EduCoRe

The EduCoRe Booklet

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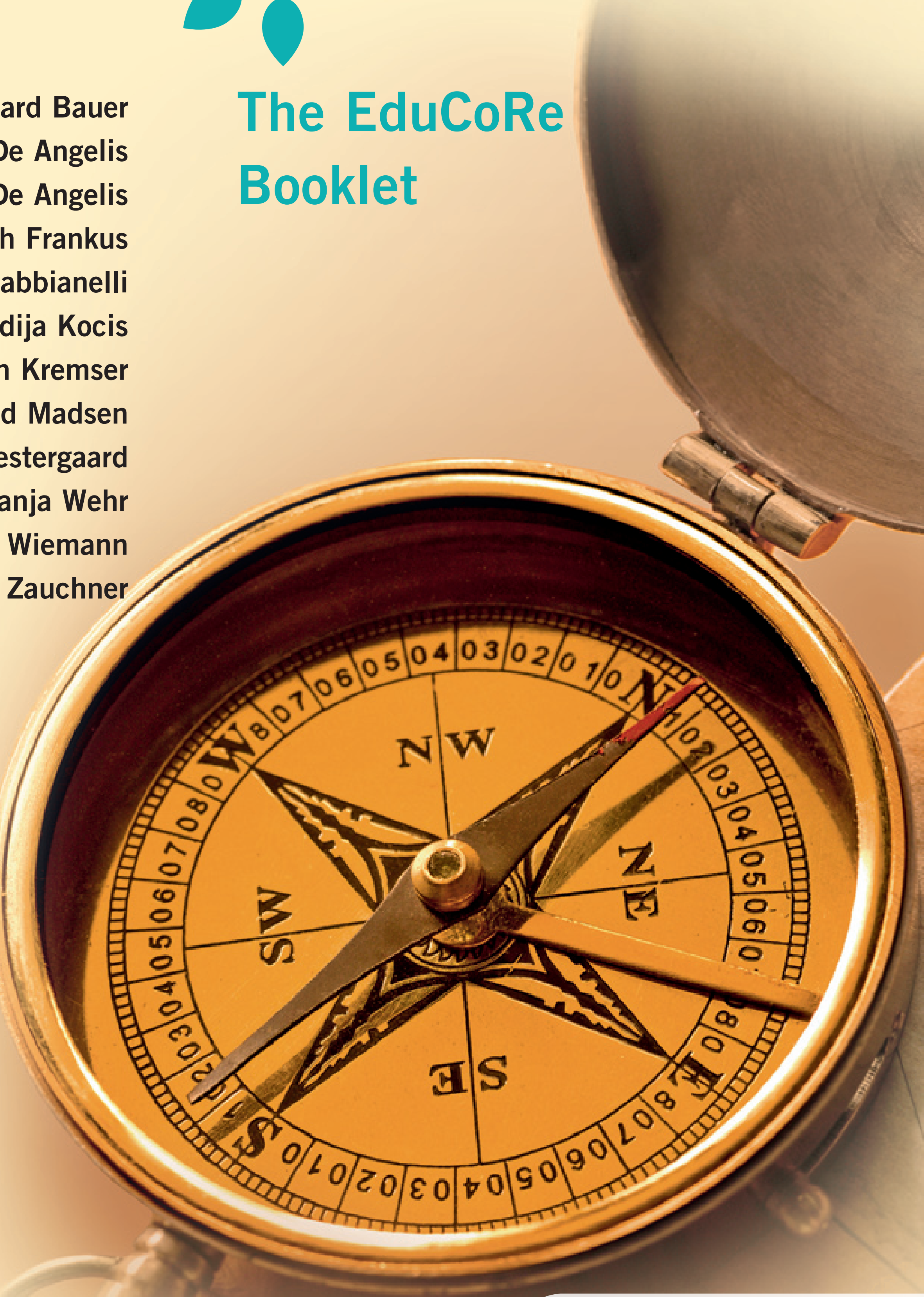

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Human Concern

Content

The numbering of the following exercises corresponds to the structure of the Training Curriculum.

1.2 HOW CAN I TALK ABOUT MY DISABILITY AND ITS CONSEQUENCES?

Rationale

The activity intends to encourage people to face their disabilities and to identify the accompanying limitations and restrictions that can influence their professional life. This allows the patients to have a realistic view of their own potential in regard of their reintegration into the labour market and society in general.

Aims

- To identify and to face one's own disability
- To be able to express one's disability and its consequences for reintegration into the labour market and society in general
- To talk with other patients about their disabilities

Training method applied

- Group work

Accessories

- Paper
- Pens

Number of participants: 3–12

Duration of activity: 1 h

Description of activity

The trainer asks the patients to build groups of three. He/she hands out a paper with some questions (see appendix) and reads them aloud to the participants in order to avoid ambiguities. During the next step, one out of the three per group will be asked these questions by the other two. After going through all the questions (and maybe some others that arise during the interview), the roles switch: the individual that has already talked about their disability should now ask the other two people in their group about their disability. The individuals can take notes if they want. After all three individuals have talked about their handicaps; the trainer reflects this activity within the whole group, asking (respectively) how they felt answering answering these questions.

Tips for the trainer

- The trainer has to ensure a pleasant atmosphere among the participants so that they can talk about their disabilities without fear.
- The trainer has to be aware that strong emotions can arise among the participants.

Summary of the activity:

Learners practice talking about their disabilities (and also expressing the practical implications of which) and then asking other patients about their handicaps.

References: none

Resources/Appendixes

Questions:

- What type of disability do you have?
- Where does it come from?
- Do you have any limitations? If so, in what sense?
- How does it affect your future job?
- What change do you have to make in your future job compared with your previous job?

1.3.1 HOW AM I NOW?

Rationale

The activity intends to identify personality changes in the participants compared to the situation before their illness or accident. The learners become aware of how these changes influence their professional and private life. This exercises focuses on the working life.

Aims

- To identify one's personality changes
- To reflect about these changes will affect one's (future) working life

Training method applied

- Pair work

Accessories

- Paper
- Pens

Number of participants: 2–10

Duration of activity: 1,5–2 h

Description of activity

This activity consists of two phases:

In the first phase learners choose a partner to work in a pair with. The trainer hands out a paper with specific questions (see appendix) to each participant. Patients are asked to think about their answers on their own. They are free to take notes.

In the second phase of this exercise, the patients present the outcomes to their working partner. Voluntarily, patients can talk about their self-perception within the group. This last phase of the exercise has to be supported by the moderation of the trainer.

Tips for the trainer

- The trainer has to be aware of emotions that can arise among the participants.
- The trainer has to be aware that the professional focus can switch to private life. In this case, the trainer has to ensure a return to the main topic: working life.

Summary of the activity

With the help of specific questions handed out by the trainer, learners can identify changes in their professional abilities and personality, comparing their life before with their life after the illness or accident. Their professional environment may react differently to them or a new organisational structure might be needed.

References: none

Resources/Appendixes

Questions:

- What did/will I do during the breaks? With whom did/will I spend this time and how?
- How did/will I communicate and cooperate with my colleagues/principals?
- How did/will I avoid stressful situations?
- How did/will I react if I couldn't/can't fulfil a specific task? How did/will I communicate this to my superior?
- Did/will I ask for help if I wasn't/will not be able to fulfil a specific task?

1.3.2 WHAT IS MY MOTIVATION?

Rationale

The wish to work often is not only influenced by one's own motivation, but also by expectations from other individuals. This means that some expectations from the social surrounding may influence the individual's career choice. This exercise helps participants understand their own motivation and expectations from others regarding their reintegration into professional life.

Aims

- To identify one's own motivation regarding a future job
- To understand the expectations of other people

Training method applied

- Self study
- Pair work

Accessories

- Paper
- Pens

Number of participants: 2–12

Duration of activity: 1 h

Description of activity

The trainer gives the handout to the participants and explains to them what to do: In the centre of the paper, a circle is drawn called "my job" which represents the future job of the patient. Around this there is a bigger circle which is designed to write down one's own motivations on the right side, and the expectations of other people on the left side. Furthermore, there are separate boxes which can be filled in with other influences.

During the first step, the learners take their time to fill out this paper honestly. During the second step, they exchange their results with a second person. Back in the plenum, patients can voluntarily present their paper to the others. The trainer emphasises that it is important to distinguish between "my motivation" and the "expectations of others", because it doesn't makes sense to do things simply because others expect it. A person has always to focus on what he/she really wants, although there are other social demands that have to be taken into consideration (e.g. maximum financial independence from the state as possible).

Tips for the trainer

- The trainer has to ensure as much time as needed for the first step (individually work).
- The trainer has to be aware that emotions can arise among patients.
- The trainer has to be aware that the patients can detect that their motivation is influenced by others.

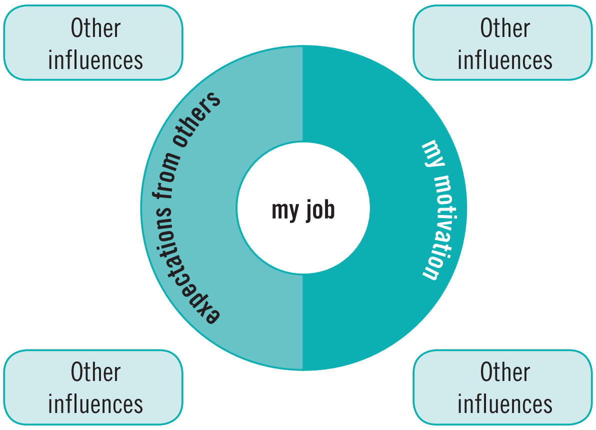
Summary of the activity

The participants identify the difference between their motivation and the motivation from others, regarding their future life.

References: none

Resources/Appendixes

Handout for the participants



1.3.3.1 HOW DO I DEAL WITH MY FEARS?

Rationale

Returning back to professional life – either in one's former job or a new one – often goes together with feelings of fear or worry. To face and express these fears is important for the participants, firstly, because they see that they are not alone, but also because it is easier to find ways to deal with the problems if they are not pushed into the back of one's mind. This exercise aims at identifying and naming fears, in order to takeaway their power, but also to find methods for dealing with these problems.

Aims

- To recognize one's fears that are connected to their return to work
- To establish ways to cope with fears

Training method applied

- Brainstorming
- Group discussion

Accessories

- Pin board
- Small cards
- Colourful markers

Number of participants: 2–12

Duration of activity: 1,5 h

Description of activity

The trainer asks the participants about worries that appear while thinking of their first day in their future job. On small cards the learners write down what comes into their mind and then they put these cards on a pin board. After selecting as many statements as possible, the trainer sums them up into groups. Together with the trainer, all patients try to find strategies of how to deal with these fears. It is not the place of the trainer to suggest possibilities, but the participants themselves.

Tips for the trainer

- The trainer has to encourage the participants to write down their fears and negative expectations about their first day or period in the job.
- The trainer has to moderate the process for discovering coping strategies.
- The trainer has to ensure that the focus of the activity is to deal with a positive way of handling fears and not with the identification of problems.
- The trainer has to be able to provide an expert psychotherapeutic analysis of the patient's different worries/anxieties, in case of the emergence of psychosis or other psychological illnesses. This means that either he/she needs to have an appropriate qualification or has to know where to send patients in case of emergency.

Summary of the activity

The participants think about their fears and negative expectations with reference to their future job. The aim of this exercise is not to focus too much on the problem, but to work with a result-orientated approach towards creating possible coping strategies.

References: none

Resources/Appendixes: none

1.3.3.2 SHORT DRAMA FOR IDENTIFYING DISABILITY MANAGEMENT STRATEGIES

Rationale

This activity aims at dealing with career development barriers in concrete situations while also developing alternative strategies for managing them. While playing out the scenes, participants learn how to act in difficult situations.

Aims

- To deal with a situation in which the disability of a person illustrates a barrier to career development
- To encourage participants to think about different possible solutions
- To strengthen creativity and courage
- To foster positive thinking

Training method applied

- Role playing

Accessories

- Flipchart paper
- Coloured markers
- Small coloured cards
- Enough space for the role play

Number of participants: 3–10

Duration of activity: 1 h–1,5 h

Description of activity

The trainer asks the participants to think of different barriers and difficulties which can appear during their career development. They swap their ideas with other individuals; write one to three of them on small cards and write them down on the flipchart. The trainer summarizes the gathered information, and together with the other group members picks out one situation. The chosen problem or issue will be put into a small drama. To complete this task some volunteers play the scene. Then they tell the other trainees how it was for them playing out this specific situation. The others watch the play first and then give feedback about what they saw. After analysing the scene, the whole group thinks of one or more strategies of how to improve the situation for the affected person. One possible way which all of the people agree on will be played out in a new short drama. Once again, all the observers (including the trainer) should give feedback after the scene has been played out by the actors and after they have expressed how they felt playing their roles. The scenario can be repeated by choosing another situation.

Tips for the trainer

- If the group is too big, it can be divided into two smaller groups meaning two scenes can be played at the same time (in two different rooms).
- The trainer might have to motivate the participants to take part in the drama.
- The trainer has to ensure as much time as necessary for feedback with both procedures.

Summary of the activity

This activity allows participants to find suitable solution strategies for difficult situations. Playing a drama that demonstrates the difficulties of a situation and offers a possible management strategy enables patients to imagine different ways to change their behaviour. It is important for them to understand that they (as affected persons) have the option to change their situation by themselves. They cannot expect such changes to come from another person.

References: none

Resources/Appendixes: none

2.1.1 DEFINING REALISTIC INDIVIDUAL AIMS

Rationale

Having a clear understanding of a situation and a precise definition of a professional aim is the basis for acting goal oriented. For the patients of rehabilitation centres, it is important not to live in the past but to look forward and have visions of what one would like to achieve. Outlining professional aims can help as the first step to gaining a clearer picture of one's goal.

Aims

- To define concrete aims
- To make sure that the aim is a genuinely personal one and not an inflicted one
- To define steps towards achieving these Aims

Training method applied

- Pair work

Accessories
- Paper
- Pens

Number of participants: 2–14

Duration of activity: 40–60 minutes

Description of activity
The trainer asks the participants to think of one to three important aims in their professional life that they want to achieve. To substantiate these goals as accurately as possible, the trainer hands out a list of questions that should be used by the patients. The participants work in pairs: one asks the questions, the other answers referring to his/her aim and also takes some notes. After 15 minutes they switch their roles. After each patient has answered the questions, participants exchange their results with each other.

Tips for the trainer
- The trainer hands out a list of questions and discusses them briefly with the trainees.
- Sometimes it takes longer to explain an aim, so the trainer has to be flexible time-wise.
- The trainer has to be aware that professional aims often go together with private/social aims, such as working/living independently, taking over responsibility, working in teams, gaining support from colleagues/friends/family members, etc.

Summary
During this exercise the participants face up to their professional aims in a very intensive way. The questions do not only help them to challenge their aims but to also identify possible obscurities or difficulties.

References: none

Resources/Appendixes
Questions:
- WHAT?
- What are my professional aims?
- Do I have a clear picture of my professional aim?
- WHY?
- Why do I want to achieve it?
- Why is this aim important for me?
- Do I want to achieve this aim or do other persons (friends, families, colleagues, etc.) want me to reach it?
- WHY NOT?
- Do I have any fears concerning my aim? If so, what kind of fears?
- HOW?
- What kind of resources do I need to achieve my aim?
- Did I already use these resources in another situation?
- What is the first intermediate step toward my aim?
- WHEN?
- When do I want to achieve then?
- Do I have a concrete time plan?
- How do I realise that I have achieved my aim? (indicators)

2.1.2 MIND MAPPING

Rationale
A mind map is a graph used to represent words, ideas, tasks or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing (Wikipedia). Therefore mind mapping as a form of brainstorming is a very good technique for helping people develop and plan new ideas or concrete aims. It can be done by one or more persons at the same time.

Aims
- To develop new ideas and aims
- To substantiate and visualize ideas and aims
- To get an overview of a subject/aim
- To create new ideas and aims

Training method applied
- Self study

Accessories
- Paper
- Colourful markers

Number of participants: 1–15

Duration of activity: 20–40 minutes

Description of activity
The participants select an aim they want to work on. Each person uses a mind map that they have created by themselves. The trainer explains how to do a tree structured mind map: participants write or draw down their aims in the centre of the

paper and then think about the relation of outside items to the centre item (second level). The connection between the words/ images and the main subject will be visualized with the help of lines. A third level will be added: participants should then make association between the new items and write or draw their thoughts down. Lines demonstrate the relationship between the second and the third level items. Further levels can be added as required.
The participants can present their mind maps to the other participants if they wish.

Tips for the trainer

- The trainer has to explain how to draw a mind map.
- With the help of the appendix the trainer demonstrates how a mind map can look.
- The trainer can mention that there are several web based mind mapping tools e.g. “free mind”.

Summary of the activity

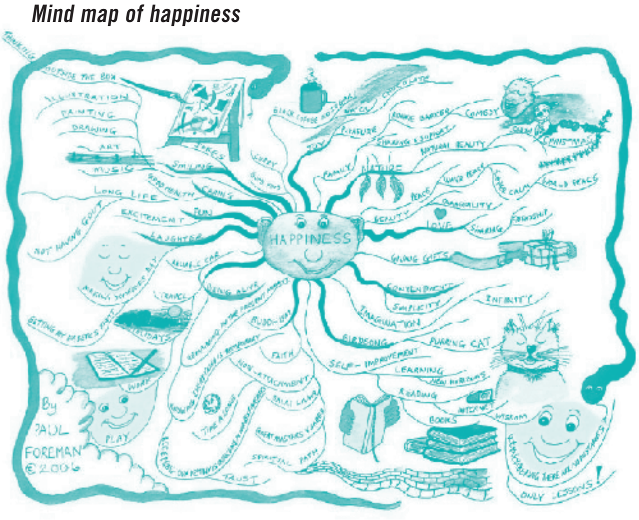
Patients from rehabilitation centres often lack a vision or idea about their personal and/or professional future life. Using the mind-map technique can help persons clarify their thoughts and ideas. During this process aims can become clearer or new goals can emerge:

References

1. Wikipedia / The Free Encyclopaedia: http://en.wikipedia.org/wiki/Mind_map
2. BUZAN, Tony; BUZAN, Barry (2006) THE MIND MAP BOOK
3. www.mindmapinspiration.com

Resources/Appendixes

Mind map of happiness



© Paul Foreman http://www.mindmapinspiration.com

2.2.1 THE CAREER ROAD

Rationale

The career road is a technique for dealing with one’s working life. The trainer encourages the participants to analyse the most important steps in their career. The career road does not only contain the patients’ past and present professional life, but also their occupational future. The methodology of drawing one’s career road helps participants to visualize their professional career while also emphasizing the different learning phases involved. Furthermore the participants (re)learn how to present themselves in front of other people.

Aims

- To get a general overview of one’s professional career
- To visualize one’s past, present and future working life
- To foster creativity referring to further occupational steps
- To speak in front of listeners
- To practice self-presentation

Training method applied

- Self study
- Pair work
- Presentation

Accessories

- Paper
- Colourful markers
- Magazines, journals
- Clue
- Scissors

Number of participants: 1–15

Duration of activity: 1–1,5 h

Description of activity

The trainer explains the idea of a career road. Participants are then encouraged to draw their career road: from their very first learning experiences to their future ideas. Patients can write or cut out pictures from journals to express their learning and working experiences. During this phase of the exercise participants work alone. After 30 to 40 minutes, they present their career roads to another person who then gives their feedback to the speaker. Voluntary participants can present their career roads to the whole group and then ask the other individuals in the group for feedback.

Tips for the trainer

- The trainer can give some examples of how a career road may look like.
- The trainer can support the participants in the beginning of the exercise by asking questions such as "What was your fist (vocational) learning experience?", "What was your first job?", "What occupational ideas do you have?", "What do you want to learn within the next 5/10/20/30 years?" etc.
- After one person is finished presenting his/her career road to the group, the trainer can ask the other participants to imagine what learning and working means for the person presenting. The trainer can ask the individual giving feed-back to discuss what role education has in the career of the person presenting.

Summary of the activity

This activity fosters participants to use their creativity for presenting their educational and work life: After the trainer has explained what a career road can include and look like, the participants have time to express their ideas and experiences on paper with the help of their own words or pictures from journals.

References: none

Resources/Appendixes: none

2.2.2 JOURNALISTIC QUESTIONS

Rationale

In journalism, "the Five Ws" (also known as the Five Ws and one H) is a concept in news style, research, and in police investiga-tions that are regarded as basics in information-gathering. It is a formula for getting the „full" story on something. The questions are: Who? What?, When?, Where?, Why?, and How?. Each question should elicit a factual answer. Importantly, none of these questions can be answered with a simple „yes" or „no". Asking questions is a good way to stimulate the thinking process and to boost creativity.

Aims

- With the help of journalistic questions, trainees learn to analyse their professional aims profoundly
- Journalistic questions aim at identifying the necessary skills and competences that a specific profession requires
- Journalistic questions help trainees to get a clear picture of their professional aim and its requirements

Training method applied

- Pair work

Accessories

- Paper
- Coloured pens
- Pin board

Number of participants: 2–10

Duration of activity: 40–60 minutes

Description of activity

To visualize the questions the trainer writes down each word on a sheet of paper and puts them on the pin board: Who? What?, When?, Where?, Why?, and How?. The participants think of the professional aim they want to achieve. The trainer divides them into pairs: One plays the role of the journalist and the other plays the role of the interviewed person. With the help of the questions: Who? What?, When?, Where?, Why?, and How?, the journalist attempts to figure out as much information about the professional aims of the other person and his/her required skills as possible. Notes are taken by the interviewing person. After 10 minutes into the interview, the person playing the journalist presents his/her findings to the other patient who can then add further information if he/she misses some basic facts. Again in the same pair, the participants point out and write down the most important skills and competences that are required for the profession in question. For the last step, the intervie-wee marks those skills that he/she already has and then with another colour fills in those that he/she has to acquire. Not only answering questions referring to one's professional aims, but also visualizing requirements that have to be developed help people create a clearer picture of one's occupational goal.

Tips for the trainer

- The trainer writes down the questions before the participants start the exercise.
- The trainer explains to the trainees (journalists) that they are only allowed to use these six types of questions.
- The trainer has to ensure that enough time has been given for the last phase of the exercise (reflection: which skills are required for the specific job, which competences does the person bring to the job and which has he/she to obtain for fulfilling the job?).

Summary of the activity

In first step, participants analyse their professional aims and their requirements with the help of journalistic questions. Then they identify those attributes that the individuals already bring along and those that have yet to be acquired. This exercise helps the trainees stimulate their thinking process and to boost creativity, but also to identify existing and missing competences that are required for the job.

References

1. http://en.wikipedia.org/wiki/5_Ws
2. http://www.mycoted.com/Five_Ws_and_H

Resources/Appendixes

WHO?	WHAT?	WHEN?	WHERE?
WHY?	HOW?		

2.3.1 THE EISENHOWER MATRIX

Rationale

All tasks and activities which regulate our life can be understood as composed of two different dimensions: importance of the content on one side and urgency in respect to the completion on the other:

Urgent are all those things that have to be done immediately to prevent negative consequences. Important are all activities in one's life which don't have to be done in the moment but may have a determining effect in the long run and can be important for one's own satisfaction.

These two dimensions play an important role in respect to doing something or leaving something undone. The Eisenhower matrix is a method to find out which tasks, steps or activities have to be done immediately, can be done later, delegated or eliminated.

Aims

- To prioritize and structure one's tasks, activities and the different steps involved
- To make clear which tasks have to be done immediately, which can be done later, delegated or eliminated

Training method applied

- Self study
- Pair work

Accessories

- Handouts
- Paper
- Pens

Number of participants: 1–10

Duration of activity: 20–40 minutes

Description of activity

The trainer explains how the Eisenhower matrix includes 4 different kinds of tasks. Then he/she asks the participants to think of an aim that they want to achieve within the next 2 months (for example searching for a job, house moving, preparation of holidays etc.). The patients are encouraged by the trainer to define and respectively write down all the steps and activities into the Eisenhower matrix which they have to fulfil in order to reach their goal. After 15 minutes, the participants exchange their work with their neighbour or with the whole group. The other individuals give feedback to the task.

Tips for the trainer

- The trainer has to explain what the Eisenhower matrix is about.
- The trainer has to be sure that all participants understand the difference between urgency and importance.
- The trainer can give examples or help to the participants to divide tasks, activities etc. into the four types of tasks.

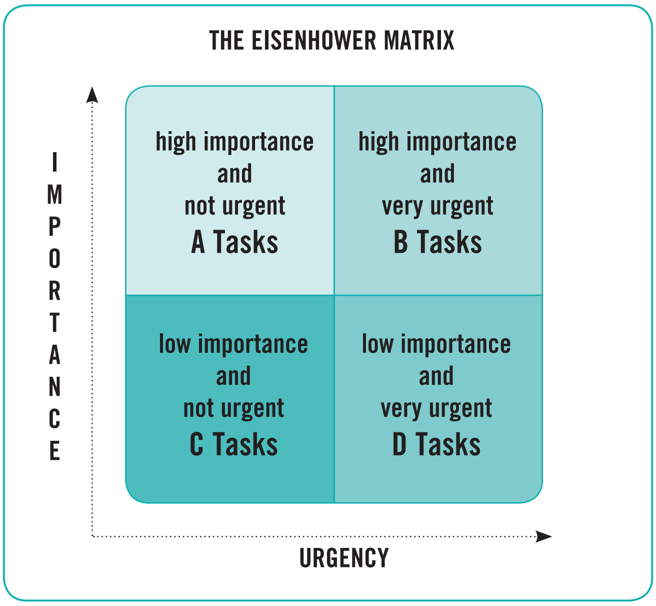
Summary of the activity

The Eisenhower matrix is a method to prioritize tasks and activities. With its help, participants can distinguish between steps that have to be done immediately, could be done later, delegated or eliminated. This is not only a useful technique for planning one's occupational future, but also for big tasks which seam unmanageable at first sight. By structuring the single activities, a purpose can lose its complexity.

References

1. http://revver.com/video/372647/using-the-eisenhower-matrix/
2. http://wiki.ywambrussels.be/kb/index.php/The_Eisenhower_Matrix
3. Kustenmauer, Tiki; Seiwert, Lothar j. (2004) *How to Simplify Your Life,* Frankfurt, New York, Campus
4. CALUWÈ, LEÒN; VERMAAK, HANS (2002) LEARNING TO CHANGE: A GUIDE FOR ORGANIZATION CHANGE AGENTS

Resources/Appendixes



B Tasks
These tasks that are very important, as well as very urgent, have to be done immediately.
People who spend much time with these tasks are often stressed and overwhelmed.

A Tasks
These tasks that are very important but not that urgent can be done later. Most of these activities and tasks do not have a short term profit, but can be very important in the long term. If people spend enough time on planning B tasks, stress caused by A tasks can be reduced and new perspectives and visions can develop.

D tasks
C tasks are not very important but very urgent. These activities are frequently confused with A tasks: The big difference between A and C tasks is that the latter can be delegated to other persons as A tasks have to be done by oneself.

C tasks
These tasks are neither important nor urgent. This means they are superfluous and can be eliminated.

Investigations prove that the average working time of employees is distributed into
15 % for B tasks
20 % for A tasks
65 % for C tasks

Due to prioritizing tasks, the distribution of working time can change into
65 % for B tasks
20 % for A tasks
15 % for D tasks

2.3.2 HOW CAN I IMPROVE MY COURAGE

Rationale
Courage, also known as bravery, will, intrepidity, and fortitude, is the ability to confront fear, pain, risk/danger, uncertainty, or intimidation. „Physical courage“ is courage in the face of physical pain, hardship, or the threat of death, while „moral courage“ is the ability to act rightly in the face of popular opposition, shame, scandal, or discouragement. Courage is the ability to confront fear in the face of pain, danger, uncertainty or intimidation. Courageous persons stand up for what they are convinced is right. They do not cave in to negative peer pressure.

Aims
- This exercise aims at boosting participants' courage and self-confidence
- Participants are encouraged to make their own definition of courage
- Participants are encouraged to improve their courage

Training method applied
- Group work

Accessories
- Paper
- Pens
- Pin board

Number of participants: 1–10

Duration of activity: 50–60 minutes

Description of activity
The trainer asks the participants about their knowledge of the word courage. Then he/she presents five practical ways to develop courage from the South Ossian Connection website (see references) and then writes each of these possibilities down on a sheet of paper. During the next step, he/she asks the group what they think about every single statement:

- Get to know your strengths instead of looking at your weaknesses
- Allow yourself to think affirmatively
- Start with simple tasks and work your way up to bigger and more challenging tasks
- Look at the many facets of possibilities instead of dwelling on the vulnerability of your problems
- Be persistent

During the brainstorming process the trainer takes some notes and writes keywords on the respective paper. After discussing all five possibilities to develop courage, he/she puts the 5 sheets of paper on the pin board.
In a next step, the participants have 10 minutes to think about their own strategy in order to develop and improve courage and also re-develop their definition of courage. Sharing ones thoughts with the other group members is voluntary and is not an obligation.
At the end of this exercise, the patients are encouraged by the trainer to think of three to five situations in their professional life in which they will have to try to practice, develop and improve their courage according to their own definition. As before, participants can exchange their plans with the others if they want to.

Tips for the trainer
- The trainer has to stress that the 5 presented ways of courage development may not be suitable for everyone.
- The trainer has to ensure that participants have enough time to think about their own definition of courage.
- The trainer doesn't have to force the participants to explain their own personal definition of courage to the others.
- To reduce stress among the participants, the trainer can give (personal) examples of implementing one's definition of courage development into everyday life.

Summary of the activity
Participants are encouraged to deal with the topic of courage. After getting to know five courage improvement and development strategies, the trainees are asked to find their own strategy/definition of courage development. This aims at finding a personal way to encourage one's courage. Putting the theory into practice is the aim of the last stage of this activity.

References
1. http://en.wikipedia.org/wiki/Courage
2. http://www.southasianconnection.com/articles/125/1/Six-Practical-Ways-To-Develop-Courage/Page1.html

Resources/Appendixes: none

3.1 CRITICAL INCIDENT

Rationale
Exploring different situations from everyday working life enables the participants to see situations from different points of view.

Aims
- To raise awareness for possible sources of misunderstandings
- To see situations from different points of view
- To become more sensitised

Training method applied
- Group discussion

Accessories
- None

Number of participants: 2–15

Duration of activity: 1 h

Description of activity
The trainer presents the following scenes that can serve as a possible basis for questions and exercises:
- You are always a little late for internal meetings and use to have a funny excuse for being late up your sleeve. Due to an illness you couldn't be at work for a couple of weeks. Today is your second day back at the office and there's an internal meeting. You enter the room, but cannot think of a funny remark. How do you feel?
- Some of your colleagues are standing in the staff canteen and are having an exited conversation. You approach them to join in but that moment they fall silent and look at you. What thoughts cross your mind?
- You have the feeling that your colleague, with whom you have got on well with so far, has changed his/her behaviour towards you since you are back. He/she isn't joking with you any more and has become more reserved towards you in his/her entire manner.
- This year's firm's outing will be summer sledging. Due to health reasons you already know that you can't join in. How do you react?

In the first step, learners are asked to work in pairs, reflecting on one or more of these situations. In the second step the patients can present their ideas about reacting to the group. This phase is moderated by the trainer.

Tips for the trainer
- The trainer has to be aware that strong emotions among the partners can arise.
- The trainer has to ensure a solution finding process if negative emotions appear.
- The trainer can encourage all participants to give feedback to each other.

Summary of the activity
The participants are encouraged by the trainer to reflect on their behaviour in the different situations presented by the trainer. Feedback from the trainer as well from the other parents can be given.

References: none

Resources/Appendixes: none

3.1.1 HOW DO I COMMUNICATE?

Rationale
Every conversation consists of verbal and nonverbal communication parts where both are important to understand the whole conversation process. Patients of medical rehabilitation centres sometimes don't feel secure in conversations where they may have the impression that they are not able to express themselves in a way that they were used to before the accident or illness. At the same time their body influences their communication behaviour. Both, verbal and nonverbal communication can be trained and improved. This exercise aims at observing and understanding these two aspects of communication.

Aims
- To understand the importance of verbal and nonverbal communication
- To understand (the difference of and) the interdependence between verbal and nonverbal communication
- To improve verbal and nonverbal communication competencies

Training method applied
- Group work
- Pair work

Accessories
- Different video sequences such as the speeches of politicians, television advertisements, cartoons, etc.
- A computer to present the video sequences
- TV with DVD player to present the video sequences
- Small cards
- Pens

Number of participants: 4–10

Duration of activity: 1,5 h

Description of activity
The trainer shows the learners a video sequence of 5 to 10 minutes which can be a part of a political discourse, a TV show, a movie, a cartoon etc. First he/she shows it without sound, in a second round with sound, but without image and at last with both sound and image. During the first demonstration, the trainer asks the patient to observe the viewed sequence with regard to body language (non verbal communication). Then, while turning up the sound for the same sequence, but covering the computer or TV (so that the patients are not able to see the scene), the patients are encouraged to listen to the played part. Notes of observations made can be taken. In the last round the learners are able to listen and to see the scene. The patients exchange their experiences and observations with the support of the trainer who can ask questions such as
- What did you observe in the first round? Was there anything which was not clear for you because of the missing sound?
- How did the persons in the scene talk? How did they express themselves verbal (intonation, etc.)? Did you hear any background noises?
- While watching and listening to the scene in the last round – what did you focus on? – On speeches and noises or on the images or on both?

After a reflection round in regard of these and similar questions, the trainer asks the learners if they have an idea which channel they accentuate while communicating. This aims at identifying one's preference in verbal and/or nonverbal communication. This exchange can be done in pairs or in the group.

If patients identify and are aware of their communication style, the trainer can continue with further exercises and explanations about verbal and non-verbal communication. The "less used" part can be trained so that the learners make general improvements with their communication skills. This could be done by showing an adequate film sequence.

Tips for the trainer
- The trainer has to look for an adequate video sequence.
- The trainer has to explain what the learners have to observe (sound/images).
- The trainer has to stress that it is normal to feel more secure in either verbal or nonverbal communication.
- The trainer can hand out the handout while also explaining it before showing the video sequence for the first time.
- The trainer has to moderate this reflection process.
- The trainer has to ensure that the participants understand the interlinking of verbal and nonverbal communication.

Summary of the activity
Participants of the training learn to focus on verbal and nonverbal communication and to observe the differences. The trainer explains that some people prefer the one or the other communication channel. At the same time, patients learn to understand that both sides can be trained (for example with feedback from others).

References: none

Resources/Appendixes

Information about body language (nonverbal communication)	
Mimic	Emotions and attitudes can manifest themselves in the face e.g. for example smiling, frowned or contracting the eye-brows
Gestures	Movements of the hands and forearms: fist, to rub one's hand etc. Movement of the whole body: to turn away, to shrug etc.
Posture	The way of sitting, moving, standing
Distance zones	The distance zone is the space which a person occupies during a conversation. It represents the closeness or distance to the communication partner: *Near distance: 0–60 cm* *Private distance: 60–150 cm* *Social distance: 150–200 cm* *Public distance: 200 cm*

3.2 PREPARING A HOLIDAY TRIP WITHIN THE GROUP

Rationale
Cooperating with different people in a group always involves a certain type of group dynamic. Within a group, every person plays a specific role. Such roles can be "leader", "expert" (a person who has a lot of knowledge but doesn't want to lead the group), "observer", "workers" (persons who fulfil tasks they are asked to do), "scapegoat" (a person who always gets blamed if things don't work out the way they should), etc.
Although not all groups in life aim at fulfilling working related issues – for example family, friends, association, etc, the acting of a person can be similar as in a work-related environment. This means that often the role one is taking over in working conditions is similar to the one he/she takes and lives in private life. For example, a person who likes to lead other people in his/her job might have also show leadership tendencies in their private life (telling what and when to do, what not to do, etc.).
This exercise aims (beside others) at identifying one's role in a team system.

Aims
- To improve one's teamwork skills (cooperation)
- To find a common conclusion within a group
- To identify one's role within a group
- To identify similarities between one's role in this exercise and in one's professional (and/or private) life
- To recognise behavioural patterns

Training method applied
- Group work

Accessories
- Paper
- Pens
- Flip chart paper
- Calculator
- Holiday catalogues

Number of participants: 3–10

Duration of activity: 1,5 h

Description of activity
The group receives a fictitious cheque worth 7000 Euro from the trainer. This money has to be spent on a common holiday

trip. The group consist of two subgroups: one or two volunteers who observe the ongoing exercise and the rest of the group who are trying to fulfil the tasks involved in the exercise: Within 50 minutes, a financial plan which contains the spending of the 700euro has to be compiled.

Specific rules have to be taken into consideration (see appendix):
After 50 minutes of group discussion, the group presents their outcome to the trainer.
During the next step, the observers tell the group what they have observed during the group process.

With the help of some questions asked by the trainer, the whole exercise gets debriefed:
- How did you feel in the group?
- Are you satisfied with the result?
- How did you come to that result?
- Who participated in the discussion? Who didn't?
- Was there a leader?
- Who made the decision?
- What was your role in this scene?
- What does your role make up?
- Do you have the same role in your professional life?
- If so in what sense?
- What is normally your role in your professional life?
- Can you detect a pattern in your group behaviour?
- Are you satisfied with your role?
- Do you want to change it?
- If so, what would your have to do to change it?

Tips for the trainer
- The trainer should not tell the learners what this exercise is about (one's role within a group) before the end of the group discussion, as this could influence their behaviour.
- The trainer has to explain to the observers what to focus on: more on the (communication) behaviour of the participants and less on the content.
- The trainer has to ask the suggested questions very carefully.
- The trainer has to be aware that with the help of the questions, strong emotions among the patients can emerge.
- The trainer has to go as deep as the group allows and not deeper.

Summary of the activity
Under time pressure the participants have to make a group decision. The focus of this exercise is not on the outcome of this group work, but on the process that led them to it: the group dynamic process. With the help of specific questions the participants should be able to identify their roles within the group, which are often representative of their behaviour in other group situations e.g. at work. To be aware of one's behaviour in a group is the main aim of this exercise.

References: none

Appendixes:
Roles of the group work
- The total amount of money has to be spent on the trip. This means if there is money left, it is not allowed to be left to the other group members, but the group has to pay it back to the trainer. Proofs are required (fictive invoices)
- All group members have to agree on the outcome (except for the observers). If only one person is not content with the results, then the group doesn't get the money
- One person has to be chosen as the secretary who makes notes during the whole process
- It is up to the members of the group if they want to define further roles within the group e.g. a financial director, a decision maker, an assistance etc.
- The observers are not allowed to participate in the discussion. Their role is to observe the group dynamic process

3.3 MY ARGUMENTATION MENTALITY

Rationale
The activity intends to stimulate and support participants in becoming aware of their own argumentation behaviour in cases where they disagree with a given situation.

Aims
- To recognise one's behaviour in situations where one has to argument
- To develop argumentation strategies

Training method applied
- Role playing

Accessories
- Paper
- Pens

Number of participants: 4–10

Duration of activity: 1,5 h

Description of activity

The trainer tells the participants a short story about a conflict situation between two employees of the same department: Person A is already 5 years in the company, person B is there one year. Their boss tells them that because of a big order only one of them can take their holiday during the summer season. The other person has to take his/her vacations in autumn. Both person A and person B, don't want to change their summer plans which are matched to their families' schedules. This problem has to be solved peacefully in 20 minutes.

The trainer asks one person (voluntarily) to play the role of person A and another the role of person B. These two individuals have 10 minutes to prepare themselves for stepping into the corresponding role. If needed, they can ask one or two other persons of the group for help. Furthermore, one volunteer takes the role of the boss. Their task is to (after listening to the arguments of both parties) decide, based on the better arguments, who will go on holiday during the summer season and who in autumn. What is important is that at the end, all three parties are satisfied with the result.

The rest of the group observes the scene and can take notes of the explicit conflict, but also on conflict management behaviour.

After the person playing the boss comes (together with person A and B) to an agreeable decision, a debriefing of the process (supported by the trainer) takes place.

During the reflection process the trainer can ask the following questions:

- How did you feel in this situation?
- Are you content with the result?
- What was your (persuasion) strategy? Did it work?
- Does this argumentation behaviour mirror your behaviour in your profession life?
- If yes, what are these situations about?
- If not, why not?

Tips for the trainer

- The trainer has to ensure that the simulated conflict situation doesn't escalate.
- The trainer has to encourage the three players find a solution with which all three parties are satisfied.
- The trainer has to ensure that the conflict will be solved at the end of the exercise.
- The trainer has to ensure a good atmosphere within the whole training group.

Summary of the activity

(At least) Three persons overtake the role of the three different parties. The aim of this activity is to find a peaceful solution which satisfies all of the involved persons and to reflect on one's behaviour in cases of conflict. Observations made by the other group members can be very important for the players as they deliver crucial, objective information.

References: none

Resources/Appendixes: none

3.4 SIMULATION CONFLICT

Rationale

In this exercise, an exemplary conflict situation is used to analyse typical patterns of behaviour. To avoid putting people into a situation that could be embarrassing for them, it is advisable to play out the conflict situation with two external people.

Aims

- To sensitise participants to typical conflict behaviour
- To analyse and find alternative means of action
- To raise awareness of different conflict triggers
- To experience the influence of an external intervention

Training method applied:

- Role play
- Discussion

Accessories: none

Duration of activity: 1,5 h

Description of activity:

The trainer asks the participants to split up into small groups of three that act together as a reflecting team. The trainer and an external person play out a conflict situation in front of the observing group.

After a determined period of time (ca. 10 min.), the role play is stopped and each group has 5 min. to discuss the conflict situation within the group and express their observations.

(I think that A has overreacted – I ask myself whether B should have accepted A's offer – I perceive a lot of aggression in the communication….). All kind of comments, questions and observations are expressed within the group, but are audible for the two conflict parties.

After 5 minutes, the role play continues for another 10 min. The two conflict parties are free to integrate questions and observations, without commenting on any of them. They are not allowed to say "C has just said that you are aggressive…". The groups are given the task of observing any possible changes in their behaviour or in the situation itself.

After 10 minutes, the role-play is stopped and the small groups are invited to share their observations, taking into account possible changes in behaviour; or in the process, the development of the conflict on the basis of their previous comments and observations.

A final discussion (with all of the involved people, i.e. observers and conflict parties) concludes the session. In this discussion, everybody is given the opportunity to share his or her own point of view. The two "actors" are asked to tell the groups how they perceived comments and observations provided by the group.

Tips for the trainer:

To prevent the situation form getting out of hand, the trainer should explicitly give some advice at the beginning of the exercise:

- All perceptions are subjective.
- An individual is able to activate their own resources in order to find a solution.
- Every individual is the expert regarding their own situation.
- Our own ideas are not always suitable as solutions for others.
- Human beings are more open to change, when their personality is valued.

Summary of the activity

Patients learn to observe a conflict situation objectively. Participants do not learn to only identify conflict behaviour, but also to help create some type of solution.

References: none

Resources/Appendixes: none

4.1 WHAT DO THE PRESENT LABOUR MARKET DYNAMICS LOOK LIKE?

Rationale

Nowadays the focus of the labour market is constantly changing. Over the last few years, new jobs and companies have begun demanding new types of skills and requirements. Employees have to identify these new labour market dynamics.

Aims

- To get to know the dynamic of the labour market
- To recognize one's strengths
- To foster personal responsibility

Training method applied

- Group work

Accessories

- Paper
- Pens
- Flip chart
- Flip chart pen
- Newspaper

Number of participants: 4–12

Duration of activity: 1,5 h

Description of activity

The trainer divides the participants into small groups with at least two participants. Each group is asked to find as many new trends (trend jobs) as possible. They think about the theme, write down their outcomes on flip chart paper (40 minutes) and then discuss the required demands. To find more information about new requirements, participants can perform research using newspapers.

Participants are then asked by the trainer if they are interested in some/all trends. If so, patients are encouraged in the next step to reflect upon those requirements that they have already fulfilled, irrespective of which demands they still need and whatever means they need to obtain them. The participants then present their work to the group (45 minutes).

Tips for the trainer

- The trainer supports and motivates the group.
- The trainer writes down the conclusions from the group on a flip chart, takes a picture of it and prints it out as a handout for the participants.

Summary of the activity

Throughout the exercise, participants get to know the new trends in the labour market and its dynamics. The trainees define not only their new job profiles, but also well-known job descriptions. This exercise can open new job perspectives for some patients. At the same time, the activity shows what professional (and personal) requirements are needed in regard to communication, team work, IT and other skills, that are demanded by different professions. The participants reflect on which skills they already have and which they have to obtain to fulfil these requirements.

References

Wikipedia / The Free Encyclopaedia:
http://en.wikipedia.org/wiki/Labour_market

Resources/Appendixes: none

4.2 FINDING SUPPORT FOR PEOPLE WITH SPECIAL NEEDS

Rationale

Patients of medical rehabilitation centres sometimes need specific information and support to find the appropriate job for their special needs.

Aims

- To define appropriate information and assistance points
- To receive appropriate information and assistance

Training method applied

- Group work

Accessories

- Paper
- Pens
- Flip chart
- Flip chart pen
- Moderate cards
- Pin board
- Small cards to put on the pin board
- Camera

Number of participants: 4–12

Duration of activity: 2 h

Description of activity

The trainer puts an image (see appendix) on the pin board, which should be used as support for the different patients during the whole exercise. The trainer writes down the theme that should be discussed by the whole group on a flip chart:

“Which institutions help you, what is supportable and helpful (in order to get important information) to achieve your professional aim?”

The patients are asked to write down (on cards) all of the institutions, companies, places to go etc. they know of or have heard of that support them in the process. All cards will be put up on the pin board. After this part of the exercise, there is a discussion with the aim of exchanging knowledge and experiences about the different organizations, places to go, institutions etc., their purpose and ways of support. During this phase, the trainer collects crucial information from the group and writes it down on the flip chart. The outcome can be photographed and uploaded onto the communication platform

Tips for the trainer

- The trainer has to involve all participants during the moderation of the discussion.
- The trainer has to ensure enough time and space for the exchange of knowledge and experiences.
- The trainer has to be empathetic and take negative experiences seriously.

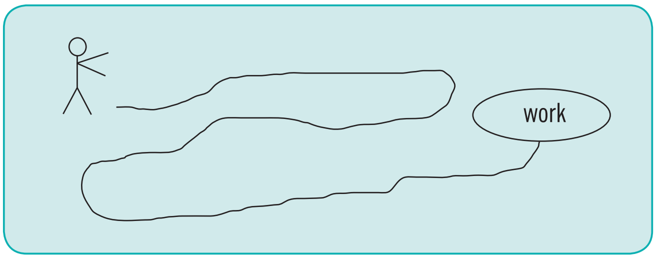
Summary of the activity

Through the joint development and exchange of information, the participants will be aware of how much information they already have about the subject and which channels can be used by them for achieving their professional aims. Furthermore, the patients get to know different perceptions and experiences of others.

References: none

Resources/Appendixes (handouts, materials etc)

Picture for the pin board



4.3.1 WRITING A CURRICULUM VITAE

Rationale
For many employers, the CV is the most important base for assessing an application. Accordingly, the employee has not only to be mindful about the content data, but also about the layout. Today, the computer-written, tabular CV has become the standard curriculum vitae as it guarantees not only conciseness, but also enables employers to compare different CVs at a high level. The hand-written CV will be sent only on request and even then it is recommended to add a tabular CV, too.

Aims
- To present oneself in general
- To present some personal data, such as age, origin, education and training
- To express one's professional experiences
- To show one's strengths

Training method applied
- Group work

Accessories
- Paper
- Pens
- Flip chart
- Flip chart pen
- Pin board
- Small cards to put on the pin board

Number of participants: 4–12

Duration of activity: 1,5 h

Description of activity
The trainer divides the group into two smaller groups. Members of one group are encouraged to think about the use of a CV and of the different types of layouts that can be used. The other group reflect about the same themes, but out of a HR managers' perspective. After 45 minutes the two groups present their outcomes and exchange their views. The trainer sums up the main points that a CV has to contain.

Tips for the trainer
- The trainer has to support and motivate the participants.
- The trainer has to moderate the final group.

Summary of the activity
This activity helps the participants to develop, create and/or improve their own CV. At the same time, the patients get to know the employer's point of view.

References

1. Wikipedia / The Free Encyclopaedia: http://en.wikipedia.org/wiki/Curriculum_vitae
2. European CV: http://europass.cedefop.europa.eu/europass/home/vernav/Europasss+Documents/Europass+CV.csp?loc=en_GB

Resources/Appendixes:

Curriculum Vitae

Personal information:

Name:	First name, Surname
Address:	Street name and house number, postcode and city
Telephone(s):	01/2345678
Fax:	01/1234567
E-Mail:	model@model.eu
Date of birth:	07.12.1966, city
Nationality:	Austria
Family status[1]:	married, three children (*1990, *1992, *1994)

Insert Photo

Education[2]:

1973–1977	Elementary school, city
1977–1981	Secondary school, city
1981–1982	Polytechnic courses, city

Vocational education:

1982–1986	Professional education for baker Company name, postcode and city
October 1986	Final apprenticeship examination for baker

Military service:

1986–1987	Driver, name of casern, postcode and city

Work experience:

1998–2005	Driver for sale – Company name, postcode and city ■ Consignment sale ■ Order Desk
1997–1998	Driver and storekeeper – Company name, postcode and city
1995–1996	Stacker driver and storekeeper – Company name, postcode and city
1995–1995	Driver for sale – Company name, postcode and city
1993–1993	Envoy driver – Company name, postcode and city
1994	Cook and waiter – Company name, postcode and city
1987–1991	Driver and baker – Company name, postcode and city

Other skills and competences

Driving licence A, B, C, F, G
Fork-lift licence
Good knowledge of a place (e.g. Vienna)
Good orientation ability
English

Hobbies[3]

Cashier in a club for young people

1 Marital status, religion, political attitude can be added but it is not obligatory.
2 After a certain age (around 40 years) it is possible to sum up the different school types until to university. For example 1973–1982 basic school years
3 Useful to indicate if they can be combined with my application.

4.3.2 HOW TO READ AN ADVERTISEMENT

Rationale

Answering to an advertisement is the most common way to apply for a job. In many cases one has to read between the lines to understand the ideas and wishes of its author.

Aims

- To be able to read and understand an advertisement
- To understand the meaning of an advertisement

Training method applied

- Pair work

Accessories

- Paper
- Pens
- Newspaper

Number of participants: 2–12

Duration of activity: 1 h

Description of activity

The trainer asks the participants to search for a partner to work in pairs. The task of each pair is to look in the newspaper for at least one job advertisement that seems to be interesting and suitable for both of them. Together they read, interpret and write down what (in their mind) the company expects from the applicants. After 30 minutes, the whole group comes together. Each pair presents, first the advertisement they have found and then their proposal regarding how to understand it. All other patients, as well as the trainer can add their thoughts and ideas.

Tips for the trainer

- The trainer has to ensure that the participants don't interpret the advertisement in the wrong way.

Summary of the activity

The participants of the training face up to different styles of advertisement and learn to understand what companies really want from an applicant by "reading between the lines".

References: none

Resources/Appendixes: none

4.3.3 HOW TO WRITE A JOB APPLICATION LETTER

Rationale

An application aims at convincing the employer that the applicant is the right person for the advertised job.

Most of the applications directed to a company apply for a job, an internship or another position (as a self-employed or a freelance employee).

Aims

- To learn how to catch the attention and interest of the company
- To convince the company to the individual is the best candidate for the job
- To be invited to a job interview

Training method applied

- Group work
- Pair work

Accessories

- Paper
- Pens
- Newspaper

Number of participants: 4–12

Duration of activity: 1,5 h

Description of activity

The trainer hands out the appendix and goes through it, explaining all the details in it. Then he/she stresses the main aim of the application and the way of reaching it: the HR manager has to be curious to meet with the person who wrote the application letter. Therefore the applicant has to catch the employer's attention with the help of a good title, headline or slogan as well as with an interesting design. Of course, the content of the application letter has to be the most interesting part for the reader, focusing on the education, training, expertise and experience, as well as on the individual's strengths and special skills. It is one's performance profile.

Patients of medical rehabilitation centres should also mention their restrictions, illness or accident in their application if it is going to have an impact on working style.

After presenting the general rules of how to write an application letter, the participants work in pairs: by looking for a suitable advertisement in the newspaper, they create (and if possible write together) one or two job application letters. Each pair presents their results to the rest of the group. Feedback can be given by the trainer as well as by the other patients.

Tips for the trainer

- The trainer has to explain the application letter in detail.
- The trainer has to be aware that not all jobs ask for the same application procedure.
- The trainer has to explain that it can be crucial to mention one's illness/accident or restrictions, so as not to deliver a wrong picture of oneself.

Summary of the activity

This exercise helps the participants to practice writing job application letters.

References

Wikipedia / The Free Encyclopaedia: http://en.wikipedia.org/wiki/Application_for_employment

Resources/Appendixes: none

Design of a job application

First name and Surname
Street name and house number
Place and city
☎ 01/123 45 678
E-Mail: model@model.eu

> Be sure to spell the name accurately
> Add the full name of the person if known.

The correct trade name
Contact person or human resources department
Street name and house number
Place and city

> General formulation Madam and Sir only
> if contact person is unknown

City, Date

Application as........

> Write only a sentence, maximum
> 2–3 lines!

Dear Madam; Dear Sir; Dear Sir or Madam ....,

- Referring to the ad/ telephone call/Introduction of a blind application
- Qualification, relevant professional experience, personal skills
- Describe briefly your limitations caused by the accident or illness
- Ask for an interview, express how and when you are best available
- Maybe mention the attachment(s)

> Describe your previous
> job experiences

> Write only a sentence, maximum 2-3 lines
> if you think it is important!

> Mention the attachments if they were specifically requested

Kind regards

> This is a standard expression!

Signature
Name

> Write your name with the computer and
> **do not forget to sign over it!**

Attachment
Curriculum Vitae
Copy of certificate(s)

4.3.3.1 WHAT DO I HAVE TO AVOID WHILE WRITING A JOB APPLICATION LETTER?

Rationale
An application is a service offer aiming to convince the employer that the applicant is the right person for the advertised job.

Aims
- To write a personal job application letter
- To see which criteria is important for a HR Manager
- To see how to apply properly
- To identify which application is suitable for which job/company

Training method applied
- Group work

Accessories
- Paper
- Pens
- Flip chart
- Flip chart pen
- Moderation cards
- Pin board
- Camera

Number of participants: 4–12

Duration of activity: 1,5 h

Description of activity
The trainer divides the whole group into smaller groups, with two or four members each(depending on the number of participants). Each group thinks about information or phrases that do not belong in an application letter. After 30 minutes, participants write their conclusions on a flip chart. Each group then presents their results and the trainer sums them up by writing down all of the information on moderation cards and then putting them up on the pin board. Based on the accumulated points, all participants create an application letter containing those "no-gos" which the trainer has outlined on another flip chart. At the end of the activity, the trainer (together with the group) sums up what shouldn't be in an application letter.

Tips for the trainer
- The trainer probably has to give some examples of "no-gos" in the beginning.
- The trainer sums up the results of the discussion, photographs it and uploads it onto the communication platform.
- The trainer can hand out a "bad job application letter" at the end of the exercise, so that the participants will remember the "no-gos" for an application letter.

Summary of the activity
The participants learn what points and phrases shouldn't be in a job application letter. This exercise makes participants aware of "bad" (unsuitable) application letters.

References: none

Resources/Appendixes:

We, an international law company are looking to strengthen our young team with a chief secretary with excellent English and word processing skills. Working independently is required.

Weiss-Schwarz GmbH
1, Rotenturm street. 13
1010 Vienna
Austria
01/1234567 (Ms Meier)

The job application letter for this advertisement:

Theresia Model
Kanawasdegasse 99
1234 Vienna

Law company
Weiss-Weiss
Ms Maier
Rotenturmstreet. 13
1010 Vienna
Austria

Vienna, 9.9.2005

Application for the position of chief secretary (with good English skills)

Dear Ms Maier!

In the newspaper from 1.9.2009 you announced that you are looking for a chief secretary.

After my three-year training as industrial clerk, I worked for four years as a department secretary.

To check my information, please see the attached CV!

Since I have a good grasp of English, I would be glad if you propose an appropriate salary for me.

Please give me the opportunity to present myself at an interview.

Best wishes
Yours Theresa Muster

Attachment: CV with photo, various certificates

4.4 DEFINING DIFFERENT KINDS OF JOB HUNTING STRATEGIES

Rationale
There are several strategies for applying for jobs. Not all jobs (only about a third) are presented on the internet or in newspapers. Therefore it is crucial to also face the informal labour market.

Aims
- To define different job application strategies

Training method applied
- Group work

Accessories
- Paper
- Pens
- Flip chart
- Flip chart pen
- Pin board
- Small cards

Number of participants: 4–12

Duration of activity: 2 h

Description of activity
The trainer divides the whole group into two small groups with minimum 2 participants. He/she asks them (during the first step) to think of different job hunting strategies. During the second step, they are encouraged to write down their ideas on the flip chart. After 60 minutes, the group members come back to the plenary and present each other with their conclusions. The trainer moderates this phase of the exercise and then adds further job hunting strategies if necessary. At the end of this activity, each participant sums up those strategies that seem to be useful/applicable to his/her job (environment).
The trainer writes down the developed conclusions of the group on a flip chart, takes a picture of it and then uploads it onto the communication platform.

Tips for the trainer
- The trainer supports and motivates the group.
- The trainer moderates the plenary.
- The trainer has to emphasise the networking strategy as a very useful and fruitful job hunting strategy.

Summary of the activity

The object of this activity is to encourage the group to develop as many application strategies as possible and to decide on which ones are most suitable.

References

1. University of Nottingham: http://www.nottingham.ac.uk/careers/graduates/jobs/hunting/
2. HG.org: http://www.hg.org/empsearch.html

Resources/Appendixes: none

4.5.1 DEFINING DIFFERENT KINDS OF JOB INTERVIEW QUESTIONS

Rationale

The job interview can be a very stressful situation for applicants, especially for individuals who (after a long absence) want to reintegrate into the labour market. Often, this stress can be reduced by good preparation. One way is to think about one's experiences, another is to sum up all the possible questions that may be asked by the HR manager.

Aims

- To prepare oneself for a job interview
- To be more secure in a job interview

Training method applied

- Group work

Accessories

- Paper
- Pens
- Flip chart pen
- Pin board
- Small cards
- Video protector
- Computer with connection to the internet (if not possible: download the video from YouTube first)
- Alternative: Comic about job interview as teaser

Number of participants: 1–15

Duration of activity: 2 h

Description of activity

In a first step, the trainer introduces (if the equipment is available) an example video about job interviews. After showing the example (video or comic), the group will discuss it. The trainer asks participants to comment on the negative and positive aspects of this example interview and then places notes on the flipchart. Then he/she asks the participants about their (negative and positive) experiences with job interviews. The patients exchange their experiences and the trainer takes notes on a flip chart. In this phase, feedback can be given can be given about certain experiences from the trainer as well as from the other participants.

During the second step, the trainer encourages the trainees to think about questions that are usually asked during a job interview. The trainer again takes notes on another flip chart and can add further important questions at the end of the discussion. Based on experiences, the team together with the trainer, can think of different ways of answering all of them. The most crucial job interview questions can be summed up again on a separate flip chart at the end of the session.

The trainer takes pictures of the outcomes and uploads them to the communication platform.

Tips for the trainer

- The trainer has to prepare a job interview example (video or comic).
- The trainer takes notes to visualise the outcome.
- The trainer uploads the outcomes onto the communication platform.

Summary of the activity

The object of this activity is to encourage the group to think about as many job interview questions as possible and to remember and exchange their experiences.

References: none

Resources/Appendixes

If the participants don't find any job interview questions on their own, the trainer can inspire them with the following:

- Why did you apply for this job?
- Tell me something about your personality?
- What job experiences do you have?
- What are your strengths? Tell me five of them.
- What are your weaknesses? Tell me five of them.

- Which schools did you attend?
- Why haven't you worked for such a long period?
- What are your plans for the future?

4.5.2 HOW DO I ACT IN A JOB INTERVIEW?

Rationale
Job interview situations can be very stressful for applicants. To feel more secure during this experience, good preparation can be helpful. This exercise aims at practicing how to behave in a job interview:

Aims
- To prepare oneself for a job interview
- To understand how others see me in a job interview

Training method applied
- Group work

Accessories
- Paper
- Pens
- Camera

Number of participants: 3–15

Duration of activity: 1 h

Description of activity
The trainer displays the outcome of the training session: *"Defining different kinds of job interview questions"* with possible questions that appear in job interviews, and then reads them aloud. If any questions occur they can be clarified in this stage of the exercise.
During the next step, the participants take the advertisement they have found in the exercise *"How to read an advertisement"* and together with their working partner, think about possible questions that can be asked by a HR executive in a job interview.
Two volunteers then play out this job interview scene: one of them applies for a job and the other asks the questions that they have summed up before as if they were the HR manager. All the other learners watch the scene and then give their feedback of what they observed. Every participant can voluntary play: one as applicant and one as HR manager. The focus of the observation can be how the answers are delivered: expression, body language, and other things.
After the interview is conducted, the trainer asks the applicant:
- How did you feel during the interview?
- Did you feel well, secure or insecure?
- Which questions did you experience as positive and which made you feel insecure? Why?

Then the trainer asks the observers to tell the whole group about observations that they have made. The trainer may also ask the individual who has played the HR manager, if he/she had the same impression of the interview as the observers.

Tips for the trainer
- The trainer clarifies questions if any occur.
- The trainer has to encourage the group to give honest feedback, as this is important for improving one's behaviour during a job interview.
- If the participants playing the scene agree to it, then the trainer can record the job interview with the help of a camera and then play it back afterwards so that the learners can observe themselves, too.
- The trainer has to remind the participants to rethink all the steps they went through in the training and to integrate their acquired knowledge and experiences into the job interview, as this is the final step before starting a new job.

Summary of the activity
The object of this activity is to encourage the group to practice job interview situations. The feedback from the group and the trainer aims at helping to improve specific behavioural patterns and expressions.

References: none

Resources/Appendixes: none

5.1 EXPECTATIONS

Rationale

Asking training participants about their positive and negative expectations (referring to the training), can help the trainer recognise the general atmosphere and attitude of a training group. Visualizing expectations in terms of writing them down and putting them on a flip chart makes it easier for both the trainer and participants.

Aims

- To reflect the wishes, desires and negative expectations of the participants regarding the training
- To express and visualize the expectations of the participants regarding the training
- To find out at the end of the training if the participant's expectations have been filled
- For the trainer to get to know the expectations of the participants

Training method applied

- Pair work

Accessories

- Coloured markers
- Small cards in two colours
- Pin board
- Flip chart paper

Number of participants: 2–12

Duration of activity: 40–50 minutes

Description of activity

During the first training unit, the trainer asks the participants to search for another person with whom they want to complete this exercise. Ideally, the tandem partners don't know each other. The trainer hands out a paper with some questions about expectations that the participants can use for interviewing each other. The working pairs have 20 minutes for going through the questions (approximately 10 minutes for each person) and for writing down the crucial points on the small cards (one colour represents the positive and the other the negative expectations). In the next step, one of each pair presents the outcomes of the whole group and puts them on the pin board. After all of the expectations of the group are visualized on the pin board, the trainer draws some conclusions. The outcome will be put on a poster in a ratio of 1:1.

At the end of the last training, the trainer comes back to this poster. Together with the trainees, he/she tries to evaluate if all of the positive expectations have been fulfilled, irrespective of whether the negative expectations have come true.

Tips for the trainer

- The trainer has to prepare the pin board: making two columns or somehow splitting the board into two sections: one for positive expectations and one for negative, in which the trainees can place their outcomes.
- The trainer hands out the paper with some questions and suggestions related to the interview, stressing that the participants can add further questions if they so wish.
- While the trainer is structuring the outcome of the pair work, they have to be sure that all participants agree with his/her summary and structure.

Summary of the activity

The patients express their expectations from the training during the first training session. Where the trainer gives an impression of what the participants should expect from the training and where the participants outline what they don't want. Comparisons at the end of the training ("Have the expectations been fulfilled?) should be of interest for the trainer in terms of feedback related to the training that can help him/her improve the training structure or content for further courses.

References: none

Resources/Appendixes

QUESTIONS FOR THE INTERVIEW

- What do you expect from the training?
- What do you expect from the trainer?
- What do you expect from the other participants?
- What do you want to learn?
- What do you want to experience?
- What don't you want to learn?
- What don't you want to experience during the training?
- Is there anything you are worried about regarding the training?
- What would be the worst/best thing that could happen during the training?

5.2 BAROMETER OF PUBLIC OPINION

Rationale
Evaluating every single training session enables the trainer to improve his training capabilities during the whole process. With the help of public opinion, the participants do not have to give verbal feedback, but visualize their evaluation results on a provided poster. This way of feedback is usually less stressful and less time consuming than other ways.

Aims
- To find out how the participants like the training session (trainer)
- To express which sessions appeal to the participants and which don't
- To evaluate the training process
- To be able to improve single points from one session to another (the trainer)
- To receive a process evaluation at the end of the training

Training method applied
- Self study

Accessories
- Post-its in 6 different colours
- A lettered poster as an appendix
- Photo camera
- Tape to fix the poster on the wall

Number of participants: 1–12

Duration of activity: 10–15 minutes + 30 minutes

Description of activity
The trainer explains the procedure of the activity to the participants: He/she puts the poster on the wall and reads aloud all the topics to which the participants should give their feedback. The scale consists of 4 levels: "not at all, some what, quite a lot and very much". The participants are encouraged to give their feedback for each of the 6 topics with one coloured post-it. This means that there is always one colour for the given topic:
- content of the training session
- personal benefit
- organisation of the training
- enjoyment / fun

In the end, each patient should have used all of the 6 different coloured post-its. During this phase of the feedback, the trainer leaves the room (10 to 15 minutes). After returning to the training room, the trainer takes a picture of the poster, prints it and puts it on the wall and uploads it to the communication platform. As the evaluation of public opinion will be done after each training session/day, the trainer can compare the single sessions. This enables him/her to change the details that the patients didn't like. At the end of the training, the trainer can (together with the participants) analyse the training process while comparing all of the barometers.

Tips for the trainer
- The trainer has to leave the room while participants put the post-its on the poster (10–15 minutes).
- The trainer has to give participants enough time and does not have to rush them.
- The trainer has to take a picture after all participants have rated the six topics. The photo should be uploaded onto the communication platform.
- The trainer has to print the picture as big as possible and then put it on a wall of the training room, so that all participants are able to look at it during the whole training process.

Summary of the activity
Using the barometer of public opinion enables the trainer to receive a fast, detailed and visualized feedback for each training sessions / day. The advantage for the patients is that it is anonymous and that they don't have to write anything. The different barometers show the progress of the training and the satisfaction of the patients after the completion of the whole training. It is useful to analyse these outcomes together with the participants in order to receive a comprehensive picture.

References: none

Resources/Appendixes

	Not at all	Some what	Quite a lot	Very much
How did you like the content of the training session?				
How did you personally benefit from the training session?				
How did you like the organisation of the training session?				
Did you enjoy the training session?				

Or:

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