



It Works!
The Employable Youth

SOFT SKILLS FOR EMPLOYABILITY: IT WORKS!



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1. VOCATIONAL ORIENTATION: EXPLORING JOB OPPORTUNITIES



Duration: 12 hours each

Introduction

The main goal of vocational orientation is to assist individuals to gain confidence and to realize their own strengths. It is an increasingly important process provided individually or in group, which helps people to:

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- ✓ Increase awareness and assess their personal traits (interests, values, performance, etc.)
- ✓ Get occupational and educational information
- ✓ Match their personal traits to potential educational/ career choices
- ✓ Take educational and career decisions
- ✓ Manage transitions and cope with practical issues related to them
- ✓ Make an action plan

The preparation for successful integration into the labour market requires professional behaviour based on the acquisition of knowledge, skills and attitudes at a professional level.

1.1 VOCATIONAL INTERESTS' EXPLORATION

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| Knowledge | Skills | Autonomy and Responsibility |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Advanced knowledge on:</p> <ul style="list-style-type: none"> existing fields that matches one's personality corresponding professional type according to vocational interests Various professional environment corresponding to professional types | <p>Developing vocational orientation techniques for successful employability</p> <p>Integrate relevant methodologies and techniques for enhancing self-knowledge and employability skills.</p> | <p>Be responsible for the implementation, evaluation and planning of specific tasks related to the selection of vocational field.</p> <p>Demonstrating skills towards employability</p> |

Objectives of the subunit

- Career guidance provision through gaining self-awareness and the basic information required for one's vocational orientation
- Exploration of vocational interests to proceed with the development of a viable career orientation

- Development of skills towards employability
- Development of vocational orientation techniques for successful employability

Learning Content

According to John Holland's theory, most people, depending on their interests, correspond to one of six personality types: Realistic, Investigative, Artistic, Social, Entrepreneur, and Conventional. People of the same personality type working together create a work environment that fits their type. Similarly, there are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The point is to match the professional type with the corresponding professional environment.

Holland Code career inventory measures person's interest level in six occupational areas: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. People of the same personality type working together create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behaviour. People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. For example, Artistic people are more likely to be successful and satisfied if they choose a job that has an Artistic environment, an environment "dominated" by Artistic type people where creative abilities and expression are highly valued. According to John Holland the way that a person acts and feels at work depends to a large extent on his/her workplace environment. For example if a person is working with people who have similar personality types, they will be able to do many of the things they can do, and they will feel more confident.

John Holland created a hexagonal model that shows the relationship between the personality types and environments. According to his theory, the personality types that are closest to each other on the hexagon are more alike than those farther away. For example, taking into consideration the position of the professional types on the hexagon, a social type has more in common with an artistic type than with a realistic type. These can be clearer through the description of each professional type that follows.

Realistic

A realistic type likes to work with animals, tools, or machines. Therefore a person corresponding to this type has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals. Usually this professional type avoids social activities like teaching, healing, and informing others and this is the reason why on hexagon is in an opposite side with the social type. The person prefers physical activities that require

skill, strength, and coordination. In general, this individual likes doing outdoor, mechanical and physical activities and occupations and prefers working with things, such as objects, tools, machines, plants, and animals rather than with ideas, data, and people.

Investigative

An investigative type is precise, scientific, intellectual, and likes to study and solve math or science problems. This type prefers working with theory and information, thinking, organizing, and understanding. The person of this professional type is analytical, curious, and independent and they like to read, study, use books and other data instead of working hands-on as well as to use logic and solve highly complex, abstract problems. Usually a person of this professional personality type may be introverted and lack leadership and persuasive skills. They prefer using their mind, rather than their association with people and things.

Artistic

An artistic type is expressive, original, and independent and likes to do creative activities like art, drama, crafts, dance, music, or creative writing. The person of this professional type has good artistic abilities, prefers creative, original, and unsystematic activities that allow creative expression and is imaginative, disorderly, idealistic, emotional, and impractical. In general, they appreciate beauty, unstructured activities and variety and prefer to work in unstructured situations and use their creativity and imagination. What they require is self-expression and to implement their work without following a clear set of rules.

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Social

A social type likes to meet and assist people in many ways like, teaching, nursing, or giving first aid and providing information. Usually this type avoids using machines, tools, or animals to achieve a goal this is why on the hexagon it is on the opposite side with the realistic type. Prefers activities that involve helping, healing, or developing others and needs to be cooperative, sociable, understanding and they have empathy and sensitivity to the feelings of the others. They are friendly and skilled with words and solve problems by feeling. A social personality type enjoys informing, helping, training, developing and curing people in their work.

Enterprising

An enterprising type likes to lead and persuade people as well as manage for organizational goals or economic gain. An enterprising personality type is often a leader with strong skills at organizing, persuading and managing. What the person enjoys more is money, power, status and being in charge. Usually this type avoids activities that require careful observation and scientific, analytical thinking this is why on the hexagon is on the other side of the investigative type. Prefers competitive environments, leadership, influence, selling, and

status, values success in politics, leadership, or business and is energetic, ambitious, and sociable.

Conventional

A conventional type likes to work with numbers, records, or machines in a set, orderly way and generally avoids ambiguous, unstructured activities this is why on the hexagon is on the other side of the artistic type. A conventional person is orderly and good at following a set plan, prefers precise, rule-regulated and unambiguous activities and is efficient, practical, careful, responsible, well organized and task oriented but also unimaginative and inflexible. In general they like to work with data and numbers, carry out tasks in detail and follow the instructions of others.

After the completion of the psychometric test, depending on the answers of the person in the six occupational areas, the first three professional types that correspond to the person will appear with the relative description.

Methodology

For the exploration of vocational interests a psychometric test will be used based on Holland Code career inventory which measures a person's interest level in six occupational areas in order to assist in understanding which jobs will suit the person's interests, talents, and attitude. It is based on the psychologist John Holland's RIASEC model of career choice.

To complete the Holland Code career assessment, the person should mark her/his interest in different kind of activities. At this point the person does not need to worry about whether she/he has the skills or training to do an activity but the person has just to think about whether he/she would enjoy doing it or not.

Each participant implements the activity individually and then a conversation with the other members of the group follows. The instructor needs to give clear instructions and be motivated, encouraging and supportive. A "**learner-centered**" approach will be used including practices that focus on youngsters individually, their talents, their interests, their experiences, their background, their capabilities and needs as well as practices that are most effective for high motivation aiming to provide the basis for personal development.

The counsellor first gives the person clear instructions on how to complete the psychometric test and then leaves him/her alone to complete it without being distracted by the presence of the counsellor. The individual needs to read the catalogue of the verbs given and choose these that match their interests. On the left of each verb there is the first letter of the professional type (**R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**ntrepreneur, **C**onventional). In the

end, the counsellor, counting these letters, calculates the first three professional types of person.

Before completing the test, it is advisable not to give the person a lot of information about the theory on which it is based so as not to affect the individual when completing the test. The consultant also explains to the person that the test merely gives some clues and has an auxiliary role but that does not mean that we should rely solely on it and its results without considering other factors. After completing the test, the results are evaluated and discussed.

In the end of the session, **Assessment & Evaluation tools** will be provided including reflection questions, checklists etc to assist the self-assessment and self-reflection of individuals and motivate them for further learning.

Reflective questions

- What do you think will be your results?
- Do you agree with these results?
- Is there something that impressed you or something you didn't expect?
- How do you see yourself through these results?
- What do these results say to you?
- Do you feel like you got to know yourself a little better?
- On a scale of 1 to 10 where you think you are at the moment?
- Could you describe what your feelings are right now?
- What do you feel you got from this session?

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References & Further reading

- https://www.eoppep.gr/teens/index.php?option=com_tests&view=tepe&Itemid=33
- <https://openpsychometrics.org/tests/RIASEC/>
- <https://www.counseling.org/docs/david-kaplan%27s-files/nauta.pdf?sfvrsn=2>
- “Employability Skills Handbook for Employability Educators” in the context of KA2 ERASMUS + project “GET THERE”

Psychometric test:

I LIKE TO...

| | | | |
|---|-----------------------------------|---|----------------------|
| I | Analyze Data | E | Guide the others |
| C | Copy | E | Be a manager |
| A | Renovate | E | Direct |
| E | Decide | I | Learn |
| S | Listening carefully to the others | C | Translate |
| I | Evaluate | R | Cook |
| S | Assist the others | I | Study |
| R | Work out | C | Organize |
| S | Teach others | E | Convince |
| E | Negotiate | I | Budget |
| A | Decorate | I | Observe |
| E | Run a business | S | Conduct an interview |
| C | Correct | S | Inform other people |
| R | Act using my body | I | Experiment |
| A | Create | S | Treat the others |
| C | Perform | E | Sale |
| I | Research | C | Arrange |
| R | Refit | R | Produce |
| E | Supervise | S | Console the others |
| A | Express myself | C | Discipline |
| I | Delve into something | A | Move somebody |
| C | Work in an orderly way | S | Consult |
| I | Invent | S | Co-operate |
| S | Educate | A | Draw |
| S | Communicate | R | Assemble |
| E | Merchandise | I | Think deeply |
| E | Encourage the others | A | Sketch |
| E | Make a case | C | Put in order |
| R | Breed | C | Tidy up |
| C | Check | A | Sing |
| A | Paint | A | Use my imagination |
| R | Construct | A | Take pictures |
| I | Understand | A | Dance |
| R | Build | R | Handle machines |
| S | Provide first aid | C | Follow instructions |
| R | Do physical activities | R | Work with tools |

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-----------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about vocational interests. | | | | | |
| gained self-awareness | | | | | |
|basic information required for one's vocational orientation | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |

1.2 SKILLS' EXPLORATION

Learning Outcomes

Learning Outcomes: Upon completion of this learning unit the learner will be able to:

| Knowledge | Skills | Autonomy and Responsibility |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced knowledge on: <ul style="list-style-type: none"> Recognize the significance of skills per vocational type Develop an awareness of personal interests, skills and abilities Identify potential job opportunities through skills' exploration | Assess current strengths, weaknesses and areas for development Enhance employability skills Target to specific suitable vocational environments | Identify job roles relevant for the individuals Identify specific skills and qualities individual need in order to do particular jobs |

Objectives of the subunit

It is intended with this subunit that the young people, through a set of practical techniques, activities and theory, will gain the necessary knowledge and capacity in order to able to:

- Correspond interests and skills according to one's professional type.
- Acquire advanced knowledge on which kind of skills need to be developed in order to have a successful career depending on one's professional type.
- Develop and demonstrate particular skills taking into consideration the vocational environment the individual targets
- Identify potential job opportunities as well as to understand and show how to relate their interests, skills and qualities to particular job roles.

Learning Content

Every vocational environment requires specific kind of skills. The description of each vocational type shows what kind of skills a person needs to develop or acquire in order to succeed in the field that matches her/him. For example a social type needs to be communicative. The knowledge of someone's professional type can lead her/him to the skills required for his/her career. It is strongly recommended that after the interests' exploration there will be a connection of the person's vocational type with the skills required for the corresponding vocational environment. This can be helpful for the person while the recognition of the required skills can contribute to their development. Through the description of the vocational types that follows, specific skills required for different kind of working environments arise.

Realistic

A realistic type likes to work with animals, tools, or machines. Therefore a person corresponding to this type has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals. Usually this professional type avoids social activities like teaching, healing, and informing others and this is the reason why on hexagon is in an opposite side with the social type. The person prefers physical activities that require skill, strength, and coordination. In general, this individual likes doing outdoor, mechanical and physical activities and occupations and prefers working with things, such as objects, tools, machines, plants, and animals rather than with ideas, data, and people.

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Methodology

The content of this subunit is recommended to be provided after the session of interests' exploration (subunit 1). In case it is used independently, there should be an introduction to John Holland's Theory (see subunit one: exploration of vocational interests). The aim of this activity is to encourage learners to think about the different personality traits and skills that can be needed in different jobs and implemented individually or in small groups.

Firstly, the learners are provided with the descriptions of the 6 vocational types and they take some minutes to read them (about 30-45 minutes) and try to find out and categorise

through the description of each type the relevant skills that each type should have and the jobs that can do. This step can be implemented into small groups of two or three learners in order to be more interactive.

After that, the individuals are given by the counsellor/trainer the skills' exploration psychometric test. Taking into consideration the first three professional types according to the interests' exploration psychometric test, the individual needs to choose from the list of skills the most relevant skills corresponding to the vocational type. In the end the counsellor discusses with the individual/-s about the correct answers and the skills that the person should develop according to his/her professional type in order to be oriented to a working environment that matches them. Finally, they are asked to think about their skills, qualities and strengths and identify three different jobs that would be suitable for them.

Reflective questions

- What do you think are your strengths?
- What skills do you think you need to develop more?
- How do you imagine yourself in your future work?
- How will you use what you've learned about yourself in the future?

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Complementary Learning Activities

Multiple choice questionnaire

(more than one answer can be correct)

**Correct answers are these with green colour (for the counsellor/trainer)

| Most related required skills of a <i>realistic</i> personality type: | Most related required skills of a <i>Social</i> personality type: | Most related required skills of an <i>Artistic</i> personality type: |
|----------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. Organising | 1. Organising | 1. Organising |
| 2. Mechanical skills | 2. Mechanical skills | 2. Mechanical skills |
| 3. Athletic skills | 3. Athletic skills | 3. Athletic skills |
| 4. Strong communication skills | 4. Strong communication skills | 4. Strong communication skills |
| 5. Creativity | 5. Creativity | 5. Creativity |
| 6. Imagination | 6. Imagination | 6. Imagination |
| 7. Interpersonal skills | 7. Interpersonal skills | 7. Interpersonal skills |
| 8. Teamwork | 8. Teamwork | 8. Teamwork |
| 9. Initiative | 9. Initiative | 9. Initiative |

| | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 10. Self-management | 10. Self-management | 10. Self-management |
| 11. Leadership | 11. Leadership | 11. Leadership |
| 12. Active listening | 12. Active listening | 12. Active listening |
| 13. Time management | 13. Time management | 13. Time management |
| 14. Responsibility | 14. Responsibility | 14. Responsibility |
| 15. Working with hands | 15. Working with hands | 15. Working with hands |
| 16. Persuasion | 16. Persuasion | 16. Persuasion |
| 17. Analytical Thinking | 17. Analytical Thinking | 17. Analytical Thinking |
| 18. Independence | 18. Independence | 18. Independence |
| 19. Physical endurance | 19. Physical endurance | 19. Physical endurance |
| 20. Task oriented | 20. Task oriented | 20. Task oriented |
| 21. Accuracy and reliability | 21. Accuracy and reliability | 21. Accuracy and reliability |
| 22. Arranging | 22. Arranging | 22. Arranging |
| 23. Solving and specializing | 23. Solving and specializing | 23. Solving and specializing |
| 24. Operating machinery | 24. Operating machinery | 24. Operating machinery |
| 25. Creating and designing | 25. Creating and designing | 25. Creating and designing |
| 26. Research | 26. Research | 26. Research |
| 27. Undertaking | 27. Undertaking | 27. Undertaking |
| 28. Influencing | 28. Influencing | 28. Influencing |
| 29. Practical minded | 29. Practical minded | 29. Practical minded |
| 30. Supportiveness | 30. Supportiveness | 30. Supportiveness |
| 31. Being serviceable | 31. Being serviceable | 31. Being serviceable |
| 32. Impulsivity | 32. Impulsivity | 32. Impulsivity |
| 33. Self-expression | 33. Self-expression | 33. Self-expression |
| 34. Analyzing | 34. Analyzing | 34. Analyzing |
| 35. Curiosity | 35. Curiosity | 35. Curiosity |
| 36. Scientific and numerical skills | 36. Scientific and numerical skills | 36. Scientific and numerical skills |

| Most related required skills of a <i>Conventional personality type</i> : | Most related required skills of an <i>Investigative personality type</i> : | Most related required skills of an <i>enterprising personality type</i> : |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Organising 2. Mechanical skills 3. Athletic skills 4. Strong communication skills 5. Creativity 6. Imagination 7. Interpersonal skills 8. Teamwork 9. Initiative 10. Self-management 11. Leadership 12. Active listening 13. Time management 14. Responsibility 15. Working with hands 16. Persuasion 17. Analytical Thinking 18. Independence 19. Physical endurance 20. Task oriented 21. Accuracy and reliability 22. Arranging 23. Solving and specializing 24. Operating machinery 25. Creating and designing 26. Research 27. Undertaking 28. Influencing 29. Practical minded 30. Supportiveness 31. Being serviceable 32. Impulsivity 33. Self-expression 34. Analyzing 35. Curiosity 36. Scientific and numerical skills | <ol style="list-style-type: none"> 1. Organising 2. Mechanical skills 3. Athletic skills 4. Strong communication skills 5. Creativity 6. Imagination 7. Interpersonal skills 8. Teamwork 9. Initiative 10. Self-management 11. Leadership 12. Active listening 13. Time management 14. Responsibility 15. Working with hands 16. Persuasion 17. Analytical Thinking 18. Independence 19. Physical endurance 20. Task oriented 21. Accuracy and reliability 22. Arranging 23. Solving and specializing 24. Operating machinery 25. Creating and designing 26. Research 27. Undertaking 28. Influencing 29. Practical minded 30. Supportiveness 31. Being serviceable 32. Impulsivity 33. Self-expression 34. Analyzing 35. Curiosity 36. Scientific and numerical skills | <ol style="list-style-type: none"> 1. Organising 2. Mechanical skills 3. Athletic skills 4. Strong communication skills 5. Creativity 6. Imagination 7. Interpersonal skills 8. Teamwork 9. Initiative 10. Self-management 11. Leadership 12. Active listening 13. Time management 14. Responsibility 15. Working with hands 16. Persuasion 17. Analytical Thinking 18. Independence 19. Physical endurance 20. Task oriented 21. Accuracy and reliability 22. Arranging 23. Solving and specializing 24. Operating machinery 25. Creating and designing 26. Research 27. Undertaking 28. Influencing 29. Practical minded 30. Supportiveness 31. Being serviceable 32. Impulsivity 33. Self-expression 34. Analyzing 35. Curiosity 36. Scientific and numerical skills |

References & Further reading

- https://www.eoppep.gr/teens/index.php?option=com_tests&view=tepe&Itemid=332
- <https://openpsychometrics.org/tests/RIASEC/>
- <https://www.counseling.org/docs/david-kaplan%27s-files/nauta.pdf?sfvrsn=2>
- “Employability Skills Handbook for Employability Educators” in the context of KA2 ERASMUS + project “GET THERE”

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

**Correct answers are these with green colour (for the counsellor/trainer)

As a **social vocational type** it would be more suitable for me to work as a/an:

- a) Psychologist
- b) Gardener
- c) Architect
- d) Biologist

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As an **artistic vocational type** it would be more suitable for me to work as a/an:

- a) Doctor
- b) Photographer
- c) Teacher
- d) Driver

As a **conventional vocational type** it would be more suitable for me to work as a/an:

- a) Secretary
- b) Plumber
- c) Dentist
- d) Pharmacist

As a **realistic vocational type** it would be more suitable for me to work as a/an:

- a) Economist
- b) Journalist

- c) Driver
- d) Translator

As an **Investigative vocational type** it would be more suitable for me to work as a/an:

- a) Lawyer
- b) Chemist
- c) Accountant
- d) Nutritionist

As an **Enterprising vocational type** it would be more suitable for me to work as a/an:

- a) Administration Manager
- b) Electrician
- c) Tailor
- d) Web technician

Which is the most related required skill for someone who wants to be a **social worker**

- a) Persuasive skills
- b) Active listening
- c) Analyzing
- d) Decision Making

2. DECISION MAKING AND GOAL SETTING



Duration: 3 hours each

Introduction

Decision-making and goal setting are at the basis of daily human activity.

Human beings are always involved in decision making processes but not everyone is aware of the steps involved in it.

One main goal of this unit is gaining consciousness of the decision making process in order to avoid unexpected results and increase the chances of success.

This unit also aims to make participants reflect on the topic of goal setting as a motivation strategy to be able to set realistic goals that are responsible of regulating human actions.

2.1 DECISION MAKING

Learning Outcomes

| Upon completion of this learning unit the learner will be able to: | | |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
| Recognize all the steps involved in a decision-making process. | To be able to select an alternative from several options available and to negotiate and to cooperate with a group. | To decide how to actively follow the steps described to achieve the goal set. |
| To identify personal strengths and weaknesses. | To be able to differentiate between a decision that is made for them from another person and what they would really want. | To assume the consequences involved in the decision made. |
| To recognize which external opportunities and threats can appear from a person's strengths and weaknesses. | To apply the personal strengths and weakness into a professional context. | To be able to weight the alternatives in place and to justify the decision. |
| | To be able to reflect on their personal expectations and on their previous intern/job experience. | To justify the decisions made according to the conventional level. |

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Objectives of the subunit:

- Increase self-awareness of the young people's own strength and exploration on how to use these strengths in different areas of life
- Be able to reflect who makes the decisions on their life.
- Ability to order ideas in a list of importance and to present and discuss with a group these ideas in order to make group decisions
- Development of decision making techniques for successful employability

Learning Content

Decision making is commonly understood as "choosing between alternatives". However, this view is very simplistic since decision making is a comprehensive process, and not simply the act of choosing among several options.

Decision making is a cognitive process that involves both reason and emotion. Each decision taken generates a consequence which is not always foreseen.

According to Dan Ryan, 'Decision making is something all of us do, and we do it all of the time. In some instances, the process can be almost automatic, while in others, it can be lengthy and cumbersome'.

Whether in personal or professional life, the more conscious this process is, the better it can be driven. This avoids unexpected results and increases the chances of success.

In general, decision making involve factors such as:

- Uncertainty: some of the facts necessary for the decision-making process may be unknown.
- Complexity: several interrelated factors that need to be considered.
- High risk consequences: the decision can have a significant impact.
- Alternatives: there may be several alternatives, each with its own uncertainties and consequences.
- Interpersonal issues: it will be necessary to evaluate how people will react.

The 5 steps of the decision making process

1st step - Identification of the problem

Most of the time, a decision is aimed at solving a problem. Therefore, it is important to identify the nature of the issue to be solved and delimit it.

This step is fundamental because, at the end of the process, the decision taken must be in accordance with the problem identified. Otherwise, there are great chances that you will make an ineffective decision that does not bring the solution you need.

So, what problem needs to be solved? Define it in a rational and detailed way.

2nd step - Data Collection

The second step in our list of decision-making steps concerns the collection of data that will support your decision. Here, the intention is to make a diagnosis and analysis of the situation and find out in which context the problem identified in the previous step is located.

3rd step - Identifying alternatives

Before making a decision, it is important to identify and analyse what alternatives are available. After you identify the problem and gather information, you will most likely find several possible courses of action. At this stage, you should list all possible and desirable alternatives to solve the problem. After having a good choice of alternatives, it's time to evaluate the viability of each one, as well as their risks and implications. Practically all decisions involve some degree of risk.

4th step - Choosing the best alternative

Choosing the most appropriate alternative to address the problem is one of the most important steps in the decision-making process. Therefore, it is necessary to draw possible scenarios for each alternative, as a way to predict the outcome. Assess whether the need identified in the 1st stage would be met with the use of each alternative. As you go through this difficult process of choice, it becomes clearer which alternatives have the greatest potential to achieve your goal. Then, put the alternatives in an order of priority, based on criteria and values consistent with the situation at hand. In the end, you can even choose a combination of alternatives.

5th step – Decision-making and follow-up / Reflection

After evaluating the alternatives and their consequences, the data gathered from the research helped to make the best decision. With the decision made, however, it is of fundamental importance that you try to follow the results of this choice in order to verify its degree of efficiency in solving the problem.

YouTube animated videos that easily explain the importance of making decisions

- a. This videos shows that everything in life is related to making decisions:
<https://www.youtube.com/watch?v=0NpQronsFic>
- b. Wordless video that explains the impacts of small decisions in life:
<https://www.youtube.com/watch?v= HEnohs6yYw>
- c. Decision-Making Strategies
https://www.youtube.com/watch?v=pPIhAm_WGbQ
- d. How To Improve Decision Making Skills | Decision Making Process
<https://www.youtube.com/watch?v=2tCYy66CyuQ>
- e. Explanation of what consequences are:
https://www.youtube.com/watch?v=LLZZYf_mLOA

Methodology

In a classroom set, the counsellor will make use of the suggested activities.

For the tools related to making decision (e.g. Stranded on an Island and Decision House), the counsellor can give the exercises to the participants two times: the first one without explaining the theory and a second one after they have the theoretical knowledge of the decision-making process.

- Were the participants able to reflect more on their decision once they got to know the theory behind it?
- Did the participants change their mind when carrying out the exercise for the second time?

If the participants do not feel comfortable to talk about their personal experience to a larger group, the counsellor can ask them to discuss in small groups or pairs.

Complementary Learning Activities

SUGGESTED ACTIVITY 1: STRANDED ON AN ISLAND

Objective: to show the participants that throughout their life they will need to make decision along with other people. This will help them be able to weight their interest with other people and express it in front of a group.

In this activity, participants will pretend they are stuck in an Island.

In this activity, the members of a team are able to, together, analyse the information given, negotiate and cooperate with the colleagues. It encourages the participants to listen and to think about how they make decision and how other people's opinion can influence them.

Material needed:

- Up to five people in each group
- A large room
- A ranking sheet
- The items that need to be ranked

Time: from 30 to 40mins

Instructions:

- Divide participants into teams and give each person a ranking sheet
- 10 mins: ask the participants to rank alone the items in order of importance.
- 10 mins: give the group the time to discuss their rankings and to come up with a group ranking
- Ask the participants to compare their individual ranking to the group ranking:
 - Did anyone change their mind about their ranking during the group discussion?
 - How much were people influenced by the group discussion?

After everyone finished the exercise, ask the participants to evaluate the process, by asking questions like:

- What is the main difference between individual, and team ranking? Why was it different?
- Have they discussing how teams arrive at decisions?
- Which skills do you need to make group decisions?
 - listening: you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated.
 - negotiating, creativity to think outside the box

| <i>ITEM</i> | <i>INDIVIDUAL RANKING</i> | <i>GROUP RANKING</i> |
|--------------------------|---------------------------|----------------------|
| Mosquito net | | |
| Can of petrol | | |
| Water container | | |
| Shaving mirror | | |
| Sextant | | |
| Emergency rations | | |
| Sea chart | | |
| Floating seat or cushion | | |
| Rope | | |
| Chocolate bars | | |
| Waterproof sheet | | |
| Fishing rod | | |
| Shark repellent | | |
| Bottle of rum | | |
| VHF radio | | |

SUGGESTED ACTIVITY 2: SELF-AWARENESS TEST

“Who you are and what you will become (or have become) is largely **determined by the decisions** you make”. Stephen P. Robbins

Good communication skills require a high level of self-awareness: understanding your own personal style of communicating will go a long way toward helping you to create good and lasting impressions with others.

Decision making leads the person into movement.

The process of making decision acts as an instrument for you to pursue your goals. And for this, self-awareness is an essential factor. Without it, it is difficult to make the right choices, which will have a greater impact on your life.

Self-awareness makes people make decisions in a more conscious and assertive way.

Apply the self-awareness test with the participants.

| HOW DO YOU RATE YOURSELF? | 1 Not at all | 2 A little | 3 Ok | 3 Good | 4 Very Good |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|-----------------|-------------------|----------------------------|
| I become active and get involved to make a difference. (own initiative) | | | | | |
| I am creative and use my imagination. (creativity) | | | | | |
| I have confidence in myself and express my own opinion. (self-confidence) | | | | | |
| I see for myself what has to be done and try to solve the task without outside help. (independence) | | | | | |
| I can inspire myself and others for something. (enthusiasm) | | | | | |
| I take responsibility for myself and others. Before I do anything, I think about the possible consequences. (sense of responsibility) | | | | | |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| I try to remain on until the end when I have set my mind to something. I am not discouraged by failures. (perseverance) | | | | | |
| I am able to adapt to changing situations and new people. (flexibility) | | | | | |
| I keep my commitments. I carry out tasks as agreed. (reliability) | | | | | |
| I try hard to do even the most difficult tasks and make sure that they get done. (willingness to perform) | | | | | |
| I look positively into the future. (optimism) | | | | | |
| I can express my opinion and convince others that I am right. (Assertiveness) | | | | | |
| I like helping others. (helpfulness) | | | | | |
| I can solve a task together with others and use my interests for the common goal. (ability to work in a team) | | | | | |
| I respect the ideas and beliefs of others, even if I personally find them strange. (tolerance) | | | | | |
| I can listen to others and express myself so clearly that my others understand me. (communication skills) | | | | | |
| I can deal well with others telling me what they find annoying about me. I can criticise others without hurting them. (critical faculties) | | | | | |
| I try to settle disputes and differences of opinion as calmly as possible and to find a solution. (conflict resolution) | | | | | |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| I can put myself in the shoes of others and understand them. (empathy) | | | | | |
| I feel comfortable making presentations and speaking freely in front of a group. (Public speaking) | | | | | |
| I carry out tasks in orderly, conscientiously and, always when possible, without making mistakes. (careful) | | | | | |
| I can plan and organise effectively. I also keep an overview of many tasks. (organisational skills) | | | | | |

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Evaluation for the subunit

For this subunit, we recommend the counsellor to evaluate the participants' values basing decisions using the following table:

| LEVEL | STEPS – ORIENTATION TO... |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Pre conventional level <ul style="list-style-type: none"> no understanding of conventional social rules yet social expectations have not been yet internalized self-centred, individual social perspective | Step 1 ... own well-being, obedience to stronger ones |
| | Step 2 ...strategic barter justice |
| Conventional level <ul style="list-style-type: none"> Compliance with the rules and conventions of society Internalization of those rules and identification with them Sociocentrism, perspective as part of society | Step 3 ... Expectations of people they feel connected to / ideal of the “good boy” |
| | Step 4 ...Law & Order |
| Post conventional level <ul style="list-style-type: none"> Acceptance and Relativization of social rules Alignment according general moral principles In case of conflict between rules and principles, there is an orientation towards the principles | Step 5 ...“Social Contract” |
| | Step 6 ...universal principles |

2.2 GOAL SETTING

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Identify who makes one's personal decisions and what influences their decisions.</p> <p>To be able to list and to remind the priorities to achieve a goal set.</p> <p>Illustrate the life project in a visual way.</p> <p>Identify each of the steps that are necessary to reach a goal.</p> <p>Recognize that one goal can only be reached by several coordinated steps.</p> <p>Remember that clear communication about a goal helps to reach it.</p> <p>Identify which goals are urgent and what are long term goals.</p> | <p>Define the appropriate formulation of a goal and the path to reach it.</p> <p>Decide which images and photos are more related to the life project.</p> <p>Make use of the PATH model to select the appropriate steps to reach a goal.</p> <p>Make use of time management skills to establish the goals.</p> | <p>Make use of the SMART Method to formulate own goals.</p> <p>Demonstrate the necessary steps to achieve the life project.</p> <p>Decide which path to follow and to feel entitled to it.</p> <p>Act upon the activities that are more urgent and important.</p> |

Objectives of the subunit

- Increased awareness of goal-setting skills
- Identification of goals in different dimensions of life
- To develop the ability to set professional goals
- To be able to consciously make decisions that will lead them
- To be able to reflect on the requirements and conditions for the objectives
- Exploration of professional interests to proceed with the development of a viable career orientation
- Development of skills towards employability

Learning Content

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The goal-setting theory can be considered as a motivation strategy and a motivation theory. It considers that a person's motivation and performance are significantly influenced by the goals set and the feedback received on their achievement. Goals motivate individuals and are responsible to regulate human actions.

Edwin Locke's goal-setting theory argues that for goal-setting to be successful with desired outcomes, they must contain the following specific points:

- Clarity: goals need to be specific;
- Challenging: goals must be difficult yet attainable;
- Goals must be accepted;
- Feedback must be provided on goal attainment;
- Goals are more effective when they are used to evaluate the performance;
- Deadlines improve the effectiveness of goals;

- A learning goal orientation leads to higher performance than a performance goal orientation;
- Group goal-setting is as important as individual goal-setting.

The theory implies that goals should be set at a realistic level. The SMART rule is usually used for this purpose. SMART stands for Specific, Measurable, Attainable, Realistic and Time-bound. Feedback should be constructive and specific, strengthen the expectation of self-efficacy, be regular and informal at best, and also related to the process (and not just the outcome).

People with high self-efficacy (Locke & Latham, 2002):

- set themselves higher goals;
- felt more linked and entitled to the goals set;
- find and use better problem-solving strategies; and
- react more positively to negative feedback.

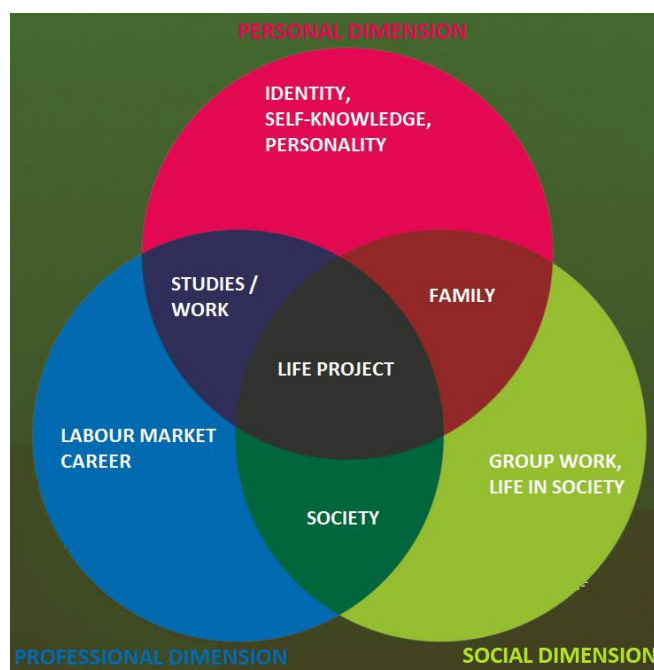
The content of the learning unit is therefore also the examination of one's own strengths and research into the prerequisites for achieving goals in order to be able to define realistic goals.

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The three dimensions of a life project

Based on reflections, individual and collective experiences and knowledge, it is possible to develop the three dimensions of life and define a project for each one. The three dimensions to be developed in the life project are: personal (self-knowledge), social (life in society) and professional (world of work).

In the **personal dimension**, young people recognize themselves as subjects and reflect



on aspects that impact on their identity, such as their values, the way they deal with their feelings and emotions, their origin (their family) and their open-mindedness to the new and to diversity. In addition, they discover interests and aspirations and identify skills and abilities that can relate to the professions they will pursue. Activities and experiences in this dimension should contribute to promoting self-acceptance and self-worth, thus favouring the strengthening of young people's self-esteem, emotional growth and empowerment.

In the **social dimension**, young people reflect on interpersonal relationships with their immediate surroundings and with the world and on the impact these relationships have on them as citizens. Activities in this dimension, mostly in groups, aim to develop a sense of responsibility for the common good through value-based coexistence, such as ethics and empathy, and respect for social rights and duties.

Action in society is promoted through the force of collective actions and interventions for the solution of real problems that affect the school to the community, from the city to the planet.

In the **professional dimension**, the factors that contribute to the social mobility of young people through their productive activity are addressed. The insertion and permanence in the world of work depend on the identification and development of skills, competencies and knowledge aligned with the demands of the 21st century, such as the use of technology, entrepreneurship, creativity and resilience.

Action Plan

Drawing up a life project and defining an action plan to achieve the objectives is not a task with a date to finish. Life is subject to changes and is influenced by affective, social, cultural, economic and political, national and international context, and the project must adapt to them. But how can the future be predicted if it is uncertain? Knowledge and preparation for adversity are the best strategies not to be surprised. Developing skills and abilities needed in the labour market, and



having "plans B" can contribute to not having to change course on the road to dreams, just recalculating it to reach the desired destination. The life project does not start in the future, it is the present. To prepare oneself for it is to experience it, to be the protagonist of one's own history today and tomorrow.

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YouTube animated videos that easily explain the importance of setting goals:

- a) One-step-at-a-time - goal achieving cartoon doodle video
<https://www.youtube.com/watch?v=8cCiqbSJ9fg>
- b) How to set goals – Goal Setting and Achievement (Explanation of the SMART method)
<https://www.youtube.com/watch?v=Mt0sg8MVAU4&feature=youtu.be>
- c) How To Write Smart Goals Effectively
<https://www.youtube.com/watch?v=VZXcKyevXKM>

Methodology

This subunit aims at helping the participant's exam, their own life wishes, dreams and the goals that will lead them to materialize these wishes and dreams. Only when a person actively shapes their life, they can feel fully satisfied and successful. For that it is recommended that the participants gather in small groups to start considering what their own life plan looks like, and what they are striving for in life.

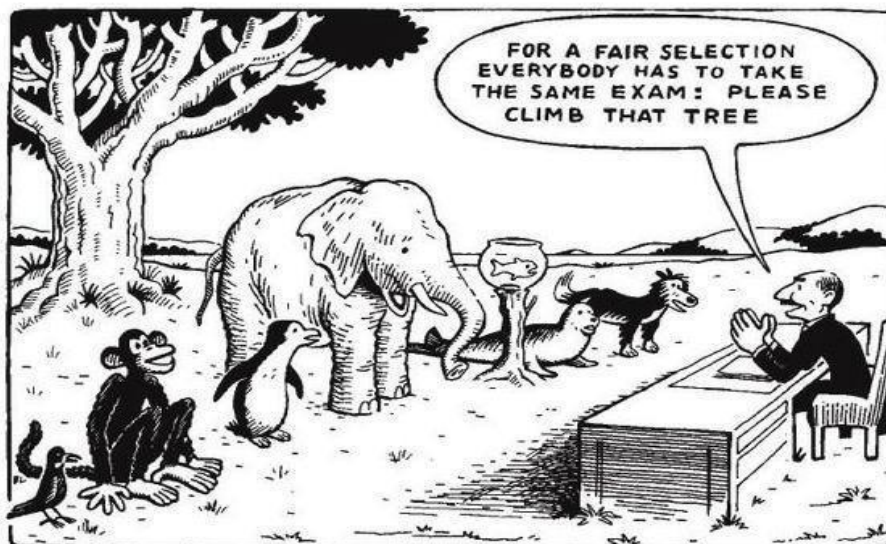
Using various methods and tools, such as video, individual and group work, the participants approach their wishes, come up with concrete and SMART goals from them and can differentiate between short, medium and long-term goals.

Reflective questions

- Have you set a goal for at least three areas of your life?
- Why is it important to set short, medium and long-term goals?
- Which of your goals do you work on first?
- What are SMART goals?
- When did you reach your goal?

Complementary Learning Activities

SUGGESTED ACTIVITY 1: REFLECT ON WHO IS SETTING GOALS



The man sets a clear goal for the animals: climb the tree. He also makes the decision that all the animals have to perform this goal in order to be selected.

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The animals exposed in this cartoon – a bird, a monkey, a penguin, an elephant, a fish, a seal and a dog – are all known to the participants, so they should be able to easily identify what their behaviour is.

In this cartoon, the man is then condemning the animals to perform an activity that does not fit for all of them: climb a tree. Five of the animals do not have the physical means to do so. Although the bird can reach the top of the tree, it cannot “climb” it, as the instructions of the man explicitly establish; leaving the monkey as the only animal that is completely able to perform what is being determined.

The decision to climb the tree was not made by each animal. **The man, unilaterally, made a decision and set a goal for them.**

A first expected reaction from the participants is that something is wrong and will never fit together. The counsellor will start making questions (from simpler to more reflective) to the participants about the cartoon:

- What is happening in this cartoon?

- Are all animals able to do what is being asked by the man? If not, why not?
- If the man made the decision for all the animals that they should climb the tree, will they all be successful?
- Do you think the animals have a choice to not do what was decided by the man?
- Can they decide to do something different? Can they set their own goal?

After the reflection on these questions, the counsellor will explain what a fable is and that in these short stories the animals assume the position and have the behaviour of humans. Later S/he introduces the discussion to question the participants on their experience with “making decisions and setting goals”.

The counsellor will ask if the participants have ever been in a situation where a decision was made for them by another person. S/he will ask them how they felt doing this activity that was not them who chose to do. It is very likely that all the participants have already experienced a situation in which a decision was made against their will, ability and inclinations.

If the participants do not feel comfortable to talk about their personal experience to a larger group, the counsellor can ask them to discuss in small groups or pairs.

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SUGGESTED ACTIVITY 2: ON THE NEED TO CLEARLY COMMUNICATE GOALS – TRIANGLE ACTIVITY

Material:

- Big room

All participants stand in a circle.

They have to mentally and secretly choose 2 people from the group. Nobody should know on each other choices.

Goal: Make an equilateral triangle with the 2 people chosen. The length of the side can be any (but it has to be the same in all sides), but must not be less than 2m to avoid that all the participants are mixed in the middle.

Silently, all the participants at the same time need to try to form the triangle. A big movement should start in the room.

When the participants are quieter, the counsellor should ask if everyone were able to form the equilateral triangle with the two people chosen.

The counsellor asks loudly each person if they were able to form the triangle and checks if all the sides have approximately the same size.

The triangles that are consistent with the rules stay in the activity, those who are not have to sit.

At the end the participants will see how many people are standing (successfully attained the goal of forming the equilateral triangle) and how many people are seated (could not perform the goal set).

Aim: understand that goals that we set do not necessarily correspond to reality and are sometimes not reachable. Others that actually exist are not obvious at first glance.

Therefore it's important to formulate your own goals clearly and to communicate them with others.

References & Further reading

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Evaluation of the subunit

After working through this chapter, I...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|------------------------------------------------------------------------|---------------|----------------------|--------------------------------|-------------------|------------|
| ... have acquired basic knowledge about goal-setting process. | | | | | |
| Could set SMART goals in different life dimensions | | | | | |
|understood the need to set small steps to be able to reach a goal. | | | | | |
| ... have resources (links, articles, videos) for further reading. | | | | | |

3. BOUNDARIES IN THE WORKPLACE



Duration: 3 hours each

Introduction

One way of exploring boundaries on the labour market is to highlight certain expectations from the employers. Expectations, with the right methods, can be turned into an advantage for the job seeker, if he or she learns how to use them.

This learning module captures two invaluable skills that figures in job ads, job interviews, career counselling: **teamwork** and **time management**. These features are useful when entering the labour market, but they will also be of help in mastering other parts of one's life.

The aim of this learning module is for the learner to:

- ✓ approach the essence of these skills,
- ✓ achieve a basic understanding of why these skills are wanted by employers,
- ✓ learn how they can increase their autonomy in understanding them,
- ✓ be able to take a first step towards making use of them.

3.1 IDENTIFY YOUR TEAMWORK SKILLS

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic knowledge on:</p> <ul style="list-style-type: none"> • One's existing strengths in team working skills. • Why team working is a highly valued skill among employers. • Various ways that team working can be exercised. | <p>Develop strategies to refine one's team working skills.</p> <p>Acknowledge how challenges can lead to an improvement and awareness of one's current needs in a labour market perspective.</p> | <p>Decide on what strengths (if any) that needs to be adjusted in order to match with the labour market.</p> <p>Demonstrate skills towards employability.</p> |

Objectives of the subunit

- Identification and understanding soft skills that are highly valued among employers.
- Development of skills towards employability
- Development of skills that not only improves one's position on the labour market, but also will ease one's everyday life.
- Learning about the interests of the labour market, in a non-formal way.

Learning Content

Teamwork is important because it delivers better results from the sum of the total team members than would be achieved from each member acting alone. Working on one's teamwork skills can help with how to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result. Teamwork also creates a sense of unity and enthusiasm for the common interests and a desire to share in fulfilling responsibilities assigned to the team. Good teamwork helps to build morale in the workplace, which makes workers more productive and ultimately improves profits. For organizations that have excellent teamwork, problem-solving is easier – since people with different skills and knowledge will work together to produce a creative solution. The American Psychological Researcher Bruce W. Tuckman has developed a tool to divide a stage of team development. The four stages are *Forming*, *Storming*, *Norming* and *Performing* which all teams undergo to grow, find solutions and tackle problems.

- **Forming:** simple way to say on this stage is highly rely on leader advice and direction with minimum/limited effort or initiative from the team members as the roles and responsibilities are unclear for them or they just don't fully understand and always need guidance from leader.
- **Storming:** takes time for the team to come up with a decision in the group and sometimes receive challenges from others. Team needs a special attention to its goals and compromises might be able to be considered to get a progress.
- **Norming:** the team has the agreement, commitment and unity to start responding the leader. Roles and responsibilities are starting to get clearer and accepted and approval escalation can be seen on this stage. More independent with the process and style and there is a general respect for the leader.
- **Performing:** tasks are well structured and organized by the team members and leader with a clear vision and can go by themselves without the participation from leader. At this stage, this team should be more focus in achieving the goal and many decisions has made by the team against criteria agreed with the leader with high degree of autonomy for the team. Team members look after each other and team

doesn't need to be assisted, they just only require *delegated tasks and projects from leader*.



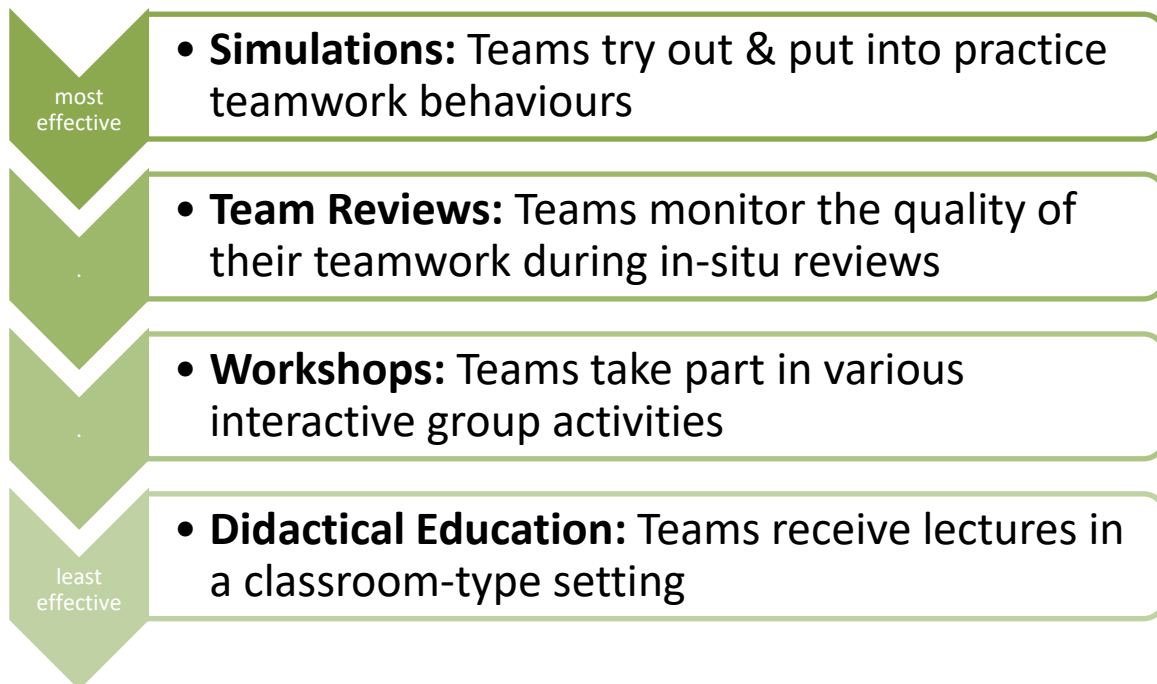
These processes will carry the learners throughout the lesson and will be the very foundation of their gained understanding about the importance of team working. This also shows the processes that the learners could go through, although it will be in a micro-format, during this lesson.

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How can teamwork be trained?

In 2017, a science team (McEwan D, Ruissen GR, Eys MA, Zumbo BD, Beauchamp MR (2017) The Effectiveness of Teamwork Training on Teamwork Behaviors and Team Performance: A Systematic Review and Meta-Analysis of Controlled Interventions) analysed studies of teamworking training, in order to conclude if potential training led to an improvement of the workplace situation.

Which Method is best for teamwork training?



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The main conclusion is that training aimed at improving teamwork in the workplace... works! People who went through teamwork training engaged in more teamwork behaviors, such as defining the team's mission or coordinating with each other while working.

Interactive methods are the best: giving people the chance to actively learn and practice teamwork has the largest effect on their behaviors and performance. Giving people the chance to actively learn and practice teamwork has the largest effect on their behaviors and performance. This might be workshop-style exercises involving all team members, simulations of tasks that the team has to do, or even team reviews or debriefs on their real work together. The aim is to stimulate peoples' critical thinking regarding teamwork in the workplace, and simply lecturing them might not do it. The different teamwork strategies generally fall under one of following categories:

1. First, the most basic approach to training and developing teamwork involves providing *didactic* education to team members in a classroom-type setting, such as lecturing about the importance of providing social support within the team or promoting ways to manage interpersonal conflict among teammates.

2. A second category of team training involves utilizing a more *interactive* workshop-style format, wherein team members take part in various group activities, such as having discussions about the team's purposes and goals or working through case studies together. This type of training has been found to be useful for enhancing team effectiveness

3. The third broad category of team training involves simulation training, wherein teams experientially enact various teamwork skills, such as interpersonal communication and coordination, in an environment that mimics upcoming team tasks (e.g., airline *simulators* or medical patient manikins). Although often used as a means of fostering taskwork competencies (e.g., teaching new surgeons how to perform the technical skills of a medical operation), simulation training has been found to be an efficacious approach to teamwork intervention.

The following subunit takes this in to account and focuses on learning and increased awareness through interactive games, with the purpose of emphasizing the strengths that the learner already has and to challenge the learner in developing these strengths. As stated, the learning in the methodological lesson shall stem from the interactive parts when the learners interact with each other, regardless of given information about the theoretical methods.

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Methodology

The session is divided in to two parts, where the three exercises represents the first part and the YouTube clips and evaluation holds the final part.

The video clips can be found here:

<https://www.youtube.com/watch?v=o9mdHMtxOjY>

<https://www.youtube.com/watch?v=kYjqtLCNqSA>

The professional will only work as a mentor, supervising the exercises yet keeping a low profile. Depending on the size and the constellation of each group, the time aspect may vary among them.

The human knot: Have everyone stand in a circle facing each other, shoulder to shoulder. Instruct everyone to put their right hand out and grab a random hand of someone across from them. Then, tell them to put their left hand out and grab another random hand from a different person across the circle. Within a set time limit, the group needs to untangle the knot of arms without releasing their hands. If the group is too large, make multiple smaller circles and have the separate groups compete. This game relies heavily on good communication and teamwork and is also an excellent start up for new people to learn to work together, with no demands on any *hard skills*.

The carpet: The professional places the bigger carpet on the floor and has everyone stand on it. The task for the learners is to turn the carpet upside down without anyone touching the floor with their feet. The first carpet should be of a size that will give the learners a fair chance to be able to pull this exercise off. The learners will learn that they need to be very clear in their communication, while they will not be able to see everyone on the carpet. They need to make sure that each move they make will have someone else having to change their position. This also includes physical contact, which is normally more or less comfortable for each and every one. The exercise will however probably make the learners more aware of the will to succeed, rather than the need of physical contact. The exercise on the smaller carpet is exactly the same but a lot more challenging. Chances are that the groups will develop their strategic thinking and find very creative ways in how to have less people standing on the carpet – for example by carrying others on the back or shoulders.

The flying egg: This is a great exercise to end with before a break. It takes more time and can be resumed after a break. The professional hands out the set of tools to each group. The learners must find a way to use every tool in order to keep the egg from breaking. The proof that they did shall be presented at the end of session one, with the learners having to drop their construction from a specific height. This challenging but fun exercise requires a lot of thinking, planning and theoretical testing. It also requires different personal skills, both soft and hard. The constructions will probably be very creative and very unlike each other. Again, the purpose is not to succeed with keeping the egg intact, but to have the learners use every bit of their strengths in a final test.

The final part of the lesson consists of a YouTube clip that summons the importance of a development of team working and a discussion about why team working is such a valuable skill for employers. The clip functions as an affirmation of what has been learned and as fact that they did indeed learn something of use. The professional should focus on the different strengths that the learners will give as examples of what they have been using during the day. These are the strengths that may guide them on their labour market path. The professional will lead the discussion in the way that the learners needs to ask themselves what typica workplaces that require different strengths. It will also be clear to them what strengths they could develop or improve. This should be stated by the professional, although it is nothing that must be mentioned in the classroom.

Reflective questions

- What strengths did you have to use during the exercises?
- Did you feel comfortable using those strengths?
- Did you notice strengths that *others* used, but you didn't?
- In what way would these strengths be of benefit at a workplace.
- Can you agree with many employers who value the ability to teamwork?
- Do you feel like you have become more aware of the actual teamwork skills that you have?
- How can you improve this skill even more?
- What do you feel you got from this lesson?

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References & Further reading

- https://www.academia.edu/3696252/Tuckmans_Forming_Norming_Storming
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5234826/pdf/pone.0169604.pdf>
- <https://www.youtube.com/watch?v=o9mdHMtxOjY>
- <https://www.youtube.com/watch?v=kYjqtLCNqSA>

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-------------------------------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about my strengths and challenges within the field of teamworking. | | | | | |
| ... gained self awareness. | | | | | |
| ... gained greater understanding about the importance of teamworking at workplaces. | | | | | |
| ... understood how I can continue to sharpen my teamworking skills. | | | | | |

3.2 TIME MANAGEMENT

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic knowledge on:</p> <ul style="list-style-type: none">• How problem-solving can be managed with an easy strategy.• The correlation between the personal and the professional life. | <p>Develop and master a technique that will increase one's independence regarding challenges such as time management.</p> <p>Decide how current challenges can affect a work situation, if not being dealt with.</p> | <p>Show responsibility thanks to participation in a self-developing group process.</p> <p>Demonstrate skills towards employability</p> |

Objectives of the subunit

- Make use of a certain strategy for problem-solving
- Understand underlying processes that take place before a successful achievement.
- Development of skills towards employability.

Learning Content

Social skills training (SST) is a type of psychotherapy that works to help people improve their social skills so they can become socially competent. The method was developed by Robert Paul Liebermann, professor of psychiatry at the University of California. SST is predominantly a behavioural therapy but cognitive therapy can also be used in some situations to maximise the success of SST. This psychotherapy can be done one-on-one or in a group situation. SST is acknowledged as a scientifically based psychotherapy with very good results for target groups with either mental or psychological disorders, or for anyone who wants to improve their social skills and social confidence. The method was further developed in Sweden in 1995, by psychologist Per Borell and is highly recommended by The National Board of Health and Welfare, which is a Swedish government agency under the Ministry of Health and Social Affairs. SST is frequently being educated to Swedish counsellors, therapists, social workers etc. who are working with people with either mental illness, or with people with very little experience of the labour market.

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As shown above, there are many factors that contribute to worsening social skills, which in turn impair many other aspects of our lives. For example, social skill deficits cause social isolation, and social isolation worsens social skills. These are just some examples of the many vicious cycles that we see in psychology.

Work is an essential part of our lives and society. Studies show that when people do not work, they feel depressed and unsatisfied. Thus, situating mentally ill people in the workplace has become a primary aim of rehabilitation. In order for people to maintain a job, they must have the necessary social skills. The lack of these is why many people are unable to stay employed. It is best to adapt vocational SST to a specific job. It is very difficult for mentally ill patients to generalise workplace social skills to any environment, as different jobs require different relations.

All social skills training follows the same basic structural and implementation outline:

Identifying the problem

Firstly, the major social problem needs to be identified. For example, are the problems with socialising predominantly a fear of large gatherings of people? Or speaking to people at work?

Setting the goals

This will include a broad overall goal as well as focused goals that may change from session to session. For SST, the broad overall goal may be the ability to socialise comfortably in the staffroom, whereas the individual goals will be skill-specific (e.g. learning how to greet someone, ask how they are and respond appropriately). Once each goal or skill is mastered, the goal for the next session becomes more difficult. Keeping the overall goal in mind will help the learners overcome times when he or she feels like giving up.

Modelling

Before the learners are expected to perform the skill, they will model the skill they are focusing on, so that they can see exactly what they need to do before attempting to do it themselves.

Roleplaying

After the modelling, they will be asked to roleplay. This practice is a very important aspect of SST. It may feel odd to roleplay, but until they have practised the skill, it is hard to use it outside the safety and confinement that counselling sessions provide.

Feedback

The counsellor will provide feedback at the end of each session. This feedback will help the learner to identify their strengths and weaknesses, and the things they especially need to work on and practise.

Homework!

In between sessions, the counsellor will set little homework challenges that the learners are required to do in their own time throughout the week. Usually the homework will carry on directly from the session, so that they practise the new skill they learnt. Depending on their success at meeting the challenge, they will focus on a new, more difficult skill in the next session.

From the following six steps stems a problem-solving tool, also in six steps. It is recommended that the learners work with this tool repeatedly (at list five times) for them to feel that they have mastered the structure and that they by then understand how to apply the tool in other problem-solving areas. The headlines of the tool are:

Step one: *What is the goal?*

Try to describe the problem as thorough as possible. Phrase this problem as a goal that you can reach in a certain amount of time

Step two: *Write down all possible solutions and ideas.*

Do not focus on advantages or disadvantages at this stage.

Step three: *What would be the advantages and disadvantages for each solution?*

Go through your list and force yourself to come up with pros and cons. They could be of slightest importance, but it is necessary to list every single one.

Step four: *Choose the solution best suited for you.*

Choose the solution that would make you reach your goal in the easiest way, totally or partially. The solution should be managed within one to two weeks.

Step five: *Plan for implementation.*

How and when will you start? What resources would you need? What obstacles must be overcome? Do you need to practice?

Step six: Afterwards, go through your result. (If group session continues as a follow-up)

What went well? What would need to be adjusted for you to achieve the goal, if it wasn't reached?

Note that there are numerous strategies for dealing with time management out there. This model is one of them and can be of use in group counselling where the group members share a background of mental illness or very little (or none) practical experience of a work placement or an actual work. It is also a useful model for any thematic field of problem-solving.

Methodology

The professional takes on an active role, as holding the group together and being responsible for the theoretical framework that surrounds this exercise.

The lesson starts with two Youtube clips, showing the physical and psychological disadvantages that follow lack of time management. The professional is responsible for discussing this with the learners, by focusing on how this can affect both the personal and the professional life. If the learners didn't yet try on a work placement or an actual work, correlate to the school environment instead. The main goal for the professional in the introduction is to create awareness of the meaningfulness with an improvement of time management skills.

Each learner will then receive the worksheet with the six different steps. The professional will ask them to come up with different areas regarding time management, that they feel needs adjustment. This adjustment should be phrased as goals, not problems – as mentioned in the work sheet by Borell.

Typical topics are: "how can I find time to work out?", "I want to be in time for school/work/meetings", "This [insert activity] needs to stop being so time consuming in my

daily life”, “How can I prevent to miss the last bus on my way home?”, “I want to be able to structure my evenings”, etc.

For effective learning, the learners should be repeating this exercise with different types of time management topics (or brand-new topics). The repeating exercises will increase the chances of knowledge that will be kept over time.

Reflective questions

- Do you understand the importance of managing your time, when entering the labour market?
- How can a lack of time management be an obstacle in a future employment?
- What do you feel you got from this session?

References & Further reading

- Palmen, A., Didden, R., & Arts, M. (2008). Improving question asking in high-functioning adolescents with autism spectrum disorders: Effectiveness of small-group training. *Autism*, 12(1), 83-98. doi: 10.1177/1362361307085265
- <https://eslda.se/material/esl-manualer/> (Manuals in Swedish)
- <https://healthengine.com.au/info/social-skills-training-sst>
- <https://www.youtube.com/watch?v=Z6kAEQJhSoU> (Why time management is your most precious resource)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=VUK6LXRZMMK](https://www.youtube.com/watch?v=VUK6LXRZMMK) (more work-oriented, but an explanation of why lack of time management is bad for your health)

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about time management strategies | | | | | |
| ... gained self-awareness | | | | | |
| ... understood how I can affect my problems by turning them in to goals | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |

4. COMMUNICATION: VERBAL / NON VERBAL



Duration: 3 hours each

Introduction

Communication is one of the most important parts of everyday, as well as professional life. All of us have different communication styles that we transmit verbally and non-verbally. 56

This unit first focuses on assertiveness as a social skill and an instrument that helps people to initiate and maintain relationships through avoidance of anxiety and aggression.

The second part aims at highlighting the importance of communication skills in professional life for finding a job and developing relationships in the labour market.

4.1 COMMUNICATION STYLES

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Identify forms and skills of communication. | Apply verbal, para-verbal (tone, volume and rhythm of the voice) and non-verbal (physiognomy, mimic, gestures) strategies with individuals and groups in the labour environment. | Apply action plans to future personal and professional development opportunities. |
| Recognise the importance of active listening. | | Be responsible for the implementation, evaluation and planning of specific tasks related to the goal planning topic. |
| Identify opportunities to develop communication skills. | Select problem solving skills to demonstrate ways to communicate with a range of different people in companies. | Act in compliance with the training framework dedicated to goal planning. |
| Identify how to avoid communication breakdown. | | |

Objectives of the subunit

- Identify the codes of everyday life that we have internalized
- Experience the social behaviours that the group replicates
- Experience non-verbal communication

Learning Content

Researchers interested in the study of assertiveness as a social skill, eg. Orme and Bar-On (2002), pointed out that people with assertive communication style can express themselves by avoiding anxiety and aggression in different situations. Assertiveness has also been defined as a direct and appropriate communication process of needs. The person can tell his/her own opinions without punishing other people (Arrindell and van den Ende, 1985 *apud* Sarkova et al., 2010). So we can use assertiveness as an instrument that will help us to initiate and maintain social relationships. And, as Eskin (2003) said, assertive people enjoy emotional well-being.

Communication styles identified:

Passive. People with a passive communication style rarely express their personal opinions and emotional states. Generally, there are people with low self-confidence. They use the low tone and have a low mimic expressivity.

Aggressive. Aggressive style can be recognized through high tone, impulsiveness in expressing opinions, lack of listening behaviours. It creates the impression of hostility for the interlocutor, so those who use the aggressive style, challenge others to defensive attitudes or aggressive responses. In one case or in the other, the accuracy of communication is low.

Assertive. Assertive style is based on a positive attitude towards others. The conditions of developing such a style are self-confidence and trust in others. The assertive person expresses his opinions and feelings directly and openly, using a moderate, but firm and expressive tone, keeping eye contact with the interlocutor.

The general attitude is relaxed, a right body position, standing or sitting. The interest for the interlocutor is visible. Mimics and gestures are consistent with the verbal message.

Assertive style is considered ideal for any communication situation. This is the style of the person in charge, who knows what she is doing and what she says. The **assertive communication style** will be presented and the fact that it can be learned by putting it into practice day by day.

Methodology

All of us have different communication styles that we transmit in both verbal and non-verbal communication. This is a dynamic to help young people identify the behaviours and social behaviours that they have internalized. Through play and spontaneous dramatization, they experience how non-verbal communication occurs.

To begin, the group is explained that they will play a game in which you cannot speak, only a situation will act. The coordinator asks for a volunteer to start the activity.

Without the rest of the group listening, they should be instructed to dramatize a situation and not stop until the entire activity is finished. Examples can be suggested such as: acting like you are cooking, waiting at a bus stop, working at the office, etc.

A volunteer from the group begins to perform while the rest of the group watches, then someone else is called and asked to join in the performance. He/she should not be given another indication, just told to "join the scene."

Successively, other young people in the group, no more than ten, will be asked to join the theatrical performance one by one. The result, therefore, will be that everyone was acting scenes interpreting what their colleagues were doing.

At the end, the people who did not participate should tell what scenes they lived and what happened to each actor or actress.

At the end of the dynamic, some questions can be suggested to facilitate dialogue:

- Do you think there was a relationship between the actions that each person was adding or were they movements that could not belong to the same scene?
- Did the person who joined the scene understand what the other person was doing?
- When they saw the movement of a partner, did they understand what situation they might find themselves in? There are actions as if they were codes in common that we elaborate socially.

References & Further reading

- Aids and barriers to communicating effectively with young people
<https://www.agedcarecomplaints.gov.au/internet/publications/publishing.nsf/Content/drug-treat-pubs-front4-wk-toc~drugtreat-pubs-front4-wk-secb~drugtreat-pubs-front4-wk-secb-3~drugtreat-pubs-front4-wk-secb-3-3>
- White, K.W. (2016). Trainer Communication. A Guide to Relational, Organizational and Classroom
- Communication. Maryland: Rowman& Littlefield. Prozesky, D.R. (2000).
- Communication and Effective Teaching. Community Eye Health, 13, (35), 44-45.
<https://study.com/academy/lesson/types-of-communication-formal-informal-grapevine-verbal-non-verbal.html>
- <https://www.myworldofwork.co.uk/getting-job/additional-support-needs-work>
- Beukelman, D. and Mirenda, P. 2013, Augmentative and alternative communication: supporting children and adults with complex communication needs, 4th edn, Paul H. Brookes Publishing Co, Baltimore, Maryland.

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about communication verbal and non-verbal. | | | | | |
| ... developed effective skill about communication. | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |
|gained self-awareness | | | | | |

4.2 VERBAL AND NONVERBAL COMMUNICATION

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Recognise how communication impact on relationships in labour market. | Apply verbal and non-verbal communication skill to get a job. | Be responsible for the implementation, evaluation and planning of specific tasks related to the goal planning topic. |
| Identify how verbal and non-verbal communication helps us find a job. | Develop communication skills that enhance relationships in the labour market. | |
| Define communication skills that are involved in the labour market. | Combine skills for enhancing self-knowledge and employability skill. | |

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Objectives of the subunit

- Identify the methods that the person uses to communicate;
- Recognize in the relationship with others what objectives or non-verbal behaviours reflect an active listening.
- Become aware of the value of non-verbal behaviours to listen in a way active.
- Improve communication skills as a method to improve access to the labour market for young people.

Learning Content

Knowing how to communicate, both in one's own language and in other languages, improves the chances of a young person entering the labour market. The Recommendation of the European Parliament on the competences that are necessary for lifelong learning, as well as the ANECA report referring to the demands of the labour market, referring to the "Training Catalogue for the improvement of the employability of young people", prepared by Fortec in November 2011, consider that the acquisition of the competences Communication in mother tongue, Communication in foreign languages and Social competence, are an antidote to unemployment.

Learning to communicate in the mother tongue involves being aware of the main types of verbal interaction, the main characteristics of the different styles and registers of the language, and the diversity of language and communication depending on the context.

People must possess the necessary skills to communicate orally and in writing in multiple communicative situations and to control and adapt their own communication to the requirements of the situation. In this way, it is considered that the young person who has the ability not only to search for information but to process it, as well as to formulate and express their own oral and written arguments in a convincing way that is appropriate to the context, has a greater chance of finding a position of work.

Another of the competencies that increase that affect lifelong learning and, therefore, and that, therefore, increase employability, is communication in foreign languages, which requires knowledge of vocabulary and functional grammar, understanding oral messages, to initiate, maintain and conclude conversations, and to read, understand and produce texts appropriate to the needs of the person.

Likewise, the labour market is demanding social competencies, whose fundamental elements are the ability to communicate constructively in different environments, show tolerance, express and understand different points of view, negotiate knowing how to inspire trust, and feel empathy. People who have acquired this competence are able to manage stress and frustration and express them in a constructive way.

Methodology

In every communication process there are two ways to transmit information: verbal and non-verbal. In the verbal communication our ideas and feelings are expressed through words, while in non-verbal communication gestures and body expression are used to communicate what you want express. Verbal communication is generally valued more and communication is not given importance non-verbal. In this activity you will learn to value and use non-verbal behaviours to achieve effective communication, and to make the other person feel that they are being heard. It is important not only to understand what is said but also understand the perceptions and emotions of the person who speaks, that is, listen actively to the other.

Companies value very positively that their workers are capable of communicating adequately, for which we must know not only to express themselves correctly but also to interpret the messages we receive verbally and non-verbally. With this didactic unit we will try to train young people the ability to listen and communicate both verbally and non-verbally. This training will help young people not only to find a job but also to keep it.

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First training session

The group is divided into groups of 3 or 4 participants, trying to make them as heterogeneous as possible. To each of the groups will be responsible for preparing and representing one of the most common situations down. Each group will have 10 min. for these two processes. During the preparation, the coordinator will be able to take advantage of these moments to observe the work dynamics of the groups.

Each of the teams will take turns to make their presentation, at the same time the rest of the group take notes based on these two aspects:

- Who is looking at whom?
- Who communicates with gestures?

Situations

- 1) A young man complains to the coordinator about the preferential treatment he gives the girls.
- 2) One of your mates likes to bother you when you are in a group and you must express to him that it bothers you.
- 3) The police find you in a park doing something you shouldn't
- 4) A group of young people older than you bother you and your group of friends.
- 5) You have to inform your parents / legal guardians that you have been summoned from the court to testify for an event that you witnessed
- 6) You are with a group of friends and you see a girl you want to flirt with.

Once all the situations have been represented, there will be a sharing of what was observed and acted upon. The guideline to guide this debate will be the gestures or non-verbal expressions of each situation that are most used, which favour or hinder communication. The coordinator explains the concept of active listening and the role of non-verbal behaviours. The young people will identify the non-verbal behaviours of the representations that favour active listening. A volunteer will write down the non-verbal behaviours mentioned to use them in the next session.

Monitoring

For the next session, the young people are asked to individually reflect on behaviours that are not verbal that favour or hinder active listening in their interactions with others.

The procedure of the first session is repeated with the rest of the groups, including sharing. A volunteer will note the non-verbal behaviours mentioned.

To internalize the conclusions of the debate, the whole group is proposed to make a poster with the behaviours non-verbal names on the lists of volunteers who can be most useful to find work. This poster will be used to classify these behaviours favouring and inhibiting in the search for employment. It would be interesting if each one of them can be represented with a symbol chosen by the young people and that can be easily remembered by them.

References & Further reading

- https://www.europeanagency.org/sites/default/files/A_rough_guide_to_IEPS.pdf
- Alike and Different: Exploring Our Humanity with Young Children (1992) Editor: Bonnie Neugebauer
- Learning From Those We Support: A Disability Awareness Handbook (1999) Author: Dr. Jill Wheeler
- How Do Our Young People Communicate Today: What is the Downside and What Can We Do About It? <https://www.mentalhelp.net/blogs/how-do-our-young-people-communicate-today-what-is-the-downside-and-what-can-we-do-about-it-part-one/>
- Communication <https://digipathways.io/resources/competence-framework/communication/>

Evaluation of the subunit

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For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|---------------------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about communication verbal and non-verbal. | | | | | |
| ... developed effective skill about communication according to improve employability. | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |

5. TEAMWORK AND CONFLICT RESOLUTION



Duration: 10 hours each

Introduction

The aim of this unit is to develop conflict resolution and self-regulation skills, which can be applied in the workplace and life in general and which reinforce the values and positive impact of good teamwork in the workplace. The Unit consists of 2 subunits.

The first, **conflict resolution** is comprised of sessions, which include a short video clip representing forms of conflict resolution in a cartoon format so that it is easily understandable and relates to the needs of the visual learners in the group.

The second subunit, **self-regulation** focuses on how to improve the ability to self-regulate in the workplace as well as in daily life. Group will look at describing self-regulation and 8 ways to achieve it.

5.1 CONFLICT RESOLUTION IN THE WORKPLACE

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY & RESPONSIBILITY |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Understand there is a process and theory underpinning conflict resolution. | Increased awareness of conflict resolution skills | Increased awareness of self and the power we have in escalating or de-escalating conflict. |
| Understand the difference between assertive, passive and passive aggressive behaviours. | Develop role play skills practicing real life situations in the workplace and how to deal with that in a non-aggressive manner. | Understand empowerment and the responsibility we have to control our own behaviours and reactions. |
| | To challenge existing beliefs and opinions in how to deal with conflict. | |
| | Increased understanding of the negative effects certain conflict resolution techniques have. | |

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Objectives of the subunit

- Increased awareness of conflict resolution skills
- To understand the difference between assertive, passive and passive aggressive behaviours.
- To challenge existing beliefs and opinions in how to deal with conflict
- Increased understanding of the negative effects certain conflict resolution techniques have.

Learning Content

Conflict resolution is described as the methods and processes involved in facilitating the peaceful ending of conflict and retribution.

There are two theories of conflict management. The traditional theory is based on the assumption that conflicts are bad, are caused by trouble makers and should be subdued. Contemporary theory recognises that conflicts between human beings are avoidable. It is this theory that we will be implementing.

There are deemed to be 6 steps to conflict resolution in the workplace:

1. Clarify what the disagreement is
2. Establish a common goal for both parties
3. Discuss ways to meet the common goal
4. Determine the barriers to the common goal
5. Agree on the best way to resolve the conflict
6. Acknowledge the agreed upon solution and determine the responsibilities each party has in the resolution.

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The following website provides information on types of conflict that may occur in the workplace and soft skills that can be learnt to deal with it:

<https://www.thebalancecareers.com/conflict-resolutions-skills-2063739>

Examples of conflict resolution skills that can be discussed during the sessions and applied during the role play:

- Assertiveness by a supervisor who convenes a meeting between two employees who have engaged in a public dispute.
- Interviewing and active listening skills utilized by a human resources representative to define the nature of a conflict between supervisor and subordinate.
- A supervisor encouraging empathy by asking opposing employees to describe how the other might feel in conflict situations.

- Managers of rival departments facilitating a brainstorming session with their staffs to generate solutions to ongoing points of conflict.
- Mediation skills by a supervisor who helps rival subordinates to identify mutually agreeable changes in behaviour.
- A co-worker seeking out a rival and suggesting that she would like to find a way to co-exist more peacefully.
- Creativity and problem-solving by a supervisor who redefines roles of two conflict-prone staff to eliminate points of friction.
- Accountability established by a supervisor who documents conflict initiating behaviours exhibited by a chronic provocateur on his performance appraisal.

| PASSIVE PERSON | AGGRESSIVE PERSON | ASSERTIVE PERSON |
|--------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------|
| Afraid to speak up | Interrupts and “talks over” others | Speaks openly |
| Speaks softly | Speaks loudly | Uses a conversational tone |
| Avoids looking at people | Glares and stares to others | Makes a good eye contact |
| Shows little or no expression | Intimidates by using expressions | Shows expression which matches the message |
| Slouches and withdraws | Stands rigidly, crosses arms, invades the personal space of others | Relaxes and adopts an open stance and expressions |
| Isolates self from groups | Controls groups | Participates in groups |
| Agrees with others despite personal feelings | Only considers own feelings and / or makes demands of others | Keeps to the point |
| Values self less than others | Values self more than others | Values self equal to others |
| Hurts self to avoid hurting others | Hurts others to avoid being hurt | Tries to hurt no one |
| Does not reach goals and may not even know goals | Reaches goals but hurts others in the process | Usually reaches goals without hurting others |
| You’re okay, I’m not | I’m okay, you’re not | I’m okay, you’re okay |

Examples of Passive Aggressive Behaviours

1. Being Indirect

Indirectly begrudging any demands made by another after the request was made. They will not express their dislike of the request at the time the request was made but rather build up resentment later on.

2. Deliberate Blunders

They are deliberate blunders so that they will not be asked to do something in the future. This is one of the passive aggressive examples to replace just saying the word “no”.

3. Procrastination

Instead of directly refusing to do a task, the passive-aggressive person will rather intentionally delay the task and view this as punishing the person who made the request. The passive aggressive example is backing out of a commitment at the last possible moment when the person knew they couldn't make it from the beginning. They procrastinate deliberately to frustrate the next person.

4. Negative Attitude

Instead of refusing directly to do a task, they assume the request was a deliberate attempt at sabotaging them. The person assumes that others know exactly how they feel and ask them to perform a task despite knowing the person is unable to do it.

5. Taking Everything Personally

Things not going according to their master plan are often viewed as a deliberate attempt by others of attacking them.

6. Having the Last Word

Although it seems that they have resolved an argument sufficiently for both parties, passive aggressive people will throw in one last negative judgment afterwards so that they still have the last word in the argument. This is one of the passive aggressive examples that makes them feel as if they have won.

7. Insincere Compliment

Complimenting someone very insincerely that it actually makes the recipient of the compliment feel bad about whatever is being complimented.

8. False Warmth

Negative criticism is often delivered with false warmth. The passive aggressive is actually resentful and envious under all the false warmth.

9. Responding with Silence

The person won't state how they feel, but from their body language, it is obvious that they are not happy with the way the argument has proceeded. The passive aggressive will tend to freeze the other person out by insisting that nothing is wrong or answer any question directed to them with a single word. There is a lot of sulking and hostile behaviour.

10. Deliberately Disrupting Someone's Plan

One of the passive aggressive examples would be to sabotage one's diet plan by offering and insisting they eat the "bad" food you offer. This tendency may be coupled with a jealousy that the passive aggressive feels towards the person's willpower.

11. Freezing Someone out

Instead of directly confronting what you don't like about someone, the passive aggressive will go on a campaign to deliberately exclude the person out of any activities planned.

12. Keeping Tally with Someone

The passive aggressive people will act in response to what was done to them. For example, they don't attend an event of yours because you unavoidably missed an event of theirs. This is a tit-for-tat behaviour.

Methodology

This tool is designed to be used early on in the VET project and before work placements commence. It is designed to gauge/measure the young person's level of conflict resolution skills and beliefs.

In small groups, ideally 4-6 young people so to reduce anxiety and performance issues when engaging in role play.

Two staff to deliver the sessions (theme to be delivered over a minimum of two sessions, as role play can be very daunting for young people).

Staff to lead on role play and show how it is done before any young person is asked to participate. **(Young people with serious confidence issues should not be forced to engage in role play. Learning can take place via observation without participating in this process).**

How to deliver the session:

1. Flipchart: to raise peoples understanding of conflict managements and conflict resolution skills. To gauge young people’s beliefs on aggressive, passive aggressive, passive and assertive behaviours. Tutor/Teacher to discuss and flipchart what behaviours/speech/body language would fall under each category.

2. Handout with animal techniques: to educate young people on the different techniques in dealing with conflict resolution.

3. Video: for visual learners who may struggle with the above. This is a very simple video showing how positive conflict resolution can take place:

<https://www.youtube.com/watch?v=f3NmLUINP80>





4. Role Play: inspired by the video “Conflict Management Funny” create your own role play scene. The objective is to raise confidence within a group setting and to practice above techniques in a safe and non- judgemental environment.

5. Passive, Aggressive and Assertive Exercise - Put the statements under the correct headings in the table:

<https://www.bristol.gov.uk/documents/1904666/2293737/Passive%2C+Aggressive+and+Assertive+Exercise.pdf/2036551d-1f7e-26a3-b5c5-f2427eedfa04>

Handout with animal techniques

What is your Conflict Management Style (CMS) ¹?

| CMS | EXPLANATION | COMPARISON |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Competing | <p>"I value the point being made more than our relationship". "It is them or me." "I've got to win this one". "I am sure they will see it my way if they just think about it." "I know I am right".</p> <p>This is the: I win you lose position</p> |  |
| Avoiding | <p>„I will be quiet and listen". "It is not that big a deal". "I'd rather just forget it". "It is not worth the trouble". "What difference could I make it anyway?"</p> <p>I lose, you lose position</p> |  |
| Accommodating | <p>"I value our relationship more than this point". "Let's just get this over with so we can get on with other things". "This tension is very uncomfortable". "I will just do what they want". "Fine, I give in, have it your way".</p> <p>I lose, you win position</p> |  |
| Collaborating | <p>"I'm sure if we work together we can come up with an better answer than either of us individually". "I am not giving in yet, but I am willing to hear your opinion, and give you mine".</p> <p>I win, you win position</p> |  |
| Compromise | <p>"This isn't important enough to fight over". "I don't want to be unreasonable". "If I give her this, maybe she will give me that".</p> <p>We could both live with that position</p> |  |

¹ <https://www.thepentecostalfamily.org/managing-conflict.html>

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about what conflict resolution is | | | | | |
| Acquired knowledge about the different conflict management styles | | | | | |
|identified my conflict management style (animal) | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |

5.2 SELF-REGULATION

Learning Outcomes

| Upon completion of this learning unit the learner will be able to: | | |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | SKILLS | AUTONOMY & RESPONSIBILITY |
| Understand there is a process and theory underpinning self-regulation. | <p>Increased awareness of self-regulation and its importance to our daily lives and mental health.</p> <p>Develop empathy for others who may not be able to self-regulate well.</p> <p>To be able to challenge our own existing beliefs and opinions.</p> <p>Increased understanding of the negative effects poor self-regulation can, and will have.</p> | <p>Increased awareness of self and that we all have the ability to control negative or destructive thinking and behaviours.</p> <p>Understand the responsibility we have to control our own thinking, behaviours and reactions.</p> <p>Explore our own self-regulation issues and where they come from.</p> <p>To be able to identify our own negative behaviour triggers.</p> |

Objectives of the subunit

- Increased awareness of self-regulation.
- Learner to understand they are capable of achieving a high level of self-regulation, no matter what their previous experiences/childhood has been.
- To challenge existing beliefs and opinions in how to deal with emotions.
- Increased understanding of the negative effects a lack of self-regulation can have.
- To become more self-aware.
- Increased awareness of think errors that lead to negative self-regulation.
- To realise we have the potential to control all emotions and the way we react to situations

Learning Content

Self-regulation is the ability to manage disruptive emotions and impulses, and to think before you react. It makes up one of the five elements of emotional intelligence, a concept developed by psychologist Daniel Goleman, and it helps us stop unhelpful behaviour, and keep calm under pressure.

We all have the ability to control the way we react to situations.

His theory suggests there are 8 ways to improve self-regulation;



Developing Integrity



Being Open To Change



Identifying/Being Aware Of Your Triggers



Practicing Self Discipline



Reframing Negative Thoughts



Keeping Calm Under Pressure



Considering The Consequences



Believing In Yourself

1. Developing Integrity

People who live and work with integrity are often successful because others respect them. To behave with integrity, identify your values . These are the things that you won't compromise on, even if they put you at a disadvantage. (Recognize that you'll sometimes lose opportunities by behaving ethically, but that you'll win "the long game.") Then, start living these values every day. Admit your mistakes, take responsibility for your actions, and listen to your inner voice.

2. Being open to change

People who self-regulate cope well with change, and adapt their behavior to different situations easily. Importantly, they think about change positively, and see it as an exciting opportunity for self-development. (Conversely, people who resist change can experience a great deal of stress, and other negative physical and psychological effects.)

3. Being aware of your triggers

An important part of being self-regulated is **self-awareness**, particularly when it comes to knowing what your weaknesses are, and how other people's behaviour can affect you negatively.

Identify your triggers by making a list of all the times when you've given in to your negative impulses in a relationship. When you've identified emotions and reactions that aren't useful, replace them with more positive behaviors.

For example, you might discover that you tend to snap at a partner when you feel you're not being listened to. So how do you handle this?

What are your triggers in a relationship?

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4. Practicing Self-Discipline

In a 2012 study, "**Masters of the Long Haul**"², researchers said that self-regulation is the single most important factor in achieving long-term goals.

People who show initiative or work toward challenging goals often encounter difficulties and setbacks, but those who are able to keep going eventually succeed.

Develop self-regulation by working on persistence and self-discipline. These are traits that keep you working hard, even when you are not "in the mood" and your goals seem out of reach.

5. Reframing Negative thoughts

By rationally assessing the facts, you can undo the damage that negative thinking may have done. For instance, saying to yourself, "I can do this, I've done it before" is much more motivating than, "I can't do this, I'm hopeless!"

² <https://onlinelibrary.wiley.com/doi/abs/10.1002/job.1778>

Another strategy is to find something positive about the situation. This small shift in perspective can transform your thinking and make you feel more optimistic about the future. For example, imagine you've received some feedback that upsets you and causes negative thoughts to spiral. Take the emotion out of the equation for a moment, and think about whether there's any element of truth in it. If there is, how can you improve that situation next time? If there isn't, take the initiative and talk to the other person to address any misunderstandings.

6. Keeping calm under pressure

Self-regulation is about remaining calm in the face of adversity, and keeping your cool. If you're in a situation where you're losing control of your emotions, try to remove yourself for a few moments – either physically or mentally.

For example, relaxation techniques such as deep breathing can help you to calm down – it interrupts any negative thoughts, and puts you back on a more positive path. Breathe in slowly for five seconds, then breathe out for five. Focus on your breathing, and nothing else.

Do this at least five times.

What other things help??

7. Considering the consequences

If you find yourself in a difficult situation, or if you're trying to control your impulses, think before you act and consider the consequences. Remembering what happened when you reacted badly in the past can remind you why it's important to be self-regulated.

Or, imagine how you look and behave when you're not in control – this will give you some perspective on the situation. For instance, if you're about to shout at your partner, imagine how you would look. Is your face red and sweaty? Are you flailing your arms around? How would you feel living with that person? You'd probably not want to.

People tend to treat you how you treat them, so, if you don't want to experience bad behaviors from others, don't exhibit them yourself. Equally, if you remain positive and optimistic – even in the face of adversity – you team members will likely do the same.

8. Believing in yourself

Another important element of self-regulation is self-efficacy. This is your belief in your ability to achieve your goals. To develop this, work on your self-confidence . Focus on the experiences in your life where you were successful, to put your mistakes and setbacks into perspective.

Choose to believe in yourself, and surround yourself with other positive and confident people. The more you see the success of others whose skills and abilities are similar to yours, the more likely you are to believe that you can also achieve that success.

Methodology

Classroom based activity. Session is aimed at increasing understanding of how important self-regulation is in the workplace but also life in general. Group will look at the “8 ways to improve self-regulation”.

A whole session can be spent looking at the first 4 ways to self-regulate, as it can generate a lot of discussion ie. ‘why aren’t you open to change? Where do your rigid views come from?’ and ‘do you know what integrity is?’. If not, let’s look at that in detail ie. Values and beliefs-do they bring positive things to your life or do they eventually bring negative things or situations to your life.

The second session can be spent looking at the next 4 ways to self-regulate. Again, this is not to be rushed. Especially when identifying triggers. What are your triggers? Why are they there? When that trigger is hit, what thinking pattern or thinking error/s does that lead to ie. Personalizing; catastrophizing; black and white thinking; fairness fallacy etc. What does that type of thinking lead to? Any past experiences that you can talk about where this happened?

The teacher needs to ‘educate’ themselves on thinking errors and the thought, emotion, action cycle.

These 2 videos discussing both of these subjects are easy to understand and should generate a lot of discussion within the group. Please see the video links below that explains each category of thinking error, and the other video which explains the thought, emotion and action cycle

This video explains why self-regulation is so important:

https://www.youtube.com/watch?v=m4UGDaCgo_s

This video shows the old Cherokee Indian Tale of the Good vs Evil fight that occurs in all of us. Very useful for visual learners.

<https://www.youtube.com/watch?v=TzZQm4yhPns>

Short summary of the story:

There is a Native American story called "The Two Wolves." It starts with an old Cherokee telling his grandson about a battle that often goes on inside people.

He says, "My son, the fight is between two wolves. One is evil. It is angry, envious, jealous, sorrowful, regretful, greedy, arrogant, self-pitying, guilty, resentful, inferior, dishonest, proud, superior, and egotistical. The other is good. This wolf is joyful, peaceful, loving, hopeful, serene, humble, kind, benevolent, empathetic, generous, truthful, compassionate, and faithful."

His grandson thinks for a while, and then asks: "Which wolf wins, Grandfather?" The old Cherokee simply replies, "The one you feed."

For additional reading and understanding (for those who have the capability level and technology to access):

<https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536>

Debriefing:

Really important for learners to identify which areas of their self-regulation requires improvement and which areas they may already be competent in. Group to look at each of the '8 ways' above and for the teacher to go around the group asking each individual if they are able to do this, and if not, why?

The teacher should spend a good portion of session 2 looking at ‘reframing negative thoughts’. This then leads into discussion and videos looking at thinking errors. Maybe the teacher should go first in identifying their own thinking errors, so to bring about trust in the group for when they start to discuss their own? Afterall, we all have these thoughts, but those that self-regulate well, challenge those thoughts or keep them well under control.

Evaluation of the subunit

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|--------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about what self regulation is | | | | | |
| ... Gained self awareness | | | | | |
| ...identified my personal negative behavior trigger | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |

6. OVERCOMING PREJUDICES



Duration: 6 hours

Introduction

All human beings have prejudices to some degree against people that do not belong to their group. People might engage in subtle acts of prejudice and discrimination even if they are not aware of it.

Becoming aware of the possibility of being prejudiced or discriminatory is the first step to overcoming prejudice. However, most of the time, people feel anxious and uncomfortable to acknowledge this kind of attitude and behaviour.

The main goal of this unit is to understand better what prejudiced attitudes and discriminatory behaviours are and how they affect social interactions in everyday life to raise awareness and eventually avoid them.

6.1 SUBTLE PREJUDICE

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Understand better what means discrimination/ prejudices and how this can influence their life. | Develop critical thinking. To be more tolerant towards other people. | Raise awareness about people that belong to different race, religion, ethnicity etc. |
| Understand the similarities and differences between different groups. | Improve social skills. Develop cognitive skills. | Raise awareness about how their actions can influence other people. |
| To be able to link these terms with theories of social psychology. | To see the results of their actions due to the judgements with limited information in the society. | Assume the consequences of their prejudiced actions in the society. |
| Understand why discrimination and prejudices are ethical problems | To be able to reflect on their personal thoughts. Differentiate various discrimination types in different segments of the society | Take initiative to combat discrimination and prejudices |

Objectives of the subunit

- To create awareness of how subtle beliefs and behaviours can affect social interactions in everyday life.
- To evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions
- To realize if their stereotypes and attitudes influence their own and others' behaviour.

Learning Content

Thinking about prejudice and discrimination often brings to mind acts of blatant prejudice, such as segregated schools or sexual harassment in the workplace. Subtle acts of prejudice and discrimination, in contrast, are less visible and obvious and, as such, are more difficult to recognize in one's own behaviours or in the actions of one's social group members (Benokraitis & Feagin, 1995).

However, research on modern prejudice shows that all people are prejudiced to some degree, even if they are not aware of it, and so they are likely to engage in acts reflecting this subtle prejudice. For example, research on ambivalent prejudice shows that people can simultaneously hold both negative and positive attitudes toward other social group members (Katz & Hass, 1988), and research on aversive prejudice demonstrates that even people who are strongly motivated to see themselves as unprejudiced may discriminate in situations where they can justify doing so on the basis of some factor unrelated to social group membership (Dovidio & Gaertner, 2004).

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Becoming aware of the possibility that they might discriminate against others makes many people feel anxious and uncomfortable; as a result, they tend to avoid intergroup interactions as a way to manage these negative emotions (Stephan, Ybarra, & Morrison, 2009). Acknowledging the situations that make people uncomfortable is an important step toward addressing this anxiety and increases people's willingness to engage in intergroup interactions (Monteith & Mark, 2009).

Methodology

Each participant receives a questionnaire and rates each situation from 1 = very comfortable to 5 = very uncomfortable. Each participant should then sum all the points per section and record the score for each section on the worksheet. After students review their scores, they answer the review questions individually; a group discussion based on the review questions follows. Students might find some of the questions do not apply to them; if so, they can write "N/A" and adjust their total score.

Read the following statements and rate what you think your comfort level would be in each situation using the scale below. There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. However, the way you answer the questions may be different depending on your own social group membership, such as your ethnicity, gender, age, weight, or ability status. In some cases, you may not think a situation is personally applicable; if so, mark “N/A” in the space provided. After you have completed all sections, follow the instructions to create a total score for each section.

Section A:

| STATEMENTS | RATE |
|----------------------------------------------------------------------------------|------|
| Your best friend starts dating a Latino-American. | |
| You go into a Japanese restaurant where all the patrons and employees are Asian. | |
| You realize you are the only person of your race when you visit a community. | |
| A Saudi Arabian sits down next to you on a crowded bus. | |
| Your new doctor went to medical school in India. | |
| TOTAL | |

Section B:

| STATEMENTS | RATE |
|--------------------------------------------------------------------|------|
| You find out a family friend is choosing to be a stay-at-home dad. | |
| You greet someone but can't determine the person's gender. | |
| You take your car in for repairs and the head mechanic is a woman. | |
| You see a little boy playing with a princess Barbie. | |
| You see a businessman getting a manicure. | |
| TOTAL | |

Section C:

| STATEMENTS | RATE |
|-------------------------------------------------------------------------|------|
| You see two men holding hands. | |
| A person of the same sex is flirting with you. | |
| You move in next door to a same sex couple who have two children. | |
| You go on a date with someone who used to date someone of the same sex. | |
| You see two females kiss lovingly in public. | |
| TOTAL | |

Section D:

| STATEMENTS | RATE |
|------------------------------------------------------------------------------------|------|
| You don't know whether to open a door for someone in a wheelchair. | |
| You watch someone who does not have a visible disability park in a handicap spot. | |
| You walk by a mentally disabled person who is talking loudly in the grocery store. | |
| Your friend is dating someone with Aspergers Syndrome (high functioning autism). | |
| You are standing in line behind a deaf person at a fast food restaurant. | |
| TOTAL | |

Section E:

| STATEMENTS | RATE |
|---------------------------------------------------------------------|------|
| A heavily obese person is working out in the gym next to you. | |
| You are sitting next to an obese woman on a plane. | |
| You notice a coworker who is obese is holding up the cafeteria line | |

| | |
|--------------------------------------------------------------------------|--|
| because she/he wants to fill the tray. | |
| You watch an obese man get stuck trying to sit in a desk in a classroom. | |
| You friend sees an overweight person and makes a joke about him/her. | |
| TOTAL | |

Section F:

| STATEMENTS | RATE |
|----------------------------------------------------------------------------------------------|------|
| There is a 30 year age difference between you and your lab partner | |
| Your internship coordinator assigns you to an assisted care facility. | |
| Your senior citizen landlord wears a hearing aid and often has difficulty understanding you. | |
| Your grandmother often asks you for help with her computer. | |
| Your 70-year-old next door neighbor can never remember your name. | |
| TOTAL | |

Results: Compute your total for each section by adding up the numbers from your responses. If you marked an item “N/A,” score it as a “3” before computing your total score for that section. Higher numbers indicate greater discomfort with social situations in that section.

| | TOTAL RATE |
|-----------------------|------------|
| Section A: Ethnicity | |
| Section B: Gender | |
| Section C: Sexuality | |
| Section D: Disability | |
| Section E: Weight | |
| Section F: Age | |

Reflective Questions

1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning.
3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
4. What experiences have you had that may have contributed to the way you answered the questions?
5. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about communication verbal and non-verbal. | | | | | |
| ... developed effective skill about communication. | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |
| ...gained self-awareness | | | | | |

6.2 NEGATIVE ATTITUDES

Learning Outcomes

| Upon completion of this learning unit the learner will be able to: | | |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | SKILLS | AUTONOMY AND RESPONSIBILITY |
| Defining the term of stereotypes and prejudices. A better understanding of the difference between prejudices and stereotypes. | They are more emphatic. They will become more understanding. They will be more tolerant. They will be more open-minded. | Responsibility to address the discrimination. Responsibility to know their own rights. Responsibility to share with the other what can be the impact of stereotypes and prejudices. |

Objectives of the subunit

- Understand that people have negative attitudes and what is meant by prejudice and stereotypes.
- Be able to recognise my own and others' stereotypical and prejudiced attitudes.
- Be aware of the negative consequences of prejudice and stereotypes.

Learning Content

This starts with a thinking skills activity which aims to reveal participants own prejudicial and stereotypical views in order to introduce the concepts. Participants then explore stereotypes of different genders to appreciate how it feels to be labelled. This enables them to empathise with other groups that can be stereotyped and to challenge the negative labels. You can then explore prejudice through the media. Extension 1 provides a role-play activity that could be a separate session and effective way of developing learning through drama. Although this activity is focussed on negative attitudes rather than behaviour, which is explored further in lesson 6, you may find that discrimination is introduced through your discussion

Consider any sensitivity amongst participants. You could inform participants that you will be exploring some controversial subject matter and it is not your intention to upset anyone, but if anyone is affected during the class, they can speak to you or email you afterwards.

Be aware that some people may express negative attitudes. It is important to allow them to voice their views and they should be probed, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes and promote the importance of respect towards difference.

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Methodology

In a classroom set, the counsellor will make use of the suggested activities.

The aim of the activities is to learn:

- ✓ That people can have negative attitudes through prejudice and stereotypes.
- ✓ To be able to recognise my own and others stereotypical and prejudicial attitudes.
- ✓ To be aware of the negative consequences of prejudice and stereotypes.

Complementary Learning Activities

SUGGESTED ACTIVITY 1: PREJUDICE NEWS

Participants read extract from the newspapers that feature prejudicial views towards a particular group. Participants should use pens to highlight the prejudicial views and think about the negative consequences of this attitude. Use the slides to discuss.

News extract 1

James Parke, 22, was on a night out which ended in him fighting for his life. James, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. James was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures.

What is the prejudiced attitude?

Who is the prejudice directed towards?

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News extract 2

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shilpa Shetty. They claimed that Shetty, from India, was being victimised and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin colour, accent and cooking.

What is the prejudiced attitude?

Who is the prejudice directed towards?

News extract 3

Sky Sports presenters Andy Gray and Richard Keys have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as:

‘Somebody better get down there and explain offside to her.’

‘Can you believe that? A female linesman. Women don’t know the offside rule.’

| |
|----------------------------------------|
| What is the prejudiced attitude? |
| Who is the prejudice directed towards? |

SUGGESTED ACTIVITY 2: GENDER RIDDLE

As a fun plenary, quickly present the riddle on the slide 28 followed by the questions that will reveal prejudicial and stereotypical thinking. Highlight that it is important to be aware of our own prejudicial and stereotypical attitudes and to think about how they will make other’s feel.

Riddle:

A van driver whistles to a nurse on the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!

How can the boy be the surgeon's son?

Is the van driver a man or woman?

Answers to the Riddle:

How can the boy be the surgeon's son?

- The surgeon could be a woman and it is her son.
- Or the surgeon could be a man and they are a gay couple with a son.

Is the van driver a man or woman?

- Unknown – it could be man or woman. He or she could be whistling at a male or female nurse.

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SUGGESTED ACTIVITY 3: Choose your apprentice (slides 1- 11)

Use the slides for this thinking skills activity which aims to reveal some subtle prejudicial thinking and stereotypes within the group. Provide each participant with the six cards from the worksheet 14 that contains a first name and line them up in front of them. Alternatively they could just write their names on a paper. Explain that students are working in the role of an entrepreneur, like Alan Sugar, on "The apprentice". They need to recruit an engineer to go into space and set up life on the moon. Each time you reveal a layer of information on the slides, they have to "fire" someone by removing them from their line up until they have one left who is "hired". The final slide reveals each person's qualifications. Discuss their choices, highlight any prejudice and stereotypes and conclude you can't prejudge on such little information.

SUGGESTED ACTIVITY 4: Gender stereotypes (slides 12 – 18)

Using imagery from Billy Elliot, explore participant’s attitudes towards a boy doing ballet. You could play a clip from Billy Elliot to engage them. You can find this on YouTube (<https://www.youtube.com/watch?v=i0p2X2rQ6Ag>). Introduce Gender stereotypes. Participants work in pairs, introducing themselves as stereotypical “girls” and “boys” using statements on the slides. Discuss the stereotypes and the associated problems with these labels. Highlight that we are all individuals. Video 3 shows a scenario of gender discrimination. If you have time you could play this and use the discussion points in the video background notes to explore the issue.

Evaluation of the subunit

For this subunit, we recommend the following self-evaluation test:

After working through this chapter, I have...

| | 1 Disagree | 2 Rather disagree | 3 Neither agree or disagree | 4 Rather agree | 5 Agree |
|-------------------------------------------------------------------------|---------------|-------------------------|--------------------------------------|----------------------|------------|
| ... acquired basic knowledge about communication verbal and non-verbal. | | | | | |
| ... developed effective skill about communication. | | | | | |
| ... resources (links, articles, videos) for further reading. | | | | | |
| ...gained self-awareness | | | | | |

Imprint:

Text:

Introduction of each unit:

YES Forum

Unit 1 - Vocational orientation: exploring job opportunities:

IEKEP

Unit 2 - Decision making and goal setting:

BAG KJS, YES Forum

Unit 3 - Boundaries in the workplace:

Piteå kommun

Unit 4 - Communication: Verbal / Nonverbal:

Centro San Viator

Unit 5 - Teamwork and Conflict Resolution:

The Inclusion Network

Unit 6 - Overcoming prejudices:

Nevo Parudimos

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Coediting and design:

YES Forum

All links accessed on 30.08.2021



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