maybe it is necessary that you become more disciplined.

## Cluster B: Social Skills

### 5 - Communicationy

Communication with other people is an integral and indispensable part of human life. It is an important activity of every individual since we establish relationships through communication. Communication helps us establish contacts, interpersonal relations and relationships, either social, familial or business. In interpersonal relationships, people, through communication, take turns in passing on experiences and learning from one other.

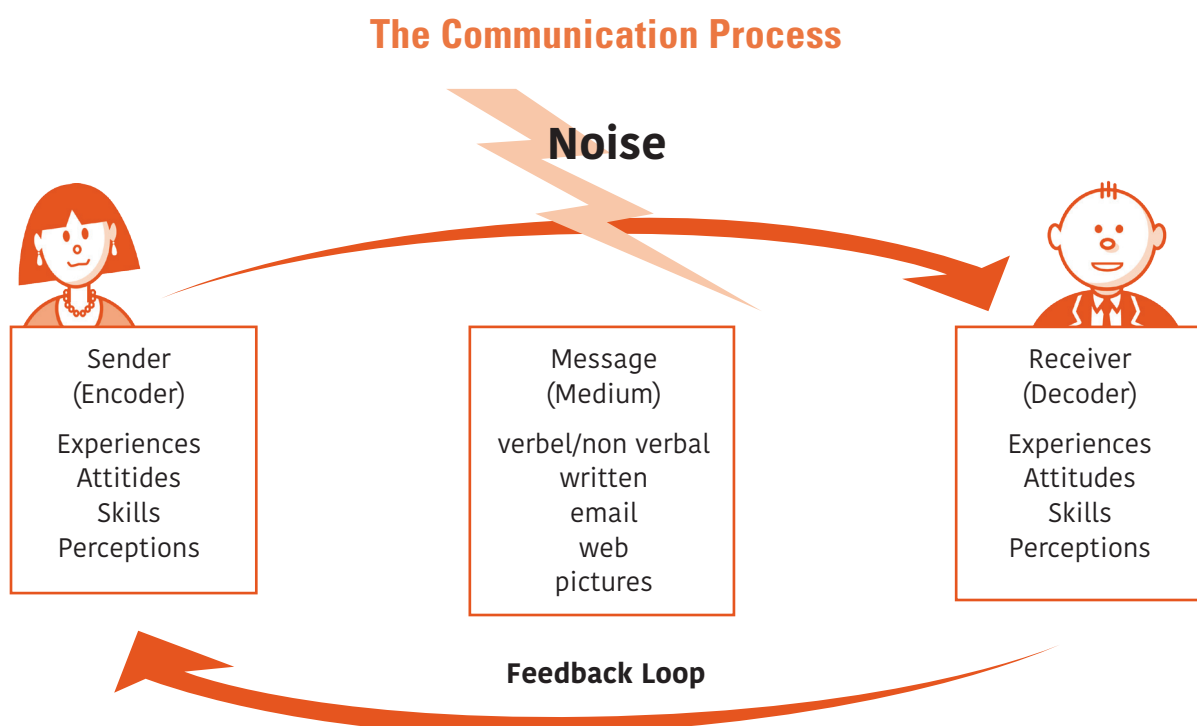
The term communication means a process whereby information and thoughts are transmitted and exchanged. Communication allows people to convey their feelings, thoughts, opinions and expectations.

There is verbal communication, which is communication through words, and non-verbal, which is communication that applies to facial expressions, movement, thoughts and feelings.

There is also a learning process which happens in communication; it means that in conversing with others we acquire new knowledge and skills and are exposed to new viewpoints. Communication, therefore, is not just a means with which to convey information but the main objective is for the information to be heard, understood, accepted and practically applied.

Communication is the main activity of each leader since he/she devotes 60% of his/her working time to it. Of this time, 45% is dedicated to communication with co-workers, 45% is dedicated to communicating with people outside of the organisation and 10% of communication is with his/her superiors.

Communication is a two-way process that results in a shared meaning or common understanding between the sender and the receiver.



**For effective communication it is important to know the following:**

**WHO** you are communicating with (it is of great importance to know your audience: who they are, what their age range is, what they already know, how many people will receive your message, etc.)

**WHAT** you are communicating - the communication should be relevant to the subject;

**WHY** - what the goal of your communication is, what you want to achieve;

**WHEN** you will communicate the issue;

**HOW** will you communicate the issue - think about the method you will choose.

The efficient exchanging of information is a skill that requires systematic preparation. Using only speech is not enough, so we need to supplement the message with pictures, drawings and also a number of senses. This type of communication will then be more convincing, the co-speaker will remember it more easily, and it will be better accepted. This is necessary because people are different and we perceive information differently (e.g. information from the environment is accepted through our five (5) senses – visual, auditory, kinesthetic, olfactory, gustatory).

Efficient communication is achieved when we accept co-speakers as equals and especially when we respect ourselves and can objectively value ourselves in our environment. A good communicator can connect with the audience and knows how to listen. With active listening, the listener wishes to understand the co-speakers' feelings and expectations; s/he wants to understand the co-speakers point of view and doesn't judge the information. The manner of delivery and speaking is very important because it encompasses 45% of the message perceived by the participants. Communication skills also include the ability

to manage time - the speaker is the one who controls the time, not the listeners.

This competency (communication skills) means that the sender is able to express his/her ideas and reflections clearly, make contact with people quickly and maintain them, provide feedback, and be tolerant of different customs and cultures. Communication competency means that the sender is able to look for, find and transfer different information, and coordinate all inner and outer information that reaches the organisation.

**For successful communication it is important to follow these guidelines:**

1. Clear your thoughts before communicating.
2. Think about the reason for communicating.
3. Consider the environment of the communication.
4. Plan the communication (consult!).
5. Think about the non-verbal messages you send.
6. Take the opportunity to communicate something beneficial to the receiver.
7. Track and check the communication.
8. Make sure your actions support your message.

**Assertiveness**

Assertiveness is neither humility nor aggression but rather a middle point between them. It is the ability to stand up for yourself, to defend your opinion, to strive for something and to fight for your rights, without violence, with a respectful attitude to differences of opinion and freedom of expression. It is intended to protect yourself, your values, your personality and your dignity.

Assertiveness is a broad term relating to decisiveness and confidence while at the same time including the qualities of compassion and openness to the needs, interests and limita-

tions of others. An assertive person is aware of his/her feelings, interests, and needs and can express them clearly while taking into consideration others and their needs. This type of person can compromise when a conflict arises and knows how to put him/her self in somebody else's shoes.

People who act assertively are aware of their strengths and weaknesses but accept themselves nonetheless. They try to go beyond their limits while at the same time being kind and patient with themselves; they know their needs, interests, emotions, feelings and limits and do not hide them from others.

People who are assertive are aware of their responsibility to others and that is why they treat them with respect; they understand their flaws and limits but do not give in to manipulation and aggression.

By behaving assertively, a person inspires trust in others because they know they can count on him/her. Also, an assertive person demonstrates behaviour that others may come to adopt.

**Whoever wants to learn assertiveness must follow the rules of creative communication.**

Whenever a person uses creative communication he/she is aware that the manner of communication is very important and the choice of words is key. Creative communication creates authentic relationships and brings clear and calm messages. People who use creative communication among themselves are honest, respectful and equal co-speakers.

Within this type of communication, emotions can be expressed because there is a safe space among the speakers and each conversation is devoted to a constructive exchange of opinions and criticism.

**Two types of messages are generally used in creative communication:**

**1. You-messages** do not address the co-speaker or the group but they are statements of conviction given in advance, without the co-speaker's approval of the opinions.

These unsuitable messages are, for example: You have no manners! ... You don't know how to be patient!!...

**2. I-messages** mean speaking to a known or unknown receiver in the first person singular by communicating your own relationship to the message or to the situation you are talking about.

With these, we clearly and without judgement communicate to the co-speaker how his/her manner of communication affects you. For example: I can't concentrate while you're talking...; I can't trust you when you conceal things from me; I don't feel good when you talk about me when I'm gone.

**In creative communication I-messages are used and are a part of assertive communication.** Everyone involved in inter-personal relationships, especially relationships in the workplace, needs equality and creativity which are signs of assertive communication. It is better to address our co-speaker in the first person so that we develop inter-personal relationships.

## Rules and examples of assertive communication

### First rule: Authenticity

“I am who I am and not who others want me to be. I show you my feelings and I want you to show me yours. I want us to “hold a mirror up to each other” and learn. You can tell me what you think but also how you feel so that we can communicate”

### Second rule: Openness

“I accept how you are and not how I want you to be. I offer you good intentions, respect and affection and I expect the same from you.”

### Third rule: Setting limits

“I wish to stay in a creative relationship with you, with a clear line between you and me.”

### Fourth rule: The inevitability of

### disagreements

“I don’t recognise losers and winners. Only different viewpoints and differences of opinions exist. I wish to cooperate and communicate with you but I don’t want to submit myself to you. We will solve mutual disagreements with agreement and understanding, assertively and not aggressively. Let’s remain allies and colleagues even though our relationship is based on superiority or subordination.”

It is also important to recognise and **differentiate between assertive and non-assertive behaviour**. The table below shows three different manners of behaviour and communication.

### Distinguish between assertive and non-assertive behavior

| Non-assertive                | Assertive                 | Aggressive                       |
|------------------------------|---------------------------|----------------------------------|
| speaking quietly and shyly   | outspoken and calm speech | speaking loudly and fast         |
| speaking unclearly           | speaking clearly          | commanding                       |
| gestures are modest          | gestures are relaxed      | gestures are fast and irritating |
| nervousness and restlessness | calmness                  | agitation                        |
| reservedness                 | emotional openness        | rigid emotions                   |
| shyness                      | confidence                | arrogance                        |

Assertiveness is a very important element of communication and for solving conflicts inside the work environment; it is generally an indispensable characteristic of co-workers who wish to create a positive work atmosphere.

Work results and efficiency are greater and more sustained in relationships that are dominated by respect and equality. Each individual

should be aware of the following principles:

1. You should resist the unacceptable demands of others, strongly but not violently.
2. Express your own demands, opinions and feelings, but with respect for others.
3. Defend your rights, but don’t violate the rights of others.
4. Only discuss solutions that are acceptable to both sides.



5. Check the limit and area of contact, your own position and relationship with others.
6. Seek support in yourself and don't count on the help (opinion) of others.
7. Decide for yourself if you want or do not want something, and not because you feel obliged or for the sake of peace.

### Difficult conversations

A difficult conversation is anything you find hard to talk about. These are conversations that touch on subjects of RACE, SEXUALITY, POLITICS, RELIGION, and GENDER. These are sensitive subjects that can make a person vulnerable - the conversations can be difficult and they require many skills and abilities to deal with them successfully. People should not be afraid of difficult conversations although they present a dilemma: to avoid conflict or to confront it?

Within difficult conversations there are three different stages we should be aware of and go through:

#### First stage - WHAT HAPPENED?

At this stage we need to be mindful of three elements: **TRUTH, INTENTION AND BLAME**. People get stuck on these points during the conversation and jump to conclusions which lead to conflict.

### The truth assumption

During a conversation we can get trapped in contrasting claims: I am right, you are wrong. 'I am right' sentences are endless BUT everything that concerns the debate 'Am I right' concerns our beliefs, understanding and values. 'I am right' sentences tell us only how we ourselves create the meaning of something and that it does not have any connection with reality. Another person will have their own, completely different reality about the same problem because they interpreted the problem in their own way.

### The intention invention

For this point we deal with the question of intent. Did the person shout at me because they wanted to hurt me or because they wished to more clearly express their opinion? How we understand the intentions of the other person influences the conversation itself. The problem that occurs at this stage is that we believe we know what intentions the other person has towards us. We jump to conclusions, again. We think that we are in the right and that we know the person has a bad intention.

### The blame frame

The third mistake we make in difficult conversations has to do with guilt. Difficult conversations often revolve around the question: who is to blame for the problem? People often react in this way when they try to absolve themselves of guilt and pass the blame on to another person, situation or another reason.

In difficult conversations it is important to realise that the existing problem affects both persons involved and not just one of them. Discussing who is to blame prevents us from seeing things clearly.

By not judging we gain more time to focus on the real cause of the problem.

### Second stage: THE FEELINGS CONVERSATION: WHAT SHOULD WE DO WITH OUR EMOTIONS?

How do we face and control emotions that appear during difficult conversations? People often decide not to talk about their feelings. They are afraid of the reaction, they do not know how to express themselves, and they are afraid that they will be rejected. **But the essence of difficult conversations are feelings.** Understanding emotions, talking about them, controlling and valuing them are the basic elements of important and difficult conversations.

**Third stage: THE IDENTITY CONVERSATION: WHAT DOES THIS SAY ABOUT ME?**

The last stage is an insight into: who am I as a person, who do I think I am and what do I wish to be. At this stage, the questions are: how does the existing problem influence me as a person and what does that say about me? Inside a difficult conversation a separate monologue occurs that revolves around identity – what do I say to myself during a difficult conversation? Internal dialogue will always occur. It is important that we are aware of it and that we try to balance it. If it goes out of con-

trol it can trap us and we become the prisoners of our own thoughts. It is important to have good thoughts and belief in ourselves.

Understanding what is going on with our emotions and thoughts and where we make mistakes can be very valuable in establishing constructive conversations. Conversations are essentially always a learning process; each person with whom we enter into a difficult conversation teaches and reveals something new to us.

## 6 - Team working

Team work is inevitable in a work environment. The group process consists of different elements which are present from the time the group is formed to the time the group ends. The elements of the group are: norms that are established, the level of cohesion in the group, the level of trust among the members, the conflict-solving strategies inside and out of the group, etc.

We recognise various types of groups: psycho-educational groups, counselling groups, supervision groups, psychotherapy groups, task groups. Task groups are usually formed in the work environment. They are common in many agencies, organisations, communities, business and educational settings. They include staff development groups, community organisations, discussion groups, social action groups, task groups, planning groups, learning groups and many others.

Effective task groups include the following characteristics:

- They have a clear purpose and aims.
- Group members mutually respect each other.

- Group members cooperate, collaborate and address conflict.
- There is a balance of process and content issues.
- Group members are active.
- Feedback is encouraged among members and is delivered in a clear and respectful manner.
- Diversity within the group is respected.

From supervision point of view we are talking about small groups. Learning in a small group (6 - 12 members) is a very efficient way of learning. Group dynamics involve many processes. Interactions between members are coded and may present fields of experiential learning.

Workers need to be educated, qualified, willing and able to take on new assignments and roles in the institution so that they can better tackle an ever-changing work dynamic.

The group leader's role is crucial and he/she must know how to balance CONTENT vs.



PROCESS. The leader of the group must follow these principles: warm up, action and closure. If this is the case, then the group is usually successful and effective.

### **Personal characteristics of an effective group leader:**

#### **Courage.**

Courage is shown when the leader does not avoid, deny or is afraid of conflicts but looks for solutions with all members of the group. A courageous leader is honest, credible and direct in communication. He/she recognizes the emotions of other members and can evaluate them.

#### **Willingness to model.**

The best way to teach other members of the group a certain behaviour is through modelling. How a leader acts and functions is reflected in the group and among the members; an effective group leader is aware that through modelling, he/she can contribute and teach the other members. A group leader largely teaches by example, by doing what he/she expects other members to do.

#### **Presence.**

Being present in the group means feeling and experiencing the pain, problems, joy, confusion or other emotional states of group members. It means the leader is not distracted and that he/she is focused and devoted to the activity and dynamic of the group. Advice: it is recommended that the leader spends some time alone and tries to get rid of distractions so that he/she can devote him/herself to the group. Before a leader meets with the group, he/she should spend some time thinking about its members and how to conduct the meeting positively.

#### **Goodwill, genuineness, caring.**

This means having a genuine interest in the group members. An effective leader makes sure that all the members develop and that

they feel respected inside the group because he/she is aware that, in this way, they can be the most effective.

#### **Belief in the group process.**

This is the deep belief that the group is skillful and strong and that the end result (project, task, product) will be done skillfully and according to expectations. An effective group leader believes in the power of the group.

#### **Openness.**

This means that a leader is open and shows who he/she is as a person to other members. This does not mean that he/she has to or is allowed to show each aspect of his/her life; it means that the leader shows humanity and vulnerability. In this way he/she positively influences the other members.

In this way, the other members are not afraid to express their feelings, opinions and give constructive criticism.

#### **Non-defensiveness and coping with criticism.**

Solving problems and conflicts in a direct and open manner is connected with openness. The leader may be exposed to criticism and dissatisfaction expressed by the other members. That is why it is important that the leader can accept criticism and use it towards the growth and development of the group. Some criticism may be fair and justifiable, but it could also be unfair due to jealousy, competition and feelings of inferiority. It is crucial that the leader, together with the group members, finds the reason behind the criticism and tries to resolve negative feelings.

#### **Becoming aware of subtle cultural issues.**

Most people think of themselves as being open-spirited and of a non-judgmental nature. But, sadly, it is impossible to be in a culture or environment that does not have any prejudices, taboos and stereotypes. The leader has to be aware that it is human nature to jump to conclusions, to label people and to make mistakes or to offend someone. The group leader

is not perfect but it is important that he/she is aware of differences between cultures, values and the possibility of subconscious judgements.

#### **Personal power.**

This does not mean being above members or ordering them around, but it does mean that the leader is aware of who he/she is and what to expect. The leader first teaches by example and expects the same from the other members as well.

#### **Self awareness.**

This is a personal characteristic which is very much connected to all the other characteristics described above. It means being aware of oneself, one's own culture, feelings, weaknesses, needs and goals.

#### **Sense of humour.**

This means the ability to laugh at oneself, the situation and even the problem. The leader

is capable of releasing built up tension and uses humour when it is appropriate and effective.

#### **Inventiveness.**

This is the ability to approach group work with new ideas and thoughts. This is not easy, especially if the group has been together for a while; it is important to find new ways to refresh ideas, boost creativity and imagination among the members, and to preserve spontaneous creation.

#### **Personal dedication and commitment.**

These are both very important characteristics which reflect a leader who is dedicated and loyal to his/her group and to the common goals that the group develops. A strong group has a powerful bond between members and the leader is the one who contributes continuous faith, trust and dedication to the group.

**The group's LEADERSHIP SKILLS are reflected in the following actions:**

**ACTIVE LISTENING**

**REFLECTING**

**SUMMARISING**

**FACILITATING**

**EMPATHISING**

**INTERPRETING**

**QUESTIONING**

**LINKING**

**CONFRONTING**

**SUPPORTING**

**ASSESSING**

**MODELLING**

**SUGGESTING**

**EVALUATING**

## 7 - Conflict Management

Conflicts are normal elements of life and within relationships that we build. There are conflicts in all areas of life: in family, in marriage, friendships and in the workplace. Learning how to deal with them rather than avoiding them is crucial. There are many strategies which help us resolve problems correctly. But we also need to understand why conflicts arise and what they mean.

### **Conflicts arise from differing needs.**

Each individual wants to be heard, understood and respected. When a person enters a situation or relationship where these needs are not met, he/she may feel frustrated and angry. Conflicts usually arise from such dissatisfaction. It should be understood that in private life, as well as in the business world, an individual has a basic need to be respected and understood.

### **A conflict is more than just a disagreement.**

Conflicts arise when people feel threatened. The threat may be obvious or it can be hidden in the individual's fear that he/she will lose his/her freedom, possibility of choice, identity and personal power.

### **Conflicts continue to fester when ignored.**

The error most people make in their private and business life is that they try to ignore or deny the problem. Doing this only increases our discontent, and the problem does not get solved.

### **We respond to conflicts based on our perceptions.**

Each person has his/her own interpretation of a situation or conflict. Our internal beliefs, values, attitudes and experiences define how

we see a person and his/her behavior. Because of this diversity, people need to talk to each other and try to resolve the conflict.

### **Conflicts trigger strong emotions.**

Conflicts are closely linked to the emotions of an individual and when a conflict arises strong personal feelings usually surge to the surface. A person first has to be aware of his/her own emotions and has to know how to manage them in order to be successful in resolving conflicts.

### **Conflicts are an opportunity for growth.**

Conflicts, after all, are opportunities to resolve what is bothering us and to learn from the situation. They are an integral and indispensable part of relationships and, if we perceive them as opportunities rather than threats, we may turn them to our advantage.

### **Successful conflict resolution depends on your ability to regulate stress and your emotions.**

The area of problem-solving is heavily linked to stress management and emotional intelligence as stated earlier. Emotional awareness is the key to understanding yourself and others. If you do not know how you feel or why you feel that way, you will not be able to communicate effectively or resolve disagreements. It takes a lot of effort but at the same time it can be rewarding if we know how to properly evaluate and express our own emotions. A person who knows how to express his/her own feelings and is capable of high emotional awareness will enter fewer conflicts and will create a less stressful environment for him/herself and for those around them.

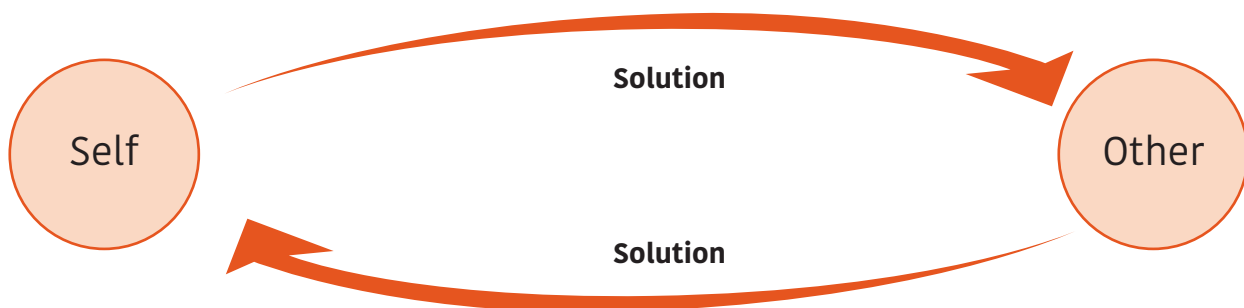
**The ability to successfully resolve conflict depends on your ability to:**

- Manage stress by remaining alert and calm.
- Express your feeling in an assertive and calm way.
- Control your behaviour and emotions.
- Be aware and respectful of differences.

The well-known and respected author in the field of interpersonal communication, Thomas Gordon, talks about a **no-lose method which turns conflicts into cooperation**. Collaboration and cooperation is also known as a technique which involves an attempt to work with the other person to find a winwin solution for the problem. A collaboration technique sees conflict resolution as an opportunity to come to a mutually acceptable solution and focuses

on finding an alternative which meets each party's concerns. The no-lose method is a technique used to resolve conflicts so that no person involved in the process of conflict loses. This technique is effective in the way that it produces a solution which brings mutual satisfaction. Within the conflict each person is heard, understood and respected. A person engaged in the no-lose method does not use his/her own power to dominate another person, but wants to come to a common solution which will be beneficial for both sides. For example, a mother, who has more power than her child will thoughtfully not use her power during a conflict with her child. She will rather try to solve the conflict calmly, firmly and compassionately.

**In diagram form the no-lose method looks like this:**



In the process of the no-lose method, a person uses **Two-way communication**, which contains messages, active listening and respectful language.

**Other Conflict Management Techniques**

- **Compromising** is another technique which looks for mutually acceptable solutions and which partially satisfies both parties. It is used when the parties are looking for solutions on important issues or when collaboration or forcing does not work.
- **Smoothing** means accommodating the concerns of other people first, rather than one's

own concerns. It is used when the issue is more important to the other person or when the person wants to accept that she/he was wrong. It is also a good technique when it is important to provide relief from the conflict or buy time until you are in a better position to respond.

- **Listen to what is felt as well as said.** Hearing the real message of the other person

allows us to talk constructively and resolve the conflict. As long as the person is not sufficiently willing to hear and listen he/she won't understand the essence of the conflict and will not be able to solve it.

- **Make conflict resolution the priority rather than winning or “being right.”** Often, conflicts are a battle of egos and selfish demands. A person who genuinely wants to solve a problem will not think about his/her pride and ego; he/she will primarily care about solving the problem.
- **Focus on the present.** This point is strongly related to the first one, in which the person has to try to be in the moment while listen-

ing. This point warns us about bringing up old situations and grudges, which only further deepen the current conflict.

- **Pick your battles.** Is the situation serious enough to enter a conflict with another person or is it unimportant? It is important to know and judge when and how much to delve into certain issues and disagreements.
- **Be willing to forgive.** A very important element of resolving conflicts is forgiving and moving on. A conflict that has truly been resolved will not ever come up; that is why it is important to resolve problems when they occur.

## 8 - Service skills

More than three quarters of all employees are working in the service sector and in the customer service industry. The prerequisites for successful operation are employees with highly developed soft skills.

These skills are particularly important when dealing with customers. Service skills, or customer orientation, refer to the ability to dialogue with customers, to care for customers and to fulfil obligations towards customers. Customer orientation is mainly based on the ability to establish contacts and relations, sociability and acceptance of business partner relationships as a value orientation.

The starting point for a good relationship with your customers is always a successful conversation. Your attitude can make all the difference! The basis for successful communication is your own positive attitude: to your job, to your customers, to your work environment. Good mood is infectious and may calm upset people.

### Conversation with customers

Customer orientation also means to speak the language of your customer. If you use technical terms, foreign words and abbreviations, they will create a distance when they are not understood by the customer. That is why it is advisable to explain or translate technical terms.

Use concrete formulations! Try to avoid the conjunctive (could, should, would, etc.) and vague formulations (possibly, maybe, actually, etc.) If they are frequently used, they convey the impression of uncertainty, vague ideas or discomfort in your customer contact.

Formulate positive! Which of the following sentences sounds more customer-friendly? “Our manager is not free, unfortunately you have to wait ten minutes”. Or: “In ten minutes our manager will have time for you.”. Each “no” or “not” expresses a barrier, an obstacle. The customer will react either annoyed or close himself in!

Our customers do not care what does not work, but what works! For everybody, it is clear that not everything is always possible. However, customers do not want to hear what is not possible, they want to get prospects on a solution. Therefore you should use positive formulations, e.g. “What we can do, is the following...” instead of “we cannot do this”, or “We are open until 3 p.m.” and not “We have closed from 3 p.m. In this type of formulation, the negative statement is already included, without being expressed directly.

Use customer benefit arguments! The most convincing arguments are aimed at the personal benefit of the customer. Remember that not every customer has the same benefit! This means only if you have to assess his needs carefully so that you know what benefit arguments are relevant for him. Examples of benefits are security, prestige, influence, time savings, energy savings, increase capacity, reliability, competitiveness, image, etc. Use phrases such as “this means to you...”, “this saves you...”, “that allows you to...”, “this gives you ... so that you can more easily...” etc.

### **Service orientation**

Service orientation is needed every day in all businesses where one has contact with customers. Sometimes it is the small things that count. Every customer wants to be treated as if he were the most important person. So treat your customer as if he were King.

It is important not only to understand what a customer says, but how a customer feels. An important soft skill is being able to recognize and understand a person’s emotional state. Give the person the feeling that he is really something special. Say something nice to him that he positively touched.

### **Build on trust and respect**

Meet the customers with respect, no matter where they come from and how they present

themselves. Not submissive, but on the same level as a partner. Imagine that everything would be recorded on video and audio tape.

Without trust, there can be no positive conclusion and certainly not a repeated purchase. Promise only what you can keep and guaranteed. If you are able to make an understatement and can, e.g. deliver more than you have promised – that will also work out very well.

### **Clear commitment and responsibility**

If you accompany the customer to the door, to the elevator or to the car, that does not mean that you want to be sure that he is at last. On the contrary, you thus create a liability and show the customer that you are handling the business and almost do not want to let him go. An important part of working in customer service is that you are able to say, “I’m sorry.” You have to be able to sincerely apologize to a customer on behalf of your company, even when the problem was not your fault.

The customer does not expect that everything runs always perfectly. He wants to be taken seriously, experience a friendly service and that somebody really cares. This latter aspect is only possible if you have a strong motivation and a healthy basic approach to your job.

### **Depersonalisation. Show sincere interest.**

The customer does not want to hear your life story. When a customer explains an issue they are having, there is no need for you to respond with your own, related problem. A simple “I understand” or “I know how you feel” will make the customer feel understood and appreciated. Ask open-ended questions and so you give the customer space. The more information you get, the better you can respond to the needs of the customer.

### **Learn from your competitors**

Be critical as customer yourself. Watch out how competitors deal with service with cus-

tomers. Learn from their mistakes as well as from what they do very well, and copy the positive aspects quietly – but only if it fits into your personality.

### **Be proud of yourself and collect compliments.**

Collect and write down the compliments and positive feedback which you receive. Treat every compliment as a small awards ceremony, collect your compliment trophies wall and start to chase for them. This is fun for you and makes your customers happy.

### **Customer relations**

If you make use of these service skills, you will contribute to successful business. However, you might be in a position where you are also responsible for organisational processes. In this case, you should check the following questions and make sure that everything is done to achieve good, or even better customer relationships.

#### **Where does information about a customer go in your company?**

An example: The technician of a plant engineering company is at the customer site for routine maintenance. There he learns that this company is planning an expansion and has already received several offers. This information is highly relevant to the customer service representative. Will the technician inform him?

A systematic knowledge management, in which especially those who are involved in direct contact with customers is just as helpful

as the close contact between all employees who work in a customer project.

#### **How are complaints handled?**

A customer complains and sends back the defective product. How does the process work? Are there routines for everything, ranging from the compensation of the customer to troubleshooting? How easily can the customer lodge a complaint?

If the customer is taken seriously, he will most certainly come back. You can achieve this with consistent quality control in complaint management, careful documentation and with an independent audit whether each case has been satisfactorily resolved for the customer. Customer complaints continuously lead to quality enhancement.

#### **How quickly does a customer reach the right contact person?**

If a customer calls - what happens then? Will he be connected further repeatedly, or does he reach the right person immediately? Do all employees feel responsible?

All persons in your organisation who come into contact with customers need access to the relevant information. These include not only the contact data but also information on recent orders and the current affairs: only then a competent care is possible. This is especially true for new clients and for call centres.

These are just a few aspects to quickly improve your customer loyalty - and to generate additional revenue.



## Cluster C: Achieving results

### 9 - Decision making

Decisions accompany our entire life. Every day we make many small decisions, but every now and then also great and far-reaching decisions are due. Such decisions usually do not come easy.

How should you proceed, that your decision will in retrospect turn out to be a good decision?

Suppose that you are facing a very difficult decision. Then you can try using the following procedure, which you should provide you more clarity. Proceed in this decision-making process preferably in writing. This activates the subconscious more strongly.

#### Clarification

The first step concerns clarification. Answer the following questions in writing:

- Why do I need or I want a decision?
- Why do I find it so hard to make decision?
- Which decision choices do I have?
- Which alternatives are available?
- Which impact do the decision choices have for me, for others?

Make a list with Pro/Contra. With this action, you have fed your subconscious mind. Let the whole issue now rest for a while.

#### Other opinions

The second step is about getting other opinions. Try to get objective opinions and perspectives, preferably from people who have nothing to do with your decision.

If you can get input from persons who themselves have once been confronted with the same or a similar decision, even better! These

opinions can be tremendously helpful for your decision making process.

#### Distract

If time permits, do now something completely different. Go out into the fresh air. Exercise and fresh air have unravelled already many thoughts tangles.

#### Sleep

After you have collected your thoughts, sought opinion from others and let the whole seep in your head, finally you should sleep over it. The subconscious mind never sleeps and tinkers on solutions while we sleep. This will almost always help you to decide.

And do not be too strict with yourself, if the decision should in fact turn out to be wrong. You are again richer with one experience and therefore wiser.

Here are two methods that have been turned out to be very helpful to make decisions.

#### The pros and cons method

Are you facing a difficult decision, probably many thoughts will buzz through your head. First you must organize these thoughts to help you to make the decision easier.

- Take it a piece of paper.
- Write down the decision question (e.g. should I accept the job offer of the competing company?) at the top of the paper.
- Divide the sheet in two columns.
- First write all pro arguments in a column. Then - and only then! - all contra arguments.
- Show your pros and cons list a familiar a person and ask him/her to supplement with his/her own points. The best person is some-



one who is not directly affected by the decision. “Neutral” people see the whole issue in a more objective way and offer a valuable perspective that can be helpful for your decision.

### Decision Mindmap

This method is a small modification of a mind map. This method is particularly well suited when multiple paths in your decision are open.

- Write your decision question into the centre of a sheet of paper and draw a circle around it.
- From this centre, draw away main branches, which represent the different choices. Write the possible decision above each main branch.
- Draw two side branches branch off from each main branch. Write “negative effects” above one side branch, “positive consequences” above the other.
- From the side branch “negative consequences” run away more branches - as many as you can think that there will be negative consequences to the decision. The same applies to the “positive consequences”.

You will get a great overview of your decision-making process and the possible consequences. Then you should again sleep over it and you will see whole issue clearer. The previously supposed tough decision will be now relatively easy.

Try both methods. If you like one of them, future decision making will be much more easy for you.

### Decision making and situational awareness

Situational awareness, in the broadest sense, includes all senses; it represents what a per-

son sees, hears, touches, smells and tastes. But in concrete situations it means having an accurate understanding of our surroundings - where we are, what is happening, what happened and what could happen. It is the ability to identify, process and comprehend critical elements of information by knowing what is going on around us, and to make the best possible decisions.

When you are aware of your situation, you can identify and process the events that are taking place around you. This means that you are capable of comprehending the critical elements of information about what is happening around you. It also means that you predict an event, which is a very important element when you have to make a decision.

Situational awareness and decision-making depend on your ability to think critically. In decisionmaking, critical thinking is very important. It involves several skills that can be learned, practised and improved. But it is important to know that your situational awareness is only as accurate as your own perception of the situation. It is about how we read a situation and it is influenced by many things such as: the type of information we have been given or our own experience.

Another important facet is learning to trust your “gut” or intuition. Many times a person’s subconscious notices subtle signs of danger that the conscious mind has difficulty quantifying or articulating. Trusting your gut may sometimes cause you a bit of inconvenience, but ignoring such feelings can lead to faulty decisions and in consequence to troubles<sup>3</sup>.

<sup>3</sup> <https://www.stratfor.com/weekly/practical-guide-situational-awareness>

## 10 - Problem solving

Problem-solving is a tool and a skill that can help a person solve problems or achieve a goal. It is also a process that can involve a number of steps. Being able to identify and solve a re-occurring problem in the work environment is something that is indispensable for the successful management and operation of every organisation and business.

Problem-solving covers various strategies and methods; it is good to be aware of at least the basic approach of identifying and eliminating problems.

### Identify and define the problem

The first step towards a solution to the problem is to identify and define the problem. Before you are ready to take any steps to solve the problem, you first have to be sure that you are clear about what the problem really is. To identify the problem, you need to ask these questions:

1. How is the current situation different from what I actually want it to be?
2. What do I actually want, or how do I actually want things to be?
3. What is preventing me from achieving my goals?

### Write down the answers

It can be very helpful to write down the answers to these questions so that you are forced to clarify the problem. Only thinking about the problem can be confusing and that is why writing down the answers can be very beneficial.

### Problem analysis.

Analysing the problem means seeing and thinking about the problem from another perspective or, rather, looking at the problem from all angles. While analysing the problem,

we must also ask ourselves what caused the problem and what are the reasons that brought about the problem in the first place. There are some **strategies to help you determine the cause of the problem:**

- Collect information about what happened before, during, and after the problem.
- Organise the information into a table, chart or list and look for patterns.
- Try to make the problem worse.
- Compare situations with and without the problem.
- Consider multiple causes and interactions.

Sometimes, when we wish to solve a problem, we get entangled in too complex problem-solving strategies. The most simple solutions and strategies are usually more effective in solving the problem and that is why it is good to know some of these strategies.

After the problem is defined and analysed we need to focus on finding the solution. It is important to be positive and focused on a constructive search for potential solutions.

## Problem solving strategies

### Record and fully consider options.

It is good to consider several possible solutions that would be appropriate for solving the problem. Thinking about incorrect solutions is also useful as they help us brainstorm and get to the right solutions.

### Set a goal with a purpose you value.

We are more motivated to solve the problem when we imagine results that are meaningful to us and have personal value.

**Avoid distraction.**

We need to get rid of all the distractions that impede our work so that we are more focused on solving the problem. Turning off your phone, tidying up the desk and being in a place that is peaceful and quiet are a few of the ways to preserve and create a focus for solving the problem.

**Work in a new setting.**

Sometimes it is necessary to change the space or environment in order to focus better on solving the problem. For example, going to a peaceful park or the library and thinking about solutions can sometimes be very beneficial.

**Adjust the time limit to the optimum.**

We are more motivated and efficient when we set a time limit and when we want to solve something.

**Work with someone.**

Working in a group can be very useful for finding appropriate solutions to the problem. Two heads are better than one and each person can contribute their own viewpoint on the problem. It is especially beneficial in the workplace, working in teams and discussing related problems.

**Create a positive mood.**

A positive atmosphere in the workplace contributes to greater motivation and greater efficiency. A good atmosphere also connects workers with each other; the exchange of solutions and ideas in this kind of environment is faster and better.

**Think of the problem as a challenge or opportunity.**

Nobody likes it when problems arise. How you look at the problem can be crucial for its solution. A person who takes a positive attitude and views the problem as a challenge and an opportunity for further development and learning is going to tackle the problem more efficiently and be more motivated.

**Think confidently.**

Courage and confidence are important when dealing with problems. It is important to say sentences that motivate us and give us the strength to tackle the problem. For example, useful thoughts include, “I have solved more difficult (or similar) problems”, “I know how to approach this problem” and “I can solve this problem if I try hard enough.”

**Take a break.**

Sometimes you have to give yourself time for reflection or take time to rest and think about the problem in a fresh light. It is important that the person is able to assess and judge when he/she needs to do this.

**Persist.**

Persisting is a key element in solving problems. In some cases the problem is not resolved, not because of a bad experience but because the person gives up too soon or he/she does not persist long enough for the problem to disappear.

## 11 - Creativity & Innovation

Creativity and innovation are often used interchangeably. This is not only unfortunate, but also highly counterproductive, because what distinguishes the two terms is very relevant to everyday working life.

The focus of creativity is on originality. It is about the question of how new ideas arise. The focus of innovation is on effectiveness and feasibility. It deals therefore with the question of exploiting an idea.

Creativity is the prerequisite for innovation. Through creativity ideas are generated. The implementation of new ideas is called innovation. Not everyone is able to do this; but everyone has the ability to generate ideas.

In each brainstorm new connections between our two brain hemispheres are generated. This leads to the effect that the brain will recognize the new situation as appropriate. Some brain researchers now believe that chemical messengers are responsible. One of these neurotransmitters is dopamine. It transmits the orders of the nervous system to the muscles, makes us euphoric and strengthens our powers of association. In short, it promotes creativity.

At the same time, many researchers believe that the release of dopamine is dependent on the environment – i.e. that the places and spaces in which we live or work are determining our creativity. In this view, the desk for creative thought would be the most unsuitable place: we associate work, stress, pressure with it, and this inhibits. On the other hand, the

better ideas often appear when one takes a shower, while jogging, sleeping or even on the toilet. The reasons are relaxation and distraction. They are the alpha and omega for creative ideas to flourish.

Also the daytime plays an important role. In the twilight we are especially creative. This was found by Mareike Wieth, psychology professor at Albion College. According to her studies, the most creative time is when we are the least productive: just before bedtime, when the brain already starts to become foggy<sup>4</sup>.

Creativity has two natural enemies: External factors such as time or pressure to succeed, fatigue and lack of oxygen, stress or anxiety. Our “inner critic”, which prevents us from trying something new. It makes us to be afraid of making mistakes and to figure out everything what could go wrong.

Although creative processes succeed better in groups, you can, as an individual person, also achieve creative results. Try to apply some of the following proven techniques:

### Mind Mapping

Mind Mapping is a classic method among the creative techniques. Drawing a sort of map, your thoughts are structured and ideas visualized. Establish your central theme and collect more ideas around it. In this way, you can make connections and relationships become visible. It is important, however, that you work only with keywords. Detailed descriptions should be avoided.

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<sup>4</sup> <http://dx.doi.org/10.1080/13546783.2011.625663>

### Osborn method

The co-founder an advertising agency, Alex Osborn, also known as the grandfather of brainstorming, has also developed another creative technique which now bears his name. It is a kind of question cascade to promote associations in business or private life. The questions are:

- What can I still use of it?
- Can I use it differently?
- Does the problem point to other ideas?
- Is it similar to something else?
- What can be changed?
- What qualities can be remodelled?
- Is it possible to magnify it, add something, multiply it?
- Is it possible to make it smaller, take away something, shorten it?
- What can be replaced?
- Which conditions can be changed?
- Can the order or structure be changed?
- Can the idea be turned into its opposite?
- Can the process be reversed?
- Can ideas be combined or persons be connected?

### SCAMPER method

These creativity technique was invented by Bob Eberle<sup>5</sup>. It works with a checklist of different issues and is related to the Osborn method. The term itself is an acronym, made up of the English terms

**Substitute** - Which components, materials, people can be replaced?

**Combine** - Which features, amenities, services overlap or can be combined?

**Adapt** - Which additional elements can be added?

**Modify** - Is it possible to modify colours, size, materials?

**Put to other purposes** - How can one use any existing items?

**Eliminate** - Less is more: Which elements or components can be removed, simplified, reduced?

**Reverse** - Is it possible to use the elements in opposite order or to change the order?

At first glance, this method might seem somewhat trivial, but this is not the case: What makes this creative technique so effective is the change of perspective is in its questions. Everything you have accepted until now as normal is being questioned, and things are even put upside down.

If you work in a group, then we recommend the following classic creativity techniques:

### Brainstorming:

It all starts with the analysis of the current situation: What is the current situation? Where is the problem?

This is followed by the goal definition: Where are you going? What should the new ideas yield? This phase is important to get a feeling for your ideas.

After this comes composition of the team: Do not invite all colleagues to brainstorm. Select people according to your strengths. Small teams are often more productive.

Now the real creative phase begins: From this point on, quantity is more important than quality! Generate as many ideas as possible. Of course, everyone should have the chance to participate - whether boss or an intern. Criticism and comments are absolutely taboo.

Selection will come later in the selection phase. Take a look at all the ideas and suggestions: What is useful and what not? Discuss together the feasibility and select the favourite contributions. Ignore vanities of colleagues who want to push through their idea. Only the best idea wins. Finally comes the preparation

<sup>5</sup> [https://www.mindtools.com/pages/article/newCT\\_02.htm](https://www.mindtools.com/pages/article/newCT_02.htm)

phase: transforming ideas into innovations. Start the next steps towards implementation, distribute tasks and improve details.

### **Brainwriting**

This technique is very similar to brainstorming. Whereas brainstorming gives more advantage to extroverted participants to get involved, brainwriting, other hand, makes it easier for everybody to contribute. All members of the group sit in a circle around a table. Everyone writes his/her ideas on the top of a A4 sheet. After 5 to 10 minutes, the ideas are passed to the left neighbour. He/she comple-

ments the idea with his/her thoughts. Every idea passed until everyone had the opportunity to amplify all ideas. Thereafter, these papers form the basis for discussion.

### **Brain Walking**

This method is a modification of Brainwriting and makes use of the fact that physical motion clears the mind and creates space for creativity. To this end, flip charts are distributed at different locations over an ample area. Each participant walks to the stations and complements the flipcharts with his/her own ideas. The results are discussed in the group.

## **12 - Critical and Structured Thinking**

### **Critical thinking**

By “critical thinking” we understand a logical and rational thinking and reflecting about what we should accept as fact and what not, which statements should be believed or not and which position one takes concerning a certain question. Ultimately, critical thinking leads to the development of your ability to judge.

Critical thinking comprises certain skills and certain dispositions. Among the skills that critical thinking requires, you will find the:

- identification of your point in question
- assessment of the relevance of this point;
- ability to identify and to reconstruct those arguments that support your point
- ability to check the quality of these arguments, e.g. to consider whether they preclude
- certain facts or whether they contain reasoning errors (especially false conclusions)
- ability to ask clearing questions
- ability to point out to unexplained aspects
- ability to put forward alternative arguments or counter-arguments.

The dispositions or basic settings that characterize critical thinking include the:

- acceptance of the fact that there are correct and incorrect allegations
- opinion that it is necessary to substantiate claims and support them by facts, if these
- allegations are to be accepted by others
- open attitude towards positions, no matter from which ideological “camp” they may come
- openness towards what comes out at the end of a discussion or a thinking process
- willingness to deal with arguments and counterarguments, even then if they do not “like” them
- striving to be as well informed as possible about the matter in question before you comment on it
- willingness to give reasons for your own position when it is questioned

### **Can you learn critical thinking?**

We say: yes! Basically, it means to constantly question and therefore also to analyse everything. It means to ask yourself questions such as:

- For facts or situations
  - Is that really so? Is this the right way?
  - Does it have to be so? Doesn't it also go differently?
- With other people
  - Why does or says someone something? What could be his motive?
  - What conclusions can I draw from his statement or action?
- With your own views and beliefs
  - Is there actually only A? Can't it be B or C?
  - Which patterns of thought and consideration could be behind my belief?
- Focus your attention on the positive, negative and interesting aspects of a situation, a scenario or concept.
- Focus your attention on known aspects or components of a situation, a scenario or concept, and recognize, analyse and subdivide them.
- Consider all the factors and all aspects or components of a situation, a scenario or a concept.
- Focus your attention on the intentions, the purpose and objectives of your thinking and your actions.
- You should also consider alternatives, other possibilities and choices of your thinking and your actions.
- Imagine also the views of others and direct your attention to the those who are involved in or affected by a situation, a scenario or concept.
- Consider existing values.
- Focus your attention on the different urgency and importance of the various components or activities.
- Focus your attention on the results of your thinking and the derived action plans.

### Structured Thinking

Structured thinking is a process of putting a framework to an unstructured problem. Having a structure not only helps an analyst understand the problem at a macro level, it also helps by identifying areas which require deeper understanding<sup>6</sup>.

For structured thinking (and acting) you should take the following aspects into consideration:

- What are the consequences? Focus your attention on the possible consequences, and consequences of a decision.

<sup>6</sup> <http://www.analyticsvidhya.com/blog/2013/06/art-structured-thinking-analyzing/>



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## VALORIZE HIGH SKILLED MIGRANTS PARTNERSHIP



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